



“Learners today, Leaders tomorrow”

PROSPECTUS 2017/18



Washwood Heath Primary Academy
Burney Lane, Stechford, Birmingham, B8 2AS
Telephone: 0121 675 9523
Email: csutheran@washwoodconnect.com
Website: www.washwoodheath.com

Dear Parents,

This prospectus has been created to give you as much information about the life of Washwood Heath as possible.

We believe that a strong partnership between parents, teachers and pupils is vital if our children are to reach their full potential, both academically and socially. Many visitors comment on the special caring ethos of the academy schools and we believe that the quality of relationships within a school is central to making it a happy and secure place of learning for the children.

The children of Washwood Heath will be encouraged to develop all their talents through the curriculum and through a wide range of extra-curricular activities. We believe in educating the whole child by encouraging our pupils to think for themselves so that they are equipped with the skills to be successful in a rapidly changing world.

Whilst this booklet will give you a flavour of school life, I would like to invite you to visit the school to see the children at work and play and to discuss with me any issues that you feel need clarification. Please contact the school office to arrange for a guided tour. You will be assured of a warm welcome by staff and children.

Yours sincerely,

Mrs H Lowe
Deputy Head of Academy

OUR MISSION

Learning to succeed is what Washwood Heath Multi Academy Trust is about: a passion for, and love of learning, with the drive and motivation to succeed. Our aim is for pupils to fulfil their limitless potential through perseverance and effort: *to recognise that excellence is a habit not an act (Aristotle)*

Staff are highly trained and here to support, guide and inspire students to continue their learning lifelong. When they do leave school, they will do so with the confidence to see the world as an opportunity.

Our aim is to provide the best opportunities for learning within a climate where a sense of moral responsibility is clear and each child recognises that humanity and the common good is a key aim for all.

We wish to develop individual self-esteem leading to self-confidence and mutual respect for other people through a positive working atmosphere which creates a wide range of opportunities for achieving success. We aim to develop a sense of community where all those involved in the school work in partnership with one another.

Our aim is to encourage children to:

- think positively about themselves
- value each other
- work in a well-ordered environment which gives them stability and security
- respond enthusiastically in a wide range of learning situations
- develop independence and self-discipline
- have high expectations of what they can achieve and to reach their potential
- develop socially, morally, culturally and spiritually

At Washwood Heath Primary Academy we aim to provide children with the ability to face the unknown challenges of the modern world. We focus on developing children's learning capacity so they become successful lifelong learners. We encourage our pupils to be independent learners and to develop good behaviours for learning. This includes having personal goals and the desire and ambition to do well, showing a willingness to engage in lessons and taking joint responsibility with us for their progress and development.

To ensure that effective teaching and learning takes place we give pupils the opportunity to:-



1. Work in a variety of contexts
2. Work co-operatively and independently on their own and in a variety of groups.
3. Experience a range of teaching styles.
4. Work in conditions that are secure, clean, orderly, stimulating and safe.
5. Work with sophisticated information processing systems.
6. Benefit from constructive feedback.
7. Be creative
8. Work on tasks that are challenging and stimulating



Washwood Heath Academy

Moral Compass:

- Respect for all.
- Making the right decision.
- Contributing to a brighter future.
- Manners and values.
- Have a caring heart.



Life is the sum of
all your **choices!**

Albert Camus

Make a difference:

- Shape lives.
- Provide a positive role model.
- Show your talents.
- We all have a role to play.
- Be different!



How wonderful it is that nobody need
wait **a single moment** before
starting to **improve the world.**

Anne Frank

Inspire:

- Be creative.
- Be excited about opportunities.
- Be Independent in thought and action.
- Learn from your mistakes.
- Shine!



The **important** thing is
to not stop **questioning.**

Albert Einstein

Aspiration and Success:

- Set goals – work hard
and reach for the stars!
- Persevere with your goals.
- Dream big!
- Success is an individual journey.



If you can **dream** it,
you can do it!

Walt Disney

Opening Doors:

- Work hard.
- Enjoy the challenge.
- Take risks.
- Question – Never accept!
- Take control of your own learning.



A very **little key** can
open a very heavy door.

Charles Dickens

“Learners today, Leaders tomorrow”

Washwood Heath Primary Academy is part of the Washwood Heath Multi Academy Trust. Currently a family of five academies (two secondary, two primary and one all through school) serving a discrete, diverse and multicultural community. Our underlying moral purpose is that *'we are stronger working together in partnership.'* We continue to respect the unique identity of each academy whilst encouraging a collaborative approach to all that we do.

Schools within the MAT are: Washwood Heath Academy, Washwood Heath Primary, Saltley Academy, Tile Cross Academy, Brownmead Primary Academy and Gossey Lane Academy.

Washwood Heath Primary will cater for ages 4 - 11 years and serves mainly Hodge Hill and Washwood Heath area.

Address:	Burney Lane Stechford Birmingham B8 2AS
Telephone No:	0121 675 9523
Email:	csutheran@washwoodconnect.com
Deputy Head of Academy:	Mrs Helen Lowe
CEO:	Mrs Bev Mabey

The School Day

School hours are as follows:

Reception/EYFS		Year 3/4	
8:45 – 8.55	Arrival	8:45 – 8.55	Arrival
8:55 – 9.10	Registration	8:55 – 9.10	Registration
9:10 – 9.30	Assembly and/or learning time	9:10 – 9.30	Assembly and/or learning time
9:30 – 11:45	Learning Time (snack time and break time within this provision)	9:30 – 10:35	Learning Time
11:45 – 12:45	Lunch Time	10:35 – 10:50	Break
12:50 – 3:15	Learning Time	10:50 – 11:45	Learning Time
3:15	Departure	11:45 – 12:45	Lunch Time
		12:50 – 3:15	Learning Time
		3:15	Departure

As there is no supervision of children in the playground before the doors open at 8:45am, it would be appreciated if children did not arrive any earlier unless they have been requested to do so. After school, for their personal safety, children should wait to be collected from the playground. If alternative arrangements are to be made, could you please advise the class teacher or office.

The school is arranged into two key stages:

EYFS: Reception children	children aged between 4 and 5 years	1 class
Key Stage 2:		
Year 3/4	children aged between 7 and 9 years	1 class
Our admission numbers for each year group remains at 30 for Reception.		

SAFEGUARDING

'This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.'

Our child protection and safeguarding policy is available on the school website or on request from the school office.

ADMISSION OF CHILDREN

The school Pupil Admission Number (PAN) for this school for 2017-18 is 30. If the number of pupils seeking admission to the school exceeds the number of places available, then the following order of priority will be used:

HOW PLACES ARE ALLOCATED:

If there are more applications than places available, the Deputy Head of Academy will admit children by using the following admission criteria (in order of priority):

1. Children in Public Care (looked after children)
2. Children who have a brother or sister already in attendance at the school or at the paired infant/junior school, when the application is made
3. Children for whom a place at the school is essential on medical or social grounds as supported in writing by a medical practitioner or a social worker. (Applications will be subject to verification by the Multi Academy Trust Board).
4. Distance between the home address and the school as measured in a straight line, with priority given to those living closest.

If there is over-subscription in Criteria 2-3 above, priority will be given to those living closest to the school as measured in a straight line.

There is only one intake, which is in September, for children who are aged four years before August 31st.

In order to make a smooth transition from pre-school to school, arrangements are made for the reception teacher from Washwood Heath to visit the child in their home-setting to discuss the children's progress through the Early Years Foundation Stage Profile, the curriculum which is followed by the children during their year in reception.

Parents are invited to meet informally with the class teacher and Deputy Head of Academy. At this meeting, the schools approach to the Early Years Curriculum will be explained as well as our phonics system 'Read Write Inc' and, as we try to involve all parents in the educating process, it is hoped that we can show how everyone can help and support their child's work.

PARENTS AS PARTNERS

At Washwood Heath Primary Academy, we value the support and co-operation of our parents and during the induction programme for new entrants there is always a great emphasis on the importance of liaison between parents and staff.

Parents as Partners works by recruiting parents to help in the school. Parents are a valuable resource and have the opportunity to either help in the classrooms and work with the children or help out with tasks of a more administrative nature i.e. photocopying. If required, training and support are always given for these activities. Some parents who are a little unsure about what is involved in helping out are encouraged to come into school as much as possible to help them get a "feel" of the place and see how we all work.

REPORTING TO PARENTS

Parents Evenings are held in the autumn term and at the end of the spring term and involve the teacher, parent and where appropriate, the child. At this time, targets are set for the child and an agreement is signed between all three parties. These targets are reviewed the following term and new targets set depending on this review. A written annual report is produced in the summer term and parents are invited to discuss this if necessary. During our open evenings, parents are able to see the children's work and look at the many interesting displays.

If for any reason you need to see the class teacher or Deputy Head of Academy at any other time, you are always welcome to come into school at a mutually convenient time. We would ask, however, that this does not encroach on teaching time.

SCHOOL DRESS

School uniform is compulsory and it is very important that children dress suitably for the school day. At Washwood Heath Primary, we have high expectations and we encourage the wearing of purple sweatshirts or cardigans and white polo shirts. Skirts and trousers in either black or grey are preferred. We do request the school colours are worn.

By entering your child into this school, you are saying that you support what it sets out to achieve. In encouraging your child to wear the correct uniform you support the school in the setting of standards and assist your child in learning to take a pride in his/her school and in his/her own appearance.

Please help us and your child by clearly marking all clothes with your child's name. Any lost property can be returned to its rightful owner quickly if it is clearly marked.

UNIFORM:

- Grey or black skirt/trousers
- White polo
- Purple sweatshirt/cardigan - preferably with the school logo
- Grey check pinafores (for summer)
- Sensible black shoes (flat or with low heel)* - no trainers
- Sensible sandals* (for summer)

PE KIT:

- White t-shirt
- Black shorts
- Black jogging bottoms and jumper
- Trainers/pumps*

JEWELLERY:

Children are encouraged not to wear jewellery, although watches and stud earrings are allowed if necessary. Sleepers or hoop earrings should not be worn for Health and Safety reasons.

All jewellery must be removed for P.E. If earrings cannot be removed for medical reasons the child will only be able to participate in the parts of the lesson that are thought to be safe for the child and other children and/or have the earrings

covered with a plaster. Teachers are not permitted to help with the removal of earrings.

ORGANISATION AND PASTORAL CARE

At Washwood Heath, we value the positive relationships and understanding, which develop between the child, home and school. Our aim is for all to share a common standard of acceptable behaviour and personal expectations. Whenever and however our children succeed we must all recognise their achievement and celebrate with them.

Pastoral care is the responsibility of all adults, at home and at school.

MEDICINES

If it were necessary for a child to receive medicine at school, we would prefer it if the parent came to the school to administer the dosage themselves. However, we do realise that at times this can be inconvenient, so there may be occasions when the school is prepared to take on this task. If this is the case we would ask that you sign a form of authorisation, which must include details of requirements. All medicines must be carefully labelled with the child's name. These will be kept in a safe place and administered when necessary.

LUNCHTIME ARRANGEMENTS

We take great pride in serving a varied and nutritious meal at lunchtime. We operate a self-service system which allows the children to have a choice of menu and the independence to select their own meal. This is very closely monitored to ensure that the children have a balanced diet. All dietary requirements are catered for. As Washwood Heath is a cashless school, Parent Pay will be used to pay for school meals.

Children who bring sandwiches are responsible for putting their lunch boxes in the place indicated by their teacher. Lunchboxes should not contain sweets and must be of a healthy nature i.e. sandwiches, fruit, vegetable sticks etc. Children

with their own sandwiches will be supervised both at play and whilst eating and the same high standard of behaviour and politeness will be expected from them. Please do not send glass containers or knives to school as these may pose a hazard.

It is expected that the children respond positively to all lunchtime supervisors as they would to any other member of staff. They deal with all lunchtime matters, including first aid, although staff are always on hand, should the need arise.

ABSENCE AND HOLIDAYS

Children are supervised in the classrooms from 8:45am until the start of the school day at 8:55am and the children are expected to arrive at school during this time. There will always be a task available to complete, as well as giving the children the opportunity to get themselves ready for the day ahead. The registers are closed at 9:05am so if a child should be later than this they will be given an unauthorised absence mark, unless they have been late for medical reasons, in which case a letter should be submitted, or exceptional circumstances. If your child is sick, then a phone call should be made before 9.30am.

UNAUTHORISED ABSENCE

Unauthorised absences are those which the school does not consider to be reasonable and for which no leave of absence has been given. These include:

- Family holidays
- Parents keeping children off school unnecessarily
- Truancy before or during the school day
- Absences which have never been properly explained
- Children who arrive at school too late to get a mark

If your child is absent from school for any reason, we would expect you to let us know as soon as possible (before 9.30am). However, if the school does not hear from a parent we will contact the home on the first day of absence. In some circumstances, medical evidence will be requested e.g. a child has been absent for three days with a poorly tummy therefore evidence may be requested. If,

however, the school is not able to contact the parents and a reason for absence has not been given either by phone or letter, this will be recorded as an unauthorised absence. Parents whose children are experiencing difficulties should contact the school at an early stage so that the problem can be resolved together.

If the difficulties cannot be sorted out in this way and/or the child's absence falls below 85% (which will include authorised and unauthorised absences and is the equivalent of a half term absence), then the school will begin working closely with the attendance officer, however failure to improve your child's attendance and work closely with school will result in 'Spotlighting' (Court proceedings).

Your child's attendance is very important to ensure continuity of education. The school tries very hard to promote good attendance and we have various awards to encourage the children.

- Weekly awards for the best class attendance - trophy resident in the class
- Termly/Annual 100% attendance certificates
- Half termly/termly rewards i.e. pencils, pens etc for class attendance

THE CURRICULUM

Our curriculum has a strong focus upon children's personal development - the development of personal, social and emotional skills and particularly learning and thinking skills. We want to support our pupils in becoming increasingly independent, feel able to take risks and challenge and shape their own learning. We feel they can only do this if the curriculum gives opportunity for this and if we train our pupils to think and learn in this way. Through our curriculum we want to equip our pupils with key skills, knowledge and attitudes that will prepare them for lifelong learning.

We are required to provide as a minimum, teaching of the programmes of study and the attainment targets of the National Curriculum:

- (I) Core Subjects - English (Read Write Inc) , Mathematics and Science.

- (II) Foundation subjects - Design Technology, History, Geography, Music, Art and Design, PSHE (personal, social & health education) & Citizenship, Physical Education, Modern Foreign Languages and ICT.
- (III) Religious Education - aims at *spiritual, moral, cultural, mental and physical* development and prepares our pupils for a future in society by: Learning *from* faith and Learning *about* religious traditions.
- (IV) The Arts - it is through the creative arts that children are able to express themselves individually and to develop skills in working together. The arts develop our understanding of other cultures and periods in history. Children enjoy a range of cultural activities including travelling theatres, visits to museums and art galleries and visits into school by dance, music and drama groups.
- (V) Music - music is taken as a class or group activity. Opportunity is given, via music service staff, for some children to learn to play a musical instrument and to be involved in local musical festivals. These music lessons may include string, woodwind, percussion, brass and keyboard tuition. A peripatetic music teacher comes into school weekly to teach certain year groups music and singing (on a rota basis) and to advise teachers how to develop and enrich these activities.
- (VI) Personal Social and Health Education - the study of PSHE and citizenship is a statutory requirement and a modern foreign language became a statutory subject for Key Stage two pupils as of September 2010.



We believe in treating every child as an individual and aim to provide a happy, calm, rich and stimulating learning environment that allows all children to achieve their highest potential in every aspect of their development. A balanced creative

curriculum is provided to encourage sound learning and to promote the academic, social, spiritual, moral, cultural and physical development of each child according to his/her capabilities.

Parents/carers will be informed about their child's learning via our parent pack which is sent out at the start of every term. Computing is a high priority within the school and therefore equipment is regularly upgraded. There is a well-equipped Computer Suite and each teaching area has an interactive whiteboard to enhance teaching and learning across the curriculum. We also have the added facility and resources of the secondary school to further support our learning outcomes.

Our approach to school life allows our children to develop as complete individuals with their own personalities, being able to investigate, understand, appreciate and contribute to their environment in a world of rapidly changing values and new technology.

HEALTH EDUCATION

Children are actively encouraged to adopt healthy lifestyles and this is addressed through the PSHE, Science and PE curriculum and through themes adopted for our assemblies. As part of our status as a healthy school we encourage balanced meals and we talk to our pupils about their school meals and the content of lunchboxes.

Throughout the school, health education is taught as part of the curriculum. Sex education appropriate to the age and maturity of the child is included in this and will be delivered by either a school nurse or teachers. Parents are invited to view the material used. Further details are available from the Deputy Head of Academy.

SEX AND RELATIONSHIP EDUCATION

In primary schools the focus will be more on building positive and healthy relationships and how to stay safe. When the pupils move to secondary school they will learn more about sex, alongside a continued focus on relationships.

Parents will still to have a right to withdraw their children from sex education should they choose to do so. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science.

PSHE

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

RELIGIOUS EDUCATION

In accordance with the Education Act 1994, Religious Education is a compulsory part of the curriculum. The teaching in the school is based on the agreed R.E. syllabus and invites the children to learn about different aspects of particular religions e.g. Islam, Christianity and Judaism. Alongside our RE teaching, Washwood Heath Primary will actively promote values concerned with 'Fairness and Equality' and British Values.

Parents do have the right to ask for their child to be withdrawn from Religious Education, however, we urge parents to discuss this matter with the Deputy Head of Academy before this decision is made, as they may find that the schools approach does not conflict with their own.

ASSEMBLIES AND COLLECTIVE WORSHIP

As well as being our corporate act of worship each day we use Assembly time to emphasise the aims and ethos of our school, celebrate success and come together to allow us to share in a broad, spiritual growth.

Our Collective Worship will celebrate all faiths. The weekly pattern of worship is either whole school, key stage or class assemblies and these are led by the Deputy Head of Academy or a member of staff. We will also invite guest speakers into the school to offer our pupils a wide and varied program of study. We ensure that the children learn a range of songs and *prayers through this time (*where appropriate)

During the term class assemblies are held where parents of the children involved in the assembly are invited to come into school to see their presentation of the work they have covered in school. We also hold celebration assemblies where we celebrate the successes of the children. Families, Parents and Carers are welcome and notice of these will be given in advance.

SPORT

Washwood Heath Primary Pupils will be encouraged to take part in a variety of sports as we believe that a, '*healthy body leads to a healthy mind!*' Our pupils will have the advantage of Secondary provision and resources as we are an 'all-through' school. Further details of our sports facilities will be available soon.

Junior children will go to Stechford Cascades Swimming Pool for swimming sessions during the academic year. Qualified instructors teach them swimming and water safety skills and they have the opportunity to gain various awards.

EXTRA-CURRICULAR ACTIVITIES

The school will offer a variety of Extra Curricular Activities at various times of the year - further details of our extra-curricular activities will be available soon.

We aim to offer our pupils a variety of enrichment activities, an example of which is detailed below.

- Field studies around the local area
- Visits to religious institutions
- Interschool sports competitions including Football against local schools in the area

- Variety of trips to support the curriculum
- Music festivals

Transport for swimming and sports matches will be either by hired coach or mini bus.

Supervision will be provided by use of the school staff (teaching and non-teaching) parent helpers and other adults. The nature of this supervision will be determined for each outing, taking into account where the children are going, how they are to be transported and the activities they will engage in once on-site. Supervision will also comply with any standards set down by the local authority.

Parents who want any more detailed information about these activities should see the teacher in charge. Parents are asked to signify their consent to their children taking part in these regular activities on the entrance form and returning it to the school on the date of the child's admission.

For all trips detailed information and consent forms are sent to the parents concerned at the planning stage of each visit. In preparation for this, the staff concerned will have already made a careful, recorded risk assessment of the site in line with the school's off-site visits procedure.

CHARGES AND REMISSION POLICY

The governing body recognises the valuable contribution that the wide range of additional activities, including clubs, educational visits and residential experiences make towards all aspects of a child's education. The governing body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

Activities/trips that enhance the curriculum and extend the pupil's learning often take place outside the school's immediate environment during school hours. In order to cover the cost of these events i.e. coach hire, insurance, admission fees etc the school relies on parents to make a voluntary contribution towards the funding of these trips especially if they take place further afield.

Some extra-curricular activities that are held in the school may sometimes require an instructor to be employed by the school, and parents are asked to pay a minimum charge for these sessions.

The governors have accepted the L.A.'s recommended charging policy, a copy of which is available in school. Nothing in this charging policy statement precludes the governing body from inviting parents to make a voluntary contribution towards the cost of providing education for pupils. However, in the unlikely event of voluntary contributions not meeting the budgeted costs of this planned activity, in consultation with the governors the school/Deputy Head of Academy reserves the right to cancel this activity for all pupils.

HOMEWORK

It is expected that parents will encourage and help their children's progress by hearing them read during a quiet reading session daily. Children will benefit from playing number games to encourage number skills. The time given to discuss what is going on in the daily news at an appropriate level is very valuable, as are physical activities such as swimming, ball games and walking as a family. All these activities help children to develop essential skills. Young children need to develop an awareness of their local surroundings to help develop safety skills.

In addition, children will have set tasks to complete at home. This will vary from flash-cards and weekly spellings, to longer spelling programmes. Children will be expected to learn their tables at home to complement school work. Older children may bring maths papers to complete and parental assistance is welcomed if the child requests this. Comprehension sheets and exercises for literacy may also be part of a child's homework.

It is hope that your child will be able to read to you each day. A homework book allows you to make comments about your child's reading. Books are changed once a week if completed.

From time to time children may be asked to complete extended homework in the form of projects and we would ask you to be supportive in this, whilst resisting the temptation to do the work for them.

Homework for some children requires a self-discipline that they find elusive. We would be pleased if parents would ensure that work is completed and

returned appropriately. A Homework Policy is available in school if you require further details.

METHODS OF ACHIEVEMENT

We develop daily, weekly and half termly plans to ensure that our children are being taught the skills, concepts and knowledge they need to succeed with their education. These plans then enable:

- The Deputy Head of Academy to oversee the school curriculum
- The subject leaders to maintain an overview across the school
- The relevant levels and content of the National Curriculum to be planned according to the children's needs
- Cross curricular links to be made explicit
- The correct balance, breadth and depth across the areas of experience to be achieved
- Relevant and appropriate grouping of children to be arranged
- Resources to be gathered and utilised effectively

At the beginning of each term, a curriculum map is sent home outlining the content of the forthcoming term's work to keep parents up to date and to enable them to support their children's learning where possible.

With the full implementation of the National Curriculum children are formally assessed at seven and eleven years of age using the current Standard Assessment Tasks. Ongoing assessment is based on teacher observation and informal testing. The school also makes use of the optional tests available for children at the end of years 3, 4 and 5.

All this information will be communicated to you through termly parent consultations and a yearly written report. Targets set for individual children in English and Maths and personal targets for improvement will be discussed with you at parents' evening.

INCLUSION

The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This ensures that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

GIFTED AND TALENTED

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. We ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines.

SPECIAL EDUCATIONAL NEEDS

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them

- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Should you require any further information, please do not hesitate to contact the Deputy Head of Academy.

PARENTS AND SEN

The school actively seeks to work with parents and values the contribution they make. The parents of any pupils with either special educational needs or concerns regarding their child's progress are welcome to discuss their worries with the appropriate member of staff at a mutually convenient time. Further advice and support can be found at the following website <https://www.mencap.org.uk/advice-and-support/children-and-young-people/sen-resources-easy-read-guides>

RULES AND DISCIPLINE

Aims:

- Create a secure and orderly working environment where effective teaching and learning can take place.
- Raise pupils' self-esteem, making them feel valued and helping them set goals for personal achievement.
- Provide opportunities for pupils to aspire to and assume responsibilities, including the development of positive behaviour strategies including; play leaders, class councillors, behaviour monitors and rewards and sanctions.
- Develop pupils' sense of appropriate and inappropriate social behaviour by engaging the individual, school, family, community and wider society.
- Ensure parents and carers co-operate with the school by: signing the Home/School Agreement; giving consistent messages about how to behave at home and school; inform us if there are any concerns about their child's behaviour; support the school with any behaviour management programme that may be put into place to support their child.

A WHOLE SCHOOL APPROACH

At Washwood Heath Primary we believe that the following core values underpin our approach to behaviour management:

- All behaviour - both children and adults - should reflect the aims above.
- Children should take ownership of their behaviour.
- All members of our community should treat each other with respect.
- All members of our community should build good relationships - adult to adult, adult to child, child to adult.
- The teaching and learning in our school should be supported by the behaviour management policy.
- Our behaviour management policy covers all areas of school - indoors, outdoors, working away from the school environment e.g. educational visits.

BEHAVIOUR POLICY

The school operates the *Good to be Green* behaviour reward policy. We encourage children to do their best and remain green all week. We operate a slightly different system in Early Years (reception)



This means that the children:

- Always try to understand other people's points of view
- Make it as easy as possible for everyone to learn and for the teacher to teach. This means that they listen carefully, follow instructions, and help each other when appropriate and are quiet and sensible at all times.
- Move quietly and gently about school. They do not run or shout and are ready to help by opening doors, standing back to let people pass and help to carry things.

- Try to speak politely to everyone (even if they feel bad tempered!) and use a low voice.
- Are as quiet as possible whenever they are requested to be.
- Keep the school clean and tidy so that it is a welcoming place of which everybody can be proud.
- Out of school, walking locally or with a school group, the children always remember that the school's reputation depends on the way they behave.

The Deputy Head of Academy will contact parents if the need arises, to discuss any behavioural issues.

BULLYING

Bullying of any description is not tolerated at the school, and every effort is made to ensure that any incidents are dealt with promptly.

SANCTIONS

At any stage in the school, a child's failure to work can result in the teacher retaining the child at playtime and/or during lunchtime for a period of reflection. Inappropriate behaviour in class will be treated in a similar way. If the child continues to misbehave or not work, they will be referred to the Deputy Head of Academy and if appropriate the child's parents will be contacted.

Any pupil exclusion would begin with fixed term numbers of days, possibly leading to permanent exclusion. At all stages of these exclusion procedures, parents are informed by posted letter and have the right to appeal.

Please refer to the Behaviour Policy which is available on our website for further details:- www.washwoodheath.com

HOUSE SYSTEM

A house system operates throughout the school with siblings in the same house. Our houses are named after significant people from the Birmingham area.

Benson (blue)

Chamberlain (red)

Harewood (green)

Tolkien (yellow)

Zephaniah (purple)

COMPLAINTS PROCEDURE

In all matters relating to the curriculum and all other aspects of school life, every effort is made to meet the needs of the pupils within the terms of the Education Reform Act. If a complaint should arise, a complaints procedure, approved by the L.A may be followed.

- Many problems are best resolved by discussion with the class teacher
- If a parent feels that the outcome of these discussions is unsatisfactory, then the issue may be discussed with the Deputy Head of Academy.

Please refer to the Complaints Policy which is available on our website for further details:- www.washwoodheath.com

GOVERNING BODY

The school has an active governing body who supports the work of the Head Teacher. Current governors at present below:

<u>Name</u>	<u>Position</u>
Mr Ian Lowe	Chair
Mr Ashley Winters	Head of Academy
Mrs Sue O'Connor	Co-opted Governor
Mr David Ashley	Community Governor
Mrs Gill Green	Community Governor
Mrs Christine Gardner	Community Governor
Mr Alec Keith	Staff Governor
Vacancy	Staff Governor
Mrs Glenda Butler	Parent Governor
Mr Barry Allcock	Parent Governor

PARKING ON THE ACADEMY PREMISES

For health and safety reasons, only the cars of staff and visitors are permitted on the main car-park. If parking on the roads by school, please park in a legal and respectful way in a neighbouring street. We are continually working with our neighbours and local police to ensure that all parking in neighbouring streets is safe and respectful of our neighbours.

A QUICK GUIDE

Admissions Details

On entering your child into school we ask for some details enabling us to contact you in the case of an emergency. If these details change, please let us know immediately. Out of date information may affect your child's welfare. You will be asked to sign an indemnity form covering your child's participation in 'out of school' activities and visits. Should you not return this form signed, your child will not be able to participate.

MEALS

Parents must pay for school meals on ParentPay. Dinners are currently £2.35 per day. Currently, all children in reception, year 1 and year 2 receive free school meals under the governments Universal Free School meal initiative.

PACKED LUNCHES FROM HOME

Children are permitted to bring a packed lunch. In the interests of Health and Safety, children are not permitted to bring drinks in glass bottles. We encourage parents to ensure that the content of their child's lunchbox is balanced and healthy.

APPOINTMENTS

Should you wish to discuss the progress of your child with a teacher, please contact us. We will arrange a mutually convenient time after school for you to meet. There are three parental consultations each year. In the Autumn Term there is an opportunity to discuss how your child has settled in and explain their targets for the year. In the spring term there is a formal discussion based around your child's progression and in the summer term, we will hold an open evening, where you are welcome to view your child's work and speak to the teacher and discuss the school report.

ILLNESS AND ABSENCE

If your child is absent through sickness, please inform the school by telephone before 9:30am. We have a 24-hour answerphone facility for this purpose on the main school telephone number. If your child has to attend a medical or dental appointment, or needs to leave school with a good reason before the end of the day, it will be necessary for the child to bring a brief explanatory note that morning. The adult collecting them will be required to sign them out at the school office.

Where a child needs antibiotics three times a day, it is possible for the medication to be given outside school time. If it is required more than three times, we are willing for parents to come in and administer the required dosage. We cannot administer any type of medicine to children unless we have a completed consent form - these are available at the school office. We do not wish to prevent a child having the required medication at the required time, but seek to guarantee the safety of your child and ease the pressure on staff.

If your child is absent, please ensure that a note explaining the reason for absence is given to the class teacher on your child's first day back. This is in addition to any telephone calls or verbal messages that we expect to be given on the first day of absence. We are legally obliged to keep a close eye on attendance and are required to justify any pupil absence to our Education Welfare Officer when they visit. If we have no written records of an absence in school, it constitutes an unauthorised absence, which may be viewed as truancy and will be followed up.

URGENT PROBLEMS

The Deputy Head of Academy is normally available for urgent problems but it is helpful if you can make a prior appointment, as school days are naturally busy and full. We encourage all parents to speak to the class teacher first, then if necessary the Deputy Head of Academy.

EDUCATIONAL VISITS

Parents are given prior notice of visits connected with the child's work. You will be asked to sign an indemnity form covering your child's participation in 'out of school' activities and visits. Should you not return this form signed, your child will not be able to participate. We have to ask for a voluntary contribution to cover admittance charges, transport costs and insurance. If a child forgets or is unable to contribute they will not be prevented from taking part in the activity. Please come and talk to us if there may be a problem with payment.

LOST PROPERTY

We expect that names are put in all items of clothing, footwear and book bags so that we can try to trace lost or mislaid items. Children should act promptly as soon as something is lost by checking in all cloakrooms and the lost property containers. At the end of each term, lost property is displayed and if not claimed, is disposed of.

The care and respect of their own and others' property is a key message in our school ethos.

PE

Indoor activities are done in black plimsoles, as recommended, in order to make PE sessions safer. All children are entitled to take part in every activity, regardless of their gender for example; both girls and boys may play football and netball.

MONEY AND VALUABLES

There is no reason for children to bring money into school as we are a cashless school. School cannot accept responsibility for any jewellery or toys that children decide to bring, as these are not supposed to be in school.

Washwood Heath Primary Academy - Non-negotiable Expectations

Behaviour

- I will do as I am asked, by an adult in school, first time.
- I will respect everyone and never answer back.
- I will speak politely to other people and never use unkind words or bad language.
- If I hurt someone, I know that I may be removed from the classroom or playground.
- If my behaviour at lunchtime is not in line with expectations, I will be asked to follow our school behavioural policy.
- I will treat all school property with care.
- I will listen when others are speaking.
- I will not do anything in class or around school which stops others from learning or playing.

Appearance

- I will wear full school uniform.
- My shirt will be tucked in.
- I will wear plain black school shoes.
- If my shoes are not appropriate, I will change into black school pumps.
- I will only wear plain gold studs or a watch if I wish to wear jewellery
- I will make sure that I have the correct PE kit in school when needed.
- I agree to have a sensible haircut with no colour or lines.

STAFF LIST AND RESPONSIBILITIES 2017/18

Mrs H Lowe	Deputy Head of Academy
Miss H Sands	EYFS lead and Reception Teacher
Mrs S Fincher	Reception Teaching Assistant
Mr M Ali	KS2 Lead and Year 3 Teacher
Mrs D Dixon	Year 3 Teaching Assistant
Miss C Sutheran	Senior Administration Assistant/Family Support Worker
Mrs R Kauser	Lunchtime Supervisor (Reception)
Mrs U Javaid	Lunchtime Supervisor (Year 3/4)

**Please be aware that as our school develops and grows certain aspects within this prospectus will be subject to change. All stakeholders will be kept informed of developments which will take place in the best interests of our pupils.*

Thank you for your continued support

