

WESTFIELD PRIMARY SCHOOL



Aspiration for All

PROSPECTUS

WELCOME TO WESTFIELD PRIMARY SCHOOL

MISSION STATEMENT

At Westfield we aim to provide a happy environment, which encourages respect for people and property, values the 'home-school partnership', promotes excellence and a sense of achievement in a stimulating and caring environment.

The governors, staff and pupils recognise that the school is at the centre of our community. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. At Westfield your child is at the centre of everything we do. We give the children a wide range of valuable learning experiences that will help them to grow in confidence, understanding and independence. We encourage all children to learn and discover in all areas of the National Curriculum and Religious Education (RE). We are committed to raising standards in all aspects of school life.

Through the activities we provide, we aim to encourage children to share and care for others. In our daily assemblies and throughout the day we try to foster caring attitudes, understanding and concern for others. We have simple rules that are for the safety and well being of your child. We are sure that you will help and encourage your child to follow them. It is important that parents and teachers work closely together for the benefit of the children. We seek your help and co-operation if difficulties do arise. Our concern is for the happiness and well being of your child during their time at Westfield Primary School.

AIMS

To continually strive to raise standards by:

- Ensuring equality of education, opportunity and treatment for all employees, pupils and any others involved in the school community, with any form of disability.
- Providing every pupil with the opportunity to realise his or her full potential in a well ordered, happy and supportive environment, where expectations are high.
- Promoting the self-esteem of every pupil so that he or she may relate confidently with and show empathy for others.
- Promoting a partnership between school, pupils, parents, governors and the community.
- Meeting all the requirements of the National Curriculum and setting challenging targets.
- Making all pupils aware of the influence of Christian values upon our society and to introduce the beliefs and customs of other faiths.
- Providing a wealth of learning experiences to develop children's life skills.

VALUES

- We place great emphasis on a high standard of behaviour and manners.
- We expect children to show respect for themselves, others and their environment.
- We believe in fairness and in giving everyone a chance to communicate their ideas and feelings as we prepare them for their role as citizens in adult life.
- We always try to provide each of our pupils, whatever their ability, with the best opportunity to develop their talents fully.

THE CURRICULUM

The curriculum at Westfield Primary consists of activities designed to promote the intellectual, personal, social and physical development of our children. It includes both the formal programme of lessons, including National Curriculum subjects and also extra curricular activities. Through a carefully planned learning framework we aim to give each child equal opportunity to follow a broad and balanced curriculum which has both skills and progression of learning. This balance is constantly being monitored and evaluated in our attempts to meet the National Curriculum, assessment requirements and educational targets. Our teaching methods vary from individual to group, to whole class teaching in order to allow each child to reach his/her potential. Children are taught to develop independent working skills and are encouraged to learn by participation and application of skills. Teacher's plans take account of equal opportunities and health education within specific topics. Recent Governmental legislation now means that more emphasis is placed on English and Mathematics. We have Literacy and Numeracy lessons every day, generally in the morning.

The National Curriculum is made up of the following components:

The Core Subjects: English, Mathematics, Science, Information Communication Technology (ICT), Religious Education (RE)

The Foundation Subjects: Design and Technology, Geography, History, Music, Personal, Social, Health Education (PSHE), Art, PE, French, (These Foundation subjects now come under the heading of the Creative Curriculum.)

Children in Reception follow the Foundation Stage curriculum. This sets out the early Learning Goals for children to reach before the end of their year in class and are based on the major aspects of children's development, physical, emotional, social and cognitive areas. The curriculum is delivered through class teachers and Teaching Assistants with inter-staff co-operation and timetabling for some activities and subjects. With their own classes, teachers use a variety of teaching methods using their professional judgement as circumstances demand.

Religious Education is broadly Christian in content though use is made of examples of accepted morality from other sources according to the Halton recommended syllabus. There is a Christian element in morning assemblies. Arrangements can be made with the Headteacher if parents wish to withdraw their children from religious education or related activities. Alternative provision by the pupil's class teacher will be made for any children who are withdrawn. Arrangements to discuss the curriculum in more detail can be made by contacting the Headteacher.

SEX EDUCATION

Aim

The school believes that Sex Education should be developmental and should be presented within a cross-curricular framework to encourage the children to adopt a reasonable, informed approach to the subject. Sex Education should be an integral part of the learning process. In partnership with parents we aim to:

- Promote the spiritual, moral, cultural, mental and physical development of the pupils at the school and of society.
- Prepare such pupils for the opportunity, responsibilities and experiences of adult life (Education Reform Act 1988).

Moral & Values Framework

The Sex Education Programme reflects the school's commitment to encouraging mutual respect between individuals. The following values will be encouraged:

- Responsibility for own actions and those of others in an ever-widening community.
- Awareness of the needs of self and others.
- Awareness of rights of self and others.

Content Headings for School Sex Education Programme

We believe that children's knowledge of themselves and their bodies should be built up in a gradual and considered way. By the time the children reach Y5/6 work on puberty will be part of the natural progression. Obviously the 'ethos' of the school and the relaxed open approach of teachers to children's enquiries and the attitudes of the staff towards the children, each other and other adults all contribute to a child's perception of sexuality. During their final term in KS2 the School Nurse will work with the Y6 group to show them a film and give a presentation in readiness for their transfer to the Comprehensive system.

Organisation of Sex Education Policy

The PSHCE Leader is responsible for ensuring the agreed programmes are delivered and for arranging visits from the School Nurse or other agencies to present certain aspects of the programme.

Lesson Delivery

- As topics.
- Through planned aspects of science.
- General discussion and in response to situations that may have arisen.
- Addressed occasionally in assemblies.
- Visits from the School Nurse or other professionals.
- Through stories and use of non-fiction books.

Teaching Methods

- Active learning methods using children's participation will be encouraged whenever possible.
- Single gender groups will be used when deemed appropriate and relevant.

SPECIFIC ISSUES

Working with Parents

Parents wishing to exercise their right to withdraw their children from Sex Education may do so. The Headteacher will always be available to address any concerns you may have.

WHAT WE DO IF A REQUEST FOR WITHDRAWAL IS MADE BY A PARENT?

- We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them.
- We consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the Sex Education Programme and the entitlement of the other pupils, e.g. it may be appropriate and desirable to have single sex classes for some sections of the Sex Education Programme.

- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education.
- We point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme.
- We also point out that pupils may receive inaccurate information from their peers.
- We offer the parents access to appropriate information and resources.

The film will be shown to the parents of Y6's in their final term. The School Nurse will discuss the content of her presentation and answer any questions, before the children see the film.

Answering Difficult Questions

If a child asks an explicit or difficult question in the classroom the teacher will have to use their skill and discretion to decide how best to respond. Questions do not have to be answered directly and can be addressed individually later.

CHILD PROTECTION

PARENTS NEED TO BE AWARE THAT WESTFIELD HAS TO TAKE ANY REASONABLE ACTION TO ENSURE THE SAFETY OF ITS PUPILS. TEACHERS MUST ENSURE THAT ALL CHILDREN IN THEIR CARE ARE SAFE. IF THEY FEEL A CHILD IS AT RISK FROM ANY TYPE OF ABUSE THEY WILL INFORM THE DESIGNATED CHILD PROTECTION PERSON, MRS C DAWES, WHO MAY IN TURN REPORT THE SITUATION TO THE LOCAL AUTHORITY AND SOCIAL SERVICES.

ACCORDING TO SAFEGUARDING PROCEDURES

There is a monitored entry system into school and all visitors must sign in and wear the Visitor Identification Badges. This is so that we know exactly who is on premises and where.

From time to time in the course of your child attending Westfield their photograph (still or moving) may be taken for different purposes. We regularly use photographs as part of our displays within the school and, on occasions, photographs of children are published within the local press. Names of children are not disclosed to any outside agencies and names are only disclosed within school for very specific purposes e.g. to identify Road Safety Officers. Children's images may be displayed on our website or in written newsletters or information to parents. This will only be done with parental consent. We believe that photographs/videos taken at school concerts/assemblies provide memorable moments that cannot be repeated. If you object please put your views in writing to the Headteacher. Please be aware that your child may not be allowed to take part in activities where school cannot guarantee that photographs/videos will not be taking place.

For further information please consult the Home/School Contract.

Confidentiality - Having considered all available advice and guidance the Governors and Headteacher state that in circumstances where a pupil is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately to the Headteacher in compliance with the LA procedures for Child Protection. The Headteacher will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling. Although there is no legal duty on a teacher, or a Headteacher, to inform parents of matters which a child has confided to them:

- Teachers must not promise confidentiality even though they cannot be made to break it once given.

- Pupils must be made aware that any incident may be conveyed to the Headteacher and possibly to parents.
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.
- Teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential - the pupil can then decide whether to proceed or not.

CLASS ORGANISATION

Westfield is a one-form entry primary school with seven age groups. It accepts up to 175 children on roll with an annual reception intake of up to 25. The number of classes, their size and the age groups they cater for will depend on the number of children on roll, the number of teachers allowed by the Education Authority's budget allocation and the number of areas available for class use. In response to Government Legislation all KS1 classes are 30 or less. If there are no places available in a particular year group, parents can make an appeal to the Local Authority, which will be considered carefully.

THE SCHOOL DAY

08.50	Registration and classroom
10.30	Break
10.50	Classroom
11.45 - 12.45	KS1 Lunch
12.15 – 13.00	KS2 Lunch
12.45	Registration and classroom for KS1
13.00	Registration and classroom for KS2
15.15	Home time

Children should be in the playground no earlier than 15 minutes before school begins. Teachers meet children from the yard at 8.50am and lead them into school. Parents are expected to say goodbye to their children in the yard and not follow classes into school as this can be upsetting for the children and also breaches safeguarding requirements. Children are met by Parents/Carers in the yard at 3.15pm from different exit gates where staff ensure children are meeting a known relative.

It is essential that Parents/Carers contact school if they have arranged for a different relative to collect their child so that staff are aware of it. We cannot allow children to leave the premises with people who have not been authorized to collect them.

APPROACHES TO THE SCHOOL

The main gate entrance to the school is in the middle of Clayton Crescent. If parents bring children to school by car it should be noted that for safety reasons cars are not allowed through the school gates. Drivers are asked to respect the rights of access of the people who live near the school. Clayton Crescent now has a 20mph restriction. Pedestrian access to the school is by way of the path that is alongside the main gate,

leading to the playground. Pedestrians can also access Westfield by a pedestrian pathway from Crofton Road. These gates are opened and closed by the Site Manager or other available school staff just after registration and just before hometime. They are locked the rest of the day for Safeguarding reasons.

ADMISSIONS

Westfield Primary School follows the guidelines laid down by the Government and Halton Council. At the present time the statutory age for entering school is the start of the term following their fifth birthday (Reception Class). We also admit children into later years if we have places available. Our standard intake number is set at 25 for new admissions. If there are no places available in a particular year group, parents can make an appeal to the Local Authority, which will be considered carefully.

We conduct Home Visits for new Early Years Foundation Stage children in June, and also a Welcome Meeting for new children and their Parents/Carers. This is to enable us to exchange information and ensure procedures are in place so that children have a smooth transition into Westfield.

Parents who are interested in sending their children to Westfield Primary School at other times during the year are invited to make an appointment to visit the school with their child (preferably in school hours so that you can meet children and staff). Although parents may enrol their child at more than one school it is helpful if they keep us informed of their intentions. Application forms are available from the Local Authority. The Local Authority will make a formal offer of a place or advise parents that they must choose another school. If there are no places available in a particular year group, parents can make an appeal to the Local Authority, which will be considered carefully. In the case of over-subscription at Westfield Primary School, the following criteria are used:

- Current family association (an elder brother or sister) in the school at the time of entry.
- Health reasons. On admission it would be helpful if you could let us know about any health problems your child may have (asthma, allergies, etc.) and a contact telephone number in case we need to speak to you.
- Nearness of children's homes and ease of access to school.

INDUCTION OF FOUNDATION STAGE CHILDREN

Children who are about to start full time education, and who have been offered a place at the school, will be invited to visit the school for 3 sessions. These sessions normally take place in the half term preceding the children's full entry into school in the mornings from 8.50–10.30am.

After the pre-school sessions, the school has a home visiting policy in the term preceding September. The Foundation Stage Teacher, School Family Support Worker and Teaching Assistant will arrange to visit the children at home to introduce themselves, to share information on the school and complete any appropriate paperwork. New parents will be invited to meet the rest of the teaching staff at an Induction Meeting. At this time parents can also take the opportunity to discuss any matters relating to individual children which they feel the school should know about.

BREAKFAST CLUB/AFTER SCHOOL ARRANGEMENTS

Westfield's Breakfast club is open at 7.30am daily. The charge is £2.50 per child. If there is more than one child attending from a family the first child will be £2.50 and the other children will be £1.25. The cost of food

is on top of the Breakfast Club charge. The Club is a non-profit making Club staffed by Mrs. Berry, Teaching Assistant and Miss Wright, Cook.

Westfield has an After School Provision from 15.15-18.00, Monday to Friday. The costs will be priced at £8.50 per session, however if you have more than one child, the price will reduce by £1 per child. There are also reductions available if children are collected before 17.00pm. You will be required to pay when you collect your child from the Afterschool Provision. Just like Breakfast Club, there is no need to book in advance, as long as the Office Staff are informed by a parent during that school day.

Both of these services must be paid online at www.parentpay.com. School is unable to accept cash payments.

AFTER SCHOOL ACTIVITIES

We are proud of our reputation for providing an extensive range of extra curricular activities for pupils. Lunchtime and after school clubs are held to cater for a wide range of interests including Choir, Multi-Sports, Football, Netball, Dance & Drama, Gymnastics, Gardening & Film Club.

SCHOOL TEAMS

During the year we have representative teams in football, netball, swimming, athletics, kurling, tennis, golf, cricket, speed stacking, rounders and hockey.

MUSIC LESSONS

Westfield offers lessons for a range of instruments. At present we offer brass and drumming lessons for which there is no charge. Westfield also has an excellent school choir. These activities are available to Key Stage 2 pupils.

FIELD TRIPS

Field study trips are seen as an important part of the school curriculum. Recent visits have included Robinwood Activity Centre, Runcorn Magistrates Court, Norton Priory, Llandudno, Runcorn Fire Station and Underwater Street.

SCHOOL UNIFORM

At Westfield Primary we are very proud of our children and firmly believe in the value of school uniform promoting a sense of belonging to our school. We ask for your co-operation in maintaining the school's high standards of appearance.

The school uniform is as follows:

Boys

School sweatshirt/cardigan (Royal blue with logo)

School polo shirt (Yellow with or without logo)

Grey trousers

Black shoes (not trainers)

Girls

School sweatshirt/cardigan (Royal blue with logo)
School polo shirt (Yellow with or without logo)
Grey pinafore or blue or yellow Gingham checked Summer dress
Grey skirt or trousers
Blue or yellow hair bobble/scrunchie

As the logo is unique, Sweatshirts, Cardigans, Polo shirts and T-shirts with the school logo can only be ordered through school. The School Uniform supplier is Forrester Sports. You can order online from www.forrestersports.co.uk or telephone **01352 756636** for more information.

P.E. Kit

For indoor activities children should:

1. Wear pumps or have bare feet (trainers are not suitable for indoor use)
2. Wear black sports shorts/skirt and a plain white T-shirt

For outdoor activities children should:

1. Wear trainers
2. Wear a navy blue or black tracksuit
3. Wear a navy blue or black sweatshirt and jogging bottoms

Football kits are not suitable for either indoor or outdoor PE lessons.

For safety reasons, no jewellery whatsoever should be worn in school at any time. Make-up and nail varnish should not be worn in school.

Swimming:

- Girls should wear sleeveless one piece costumes and not leotards or bikinis.
- Boys should wear traditional bathing trunks and not shorts.
- Each child should have a towel.
- Swimming goggles may only be used upon production of a Doctor's Certificate.

We try to encourage our children to take responsibility for their own belongings, but unlabelled items are difficult to return to their owners.

Please mark all items clearly with your child's name.

HOMework

Homework is given regularly according to Government recommendations. We try to keep homework activities as flexible as possible for those children who regularly attend clubs during an evening and weekend. Reading is a priority and we expect all children to read at home every day where possible. Homework activities mean more when there is involvement of parents and carers to help promote children's learning. The exact amount of time spent on homework is much less important than the task which will be precisely planned to support learning. The sorts of activities might include:

- Spellings
- Multiplication tables

- Research
- Practical investigations
- Preparing oral presentations
- Games
- Questionnaires

Each half term you will be provided with information about the topics that your child will be taught.

ATTENDANCE, ABSENCES AND REGISTRATION

Good attendance and punctuality is essential if pupils are to take full advantage of school and gain the appropriate skills which will equip them for life. The school aims to achieve good attendance and punctuality by operating an Attendance Policy **directed by the Government**, within which staff, pupils, parents, local community and the Educational Welfare Service can work in partnership. The Local Authority and school monitor attendance and ensure quick and early involvement if a problem is identified. All staff encourage good attendance and punctuality, liaise with home and other agencies when this is appropriate. The Attendance Policy is based on equal opportunities for all.

SCHOOL RESPONSE TO ABSENCE

Step 1	If school has not been contacted to report an absence by 9.15 the secretary will ring and make contact with you.
Step 2	If absence continues a text/letter will be sent.
Step 3	If no response is received within two days the office staff or Headteacher will contact the Education Welfare Service.

SCHOOL RESPONSE TO LATENESS

The school doors will be locked at 8.50 a.m. All latecomers will need to enter school through the main entrance. **The number of lates will be logged by office staff and monitored by the Education Welfare Service.**

Step 1	A text/reminder letter will be sent to the Parents/Carers of children whose regular lateness is causing concern.
Step 2	Bring the matter to the attention of the Education Welfare Officer. The Headteacher/EWO will request that the Parent/Carer attends a meeting to discuss the attendance issues.

RATES OF AUTHORISED AND UNAUTHORISED ABSENCES IN PREVIOUS SCHOOL YEAR

Under the Governmental School Performance Information Regulations, schools must record authorised (medical, appointments etc.) and unauthorised absences. It is most important that an absence is reported immediately.

The attendance rate at Westfield 2014-15 Academic Year was above the National Average, when compared to other schools in the UK.

Attendance 95.8%

Authorised Absence 3.7%

Unauthorised Absence 0.5%

Academic Year 2015-16 was above national average, when compared to other schools in the uk.

Attendance 95.5%

Authorised Absence 3.7% Unauthorised Absence 0.7%

MID-DAY MEALS

Parents have a choice from three options in arranging a mid-day meal for their child.

1. Arrangements can be made for the child to go home for lunch. In practice this very rarely happens.
2. Lunch time meals are free of charge for all KS1 children.
3. All parents need to send their details in so that Dolce can activate their Live Kitchen account regardless of whether you pay for school dinners or not. You will then receive your account details and log in information by email. This will give you access to many facilities including pre-ordering your child's school meals, viewing recipes, looking at ingredients used in the meals and checking artificial ingredient information. If you list any allergens your child may have this will block the unsafe options & inform the cook. There is an example of the sort of things that will be on the menu attached to this letter. For those parents that need to pay for school meals, the **fee is £2.20**. It is important for you to know that **all payments must be paid directly to Dolce online**. You can pay this in arrears monthly by direct debit on a date that suits you and a statement will be sent to you two weeks in advance. Or you can use the e-payment system by credit or debit card free of charge. You can top up as often as you like but payment for the meals is required in advance. School will be unable to accept any payments.
4. A packed lunch may be brought to school. It should be packed into one rigid container – not a carrier bag. Drinks should be of the kind that are ready to drink with no mixing in school and are in a container that will fit into the lunch box. No glass containers or cans should be used. **No sweets are allowed**.
5. Westfield School has been accredited under the Halton Healthy Schools Standard and, as such, aims to provide healthy and nutritional school lunches. If you decide your child should have a packed lunch we would ask for your help in supporting our aim to provide healthy meals.

Suggestions for a healthy lunch box:

Variety is the key to a healthier lunchbox. Making a lunchbox healthier and appetising to pupils does not mean that they miss out on all the things that they enjoy eating. It is all about getting a balance and good variety of foods over a period of time, e.g. a week. No single food can provide all the essential nutrients that the body needs. **It is the policy at Westfield that sweets and playtime foods are not allowed to be brought into school. Where a child has a particular medical condition that requires dietary control the matter should be discussed with the Headteacher.**

SNACKS

Westfield is part of the Healthy Schools Initiative and has won the Gold Award for Tasty Snacks. This was awarded by Halton Primary Care Trust for the NHS. KS1 pupils receive milk each day at a cost of 25p. All pupils are allowed to purchase toast with milk or a fruit juice at morning break each day. Milk is provided free of charge for all children under five. Therefore if your child is under five, weekly snack money will be £1.00, if they are over five the cost is £2.25. All EYFS snack money is to paid online at www.parentpay.com.

KS1 pupils also receive fresh fruit after the afternoon break which they eat with their class. This usually consists of an apple, pear, banana, satsuma, tomato or carrot. KS2 pupils can purchase fruit/vegetables for 25p. Children are not allowed to bring alternative snacks from home.

All the pupils are encouraged to drink water throughout the day to ensure they don't become dehydrated, which can affect their concentration. The school supplies water bottles which can be purchased from the Secretary's office at a cost of £1.25 and replacement caps at a cost of 25p. It is the parents' responsibility to ensure their child washes and refills their bottle on a daily basis with water only.

CHILDREN'S BEHAVIOUR AND DISCIPLINE

We strive to foster models of good behaviour throughout the school. Our school has a caring, welcoming family ethos where achievement and positive relationships are valued and rewarded. We use an assertive discipline approach where all children know what a model of good behaviour looks and feels like. Children are rewarded by praise, stickers and certificates for both achievement and good behaviour. We use and teach the SEAL materials to support our positive attitude approach to behaviour.

Rules

- We take care of everyone and everything in school
- We follow instructions
- We listen to each other
- We keep our hands and feet to ourselves
- We are always polite

Values – we are

- Friendly
- Courteous
- Polite
- Enthusiastic
- Respectful
- Helpful
- Kind
- Hardworking

CODE OF CONDUCT

- Members of the school community are asked to respect each other.
- Children are expected to respect their teachers, other adults and fellow pupils.
- Children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are expected to be well behaved, well mannered and attentive.
- Children should walk (not run) when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation.
- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem (including toys).
- Children are expected to wear the correct school uniform.
- Children are not allowed to bring sweets into school.

This Code of Conduct and the school rules have been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

INCENTIVE SCHEME

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

- Teacher praise.
- Stickers
- Merit prizes
- Books
- You've been spotted slips
- Trophies
- Privileges. (These may vary according to the age of the children.)
- Non uniform days
- Exceptional cases will be recognised by the Head Teacher.

Most children respond to this positive approach where their efforts are seen to be valued.

SANCTIONS

- Talk to the child, discuss what has happened.
- Formal reprimand (by class teacher).
- Time out within the classroom. (Move the child from the group to work.)
- Send to another teacher.
- Send to Headteacher/Assistant Head Teacher Head.
- Loss of privileges.
- Contact parents.

The Headteacher keeps a file where a range of incidents are recorded and if necessary reported to parents. Any child who is not responding to our Code of Conduct will have a Home/School Behaviour Book. This will be discussed with the parents/ guardians of the child who will be encouraged to support the plan by giving rewards at home. At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. These are dealt with under the Severe Clause of our Discipline Policy.

- Sent straight to the Headteacher
- Parents immediately contacted by telephone or child taken home. If this is not possible the child is isolated from his/her peer group and a letter is sent to the parents to come into school the next day.
- Meeting the parents.
- Possible referral to Educational Psychologist or support agencies.
- Short-term exclusion may result from persistent disruptive and dangerous behaviour.
- Permanent Exclusion may result from disruptive and dangerous behaviour, that does not improve with Individual Behaviour Plans and parental support and outside agencies.
- Parents have the right to appeal.

LUNCHTIME SUPERVISION

At lunchtime, supervision is carried out by the Senior Midday Supervisor and a team of Midday Assistants. The Senior Supervisor can refer to the Headteacher or the Deputy Headteacher if necessary. The Supervisor and Midday Assistants are expected to maintain order. Usually this consists of reminding children of the school rules. The Supervisor and Midday Assistants must be treated with the respect expected by all adults at Westfield. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or Deputy Headteacher. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

PARENTS

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement. (Home School Agreement)
- By attending parental meetings and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.

Westfield has two staff who are trained and qualified in the process of 'Restorative Justice' which is used to resolve issues between pupils which are more severe. Parents/carers are invited to attend the meetings and will be informed by school if the process is to be used.

ANTI-BULLYING POLICY

DEFINITION - Bullying can be described as being *"a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and / or their property. It can be an unresolved single frightening incident that casts a shadow over the child's life, or a series of such incidents."*

At Westfield Primary School, staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated. Bullying can be brought to the attention of staff either by the victim(s), their friends(s), their parent(s) or other interested people.

OUR STRATEGIES FOR DEALING WITH BULLYING

The following is a list of actions which the staff at Westfield would use depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim.
- Identify the bully / bullies and obtain witnesses.
- Discussions with the bully / bullies to make it clear that bullying is not acceptable at Westfield.
- If they own up the procedures mentioned in the Discipline Policy will be followed.
- If they do not own up further investigations will be made.
- Separate discussions with parents of bully and victim.
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s).
- Continued monitoring of the situation through observation and discussion with victim to ensure no repetition.

As the behaviour of the bully (hopefully) improves, then favoured activities etc. can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying. In order to identify incidents of bullying and the identification of bullies at Westfield we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils.
- All staff listen, believe, act.

SPORT

Westfield contributes to the physical development of children and ensures that all pupils experience a broad and balanced PE curriculum. It is a progressive curriculum which is stimulating and challenging to enable each pupil to experience a sense of achievement and exercise his/her creativity. They will also be encouraged to have a sporting attitude to both victory and defeat. In both Key Stages pupils will be taught games, gymnastics and dance. At points during Key Stage 2 pupils will also be taught athletics and Swimming. If a pupil is to miss a PE or swimming lesson there should be a written explanation from parents or a Doctor's Note.

Use is also made of outside agencies that offer coaching sessions to children. The older children may have the opportunity to compete in inter-school netball, football, rugby, sports, swimming, Highland Games etc. The school organises a Sports Day for all pupils during the Summer Term. The school has a netball court and a playing field, for the use of all pupils in the school.

MEETING WITH TEACHERS

Informal consultation between teachers and parents is welcomed. A few moments can often be found at the beginning or the end of the school day provided that parents appreciate that teachers have certain duties which can delay them from speaking to an individual parent. For other times parents should contact the Headteacher to make arrangements.

In the interests of child safety and to reduce class disruption, parents are asked not to visit classes during lesson times as teachers and pupils will be working.

Parents' Evenings to discuss children's work and progress are arranged during the Autumn, Spring and Summer Terms. An interim progress report is given to parents in the Spring Term and a full report in the Summer Term. Open afternoons are also held during the course of the year to enable parents to visit school in session.

END OF DAY

Key Stage 1 children must be collected from their teacher at the end of the school day. They are not allowed to leave the school grounds unaccompanied. Staff hand children over to known parents/carers. Key Stage 2 children should know what their parents expect them to do. **Parents must notify the office if hometime arrangements change so that children are safely collected.** Children will not be allowed to leave school at unusual times without clear authorisation from parents and must be collected.

SPECIAL EDUCATIONAL NEEDS

At Westfield Primary we believe that all children are entitled to the same educational opportunities and that every effort should be made to ensure that each child reaches their personal potential. We seek to provide effective support for all children to be able to access a broad, balanced and relevant education. We aim to work in partnership with Parents/Carers in supporting their child's education and value the contribution they make. Westfield gained Flagship Inclusion Quality Mark status in 2015 which recognizes our drive to ensure that all children progress and meet their potential.

Children identified as having special educational needs require early intervention and provision which is additional to, and different from, the educational provision of children of the same age in mainstream schools. Many children will have some kind of SEN (Special Educational Need) at some time during their education. Further strategies may be introduced for a range of needs which may be related to:

- Communication and interaction
- Cognition and learning
- Behaviour or emotional and social development
- Physical or sensory development

IDENTIFICATION, ASSESSMENT AND PROVISION

Children with possible SEN are identified in a number of ways:

- Information from a previous school including SATs results
- From parents or carers
- Information from other agencies
- The class teacher's observations and assessments, in consultation with the SENCO

The school system for observing, assessing and monitoring each child's progress is followed. Initial concern is registered and the child is monitored. The key test for the need for action is evidence that the current rates of progress are inadequate. Once a child has been identified as having SEN they are placed on the SEN list at

school. A medical may be suggested at this point to rule out any physical reasons for lack of progress, e.g. vision, hearing, etc.

Intervention may take the form of:

- Additional support on a 1:1 basis
- Group support
- Provision of different learning resources or specialist equipment
- Advice requested from external sources, with parental/carers consent

If, after a period of time, there has been very little or no progress in the areas of difficulty, a child may then be referred to other agencies. Intervention may take the form of:

- Advice and assessments requested from outside agencies
- Individual Education Programmes (IEPs)
- Additional support on a 1:1 basis
- Group support

SCHOOL REQUEST FOR STATUTORY ASSESSMENT

Children may be brought to the attention of the LA for Statutory Assessment by school referral on the advice of outside agencies based on the child's functional needs and the impact of the difficulty on the pupil's ability to access the curriculum. School must provide evidence to show that the child's needs:

- Are complex, severe, exceptional and long term
- Require the co-ordinated support of a variety of professionals

School must also provide evidence which includes a wide spectrum of academic, language and communication, social, behavioural and emotional factors. This could then result in the child gaining an EHCP, Education Health Care Plan. Westfield school values the abilities of all pupils and is committed to providing them with the best possible learning environment. Many children will have a special educational need at some time and they will be helped to overcome their difficulties. Supporting children with special educational needs is the shared responsibility of teachers, parents and governors together with any appropriate outside agencies.

We operate within the special needs code of practice and ensure that parents and carers are notified when special educational provision is being made for their child. A detailed account of the procedure is contained in the school's special needs policy. The sen policy builds on our school inclusion policy and reinforces the need for teaching that focuses on early identification; is broadly balanced; removes barriers to learning; sets high expectations and is fully inclusive. In order to ensure that such needs are identified as early as possible, development and progress are carefully monitored from foundation stage onwards. Our aim is to work in partnership with parents to meet the child's needs by assessment, provision of appropriate support and review procedures. Individual educational programmes are implemented in school and where needed other agencies are called upon for advice. These include the learning support service, the educational psychological service and speech and language therapy service.

GIFTED AND TALENTED CHILDREN

If a child is found to be exceptionally able, the school responds by differentiating and extending the curriculum as necessary. Westfield is part of a cluster of Halton schools providing challenging tasks and experiences for Gifted and Talented pupils. Advice and support is also sought from external agencies.

PARENTAL HELPERS IN SCHOOLS

Westfield always welcomes parents and aims:

- To build positive relationships with all the adults who help in school.
- To value and utilise the expertise, talents and interests of adults who come into school.
- To enable the children to meet and work with a variety of different people.
- To facilitate individual and small group work under the teacher's supervision and guidance.

WHO HELPS?

At Westfield School we welcome a variety of adults into school as helpers. These may be parents, grandparents and other relatives of children in school, family friends, members of the local community and people who have a particular talent, expertise or interest which is linked to a class or school-based topic.

WHEN?

Adults help in school throughout the school day. They may be asked to help with a range of activities and tasks in and out of the classroom depending on their preference and skills. We also hold Coffee Mornings in school where Parents/Carers can chat informally with staff and learn more about how school works. We encourage Parents/Carers to express their thoughts on how to support and improve Westfield further. All helpers are encouraged to be familiar with school routines and practices and have to be **CRB checked** in line with Safeguarding children.

PARENT TEACHER ASSOCIATION

Parents' views are important to us. All parents are automatically members of our PTA. Some parents attend meetings and events, others attend events. We are grateful for any support provided to ensure a partnership between school and families.

MEDICINES IN SCHOOL

Westfield School follows the guidelines of the Local Authority with regard to administering medicines in school. **No member of staff is legally required to administer medicines.** Prescribed medicines only will be administered by the Head, Deputy or a nominated staff member such as a First Aider. All teachers and teaching assistants have had First Aid training. Four staff have had Paediatric First Aid training.

The procedure is as follows:

- A request is made by a parent or guardian using the form available from the office.
- The container is clearly marked with the child's name, class and dosage.
- The medicine is to be administered at playtime or around mid-day.

- The medicine must be delivered to and collected from school by an adult.

NO SMOKING POLICY

Westfield follows the Halton policy which means no one is allowed to smoke anywhere on the premises.

COMPLAINTS PROCEDURE

If you have a complaint to make, please talk to the class teacher in the first instance if you can. If the complaint concerns the behaviour of children other than your own then it may be more appropriate to see the Head Teacher or Deputy Head. Should the complaint concern a member of staff please contact the Headteacher or Assistant Head if she is unavailable. If after this you are still dissatisfied, you may make a formal complaint to the Governing Body. The Chair of Governors will deal with the issue in the first instance.

Should you not be satisfied that the Governing Body has satisfactorily answered the complaint, you may make a formal complaint to the Local Authority. The LA has an established procedure to deal with complaints made in respect of the provision and implementation of the National Curriculum and Religious Education. Should you wish to complain to the LA you should do this through:

Children & Young People Directorate
3rd Floor Chester Building
Grosvenor House
Halton Lea
RUNCORN
WA7 2WD

CHARGING AND REMISSIONS POLICY

The Governing Body at Westfield is authorised to maintain a Charging and Remissions Policy in accordance with Legislation if they wish to charge parents for any or all of those activities for which charges are permitted, as listed below.

MUSICAL INSTRUMENT TUITION

Costs associated with tuition in playing a musical instrument where the tuition is provided either individually or to a group of not more than four pupils, unless the tuition is provided as part of a syllabus for prescribed public examination or is required by the National Curriculum.

PUBLIC EXAMINATIONS

The cost of:

- Entering a pupil for public examination not prescribed in regulations and for preparing the pupil for such an examination outside school hours.
- Entering a pupil for a prescribed public examination where no preparation, or no further preparation in the case of resits, has been provided by the school.
- Public examination fees where a pupil fails, without good reason, to meet the examination requirements for any public examination.

MATERIALS, BOOKS, INSTRUMENTS OR OTHER EQUIPMENT

The cost for materials used in school where a parent indicated in advance that they or the pupil wishes to own the finished article which incorporates the materials. Any charge will not exceed the cost of the materials. Alternatively, the parent may be required to provide the materials in question.

BOARD AND LODGINGS

The costs of board and lodgings (not exceeding the actual cost) on residential visits, subject to the complete remission of such charges on visits deemed to fall in school time for pupils whose parents are in receipt of specified state benefits as listed under Remissions below.

EDUCATION OUTSIDE SCHOOL HOURS

Any activity which takes place wholly or mainly outside school hours (as defined in the legislation) and is not provided as part of the syllabus for prescribed public examination and is not required in order to fulfil statutory duties relating to the National Curriculum or to religious education. Such an activity is defined as an 'optional extra' and may be charged for. Charges for 'optional extras' outside of school hours may include:

- Travel, board and lodging for pupils
- Materials, books, instruments and equipment
- Entrance charges to facilities
- Staff costs – both support and teacher costs (where a teacher/instructor has been engaged specifically to provide an activity. These teachers should be given a separate contract to provide the optional extra.)
- Insurance.

With an 'optional extra':

- Parents can choose whether their children attend or not.
- No profit can be included in any charges made – the charge is to be based on the actual costs of the activity.
- A charge will not include a share of the cost of any remissions. If further funds need to be raised, for example, to help in hardship cases, this must be by voluntary contributions or general fund-raising.

(NB: when 50% or more of an activity, including travelling time, takes place during school hours no charge can be made).

VOLUNTARY CHARGES

Governing Bodies are empowered to seek voluntary contributions in order to fund activities taking place wholly or mainly during school hours for which the costs cannot be met from the school's budget, providing that it is made clear to parents in writing that:

- Any contribution is voluntary.
- The children of parents who do not contribute will not be treated differently from any other child in the school.

It is permissible to warn parents in advance that where an activity cannot take place without some support from parents, and there are insufficient voluntary contributions, the activity may be cancelled.

DAMAGE TO PROPERTY

The Governing Body reserves the right to ask parents to contribute to the cost of repairs or of replacing defaced, damaged or lost property where this is a result of a pupil's inappropriate behaviour.

REMISSIONS

The Governing Body may be authorised to remit all charges payable in respect of board and lodgings for the duration of a residential trip if the parents are in receipt of the following state benefits:

1. Income Support.
2. Income-based Jobseeker's Allowance.
3. Support under part VI of the Immigration and Asylum Act 1999.
4. Child Tax Credit where the parent is not entitled to Working Tax Credit and whose annual income (as assessed by the Inland Revenue) does not exceed £14,155.
5. The guarantee element of State Pension Credit.

Governing Bodies also are empowered to remit charges for activities where costs can be reasonably and appropriately met from the school's budget. Schools will continue to be responsible for meeting the cost of any remission of charges arising from this policy.

INCLUSION POLICY

Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

Aims and objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys.
- Minority ethnic and faith groups e.g. travellers children and "looked after" children.
- Children who need support to learn English as an additional language.
- Children with Special Educational Needs.
- Gifted and Talented children.
- Any children who are at risk of disaffection or exclusion.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges.
- Responding to children's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Teaching and learning style

(See also the school policies on Gifted and Talented Children, Special Educational Needs, Equal Opportunities and Anti-Racism.) We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school. When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. Teachers implement different learning styles within their teaching appropriate for the needs of children within the class i.e. kinaesthetic, visual and audio. Teachers ensure that children:

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Participate safely in clothing that is appropriate to their religious beliefs.
- Are taught in groupings that allow them all to experience success.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- Have a common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed.
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities

Westfield is committed to providing an environment that allows these children full access to all areas of learning. Through the Access Initiative, a ramp and new doors wide enough for wheelchair access at the front and rear of the building, plus a disabled toilet have been installed. We also have a ramp on to the field for

easy access. Further yearly modifications will be made to improve general access. Teachers will modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. Teachers will ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers will ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use.
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids.
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials.
- Allows opportunities for them to take part in educational visits and other activities linked to their studies.
- Includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology.
- Uses assessment techniques that reflect their individual needs and abilities e.g. pupil tracking.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. In exceptional circumstance we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's Governor with responsibility for Special Educational Needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs.
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Accessibility Plan

The school has developed an accessibility plan as required by the Disability Discrimination Act 1995 outlining proposed future developments. This is available from the School on request.

Summary

In our school the teaching and learning, achievement, attitudes and well being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning and learning.

POLICY TO PROMOTE ANTI-RACIST PRACTICE

Westfield School welcomes the diversity of cultures, backgrounds, faiths and beliefs and celebrates the home languages, dialects and accents of all pupils, staff and others associated with the school. We adopt *“Learning for All – Standards for Racial Equality in Schools”* published by The Commission for Racial Equality as a framework of guidance on good practice and procedures in addressing issues of equality and cultural diversity.

We will ensure that the school nurtures an ethos and environment where all are valued and where views are taken into consideration. This embraces the culture that enables all who teach and learn in the school to review their practices and behaviours, to have the confidence to build on prior experiences and to make appropriate changes. All associated with the school are committed to dealing with incidents involving racism (including prejudice and stereotyping), racial harassment and racist name calling whenever they occur.

RACIST INCIDENT REPORTING

The LA’s procedures for reporting racist incidents are adopted by this school. Reported incidents will cover all associated with the school either as victims or perpetrators.

A copy of the full Policy can be obtained from School.

GOVERNING BODY REPRESENTATIVES

LA GOVERNOR

Counsellor J Abbott

HEAD TEACHER

Mrs C Dawes

STAFF

Mr J Parker

STAFF CO-OPTED

Mrs C Havard

CO-OPTED

Mrs L Le-Surf – Chair
Mrs J Docherty – Vice-Chair
Mrs N Shepherd
VACANCY

PARENTS

Mrs J Bethell
VACANCY

CLERK TO THE GOVERNING BODY

Mrs S Knight

ASSOCIATE

Mr I McIntyre

A school's Governors include:

- Parents, elected by parents of children at the school.
- Teachers, elected by the teaching staff.
- Members appointed by the Local Authority.
- Staff, elected by the non-teaching staff.
- The Headteacher.
- Members co-opted to the Governing Body because of their special abilities.

Whether elected or appointed, Governors serve for four years.

The Governors are responsible for making sure the school provides a good quality of education. They set the school aims and policies together with the Headteacher. In particular they:

- Are accountable for the performance of the School.
- Plan the school's future direction.
- Select the Headteacher.
- Make decisions on the school's budget and staffing.
- Make sure the National Curriculum is taught in the school.
- Decide how the school can encourage the children's spiritual, moral and cultural development.
- Make sure that the school provides for all its pupils, including those with special educational needs.

The Headteacher is responsible for day-to-day management of the school.

The full Governing Body meets once a term, but smaller committees meet when necessary which look in detail at:

- Personnel and finance
- Premises
- Curriculum

They make reports and recommendations, which are considered at full governing body meetings.