

# Prospectus & Information Pack



**Aspire, Believe, Succeed**

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0121 675 9740

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Dear Parents/Guardians,

Welcome to Featherstone Primary School. Some of you will already know us, but for some this will be your first contact with us. This Prospectus is written to provide information about the school, which we hope you will find helpful.

Featherstone is an 'open school', which we believe is welcoming and always ready to listen. Our aim is to provide a caring community, based on mutual trust and respect for the values and beliefs of others, within which children can reach their full potential. We expect high standards in behaviour, relationships with other children and adults and in all aspects of learning, work and play.

Our school is about partnership in all directions, with parents, governors, outside agencies and the wider community. We are interested in developing these partnerships in the coming year – especially with you.

From the start of their education until they leave Featherstone, I sincerely hope that your child will have truly enjoyed their experience here and will take the skills that they have developed into their secondary schools.

We have made every effort to ensure that all information you will need is included in this booklet. However if you have any further queries please do not hesitate to contact us.

Yours sincerely

**Mr E Gaibee**  
Head Teacher

**Mrs Irene Kasapi Philips**  
Chair of Governing Board

## Vision, Mission and Aims Statement

### ASPIRE, BELIEVE, SUCCEED

#### Vision:

Featherstone Primary aspires to equip every child with the skills they need for lifelong learning by developing confident, ambitious learners, who take ownership of their learning and are proud of their achievements as they grow.

#### Mission:

At Featherstone Primary we believe that learning should be exciting, purposeful and challenging. Our school aims to inspire and prepare every child to have high expectations of themselves and others. We will achieve this through providing a creative and challenging curriculum which motivates and encourages all children to reach their potential. This will be balanced with personal choice, sport and creativity so that each can flourish within a safe, but challenging framework designed to specifically fit their needs. We will prepare our children to encounter opportunities with resilience, perseverance and self-determination and encourage them to grow and become responsible, independent learners. We will work closely with the children, their families and the local community fostering positive, supportive relationships to benefit all pupils of the school. We are very determined for all our pupils and believe that our emphasis on high quality teaching is a key feature of our success.

#### Aims:

- To aim for each child to achieve their full potential in all areas of the curriculum, so that they are equipped and prepared for their Secondary transition.
  - To provide a curriculum that is designed to excite and motivate children with a range of topics and projects that are of interest to them and to which they can fully contribute so that their learning is engaging, interactive and challenging.
  - To create a positive, safe learning environment and to endeavour to develop the whole child, meeting individual needs where differences are recognised, celebrated and appreciated.
  - To encourage pupils to be responsible British citizens for the future who can actively contribute to a diverse society.
  - To support each child's emotional wellbeing so that they can talk openly about their feelings with confidence.
  - To equip children to evaluate and assess, to take risks and to make positive choices as part of their learning.
  - To promote lifelong learning to all, through high quality professional development for all staff and by developing a learning culture throughout the school.
- To include all members of the school community, pupils, parents, governors and staff, in the process of development, not only of themselves, but also of the school itself.

## The School Community

### Aims of all staff

At Featherstone Primary School, we are very devoted in encouraging a learning environment where:-

- Everyone within the organisation is happy, healthy, safe, successful and enjoys learning.
- We raise every individual's confidence and self-esteem to 'Succeed' as a team.
- We prepare children with skills and attitudes to become independent and co-operative learners.
- We plan to ensure that all children are challenged through their learning.
- We provide opportunities for everyone, so that they can make a positive contribution to their school, local, national and international communities.
- We believe that everyone's achievement and success should be celebrated.
- We plan a curriculum in which all pupils 'Aspire' to be creative and enjoy learning.
- We involve parents in their children's learning.
- We create opportunities for pupils to express themselves with freedom and be treated equally.

### Parents and the School

We foster close relationships between home and school so that we can work together to support your child in developing and achieving their full potential. If you wish to see your child's Teacher, we will be happy to arrange this. It is difficult for staff to talk in the mornings when they are required to supervise the children, but staff are usually available after 15:15. The Head Teacher and Deputy Head Teacher are normally available at the beginning and end of the day or by appointment at other times.

The school holds regular information meetings and special events throughout the year and you will be given dates by newsletter well in advance. The school Newsletter is a very important tool for communicating with parents and is delivered to your child at the start of every month, please do make time to read it. Some parents are saving these Newsletters over the years as a record of their child's school life. The Home School Partnership is also a vital key to a child's success in education. Parents can support the work of the school by encouraging children at home. This can be achieved by listening to children read every day, helping them with spellings and learning number facts.

## Start of School

### Admissions

Governors have set a limit of 60 pupils to be admitted to the Reception class each year. Children are normally admitted to the Reception class at the beginning of the academic year in which they are five. The Local Authority (LA) is responsible for allocating places. Parents may complete the required 'Common Admission Form' and submit it by post or online.

All Parents may put their child's name down at anytime. Formal requests for a Reception place in school should be made in the Autumn Term of the school year before your child is due to start school. An offer of a place cannot be made until the end of the Spring Term. If a place is not immediately available, we ask that you are patient and contact Admissions and Appeals for any enquiries about your position on the waiting list and also, advice on the Appeals procedure.

**Contact Details for Admissions and Appeals.** School Admissions and Pupil Placement Service, PO BOX 16513, Birmingham, B2 2FF. Telephone: 0121 303 1888 [www.birmingham.gov.uk/schooladmissions](http://www.birmingham.gov.uk/schooladmissions)

### Start and end of the School Day

#### Arriving at school:

Whilst the official start of school is 08:55 we encourage all our families to bring children into school from 08:45. This helps the children to settle in and to make a prompt start for registration.

No child should arrive at school before 08:45 (unless supervised by you), as we cannot guarantee supervision before that time.

**08:45 —Doors open**

**08:55—Registration**

**Home Time for all children: 15:15**

*(EYFS Children can be collected 5 minutes early to enable older siblings in school to be collected on time)*

#### Collection from School:

We expect all our children to be collected promptly at 15:15 by a responsible adult. Parents are responsible for their children after 15:25. Please notify the school office of any changes in your normal arrangements for the end of the school day. It would also be helpful if you could ring school if you should be unavoidably delayed for any reason. Tel: 0121 675 9740.

### Lateness to School

Children who arrive late at school are often embarrassed to walk into the lesson disturbing the class and Teacher. It is difficult for them to understand the lesson, having missed the introduction and it is, therefore important that your child is in the class by 08:55, when the bell rings. The school will not tolerate continued lateness and when this is persistent, parents are asked to attend a meeting with school to discuss the problem. If lateness continues (without a valid reason) after this meeting, a support plan will be put into place to see improvement.

## School Uniform

### School Uniform

School uniform plays an important part of the school's high standard of dress. All children attending Featherstone Primary School will be required to wear the correct colours: Our colours are red and grey. Please avoid buying the incorrect colours as they do not represent our school.

#### UNIFORM

White polo top / white shirt  
 Official red school jumper with badge  
 Grey trousers  
 School tie (to be worn with shirt)  
 Plain grey or black socks

**Black Shoes (No trainers of any kind)**

or

White polo top / white blouse  
 Official red school jumper with badge  
 Grey trousers or skirt.  
 School tie (to be worn with shirt)  
 Summer: Red Gingham Dress  
 Plain white socks or Plain red or grey tights

**Black shoes (not high heeled or boots)**

**Religious Clothing: We respect all faith groups and allow the following.**

**Christianity:** For the majority of Christians there are no particular dress requirements. In some Christian sects, such as the Plymouth Brethren, girls are expected to wear headscarves and modest clothing.

**Islam:** Girls wearing headscarves; these should be white in colour to match the uniform.

**Sikhism:** All initiated Sikhs wear the five 'K' symbols as a sign of their initiation into the Sikh community. Male Sikhs wear a turban, the removal of this is unacceptable. Children needed to wear any religious jewellery (i.e. Sikh Kara) is acceptable.

Where families who are experiencing financial difficulty, please speak directly to the Head or Deputy to seek some charitable assistance advice i.e. clothing donations or discounted coupons from Clive Marks.

All Key Stage 1 children will need to have a school reading book bag.

**All of the uniform products can be purchased from**

**Clive Mark's shop at 409 - 411 Birmingham Road, Wylde Green, Sutton Coldfield, B72 1AU.**

**PLEASE CLEARLY MARK ALL SCHOOL UNIFORM WITH YOUR CHILD'S NAME.**

### Footwear

Trainers and many designs of 'fashion' shoes **are not suitable** for day to day wear in school. We only allow children to change into trainers at break times and for no other reason. Parents will have reminder letters sent home if pupils continue not to follow school dress code. Children must also enter and leave school wearing school shoes only. Fashion clothing resembling the school colours is not allowed as these are clearly not part of the uniform policy.

## Physical Education Kit (P.E)

**P.E kit is a must and we ask parents to provide the following for P.E:**

### **Indoor P.E. kit**

Red 'Featherstone School' P.E. T-shirt  
Navy blue/black shorts.

(Girls may wear blue or black leggings instead of shorts if required for religious reasons)

Pumps indoors / Trainers outdoor

### **Outdoor P.E. kit**

Red 'Featherstone School' P.E. T-shirt

Plain black or navy blue tracksuit or shorts

(School track suits are available to purchase directly from Clive Marks)

Trainers

**PLEASE CLEARLY MARK ALL P.E KIT WITH YOUR CHILD'S NAME.**

## Jewellery

In the interest of safety and to avoid loss, children are not allowed to wear jewellery to school. This means that rings, bracelets and necklaces are not permitted. The only exceptions are for medi-alert items and some religious artefacts. Children may only wear studs in ears. Hoop earrings are not permitted. Parents should inform school in writing if their child's ears have been recently pierced.

***Members of staff will not remove studs from a child's ear. Studs must be removed before P.E days, particularly for swimming.***

Children may wear watches in school but they should be inexpensive and not for trend. School is unable to accept responsibility for loss or damage.

## Hairstyles

Children's hairstyles should be appropriate for school and not fashion styled (patterned, Mohican etc). There is a time and place for this and school term-time is not an appropriate time.

Children with hair longer than shoulder length must have their hair tied back with a suitable hair accessory. This is for the health and safety of children during class lessons and during PE. It is also a measure put in place to limit the spread of head lice in school which I am sure you appreciate is difficult to prevent.

## Other Valuables

It is not appropriate for children to bring into school any valuable items. We will not take any responsibility for valuable items being brought into school and we ask you to understand that if such items go missing, it will not be appropriate for staff to spend time on any investigation as this uses quality teaching, learning and planning time.

## Mobile Phones

Children are not allowed to bring mobile phones into school. Only in exceptional circumstances will this be allowed and in such cases, the phone should be given to the Class Teacher for safe keeping. No responsibility will be taken by school for loss or damage to mobile phones.

## School Meals and Lunchtime Arrangements

### Snacks at Playtime

Children in Reception, Year 1 and Year 2 are provided with a free piece of fruit through the National Fruit for Schools scheme. For children in Years 3-6 various healthy snacks and drinks are available to purchase on a daily basis from the school kitchen.

### School Meals

All our school meals meet high nutritional standards to ensure pupils have a healthy, nutritious and balanced diet. The school menu is reviewed on a regular basis with the children on the School Council so that the menu not only complies with the School Food Standard, but contains food that they would like to eat. Menus are changed according to the season so that children enjoy warm and cold food depending on the season. A drink is always served. Children also have a choice of salads and additional fruits to choose from.

### Religious and Other Dietary Needs

Our Kitchen can cater for all pupils' individual needs; this includes Halal, Vegetarian, Nut Allergy and Gluten Free. All meats are purchased directly from Birmingham City Council Approved Caterers. The Kitchen ensures that separate cooking utensils are used for Halal and non-Halal foods.

### Universal Infant Free School Meals

Since September 2014 **all** pupils in Reception, Year 1 and Year 2 are entitled to receive a free, hot nutritious meal at lunchtime every day. You will be asked during your child's induction whether your child take up the offer of a free school meal or if you will provide them with a packed lunch. Please ensure the school is informed if your child has any special dietary requirements. *It is important that you inform the school if you are in receipt of certain benefits (see Pupil Premium Section below) to enable the school to claim additional funding which will benefit your child's education.*

### Junior School Meals

**Dinner money is paid on a half termly basis, not weekly and must be paid at the start of each new half term.** Any money brought into school should be in a sealed envelope, clearly marked with your child's name, class and the amount. *We are not allowed by Audit to accept money from parents unless it is in a clearly marked sealed envelope.* **Change in your child's dinner arrangement:** If your child wishes to change from school meals to sandwiches or vice versa, please notify the school office in writing, giving one week's notice. **Paying by cheque:** Cheques are made payable to Birmingham City Council.

#### Free School Meals Entitlement Key Stage 2

If you are in receipt of certain benefits your child will be eligible to receive Free School Meals. Please apply online at [www.link2ict.org/fsm](http://www.link2ict.org/fsm) . If you do not have internet access please collect an Application Form from the School Office to enable the school to apply on your behalf.

## School Meal and Lunchtime Arrangements

### Pupil Premium Funding

If you are in receipt of certain benefits (see below) it is important that you register online at [www.link2ict.org/fsm](http://www.link2ict.org/fsm) to enable the school to claim the additional funding for your child to use in support of teaching and learning (Pupil Premium). Please note that this is different from the Universal Infant Free School Meals which all Infant children are entitled to. Parents of Infant children will also need to apply separately for this additional funding. Your child does not have to take up the free school meal, you can still provide a packed lunch if you prefer, as long as you've registered your child they will still benefit from the additional funding. *If you do not have internet access please collect a form from the office to enable the school to apply on your behalf.*

The school uses the Pupil Premium Funding in the following ways:

- We release Class Teachers so that they can provide targeted intervention for the Pupil Premium children in their own class. This intervention helps the children to develop their skills in Reading, Writing and Maths.
- We have developed a Pastoral Department to support children and families, thus ensuring that the children are supported with all areas of school life.
- We ensured that children who are looked after have every opportunity to success through coaching, one-to-one sessions and resources.
- Provide classrooms with additional resources to support the children in their learning.
- Teaching staff have been given training as part of professional development to ensure that they are up to date with current ideas and strategies to make lessons focused on progress and fun.

Eligible Benefits for Free School Meals and Pupil Premium are listed below:

- Child Tax Credit and joint income of no more than £16,190 (provided that you are not entitled to Working Tax Credit).
- Income Support (IS)
- Income based Jobseekers Allowance (IBJSA)
- Support under Part IV of the Immigration and Asylum Act 1999
- An income-related employment and support allowance (irESA)

### Lunchtime Arrangements.

Lunchtime takes place from 11:45 – 15:00. The children are supervised during the entire lunchtime by a team of Lunchtime Supervisors.

During bad weather, games and indoor activities are provided for the children. During bad weather, each child is given a small plastic container with his/her name. Inside this box are their favourite things, which they can take out for bad weather days!

**Lunchtime arrangements are as follows:**

**Reception and Year 1 - 11:45 to 12:45**

**Years 2 - 12:00 to 12:45**

**Years 3 and 4 12:15 to 13:00**

**Years 5 and 6 - 12.30 to 13:00**

### Lunchtime

Senior manager will oversee to ensure and maintain good standards of behaviour during playtime and lunchtime and deal with inappropriate behaviour as per the school's Behaviour Policy. Lunchtime Supervisors will encourage pupils to play safely with one another.

## Medical/Medicine and Health Checks

### Medicine - Long and Short Term Illness:

Children who have a long term illness such as asthma, diabetes or epilepsy will have their needs catered for. Children will need a 'Care Plan' which is formalised by the school in conjunction with Health Professionals.

- All staff working with children should be made aware of individual medical needs and action required should treatment be needed.
- Parents should provide written information and instructions, which will be treated in confidence.
- Any child who becomes ill in school will be cared for and comforted until you can be contacted.
- We are only able to administer prescribed medicines which need to be given FOUR times a day. Medically trained staff are the only personnel who will administer prescribed medication. Medicines will be kept in the school office. Parents will need to complete an authorisation form which is then authorised by a Senior Leader. Non-prescription medicines are not allowed in school.

Please inform the school immediately if your child has any communicable disease or illness including head lice. The Head Teacher will update parents about head lice through the school newsletter and individual class letters will also be sent home.

All aspects of medicines and medicine safety are covered in the schools 'Medical Needs Policy'.

### Specific Medical Issues, Allergies etc:

If children have specific medical issues, we work closely with parents to ensure that the provision for each of them is appropriate. Older children who suffer from asthma are allowed to administer their own inhaler medication, with the supervision of an adult (younger children are given support). The inhalers are kept in classrooms during lesson time and are bought down to the medical area at lunchtimes so that they are easily accessible. Inhalers are also taken with children when doing sports, including swimming. Staff are trained annually in the use of Epi-pens (Allergy Adrenaline Injections) for use with children who have specific allergies, such as nut allergies.

### Emergency Procedures

If your child is involved in an accident or becomes acutely ill, our first aid trained staff will ensure your child is out of immediate risk and then contact parents. Staff will also contact the emergency services if considered appropriate and will inform you immediately.

### Illness/Head Bumps

If your child bumps his/her head you will automatically receive a first aid note informing you of the bump. If your child has a headache or feels dizzy following a bump on the head, you will be contacted by telephone.

### Health Checks

The School Nurse checks hearing, eyesight, height and weight for children in Reception. The School Nurse/Doctor will conduct a health meeting with all Reception parents/children during their first year in school and appointments are sent out.

## Absence and Attendance

### Absence

**ALL ABSENCES FROM SCHOOL MUST BE EXPLAINED.** It is a legal requirement that we record the reasons for a child's absence from school. Please help us to keep these records by remembering to contact us when your child is not in school.

#### PLEASE

- Tell us in advance if your child has a Medical/Dental appointment during school time. The school office will expect to see evidence for appointments.
- Telephone school (0121 675 9740) and leave a message to report your child is ill on the days they are absent.
- Send a letter with your child when they return to school.
- Let us know if your child has an infectious illness as soon as you have confirmation from the doctor.
- Keep your child away for at least one (maximum two) day/s after sickness or diarrhoea, before allowing them to return to school.

## Equality

On the 1st October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Admissions, induction and attendance.

- Pupils' progress, attainment and achievement.
- Pupils' personal development, welfare and wellbeing (linking to anti-bullying and safeguarding).
- Care, guidance and support.
- Parental/carers involvement.
- Working with the wider community and community cohesion.
- Behaviour, discipline and exclusions (linking to SEAL).
- Teaching styles and strategies.
- Staff recruitment, retention and professional development.
- Inclusion (linking to curriculum, participation etc.).

**GUIDING PRINCIPLES:** In fulfilling the legal obligations we are guided by nine principles:

**Principle 1: All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:**

- whether or not they are disabled.
- whatever their ethnicity, culture, national origin or national status.
- whatever their gender and gender identity.
- whatever their religious or non-religious affiliation or faith background.
- whatever their sexual identity.

**Principle 2: We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same.**

Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made.
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- gender, so that the different needs and experiences of girls and boys and women and men, are recognised.
- religion, belief or faith background.
- sexual identity.

**Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards less able people, good relations between able and less able people and an absence of harassment of less able people.
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents.
- mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equality practice in staff recruitment, retention and development**

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether they are able or less able
- whatever their ethnicity, culture, religious affiliation, national origin or national status.
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- able and less able individuals.
- people of different ethnic, cultural and religious backgrounds.
- girls and boys, women and men.

**Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds.
- both women and men, girls and boys.
- Everyone irrespective of their sexual orientation.

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled people as well as non-disabled.
- people of a wide range of ethnic, cultural and religious backgrounds.
- both women and men, girls and boys.
- individuals sexual orientation

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability.
- ethnicity, religion and culture.
- gender.

**Principle 9: Objectives We formulate and publish specific and measurable objectives, based on the evidence**

We have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability.
- ethnicity, religion and culture.
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall School Improvement Plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

We aspire to fulfil our legal obligations towards pupils, parents/carers and staff. Equality and diversity principles will run through all day to day practices and be embedded in all policies:

### **Ethos Statement**

Featherstone Primary School prides itself where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

### **Legal Duties**

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. This policy has been developed to enable us help meet our general duties to:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between those who have a protected characteristic and those who do not.
- Foster good relations between those who have a protected characteristic and those who do not.

We understand the principle of The Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under The Act covers the groups listed below:

- age (for employees not for service provision).
- disability.
- race.
- sex (including issues of transgender) gender reassignment.
- maternity and pregnancy.
- religion and belief.
- sexual orientation.
- Marriage and Civil Partnership (for employees).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet these. These are to:

Publish equality information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)

Prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics above and analyse the data to determine the focus for our equality objectives. This data will be assessed across our core provisions as a school. This will indicate the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above; however, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998. In fulfilling our obligations we will:

- Recognise and reflect diversity.
- Foster positive attitudes and relationships and a shared sense of belonging.
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely.
- Strive to ensure that society will benefit.

## **Disability and Special Educations Needs**

### **Children with Disabilities**

Everyone at Featherstone accepts responsibility for protecting the rights of children as individuals and takes positive steps to ensure that all children should have an equal opportunity to achieve their potential. Education offered is available to all children regardless of gender, race, creed or colour. We do not discriminate against pupils with disabilities. The admission arrangements for pupils with disabilities has due regard to the 2001 Special Educational Needs and Disability Act which ensures that disabled pupils will not be treated less favourably.

Monitoring of the implementation of this act is the responsibility of the Governing Body. As our school is a relatively new building, the school has good access for disabled pupils on the ground floor. This includes disabled car parking facility, an access ramp, disabled access main entrance, a disabled toilet and a wheelchair lift to gain access to the ground floor. From September 2013, following school expansion, a new accessibility lift and an additional disabled toilet is available.

The school is always seeking to improve its facilities for children and adults with disabilities, as such the schools 'Accessibility Plan' is reviewed on an annual basis.

## Special Educational Needs

At Featherstone the special needs of children are identified by the Class Teacher or a colleague through observation, testing, assessment and consultation with parents, previous school records and health agencies e.g. School Nurse. Our Special Needs Policy has been written with consideration of the national Code of Practice for Children with Special Educational Needs.

The school has a **SENCo, Miss T Harrington** who is the key link for parents and external agencies.

The Inclusion Leader works with Class Teachers offering support and advice to plan suitable programmes of work and support for pupils. Together they are responsible for drawing up and reviewing the Individual Education Plan for any child on the Special Needs Register. A child who has an Individual Target Plan (ITP) and Educational Health and Care Plan (EHCP) will also have a 'Learning File' where information is kept, e.g. targets that have been met and evidence to show how children are supported in their learning. Their learning is also closely tracked via the school tracking system.

Parents are consulted at each stage and are invited to attend meetings with the Inclusion Leader to discuss their child's progress.

Staff assess individual development and support children at their own pace. Through this approach, children build confidence, self esteem and a 'Can Do' attitude. The Head Teacher assumes overall responsibility for Special Educational Needs provision in the school and will be happy to answer any questions.

Copies of the Inclusion Policy and Accessibility Plan are available from the Head Teacher. The School's Disability and Equality Scheme and other SEN information can be found on the school website.

## Communication with Parents

### Head Teacher's Newsletter

Each week the Head Teacher circulates a newsletter which gives information on school developments, activities and special mentions.

### Class Newsletter (Each Term)

Class newsletters are circulated at the end of each term which give details of learning, achievements and special events.

### Letters (Thursday is Letter Day!)

Letters sent home from school for parents' attention will only be sent out on a Thursday by email. A hard copy of letters are only handed out if we are collecting reply slips from parents. This saves a great deal of confusion and makes life a little easier regarding school communications.

## **Parents' Evenings & Reporting to Parents**

Parents Evening is an ideal opportunity for you to discuss your child's progress with their Class Teacher and raise any concerns that you may have. We have three planned Parents' Evenings Autumn, Spring and Summer Terms where you will be able to discuss your child's levels achieved in the academic year.

## **Collective Worship, Religious Education & Moral Education**

### **Collective Worship**

Religious education is part of the curriculum throughout the school. It is taught in accordance with the Birmingham agreed syllabus. Parents who wish to exercise their right, on religious grounds to withdraw their child from these lessons should write to the Head Teacher. This also applies to parents who do not wish their child to attend assembly which may include a religious content.

### **Religious Education**

Religious Education is taught in line with the Birmingham agreed syllabus. We aim to enable our pupils to develop knowledge and understanding of different religions in order that they may reflect on beliefs, values and experiences, make reasoned and informed judgements and develop positive attitudes towards others. Parents who wish to exercise their right, on religious grounds, to withdraw their child from R.E lessons or trips to places of worship should write to the Head Teacher.

### **Spiritual, Moral, Social and Cultural Education (SMSC)**

SMSC (Social, Moral, Spiritual and Cultural) provision aims to provide all children with school based experiences that involves the development of the whole person, and has a big impact on the confidence and respectful culture we develop at the school.

We believe every child deserves to learn and experience their culture and the cultures of others in our school. This can help pupils to understand how to engage with the world around them, and provide them with social and emotional skills to be successful members of the community.

## The Curriculum from Early Years to Year 6

### The Curriculum

At Featherstone Primary School we aim to give every child access to a broad and balanced curriculum which is appropriate to their needs. In Reception, children follow the Early Years Foundation Stage Curriculum. As children move from Reception to Year 1 and until they leave us at the end of Year 6, we follow the new National Curriculum.

Children throughout the school follow a creative way of learning through a 'Topic' based curriculum. This is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their imagination. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. Teachers plan so that direct experience is placed at the centre of the curriculum to draw out and develop children's thinking and capacities in meaningful contexts.

Our teachers spend a great deal of time researching and discussing what will best work for the child. We have tailored our thinking so that:

- the curriculum becomes more creative and exciting:
- pupils are more motivated and interested in learning and remember what they have learned:
- pupils are more involved in their learning and take ownership of it:
- pupils are able to hold discussions at home which enhances parental involvement in their children's learning.

### Foundation Stage Curriculum

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

Each area of learning is related to a set of early learning goals. These form the basis for teaching and learning in Reception. Each child's progress is monitored and assessed against the early years learning goals. By the end of the EYFS, some children will have exceeded these goals and others will be working towards some or all of them.

During the first few weeks after starting school all children will be assessed during everyday discussions with parents and children. The teacher will then continue to assess your child's progress throughout the year. The Early Years Foundation Stage Profile will be completed at the end of the Foundation Stage where your child's knowledge and abilities are assessed in preparation for the transition to Year One and the beginning of the National Curriculum.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are: Communication and Language, Physical Development and Personal, Social and Emotional Development. These prime areas are those most essential for your child's healthy development and future learning. Children are also taught through **4 specific areas**. These are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

## English

Work is planned from the National Literacy Framework to develop skills in English which will enable children to communicate effectively through the spoken and written word.

Pupils' abilities are developed within an integrated programme of speaking and listening, reading and writing. Daily reading activities are planned for each class to develop reading skills, so that children can become enthusiastic, independent and reflective readers. Pupils also have daily teaching in phonics or spelling.

## Mathematics

Work is planned using the National Numeracy Strategy and is designed to develop skills in number, shape, space, measures and data handling. Children are given plenty of opportunities to apply mathematics in practical tasks and in problem solving. Children are sent home with tables to learn on a weekly basis and we require parental support with this so that children become confident in rapid recall.

## Science

Work is planned from the National Curriculum and investigations and experiments are used to develop children's scientific knowledge and skills in the following areas: life processes and living things, materials and their properties and physical processes.

## Personal, Social & Health Education (PSHE)

PSHE is part of the whole school curriculum. It teaches children issues relating to health education and gives confidence to children to think of ways in which they can look after themselves and keep happy, healthy and most importantly, safe. Some of the topics covered are friendship, bullying, disability, road safety, stranger danger, keeping safe, which includes medicines and healthy living etc. The themes covered are taught at their own ability level.

Careful thought is also given to make sure that the curriculum is significant and appropriate to the children and that teachers in both Key Stages plan carefully to make sure that there is continuity and progression as children grow.

## Relationship and Health Education

Our school Governors are responsible for the nurture of health and relationships education within the school. The subject of sexual development is handled sensitively and in a manner appropriate to the age and maturity of the children. It is set within the context of PSHE and emphasises the values of family life, self respect and respect for others.

A summary of our Health and Relationships Policy is available for parents on request. This subject is delivered by qualified teaching staff and we also liaise with the Health Authority to support on some occasions.

## Music

Children participate in a range of musical activities, which include singing, composing and performing using tuned and percussion instruments. At Featherstone, we want to be able to bring out children's talents and musical skills. In addition to the curriculum followed in school pupils are taught African drumming and Birmingham Music Services teach clarinet to Juniors. Children have the opportunity to be involved in various productions to which parents are invited.

## **Physical Education (Inc. Sport Premium)**

Sport plays a key role in school. Our use of the Sport Premium has been planned so that children are taught quality P.E and Sport lessons from a qualified member of staff. Throughout the year children will have experience of dance, gymnastics, swimming, athletics and outdoor games.

As part of our commitment to sport, Intra school and Inter-school games are arranged regularly through the KSSP (Kingsbury School Sports Partnership) so that children have the opportunity to take part in competitive sport.

From Year 2 onwards children attend swimming sessions at Erdington Swimming Baths and further details of these will be sent to you at the appropriate time.

It is essential that all children take part in P.E and sport. Children are required to wear the school P.E kit (see uniform) and these can be kept in a school pump bag in school.

## **Assessments and Pupil Targets**

### **How do we assess children throughout the school?**

Each child is assessed in Reading, Writing and Maths six times each year. Details of these assessment results will be shared with you at Parents' Evenings. The progress of your child is continually 'tracked' every half-term through pupil progress meetings with their class teachers to ensure that they are making the progress which we would expect.

If a child is falling behind we may put in place intervention strategies to ensure that they have the best opportunities to reach their potential. This might involve some extra teaching time or discussing with you ways in which you can assist with homework etc. It is quite usual for children to move in and out of target groups during a year to support their progress and we would not normally inform parents of changes in classroom groupings.

### **Formal Assessments**

Children in Year 2 and Year 6 take their SATs (Statutory Assessment Tests) in May each year. The Year 6 SAT's take place in a specific week in May.

During June children in Year 1 will take part in a statutory phonics screening. This is done on a one-to-one basis with the class teacher and assesses how well children can blend letter sounds to read a set of words. Children in Reception are assessed using the Early Years Foundation Stage goals.

These tests help us to see exactly what progress each child has made during the year and enable us to focus teaching for the following year to address any gaps in learning.

## Homework

We believe it is most important for you to be well informed about homework and in order to ensure good communications, your child's Teacher will send a letter to you giving more details at the start of each term. Every child has a Home-School book which teachers and parents can use to communicate about homework and reminders for the week.

## Gifted and Talented Children

For children with particular gifts, we provide opportunities to raise and stretch their talents. We have a range of activities for pupils to be involved in and they may participate in workshops on a wide variety of subjects including mathematics, science, art, drama, dance and sport.

## Extra Curricular Activities

### After School Clubs

The school offers a range of sporting and non-sporting activities as part of the extra-curricular provision.

Clubs available depend on staff expertise and interests, but a range of activities run throughout the school year. We try to offer clubs to all year groups and sometimes mixed year groups. Clubs are organised by members of staff and external agencies.

We often participate in local sporting events where some children are selected to represent the school. Details of all the sports that we offer can be seen on the school website.

We request that if your child participates in a club that they are collected on time after the activity.

### Residential Trips

Children have an opportunity to participate in a residential visit to an outdoor pursuits centre. For activities like this, which take part outside school hours or do not form part of the national curriculum, participation is on the basis of parental choice and willingness to meet the cost involved.

Parents are informed well in advance of residential trips so that payment arrangements can be made.

Year groups that have had the opportunity to go on a residential are Year 4, 5 and 6.

### Educational Visits

All educational visits are carefully risk assessed, monitored and DfES requirements are fully complied with. **Each educational visit/activity will only take place if sufficient costs are met.** Please see **Charges and Remissions Policy on [www.featherstoneprimaryschool.co.uk](http://www.featherstoneprimaryschool.co.uk)**

All children are required to have an authorisation from parents prior to teachers taking children off school site. Without such consent your child will not be allowed to go on any school trip.

## Safeguarding and Child Protection

### Safeguarding and Child Protection Policy

The school's Child Protection Policy provides clear direction to staff, volunteers and visitors regarding codes of behaviour in dealing with child protection issues. The policy also makes clear the school's commitment to the development of good practice and sound procedures.

This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child foremost.

Our school fully recognises the contribution it can make to protect children and support pupils in school. The full policy can be found on our school website and applies to all adults who work in our school, including volunteers, students and visitors.

The Designated Senior People in charge of child protection are: Mr Gaibee (HT), Miss Hill (DHT), Miss Harrington and Miss Lacey.

The Governor responsible for Safeguarding is: Jason Hayles.

### Safer Recruitment

The School has robust systems in place prior to making any appointments. All applicants are required to provide an enhanced DBS application prior to taking post. The Interview Panel always has a member of staff who has been Safer Recruitment trained.

### Safeguarding Training for Staff

Staff undergo Safeguarding training every year. The training involves all aspects of safeguarding which includes protecting pupils from harm, how to make a referral and how to protect themselves.

### Social Sites and Facebook

It is illegal for a child to use a facebook account under the age of 13. **The terms and conditions of facebook are clear.** Incidents that have taken place out of school have at times, been brought into school, resulting in an immense amount of teaching and learning time being taken up. This is totally unfair on other children's learning and on the teaching staff who spend a great deal of time planning and preparing lessons to teach, but are having to spend time resolving matters which have taken place outside school.

The terms of Facebook are that **"You will not use Facebook if you are under 13".** The advice given by Birmingham City Council on 'Safeguarding Children' is that **primary aged children should not be using Facebook under another user's name and especially if they are under the age of 13.**

### Safer Internet

In school, children are not allowed to use the internet without adult supervision. The school has a robust firewall which is monitored throughout and any causes for concern are notified to school through the city's monitoring of ICT.

We regularly train our children on e-safety and how to report a worry or concern relating to e-mail, cyber bullying, and concerns around inappropriate images and contents.

## Safeguarding and Child Protection

### Site Security

The safeguarding of our pupils is very important and the latest guidance in Keeping Children Safe in Education adhered to at all times. The school has very tight security measures. Public vehicles are not allowed on site and all visitors are required to report to the main school office.

## Behaviour

The school's Behaviour Policy is designed to support our aim to be a caring community where every member of the school community feels valued and respected, that each person is treated fairly and that there is mutual trust and respect for all.

Our first rule is **respect**. The school expects every member of the school community to behave in a respectful way towards others and to the learning environment.

We treat all children fairly and apply this Behaviour Policy in a consistent way. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

### Pastoral Support for Individual Pupils

At Featherstone Primary School we are aware that certain groups of children are at particular risk and a Pastoral Support Programme offers assistance to:

- Those on the Child Protection Register
- Looked-after children
- Those children in the care of the Local Authority
- Young carers
- Those from families experiencing stress, e.g. bereavement
- Children with school phobia
- Children with long-term absence from school for medical reasons
- Children needing additional attention due to other circumstances (i.e. domestic violence/alcohol abuse)

Featherstone Primary School acknowledges school-based intervention is needed for disaffected pupils and shapes a Pastoral Support Programme for individual children to manage their particular need. The Programme of Support depends on their personal situation. Parents/Carers are involved in the Support Programme as much as possible and Individual Pastoral Plans are arranged, if applicable.

## Photography and Local Media

### Photography in School

We are always updating our website and taking photographs for local media. The website will also show samples of children's work and photographs from assemblies and will enable us to also share with you photos of events i.e. class performances.

To make the process very straightforward it would seem suitable to photograph the children at our discretion for the use of the school website and for photographs to be displayed around the inside of the school. **If you would prefer your child NOT to be photographed for these purposes please could you write in with your request and we will hold the details on your child's file.**

## School Councils

### School Council

We like to run a democratic voting system, so that the School Council is elected by the children. Towards the end of September the Head Teacher invites nominations from any pupils who wish to be elected for Chair or Vice-Chair and the appropriate form must be completed by a deadline date. After this all applications will be looked at and assessed by the Head Teacher.

Councillors are expected to represent the school and ensure that their behaviour and presentation are a model for the rest of the school. The Council meets regularly to discuss school issues and is consulted on a range of school policies and developments. For example, the Council have been involved in developing plans to improve the nature area, the new school building, raising funds to pay for Graduation Gowns and Caps and the formulation of our Healthy Eating Policy. They have an active role in school and play a lead role in 'Pupil Voice'. The term of office spans throughout the academic year - September to July.

### Eco Council

The Eco-Schools scheme is rooted in a genuine desire to help our children become more effective citizens by encouraging them to take responsibility for the future of their own environment.

The Eco Council is a group of pupils from all year groups who meet regularly to talk out how they can work together to help the environment, particularly in and around school. As part of their role the Eco-council have presented assemblies to the whole school about reducing litter, have been involved in decisions about solar panels in the new school building and saving energy and water and have been tree-planting in the local area. The school is working towards the Eco-school awards scheme.

## Pupil Voice and Parent Voice

### Pupil and Parent Questionnaire

We pride ourselves on wanting to hear what others have to say. Each term we send out a questionnaire for parents to complete. The responses are fed back to parents including how we intend to address areas that have been flagged up. Each term we also share the results of the questionnaire with Governors and Staff.

## Getting Involved in School

### Parent Helpers in School

You are your child's first and most important educator. At Featherstone we value and appreciate the important role you have to play in supporting your child in developing a positive attitude to school and learning. Schools cannot educate children alone so we are most grateful for help offered.

You are invited to share some of your spare time or expertise to help out in school. If you are interested, please contact the school office to discuss the nature and frequency of your involvement. You would never be expected to teach children and issues of confidentiality and safety would be discussed prior to working in school. Parents are not usually placed in their own child's class. All parent helpers and volunteers are subject to full DBS clearance and references will be required.

### Featherstone Primary School in the Community

The school plays a very active part in the community. For example, the Community Police Special Officers work very closely with the children in sport and raising their awareness in road and community safety.

The school also has close links with other local schools, this includes a special school where children visit one another, exchange ideas and learn together. We work very closely with Stockland Green Secondary School and their teachers, so that our children as early as Year 4 begin to understand and have experience of Secondary requirements. This helps to prepare them for transition to secondary, which is one of our aims.

## Tolerance and Values

Featherstone Primary School is an orderly, safe place where relationships between staff and visitors, especially parents, demonstrate mutual respect and a recognition of shared responsibility for pupils' welfare and educational progress.

### Zero Tolerance

There is no place for violence, threatening behaviour or abuse in our school. Where such behaviour does occur, the Local Authority will take a proactive role in protecting the school and appropriate legal action may follow. The school will use CCTV footage in the event of a prosecution.

Parents are not to bring dogs on school site.