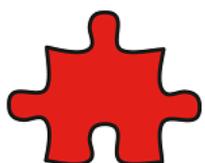


# Rothwell Victoria Infant School Prospectus 2020 - 2021



**Rothwell Victoria  
Infant School**



**PATHFINDER  
SCHOOLS**  
Inspiring greatness

# Welcome from the Executive Headteacher

Firstly, I would like to take this opportunity to thank you for choosing our school for your child and to welcome your family to Rothwell Victoria Infant School as your child embarks on the next stage of their learning journey with us.

We are proud to be part of Pathfinder Schools Multi Academy Trust with the following schools; Montsaye Academy, Havelock Infant School, Havelock Junior School, Hawthorn Primary, Loatlands Primary, Rushton Primary and Wilbarston C of E Primary. We are also part of a Federation with Rothwell Junior School under the heading of the Rothwell Schools.

Alongside an outstanding learning environment we have an outstanding team of staff, who are committed to providing a wide range of exciting and engaging learning opportunities for your children. The staff are supported and encouraged by the school's Governors, who are dedicated to ensuring every child has the opportunity to reach their full potential. We strive to promote a happy and productive relationship with the whole school community and we are confident that, by working together, we can provide the best educational opportunities possible for our children. We are an inclusive learning community that is forward thinking and passionate in ensuring that all children in our care are happy, enthusiastic and lifelong learners

On behalf of all the staff and governors who work in our settings may I say that we are looking forward to working with you and your child to ensure that the partnership we are entering into is rewarding, productive and the start of many happy experiences and lifelong memories for you and your child.

*Mr. Ashley Izzard-Snape, Executive Headteacher*

## Keeping Children Safe

This is **the** most important aspect of our work in school. A child who does not feel safe will not achieve their full potential. Our aim is to establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern. We aim to ensure children know that there are adults in the school whom they can approach if they are worried.

We ensure that children, who have additional needs are supported appropriately. This could include referrals to early help services or specialist services. If we have concerns that a child may be at risk of significant harm, we will seek advice from specialist services as appropriate

The school follows the procedures established by the Northamptonshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Northamptonshire working with children and their families: [www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk)

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members receive safeguarding and child protection updates as required, but at least bi

annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will ensure that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse and of the appropriate procedures to follow.

Temporary staff and volunteers are made aware of the safeguarding policies and procedures by a Designated Safeguarding Lead - including the Child Protection Policy and Staff Code of Conduct.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

We recognise that child protection is the responsibility of all staff. We ensure that all parents and other working partners are aware of our child protection policy by highlighting it in our school prospectus and on our school website, displaying appropriate information in our reception and by raising awareness at meetings with parents.

The school adapts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship/ protective behaviours which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks.

A copy of our Safeguarding Policy can be found on our school website.

## School Organisation

All class groups are organised according to age and each year group contains children from the relevant Early Years Foundation Stage/National Curriculum age group.

- Nursery                    3+ - 4
- Reception                4+ - 5
- Year 1                      5+ - 6
- Year 2                      6+ - 7

We have 4 classes in Reception, 3 classes in Year 1 and 4 classes in Year 2.

## School Times

### Nursery Department

Morning session 08:45 - 11:45

Afternoon session 12:30 - 15:30

### Infant Department

Morning session 08:55 - 12:00

Afternoon session 13:20 - 15:20



**The school opens at 08:55.**

## Information Evenings

At the beginning of each academic year we hold an information evening where parents are strongly encouraged to attend to help understand how each year group is organised and how you can support your child at home

## Parents' Evenings

Formal Parents' Evenings are held twice a year - in the Autumn and Spring Terms - when parents are specifically invited to discuss their child's progress and achievements.

Parents are also given the opportunity to request a meeting to discuss their child's end of year report.

## Newsletters

We believe regular communication with you is important. You will receive Primary Contact texts and e-mails, letters and newsletters letting you know what and when events are happening and can access them on the school website. The Nursery and Infant Schools also have their own Facebook pages

## Teaching and Learning

### Our Aims

- We plan lessons around the children's learning and interests. We have a creative, relevant, child led curriculum.
- The curriculum has clear educational purpose, is relevant and contextualised.

- It is delivered with imagination
- It has measurable educational value

Our curriculum aims to cater for the individual needs of all children providing for their intellectual, social, emotional, spiritual and physical development and to provide equal opportunities regardless of differences in race, gender, religion or social or economic 'class'.

We aim to foster an attitude which encourages British values, caring for others in school and the community and a respect for things belonging to other people. We aim to provide a safe, stable environment in an ever changing world, where children will develop an awareness of self and an interest in the world around them. We provide opportunities to acquire the National Curriculum skills in English, maths, science, computing, design and technology, music, physical education, geography, history, P.H.S.E.

The 'curriculum' is all the planned learning which takes place in school and consists of the Early Years Foundation Stage (EYFS) and National Curriculum. We employ a thematic approach which embraces all subject areas.

## Early Years Foundation Stage (EYFS)

The Nursery and Reception children follow the curriculum for the Early Years Foundation Stage, building upon the positive learning journey that they have begun at home and in other settings. "Children in the Early Years Foundation Stage enjoy school and each other's company. Smiles and laughter are everywhere as children discover that learning is fun" Ofsted 2011

We aim to provide a high quality learning environment where the children can make very good progress towards achieving the 'Early Learning Goals' at the end of Reception Year, prior to starting 'Key Stage 1' of the National Curriculum. The children are at the heart of everything we do!



We are fortunate to have covered areas in both our Nursery and Reception so that our children can learn outdoors whatever the weather. Children have regular access to Forest School sessions and enjoy learning outdoors. We really value the opportunity that outdoor learning provides.

We appreciate that this is a vital formative period for young children and so aim to provide a well-planned and resourced curriculum in the areas of learning for the Early Years Foundation Stage, with the children learning through play.

We share the children's learning with parents and value parental contributions through our online learning journeys on the 'Evidence Me' programme.

## Key Stage 1

# Year 1

Our first aim in Year 1 is to ensure the children feel settled as quickly as possible in order to have a smooth transition from EYFS into KS1. The children continue to learn in Year 1 through a 'continous provision' approach, allowing them to work in a way they are very much used to.

English and Maths continue to be the main drivers in the educational development of the children but we try to create as many cross curricular links in their learning as possible. Phonics is a very important part of Year 1 as all children will take part in a phonics screening assessment in the Summer Term which is a national assessment.

We place a high emphasis on the presentation of the children's work, which we support by continuing to use the 'Kinetic Letters' handwriting scheme which the children were taught during their time in EYFS.

The children are also given lots of opportunities to learn from different experiences, including trips in the local area, trips further afield and special visitors into school. Each term you will receive a Year 1 newsletter and topic web which keeps you informed of dates, year group information and lets parents and careers know what the children will be learning about each term. We also make sure there are opportunities for the parents to come into school and take part in a range of different activities with their child including phonics work, Maths and creative activities.

We believe that children really do benefit from a little extra support with their learning at home. As well as sending home a book to read, we also send home a small selection of homework tasks – the children really enjoy them!

# Year 2

English and Mathematics continue to be the main drivers in the educational development for the children across key stage one. We will create many cross curricular links and experiences to enhance the children's learning as possible. The children are also given lots of opportunities to learn from outside experiences, including trips in the local area and trips further afield. We invite special visitors into school. Each term you will receive a Year 2 newsletter and our Topic Web on line will keep you informed of dates, year group information and will let you know what the children will be learning about each term. We also make sure there are opportunities for you to come into school and take part in a range of different activities with your child.

We believe that children really benefit from your help with their learning at home.

Reading - The children take their reading books home daily and we ask that you spend quality time helping your child to progress with their reading. Even a few pages a day will make a huge difference to your child. The success of this initiative is reliant on the books being returned promptly. There is a home/school comments book and teachers indicate helpful points to take note of when reading the book. The children are free to change these books as often as they like. We have a reward system for reading giving the children certificates.

Phonics - This is a very important part of Year 2 spelling work and we will continue to work with these skills. We also send spellings home every week, please take a few minutes to help your children with these.

Writing - We place a high emphasis on the presentation of the children's work, which we support by continuing to use the 'Kinetic Letters' handwriting scheme which the children were taught during their time in EYFS and Year 1. We teach a vast range of vocabulary, sentence structure and punctuation skills.

Mathematics – We believe in challenges for our Year 2 children which they very much enjoy. These are arranged into challenges with increasing difficulty to promote the children's thinking skills. The children look forward to these challenges and are proud when they achieve them.

## Teaching Methods

To ensure high quality teaching and learning we employ a variety of different methods suited to the learning styles of the children and to enable pace and progression. Lesson Objectives are shared with the children and we work together on setting the success criteria to help meet the objectives. At the beginning of a cycle of learning, for example when introducing new skills, we establish what the children already know and base our teaching and learning on the children's different starting points. Our planning is suitably differentiated to cater for everyone's needs and we adapt accordingly as the children learn new skills and practise them in different situations. *Children are encouraged to think hard in response to challenges in their lessons. Feedback and marking form part of the lessons and also feed into assessment (see below).*

Our children often work with a 'talking partner' and will discuss a statement or answer a question. This involves the development of good listening skills and the ability to explain your thinking and reasoning.

We group the children in different ways sometimes by ability and sometimes in mixed ability groups. A method we have found to work particularly well especially in Maths is to plan lessons so that different groups of children have focused input from the Teacher and the Teaching Assistant during the week.

## Assessment

- All our practitioners work together to assess where our children are in their learning, where they need to go and how best to get there.
- An important part of our work is the constant assessment of children's learning. Only by assessing can we decide what children should do next and give them tasks that are appropriate.
- To ensure we have purposeful and effective assessment systems we make sure that assessment:
  - is central to our classroom practice
  - is a key professional skill
  - is an essential part of planning
  - is sensitive and constructive
  - focuses on how our children learn
  - tells us what motivates our children to learn
  - *is communicated to children through marking and feedback*
  - promotes understanding of objectives and success criteria
  - helps our children know how they can improve
  - develops our children's capacity for self-assessment
  - recognises all educational achievement
  - takes place regularly and the results are shared with our children and with parents at Consultation/Open Evenings.

# End of Key Stage 1 Assessment and Reporting

- All children at the end of Key Stage 1, are assessed according to statutory regulations by their teachers in English, Mathematics and Science. To arrive at the overall 'Teacher Assessment Level' teachers use a range of evidence gathered over the year, as well as the outcomes of National Curriculum tests/tasks.
- The Local Authority (LA) retains overall responsibility for the KS1 moderation process. This includes ensuring consistency of teachers' judgements and that the levels awarded are in line with the expected National Curriculum standards.
- We report to parents the teachers' assessment level in Reading and Writing and an overall level in Mathematics and Science.
- In Reading and Mathematics the single teacher assessment is reported as either working below age related expectations, working at age related expectations or working above age related expectations.

## Special Educational Needs and Disabilities (SEND)

At Rothwell Victoria Infant School we pride ourselves on being an Inclusive School. We get to know our children with SEND and their families as individuals so that we can plan our provision to meet their specific needs. We have high aspirations for all of our children, including those children with SEND. Children with SEND have an Individual Education Plan and detailed records are kept against their targets. Parents are invited in termly (3 x a year) to discuss their child's progress and be involved in the review process, the children's views are also gathered through a child's voice questionnaire.

We hold a fortnightly coffee morning where the parent's voice is both heard and valued and we provide support with any difficulties that families may be experiencing.

The SENCO seeks guidance from outside agencies when, needed, including arranging for an Educational Psychologist to come and carry out further assessments with children when necessary. For more detailed information ask to speak to the Coordinator for Special Needs (SENCO) Joanna Loomes. The governor with responsibility for special educational needs is currently Mrs Charlotte Chester. For further information please visit our website to view the school policy in full.

## Our School Dog

At Rothwell Victoria Infant School we have a school dog named Ted. Ted is a Cavalier King Charles Spaniel and belongs to our SENCO, Miss Loomes. Ted attends school every day and is based in the office with Miss Loomes. He goes on walks with children around the school field, the children are always accompanied by an adult. All children are taught to ask before interacting with Ted and to stroke Ted on his back, not on his head. We have chosen Ted to be our school dog because the breed is known to be gentle and Ted has a lot of experience of enjoying the company of children. He also holds a certificate for passing the Kennel Club Good Citizen Scheme Silver Award.

The value of pet 'therapy' is widely accepted as a powerful aid in supporting children's communication, empathy, sense of responsibility, mental health and nurturing skills. Studies have shown that the presence of companion animals can improve the well-being of children and lower the rate of anxiety, simply by making the environment happier, more enjoyable and less forbidding. Many schools have found that some children find dogs less threatening to read to and to talk to if they have a problem.

We accept that interacting with animals is not appropriate for all children but that for some it has the potential to provide many positive benefits. Any parent who does not wish their child to interact with Ted is invited to inform us of their wishes. Similarly, please let us know if your child has any allergies or phobias related to dogs. We have a thorough risk assessment that is reviewed annually.

## Forest School

Our school values outdoor learning and understands the importance of giving children time to interact and learn in the natural world. We strongly support the Forest School ethos of learning. Forest School allows children to learn through play and exploration while being outside and nurtures each child's individual needs to continually grow, learn and develop. Children's personal, social and emotional development is a priority at Forest School; our holistic approach to learning is key to this.

Every child has regular access to the Forest School program throughout the year with a fully trained Forest School leader. Through sessions continuous planning, observation and reviewing take place to build on children's prior knowledge and strengthen and build upon their key skills. Each session will be guided by the children's interests and individual needs, session activities will support this. Each Forest School session takes place in a small woodland area within the grounds that has been carefully structured to support all infant school children. Children also get regular opportunities to explore the school allotment, large open field and local area alongside the school Forest School program.

## Educational Visits

We believe that children learn best through practical and real experiences. For this reason, we deem it important that we provide opportunities for educational visits related to the work being undertaken in school. We have found that such visits enthuse and stimulate children and provide much impetus for school-based activities. We have also found that such visits are much appreciated and supported by parents / carers. They are not, however, a compulsory part of our Curriculum. Children not taking part will be properly catered for at school.

Educational visits usually involve a day or part of a day out of school. Sometimes they are arranged for a whole class, several classes or for smaller groups.

Sometimes, there are visits on foot to places nearby in Rothwell. These are a normal feature of the Curriculum. We will always let you know they are taking place.

## Behaviour

Our school rules are be ready, be respectful and be safe. We expect all children and adults in our school to follow these rules.

Children are rewarded for following the rules by getting their name on the star board, getting a shout out in assembly, getting positive texts home or getting a phone call home.

Occasionally, children may not follow these rules all of the time. The children will receive a reminder of the behaviour that is expected. If the child continues to not follow the rules they will miss some of their playtime to reflect. If they still continue to not follow the rules they will have some reflection time with a different teacher. On the rare occasion that a child continues not to follow the rules, contact will be made with the child's parent.

For extreme behaviour, an internal exclusion or external exclusion may be issued. When the process above fails to improve a child's behaviour a meeting will be held with the class teacher, parents and Assistant Head with responsibility for behaviour to discuss an Individual Behaviour Plan to support the child moving forward.

## Parents in Partnership

We expect that parents/carers will

- Establish a strong partnership with us to consolidate and extend the children's learning and so improve standards.
- Consolidate and reinforce skills and understanding developed at school.
- Extend school learning, e.g. through additional reading.
- Take an active part in school life through PFA activities, attend parents' evenings, and communicate with your child's class teacher.
- Ensure your child will be in school on time every day.

**Parents** - we expect that you will teach your child to be honest, to care for and respect other people's feelings and to show good manners to others. We expect that you will encourage your child to always try their best and that you will help them understand that they cannot always have their own way.

**Children** - we expect you to be honest, to care for yourself and others and for you to have good manners. We expect you to come to school ready to learn, refreshed from a good night's sleep and having eaten a sensible breakfast. We expect you to understand that rules are necessary and to live by them.

We believe that the role of parents/carers is to make it clear that they value **home learning** and are expected to help their child/children with reading and spellings as set by the class teacher.

- A **home/school booklet** is provided for each reception child. This gives details of tasks set and you are asked to make comments on how your child has approached the tasks given.
- Reception child will also receive a busy book where topic related tasks will be set by the class teacher for the children to complete at home with their parents. These tasks are often fun and link to what the children have been learning in school that week.
- A **home/school reading booklet** is provided for each Key Stage 1 child. This gives details of books given and you are asked to make comments on how your child has approached the books given.

### Reading:

- Reading scheme – the children take reading books home that are appropriate to their phonics phase and we ask that you spend quality time helping your child to progress with their reading. The success of this initiative is reliant on the books being returned promptly.

## Family and Pastoral Support

We have a Family Support Worker, Anita Browne, to support families and provide advice with any aspect of parenting. She can visit you in your home or in school and will work with you and other agencies if necessary to provide support and help. Anita also work with children either 1:1 or in a groups to support their emotional wellbeing, she supports and works alongside school staff to ensure that all children feel safe

in school. Anita has a wealth of expertise however, if they cannot provide the support required they will signpost parents to other services and agencies.

Maria Barker is the school's Designated Safeguarding Lead and will represent the school in aspects relating to safeguarding. If you have any concerns regarding safeguarding and child protection for a child in school then you could discuss this with her or any of the Designated Safeguarding Leads, who all wear a purple lanyard. The concerns will be always be dealt with sensitively and appropriately.

All children work on a programme called Protective Behaviours (PBs) which is a practical, down to earth approach to personal safety.

When practised, PBs leads to self-empowerment, builds resilience & self-esteem. It helps people see people as people and avoids people seeing themselves or others as victims or any other label

We teach the two main themes of PB's in school these are

'We all have **the right** to feel safe all the time' &

'We can talk with someone about anything, even if it **feels** awful or small'.

We do this in many ways including helping children to recognise how their body feels when they begin to feel unsafe and helping the children to identify a network of people they can talk to if they are worried or have concerns about anything.

## Snacks and Lunches

### Mid-Morning Break

We participate in the government free school fruit and vegetable scheme and all children in school receive either a piece of fruit or a vegetable each day. In the Early Years foundation stage (Nursery and Reception) this is supplemented with additional food and drink, which has often been cooked by the children themselves. Parents are asked to make a voluntary contribution of £10 per half term. NO NUTS are allowed in school. Children should bring a named water bottle to school with them every day.

### Lunches

Our lunch provider is currently ABM. They will provide a hot or packed lunch each day free of charge for all children in Reception, Year 1 and Year 2 under the government's Universal Infant Free School Meal scheme. All parents need to do is select from a menu that is changed on a regular basis. Menus are available to order a week or longer in advance but can be made on the day in an emergency. Payments are made via SchoolMoney.

Parents in receipt of Income Support are entitled to free meals for their children; further information on how to apply is included later in this booklet or can be completed online at Northamptonshire County Council's website. We strongly encourage you to investigate whether your child is eligible as the school's funding depends partly on this figure. You can also speak directly to the school office staff if you need help accessing the service. Once registered, you will be given an allocated allowance which can be used to purchase uniform and pay for school clubs and trips.

### Lunchtime Care

Over the lunchtime period the children are in the care of the Lunchtime Supervisors. They are responsible for the safety and well-being of all the children both in the dining area and outside in the playground. If, during lunchtime, your child is regularly unable to conform to the expected standards of behaviour and is considered to be posing a risk to the safety and well-being of the other children, you may be contacted and asked to make alternative arrangements for supervision at lunchtime.

# Pupil Premium Funding

The Government is giving money to schools and academies to help children from lower income families do their very best. The funding is called a 'Pupil Premium'. For every child registered for Free School Meals, the school gets £1,320 extra funding. So far with this money we have given children extra help in small groups, offered 1:1 tuition, provided lunch bunch and provided parenting support. If you are registered for Free School Meals, you could also get other benefits e.g. help with the cost of music lessons, after school clubs and school trips.

How does Pupil Premium funding work?

1. First, check if you qualify – it is not just if you are unemployed, so please look at the list below.
2. Registering is easy; apply online at [www.northamptonshire.gov.uk/freeschoolmeals](http://www.northamptonshire.gov.uk/freeschoolmeals)
3. If you want your child to have a free, healthy meal at lunchtime, that's great – they will get the free meal (saving you more than £350 per year), plus extra benefits, and the school gets more to spend on their education.
4. If you don't want your child to have the school meals, they can continue as normal – as long as you qualify and are registered, the school still gets extra to spend on their education.
5. If your child is confirmed as being eligible for Pupil Premium Funding, you will receive an allocated allowance from the school which can be used to pay for school uniform, trips and extra-curricular activities such as the before and after-school clubs held at the school.

No-one will know you have registered and it will not affect any other benefits you are claiming.

Please talk to us about registering your child today. If you would like any support in making this claim or need to ask any questions please contact the Infant school office on 01536 710363 or the Junior school office on 01536 710349. All enquiries are treated with confidentiality.

Do you qualify for EXTRA money to help your child?

You can register your child for Free School Meals if you get any of these benefits:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue and Customs) that does not exceed £16,190

- Working Tax Credit 'run-on' – the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Either parent works in the armed forces

Other qualifying factors:

- Looked after by the local authority for at least one day
- Adopted from care in the local authority
- Have left care through special guardianship; and subject to a child arrangement order setting out with whom the child is to live (formerly known as residence orders) in Northamptonshire

## **School Council**

We have an active School Council which meets on a regular basis. The School Council representatives discuss topical issues about school and any matters their class mates bring to them. They have had a part in decision making such as deciding on the types of play equipment to be purchased for break times.

## **Extra Curricular Activities**

We run a range of school clubs across the week (before, during and after school) - some are provided by school staff as well as private providers. Some of the clubs are funded by the school using our sports premium funding and some require parents to pay for their child to attend. At the start of the academic year taster sessions for clubs are often held in school and letters will come home with interested children. Further details about clubs are sent home as regular parent letters.

## **Disability Access**

There are both steps and a sloped entrance via the main school gates. There are steps up to the main entrance but there is a slope to the entrance at the side of the building. Entry to the Nursery is on a level approach. There is a raised garden at the rear of the Nursery with both steps and a varying slope for disabled access. Accesses into the Reception classrooms are on the level or via a slope. We have two toilets with disabled access; 1 in the main school and 1 in the Nursery. The nose of all steps are painted white or yellow. Main signs around the site are clearly set out with bold print. We also have an internal wheelchair lift.

## **Medicines and Injuries**

If your child needs to take medicine that has been prescribed by a doctor during school time, you will need to bring the medicine into the school office and complete a permission form allowing staff to administer the medicine. This can only be completed by a parent who holds Parental Responsibility. For the safety of children, please do not send any medication into school in children's bags or lunchboxes etc. It is the responsibility of parents to ensure that all medication kept in school is in place and within date.

## **Non Smoking Site**

In line with government legislation we are a non-smoking site. Smoking is not allowed in school, on the playground, the school field or anywhere on the school site.

## Emergency School Closures

Please keep the following information so that you can refer to it if necessary.

It may be necessary to close the school for various reasons including:

- Severe weather e.g. snow, flooding or storms
- Unsuitable accommodation e.g. no power/heating, or fire damage.

Considerations of safety may lead the Executive Headteacher to decide that the school, or part of the school will be temporarily closed. However, Rothwell Victoria Infant School will remain open wherever possible. We will liaise with Rothwell Junior School regarding the possibility of any closure.

Closing a school is never an easy option and every effort will be made to give adequate notice to parents.

Information on school closures will be put on our school website and sent out to parents via our Facebook page, our Twitter account @RothwellInfants and Primary Contact.

## Parental Contact Details

- Parents must provide us with a telephone number where they can be contacted during the school day.
- It is the parents' responsibility to inform the school if there are any **changes** in your child's details, i.e. address, name, telephone number, daytime contact number, etc.
- It is most helpful if parents are able to provide us with an alternative number so that we can contact them in an emergency – mobile phone numbers may be given.
- It is useful if you can give us the name and contact details of at least one other person who we can contact. This is especially useful in the case of working parents.
- The school uses a company called '**Primary Contact**' to keep in contact with parents via text message and or e-mail and we would ask that you keep us informed of any changes to your mobile phone number and or e-mail address.

## Attendance

Should your child be absent for any reason, please let us know in writing or by telephoning the absence line on 01536 710363 Infant School or 01536 710349 Junior school option 1 before 9.30am on the first day of illness and each subsequent day. We are required to record any absences not notified to us as 'unauthorised' and to report on these annually. If your child has a medical appointment, please bring the letter with you so a copy can be taken for your child's file.

If your child needs to leave school during lesson time to visit the doctor, dentist or optician, a note must be sent to the school office beforehand and you must collect the child personally from school. Children will not be allowed out of school on their word alone. We advise that, if possible, appointments are made after school or in holiday times. All children must be signed in and out of school in the arrivals/departures book.

Since September 2013, regulations from the Department of Education prevent Headteachers authorising absence for family holidays. Headteachers may only grant leave in exceptional circumstances through a

prior written request but not for family holidays. A leave of absence form can be downloaded from the Parents tab under Attendance Legislation of [www.rothwellschools.org.uk](http://www.rothwellschools.org.uk) or from the school office. This must be completed prior to your visit and returned to the school office for approval by the Headteacher.

From September 2016, the Multi Academy Trust has followed the guidelines introduced by the local authority that state that a Penalty Notice (PN) may be issued for 10 sessions of unauthorised absence within a 6 week period. This may include 5 consecutive school days (which may be either side of any school holiday) of unauthorised absence, which could include a term time absence or holiday. If the request is for 5 or more school days continuous leave and is not authorised it will automatically be referred to the Education Entitlement Service for a Fixed Penalty Notice to be issued. The initial fixed penalty notice is currently £60 per parent per child i.e. a 2-parent family with 2 children would be fined £240, which needs to be paid to the Local Authority within 21 days. If payment is received between 21 – 28 days of issue the fine rises to £120 per parent per child i.e. £480 for a 2-parent and 2-child family. If payment is not received within 28 days of issue you may be prosecuted for the offence of irregular attendance and could be subject to a fine of up to £1,000 on conviction. Please note that the school does not receive any of this money.

Where a pupil's absence raises concerns, the school will make every effort to contact the parents at an early opportunity. Attendance is monitored half termly for all children by our pastoral and attendance manager. Attendance surgeries are held for any child whose attendance is causing concern. Research shows that regular attendance at school supports improved academic performance and social wellbeing.

Key Stage 2 SATs week is normally in early to mid-May and all Year 6 pupils should make every effort to attend. Year 2 SATs are in May and Year 1 Phonics Test is in mid-June.

## Access to the School Premises

**It is the safety of your child that is our concern.**

**All children, including the nursery children should enter school at the School Lane entrance.**

**The entrance in Leys Avenue is for vehicles only and the car park is for staff use.**

The entrance to school is very restricted. School Lane is a one way street, and parked cars cause a considerable hazard to children who need to cross the road. We ask that you **do not park** in School Lane, Leys Avenue, Victoria Court or the private car park in School Lane but instead use the Market Hill car park. **Community police officers monitor parking and road congestion.**

You are welcome to wait within the school grounds when collecting children from school.

**Dogs are not permitted on site. This includes the carrying of small dogs.**

## Open Access to Pupil Records

Please note that it is the school's policy to provide Open Access to all records of employees and pupils. Parents may ask to see their children's records. Records will be confidential to all except those who have a rightful access to them.

## Data Protection Act

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, and characteristics such as ethnic group, special educational needs and any relevant medical information.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so themselves. Please contact the school office in the first instance if there is any information you require.

Our prospectus will give you some information about the ways in which we work. However we would recommend that you contact our school office if there is anything else you wish to know.