



Parent Handbook

Sept 2020 – July 2021



Welcome to our School

Dear Parents and Carers

Welcome to Plympton St Maurice Primary School. This handbook aims to provide you with information about our school. I hope you find it useful.

When your child starts at Plympton St Maurice Primary School they become a member of our school and our community. We aim for your child to learn in a safe and happy environment. We aim for excellence in developing the whole child, through a curriculum that is relevant and engaging, enabling learners to achieve the highest standards in a rapidly changing world.

We believe education is about life-long learning and aim to provide children with as many opportunities as we can.

On behalf of staff and Governors at the school, may I welcome you to Plympton St Maurice Primary School and look forward to a long and happy relationship.

Yours sincerely

A handwritten signature in black ink, appearing to read "SJT", followed by a period.

Mrs Sarah Jane Tustain BEd Hons, NPQH
Headteacher

Contact Details

Plympton St. Maurice Primary School
Plympton hill, Plympton, Plymouth PL7 1UB

Telephone
01752 337427

Email
St.maurice.primary.school@plymouth.gov.uk

Website
www.plympton-st-maurice-primary.org.uk

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Staff Responsibilities 2020/21

Staff Member	Year group taught	Subject responsibilities
Mrs Sarah Jane Tustain	Headteacher	Designated Safeguarding Lead, Music, RE & Assessment
Mrs Sally Clark	Assistant Headteacher	Curriculum Coordinator, Initial Teacher Training (ITT), Deputy Designated Safeguarding Lead, Humanities Lead
Mrs Sarah Bean	Foundation	PE & Forest School
Mrs Cat Burgess / Mrs Michelle Harding	Year 1	Art/ Design Technology
Mrs Heidi Longworth	Year 2	Arts Curriculum Lead (incl English)
Mr Luke Callard	Year 3	Computing
Miss Gemma Davis	Year 4	NQT
Mrs Sarah Baxter	Year 5	SENDCo,
Miss Sophie Chilman	Year 6	STEM Curriculum Lead

Contact email addresses		
Class	Teacher	Email
Headteacher	Mrs Tustain	sarah-jane.tustain@psmps.co.uk
Assistant Head teacher	Mrs Sally Clark	sally.clark@psmps.co.uk
Foundation	Mrs Bean	sarah.bean@psmps.co.uk
Year 1	Mrs Burgess/ Mrs Harding	cat.burgess@psmps.co.uk michelle.harding@psmps.co.uk
Year 2	Mrs Longworth	heidi.longworth@psmps.co.uk
Year 3	Mr Callard	luke.callard@psmps.co.uk
Year 4	Miss Davis	gemma.davis@psmps.co.uk
Year 5	Mrs Baxter	sarah.baxter@psmps.co.uk
Year 6	Miss Chilman	sophie.chilman@psmps.co.uk
Chair of Governors	Mr Rose	chair@psmps.co.uk
School Business Manager	Mrs Allen	karen.allen@psmps.co.uk
School Administrator	Mrs Tompkins	louisa.tompkins@psmps.co.uk
School office		st.maurice.primary.school@plymouth.gov.uk

Our School Teachers



Mrs S J Tustain
Headteacher
Designated Safeguarding Lead



Mrs Clark
Assistant Headteacher
Humanities Lead



Miss Chilman
Year 6 Teacher
STEM Lead



Mrs Baxter
Year 5 Teacher
Special Educational Needs



Miss Davis
Year 4 Teacher



Mr Callard
Year 3 Teacher
Responsible for:
Computing



Mrs Longworth
Year 2 Teacher
Arts Lead



Mrs Harding
Year 1 Teacher
Responsible for:
Art Design &
Design Technology



Mrs Burgess
Year 1 Teacher



Mrs Bean
Foundation Teacher
Responsible for:
PE & Forest School

Our School Governors



Mr T Rose
Chair
Parent Governor



Mr Peter Reid
Community Governor



Mrs Alison Cottell
Community Governor



Mr A Michie Carr
Co-opted Governor



Mrs L Rose
Co-opted Governor



Miss S Chilman
Staff Governor



Mrs K Allen
Staff Governor



Mrs S J Tustain
Headteacher Governor

Safeguarding and Child Protection

If you have a concern about a child, or wish to talk, please speak to one of our Safeguarding Leaders.



Mrs Tustain
(Headteacher)



Mrs Clark
(Assistant Headteacher)



Mrs Baxter
(SENDCo)



Mr Rose
(Safeguarding Governor)

Single Point of Contact (SPOC) in relation to radicalisation and involvement in terrorism – contact Mrs Tustain

Academy

Plympton St Maurice Primary School is part of the Westcountry Schools Trust (WeST). For more information on the Trust, please visit their website: <https://www.westst.org.uk/>

Admissions

Plympton St Maurice Primary School is a single form entry. This means we have one class per year group. The school has approximately 205 pupils from Foundation to Year 6.

The school follows the Admissions Policy of the Local Authority (LA). Pupils are admitted to our Foundation (Reception) class in the September of the school year (1st September to 31st August) in which they will be five years of age.

The criteria for admissions in priority order are as follows:

- * Children living in the designated area with a sibling who will be attending the school at the time of admission.
- * Other children living in the designated area.
- * Children living outside the school's designated area, but with a sibling who will be attending the school at the time of admission.
- * Other children living outside the school's designated area.

Welcome to School Arrangements

If it is necessary to distinguish between children in a particular category, priority will be determined on the basis of distance between home and school along the shortest available walking route (i.e. the shorter the distance the higher the priority) except that in the case of children of below statutory school.

Before children start school for the first time, parents are invited to a meeting to share information. The children are then introduced gradually to school life (if they are not already attending Plympton St Maurice Childcare Centre), with half days attended during the first week, leading up to full time attendance. The class teacher and teaching assistants make home visits as part of the induction process.

From September 2010, all admissions to the school will be through the Local Authority Admissions Department. The School Office can give you more details and support with paperwork.

Assessment

The Education Reform Act requires schools to carry out a statutory assessment (SATS) through the National Curriculum tests in English and Maths at the ages of 7 and 11.

Numerous other forms of assessment take place all of which provide the child and the teacher with information about where they are and what they need to do next.

Assessments are planned and organised by each class teacher and children have targets set at the start of the autumn, spring and summer terms for reading, writing and maths. An annual report to parents is sent home every year and Learning Reviews are held twice a year, where you are invited to share and discuss your child's learning and development.

Help and advice about SATS is always available. It is our aim to make SATs as least stressful as possible for both the child and the parents. Please note there will be no holiday absence authorised during this time.

Attendance

Research has clearly shown that there is a link between attendance at school and achievement. Allowing a child to be absent without good reason is against the law and parents can be fined. Every half-day absence from school has to be classified by the school, as either *authorised* or *unauthorised*. This is why information about the cause of each absence is always required.

Absence Procedure

If a child is unfit for school, parents should make every endeavour to contact the school on the **first** day, in person or by telephone. Please contact the school by calling 01752 337427 and speak to a member of the admin team or follow the simple instructions to leave a message on the answer phone, stating your child's name, class and reason for their absence.

If your child is absent you must:

- Contact us as soon as possible on the first day of absence;
- Send a note in on the first day they return with an explanation of the absence – you must do this even if you have already telephoned us;
- Or, you can call into school and report to reception.

If your child is absent we will:

- Telephone you on the first day of absence if we have not heard from you;
- Refer the matter to the Plymouth City Council Education Welfare Officer if attendance moves below 90%.

Other reasons for absence must be discussed with the school each time. Leave may be granted in an emergency (e.g. bereavement) or for medical appointments in school time, provided a written explanation is received.

Failure to notify the school of your child's absence will result in an unauthorised absence being recorded. Continued unauthorised absence may result in a referral being made to the schools Education Welfare Officer (EWO).

Procedures for Investigating Absence

At Plympton St. Maurice Primary School we follow these procedures when dealing with absence:

1. Take the register.
2. Record absence.
3. If the parents have not already contacted the school, seek an explanation for absence as soon as possible, by 9.05am on the first day.
4. If a satisfactory explanation is given, record absence as authorised.
5. If the child is going to be legitimately absent for a long period of time, ensure that the school provides work and maintains contact.
6. If no satisfactory explanation for the absence is received, record the absence as unauthorised and make contact with the parents to discuss the problem.
7. If this is unsuccessful in resolving the problem, consult with other relevant agencies, e.g. School Nurse, EWOs, Educational Psychologists.

Late Arrivals

Doors open at 8.45am with school officially starting at 8:50am, school doors are shut at 9.00am. Children should be seated in class ready for registration to start at 8:50am. Registers are taken by 9.05am. Lateness is classed as any child coming into school between 8.50am and 9:05am. All children arriving after 9.00am must report to the office and be signed in by parent/carer for fire and evacuation purposes. At this point lunch arrangements must also be confirmed by the parent/carer. Children arriving after 9.05am will be recorded as an unauthorised absence for the morning session. Lateness is monitored. Where children have persistent lateness problems, the head will invite the parents into school to a formal meeting.

The school Attendance Policy is available on the school's website or from the school office.

Holidays in Term Time

As from the 1st September 2013, all schools are unable to authorise any requests for absence relating to holidays being taken in term time. This has been brought about by an amendment to the Education (Pupil Registration) (England) Regulations 2006, which has removed reference to holidays and the ten-day period. **The amendments make it clear that Headteachers may not grant leave of absence during term time unless there are exceptional circumstances.**

These changes to the law reinforce the government's view following the "Taylor Report" on attendance, that regular school attendance is vital and that pupils should only be granted authorised absence by the school, in exceptional circumstances, e.g. illness, exclusions or due to other unavoidable causes. Parents/Carers need to be aware that any unauthorised absence resulting from

holiday taken in term time may well result in Plymouth City Council instigating parent responsibility measures which could lead to a penalty notice, or a fine being issued.

Should you wish to request an Absence in Term time, forms are available from the school office.

Good Behaviour Policy

Rationale

High expectations of self-discipline and respect for others and ourselves will lead to tolerance, courtesy and good citizenship. This can be fostered through the development of a practical understanding of tolerance, good citizenship and courtesy by having clear, consistent and equitable boundaries and a strong home/school partnership.

The law states “the school behaviour policy aims to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete their assigned work (learning).”

We at Plympton St Maurice Primary School recognise the above statement and in addition aim for:

- All adults to have high expectations of behaviour and conduct.
- Children to be respectful towards each other and all adults within our school.
- Children to be self-disciplined and have high standards of behaviour.
- Zero tolerance of any form of bullying (see Anti-Bullying policy)

Guidelines

- The whole school approach to behaviour management aims to ensure that every member of the school community including the children, is fully aware of acceptable and unacceptable standards of behaviour and the rewards and sanctions that must be consistently adhered to.
- Within the school community, all adults will encourage children to be polite, thoughtful of others, respectful and well behaved. Adults will model these behaviours to set an example and frequently discuss acceptable behaviours in assemblies and during class circle time. Catching someone ‘doing right’ is more effective than remonstrating with someone for ‘doing wrong’.
- Although the premise for the management of behaviour is at all times positive, we recognise that there are behaviours that are unacceptable in our school.
- We will follow the principles and guidelines for children in danger of Exclusion.

- The agreed principles and guidelines set down in the Local Authority Guidance on the Removal of Pupils from a School Site and the decision to exclude will be followed in exceptional circumstances that are beyond the control of the school.

It is noteworthy that the Department for Education Behaviour and Discipline in Schools (Feb 2014) document states:

“Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.”

Whole school expectations are to be displayed prominently in each classroom and referred to by the children and adults (including supply and student teachers). Children will be frequently reminded of the high standards of behaviour expected during class and whole school assembly times.

Rewards

Rewards and celebration of good behaviour underpins our whole school approach to good behaviour management. Our ethos reflects the importance we place upon everyone feeling good about themselves and seeing the potential of others. Self-esteem and self-confidence are central to how we all behave and interact with one another. *Through praise, rewards and celebration we endeavour to focus upon the positive aspects of behaviour.*

Lesson Times (& Weekly Awards)

- Constant acknowledgement through verbal praise and facial expression of ‘getting it right’
- Positive comments via text, email, face to face discussion with parents or a note in a child’s reading record book/planner
- Stickers for immediate praise
- Behaviour charts: teachers use clouds (gold, green, yellow and red) that are graded from excellent to unacceptable behaviour to indicate whether or not a child will be included in the daily class reward time.
- Regular certificates linked to our LUNAR curriculum presented at the Time of Praise & Success (ToPS) assembly.
- Class house points awarded for good behaviour and making good progress in their learning. The winning house is announced weekly.
- Our ToPS assemblies are also an opportunity for children to share with the school individual talents and successes achieved outside of school.
- When children they are in the gold cloud, they are awarded a ticket which is placed in a weekly class draw. The more times the child’s name is ‘in the hat’ the greater the chance of receiving a prize.

Termly Rewards

At the end of terms 2, 4 and 6 children from each class will be awarded a certificate for attending the ‘Always Good Club’. In addition, academic progress and good behaviour is recognised by awarding Learner of the Term and Headteacher’s certificates.

Annual Awards

These are awarded to individual children who are deemed to have made exemplary efforts in specific areas such as Team Work, Citizenship, Behaviour or The Arts.

Sanctions

If a child's behaviour is inappropriate and not conducive to learning the following will happen:

1. A verbal warning
2. A 2nd verbal warning
3. Child's name moved from green to yellow cloud on class behaviour chart.
4. Child's name moved from the yellow to red cloud for remainder of the day
5. Child to miss daily class reward time
6. When children who find themselves placed in the red cloud repeatedly within one week, the Headteacher will contact parents.
7. Should inappropriate behaviour continue an internal seclusion will be put in place.

Lunchtimes

If children are unable to play appropriately at lunchtimes, the following will happen:

1. Verbal warning from Mealtime Assistant
2. Child asked to stand by the wall (minor misdemeanours) and name moved down a cloud in class
3. Child sent to see Duty teacher (Headteacher / Leadership team)
4. Letter or telephone call to parents.
5. Parents requested to provide home dinners during lunchtime period for a specific period of time (eg 5 school days)

Appendix

We recognise that for some individuals and class cohorts, adhering to the whole school policy is a challenge. In these circumstances individual rewards and sanctions will be implemented. In many instances Individual Behavioural Plans will be drawn up in communication and collaboration with other agencies including parents.

References:

Department for Education Behaviour and discipline in school (Advice for Headteachers and school staff) February 2014.

Exclusion from Maintained school, Academies and pupil referral units in England 2012.

Child Protection

It is a legal requirement that each school should have a named Designated Safeguarding Lead (DSL). At Plympton St Maurice Primary School the DSL is:

Mrs Sarah Jane Tustain (Headteacher)
supported by
Mrs Sally Clark (Assistant Headteacher)

The school follows the guidelines laid down in the City of Plymouth's *Multi-Disciplinary Child Protection Handbook* and the Department of Health's *Working Together to Safeguard Children* Guidance.

Please can parents inform the school of any agencies working with their child such as social workers, on join the school and to update the information as and when it changes.

Children's Records

Records on each child are kept in the school office. Information includes: Admission information, reports, assessment outcomes, targets, reports from outside agencies to which the child may have been referred e.g. Educational Psychologist and any information that might have been given by the parent. All records are kept in a locked cupboard in the School Office.

Please see end pages of this handbook for a copy of the WeST Privacy Notice.

**The School abides by the General Data Protection Regulations, Data Protection
and Freedom of Information Act.**

Collective Worship

This is part of a school or class assembly each day. Collective Worship at Plympton St Maurice Primary School provides each child with a period for quiet reflection and physical calm. It should foster a sense of personal and social responsibility and become a focal point of the school. The contents do not encroach upon the integrity and beliefs of the individual.

Plympton St Maurice Primary School will sensitively try to evoke those senses and feelings from which it might be said that worship naturally arises: e.g.

*a sense of beauty

*feeling of pride

*sense of smallness in the face of greatness

*sense of peace

*sense of stillness

*a sense of wonder and awe

*sense of pity

*sense of shared loss

*sense of thankfulness

Computing

Introduction

This document is a statement of the aims, principles and strategies for computing at Plympton St Maurice Primary School.

Rationale

Computing is about learning to use effectively and safely, tools and information sources to analyse, process and present information and to model, measure and control external events. Computing refers to the use of computers, communication technology (e.g. the internet), video, cameras, scanners, CD ROM, tapes and multimedia systems.

The children need to apply their knowledge and skills to achieve outcomes and use it to support teaching and learning in other curriculum areas. For children Computing is an essential part of their education. As well as being an important curriculum requirement, the ability to use Computing is a vital life skill in modern society. Children need to be provided with opportunities that prepare them for today's technology whilst also giving them the skills and experiences to adapt to changes due to the nature of the subject. Computing has a range of everyday applications and can be used to enhance the children's learning across the curriculum. Computing plays a role in developing children's thinking skills as well as facilitating collaborative learning.

This policy has been developed to reflect the changing nature of Computing and its role within the school curriculum. It sets out the school's aims, principles and strategies for the delivery of Computing.

Aims

Our aim is to produce learners who are confident and effective users of Computing. We endeavour to achieve this aim by:

- * Developing the children's confidence and enjoyment in the use of Computing;
- * Encouraging an understanding of the implications of Computing as an integral part of modern society and to recognise its many uses and applications;
- * Enabling children to respond to new developments in Computing;
- * Helping all children become autonomous users of Computing;
- * Providing opportunities for the children to use Computing to support their learning in all subjects, including Literacy and Numeracy;
- * Meeting the requirements of the National Curriculum as fully as possible and helping children to achieve the highest possible standards of Computing use,
- * Providing a range of opportunities for children to use Computing to exchange and share ideas and information through word processing, text, graphics and sound as well as using email and internet;
- * Developing the children's ability to organise and analyse ideas through the classification, interpretation, questioning and checking of data represented in different forms (i.e. graphs and databases);
- * Facilitating collaborative learning through the sharing of skills, ideas and understanding and working co-operatively, through internet use and using Computing to solve problems and make things happen in control technology.

Principles for the use of Computing

Computing is important because:

- * all pupils have an entitlement to Computing;

- * it promotes the public image of the whole school and assists pupils in developing a positive self-image and attitude towards Computing;
- * its use is widespread in the modern technological world and likely to continue to grow;
- * it can engage and enthuse pupils whilst offering the flexibility to meet the individual needs and abilities of each child;
- * it provides staff with access to a broader range of teaching strategies and resources which in turn allows better access to the curriculum for all pupils including those with Special Educational Needs;
- * it has cross curricular links with many aspects of the National Curriculum enhancing and enriching pupils learning in all curriculum areas;
- * to become more responsible for their own learning;
- * It can facilitate human interaction between staff and pupils, and all pupils can be included in activities.
- * Provides a safe and stable environment to support remote learning.

Strategies for the use of Computing

Computing is a foundation subject within the National Curriculum where the skills are taught discretely but it is also seen as a cross curricular strand. Indications for its use are given in most subjects. Objectives need to be met in each year group following national statements of attainment, level descriptions and non-statutory guides.

Organisation

Plympton St Maurice Primary School has a Computer suite with networked computers and 30 netbooks (mini laptops). Each class has at least one timetabled session a week in the Computer suite. These sessions are to teach and consolidate through using specific Computing skills that will aid the development of pupil's Computing capability. There are computers attached to whiteboards in all classrooms.

Teaching and Learning Styles

Teachers are expected to employ a range of teaching strategies and to use their professional judgement to decide on the most appropriate. This will include:

- * Using the computer to demonstrate techniques to groups of pupils
- * Leading group or class discussions about the benefits and limitations of Computing
- * Individual or paired work (Pairs can be mixed or similar ability children)
- * Access to remote learning via the regional portal
- * Collaborate writing or design work in groups
- * Pupils demonstrating to each other
- * Provision of time for independent use of Computing for problem solving
- * In the early years the children have a strong focus on role play and observing Computing in the world around them.

Differentiation can be planned through the careful management of these strategies and the planning activities to allow different levels of achievement by pupils or to incorporate possibilities for extension work.

Equal Opportunities and Special Needs

Every effort is made to ensure that the school's Computing programme meets the needs of all children. Access to the computer should be planned to ensure that children's hands on experience is equitable. All children should have equal access to Computing in order to develop their personal Computing capability. Activities and investigations should be equally appealing all children regardless of gender or ethnic background. Multicultural issues should be addressed as necessary.

CD-ROM's, software and documentation are checked to ensure gender and ethnicity is reflected in a balanced way without stereotyping. Those pupils with Special Educational Needs have the same entitlement as all other pupils and are offered the same curriculum. Where appropriate, teachers will differentiate Computing tasks to enable these pupils to fully achieve their potential and some maybe classroom based. The SENCO and Computing coordinator can advise teachers in Computing support which can be provided for to pupils with particular educational needs, including high attaining pupils, as is necessary. The school has online access for students to participate in Computing activities at home especially in Numeracy. Pupils who do not have internet access at home have the opportunity to attend homework club where they can complete these tasks.

Staff Development

Due to the nature of Computing staff development and training will be continuous. Staff will need to be familiar and confident in using the school's software and hardware particularly appropriate to the age and ability of the children they teach.

Assessment of staff training needs will be done through consultation, discussion and evaluation sheets. Identification of staff strengths and weaknesses is carried out. A record will be kept of staff inset needs, both individual and whole school, by the co-ordinator. INSET will be provided internally and externally as necessary.

Monitoring and review

The Computing coordinator should review this policy. The scheme of work will be reviewed as new curriculum requirements are developed. Monitoring of planning will take place including embedding Computing in other subjects by each subject co-ordinator.

Concerns or Complaints

If you have a concern or complaint, we would like you to tell us about it.

At Plympton St. Maurice Primary School we welcome suggestions for improving our work in the school. Be assured that no matter what you want to tell us, our support for you and your child in the school will not be affected in any way. Please tell us of your concern as soon as possible. It is difficult for us to investigate properly an incident or problem that happened some time ago.

What to do first

Most concerns can be sorted out quickly by speaking with your child's class teacher. All class teachers are in constant communication with senior leaders and the majority of issues can be resolved quickly.

If you feel that the issue is unresolved, it is usually best to discuss the problem face to face with the Headteacher or Assistant Head Teacher. You will need to make an appointment to do this, which can be done by phoning or calling in at the school office. A copy of the schools 'Concerns and Complaints' policy can be viewed on the school website or obtained from the school office on request.

If you are concerned about a member of staff or volunteer, please speak with the Headteacher.

Documentation

The National Curriculum Documents, Statutory Framework for the Early Years Foundation Stage, QCA Schemes, School Policies, Governing Body Minutes, LA and Government Guidance are available to be viewed at the school. There are procedures for general concerns, formal complaints and curriculum complaints as well as compliments. Parents are requested to contact the Headteacher in the first instance with any queries regarding documentation.

Information about the Early Years Foundation Stage which includes the early learning goals at www.foundationyears.org.uk

Educational Visits/Visitors

We feel that visits and visitors are particularly beneficial to all children.

Educational visits and visitors will provide an opportunity to enhance children's learning. You will be informed of activities by letter and monies will be collected via the school to cover the charges incurred.

For Year 5 and 6 children, residential visits are organised where possible. These visits are arranged to Mount Batten Outdoor Educational Centre and to France. Such experiences are educationally worthwhile and children gain from them socially whilst learning to be more independent. Detailed risk assessments are carried out.

All parents should know that the fullest insurance cover is provided by the Local Authority in the event of mishaps for which staff could be held responsible. Your consent will be sought for lengthy journeys or for visits that include foreseeable risks. Whilst it is our wish to take *all* children, we reserve the right to refuse any child who is for any reason likely to cause harm to himself/herself or anyone else and any child who requires a disproportionate amount of individualised adult supervision.

Consent forms, details and costs are sent out beforehand. Most visits are funded by parental voluntary contributions and in the event of a significant shortfall of contribution the visit will be cancelled.

We encourage many varied visits to school by outside speakers and groups or theatre companies.

Equal Opportunities

It is our policy that training will be given to our staff to overcome discrimination. This includes ensuring all staff are fully aware of their responsibilities towards the promotion of equal opportunities, racial and sexual equality and that they will be properly equipped to take account of the different and special needs of particular groups and thus make provision for those needs.

External Agencies

If your child has any involvement with external agencies such as Social Care or Speech and Language, please inform the school so that appropriate links can be formed.

Extra Curricular Activities

Children have the opportunity to take part in a range of activities during the mid-day break and after school. Details of the clubs running will be sent home at the beginning of each term. Activities may include: netball, football, homework club, rummikub, cross stitch and dodgeball.

We would welcome offers from parents to run interest/activity clubs, particularly if they are qualified or experienced in their particular area of leisure pursuit. An enhanced DBS check would be required for any volunteer helpers.

If a child is attending an after school club or is representing the school a permission slip is required.

First Aid

Should children need first aid to be administered, staff act in 'loco parentis' (as caring parents) and follow school procedures. If there is a concern about an injury the child is referred to our qualified first aiders, who in consultation with the Headteacher, decide the action that needs to be taken. All first aid applied is recorded in our school accident book and the child is given a green slip to inform the parent and alert them to any possible delayed reaction. If a child receives an injury above the neck parents are telephoned. Injuries that we deem serious will be reported to the parents/carers immediately. It is therefore essential that we have two contact numbers for parents or carers during the day.

The Governing Body

‘The governing body challenges and supports the professional management of the school effectively’ **Ofsted**

A school's governing body is there to provide oversight of the management and operation of the school. The governors help the school take a strategic view of its activities and bring experience and expertise from other walks of life into the school. This section will tell you who the governors are, how they are appointed and elected, what they do, what their legal duties are and how you can contact them or seek to get involved as a governor yourself.

What does the Governing Body do?

Every school has a Governing Body which is made up of Parent, Local Authority, Staff and Co-opted Governors. The governors are a very important part of the school. They meet regularly and work alongside the School Leadership Team to maintain the successful running of the school and drive school improvement work. The governing body has the overall responsibility for the way the school is run and needs to promote the highest standards of achievement for its pupils. The governing body holds the school to account, and monitors the effectiveness of its policies, vision and aims throughout the year. The body both supports and challenges the leadership team.

Below is an overview of the main duties of our school's governing body:

- To see that the school is conducted in accordance with the Education Acts.
- To monitor finance - as it affects the needs of the School.
- To see that the premises are kept in a good state of repair and to direct how the premises might be used out of school hours.
- To assist in the appointment of all staff in the school.
- To exercise general responsibility for the welfare of the school

How are the governors elected or appointed?

There are a number of different routes onto the Governing Body. At Plympton St. Maurice Primary the governing body is made up of:

- **parent governors:** elected by parents of children at the school;
- **staff governors:** support staff and a teacher;
- **co-opted governors:** volunteers from the wider community, appointed by the governing body;
- **local Authority governors:** appointed to the school by the Local Authority; and
- the Headteacher

All governors (except the Headteacher) serve a four-year term, at the end of which they may stand for re-election or re-appointment. There is no limit to the number of terms a governor may serve. When a parent governor's term ends, an announcement is made about an election and all parents or carers of pupils at the school are eligible to stand.

The chair and vice-chair of Governors are elected by the full governing body at its first meeting of each school year. The current chair of governors is Tony Rose.

Board of Governors

Name	Member	Term of Office starts	Term of Office ends
Mrs Karen Allen	Staff	01/09/2020	31/08/2024
Mrs Sophie Chilman	Staff	12/10/2018	11/10/2022
Mr Adam Michie Carr	Co-opted	01/09/2020	31/08/2024
Mrs Alison Cottell	Community	01/09/2020	31/08/2024
Mr Peter Reid	Community	01/09/2020	31/08/2024
Mrs Liz Rose	Co-opted	08/01/2019	07/01/2023
Mr Tony Rose	Parent	12/09/2016	01/09/2022
Mrs Sarah Jane Tustain	Headteacher	01/09/2011	

Governor Responsibilities

Child Protection	Mr Tony Rose
Special Needs (SEND) Governor	Mrs Liz Rose

If you wish to contact the Governors for any reasons, you may do so through the Clerk to Governors, Mrs Lesley Taylor, via the School Office.

Health and Safety

School Nurse / Health Visitor

The School Nurse visits the school regularly and appointments can be made. Should you wish to see her please contact the school office.

Head Lice / Nits

Sometimes children have head infestations (head lice/nits). In which case a text is sent to all children's parents in the class and parents are informed in confidence if it observed that their child has the problem. If head lice are 'live', parents are contacted to take their child home to apply treatment, so that we can hopefully avoid the problem spreading. Staff may notice head lice on the surface of children's hair and around the collar and may monitor recurrences. This is of course done discretely and parents are informed if the head infestation is present.

Occasionally, young children have 'accidents' due to not making it to the toilet in time. If garments are wet, we provide clean clothing, which the child changes into. Should a child be unwell or clothing is badly soiled, we will contact parents.

The school has adopted the Plymouth Policy on Health and Safety. Within this there are expectations for children of which we constantly remind them:

- * To exercise personal responsibility for the health and safety of themselves and others.
- * To observe standards of dress consistent with safety.
- * To observe all the health and safety rules of the school and, in particular, the instructions of the staff given in an emergency.
- * To use and not wilfully misuse, neglect or interfere with items provided for their health and safety.

Use of Playground Equipment

Please be advised that the trim trail and other playground equipment are not designed for toddlers and non-school age children. It is the parent's responsibility to ensure the safety of children in the playground, the school cannot take responsibility for children using the equipment before and after school hours.

Parking

Parents are asked to park considerately outside the school in St Maurice Road near the school entrance and **please do not to use the staff car park** during the start and end of the school day, for the safety of the children.

Dogs

NO Dogs, except guide/hearing dogs are allowed on the school grounds.

Smoking

Plympton St Maurice Primary School has in place a non-smoking policy, including e-cigarettes. Smoking is not permitted either in the building or anywhere in the grounds.

A copy of the Health and Safety Policy is available on the school website or from the School Office.

Home School Agreement

All schools are required to have an agreement which defines the vital roles, responsibilities and expectations of all those involved, enabling an effective partnership for the benefit of all the children. Our Home School Agreement will be given to parents with the school application form.

Inclusion Opportunities

At Plympton St Maurice Primary School, we welcome all children. Where a child has a recognised disability, we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school. The school's special educational needs co-ordinator is Mrs Sarah Baxter.

Insurance

The insurance is arranged centrally by WeST. It protects the Governors and Staff at the school, against their legal liabilities to its employees and to the public (this includes parents, pupils and visitors). This liability is in force for school organised activities in the U.K. including extra-curricular activities and educational visits.

The school does not carry insurance to cover children's, employees and visitor's personal belongings. Parents are therefore advised that the school cannot accept responsibility for articles brought on to the premises.

Lock Down Procedure

The school has a policy for Lock Down Procedures to ensure the Health & Safety of the children should the school have to deal with any unwanted visitors such as a loose dog on the field. Without wanting to cause any distress, the school regularly undertakes a formal lock down drill so that pupils can be familiar with the different routine to that of a fire drill.

Promoting Healthy Lifestyles

School Meals

School meals are cooked daily on the premises. Plympton St. Maurice Primary employs a cashless system for the payment of school meals and school trips. Catering is run through CaterEd, a

partnership between Plymouth Schools and Plymouth City Council, and menus are available on request or available to view on the school website or via:

<http://www.plympton-st-maurice-primary.org.uk/parent-information/food-in-school/>

All Foundation Stage and Year 1 and 2 children are currently entitled to a 'universal free school meal' under new Government legislation introduced in September 2014.

Free School Meals

Parents who are receiving Income Support are entitled to Free School Meals (FSM) for all their children attending school. All new families receive a Free School Meals application form in their New Parent Pack. If you think you are eligible for Free School Meals, please complete and return the form to the school office, where they will forward it on for processing.

Once your child is registered at school, if your circumstances change, you can check if you are entitled to Free School Meals by completing an online application form. Details of how to apply are available under 'Food in School' under the Parent Information tab of the school website.

The online application can be accessed via the following link:

<https://www.plymouth.gov.uk/schoolseducationchildcareskillsandemployability/schoolmeals%20>

It is the responsibility of the parent to inform the school if their circumstance change and they are no longer entitled to Free School Meals.

If you prefer, your child can bring a packed lunch. Supervision for eating of packed lunches is provided. All children staying to lunch are expected to behave in an acceptable manner, and be courteous and obedient to the Meal Time Assistants. We ask that packed lunches do not contain fizzy or sugary drinks or bars of chocolate. **Please avoid bringing any nuts in packed lunches as we have a pupil with a nut allergy.**

Fruit and water

To encourage healthy eating, children in Foundation and Key Stage 1 are given a piece of fruit or vegetable each day. Children in Key Stage 2 are also encouraged to eat fruit at break time. We do not allow children to eat other items at break time. We encourage pupils to bring fresh water into school to drink during the day. Each pupil is given a water bottle upon entry into the school.

Replacements can be purchased for £1.00 from the school office.

PTFA

We have a small dedicated group of parents and staff who help to organise events and raise funds for the school. New members are always very welcome. Meetings are advertised in the weekly newsletter and anyone is welcome to just turn up. If you are unable to make regular meetings, that's not a problem. We are always very grateful for any help or support you can offer, even if it's just running a stall for an hour at one of our events or by helping with some of the preparation on the day! Our PTFA is a registered charity. We currently have a community link with Santander who are able to match-fund many of our fund raising attempts. If you have a business connection or know someone who can provide additional financial support or sponsorship, please let the school know.

Fundraising

Easyfundraising is FREE to use and the most simple way for you to help raise funds for the school. You can even set up a reminder service through the easyfundraising website so that you'll get a reminder every time you go to shop online. This way you won't miss any opportunities to raise funds whilst doing your online shopping!

You can use easyfundraising to shop with over 3,300 big name retailers including Amazon, Argos, Tesco, ebay, M&S and many more – and when you shop, you'll raise a free donation for us every time. It's that easy!

To help support us, just go to: <https://www.easyfundraising.org.uk/causes/plymptonstmaurice/> and sign up.

Your School Lottery is a lottery supporting fundraising for our school and can be joined for as little as a £1 per week via a monthly direct debit. There is a guaranteed weekly prize for someone within our school community and you'll also be entered into a separate weekly prize draw for the chance to win the £25,000 jackpot! As well as other termly prizes offered.

For more information, visit our website via <http://www.plympton-st-maurice-primary.org.uk/parent-information/ptfa/> and just scroll to the bottom of the page.

Medication

If your child requires medication during the school day, an Administration of Medicines in School form needs to be completed to give parental consent and is available from the school office. If the medication is prescribed by a pharmacist, it must be in its original container as dispensed by a pharmacist, be labelled with the pupil's name and instructions for administration, dosage and storage.

If it is absolutely necessary for your child to have non-prescription medication during the day, please contact the school office for guidance.

All non-prescription medicines must be clearly labelled with the pupil's name, class and date provided to school. Instructions for administration, dosage and storage must be provided via the consent form.

Please note that due to health and safety reasons, children are not permitted to carry any form of medication eg lip balms, throat lozenges, nasal sprays, with them during the school day.

For further information, please see our Medicine & Supporting Pupils at School with Medical Conditions policy, available on the school website or through the school office.

On sunny days we ask parents to apply sun cream **before** children come to school.

Morning Break

Foundation and Key stage 1 are provided with a free piece of fruit each day and cold water is available. Water bottles are provided for each child for use at break and lunch times.

Children may bring in fruit or other healthy snacks for their break, but sweets, highly flavoured crisps, chewing gum, biscuits and chocolate bars are not permitted, as these have an adverse effect on children's concentration and behaviour. We encourage children to be 'healthy eaters' and seek parents' support with this.

Music

We currently offer piano and guitar instruction. If you would like your child to learn an instrument, please let the school office know. Costs are published on the school website, under Extra Curricular.

Newsletter

We produce a weekly newsletter, sent out on a Friday, providing parents with relevant up to date information including announcements and reminders. If you would like to sign up for the newsletter, please do so via the school website, by visiting the 'School Newsletter' page, under the News tab for the sign up option.

Anyone can sign up to the distribution list via the school website. If you do not receive your anticipated copy, please check your junk mail.

Outdoor Learning

At Plympton St Maurice Primary School we recognise that children today have less opportunity to play outside than in previous generations. However, we believe that play is very important to children's learning. It helps them interact with the world around them and that making time for play in outdoor sessions is important. We understand that play is a central part of the essence of a child's life and is important for their physical and social and emotional well-being.

There are many theories, ideas and methods about teaching children. There are however three main ways that children take in information on which they base their learning experiences. They are visually, what the child can see and what they are shown, auditory, what the child can hear and what they are told and kinaesthetically, what the child can experience through tactile learning and doing.

The outdoor classroom can be used to great effect by allowing children to experience 'doing'. We aim for outdoor learning to take place as much as is practicable, across all ages and across all areas of the curriculum.

School Organisation

The school is organised into Key Stages - Foundation, Key Stage 1 and Key Stage 2. There is 1 class in each year group, making 7 classes in all. The classes at Plympton St. Maurice Primary School are organised into age groups which consist of:

- Foundation Stage (4-5 years)
- Key Stage One (5-7 years) – Years 1 and 2
- Key Stage Two (7-11 years) – Years 3, 4, 5 and 6

Plympton St. Maurice Primary School is currently a 1-form entry school containing one class in each year group. Each year group has designated Teaching Assistants to provide additional teaching and learning support. The School has the capacity to admit 30 children in each year group and into the Foundation Stage each September.

The 1988 Education Reform Act stipulates the minimum teaching time for pupils. This teaching time includes Religious Education but not the statutory daily act of collective worship, registration or breaks. The minimum teaching time for pupils at Plympton St. Maurice Primary School is:

Key Stage 1: 23 hours 05 minutes; Key Stage 2: 23 hours 50 minutes.

Each class has a Teaching Assistant and the school also welcomes peripatetic music teachers.

Parent Council

The Parent Council has been formed within the school to ensure that parents and carers of children at Plympton St Maurice Primary have a voice and clear lines of communication with school staff. The council is built upon a common interest shared by all parents and carers – ensuring our children get the best from their education during their time at Plympton St. Maurice.

The council have a number of aims and purposes;

- ***“Communication”***

Communication between parents and the school is extremely important. The parent council aim to work very closely with Mrs Tustain and the staff within the school. They are involved, as a group, in discussions about school policies and developments within the school.

- ***“Working together”***

Our aim is to work together with parents and carers to be an inclusive school where we can strive to create a supportive network for parents, teachers, school staff and pupils to succeed.

- ***“Having your say”***

The council will facilitate and give parents the opportunity to be able to express their views and ideas about their child’s educational needs. They can help represent the views of parents and can be their ‘voice’ within the school.

The Parent Council feel it is important for parents to be able to make suggestions as to how the school could make improvements within the educational needs of all pupils such as;

- things you would like to see the school doing in the future,
- evaluating events or activities suggesting how these could be improved in the future,
- lunchtime / after school clubs your child may be interested in.

Parent Council meetings take place regularly throughout the year. There is no set agenda, but an opportunity for parents to informally meet with the Headteacher to discuss any issue.

Parents visiting the school

At Plympton St. Maurice Primary School we operate a welcoming open door policy and look to encourage any parent/carer who may wish to come in and discuss their child's progress or any issues. If you wish to see the Headteacher it is advisable to ring the school to make an appointment.

Teachers are also willing to discuss problems which parents may have regarding their children. If a quick word is enough, then try to catch the teacher when you collect your child, a brief note in your child's reading record book or an email. Otherwise, appointments can be made for a meeting through the school office. Please remember that you do not have to wait until Learning Review meetings (Parents Evenings) to discuss any matter concerning your child. We would like you as parents to learn how we work and you can only do this by regular visiting. Try to get to know your child's teacher. If you have a concern – please speak to a member of staff about it. If it is not brought to our attention, we cannot help. Rather than worry about something, come in and talk.

Please note, due to health and safety, Plympton St. Maurice Primary School are not responsible for siblings of pupils during times such as the start and end of the day, Learning Review meetings (parent's evenings), school performances etc. Parents must take responsibility for their children at all times.

Helping in School

We need your help in the classrooms and practical areas; in fact, we find it difficult to complete parts of the curriculum without your assistance! The ways in which you can help are cooking, needlework, gardening, art/craft; with reading or maths games; just talking with small groups of children and accompanying children on external visits. You do not have to be an expert in anything, and please do not feel afraid to volunteer, many parents give us invaluable help and it is fully appreciated.

Parental Involvement

The school has an active group of parents who support the school in many ways. We view this as an asset in establishing a true partnership between home and school. For more information on how to help please contact the School Office or see the school website:

www.plympton-st-maurice.primary.org.uk

All parents are encouraged to spend time at home with their children in school related activities; sharing home learning, reading, spelling, multiplication tables, research work and so on, with children provides encouragement and continuity to the learning process.

English and Maths workshops, presented by teachers, are held throughout the year for parents to attend. Keep an eye out on the school noticeboard and weekly newsletters for more information.

Some parents voluntarily assist in school with a range of activities. Teachers find this support invaluable. Please contact us if you would like to help or have any expertise you are willing to give.

An enhanced DBS check and completed Application Form will be required for all volunteer helpers. All volunteers are provided with a copy of the school's latest Child Protection Policy, Keeping Children Safe in Education (September 19) and access to The Key Safeguarding online training.

Parents are welcome to attend the weekly Time of Praise & Success (ToPS) assemblies if you have been advised in the newsletter that your child will be awarded a certificate.

The Headteacher and staff are always pleased to meet parents before or preferably after school, to discuss their child's progress and welfare. Problems can usually be resolved and we request that if you have any concerns you let us know, at the earliest opportunity.

Personal items/toys

We do not encourage children to bring toys to school from home as experience shows it can cause great disruption.

Photographs/Publicity

Parents/grandparents sometimes take photographs and videos of their children in school activities e.g. Celebration of Christmas and Class Assemblies for their own use only.

On occasions we contact, or are requested by, media (newspaper, media, TV, School Website) for a school activity to be publicised. Such requests must always be approved by the parents, sometimes with their child's name. Addresses are never given out. If parents do not wish for their child to be in any such photograph/videos, the Headteacher or main office must be informed.

Policies

School policies are available on the website, however should you need a paper copy, please contact the school office.

Read, Write Inc (RWI)

In the Foundation Stage and Key Stage 1 children learn the basic skills that allow

them to learn each grapheme towards having the ability to decode and understand simple texts. The school follows the Read Write Inc. reading programme. This effective and rigorous programme is taught in small groups according to ability.

In the Foundation Stage, children have two Read Write Inc. sessions a day, planned to deliver the speed sounds (graphemes). These sounds are constantly reinforced throughout the day as flashcards are presented to the children alongside play. In Key Stage 1, phonic teaching continues through the use of RWI. Children progress through the programme, receiving a daily session on speed sounds which are introduced one at a time and then practised with those learned. After the initial Set 1 sounds, children are introduced to Ditty Books. As children progress through the programme the learning of blended sounds is accompanied by 'hold a sentence' activities and 'edit a sentence'



together with reading books through the scheme. Regular assessments are carried out by the Read Write Inc. manager and children are assigned to the correct group each term. Read Write Inc. teaches spelling alongside reading, through the use of ‘Fred Talk’ (grapheme by grapheme). Children continue their reading practice at home; in Year 1 they take banded books at the correct level. During Year 2 children are introduced to the Accelerated Reader scheme.

Accelerated reader (Renaissance Learning)

This highly motivational reading programme is used from Year 3 – Year 6. Children take an online Star reading test at the beginning of each main term. This provides a ZPD range from which children can select books.



Books are all graded and managed in the library. Children are initially guided to select reading books from the lower level of the band. After reading their book, they access an online quiz. Success is recorded as a percentage. Children are free to select books, however the teacher can advise on the next book to choose based on the outcome of the reading quiz. A designated teacher acts as AR manager and regularly provides teachers with updates on pupil progress. Statistics can identify specific areas of performance; which teachers can use. AR reading takes place once a day to allow children to access quizzes immediately after completing a book. Teachers use AR reading sessions to read with children, discuss progress or provide motivational reminders.

We value the importance that you as parents have in the development of your child’s reading and we hope that you will play an active part in sharing books with your child. Children can choose from a wide variety of books that include both fact and fiction. Each child is given a reading record booklet for you to use with your child to record their reading.

Safeguarding

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; prevention impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Schools have a responsibility to identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services, as needed. If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to children’s social care.

The school’s Designated Safeguarding Lead (DSL) is Mrs Sarah Jane Tustain (Headteacher). Supported by the Deputy Designated Safeguarding Lead (DDSL) Mrs Sally Clark (Assistant Head Teacher).

If you have a concern about a member of staff or volunteer please contact Mrs Sarah Jane Tustain, the Headteacher and Designated Safeguarding Lead. Alternatively, contact the Governor responsible for Safeguarding.

School Book Shop

The School Book Shop is located in Mrs Allen's office and is open at break times and after school.

We have a great selection of books all priced at £1. All money raised will be used to purchase more new books. Thank you for your support and happy reading everyone!



School Parliament

The School Parliament consists of 2 representatives from Years 2 to 6, who aim to meet at least every 6 weeks. We have a nominated Prime Minister and Deputy Prime Minister. The meetings are chaired and minutes are taken. The children's views and ideas are very important to us and their ideas are passed on to staff to be discussed and put into action. Their first task at the start of every academic year is to decide upon which charities the school will support during the academic year. Charities supported in the past include: Children in Need, Royal British Legion, St Lukes Hospice, Red Nose Day & British Heart Foundation.

Secondary Transfer

Children complete their primary education at the end of the school year in which they are 11. Parents may express a preference for a place at a local comprehensive school or elect for their child to take the 11+ selective procedures. Information is sent home in the Summer Term of Year 5 for preferences to be made in the Autumn Term of Year 6.

Information and support is given to the children and parents before they transfer and we work closely with both local comprehensive schools. Pre visits and inter-staff communication all helps to ensure a smooth transition.

Sex & Relationship Education (SRE)

The Governors have decided that Sex & Relationship Education should be an integral part of our on-going Personal Social Health Education (PSHE) Programme. The class teacher will present specific knowledge about human reproduction with support from the School Nurse, in the context of family life, a healthy body, growth, loving relationships and a respect for others. An educational DVD which has been viewed and approved by teaching staff, will be shown to Year 6 children. Parents are informed when this activity will take place and should inform the school if they do not wish their child to participate.

SIMS Parent Lite – updating your contact details

In order to support compliance with the General Data Protection Regulation (GDPR), the school uses SIMS Parent Lite to collect, manage and handle key information about your child by obtaining accurate data securely from you electronically.

Once your child is registered, you will receive an invitation by email to join SIMS Parent Lite. We will text you to confirm that this has been sent, if you do not receive the invitation in your inbox, please check your junk mail.

If you have more than one child at school, you may receive additional emails. Please ignore subsequent ones as you will have already registered and you only need to do this once to view all your children's details.

For a clear step by step guide on how to register for SIMS Parent Lite, how to access the app and how to update your contact details and other information; please see the parent information booklet in your pack or from our website under the Parent Information tab.

Site Security

Sadly, due to the risk of vandalism and damage, the school grounds are closed and locked out of school hours and during school holidays, apart from those times the facilities are being used by authorised persons, for example by Plympton St. Maurice Childcare Centre.

CCTV recording takes place at all times that the school is closed. It is illegal to bring dogs onto the school site at any time. Notices to this effect are positioned at the entrances to the school. There is also a “No Smoking” Policy in place throughout the school site and buildings.

We operate a ‘secure site’ policy, with all external doors locked once children are in school, access being via the main entrance only. Although we do not wish to change our policy of being an ‘Open School’, we are very much aware that the security of the children is of prime importance.

Therefore, we request that parents:

1. Report to the office before visiting classes between 8.50 a.m. and 3.15 p.m.
2. Collect sick children from the main reception area - where they will be supervised until you arrive.
3. Make appointments to see their child's teacher after school.

We do have a controlled vehicle barrier at the main entrance. From 9.15am the gates are closed and the only entry to the school will be via the controlled entry system at the Main Entrance. All gates are locked during the school day also. Please remember this if you need to collect your child from, or return your child to, school during school session times, as well as the need to report to the school office on these occasions. School staff will challenge anyone found on the school site without permission.

Parents are asked:

1. *Not* to approach any child during school time (8.45 - 3.15 p.m.) without first reporting to the school office. This includes the lunchtime break.
2. *Not* to wait in corridors at lunchtimes or at the end of day as these are heavily used by children at these times.

Car Parking and Vehicle Access

It is the policy of the school Governors not to allow unauthorised vehicles to enter or park upon the school site at any time. The school gates are locked all day. This is to ensure the safety of your children whilst on the school premises. Please ensure you follow this rule.

Social Media

As a school, we use different social media platforms to communicate with parents and carers. You can find us by clicking the link on our school website or by searching for us on:

Facebook: <https://www.facebook.com/plymptonstmauriceprimaryschool/>

Twitter: <https://twitter.com/@psmprimary>

Instagram: <https://www.instagram.com/psmprimaryschool/>

Special Needs

Children who have special needs are identified and assessed at an early stage. Specific support is provided in line with the Department of Education Code of Practice. This references five areas of special needs: communication and interaction; cognition and learning; behaviour; emotional and social development; sensory and or physical.

The Code of Practice specifies two levels of support for children identified with special needs. The first is called SEN Support and involves providing something different or additional for a child, firstly within the classroom and secondly within the school. The emphasis is very much on increasing the range and variety of differentiation for the individual child. Education Health Care Plan (EHC) is the second level of support and this involves providing something different or additional with substantial and additional support from external agencies (e.g. Educational Psychologists, Speech Therapist).

Those pupils who have particular Special Educational Need are accommodated within their mainstream class with care taken to ensure that work is appropriate to their needs. The Local Authority's Special Needs Support Services and Plymouth Psychology Service may be called upon to assist. At all times parents will be informed and involved.

Term Dates 2020/21

Children back	Thursday 3 rd September 2020
End of Term 1	Thursday 22 nd October
Non pupil day	Friday 23 rd October
Half Term	Mon 26 th -Fri 30 th October
Start of Term 2	Monday 2 nd November
Term of Term 2	Friday 18 th December
Non pupil day	Monday 4 th January 2021
Children back	Tuesday 5 th January 2021
End of Term 3	Friday 12 th February
Half term	Mon 15 th - Fri 19 th February
Children back	Monday 22 nd February
End of Term 4	Thursday 1 st April
Bank Holiday	Friday 2 nd April
Easter break	Fri 2 nd –Fri 16 th April
Children back	Monday 19 th April
Bank holiday	Monday 3 rd May
End of Term 5	Friday 28 th May
Half Term	Monday 31 st May-Friday 4 th June
Children back	Monday 7 th June
End of Term	Tuesday 20 th July

Our School Day Times

Doors open at 8.45am

Start of the school day:

8:50am

Morning break

10:45am (KS1)

11:05am (KS2)

Lunch Times

12:10-1:10pm (Foundation & KS1)

12:20-1:10pm (KS2)

End of the School Day

3:10pm (Foundation)

3:15pm (KS1 & 2)

These times are designed to take full advantage of the morning sessions, where children are at their peak of alertness and where literacy and numeracy will take place. Toilet breaks, water breaks and physical activity breaks are built into the morning where deemed necessary.

All children will line up on the large playground each morning and will return here at the end of the school day, with the exception of the Foundation class who can be collected from their classroom entrance, accessed by the pedestrian pathway at the side of the school building past the scooter/cycle pods.

Children must always be accompanied by an adult when brought or collected from school. If you wish your child to walk home on their own, a letter must be written to inform the class teacher. If an adult other than the parent (e.g. grandparent/neighbour) is collecting your child, please inform the class teacher. Please ensure your child knows who is collecting them at the end of the day.

Uniform

We believe the way in which the school community is dressed is an important factor in helping to create an ordered atmosphere for the school's aims to be achieved. We hope that all concerned with the school will dress in a manner that will encourage pride, good standards and a positive image.

Our School Uniform Comprises of:

Red sweatshirt with school logo

Grey pinafore/pleated skirt/shorts/trousers

White polo shirt

White/Black/Grey/Red socks or tights

Red and white gingham dress (summer term only)

Black flat soled shoes (should be suitable for use outdoors during break and lunch)

P.E. Kit:

Black shorts

White t-shirt

Track Suit Bottoms (optional but recommended) - black

Plimsolls or trainers (please note that during winter months trainers are advised)

- Please name all clothing
- PE kit to be kept in small draw string bag
- Stud earrings only
- No toys or valuables

Footwear

The schools wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes with platform soles or high heels in school, so we do not allow this. Neither do we allow children to wear trainers to school; these are appropriate for sport or as leisurewear, but are not in keeping with the smart appearance of a school uniform. We require all children to wear the types of shoe described in the uniform list under section 3 of the Uniform Policy. It is important that children have footwear which is suitable for play activities such as running during play time and lunchtimes.

Sweatshirts

Red sweatshirts with school logo, together with general items of school wear, are available for purchase from:

The National Schoolwear Shop
105 Mayflower Street
Plymouth
Tel: 252025

Trutex
Unit 3/4 Sugar Mill Retail Park
Plymouth
Tel: 491353

and also can be purchased online at:

School Trends, please go to:

<http://www.schooltrendsonline.com/schools/PlymptonStMauricePrimarySchoolPL71UB>

or

Tesco (F&F) Uniform by following the link: The school receives a 5% donation for all orders made.

<http://www.clothingattesco.com/icat/embschoolwear>

Art

Aprons or old shirts should be worn for protection during Art & Craft activities.

Hair

Conventional hairstyles and natural colours only are acceptable. Grade 1 or 2 cuts or word shapes/patterns engraved into hair are not acceptable. We advise long hair to be tied up.

Jewellery

Only watches and stud earrings may be worn at school. On the grounds of safety, these must be removed for PE, games and swimming.

These items (as with other personal belongings) remain the responsibility of the child at all times. Please do not let your child wear expensive items, as the school will not accept responsibility for loss or damage or injury. If a child is unable to remove ear studs for physical activities, then ears must be covered (e.g with a plaster).

Other than earrings, body piercing is not acceptable.

Mobile Phones

Only children in Years 5 and 6 are permitted to bring mobile phones to school and **MUST** be handed in at the start of the school day when they will be stored in a locked cabinet and returned at the end of the school day. These are expensive items and the school insurance does not cover their replacement in the case of damage, loss or theft. The phones must be clearly labelled with the child's name. We encourage parents to carefully consider whether their child needs to bring their mobile phone to school. We ask parents to complete our mobile phone contract.

Y5 and 6 Mobile Phone Contract

Please see below for the Plympton St Maurice Primary School Mobile Phone Contract.



Plympton St Maurice Primary School Mobile Phone Contract (Y5&6)

Plympton St Maurice Primary School recognises that on some occasions it may be helpful for a pupil to bring a mobile phone into school, for instance, if they walk to school unaccompanied or they are being collected by a different carer. We believe that pupil use of a mobile phone during the school day can be disruptive and this agreement outlines how pupil phones will be managed within our school.

Our Pupil Mobile Phone Rules

- All pupils bringing a phone into school must have a good reason for doing so, and must have returned this agreement.
- The school will help children to learn about staying safe online, but recognises that the primary responsibility for online safety at home lies with parents/carers. The school will seek to work with families to help them to encourage children to adopt safe use of mobile technology.
- Children not following these rules will not be allowed to bring a phone into school. Any phone brought in without permission will be confiscated and only returned to a parent or carer.
- Children should be reminded not to take photographs on the way into or out of school. This is because some children are not allowed to have their picture taken.
- Mobile phones must be switched off when on the playground and not be switched back on until they have left the school grounds at the end of the school day.
- All phones should be turned off before handing in to the teacher or teaching assistant
- The school cannot accept responsibility for damage or loss of a mobile phone brought into school.
- The school has the right to confiscate or search a mobile phone. In the unlikely event of needing to do this, we will endeavour to contact a parent or carer. As part of this agreement, your child should agree to unlock the phone if required by a member of staff.
- We do not allow the use of Smart Watches in school due to risks of loss and damage.

Parents may want to look at the advice on www.internetmatters.org which explains how to add some parental controls to the phone and gives advice on how to keep children safe.

Please sign and return the agreement attached.



Plympton St Maurice Primary School

Mobile Phone Agreement

Our Pupil Mobile Phone Rules

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- All phones should be turned off before handing in to your teacher or teaching assistant.
- The school cannot accept responsibility for damage or loss of a mobile phone brought into school.
- The school has the right to confiscate or search a mobile phone. In the unlikely event of needing to do this, we will endeavour to contact a parent or carer. As part of this agreement, your child should agree to unlock the phone if required by a member of staff.
- We do not allow the use of Smart Watches in school due to risks of loss and damage.

Name of Child _____

Reason for needing a mobile phone in school _____

Parent/Carer: I confirm that I have explained the school rules regarding mobile phones to my child and confirm that they may take a mobile phone into school on that basis.

Parent/Carer signature _____ Date _____

Pupil: I will follow the school mobile phone rules.

Pupil signature _____ Date _____

Our school online safety co-ordinator is Mr Callard. Please feel free to contact them if you have any concerns regarding online safety

Westcountry Schools Trust Privacy Notice

Privacy Notice – Parent Data

General Data Protection Regulations (GDPR) 2016

The Westcountry Schools Trust (WeST) is the Data Controller for the purposes of the GDPR regulations.

The term 'parent' is used here as defined in section 576 of the Education Act 1996.

- A parent of a pupil
- Any person who is not a parent of a pupil but who has parental responsibility for the pupil
- Any person who has care of a pupil

Personal data is held by Dunstone Primary School, Oreston Community Academy, Stowford School, Wembury Primary School, Woodlands Park School, Yealmpton Primary School, Holbeton Primary School, Sherford Vale School, Callington Community College, Coombe Dean School, Hele's School, Ivybridge Community College and Plymstock School about parents of all pupils on roll. These schools are all members of the Westcountry Schools Trust (WeST). Parent data assists in the smooth running of the school and is used to support pupil's wellbeing and learning.

The categories of parent information that we collect, hold and share include:

- Personal information (such as name, gender and address)
- Contact details (such as e-mail address, telephone number or place of work)

Why we collect and use this information

We use the data:

- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the statutory requirements regarding reporting student attendance and progress
- to ensure that there is effective communication between school and home

The lawful basis on which we use this information

WeST Schools process parent information under article 6 (e) of the GDPR regulations where processing is necessary for the performance of a task carried out in the public interest.

<https://www.eugdpr.org/>

Collecting parent information

Whilst the majority of parent information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

Storing parent data

WeST schools hold parent data for a set period in line with the recommendations provided by the Information and Records Management Society. Please contact the Headteacher/Principal or school administrator if you would like more information about the retention periods being applied.

Who we share parent information with

Schools use a range of trusted service providers to help support the smooth running of education systems. We routinely share parent information with:

- schools that the pupil's attend after leaving us
- our local authority and approved LA partners
- Approved public service partners (NHS, Police, social services)
- Management Information Software suppliers and associated programmes. Capita Business Services, Parentpay Ltd, Groupcall Ltd.

Why we share parent information

We do not share information about our parents with anyone without consent unless the law and our policies allow us to do so.

Requesting access to your personal data

Under data protection legislation, parents have the right to request access to information about them that we hold. To make a request for your personal information please submit your request to the data controller.

Data subject rights

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact:

WeST Data Protection Officer: DPO-WeST@westst.org.uk

Or in writing to:

Data Protection Officer
Westcountry Schools Trust
Harford Road
IVYBRIDGE
PL21 0JA