



*ST MARY'S CATHOLIC
PRIMARY SCHOOL*

PROSPECTUS

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Vision of the School

"Loving, Laughing and Learning in the Light of the Lord."

The mission of St. Mary's Catholic Primary School is to grow as a community through our faith in God, giving love and respect to all.

Our School Aims

- **Caring:** To create a caring environment in which ALL are helped to learn about Christ, but also to know him and work towards living like him.
- **Teach:** To teach the Catholic faith and experiences of the Church's liturgy.
- **Education:** To offer the children entrusted in our care a quality, well-balanced and appropriate education, which fulfils the needs of each unique individual.
- **Relationships:** To develop positive and supportive relationships between children, staff, parents, governors, Parish and the wider community.
- **Christian environment:** To create an atmosphere of happiness, security and confidence where children acquire knowledge, skills and concepts in a stimulating Christian environment.
- **Diversity:** To acknowledge, realise and respect the diversity of every individual's contribution.
- **Opportunities:** To provide opportunities where children can share their enjoyment in God's world.

Welcome

A very warm welcome to our school.

This prospectus is a brief introduction to the range of opportunities on offer in our school along with information you will need before you join us. Please read this document alongside the separate leaflet.

We are very proud of the success of our children. We want each one of them to excel within our Christ centred community where standards are high and our expectations are consistent and clear. Our high expectations apply not only to our children but also to our staff, as we strive to develop the best possible learning environment for the children entrusted in our care.

We are also proud of our school and its growing reputation within the community. We expect the highest standards from our children and we celebrate with you and them when they do well. We aim to work in partnership with parents/guardians to ensure the best possible education provision for our children.

This prospectus may be your first contact with the school and we hope that it will give you some useful insights into the education that we are able to offer your children. We would welcome the opportunity to show you around our school to enable you to find out more about the way we work. You will always receive a warm welcome and we will happily discuss any aspect of your child's education.

We look forward to meeting you very soon.

Fiona Robertson

Headteacher

School Addresses and Contact Information

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Email: admin@st-marys-selby.n-yorks.sch.uk

St Mary's Church serves the community of the parish of St Mary's, Selby and Carlton

St Mary's Presbytery, Gowthorpe,
Selby YO8 4HS
Telephone: (01757) 703345
Email: stmarys.selby@virgin.net

Diocese of Leeds

Diocesan Schools' Department: Hinsley Hall,
62 Headingley Lane, Leeds LS6 2BX

Local Authority: North Yorkshire County Council, County Hall, Northallerton, North
Yorkshire, DL7 8AE.

Director of Education Standards: Mrs Cynthia Welbourn

The School Community

St Mary's is a Voluntary Aided Catholic Day School ('voluntary' because they were originally established from voluntary funds provided by the Catholic community and 'aided' because they receive financial support from local and central government) jointly administered by the Governing Body and North Yorkshire County Council. The Governors are the nominees of the Trustees of the Roman Catholic Diocese of Leeds.

The School does not see itself as a closed community. Every effort is made to encourage children to see themselves as belonging to a number of wider communities of which the primary community is the Diocese of Leeds together with the feeder parishes from which the Schools draw their pupils. The Parish priest visits the school regularly and the school participates formally from time to time in the life of the parish.

Mrs. Robertson is the Headteacher of the school and is supported by her Leadership Team.

Our school caters for children from 4 to 11 years. The school has seven single age classes.

Travel to School

Children are encouraged to walk to school whenever possible. It is expected that our younger pupils are accompanied by an adult. Older children who are allowed to walk to school do with their parents' permission, but the school is not responsible for children until the doors open at 8.45am

Road Safety

Children need to show a high level of awareness of traffic. The school addresses the dangers and safety with the children as an ongoing issue through police visits, talks prior to school outings etc. but it is also essential for parents or guardians to teach their children good road safety habits.

Admissions

September Admissions into Reception must be made through the County Councils' 'Co-ordinated Admissions Process'. Mid year applications should, in the first instance be made to the Chair of Governors via the school. For further information please contact the school.

The standard number for admissions to the Reception class from September 2014 will be 30.

Please see the relevant Admissions Policy document which accompanies this prospectus.

School Maintenance Fund

All Catholic schools contribute to the Leeds Diocese Building Fund. In order to ensure our school buildings provide the highest standard of learning and working environment, improvements are planned almost on an annual basis. The school is responsible for contributing 10% of the total cost to any building program. Therefore, we ask parents on an annual basis to make a voluntary contribution to the fund per family.

British Values

British values are identified whenever possible within the curriculum. Specific work focuses on particular values within PSHCE lessons and links made to Gospel values and school ethos statements.

Valuing Diversity

At St Mary's Catholic Primary School, we value each and every child as a unique individual with their own part to play in our diverse society. We hope that as they pass through our school we will help them to appreciate the multicultural society in

which they live and embrace and value its diversity with a knowledge and understanding of other cultures and races. Visitors to our school will help our children to absorb other cultures and learn from them.

Equality

In line with the Equality Policy we will strive to ensure that everyone in the school is treated with respect and dignity. Each person in school will be given fair and equal opportunity to develop their true potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability. The school promotes equality and opposes prejudice in all its forms and will strive to foster positive attitudes and commitment to an education of equality. All incidents of racism and racial harassment are reported and documented and dealt with as recommended by NYCC.

Policy for Partnership

We believe that parents are the first and foremost educators of their children and that we are called to support them in their God given task.

We believe that our school, rooted in the mission of the Eucharistic Community of St Mary's, has a particular responsibility to support parents in their task of nurturing their children in faith, love and human growth. Our Home-School Agreement recognises this belief.

We believe that through our school, we enable our parishioners to experience a vibrant, Christian community whereby we as parish engage with the world and offer an experience of The Gospel to all who have contact with us.

To achieve this we will reflect annually on our practice, celebrate and consolidate our successes and realistically explore ways of journeying more closely together.

Class Organisation

The Admission Numbers for our School is 30. The organisation of classes is designed to ensure that all children receive a broad and balanced curriculum and are able to work to achieve their full potential.

Each child's individual interests, needs and stage of development are taken into account and as a result, teaching strategies cater for whole class, small group and individual learning activities. Class teachers may be supported by teaching assistants, voluntary help from parents or guardians, work experience students or by trainee teachers on placement.

The Curriculum

The National Curriculum is a programme of learning followed by children working at the National Curriculum level, usually from Year 1 upwards. It clearly identifies skills and levels by which every individual child is ensured to make progress.

We seek to provide a broad and balanced curriculum that guides the children on a learning journey through a range of subjects. Our curriculum is continually evolving in response to pupils' needs to ensure all children are helped to achieve their potential. We strive to develop child centred learning through enriching and challenging experiences that allow individuals to increase their knowledge of the world around them.

The National Curriculum subjects are: English; Maths; Science; ICT; History; Geography; Music; PE; Art; Design and Technology; PSHCE; Music and Modern Foreign Language

As a Catholic school Religious Education is the centre of the curriculum, ensuring practice and actions are based on gospel values.

Our aim is to create an environment in which children are confident to explore, evaluate and sometimes fail in order to understand and grow. We are currently in the process of examining the curriculum and how it is to be taught throughout our school having introduced the new National Curriculum from September 2014. (See the school website for further details)

We aim to allow the children to embark on a wonderful adventure of learning, where learning styles and varying intelligences are at the heart of teaching and learning. The approaches and strategies incorporate visual, auditory and kinaesthetic learning.

It is our belief that children's learning will benefit from this more thematic approach by encouraging them to transfer their skills and apply their knowledge across the curriculum. Children will be empowered to take responsibility for their own learning. Their outlook will not be confined to discrete subject knowledge but instead will enable them to understand and make sense of the world in which they live and promote an awareness of their influence on the environment. This holistic approach to learning and teaching seeks to create an opportunity for each child to equip themselves with the appropriate life skills to help them take up their rightful place in society.

Foundation Stage/Reception

When children start school they follow the Foundation Stage Curriculum until they reach the Early Learning goals, usually by the end of the Reception Year. This Curriculum covers children in both Nursery Schools and the first year at Primary School. The Foundation Stage Curriculum is a play centered curriculum which recognises the importance of structured play in the development of the younger child. There are seven areas of learning: Personal, Social and Emotional Development; Communication and Language; Physical Development; Literacy; Mathematics; Understanding the World and Expressive Art & Design. These are recorded in a Foundation Stage profile.

Key Stage 1 & 2

From the beginning of Year 1 children follow the National Curriculum. This stage of their education is known as Key Stage One (KS1). At the end of Key stage 1 (Year 2) children are assessed against national standards by the class teacher . From May 2016 this will no longer be recorded as a national curriculum level but whether a child has reached the expected standard for Key Stage 1.

The children then enter what is known as Key Stage Two (KS2). This lasts until the end of Year 6 when once again children take part in some standardised assessment tests. Again, from May 2016 this will be recorded as attaining the expected standard rather than National Curriculum levels.

The curriculum is designed to ensure that all children are given the opportunity to meet the five outcomes from the 'Every Child Matters' agenda:

- Being Healthy;
- Staying Safe;
- Enjoying and Achieving;
- Making a positive contribution;
- Achieving economic wellbeing.

KS2 children are given the opportunity to learn a modern foreign language. Personal, Social, Health and Citizenship Education (PSHCE) are taught throughout the school. Children are given first hand experience of what they have learned about democratic processes through participation in the School Council. The formal curriculum is also enhanced by educational visits.

Basic Skills

We reflect our commitment to ensure that all children will have the ability to read, write and speak English and to use Mathematics at a level necessary to function and progress during their time at School. We do this primarily through using the National Frameworks for the Literacy and Numeracy and through the system of Special Needs Provision. Recent developments in implementing the strategies have seen the school adopt the "Talk for Writing" approach and invest in a wider variety of reading materials which are organized within the "Bookbanding" scheme. In mathematics, St. Mary's follows the guidelines given by NYCC on how to implement the strategy but has also adopted several intervention strategies to support specific pupils. St. Mary's is very proud of the fact that it holds the Basic Skills Quality Mark, an externally awarded mark that acknowledges the quality of the work carried out in school within the area of basic skills acquisition.

Core Subjects

Religious Education

The school belongs to the Leeds Diocese. The scheme taught in school is, 'The Way, The Truth and The Life.' It encourages a 'Christ Centred' approach allowing children to add a further dimension to their experience in school and explore prayer and spirituality. The regular services and celebrations encompass the cornerstones of the Catholic faith. Children also experience faiths and cultures around the world that broaden their understanding, tolerance and respect for others.

(Parents do have a right to withdraw children from religious education.)

As a Catholic community we respect the opinions and acknowledge the beliefs of others. However, it must be recognised that our Mission is rooted in the True Gospel Values of Our Lord and as such we consider participation in all school acts of worship a vital part of the educational experience. We also believe that all our children should play an active role in the religious education lessons delivered in school.

Children participate in collective worship each day, either through whole school worship, or in class. A Certificate Assembly is held once a week to acknowledge the good work of children. During the school year, the children will celebrate Mass and other services. Parents are always warmly welcomed to participate in these celebrations. Prayers are said throughout the school day.

Mathematics

The National Numeracy Strategy underpins all our work in Mathematics. Teachers draw on a wide variety of resources to broaden and strengthen the teaching and learning of mathematics in both Key Stages. All children are encouraged to develop numerical fluency by working with numbers 'in their heads'. The children's mathematical experiences are a balance of practical, oral, written and mental mathematics through class teaching, group and individual activities. Numeracy is taught across the curriculum, wherever relevant, to enhance understanding. The children are encouraged to apply their knowledge of numeracy and develop independence through solving problems and using numeracy in 'real-life' contexts.

English

English is taught through a unit based approach linked to class topic work whenever possible. English as a subject has several components. These are as follows:-

Speaking and Listening

Children will experience a range of situations and activities to develop their confidence such as:

listening to stories, rhymes, poems and songs;

responding to visual and aural stimuli, e.g. Pictures, TV, radio and computers;
discussing their work with teachers and other pupils;
telling stories and reciting poems;
imaginative play and drama;
giving and receiving simple explanations, information and instructions.

Reading

Our aim is to encourage a love of reading through experience of a wide range of reading material from story, pattern and rhyme and non-fiction books. The children experience shared reading and guided reading with the teacher as well as independent reading of familiar texts. Shared Reading involves the children exploring reading strategies and conventions through a shared text where they are taught about phonics, high frequency words, punctuation, grammar and spelling and sentence work. Guided Reading is a teaching technique where the teacher works with a group of approximately six children at a time and guides and supports them as they read the book. A variety of reading strategies are taught during guided reading. Independent Reading is when children choose their own books to read by themselves. Children are encouraged to re-read familiar books, rhymes and poems to foster and encourage independent reading and fluency.

The teaching of reading is a shared responsibility and it is vital that the school and home collaborate in encouraging this crucial skill for life - the ability to read for enjoyment and for information. Parents are asked to read with their child every evening for a short period. Children can take home reading books and there is also a school library with both fiction and non-fiction books. Parents are encouraged to give their children the opportunity to use the local library to give them access to a wide variety of reading material.

Phonics

The "Letters and Sounds" programme of study is used for daily reading and spelling sessions. The class teacher groups the children according to the stage they are working at and plans short, focused sessions to continually reinforce learning. This work is then used to support reading and writing across the curriculum.

Writing

The children experience shared writing and guided writing with the teacher as well as independent writing. In shared writing, the teacher works with the class as a scribe, to compose and structure pieces of writing on various topics and in various styles. Guided writing is also a teaching technique. The teacher works with a group of approximately six children and guides and supports their writing. As writing develops, the teacher focuses on the children's skills e.g. planning, drafting, revising, editing, proofreading and presenting their own writing. The 'Talk for Writing' initiative is being used throughout the school to foster language development before writing takes place.

Science

Science is planned to ensure effective coverage of the National Curriculum programme of study throughout both key stages. At each key stage the children are involved in practical science activities to enable them to develop the skills of scientific investigation. This includes visits outside school and the use of the school grounds.

Foundation Subjects

Foundation Subjects are either integrated into the Core Subjects in a topic-based approach or are taught as separate blocks. Topics are planned to ensure National Curriculum coverage and to make use of community and local environment facilities which can stimulate and extend the children's learning.

Information and Communication Technology (ICT)/ Computing

The school provides interactive whiteboards as well as a dedicated computer suite. More recently, school has purchased iPads to use in the classrooms to support learning. All the Children follow the National Curriculum. From September 2014 the main focus for this will be programming. ICT also impacts on other curriculum areas through the use of existing and new technologies. With advances in technology, programming has become increasingly important in our lives and the modern world requires new skills. Programming prepares children to participate in the rapidly changing world in which work and other activities are increasingly transformed by access to a varied and developing technology. Children use programming skills to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. Increased capability in the use of programming promotes initiative and independent learning.

Design and Technology

Design and Technology is often integrated into topic work and taught in a cross-curricular context, but can be taught as a discrete subject and involves working with food, textiles, graphics and materials. Safe working practice is uppermost in our minds at all times and the children are taught to make it a foremost consideration. Children often have the opportunity to take part in a variety of technology challenges organised by our pyramid schools and local industry.

Music

The children follow the National Curriculum for music in the classroom. In addition, musicals are performed in school at Christmas and sometimes Easter. Visiting musicians are invited into the school throughout the year and peripatetic teachers from the Schools' Music Service come into school to give instrumental tuition. Parents or guardians who take up this invitation are asked to pay a nominal amount for the lessons. The Schools' Music Service also charge for the loan of an instrument if the child does not have their own

History

History plays a valuable part in the school curriculum. Each class studies at least one topic during the school year following the framework that covers the National Curriculum and gains an understanding of what life was like through the ages. To enhance this, relevant educational visits are used so that the children can gain a wider knowledge of the topic.

Geography

Through teaching the geography curriculum, the children are provided with skills and information to help them to understand more fully the lifestyles, customs and beliefs of others. The children develop skills to enable them to carry out a geographical enquiry, to communicate using appropriate geographical language and to interpret geographical information. We also aim to raise the awareness of the environment and to encourage development of responsible attitudes and a sense of stewardship towards global environmental issues.

The Arts

The Arts have a high profile in our school and play an important part in the Curriculum weeks. The arts are a powerful, inclusive learning medium offering individuals the opportunity to develop their creativity. Children are given the opportunity to explore and create with a wide variety of different types of multi media materials both in specific art lessons and in cross-curricular work. Visits to art galleries are included in the Art curriculum and every opportunity is taken to welcome visiting artists and drama groups to work with the children.

Modern Foreign Languages

The teaching of modern foreign languages became statutory for all children at Key Stage 2 in 2010. Children are taught languages through activities involving listening, speaking, reading, writing and cultural studies.

Physical Education (P.E.)

The P.E. Programme aims to motivate and to provide fun and enjoyment for everyone regardless of ability in order that children develop a range of physical skills. We also aim to develop awareness of the benefits of exercise for a healthy and active lifestyle and encourage children to adopt a life-long interest in health and fitness, preparing them for active childhood and adulthood. The curriculum includes the main areas of physical education: gymnastics, creative movement and dance, games skills and athletics. Swimming is taught to children at Key Stage 2. Key Stage 2 children are also given the opportunity to take part in residential visits and outdoor pursuits as well as inter-school competitions.

Themed Weeks

Throughout the school year a variety of themed weeks are planned. At present these include arts week, science week, sports week, saints week and global awareness week.

Jewellery & Personal Possessions

We do not encourage children to wear jewellery and for health and safety reasons. Earrings should not be worn. The County Council stipulates that all jewellery must be removed for P.E, Games and swimming. It is therefore only appropriate for children to have their ears pierced at the beginning of the summer holidays. Children will not be allowed to take part in P.E. if they are wearing earrings. They should come to school not wearing any on P.E. days if they are unable to take them out themselves.

We do all we can to safeguard children's property but cannot accept responsibility for loss or damage; nor does the NYCC have any insurance on such goods. All items of clothing must be clearly marked with the child's name to allow prompt return in the event of something going missing.

Visits & Activities

As part of their topic work visits are made to local places of interest. Some visits are to places further afield.

Voluntary contributions are sought to support certain school activities such as educational outings and theatre groups visiting school. The school will endeavour to include all children in trips and activities dependant on sufficient voluntary contributions being received.

Children who are going out of school are always well supervised. Parents are asked to sign a permission slip for local walks, at the start of the school year. Risk assessments are undertaken before the visit and approved by the Headteacher, Governors or NYCC.

As part of the preparation for their transfer to Secondary School, Year 6 pupils take part in a residential activity in addition to transition activities arranged by Holy Family Catholic High School.

School Clubs

The school has a range of school clubs. These may include football, science, ICT, crafts and multi-sports. The importance of participation is promoted. Above all, it is important that children enjoy the activities and are given the opportunity to participate regardless of ability or gender. All school clubs encourage children of all abilities to work as part of a group to develop skills at their own level and some may introduce them to competitive environments.

Education in Personal Relationships and Sex Education

Throughout each school, aspects of love and care for others and respect for oneself, within God's family arise through topics in religious education and other curriculum areas. In Years 5 and 6 children are taught specifically about physical development, sexuality and sexual health at a level appropriate to their stage of learning. This learning is set in the context of human relationships and an understanding of mutual respect, love and care. Parents and guardians are invited to discuss the programme of work used with the children before the unit is taught. Parents and guardians have the right to withdraw their children from these lessons if they so wish. We believe that Sex Education is primarily the responsibility of the parents and school plays a complementary role.

We endorse the following statement taken from 'Laying the Foundations for Education in Personal Relationships' published by Bishops Conference, Low Week 1987:

"We must protect our children from ignorance and they should be given all necessary information, and correct answers to their questions. Within the Christian community there is a real need for giving gradual and positive sexual education to our children. Each school, in consultation with the Governors, teachers and parents, should have or build a developmental programme which aims to help our young people to have a properly formed conscience, to enable them to make right judgements, and to take the right actions in the many and varied situations in which they find themselves."

The Science curriculum focuses upon Life and Living Processes and obviously children will be involved with topics such as 'Ourselves' that will concentrate upon growth and development and these aspects will be covered.

Personal, Social, Health and Citizenship Education

The Children are taught PSHCE in line with National Curriculum guidance. The aim is to provide opportunities across the curriculum to enable children to:

- Develop confidence and responsibility and make the most of their abilities;
- Prepare to play an active role as citizens;
- Develop a healthy and safe lifestyle;
- Develop good relationships and respect the differences between people.

Planned opportunities for promoting the personal and social development of children exist across the curriculum, particularly in Religious Education, but may at times be addressed in designated PSHCE lessons and Circle time. The Schools will be teaching Social and Emotional skills through weekly ethos statements and complementary elements of the SEAL Project (Social and Emotional Aspects of Learning) and many of the objectives for 'Every Child Matters' will be addressed during SEAL activities. In helping to achieve the aims and objectives associated with PSHCE we acknowledge the support of agencies within the wider community. These include: Parish Priests; Sports Development Officers; The Healthy Child Team; Community Police; The Fire

Brigade; Health Promotion Agencies; Theatre and Music Workshops; Local Politicians.

Drug Education

Drug Education is covered as part of PSHCE within the context of moral education to suit the understanding of the children. It is integrated into the curriculum in relation to Personal Health and Fitness to meet the requirements of the Science National Curriculum from Reception through to Year 6. Children from Year 1 upwards participate in Drugs Awareness Education appropriate to their level of understanding.

School Council

Two children from Years 2 to 6 are elected on to the school council. Class council meetings are arranged prior to the full school council meeting to discuss issues or raise concerns. The meetings are attended by a member of staff. Minutes are taken and reported back to all children. The children aspire to ensure the Vision of the school is at the heart of their actions and joint School Council meetings with other local primary schools arranged from time to time to share ideas.

Healthy Eating

The School is committed to promoting healthy eating among the children through various cross-curricular activities. Foundation Stage and KS1 children are provided with a piece of fruit or vegetables to be eaten at the morning break. KS2 children are encouraged to bring healthy snacks to school for the morning break (cereal bars or fruit), along with a refillable water bottle. Cold water dispensers are provided and children have access to water at all times. We encourage parents and guardians to support our healthy eating policy at home.

The school has joined the Healthy Schools Initiative and in order to achieve Healthy School status is working on four areas:

- Personal, Social and Health Education (including sex & relationships education and drug education;
- Healthy Eating;
- Physical activity;
- Emotional health and well-being (including anti-bullying).

School Dinners

A healthy school meal can be purchased and a menu is sent home every half term. Dinners are ordered on a Monday, selecting the days that your child wishes to have a school dinner for that week ahead. Children may, alternatively, bring their own packed lunch from home but we do ask parents or guardians to ensure that this is a healthy lunch in line with our 'Healthy Food Policy'. Pupils bringing a packed lunch are strongly encouraged not to bring chocolate or similar unhealthy foods on a daily basis. As a result of feedback from our School Council members, children having school dinners

do not sit separately to those eating packed lunches. This was highlighted to us as a very important aspect of children enjoying their lunchtime experience in the dinner hall.

Making Payments to School

Throughout the school year payments may have to be made for school dinners, trips, swimming etc. We offer a convenient way to pay for these using our online payment scheme. This secure service is called Parentpay, you will have a secure online account using a unique username and password. Additional information is available from the school office. This is our preferred payment method; alternatively you can send cash or cheque to the school office but this must be in a sealed envelope with the child's name and class written on the front.

School Security and Child Protection

The security of children and staff is a prime concern of the Governing Body and a system to ensure the safety of children in School has been put into place. Security will be kept under review at meetings of each Governing Body. Emergency meetings will be convened if any significant incident should highlight unforeseen security weaknesses.

Changes in the law, notably the Children Act (1989) mean that staff in school have a duty to report any concerns that they may have that a child may be suffering significant harm particularly as a consequence of possible abuse. The Department of Education requires each school to nominate a senior member of staff who will have special responsibility for Child Protection. The Headteacher is the Child Protection Liaison officer.

St Mary's has a written Policy on Child Protection agreed by the Governing Body and has close contacts with the School Nurse, Family and Community Services and the Police any, or all, of whom may become involved if abuse is alleged or strongly suspected.

The School has a duty to collate basic information such as, 'the person who has parental responsibility for a child' etc. and to pass this information to the relevant agencies if requested. In the event of an investigation into possible child abuse, the School has a duty to co-operate with the investigating agencies to the best of its ability to promote the welfare of the child. The Head holds regular meetings with necessary agencies at which the welfare of children is discussed. Whilst the School will always attempt to work in partnership with the parents or guardians of a child and try to ensure that parents or guardians are fully informed of, and participate in, any action concerning their child, if there is a conflict of interest; the welfare of the child will always be the paramount consideration. Should parents or guardians wish to discuss child protection and the safety of their child/children, or indeed any other topic involving their child, they should contact the Headteacher.

Disclosure and Barring Service (DBS)

All adults working alongside children must have a DBS check. Application forms are available in the School office for parents/guardians/relatives who wish to work in School or to accompany school trips on a regular basis. Helpers who refuse to have a check cannot work within a School. All Governors are also requested to undergo a DBS check.

Parking In and Around School

Parents are not allowed to drop off/pick up their children in the school car park before and after school unless express permission has been given by the headteacher. There is a disabled parking space in the school car park, this is available to anybody with the blue disabled parking badge. We have permission from Selby Bowling Club to use the left hand side (as you enter) of their car park before and after school. If you choose to use any of the local residential streets, please park considerately and away from any junctions.

Safeguarding Children in Education

Following the publication of the Statutory Paper 'Child Protection - Safeguarding Children in Education', the policy of each School has been reviewed and the following system introduced:

Photos or videos will only be taken and used in School or the media if the parents or guardians of all the children involved have signed a consent form. If there is a 'Looked after Child' in the cohort, permission will be sought from that child's Social Worker. All families will receive a Consent Form and a Register will be kept in the School Office. All staff are aware of the need to check this Register before photos or videos can be taken. The Consent Form will form part of the admissions documentation to be filled in by families starting school.

Pastoral Care

The teachers and support staff all know the children well, and so day-to-day pastoral care is class based.

We aim to maintain a 'family' atmosphere in our small school where the Head teacher strives to have an oversight of all pastoral care.

Parents are encouraged to discuss their children's problems with the class teachers. Concerns are always dealt with professionally and discreetly.

The classes are mixed both in ability and sex. Every endeavour is made to meet the needs of the individual child. All children regardless of sex, race, religion or ability will have equal access to the educational opportunities offered within our school.

Medicines Policy

Only prescribed medication will be given by school staff where it would be detrimental to a child's health if the medicine was not taken during the school day. Only the stated dosage on the prescription label will be administered. All medication is kept in a cupboard, with the exception of inhalers and epipens which are kept in the classrooms with the children. All medication should be clearly labelled with the child's name and dosage. Any medication that needs to be taken during school trips and outings is kept by the teacher in charge. Staff are aware of where medication is stored. Parents are responsible for administering their own child's medication. If the school agrees to help with the child's medication, parents must provide prior written agreement. Non-prescription medicines such as (cough sweets, paracetamol or creams) are not allowed in school but individual circumstances should be discussed with the Headteacher. Following discussion with the Head and staff and providing necessary training has taken place the school will assist children with long term complex medical needs.

First Aid

If a child is sick in school, parents are contacted. The school maintains computerised records which contain the child's address and home number, parent's place of work and extra contacts in case of sickness or emergency. The school has a health check list of all pupils including an asthma register and an allergy list. This is updated on an annual basis. Please inform the school immediately of any changes to your child's health.

The school operates a policy of whole school First Aid training every three years. Records are kept of significant playground incidents; head bump/minor injury forms are issued as appropriate.

It is important that children enjoy their experience of school and therefore we ask parents not to send children who are unwell to school. Instead, keep them at home until they are well enough to attend and contact school regarding their absence.

Peanut Allergy and Anaphylaxia

Some children suffer from a nut allergy from which they can suffer a severe and potentially life threatening anaphylactic reaction if they come into contact with nuts. In severe cases, simple contact with the oil from nuts left on equipment, tables etc. by someone who has eaten nuts or had nut oil on their hands, can lead to an attack. Whilst it may be inconvenient, to ensure the well being of children suffering from a nut allergy, parents or guardians are asked not to send nuts or food containing nuts into School.

Healthy Child Team

Every child deserves to be as fit and healthy as possible to gain the maximum benefit from their education. The Healthy Child Team are available to help with any health concerns about your child and has close links with GPs, health visitors and other child-care professionals. The Healthy Child Team carries out routine screening of children when they enter school. With parental agreement, they can provide a link between home and school and act on the child's behalf. He/she can also provide information, advice and support on health issues for teachers, children and parents, either individually or in groups as part of health promotion programmes. Routine screening of height, weight, vision and hearing is offered to all children within the first year of school. Where problems are identified, appropriate follow-up and referral can be undertaken. These tests can be carried out on request at any age if concerns are highlighted.

Absences

Regular attendance at School is extremely important if children are to reach their full potential.

Expectations:

- Staff and parents or guardians will encourage children to attend school regularly;
- Children will arrive at school on time, ready to start the school day.
- Children will be collected from school on time at the end of the day.
- Parents or guardians must inform the School by telephone, letter or message given by an adult (not a child) by 8.45am on the first day of absence. If this procedure is not followed, the absence may be deemed to be unauthorised and classed as truancy.
- The School will record all absences using a coding system and it is therefore important that the School knows the reason for any absence;
- The School will contact the parents or guardians if no reason is given for an absence;
- Education Welfare will be involved for poor attendance or continual lateness.

Medical Appointments

Wherever possible, dental, doctor, hospital or other medical appointments should be made outside school hours. However, if an appointment for a child has to be made during the school day, the relevant appointment card should be shown at the School Office to verify the appointment before permission to withdraw the child from school can be given. Children are not allowed to leave School during school hours unless accompanied by an adult. Please note that any absence from school should be authorised and that only the Headteacher can authorise absence from School. Parents or guardians have a statutory duty to ensure that a child attends each day at the School at which the child is registered. As long as the school is kept informed, medical appointments will be classed as an authorized absence.

Holidays in Term Time

Any absence during term time destroys the continuity of the child's education and reduces chances of success. Absence in the weeks prior to SATS tests or external examinations will also disrupt revision and omit the reassurance that school staff can provide during the preparation period.

Parents are asked to take their annual holiday with the child during school holidays.

No parent/carer can demand leave of absence as of right. The Education regulations state that applications for leave must be made in advance by a parent with whom the child lives and can only be authorised by the school in exceptional circumstances. Each application is considered individually by the school.

The following are examples of the criteria for leave of absence, which may be considered as 'exceptional':

- Service personnel returning from active deployment
- Where inflexibility of the parents' leave or working arrangement is part of the organisational or company policy. This would need to be evidenced by the production or confirmation from the organisation/company
- Where leave is recommended as part of a parents' or child's rehabilitation from medical or emotional problems. Evidence must be provided
- When a family needs to spend time together to support each other during or after a crisis

Please note: Headteachers would not be expected to class any term time holiday as exceptional.

This is not an exhaustive list and Headteachers must consider the individuals circumstances of each case when making a decision on this matter. Where a Headteacher feels that there may be exceptional circumstances which do not fit the criteria, they may refer to the local authority for advice. The decision of the Headteacher is final. Parents who take a child on leave in term time without the permission of the school risk being issued with a penalty notice fine for unauthorised absences.

Behaviour

It is our aim that discipline shall grow from self-respect and respect for others. We require sensible, orderly conduct in school, but we seek to achieve this through gaining the liking and trust of the children. The highest standards of behaviour are expected of all pupils. The purpose is to help develop the character of the child to respect their own person, their belongings, to respect other people and their property and to learn to show forgiveness.

Good manners are always encouraged.

Formal rules are kept to a minimum and a breach of discipline will normally be dealt with by the class teacher or teacher on duty at the time. The school and class rules are displayed in school. The Head will deal with more serious or repeated breaches of discipline.

The school has a Behaviour Policy, which is published on the school website and a Home School Agreement has been established which we would like all parents to sign, when children enter the school. Our policy is regularly updated in consultation with parents.

Each class forms their own rules at the beginning of the school year.

Should there be any serious behavioural problems, we would seek to remedy it in consultation with parents and if necessary further help would be sought with the Child Guidance service.

Inclusion - A Statement of Values

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. The School is therefore committed to promoting:

The uniqueness of the individual - We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence - We should seek perfection in all aspects of our lives. We should celebrate the enrichment of our community and the diversity of age, gender, racial and social origins, abilities, culture and religion. We are committed to ensure that all are given every opportunity to develop their talents to the full.

The education of the whole person - We offer our children the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare children for a life working with others in communities which may be diverse socially, culturally and religiously. We recognise that it is important to help children to understand their own ethnic identity and cultural heritage as well as helping them to understand these differences in others irrespective of whether the School serves, or is located in, an ethnically diverse community.

The education of all - With preferential consideration for the poor, we have a duty of care for all and thus a duty to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

Moral Principles - Our belief in the Gospel message commits us to the movement for social and racial justice and harmony. We believe this is fundamental to the common

good and we aim to prepare our children to serve as witnesses to these moral and spiritual values in the wider world.

Bullying

We endeavour to address any form of bullying, physical or mental and always involve parents if we have any cause for concern. We would also ask parents to help us identify any problems that arise. We do not accept any forms of bullying regardless of how it is delivered or what excuses are given to justify it. We recognise the effects on pupils and we will work actively to minimise the risks. Victims of bullying will be treated in a supportive manner.

Exclusions

The school follows the procedures and guidelines set down by the NYCC and the Diocese.

Special Educational Needs and Disabilities

We believe that every child should have a broad, balanced and relevant curriculum and should be able to develop a positive self-image. We recognise that each child, being created by God, is unique and special and should be given appropriate support and the opportunity to develop his or her full potential. Special Educational Needs and/or Disabilities (SEND) are those which significantly affect a child's ability to follow the curriculum and thus require additional and different provision.

All children in School are valued equally, irrespective of gender, ethnic origin, physical or mental ability. Children with special needs and disabilities are integrated into the ordinary school programme and have their SEND planned for. Staff have support, expertise and resources to identify, assess and provide for a child's SEN.

Identification

Children with SEND can be identified at admission, with the School having been alerted by the nursery, playgroup, past school or through the Health Service. Parents or guardians can inform the School of the child's needs and any relevant diagnosis/SEND information. The class teacher may also identify a child as having SEND through assessment during the child's time at the School. Half termly assessment procedures and ongoing teacher assessment can also bring to light a child's SEND. Once the SEND have been identified, the aim is to make provision for that child depending on his or her particular needs. A pupil may be placed on the SEND register and an individual education plan drawn up to support the achievement of SMART targets (specific, measurable, achievable, realistic and time related). If your child has an individual education plan, you will be invited into school to review this twice during the academic year. Referrals may be made to external agencies that can support these pupils, for example the Enhanced Mainstream Provision that we

have in the authority. Parents or guardians will be kept fully informed of all procedures and action taken at each stage

Our Partnership with Parents and Guardians

Parents or Guardians are always welcome in the classroom to talk to their child's teachers, Special Educational Needs Co-ordinator (SENCO) or the Headteacher about any concerns they may have regarding the child. Staff will listen sympathetically to any concerns expressed by parents or guardians informally or at parents' evenings. Further advice will be sought from specialist services if this is thought to be appropriate. The parents or guardians of a child that is identified as needing extra support will be informed as soon as possible about the problems identified. This will usually happen at an informal meeting with the class teacher and the SENCO.

The school has a Special Educational Needs policy which is available to give parents more information if required.

Gifted and Talented

The Schools identify children who exhibit exceptional ability and they are entered onto a Gifted/Talented Register. We recognise that equal opportunities does not mean the same curriculum for all and staff have all received training on providing the appropriate challenge to enable these children to maximise their potential. We strive to promote a culture where achievement is recognised and celebrated and in which children feel secure enough to demonstrate their abilities. Children are monitored closely and progress is evaluated on a regular basis. The school provides opportunities for gifted and talented children to develop their talents.

Homework

Foundation Stage and Key Stage 1 children are encouraged to read to parents or guardians each day and may also have spellings or SMIRF's to learn for homework. At Key Stage 2 parents and guardians are informed at the beginning of each school year what their child will be expected to undertake. Parents or guardians are requested to support the School in ensuring that any homework is carried out by their children. Please encourage your child by taking an active interest and provide somewhere quiet for them to work.

Reports

Parents receive an annual report in the summer term, which includes a summary for each subject. Parent's evenings take place twice a year. The first evening in the Autumn term is to discuss how the pupils has settled and is progressing. The second evening in the Spring term is to discuss achievements and targets set.

Grievances

Should a parent or guardian feel that they have a grievance concerning curriculum or other matters, they should discuss it in the first instance with the class teacher and, if needed, make an appointment. For more formal or serious complaints, parents or guardians should make an appointment to see the Headteacher. If parents or guardians feel that a grievance has not been handled properly, they should refer the matter to the Chair of the Governing Body.

