

**Mowbray Primary School**  
Stakeford Lane  
Guide Post  
Choppington  
Northumberland  
NE62 5HQ  
☎ 01670 823198  
Fax: 01670 531329



**Northumberland  
County Council**

**Mrs Christine Ramm**

**Headteacher**

**E-mail:** [Admin@mowbrayprimary.northumberland.sch.uk](mailto:Admin@mowbrayprimary.northumberland.sch.uk)  
**Web Site:** [www.mowbrayprimary.northumberland.sch.uk](http://www.mowbrayprimary.northumberland.sch.uk)

**Mowbray Primary School** is a Northumberland County school with approximately 300 pupils on roll. It is situated in Guide Post, Northumberland. The primary school opened in September 2014 as a result of the closure of Guide Post Middle School and extension to the age range of Mowbray First School. The school is now housed in the (adapted) old middle school building, but retains the old first school field which includes Mowbray Meadow.

## **ORGANISATION**

The school is organised into an Early Years unit (Nursery and Reception) plus 9 classes. We have a Headteacher, Assistant Headteacher, and two further phase leaders. The Head, Assistant Head, Phase leaders and Data Manager make up the senior leadership team.

The teaching staff are ably supported by a team of experienced Teaching Assistants. The running of the school management and finance is overseen by our administration team who are based in the reception office.

Lunchtimes are staffed by a team of LTSAs (Lunch Time Supervisory Assistants) who organise and care for pupils through the lunch break. The school has a site manager, who oversees the grounds and buildings and all school meals are cooked on site by school catering staff.

## **Our Values and Vision**

### **OUR VALUES**

We work as a team of committed staff and governors, with the help of parents, so that children can be:

#### **HAPPY**

- feeling comfortable, safe and secure
- coming to school
- having fun with friends
- finding enjoyment in ordinary life

#### **ENTHUSIASTIC**

- doing their very best

- enjoying and celebrating success
- being busy, energetic and engrossed
- having a thirst for learning
- joining in and being involved

#### **KIND AND RESPECTFUL**

- listening to each other
- looking after and helping each other
- being polite, well-mannered and self-controlled
- enjoying each person's individuality

#### **RESPONSIBLE**

- looking after belongings, property and the school
- doing things - even when they don't want to
- looking after themselves
- saying sorry when they are wrong
- being punctual and following the school rules

#### **CONFIDENT**

- seeking advice and asking for help being brave, speaking up and smiling
- accepting the need to make mistakes but to
- having a go anyway
- telling someone when they are upset

#### **LEARNING TOGETHER**

- being involved in the learning process
- learning from each other
- striving for the highest standards
- trying new things and enjoying working hard

### **OUR VISION**

*We support our children to aspire to be the best they can be. We help them to be responsible for themselves, while respecting others and the world around them. We encourage them to find value and enjoyment in learning, both now and throughout their lives.*

**What the Children say:** Our school is special because everyone is respected for who they are and are supported as individuals. No-one feels left out; it is like being part of a big family. We also make the most of our good indoor and outdoor space and have lessons inside and out, including Forest School. Everyone has the chance to achieve the best they can and have fun doing it. We have caring teachers who reassure us, keep us safe and inspire us with their enthusiasm.

We have brilliant facilities such as: a library, ICT suite, Mowbray Meadow, playgrounds, and a field. We love to learn and are always ready to find out something new. Kindness and friendship are never far away. If you're a new pupil at Mowbray, you'll have a warm welcome from all of us.

**What the Staff say:** As members of both the teaching and support staff at Mowbray, we are united in our commitment to providing excellent and fun learning opportunities for our children. We believe in lifelong learning and

encourage each other and ourselves to seek new and creative ways of teaching and learning. We promote a rich extra-curricular experience for our children. We are committed to creating an enjoyable and inclusive environment, in which our children can learn a range of skills from 'life skills' such as resilience, to academic skills such as the 3Rs. All staff work alongside the children to model our values and make sure all areas of the school are welcoming places where learning and respect for others are central. The children are at the heart of all we do and their development, both educational and social, is made relevant to them so that they can be excited and challenged and work towards reaching their potential.

**What the Governors say:** As Governors, we are ultimately responsible for agreeing and overseeing the implementation of our school's vision and policies. We support the school's commitment to creating an enjoyable learning environment that recognises the importance of play as a learning tool. In addition to our statutory duties, we have an integral and strategic role in the school community and spend time getting to understand our school through a variety of ways including regular visits, meetings and analysis of data. We work as objective supporters of the school and use questions and challenges to help identify and celebrate best practice, while always retaining the ultimate goal that all children are provided with the best education and an enjoyable school life that stimulates and inspires them to reach for lifelong learning and success.

## The Curriculum

### EARLY YEARS FOUNDATION STAGE

**The Early Years Foundation Stage (EYFS)** applies to children from birth to five years of age. The final year of the EYFS is referred to as the reception year. In our school, all children join us at the beginning of the school year in which they are five (compulsory schooling begins at the start of the term after a child's fifth birthday.)

At Mowbray Primary we are committed to underpinning our provision with the four distinct but complimentary themes of the Early Years Foundation Stage in our reception classes. A Unique Child, Positive Relationships, Enabling Environments, Learning and Development.

#### Aims of the Foundation Stage

In the EYFS setting at Mowbray Primary School we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special. Understanding that children develop in individual ways and varying rates- physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.

- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching children to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision- making, supporting them to learn from their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation of others, including those beliefs, cultures and opinions different to their own.
- Understanding the importance of play in children's learning and development. Providing learning experiences in play that reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

### Active Learning through Play

At Mowbray Primary School we recognise that young children learn best through being active. We understand that active learning involves other people, objects, ideas and events that engage and involve the children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS has an ethos of learning through play. We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator, encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of skills and concepts.

In the EYFS at Mowbray Primary School practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and levels of understanding.

In providing these active learning opportunities through play, we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery within settings.

## Assessment and Record Keeping

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Mowbray Primary School. Regular, planned and focused assessments are made of the children's learning and individual needs and a record of each child's progress in all areas of their learning is kept. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Learning Journeys record children's progress over the academic year in all areas of learning and development of the EYFS framework.

## THE NATIONAL CURRICULUM 2014 (Years 1 to 6)

The government has recently revised the National Curriculum for Primary Schools and as a school we have decided to develop an exciting and innovative model of teaching and learning which will engage children in learning, whilst equipping them with the knowledge and skills which they will need to be responsible and aspiring members of the community and the future.

From September 2014 we are basing our curriculum on a resource book, "The RAINBOW Continuum" by Liz Greensides for GAL education.

This book works to support skills progression and the acquisition of knowledge through the 2014 New National Curriculum. It identifies the knowledge which must be covered, and gives the **RAINBOW** continuum of skills which children should be using to deepen their understanding of what they are learning. The **RAINBOW** continuum is made broadly following Bloom's Hierarchy of Skills to give a continuum of learning.

- The **knowledge** should be taught at *age related expectations* with the content taken from the National Curriculum Programmes of Study
- The **skills** should be learned at the level of the children's **ability**

## PROGRESS AND ASSESSMENT

Even though levels have disappeared from the 2014 National Curriculum, it is still important to ensure that all children make good progress. This can be done by considering the **quality** of progress made, rather than measuring the **extent** of this progress with a series of levels and sub levels.

In this book this is referred to as:

## FOUR DIMENSIONAL PROGRESS AND ASSESSMENT

**QUALITY:** Is the quality of children's work improving over time – the presentation, attitudes, etc.?

**BREADTH:** Are children broadening their knowledge based, as seen in books, lessons and discussions?

**HEIGHT:** Are children raising the level of the skills which they can use and apply throughout their work?

**DEPTH:** Are children deepening their understanding of the areas being studied?

The ability levels of the children, in terms of their skills, can be described as **Working Below**, or **Emerging**

### ***Working At* or *Expected* *Working Above* or *Exceeding***

Where there is any discrepancy between the **age** and **ability**, and children's skills do not match the knowledge expected of their age, then skills need to be developed and raised very quickly. This also works the other way – children can continue to develop their skills to a level much above the knowledge they are gaining for their age.

The book, then, works in several ways:

- To inform planning
- To ensure progress for all
- To ensure that teaching is differentiated to meet the needs of all abilities
- To help teachers to decide on the pitch of lessons
- To give criteria for assessment
- To ensure high standards when children are applying key skills across the curriculum

By integrating national curriculum subjects, children are able to make clear links between learning and therefore develop their understanding at a deeper level.

Pupils in Y1 sit the National Phonics test, and pupils in Y2 and Y6 have statutory SAT's.

## **FOREST SCHOOL**

With the fantastic resource of our own Mowbray Meadow, Forest School Classroom and developing allotment garden, we are able to offer Forest School and outdoor learning. All children from Y1 – Y6 have regular Forest School sessions, led by a trained Forest School Leader.

## **RELIGIOUS EDUCATION and COLLECTIVE WORSHIP**

The school follows the Northumberland Syllabus for Religious Education. Assemblies are held daily for all children – some are whole school, others are by Key Stage or class. Assembly is a time for reflection, for singing and the time for celebrating the successes of pupils in the school or whole school achievements. Parents and carers have the right to have their children excused from worship in any state-funded school

## **SEX and RELATIONSHIPS EDUCATION**

Sex Education is part of our teaching on Spiritual, Moral, Social and Cultural Development (SMSC), and linked to Science elements of the curriculum.

Information letters are sent home in advance of specific teaching – the school nurse delivers the lessons to pupils in Y5. Parents and carers have the right to request that a pupil be wholly or partly excused from Sex and Relationships Education lessons. Any parent/carer wishing to exercise this right should arrange an appointment via the School Office to discuss the matter with the Headteacher.

## **SWIMMING**

All children will have the opportunity to have swimming lessons during their time at Mowbray. Currently we use the pool at Collingwood, and Y4 and Y5 pupils swim weekly for a term.

## **Working in Partnership**

### **HOME LEARNING**

There is an expectation that all parents and carers support their child in practising and extending learning at home.

### **COMMUNICATION**

Strong lines of communication are important to ensure that as a parent or carer you have a clear understanding of what your child is being taught, ways in which you can support your child's learning, the school's aims and expectations and also general information about the life of our busy school.

There are a number of ways in which we will communicate with you:

- The school's website
- The school newsletter. This will include up-to-date information about life in school, upcoming dates, etc. The newsletter is posted on the school website.
- Teachers 2 Parents is a text service sometimes used for a quick or urgent message.
- Children have Reading Record books which are used to record daily reading, but a message could be written here by the parent/carer or class teacher.
- Y5/6 pupils have Planners.
- Parent/Carer Consultation Evenings.
- Curriculum Evenings and Workshops.

### **CONTACTING THE TEACHER**

There will be occasions when as a parent or carer you will wish to make contact with the class teacher. We are an open school which welcomes any queries, questions or concerns. If you would like to see your child's class teacher, please make an appointment via the School Office.

## **THE COMMUNITY**

As a school we clearly see the important role we all have to play in our local community. We want to instil a sense of belonging for all of the children, whilst ensuring they understand the contribution they can and do make.

Various events and activities are held throughout the year, including a Christmas and Summer Fair.

## **THE SCHOOL HOUSE SYSTEM**

All of the children belong to one of six houses: Armstrong, Stephenson, Bewick, Addison, Eden and Turner. These houses are used throughout the year for team events. Siblings are members of the same house. Individual children can be awarded House Points. The number of house points achieved by each house is then celebrated with the reward of a special House Trip. The children take great pride in their house achievements and this is another way of promoting a sense of belonging to the school community.

## **Inclusion**

### **SPECIAL EDUCATIONAL NEEDS**

Some children, at some stage may require additional support in determining their needs and therefore ensuring that through provision, they are able to access the school curriculum. We value parents' and carers' knowledge and insight of their own child's needs and will always consult with parents and carers and agree ways of working together.

Within school we have Nurture/Behaviour groups, specialist Maths and English booster group interventions and a Forest School intervention group. Pupils normally attend these groups for fixed periods of time (usually half a term) and their progress is measured. They might then not need further intervention or might need something different.

These processes are overseen by our 'SENCO' who ensures that strategies are agreed and put in place to support the child. The school will work closely with other agencies that have more specific skills. These agencies are accessed via the "LIST" team, and include Educational Psychology, Specialist Behaviour Service, Occupational Therapists and Physiotherapists, and Speech and Language Therapists. The school follows the SEN Code of Practice for supporting children with special educational needs.

### **EQUAL OPPORTUNITIES**

We are committed to providing an appropriate and high quality education for all, regardless of, gender, ethnicity, needs, attainment or family background.



## Pupil Voice

The pupils' voice is valued in the running of the school.

Each year the children elect a new School Council to represent the views of the pupils. They take their role of responsibility very seriously and have been at the heart of some significant changes in the school.

The School Council also acts as the school Eco-committee.

## Our Expectations

### BEHAVIOUR POLICY

At Mowbray Primary School, we encourage mutual respect, care and concern for others. As a school we want our children to develop a clear view of right from wrong and to feel safe, secure and valued. We want them to appreciate the needs of others and of the community around them.

**Aims:** It is our primary aim that every member of the school community feels valued and respected, with each person treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour Policy and Anti-Bullying Policy are therefore designed to support the way in which all members of the school can live and work together in a supportive way. ***It aims to promote an environment where everyone feels happy, safe and secure.***

The school has three core rules:

- Be kind to others
- Follow instructions immediately
- Look after our school

However, our Behaviour & Discipline Policy and Anti-Bullying Policy are not primarily concerned with rule enforcement. They are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Our policies aim to help children grow in a safe and secure environment, and to become positive, responsible, confident, well-motivated and increasingly independent members of the school community. The school rewards good behaviour and sanctions inappropriate behaviour, as it believes that this will develop an ethos of kindness and co-operation.

### THE ROLE OF PARENTS and CARERS

We work collaboratively with parents and carers to support their child's learning, and encourage supportive dialogue between the home and the school. We expect parents and carers, while on the school premises, to demonstrate appropriate behaviour, both physical and verbal. Parents and carers can be asked, for a fixed term period, to vacate the premises if they use inappropriate verbal or physical standards of behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents/carers to support the actions of the school. If parents and carers have any concerns they should raise it with the class teacher in the first instance. If the concern remains, they should contact the Headteacher and, thereafter, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Anti-bullying**

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Depending on the severity of the alleged offence, it may be appropriate for parents to contact the phase leader, Assistant Head or Headteacher. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

## **Extra-Curricular Activities**

### **CLUBS**

There are a wide range of extra-curricular clubs available during the year at Mowbray. Recent and current clubs include: Football, Tennis, Hockey, Tag Rugby, Art, Craft, Drama, Sewing, Gardening, Forest School. A list of extra-curricular activities is updated throughout the year.

### **PERIPATETIC MUSIC LESSONS**

Peripatetic Music Teachers visit the school and offer a range of musical tuition in keyboard and guitar. Parents and Carers must understand that these lessons are taught during the school day and should therefore be aware that curriculum lessons will be missed in order to attend.

### **BRASS TUITION**

Every child in Y3 has the opportunity to learn to play a brass instrument as part of the Bedlington Schools' Brass Project. If they wish to continue in Y4, 5 and 6 they can play in the school brass band.

# **The School Day**

## **TIMINGS OF THE SCHOOL DAY**

### **Early Years Foundation Stage**

Nursery has two three hour sessions from 8.45 – 11.45, and 12.30 – 3.30 and Reception children are received at 8.55 and handed over at 3.10.

### **Key Stage 1**

Year 1 and Year 2  
Bell and registration is at 8:55am  
Lunchtime begins at 12:00pm  
Afternoon registration is at 1:00pm  
The end of school day is at 3:15pm

### **Key Stage 2**

Year 3 and Year 4  
Bell and Registration is at 8:50am  
Lunchtime begins at 12:10pm  
Afternoon registration is at 1:00pm  
The end of school day is at 3:15pm

Year 5 and Year 6  
Bell and Registration is at 8:50  
Lunchtime begins at 12:30  
Afternoon Registration is at 1:20  
The end of the school day is at 3:15

## **ARRIVAL AT AND DEPARTURE FROM SCHOOL**

### **Early Years Foundation Stage**

Parents and carers hand over their children in the EYFS area and collect them from there. The times are a little more flexible than main school, and Nursery children might arrive/be collected just before or after lunch.

### **Years 1 - 4**

Children arrive on the playground with parents or carers from 8:45am. At 8.55am a bell will sound which will indicate the children should go to their class lines. Parents/carers should then leave the playground.

At the end of the school day all children must be met by a responsible adult. The class teacher will dismiss children into the care of a parent or carer. If a parent or carer is late collecting a child from school due to an emergency, then please telephone the School Office.

## **Years 5 and 6**

These pupils more often arrive by themselves. They line up at 8.50.

Children in the upper school are allowed to depart school by themselves, once they have been dismissed by their class teacher.

## **School Uniform, Code of Dress and Equipment**

### **THE MOWBRAY UNIFORM**

There is an expectation that all children will follow the school's code of dress, as we believe that dress and appearance reflects the standards to which we aspire. The uniform is as follows:

#### **Winter**

Purple sweatshirt or sweatshirt style cardigan (preferably with the school logo)  
White or purple polo shirt  
Grey/black trousers, shorts, skirts or pinafore dress  
Grey or white socks  
Grey or purple tights  
Black shoes

#### **Summer**

As above, plus -  
Purple and white school dress (striped or checked)

#### **PE Kit**

White round neck t-shirt  
Lower school - black shorts, white socks, black sandshoes  
Y5/6 school - black shorts, white socks, trainers  
If required a tracksuit in plain dark colour (navy or black)

#### **Other**

- Accessories, eg hair bands should to be purple, black or white
- Purple waterproof fleecy jacket with logo, optional
- Hair should be kept tidy and off the face. Hair longer than collar length should be tied back for both boys and girls
- All watches must be removed for all P.E. sessions
- No jewellery should be worn; only watches
- Nail varnish and cosmetics are not allowed in school
- Temporary tattoos or markings of any kind on arms, etc, are not allowed
- Suitable shoes only are to be worn
- Trainers, apart from PE or as an option for playing on the field or playground, are not allowed to be worn in school
- Sweatshirts and cardigans should not be tied around the waist

**Please can all parents and carers ensure that all clothing and belongings are clearly named.**

## **EQUIPMENT**

Children should not bring any stationery (pens, pencils, notepads, etc) in to school from home. We provide everything that the children need.

All children should be supplied with some form of protective clothing for use during painting/craft lessons. An old shirt is ideal.

Children will also need a water bottle which should be named.

Children will need wellies and waterproof coats and trousers when participating in Forest Schools.

In the summer time children might need to wear hats.

Some children like to use the Mowbray Book Bag. This can be purchased from the school office.

## **Healthy Lifestyles, Healthy Children**

### **DRINKS**

We ask that your child only has water to drink in school. They should come to school each day with a freshly filled water bottle.

Free milk is available for children until the day of their fifth birthday. This needs to be ordered in the School Office. Older children's milk needs to be ordered and paid for.

### **SNACKS**

Mowbray Primary School belongs to the 'Free Fruit for Schools Scheme' which provides fruit to EYFS, and Key Stage 1 children. We encourage the children to eat healthy snacks of either fruit or vegetables during snack time.

Key Stage 2 children are allowed to buy a mid-morning snack (bacon sandwich or toast) from the school kitchen.

### **SCHOOL MEALS**

Our school meals are popular and accommodate all tastes as well as providing excellent value for money. From September 2014 all children in Early Years Foundation Stage, Year 1 and Year 2 are entitled to a free school meal under a government initiative.

If you are paying for a meal for an older child, it should be paid for in advance. The correct money should be sent in a sealed envelope clearly marked with the

child's name and class. Please make cheques payable to Mowbray Primary School.

A vegetarian alternative is always available to the main meal, as is a choice of vegetables or salad and traditional pudding, fresh fruit or yoghurt.

If you think you may be eligible to claim for free school meals, please enquire at the School Office for further details. Even if your child wishes to have sandwiches, please apply for free school meals, as eligibility may mean your child can access additional provision in school.

## **PACKED LUNCHES**

You may prefer to send your child with a packed lunch, please ensure all lunch boxes and containers are clearly labelled with your child's name and class.

We ask that packed lunches do not contain nuts as we have some children in school who are severely allergic to them. We encourage a balanced packed lunch, and chocolate bars are not allowed

## **TRAVEL TO AND FROM SCHOOL**

As a part of our Healthy Schools and Eco Schools' status, we encourage walking and/or cycling to school. We have bicycle/scooter racks where bikes/scooters can be stored during the school day. The school cannot take responsibility for any loss/damage so please do ensure that a padlock is used to secure your property.

## **Punctuality, Attendance and Leave of Absence**

Regular attendance at school is a parent and carer's legal duty. Staff and Governors believe it is of the utmost importance that children attend regularly. Therefore we ask that you read the following guidelines carefully and also refer to the Attendance Policy on the school's website.

### **PUNCTUALITY**

At our school, we expect children to arrive at school on time. The beginning of the school day is an important time to ensure that children are settled, organised and ready to start learning. Poor punctuality not only has an impact on an individual's ability to begin learning but can impact on the rest of the class if the class teacher has to spend time supporting latecomers

The school Inclusion Officer will contact parents and carers of a child who is persistently late, to discuss and resolve any barriers that may be preventing a child from attending school on time.

A pupil arriving late should report to the School Office via the main entrance and the parent or carer should give a reason for the lateness in the book on the desk.

## **ABSENCE DUE TO ILLNESS**

On the first day a child is absent the parent/carer should inform the school by telephone before 9:30am.

A child's absence will be recorded as unauthorised if no satisfactory explanation is given for absence or if the school considers the information received from a parent/carer is not an acceptable reason for absence, eg the parent is ill and unable to bring the child to school.

The Inclusion Officer monitors attendance on a regular basis and works closely with the Education Welfare Officer when there is a concern. Parents and Carers will be informed of their child's low attendance level by a letter and invited to discuss their child's attendance when:

- A child is absent for five school days or more with an unsatisfactory explanation
- A child's attendance drops below 90% (equivalent to one session absence per week) for no specific medical or other acceptable reason.

## **REQUEST FOR ABSENCE DURING TERM TIME**

The school will only grant leave of absence in exceptional circumstances.

Parents are asked to complete the relevant form giving a full explanation of reasons for the proposed absence. The Headteacher will assess each request on an individual basis, considering both the impact missing school will have on the child's education and any special circumstances of which you make the school aware. You can submit the form together with any relevant supporting evidence, eg letter from employer.

## **Safeguarding**

### **CHILD PROTECTION**

We have robust systems in place for safeguarding children and take any concerns parents and carers, or children or school staff, may have, very seriously. Our aim is to work closely with parents and carers if a concern arises, however parents/carers must be aware that if this concern indicates a child may be at risk of significant harm, the school has a duty to contact Social Care immediately. The Designated Lead for Safeguarding at Mowbray is the Headteacher.

Throughout their time at school, your child may have worries and concerns. Importantly, we will ensure that your child knows who they can speak to in school to receive any necessary support and action. Likewise, if you, as a parent or carer have any concerns or are aware of changes in family circumstances which may affect your child, please do talk to your child's class teacher in the first instance.

## **E-SAFETY**

E-safety is a focus in all areas of the curriculum and staff reinforce e-safety messages in the use of Computing across the curriculum. In lessons where the internet is accessed, pupils are guided to sites checked as suitable for their use and processes are in place for dealing with any unsuitable material that is found in internet searches.

Pupils are taught in all lessons to be critically aware of the materials/content they access on- line and be guided to validate the accuracy of information

Parents and carers play a crucial role in ensuring that their children understand the need to use the internet and mobile devices in an appropriate way. The school will therefore take every opportunity to help parents and carers to understand these issues through newsletters, letters, website and information about national and local e-safety campaigns and literature.

Parents and carers will be responsible for:

- endorsing (by signature) the Pupil Acceptable Use Policy

## **SITE SECURITY**

All visitors must sign in at the School Office, entered from Stakeford Lane, and wear a school visitor badge if they are staying on site. If a parent or carer is collecting or returning a child, then he/she must be signed out/in at the School Office.

## **Medical Matters**

### **MEDICINES**

We understand that from time to time your child may be required to be administered with a prescribed medicine during the school day. The following policy regarding the administering of medicines applies:

1. We will only administer medicines which have a doctor's prescription and which are considered conventional medicines (this does not include homeopathic remedies for example).
2. A permission and disclaimer form must be completed by parents and handed to the School Office.
3. All prescribed medicines, which are to be administered, must be handed into the School Office and returned to the parent or carer.
4. All medicines which are to be administered must be clearly labelled with the child's name.



## **INHALERS**

A number of children in school will have prescribed inhalers for asthmatic needs. These, along with any additional equipment, must be placed in a suitable, sealed and labelled container and handed to the class teacher. These will be kept in a central place in your child's classroom. Please note that a permission and disclaimer form must be completed in the School Office and that it is the parent/carer's responsibility to check the date on the inhaler.

## **ILL CHILDREN AND ACCIDENTS**

Illness and accidents do, unfortunately, occur. Many of our staff are trained in first aid, including paediatric first aid. If a child is unwell or has an injury giving cause for any concern, it is our policy to contact parents and carers as soon as possible.

It is vital that parents and carers have notified the school office of any changes to addresses, telephone numbers or named contacts.

## **HEADLICE**

We ask that parents and carers make regular checks for headlice and treat accordingly. Children with long hair must tie it back as this reduces the chances of spreading the unwanted visitors. If we find that a child has headlice in school, we will inform the parent or carer so that it can be treated immediately and so that the risk of spreading is reduced.

## **BREAKFAST CLUB**

Mowbray Primary has its own Breakfast Club which runs from 8.00am every morning. Children who attend receive a healthy breakfast, as well as taking part in a range of exciting activities. Details of cost and bookings can be obtained from the School Office

## **Administration**

## **COMPLAINTS**

Formal complaints, in the first instance, should be made to the Headteacher and it is hoped that, in most cases, these will be resolved at this informal level. However, in the unlikely event that attempts at a local level fail, there is an agreed complaints procedure that should be followed. If you require further information on the complaints procedure, full details are available from the School Office.

## **CHARGING POLICY**

Some school activities will only be possible if parents and carers make a voluntary contribution and, where this is the case, parents and carers will be

informed at the outset. If there are not enough contributions received, an activity may have to be cancelled. Please contact the School Office for more details.

## **LOST PROPERTY**

When sending your child to school, please can you ensure that every item of clothing they are wearing is clearly marked. Any lost items will be kept for a limited period. At the end of each term, cloakrooms will be cleared and items of unclaimed property will be displayed for collection. Any remaining items will be recycled.

## **SEVERE WEATHER**

In the event that the school has had to be closed due to severe weather, this will be displayed on the school website, the Northumberland website and also a text message will be sent to parents and carers.