

Welcome to

MONKFIELD PARK PRIMARY SCHOOL'S

Prospectus
2016/2017

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The contents of this Prospectus are correct at the time of publication. There is no intention to make changes affecting the arrangements detailed here, but it cannot be guaranteed that such changes will not take place before the end of the school year.

Introduction

A warm welcome to Monkfield Park Primary School. This booklet is for parents and carers of all children at the school and for families of children who will join the school in the near future. We hope that you will find it helpful and that you will keep it for reference. We look forward to a happy and successful working relationship with you during your child's school career with us.

When you join Monkfield Park Primary School you are coming into a community of parents and children who, with the staff and governors, work to create a caring, learning environment which is rich in opportunities for all. We want the children who come here to have a purposeful and satisfying experience, a sense of well-being, a positive self-image and to become independent and enthusiastic learners. We want children to mature and develop and leave the school having enjoyed a rewarding experience and to provide them with strong foundations upon which to build their subsequent education. We also want children to take responsibility for themselves, for others and for their environment. We endeavour to support them in developing the necessary life skills which will enable them to become responsible citizens.

We aim to encourage a partnership between home and school and see parents and carers as pivotal in ensuring success for their child/ren in school. We aim to foster close liaison with our families and understand the importance of good communication. We hope that in working together we are able to provide the most positive start to life at Monkfield Park Primary School possible.

Under the terms of the 1981 Education Act schools must publish a prospectus of information for parents and carers. This prospectus contains more than the Act requires. I hope that the additional information will give you a clear picture of the facilities available at the school, our aims and purposes, and the ways in which we can achieve them together.

All policies are available on request from the school office, or from the school's website –

www.monkfieldpark.cambs.sch.uk

If there is anything more you would like to know, if you have a concern or worry that you would like to discuss, or if you would like to arrange a visit to the school, then please do not hesitate to contact the school office on 01954 273377.

Sarah Jarman

Headteacher

Inclusion, Equality & Diversity Statement

Monkfield Park aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favorable treatment on any grounds which cannot be shown to be justified. Equality objectives for the school can be found on the school's website.

We support Cambridgeshire County Council's vision for learning that:-

- is ambitious, innovative and collaborative;*
- supports all children to achieve their potential;*
- excites and stimulates, giving a lifelong love of learning;*
- enables children to grow up as healthy, confident, safe and resilient young people who can, and want to, play an active roles in their communities;*
- provides stimulating and rewarding jobs for all those who work and volunteer in learning.*

At Monkfield Park this means that all children are treated equally and respected.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing

on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Equality and inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

Monkfield Park Primary School meets the specific duties of the Race Relations Amendment Act (2000).

Children with Special Educational Needs and disabilities will be given support to access the curriculum at an appropriate level to enable them to reach their full potential. All teachers plan, set and mark work, which is appropriate and relevant to the individual needs of pupils. The school has adopted the special educational needs code of practice. The Inclusion Co-ordinator is responsible for overseeing assessment and provision.

All children, including those who have been identified as gifted and talented will be given opportunities within lessons and through extra curricular activities to use and develop their gifts and talents. These opportunities will be provided in accordance with the Gifted and Talented policy.

All policies are checked to ensure that they do not have an unfair or unreasonable impact on stakeholders who have protected characteristics (age, disability, ethnicity, race, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual identity and orientation).

MONKFIELD PARK PRIMARY SCHOOL

School Staff

TEACHING

Mrs S Jarman (**Headteacher**)

Miss C Crudge

Ms C Deegan

Mr A Frame

Mrs J Johnson

Mrs N Johnson

Miss E Johnston

Mrs A McCrae

Miss C McSweeney

Mrs A Sheldon

Miss N Simpson

Mrs A Howell (**Deputy Headteacher**)

Miss A Tauwhare

Miss L Ward

Miss R Wild

Mrs R Hil (**Pupil Premium Champion**)

SUPPORT STAFF

School Business Manager

Mrs J Durrant

Clerical Assistants

Miss E Jack

Mrs H Taylor

Site Officer

to be appointed

High Level Teaching Assistants

Mrs S Dutton

Miss J Sandever

Teaching Assistants

Mrs N Asif

Mrs S Askew

Mr K Attfield

Mrs S Cowley

Mrs M Fernandes

Mrs V Gwilliam

Mrs E Hodge

Mrs S Kilford

Miss E Kinder

Mrs T Levett

Mrs S Mackie

Mrs L Morgan

Mrs J O'Reilly

Mrs J Patrick

Midday Supervisors

Mrs N Asif

Mrs S Askew

Mr K Attfield

Mrs S Cowley

Mrs M Fernandes

Mrs E Hodge

Mrs S Kilford

Miss E Kinder

Mrs S Mackie

Mrs L Morgan

Mrs J O'Reilly

Mrs J Patrick

School Caterer

Mrs A Tucker

Educational Welfare Officer

Ms J Mandley

Nursery Nurse

Miss L Bundy

Cover Supervisors

Mrs N Slater

Mrs H Williams

CAMBRIDGESHIRE LA

Local Authority:

Cambridgeshire County Council, Education Department, Castle Court, Shire Hall, Castle Hill, Cambridge CB3 0AP

Telephone: 0345 045 5222

School Building

The school was opened in September 1999. Internally, it is modelled and equipped to deliver an education appropriate to the needs of all pupils. Every room has the capacity to connect to data or voice technologies and there are networking facilities throughout the school. The ICT resources available for the children to use include: interactive white boards in all teaching areas, wireless laptops, personal computers, colour printers, scanners, digital cameras, digital video cameras, I-pads and the Internet. The school has its own Website and each class has its own e-mail address, PSPs and Netbooks and a selection of iPads and other hand held devices.

The school is situated in large, very attractive, landscaped grounds with plenty of playground space and a grassed area for sporting activities.

There are fourteen classrooms, built around two courtyards, dedicated to enhancing the curriculum for Reception, Key Stage 1 and Key Stage 2. There are two halls, a library, Design Technology room, group room, quiet room, First Aid room, staffroom, kitchen and administrative area.

There is an outside classroom designed by the children – a wooden gazebo type structure – which enables a class of 30 children to be seated on benches for outdoor learning, and there is a storyteller's chair for stories. The structure also allows for the children to access shade and seating during playtimes. Around the outside of the classroom is a 'willow tunnel'. The children have also planted a copse area. There is also a trim trail for the children to play on, and shaded social areas for the children to relax in. We also have an outdoor gym, and an allotment plot for each year group.

The Care and Learning Centre opened in October 2006 offering pre-school for children aged from two years old, lunch club, breakfast, after school and holiday club sessions. It is open from 8.00 am to 6.00 pm for 50 weeks a year. During term time there are two pre-school sessions each day, working to the Early Years Foundation Stage Curriculum, providing activities both indoors and outdoors. These include cooking, gardening, ICT, music, stories and rhymes. Breakfast, after school and holiday club sessions are play based. The Centre also provides support for children with their homework, if requested. There are computers with internet access for the children to use, and a Wii.

For further information call **01954 273301**

or via e-mail jferris@monkfieldpark.cambs.sch.uk

CHILDREN'S CENTRE LINKS

We have strong links with the Children's Centre, which is based in Sackville House Tel: **01954 284672**. It provides activities such as drop-in play sessions, positive parenting support, baby and toddler activities, and other sessions according to local need.

MONKFIELD PARK PRIMARY SCHOOL

HOW THE CLASSES ARE ORGANISED

Classes are organised by taking the following into consideration:-

- **Pupil diversity**
- **Pupil age - to ensure that there is a mix of Autumn, Spring and Summer births in each class**
- **Pupil gender**
- **Pupils who interact well together.**

When a child commences after the start of an academic year, the above criteria will be taken into account together with class size, where possible. If a family has children in the same year group (twins, etc.,) a discussion will take place between the family and the school.

The structure of the school (two classes per year group) enables each class to stay together as it gets older and moves through the school. However Reception classes and Year 2 classes will be reviewed at the end of the academic year and changes made accordingly if necessary. The school will reserve the right to review all classes should the need arise.

The above decisions are about making school practices reflect the inclusive cultures and policies of the school. Our aim, therefore, is to create a secure, accepting, collaborating, and stimulating community in which everyone is valued, as the foundation for the highest achievements of all pupils.

INSPECTION

Monkfield Park was inspected by the Government's Office for Standards in Education (OFSTED) in February 2015. The Inspectors concluded that Monkfield Park is a good school in which children behave well and feel safe. They found that members of staff make learning interesting and are caring. They also concluded that children make good progress from their different starting points and there is a clear vision from the school. The school is very proud of its report and would be pleased to supply you with a copy at your request, alternatively you can access this on the school website.

THE SCHOOL AIMS

The school aims have been agreed by the pupils, staff and governors of Monkfield Park Primary School.

Everyone who comes to Monkfield Park Primary School should feel that they are welcome. To ensure this we provide an environment that reflects the inclusive culture of the school and creates a vibrant and secure community where learning is supported by high-quality resources, enhanced by the use of modern technology.

The Monkfield Way stepping stones are that:-

- **We look after ourselves, each other and our environment.**
- **We are confident and responsible people**
- **We love to learn together**
- **We are respectful and tolerant of others**
- **We try our best in everything we do**

Our aims are:-

- **To ensure that all children are challenged and supported to achieve the highest standards of which they are capable.**
- **To provide a rich and innovative curriculum which meets the needs of all children within a framework of national expectations.**
- **To provide high quality teaching and support which recognises and plans for all abilities and talents.**
- **To ensure that the school is a safe environment.**
- **To recognise the professional development and personal needs of all the adults who work in the school and to provide support in meeting their needs and aspirations.**
- **To enable the wider community to contribute to the school.**
- **To endeavour to be an appropriate resource for the wider community.**
- **To recognise and celebrate difference and diversity.**

MONKFIELD PARK PRIMARY SCHOOL

ADMISSIONS POLICY

The admissions policy is included in the prospectus pack.

ADMISSIONS PROCEDURE (FOUNDATION STAGE)

By law, provided you have made an application, you will be offered a place for your child for the Reception Year from the September following their 4th birthday. On receipt of the offer of a school place you can choose to take up this place immediately, take up this place on a part-time basis until the beginning of the term after their 5th birthday, or defer your child's admission to the school until the beginning of the term after their 5th birthday, when they must legally start school. Please note that should your child's birthday be after 1st April, and you decide to defer your child's admission to the school until the following September, your child will be admitted to the school according to their date of birth. This means that they would be admitted into Year 1, not Reception.

For those children starting full-time in September, they will begin the Autumn Term a few days later than the rest of the school. During these first few days your child will attend school in the mornings only (going home before lunch). After these first few days, all children will be expected to attend full-time, although, for exceptional circumstances, a later start date can be negotiated with the Headteacher. For those children starting at a later date, information will be made available nearer the time.

Further details of the arrangements, as they affect your child, will be sent to you during the summer term before admission.

ARRANGEMENTS FOR PARENTS TO VISIT THE SCHOOL

Parents/carers wishing to visit the school are welcome by appointment. The Headteacher holds regular drop-in sessions for current parents/carers without a pre-arranged appointment, on a first come, first served basis.

THE SCHOOL DAY

8.40 am	School grounds open
8.50 am	Staff supervise playground
8.55 am	Hands up signals readiness for school
9.00 am	School starts
12 noon to 12.55 pm Reception and Key Stage 1	Lunch time
12.25 pm to 1.20 pm Key Stage 2	Lunch time
3.15 pm for Foundation Stage Reception Class and Key Stage 1	School finishes
3.30 pm for Key Stage 2	School finishes
3.40 pm	School grounds close

TEACHER SUPERVISION – BEFORE AND AFTER SCHOOL

Staff act in a supervisory capacity for a period of 10 minutes before school begins.

Teachers will be on the playground to greet children and parents/carers at 8.50 am each morning. At 8.55 am the teachers will raise their hands to show that they are ready to begin the day. Children should follow suit and move quietly into their lines. Parents/carers will move away from children so that the children have a clear pathway to the classrooms. Teachers will take their classes inside. In order to provide a clear routine for children, parents/carers are asked to say goodbye to their children on the playground prior to the children lining up. Parents/carers of Reception children are invited into school each morning at 8.50 am but must leave the classrooms promptly at 9.00 am. Parents/carers of children in Key Stage 1 are invited into school each Friday morning at 8.50 am to read with their child but must leave the classrooms promptly at 9.00 am.

MONKFIELD PARK PRIMARY SCHOOL

Please ensure that your child arrives promptly for the start of the school day. The school does not permit children using the outdoor equipment at the beginning or end of the school day.

All parents must accept responsibility for their children at the end of the normal school day. Children should be collected at the correct time. Older children, with permission from parents to walk home alone, should go straight home.

If parents are unexpectedly delayed they should contact the school office with their alternative arrangements as soon as possible as it can sometimes cause the children undue stress and anxiety. The children concerned will be asked to wait in the entrance hall.

SCHOOL CLOTHING

The school uniform is the school sweatshirt or school cardigan, white polo shirt and plain-coloured grey trousers or skirts (or grey jogging bottoms for Reception). In the summer term girls can wear green and white gingham dresses and boys can wear grey school uniform shorts. Please could we request that skirt lengths should be at least knee length.

Parents are requested to send their children to school in clothing that is comfortable and appropriate for all activities. These should be in addition to those required for outdoor PE. Outdoor shoes should be suitable for safe active play. The school recommends black shoes, not trainers. For safety reasons, high heels are not acceptable footwear.

Jewellery may not be worn in school. The only exceptions are watches, studs for pierced ears, and cultural or religious adornments, which must be removed during lessons involving physical exercise. If such items cannot be removed the individual is not prepared in an acceptably safe way and cannot continue as is, so must take part in modified activity. The school will not accept responsibility for removing or storing studs. Long hair should be tied back for PE and DT activities.

We would request your co-operation in supporting the school in not allowing your child to wear nail varnish, make up or fake tattoos.

Please provide your child with an overall to protect clothing during Art and Design Technology lessons. For swimming in Year 4, children need a swim suit or trunks and a towel.

CLOTHING FOR P.E.

Reception/Key Stage 1:

Plain white T-shirt
Blue Shorts
Socks
Plimsolls for indoor use
Trainers for outdoor use
Tracksuit bottoms for cold weather
Sweatshirt for cold weather

Key Stage 2:

Plain white T-shirt
Blue shorts
Socks
Plimsolls/trainers for indoor use
Trainers for outdoor use
Football boots (without metal studs) or trainers for playing football
Tracksuit or jumper/sweatshirt for cold weather

P.E. kit must be contained in a named P.E. bag.

It is important that children have these items in school at all times. PE kit should be brought into school on a Monday and taken home on a Friday. Please ensure that these items are washed regularly. **All clothing and other personal items brought to school by children should be clearly marked with their name.**

Please ask at the school office for information about the purchase of school clothing and book bags. Uniform can also be purchased from Tesco online via <http://www.clothingattesco.com/monkfield-park-primary-school/inv/131996>. The Friends of Monkfield Park provide a service of second-hand school clothing.

SCHOOL SECURITY AND SAFETY

The front of the school has a security entrance system and a strict visitors' procedure is implemented during the school day, for the safety of the children and for those who work in the school.

All visitors to school must report to the main entrance and are required to sign the Visitors' record in the School Office and wear a visitor badge whilst they are in the school, so that the school community will know that you are an authorised visitor.

For the health and safety of all children, dogs (other than guide/hearing dogs) are not allowed on the school premises.

Personal safety is regularly addressed.

MONKFIELD PARK PRIMARY SCHOOL

PUSHCHAIRS/PRAMS/BUGGIES

The rules for access for prams, pushchairs and buggies are:-

At all times there may only be one pram/pushchair in the Reception area. More than one pram/pushchair compromises the existing width for fire safety.

Prams, pushchairs and buggies are not permitted past the Reception area into the main school building nor direct from the playground into the classrooms. The school will monitor the situation as far as possible and will review it regularly to take into account the increasing number of pupils and other variables, but we will also rely on all parents acting appropriately.

NEWSLETTER

A weekly Headteacher newsletter will be issued. The Headteacher newsletter will outline the events of the weeks ahead and also report on recent happenings and keep you up-to-date.

Newsletters are published on the school's website. Newsletters and other information can be sent electronically to parents/carers.

PERSONAL PROPERTY

Please do not allow your child to bring valuable items or large amounts of money to school. The school has no insurance for damage or loss.

SCHOOL MEAL ARRANGEMENTS

Please let the school office know half-termly whether you child will be having a school meal or a packed lunch for the following half term. This will then be your child's lunch pattern for the half term. It is not possible for your child to have a mixture of school meals and packed lunches.

Children who wish to have a school meal should bring their lunch money or cheque to school on a Monday in a clearly-labelled envelope. Parents may also pay for meals online – please ask the school office to send log in details and instructions on how to do this. Parents may pay for meals for half a term in advance or weekly. The school is not permitted to provide meals without payment. Refunds resulting from a child's absence will be carried forward. Cheques should be made payable to **Monkfield Park Primary School** and crossed.

School meals must be cancelled by 11.00 am; otherwise the meal must be paid for.

Universal Infant Free School Meals are available to all children in Reception and Key Stage 1. Free school meals are available which are based on benefit entitlement. Details of entitlement and forms are available from the school office.

Cambridgeshire Catering Services (CCS) provides school meals at Monkfield Park. A high proportion of dishes are produced on site, with a daily choice of vegetables, salad and fresh fruit, with chips served only once a week. No mechanically recovered meat or genetically modified organisms are used. All products and ingredients are sourced carefully and are fully traceable. Quality checks are made regularly by CCS on its suppliers and manufacturers to ensure contract performance, quality standards and legal compliance. More information on school meals can be found at www.cambridgeshireccs.co.uk. If your child has any specific allergies or dietary requirements, please let the School Office know.

Monkfield Park operates a lunch band system whereby the children choose their first course from the menu choice in the morning and are then issued with a coloured band at lunchtime to indicate their lunch choice. This system ensures that the children get their choice of meal.

To promote healthy eating, please do not give your child sweets or fizzy drinks in their packed lunch. We would also request that nuts, nut-based products and sesame products are also not included in your child's packed lunch due to children attending the school with severe allergies.

MONKFIELD PARK PRIMARY SCHOOL

HEALTH AND WELFARE

MEDICAL WELFARE

Please let us know if you are aware of any medical conditions which may affect your child's learning or behaviour.

Parents are asked to notify the school if their child develops any illness that could affect their school life (e.g. eczema, asthma) and whether there are any foods to which they are allergic (e.g. peanuts).

When a child is taken ill at school parents/carers are contacted as soon as possible so that the child may be collected from school. For this reason parents/carers are asked, when their child starts school, to complete a form telling us where they may be contacted during the day and to provide us with a local contact when they are unobtainable. Please keep us up to date with any changes in home or work place number. Do not send a child to school if he or she is unwell.

If your child bumps his/her head at school and is seen by a First Aider, this will be recorded. The First Aider will give your child a "bumped head" note to take home to you and also given a "bumped head" sticker to make you aware that they have bumped their head.

During extremely hot weather, children will have the option of staying inside in a supervised area for part of lunchtime and will have free access to water at all times. Please send your child into school with a hat and loose-fitting uniform, together with a named bottle of sunscreen lotion if they are able to apply it themselves, or, alternatively, you are very welcome to come into school to re-apply it.

MID-MORNING SNACKS

We like to encourage healthy eating and looking after the children's teeth and therefore request the children to bring in fresh or dried fruit or vegetables if they require a snack at break time. Sweets are not allowed in school. We also request that nuts, nut-based and sesame products are not part of your child's mid-morning snack due to children attending the school with severe allergies. The school is currently taking part in the Government's free fruit and vegetable scheme for Reception and Key Stage 1 classes, where each child is able to have a piece of fruit during morning break. Crisps and chocolate are not appropriate break snacks.

NON-SPILL WATER BOTTLES

We encourage children to drink water regularly as it can help reduce dehydration and aid concentration. To support this children can bring a non-spill water bottle from home or purchase one from the school. Please note, all children have access to water from the school drinking fountains.

EARLY INTERVENTION WORKERS

The school works in partnership with the Early Intervention Workers based in the Locality Team at Sackville House. Their role is mainly to assist you and your child to get the very best from your school by providing advice and information with regard to any worries that you may have in relation to your child's education, behaviour or attendance, and provide support on how best to deal with it. The Early Intervention Workers can be contacted at Sackville House, Sackville Way, Great Cambourne, Cambridgeshire CB23 6HL Tel: 01954 286012.

LATENESS

The school day starts at 9.00 am. All outside classroom doors are locked as soon as possible after this time. If you and your child should arrive at school after 9.00 am and the classroom doors are locked, please bring your child to the main office, where you will be asked to sign the late register and for you to give an explanation as to why your child is late. Your child will then be given a small card to give to their classroom teacher to indicate their lateness. The Headteacher will inform you if there are concerns about persistent lateness.

POSITIVE HANDLING (PHYSICAL INTERVENTION)

Monkfield Park Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal with all incidents involving aggressive behaviour, and only use positive handling (physical intervention) as a last resort in line with DfE and LA advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will aim to ensure minimal risk of injury to pupils and staff. Staff who positively handle children will have been trained to do so.

MONKFIELD PARK PRIMARY SCHOOL

CHILD PROTECTION PROCEDURES

Under the Education Act 2002 (section 175 /157), schools must make arrangements to safeguard and promote the welfare of children. We will endeavour to provide a safe and welcoming environment where children are respected and valued. The school will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Board (LSCB) procedures to ensure that children receive appropriate and effective support and education. Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. We need to make you aware that records of welfare concerns may be kept about your child. The staff will seek, in general, to discuss any concerns with the parent/carer, including referrals to other agencies. However in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/carers. In accordance with local Information Sharing protocols, the school will ensure that information is shared securely and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the member of staff in the school with responsibility for child protection (known as the designated person for child protection) was carrying out their responsibilities in accordance with the law and acting in the best interests of all children. Under Section 3(5) of the Children Act 1989, schools or any person who has care of a child "may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare". This means that on rare occasions, a school may need to "hold" a child in school whilst Social Care and the police investigate any concerns further.

Governor responsible for safeguarding:
Sarah King

ABSENCE FROM SCHOOL

Parents/carers will be aware that it is important that their child is in attendance for the whole of each term and that absence during term time could be detrimental to their child's progress. The following paragraphs explain our policy and approach.

To help your child and the school, you should ensure that if your child is to be absent from school for any unavoidable reason such as sickness, you should contact the school before 8.50 a.m. on every morning of absence. This may be done by phone, email, letter or in person.

Should no explanation be received from the child's parent/carer, the school office, under the first response system, will endeavour to make contact with the parent/carer from 9.30 am onwards. This is to ensure that the parent/carer is aware of the absence and that the child is safe. Should you not provide a satisfactory reason for your child's absence the school will record such absence as unauthorised.

Our policy states clearly all the following points:

Attendance records are regularly monitored by the Headteacher. If there are concerns about a child's attendance, the Headteacher may wish to meet with parents/carers to discuss this. The Educational Welfare Officer may need to become involved.

Every half-day absence from school has to be recorded by staff as either AUTHORISED or UNAUTHORISED. This is why information about the cause of each absence is always required, preferably in writing.

Authorised Absences

The Department for Education has issued guidelines to all schools detailing valid reasons for authorised or justified absences:

- (i) When a child is ill or receiving medical attention;
- (ii) Days of religious observance notified in advance;
- (iii) Absence due to family circumstances (e.g. bereavement of a very close relative, serious illness).

There will be events affecting families, some unforeseen, which will necessitate absence from school and professional discretion will be used in these cases about whether the absence can be authorised.

MONKFIELD PARK PRIMARY SCHOOL

Unauthorised Absences

Unauthorised absences are those where:

- no letter or acceptable explanation is provided by parent(s)/carers;
- the reason for the absence does not fall into one of the categories of authorised absence above

Please note that a request for a leave of absence, eg., for a holiday is NOT a parental right. Taking leave without permission is “unauthorised” absence and can be subject to a Penalty Notice fine or other legal proceedings by the Local Authority. All applications will be treated on an individual basis, by a panel of governors. The panel will take into account the child’s previous attendance record and the likely impact of any missed time on the child’s educational progress, exceptional reason for the leave and social stability. Parents/carers will be informed of the decision of the panel by letter. If a school does not agree an absence, and the child is taken out of school, the absence will be unauthorised.

We expect absences to be kept to a minimum: routine medical and dental appointments should be arranged out of school hours wherever possible. The school may ask to see evidence of medical appointments eg., a doctor’s appointment card, in order to be able to authorise absences for illness.

EDUCATIONAL WELFARE OFFICER

The school works in partnership with the Educational Welfare Officer. The aim is to help all children to benefit from the education being offered them. The Officer acts in a liaison capacity, building up relationships between the school, family, child and LA. They will support, explain and advise on many of the issues, which may prevent a child enjoying, or attending school. Guidance and advice may also be given in respect of free school meals, employment of children by law, children in entertainment, etc. We will notify parents/carers of any patterns of absence/lateness which are causing us concern.

The Education Welfare Officer, Jenny Mandley, can be contacted at Sackville House, Sackville Way, Great Cambourne, Cambridgeshire CB23 6HL
Tel: 01954 286012

PASTORAL CARE

At Monkfield Park we aim to look after the well-being as well as the education of children. Pastoral care is the concern of all staff. If a problem arises it is in the child’s best interest to raise this as soon as possible.

BULLYING

At our school we define bullying as the intentional and (usually) persistent physical, verbal or emotional hurting of one person by another person or group of people which may have a continuing harmful effect on the victim and where the relationship involves an imbalance of power.

We want children to tell someone - a friend, a teacher, a parent or other adults - so that interventions can take place. Please help us by encouraging your child to tell someone if he or she is being bullied and please contact us straight away so that we can deal with the issue as soon as possible. Similarly, if you suspect your child is developing bullying tendencies, we need to talk together.

COMMUNICATIONS

We welcome contact from parents/carers and endeavour to respond as quickly and fully as possible to concerns and questions. We try to involve parents/carers in our work with children and try to share information as often and as fully as possible.

The following outlines the main points of our communications policy. For more details please ask for a copy of our policy.

- **An appointment with any member of staff may be made by contacting the school office. A mutually agreeable time will be set after consultation between the member of staff and parent/carer.**
- **Teachers are available for brief messages between 8.50 and 8.55 am but for anything more involved, please make an appointment.**
- **Letters, emails and phone calls will be acknowledged within five working days of receipt within term times, and a response will be made within ten working days within term times.**
- **Parent/carer drop-in sessions run by the Headteacher as detailed in the newsletters.**

All communications are treated confidentially and we ask parents/carers to respect confidentiality as well.

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ROAD SAFETY

If you feel it is necessary to bring your child/children to school by car please be aware of the danger created by cars manoeuvring amongst pedestrian children.

Parents are prohibited at all times from driving into the school car park to drop children off, or whilst collecting them, because of the danger to other children. All cars should be left in the car park in Priory Walk, behind the Sunflower Nursery, and not on School Lane or in the school's own car park.

We recommend that children cycling to school should at all times be accompanied unless they have passed the Bikeability course. This course may be provided in school for children in Year 6 (10 and 11 year olds). Parents are strongly urged to provide safety helmets for their children when they cycle to school.

The use of a scooter, skateboard, bicycle or tricycle is not permitted on school grounds by parents or children, so please dismount whilst on school property. This also includes pre-school children.

We advise that if you wish your child to walk home unaccompanied that it is inappropriate for those in Reception, Key Stage One and Year 3 to do so. For those who are in Year 4 and above, we require written permission that you are in agreement for your child to leave school unaccompanied at the end of the school day.

ACCIDENTS

In the event of an accident the school will make every effort to contact parents. Appropriate first aid may be given by a qualified member of staff.

USE OF MOBILE PHONES

Children are not allowed to bring mobiles into school. None of our children have to make unaccompanied trips by public or school transport and the overwhelming majority live within Cambourne. None of our children are permitted to leave the school premises during the day without supervision.

This being the case, we believe that current systems for pick up and drop off of children work well, including arrangements for older children to be unaccompanied. Young children with mobiles can be a target for both theft, bullying and inappropriate contact by both older children and adults. We do realise that there are occasions when urgent messages to and from parents are needed. The school office will always be pleased to help and ensure that this is possible if required. We ask for your co-operation in this matter.

GUIDE TO CHILDHOOD CONDITIONS

Infection or complaint	Recommended period to be kept away from school
Chickenpox	Until all vesicles have crusted over
Headlice	None
Impetigo	until lesions are crusted over and healed, or 48 hours after commencing antibiotic treatment
Influenza	until recovered
Measles	4 days from onset of rash
Mumps	5 days from first swelling
Scarlet fever	24 hours from commencing antibiotics
Slapped cheek	None
Whooping cough	21 days from onset or 5 days from commencement of antibiotics

If your child suffers from diarrhoea and/or vomiting, please keep her/him away from school until 48 hours after the symptoms cease.

Please note: This is only a guide and it must be stressed that if you are in any doubt whatsoever, you must consult a doctor.

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MEDICINES IN SCHOOL

Most medicines can be taken outside the school day. If this isn't possible parents or carers may come into school themselves to give children the prescribed dose. Alternatively staff may administer or supervise children administering their own prescribed medicine (dependent upon age). Arrangements for this are included in our Medicines Policy and are made with health professionals where necessary. Parents and the Headteacher must sign a consent form. Medicines must be prescribed and must not be decanted. Staff will never administer non-prescribed medicines.

ASSEMBLY

Assemblies include an act of collective worship, which may take different forms. It is a time of exploring important issues that affect the school community, of learning about the faiths, and of celebrating others in the school community. Parents have the right to request that their children be withdrawn from religious assemblies on faith grounds. Parents wishing to exercise this right are requested to do so in writing to the Headteacher.

EXTRA CURRICULAR ACTIVITIES

Monkfield Park Primary School offers a range of activities, depending on availability of a provider and viability. If the activities are provided by a provider other than the school there will be a charge to parents/carers.

RECORDING AND REPORTING RACIST INCIDENTS

Under the Race Relations (Amendment) Act 2000 and the Home Office Code of Practice on reporting and recording racist incidents (2000) schools are required to record and investigate all racist incidents and to report them to the Local Authority. Cambridgeshire Local Authority and schools, as advised by the Home Office, adopted the definition recommended in the Stephen Lawrence Inquiry Report 1999 *"A racist incident is any incident which is perceived to be racist by the victim or any other person."* This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded and investigated as such, however minor it may seem. Incidents involving children and adults will be recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a racist incident does not necessarily have a victim. Parents/carers will be contacted if their child is involved in any way in an alleged racist incident and they will be kept informed of the progress and outcome of any investigation.

PUPILS WITH DISABILITIES

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage.

The school has a policy for supporting children with special educational needs which is revised every year. This policy is available on the website and in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable. We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all

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reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

In order for effective partnership working between home and school to take place, we anticipate that parents will want to:

- **inform the school at the earliest opportunity if their child has a disability and the exact nature of it;**
- **provide the information school needs to plan effectively for the child to be a full member of the school community;**
- **acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Headteacher must consider is the effect of the proposed change on all members of the school community;**
- **recognise the importance of school and home working in partnership.**

The school has been built to required standards with all external entry points having ramped approaches, the doorway widths and corridors are sized to allow ease of circulation, and there are dedicated cloakroom facilities.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Monkfield Park aims to provide a curriculum appropriate for all children with Special Educational Needs; including learning difficulties, behavioural problems, physical disabilities, sensory impairments and other medical conditions. We believe all children have a right to an education based on their level of understanding which will enable them to fulfil their potential. We will provide a stimulating and supportive environment where children can achieve with age-appropriate resources as required by the individual.

Early identification of difficulties is vital and it is important to work with the pupil, staff, parents/carers and outside agencies for the benefit of the child.

Pupils with Special Educational Needs are encouraged to become independent and to take responsibility within the school. They are supported by the use of carefully set targets in their Individual Support Plan (ISP). All teachers plan, set and mark work that is appropriate and relevant to the individual needs of the pupils.

Children may be identified as having Special Educational Needs by their parents/carers, the class teacher and the Inclusion Manager. Once children have been identified, assessments are made to track progress, work in class is appropriately differentiated and targets set.

Children and parents/carers are involved in this process, as we strongly believe in working together in the best interests of the child. ISP may be developed for children with very significant difficulties, implemented and monitored, with at least three reviews a year. Parents/carers and children are invited to these reviews.

The Local Authority Specialist Teaching Teams supports Monkfield Park Primary School with a team of Specialist Teachers working in the areas of Communication and Interaction, Cognition and Learning, and Social, Emotional and Behavioural Needs. They provide advice and training for staff and assessment for children. We also have consultation time with an Educational Psychologist who we use, as appropriate, for specific needs, as and when they arise, according to their criteria for referral.

If you have any concerns about the Special Educational Needs provision for your child, or about Special Educational Needs provision generally, please speak initially to the class teacher or the Inclusion Manager; alternatively contact the Headteacher or a member of the Governing Body. If you speak to a governor they will, in the first instance, refer the matter to the Headteacher. The Headteacher will investigate your concern and then contact you. If this does not resolve the matter to your satisfaction, it will then be referred to the Special Educational Needs Governor, who will consider the enquiry and contact you.

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GIFTED AND TALENTED

The school supports gifted and talented children. Children are defined as gifted if they are exceptionally strong in one or more academic subjects and talented if they are particularly strong in the arts, music or sports. Children may be identified as gifted or talented by their class teacher, parents/carers or outside agencies such as music teachers or sports coaches. When identified, teachers and parents/carers will work together with the Inclusion co-ordinator to ensure that the child's needs are met, and that the child is supported in their social interactions and other subject areas. Advice and support is also sought from other professionals and outside agencies when appropriate.

The school's aim is to raise the achievements of all pupils by providing lessons which meet the needs of the most able: this can be achieved through targeted questioning, open-ended work, allowing pupils to choose the subject matter to meet a specific task and other strategies. Therefore the needs of gifted and talented children can be met in most cases through normal classroom provision. However, if you have questions about the provision for your child, please speak to the class teacher or the Inclusion co-ordinator.

ASSESSMENT

All children are assessed by their class teacher during the course of the school year. This is to record progress and diagnose any concerns that arise during the child's education. The class teacher sets targets for children throughout the year, and progress towards these is shared with parents regularly. Assessments are passed on to the child's next teacher at the end of each year.

A Foundation Stage profile is completed for all children in Reception by the end of the Summer Term to show how they have progressed in each area of learning during the year and the level they have reached at the end of the year. Reception children are assessed on their entry to the school within the first four weeks of the Autumn Term.

Children in Year 6 are formally assessed by National Curriculum Tests (SATs) during the Summer term. These tests are supplied by the DfE. Children in Year 2 are assessed by their teachers during the Spring or Summer terms to ascertain their level at the end of Key Stage 1 and the results reported to the DfE. These assessments may be informed by the response of the children to tasks and tests provided by the DfE. Each half term, children in Years 1-6 will be assessed in reading, writing, maths and grammar. Weekly skills checks in Years 1-6 will enable teachers to provide well-suited teaching for each individual. Children in Year 1 have a statutory phonics screening check. For children who do not pass this check, they are given additional support and then re-checked in Year 2.

The statutory assessment arrangements for all children are overseen by the Cambridgeshire Local Authority and reflect the requirements of the National Curriculum.

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REPORTING TO PARENTS

This is regarded as a very important part of home/school liaison. There are two consultations during the year (Autumn and Spring terms). Parents/carers will also receive a formal report at the end of the Summer term. The reports for children in Year 2 and Year 6 will also include the results of the teacher assessments for Year 2, and teacher assessments and SATs for Year 6 in English, Maths and Science. The results from the Year 1 phonics screening check will be shared with parents.

HOME-SCHOOL AGREEMENT

The home-school agreement is a statement of the school's aims and values; the school's responsibilities towards its pupils; the responsibilities of the pupil's parents/carers; and what the school expects of its pupils.

Parents/carers of pupils are asked to sign this agreement to indicate that they understand, accept and support its content. Pupils who are considered to have sufficient understanding of the home-school agreement as it relates to them are also asked to sign this. The home-school agreement is revised annually.

HOMEWORK

Homework offers your child the chance to become an independent learner and to practise skills taught in the classroom, thereby increasing knowledge and understanding. Homework also offers an important opportunity for parents/carers to take part in their child's learning. The school's homework policy is available on request.

Homework is set each week and consists of spellings, Maths and English work. If children participate in the reading programme Read Write Inc. they will bring home a daily reading book. If not, they will be provided with a weekly reading book. If children are taken out of school during term time, then we do not set homework. If children are off school, through no fault of their own eg., illness, not holidays, we can help with some work where appropriate. If you have any queries about homework please see your child's teacher, or alternatively attend the homework drop-in each Friday between 9.30 to 10.30 am with the Deputy Headteacher.

COMMUNITY INVOLVEMENT

We welcome and encourage community involvement in our school in many different ways. We are also very interested in what happens in the community and would welcome information about any relevant activities. We encourage children to see community involvement as a two way process.

The children also have regular visits from various people in the community such as the local clergy, community police officer, community development officers, medical practice, business park and work-experience students.

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OFF-SITE EDUCATIONAL VISITS

During your child's time at Monkfield Park Primary School, he/she will participate in educational visits such as:

- **local walks**
- **day visits e.g. to museums, art galleries, environmental centres**
- **sporting fixtures**
- **residential visits (Years 6 and 4)**

Educational visits are usually linked with the school curriculum and are planned by the class teachers. Full risk management and risk assessment procedures are carried out prior to any visits.

When local visits are to be made we will normally inform parents/carers. However, occasionally no notice will be given, e.g. taking children into the village to assist with their project work, for which permission is sought when children start at the school.

The teachers responsible for the visit act 'in loco parentis' at all times and will give the care, which any reasonable parent would give. Teachers often invite parents/carers to help with supervision, for which they need an enhanced DBS check. The Governing Body is committed to its current policy of only allowing DBS volunteers to accompany school day trips.

PARENTS/CARERS AND SCHOOL: A PARTNERSHIP

As a school we greatly value your partnership in developing the best education possible for your child. Therefore, we invite you to:

- **support the school's aims**
- **encourage self-discipline in your child and, by working with staff, to develop strategies to manage any behavioural problems which arise**
- **ensure your child attends school**
- **keep us informed of anything that happens at home which might cause changes in the behaviour or attitude of your child**
- **support school activities such as educational evenings, and annual consultation evenings**

Additionally parents/carers are welcome to come and see their children's work at school on consultation evenings and during open events and at other times arranged in advance with the teacher.

PARENTAL INVOLVEMENT

The school welcomes parental involvement in day-to-day activities. All helpers must be checked by the Disclosure and Barring Service and have their details entered onto the school's single central record and have a copy of their identification held on file and will be required to follow the school's policies and procedures. All volunteers are expected to have an induction and to adhere to a description of their duties. Anyone wishing to volunteer should collect an application form from the school office.

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CHARGING FOR SCHOOL ACTIVITIES

Under the Education Reform Act 1988, parents are invited to make voluntary contributions to help fund excursions and other activities. However, in the exceptional circumstance of insufficient contributions being made, the School reserves the right to cancel the proposed visit and refund any contributions already received.

The level of contribution required from parents will always be clearly shown in the letter to parents along with other relevant information about the forthcoming visit. It will also show how the total was derived. For families whose children are entitled to Free School Meals (benefit entitled) or where the school receives Pupil Premium funding based on historical Free School Meal entitlement, no voluntary contribution will be sought from the family. The school will fund contributions for entitled children from Pupil Premium funding.

If parents/carers are in receipt of the benefits listed below and are unable to make a voluntary contribution, the school will contribute a voluntary contribution on their behalf. This voluntary contribution will be funded from Pupil Premium funding, which is part of the school's formula budget. The benefits are Income support, Income based jobseekers allowance, support under Part VI of the Immigration and Asylum Act 1999 (providing that they are not entitled to Working Tax Credit and have an annual income, assessed by the Inland Revenue, that does not exceed £16,190 for the year 2016-17); the guaranteed element of State Pension Credit. The Headteacher will advise all parents/carers of the right to claim free activities if they are receiving these benefits. Proof of receipt of the above entitlements will need to be shown to the school. Parents/carers will need to make an appointment to see the School Business Manager with their documentation. There may be a reduction in fees for music tuition for children whose families are in receipt of these benefits. Please see the Headteacher.

ATTENDANCE

We are required by the DfE to inform you of our attendance data for the last complete reporting year.

The school's percentage attendance target for the 2015-2016 academic year is 95.9%. The percentage attendance achieved for the 2014-2015 academic year was 96.3%.

APPEALS

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. This figure is set by the Local Authority and agreed with the Headteacher and the Governors. If the number of children wanting a place is below this set figure all will be admitted. There may, however, come a point when there are too many children of a year group for them all to be given a place. If this should happen this will be referred to the LA. Please contact:-

Admissions Team,
Box CC1206
Castle Court,
Castle Hill,
Cambridge, CB3 0AP.
or telephone 01223 699200

Your case will be heard by an independent panel, which has the power to override the decision of the LA.

CONCERNS/COMPLAINTS

CONCERNS

If you have any concerns about school matters, please speak to your child's class teacher in the first instance. If required, a member of the Leadership Team and/or the Deputy Headteacher can be involved in a follow-up meeting.

FORMAL COMPLAINTS

As with all schools, we have a formal complaints procedure which requires a parent to summarise their complaint in writing and address it to the Headteacher. A complaints leaflet is available on request.

School Governors

The Governing Body works closely with the Headteacher in the management of the school. It meets at least twice a term with additional committee meetings to discuss individual matters such as the School Curriculum and the School finances. The minutes of the Governors' meetings are available to all parents. Please enquire in the School office if you wish to read them.

If you do have any concerns about your child or the school in general, please contact the class teacher and/or the

Deputy Headteacher in the first instance, followed by the Headteacher. If you then still feel concerned please contact one of the following Governors via the school.

The Governing Body

Mr John Carter
Mr John Chapman
Mrs Annie Howell
Mrs Sarah Jarman

Mr Chris Kidson (Chair)
Mrs Sarah King
Mr Andrew Mellor
Mr Vijay Narashiman

Mrs Anita Ratheb (Vice Chair)
Mrs Martine Simpson-Thomas

School Term And Holiday Dates

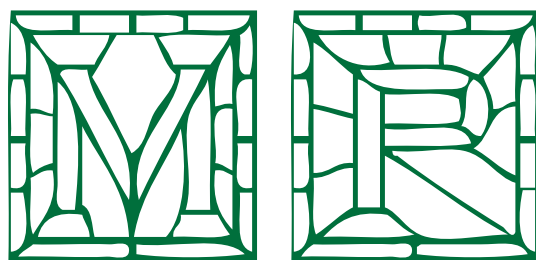
School term dates for 2016/ 2017 are as follows:

2016

Training Day	Thursday 1 September
Training Day	Friday 2 September
Autumn Term Opens	Monday 5 September
Half Term	24 October – 28 October
Autumn Term Closes	Tuesday 20 December

2017

Training Day	Wednesday 4 January
Spring Term Opens	Thursday 5 January
Half Term	13 - 17 February
Spring Term Closes	Friday 31 March
Summer Term Opens	Tuesday 18 April
May Day	Monday 1 May
Half Term	29 May – 2 June
Training Day	Monday 5 June
Summer Term Closes	Thursday 20 July
Training Day	Friday 21 July





MONKFIELD PARK PRIMARY SCHOOL

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