

Newbold Verdon Primary School



PROSPECTUS

**Dragon Lane, Newbold Verdon
Leicestershire, LE9 9NG**

Newbold Verdon Primary School

Headteacher

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Chair of Governors

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Contextual Statement

Newbold Verdon Primary School and Community Centre is a friendly, happy and welcoming village school, which is inclusive in nature and in action. We care for all our children and offer equal opportunities to enable them to reach their full potential. Every member of our school staff and the Governing Body is focused upon and committed to improving the education and lifelong learning for our children, their families and the wider community. We are proud of our family orientated ethos, which demonstrates understanding and embraces differences in people and communities locally, nationally and globally. Our school also has it's own sessional playgroup for pre-school children. The Unit for children with Autism was initaly opened in September 1999. It is an integral part of Newbold Verdon Primary School and all staff, governors and children view the Unit and the main part of the school as a whole.

SCHOOL PRINCIPLES

Our School Vision

To open the doors of opportunity and give our children the skills to enable them to access the best possible education we can offer.

Our School Values

- Trust, respect and honesty
- Equal opportunity regardless of race, religion, gender or disability
- Understanding, care and tolerance
- Confidence, motivation, self belief and esteem
- Hard work and effort

Mission Statement

Together we will give all our children the educational experiences necessary to fulfil their potential.

Our Aims

- Ensure an environment that is safe, caring and stimulating.
- Promote children's self esteem and confidence.
- Raise standards of attainment through high quality teaching and learning.
- Enhance children's experiences through extra-curricular activities.
- Value all achievements.
- Promote self-discipline and positive attitudes to work.
- Work in partnership with parents, carers and the wider community.
- Maintain a sense of proportion and humour.

Location

Newbold Verdon is a well established co-educational Community Primary School situated at the heart of the village and proud of its links with the local community and the work of the Community Centre. The catchment area is the village of Newbold Verdon, although some of our pupils do come from further afield.

The main school building was opened in 1910. Since then new buildings have been added to provide more modern facilities designed to meet the needs of the new curriculum. We have 13 teaching areas of which 3 are for autistic children, a hall, activity rooms, sensory room, soft play room, kiln room, library, offices, a kitchen and community lounge. The children have access to a computer suite including the internet. Outside facilities include a



marked activity playground, outdoor play equipment, sensory garden, large playing field with wooded area and car park.

School Organisation

The school is divided into two sessions:

Morning	8.50 am - 12.00 noon	Foundation, Key Stage 1 & 2
	8.50 am - 11.50 am	Honeysuckle Playgroup
	10.30 am - 10.45 am	Morning break
Afternoon	1.00 pm - 3.15 pm	Foundation & Key Stage 1
	1.00 pm - 3.15 pm	Key Stage 2
	2.30 pm - 2.45 pm	Afternoon break for Foundation & KS1

Children are encouraged to be in school no more than 10 minutes before the start of the school session. The school is not responsible for children who arrive before this time. Gates are open at 8.40 am. Children assemble in the playground at the rear of the school. The school bell will ring at 8.50 and all the children will enter the school through the appropriate doors. Children attend school for a total of 190 days each year and there are five additional teacher training days. Punctual attendance ensures that children gain the most from their time at school.

The School Governing Body

The Governing Body is made up of a variety of different types of governors and is responsible for all aspects of school life. Parent governors are elected by the parents of children at the school, and teacher governors by their colleagues. Elections are held every four years unless a vacancy arises. A number of governors are appointed by the local Education Authority and the District Council.

Newbold Verdon Primary - School Governors

Mrs Nicky Yates-Smith	Chairperson/Community
Mr Neil Finn	Vice-chair/Community
Mr Mike Preston	LEA Representative
Mr Mel Tuckwell	LEA Representative
Mrs Margaret James	Community
Mrs Sue Dixon	Community
Mrs Prue Crowley	Community
Mrs Hannah Walker	Parent Representative
Mrs Ali Smith	Parent Representative
Mr Christer Malsbury	Parent Representative
Mrs Michelle Lewis	Parent Representative
Mrs Vanessa Draper	Parent Representative
Miss Deb Peel	Teacher Representative
Reserved for the Headteacher	Teacher Representative
Mrs Astrid Morgan	Non-Teaching Staff Representative

Any correspondence should be addressed to the Chair of the Governing Body via school.



The School Teaching Staff

Head teacher

Mr Mike Staunton

Teaching Staff

Foundation

Mrs Jeanette Robinson

Foundation

Key Stage 1

Mrs Emma Carey

Year 1

Miss Deb Peel

Year 2 (KS1 Leader)

Key Stage 2

Mrs Fiona Stevens

Year 3 (KS2 Leader)

Mrs Niki Hall-McNair

Year 4 (Deputy Head)

Miss Kat Manahan

Year 5

Mr Paul Codd

Year 6

Autistic Unit

Mr Tony Staunton-Unsworth

Miss Sam Carter

Mrs Marianne Smith

Mrs Louise Beel

Support Staff

Secretary

Mrs Leigh Hill

Premises Officer

Mr John Freeman

Nursery Nurses

Mrs Isabel Summers

Miss Jemma Garvey

Mrs Pauline Deacon (Unit)

Mrs Karen Finn (Unit)

Mrs Debbie Gaskell (Unit)

Teaching Assistants

Mrs Joanne King

Mrs Lynne Moreton

HL Teaching Assistant

Mrs Astrid Morgan

Teaching/Clerical Assistant

Mrs Karen Vann

Special Needs Assistants

Mrs Wendy Armsden (Unit)

Mrs Karen Leeson (Unit)

Mrs Wendy Silvester (Unit)

Miss Amie Hunt (Unit)

Miss Caroline Bentley (Unit)

Mrs Michelle Fitzpatrick (Unit)

Mrs Sue Percy (Unit)

Mrs Louise Callis (Unit)

Mrs Caroline Page

Mrs Anne Bailiss

Honeysuckle Playgroup

Mrs Isabel Summers

Miss Jemma Garvey

Learning Support Assistant

Mrs Salma Bostock (Foundation Stage)

Mrs J Durrell

Lunch-time Supervisors

Mrs Tracey Willett

Mrs Joanne King

Miss Donna Hurcombe

Mrs J Hincks

Mrs Rachel Lovett (SEN)

Mrs Caroline Page

Mrs Diane Freestone

Mrs Anne Bailiss (SEN)

Mrs Karla Parker



Cleaners

Mrs Jenny Newman
Mrs Karen Dilley
Mrs Jeanette Slater
Miss Donna Hurcombe
Mrs Vikki Moore
Mrs K Kendall

Crossing Patrol
Dining-room Assistants

Teaching Hours

Total weekly teaching time: Foundation and Key Stage 1 - 21 hrs 75 minutes, Key stage 2 - 23 hrs 25 minutes and Honeysuckle Playgroup - 15 hours.

Starting School for the First Time (Admissions are based on the LA Policy)

All children living in the catchment area are automatically guaranteed a place at our school if their parents so wish. Parents who live outside the catchment area can apply. All decisions about admissions are made by the Allocations Board at County Hall. Foundation Stage children are admitted into school in the September after their fourth birthday. Please contact the school office regarding admission procedures.

Pre-School Education

Parents have the opportunity to take their pre-school child to the Honeysuckle Play Group.

Arranging a Visit

Parents who are considering sending their child to Newbold Verdon Primary School are encouraged to make an appointment to tour the school and meet the Head teacher.

The Ethos of the Foundation Stage

The nursery and reception years constitute a distinctive phase of education known as the Foundation Stage. We aim to provide a friendly, caring atmosphere for teaching and learning through a balance of child initiated and adult led experiences. Learning takes place through first hand experiences because this motivates children and helps to develop attitudes to learning such as curiosity and persistence. Classrooms are organised around a workshop approach where both indoors and outdoors are utilised for different types of activity. Children experience painting, reading, writing, number, role play, ICT, and construction. Our children are encouraged to become independent learners and have the opportunities to repeat and practise ideas and skills in different contexts. During the Foundation Stage as children mature, we aim to develop a good, positive work habit within each child, in a happy and secure environment.

Starting School in the Foundation Class

Parents and children are invited to come to the school for a visit in the summer term. The class teacher will meet with the parents to welcome them to the school and discuss any concerns. A welcome booklet for parents and children is given to them. Our induction programme is designed to ensure a smooth and happy start to school life for all the children.

School Meals



School meals are transported to our school. Children may go home for lunch, stay at school for a meal or bring a packed lunch. If you wish to provide a drink for your child glass containers or cans of drinks are not permitted. We cannot permit nuts or snacks containing nuts in school, as a number of children have severe nut allergies.

Parents in receipt of any sort of benefit allowances may qualify to receive free school meals for their children. Please notify the school office. Matters of this nature are always treated with discretion and confidentiality. Children bring their dinner money on Monday morning for the whole week. At lunch time our Supervisory Assistants care for the children. This team is directly responsible to the Headteacher for maintaining an acceptable standard of behaviour at lunchtime. No child is allowed to leave the school premises at lunchtime except by written parental request.

Mid-Morning Snacks

School milk is provided for free school meal children and children under 5. All Foundation and Key Stage One children receive fruit each day provided through the Healthy Eating School Scheme. Wholemeal toast is on sale at break-time. Water is available for all children through out the day. They need to bring a plastic water container with a screw fitting top including mouth piece for ease of filling.

THE CURRICULUM

The National Curriculum consists of the four core subjects: English, Mathematics, Science and ICT. There are also six foundation subjects: Art, Physical Education, Design and Technology, Music, History and Geography. French is taught to our children in Key Stage 2. Religious Education is taught using Leicestershire's Agreed Syllabus. Personal, Health, Social Education (P.H.S.E.) and Citizenship is taught in line with our school policy.

Teaching Methods

All subjects have a policy and scheme which outlines what is taught. A range of teaching methods are used throughout the school. These include direct class teaching, individual learning and a variety of grouping methods. Extension work is provided for more able children. Specific programmes are used for pupils with learning difficulties.

ENGLISH

English consists of daily teaching through the literacy hour and additional lessons.

Speaking and Listening

We aim to encourage children to listen carefully and to give them the confidence and ability to talk in a wide range of situations. Children begin by playing in small groups and telling news to the class. They take part in class assemblies and plays. Older children are expected to give more formal presentations and discuss their views, giving reasoned arguments, as well as listening to others.

Reading

Children begin to learn to read by sharing books with parents and other adults. As they progress the children have the opportunity to read from a wide variety of books which can be found in library areas. We have a school library with study facilities, internet access and a comprehensive range of fiction and non-fiction books. We encourage children to develop a real enjoyment of books. Extra support is given to those children experiencing difficulties.

Writing

Children are given a wide range of tasks to develop their writing. As they get older a greater emphasis is put on accuracy in spelling, phonics and grammar. Children are expected to write a range of material including stories, accounts, letters, diaries, lists.



Handwriting

Handwriting is taught using cursive handwriting script. We encourage children to be neat in the presentation of their writing. Children are encouraged to use joined handwriting as they get older and use a pen when the appropriate time is reached.

Spelling

Spelling skills are developed in a way appropriate to the age and ability of the children and we employ regular spelling tests to assess children's spelling ability.

MATHEMATICS

Mathematics is taught as a practical subject using a wide range of everyday materials and specialist mathematical equipment. As children handle objects and apparatus they learn the appropriate vocabulary, learn mathematical symbols and so begin to write down their calculations. Topics are revisited by every class in increasing complexity during the year. Teachers use a variety of methods such as mathematical play, games, practical activities and direct teaching to ensure progress in all aspects of mathematics. The National Numeracy Strategy forms the basis of the mathematics teaching.

SCIENCE

Science is primarily a practical subject and is planned in such a way as to build on the children's own experiences. Children have the opportunity to develop the skills of observing, classifying, recording, making and testing, designing and drawing conclusions. We adopt a broad and balanced approach where a variety of teaching and learning strategies are used. Where possible we use the local environment both inside and outside the school grounds. We make great use of the sensory garden and field.

I.C.T.

We have a wide range of computers and software throughout school. We aim to provide the children with high quality ICT. The school has gained various awards and is part of the National Grid for Learning. The school has an ICT suite with 16 computers, each class has a desktop computer and we have over 40 laptops used by children throughout the day. The school is on a national register for a specialist school for ICT provision.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Our religious education is mainly Christian. We teach aspects of other major world faiths, particularly Judaism, Hinduism and Islam and aim to foster religious tolerance and understanding. The curriculum is determined by the Leicestershire Agreed Syllabus. Within that framework each class covers a range of religious themes which includes stories, points of discussion, as well as moral and spiritual aspects. An important addition to the class based religious education lessons are the daily acts of worship held in the school hall and classrooms. Visitors are invited to lead assemblies, including members of the local churches and other groups. Children may be withdrawn from R.E. lessons or assemblies providing we are informed.

HISTORY

Through history we aim to develop in children an understanding of the past and give them the opportunity to develop skills which will enrich historical understanding. We aim to make history enjoyable and interesting through the use of different resources and teaching methods including educational visits to support learning.



GEOGRAPHY

Through the subject of geography we aim to develop in children a sense of wonder at the beauty of the world and make pupils aware of the need to care for the Earth and its people. Some work will be in class groups and will be planned around the home-school environment.

DESIGN AND TECHNOLOGY

At Newbold Verdon Primary School children will have many opportunities for designing and making items, using a wide range of materials. Joining techniques, knowledge of materials and design drawing are just some of the skills we encourage. Much of this work takes place in groups, where children have to work as part of a team.

ART

Children's artistic talents are encouraged through the use of a wide range of materials and tools. The children have opportunities to use study themes and to interpret and explore the works of other artists.

We aim to foster pleasure and enjoyment in the creative environment both in school and in the wider world.

MUSIC

Through music we aim to provide the children with a wide range of opportunities and experiences to improve their musical abilities in a number of ways:

- All children will participate in class music lessons where they sing and play a range of musical instruments.
- Parents can choose to pay for specialist music tuition in a range of instruments.

PHYSICAL EDUCATION

We aim to provide activities, which will improve the child's health, fitness and ability to work as a member of a team. These activities include gymnastics, athletics, swimming (for Key Stage 2), dance, outdoor activities and games. We have a wide range of equipment, as well as a hall and large sports field. All age groups are taught dance, gymnastics and athletics. Swimming and outdoor/adventurous activities are taught in Key Stage Two only.

THE ARTS

Children experience a variety of out of school cultural visits, as well as performances by visiting artists. The arts are an important facet of any child's education and broaden the child's experiences and provide a focus for work in the classroom.

FRENCH

French is taught throughout KS2 using the 'Catherine Cheater' Scheme of work. In KS1 and Foundation Stage 'Hang 10 en Francais' is used to introduce the children to a modern foreign language. Each year, the profile of modern foreign languages is heightened through language days, where the children dress up in National costumes and take part in a wider range of traditional/cultural activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, Social and Health Education is concerned with the quality of life and environment. We aim to develop the pupils' skills and knowledge to enable them to



make informed choices, regarding their health. From the beginning of school good behaviour and social training are encouraged.

Children are made aware of safety issues and learn to behave in class by being taught to share and co-operate with other children and adults. They are taught to know what is acceptable and what is not. High standards of behaviour are expected of all pupils from the start of school.

DRUGS EDUCATION

Newbold Verdon Primary School has developed a policy on drug education. The school has followed national guidelines and the policy is part of whole school and cross-phase approach to the health education of pupils. The overall aim is to give pupils the knowledge, understanding and skills to make choices about their health and the use and misuse of drugs and to emphasis the benefits of a healthy lifestyle.

SEX AND HEALTH EDUCATION

We believe that sex and health education should be available from the time the child enters school as part of a whole programme of Health Education aimed at helping pupils to cope with the physical and emotional challenges of growing up. We teach children about their own bodies, caring for themselves and the changes that begin to occur as they near puberty, within a general health and personal programme. Sex education is not taught formally before year 6 but questions, if asked, are answered in an appropriate way. More sensitive issues – such as puberty- are dealt with in years 5 and 6. Parents have the opportunity to preview work to be done and have the right to withdraw their children from sex education lessons. (Our Sex Education policy is available by request.)

CHILDREN'S PROGRESS

Each teacher keeps a close check on every child's performance at school. Ongoing assessments and records of each child's progress are kept. At the end of years 2, 3, 4, 5 and 6, Standard Assessment Tasks (SATs) take place. In addition, Teacher Assessments (TA) take place to establish each child's progress. If a teacher is concerned about a child's progress they will discuss it with parents. At the end of the academic year parents will receive a written report about which they can comment or arrange a meeting.

PARENTS EVENINGS

There are two parents' evenings per year, one each in the Autumn and Spring terms, when you may discuss your child's progress and concerns. However good education is best achieved when there is frequent communication between parents, children and teachers. Parents are welcome to talk to their child's teacher at any mutually convenient time.

ABLE CHILDREN

Able children are identified from teacher assessment, standardised tests and the school assessment tracking system. This system details the standardised test results over the school life of a child. Discussions between the Headteacher and class teacher identify able children. Once identified additional teaching resources are sought to provide special lessons, increased homework and group withdrawal.

CHILDREN WITH SPECIAL NEEDS

The concept of Special Educational Needs covers anything that may hinder a child's educational progress e.g. physical disability, impaired speech and language, learning difficulties etc. The school has a policy for children with special needs (S.E.N.) that



implements the requirements of the 1993 Special Educational Needs Act.

School SEN Practice

Initially, a teacher or parent may be concerned about a child's progress. The teacher will then prepare special work for the child in the classroom setting.

If the child's difficulties persist, the teacher consults with the parent and will ask the co-ordinator for further support for the child. This often involves small group work with a teacher, teaching assistant or parent helper. (School Action).

If after a period of time the child continues to experience problems, the school can ask for outside expert help with the consent of the parent, e.g. the Educational Psychologist, Speech and Language Therapist etc. (School Action Plus).

The child may need a "Statement of Educational Needs". If this is the case the school, parents, Educational Psychologist and other relevant bodies, will put forward the child's case to the Education Authority.

Finally, the Authority will then decide if the child's problems are severe enough to warrant a Statement (Statement)

This process is flexible depending on the needs of the child. We believe in close co-operation between parents and staff. We encourage parental involvement in all stages of the process and in all decision making.

Autism Unit

What is autism?

For a diagnosis of Autism to be made children and people with autism must display difficulties in three areas of development. This is called the "Triad of Impairment."

These areas are as follows:

1. Difficulty with language and communication.
2. Difficulty in social understanding and interactions.
3. Difficulty with Flexibility of thought and imagination.

The person with autism can exhibit these difficulties to varying degrees and the condition can encompass a wide spectrum of difficulties. Thus they are seen as being on the "Autism Spectrum of Disorder." Research has also shown an emerging fourth area of difficulty that of sensory integration issues.

Teaching methods and approaches

The Unit adopts no single approach as a teaching method, taking an eclectic approach that offers a wide range of teaching methods as appropriate for the individual child. We have selected approaches that are known to be successful methods namely:

- TEACCH
- Picture Exchange Communication system.
- Interactive play and social interaction.
- Team Teach and positive handling strategies.
- Visual timetables
- Individual teaching time.
- Dance massage.
- Yoga and relaxation.

The Curriculum

The unit maintains a planned timetable to ensure that a broad and balanced curriculum is offered to the children. The children have Individual Education Plans which address



the areas of the “triad” and objectives they are working on within these areas. Individual objectives are also set from the other core curriculum areas. The children work on National Curriculum Areas from a two year plan. These are tailored to the specific needs of the children within the areas of the “Triad,” that is, communication, language, social and interaction skills always being addressed through the National Curriculum Programmes of Study.

Structure is important as it offers children security and predictability. Teaching is carried out in individual teaching sessions, small groups and some whole class time. Play and independent skills are also promoted for the children through our curriculum.

Inclusion with the main part of the school

The unit is seen as an integral part of the school. The main emphasis of inclusion for the children in the unit is for social interaction. It is seen as a two way process with benefits for both the unit children and mainstream children.

Dinnertimes, playtimes and whole school events are valuable times for inclusion to work. Other more specific time is also created through “tutor time”. Mainstream pupils are paired with a child from the unit. They work together for 30 minutes a week to share interactive games and play sessions.

Each child is assessed individually and where they can benefit from joining mainstream classes they access these lessons.

HOMEWORK

We recognise the vital contribution that parents make to their child’s education. It is our aim to work in partnership with parents in order to ensure that learning is seen as a process that is not confined to the classroom alone.

All pupils are encouraged to take reading books home and search out information for topics in their own time. Each child is required to read on a daily basis.

Homework based on Literacy and Numeracy is organised in Key Stage 1 by giving it out on one Friday to be returned the following Friday, . In years 3 and 4, homework again based on Literacy and Numeracy is given out weekly, . Years 5 and 6 receive homework on a Thursday to be returned on the following Thursday.

SPORT AND EXTRA-CURRICULAR ACTIVITIES

Sport and other extra-curricular activities are an important part of life at Newbold Verdon Primary School. Extracurricular activities are offered to all children throughout their time at the school.

Although children take part in the activities for fun and enjoyment, we feel they play an important part in the education of the child. Commitment, perseverance and working as a team are all important life skills.

Clubs offered in school at different times of the year are:

Football	Tag-Rugby	Dance	Netball
Cricket	Athletics	Homework Club	Art
Choir	Table Tennis	Rounders	ICT
			DodgeBall

We have a field and playground together with an indoor hall, which are used throughout the school day and for after school clubs. Our children have the opportunity to participate in Residential at year 2, year 3/4 and year 5/6. The year 2 residential is an overnight, 2 day visit to Beaumanor Hall. The year 3/4 participate in a 2 night 3 day, residential. The year 5/6 residential is an outdoor-pursuit adventure activity based at licensed sites around the country.



HOME-SCHOOL LINKS

Home school links are fostered both formally and informally throughout the school. A Home- School-Child Agreement is signed on admittance to school. This agreement provides clear expectations of the roles of parents, children and school.

TRANSFER TO THE HIGH SCHOOL

Children in year 6 normally transfer to Market Bosworth High School at the age of eleven. Opportunities are provided for children and parents to visit the school, and the High School teachers come and meet the children before transfer takes place.

Links with other schools

Newbold Verdon Primary School belongs to a Development Group. Head teachers, teaching and non teaching staff, governors and children benefit from links with other schools. (Development Group 20A- Hinckley and Bosworth)

School Access

Children and parents should enter and leave the school grounds through the pedestrian gates. No adults or children should enter or leave the premises through the school car park gate on foot. Foundation Stage and Key Stage 1 children must be picked up by a known adult at the end of the school day.

Dogs

No dogs can be brought on to the school premises, except guide dogs

School Uniform

School uniform promotes a sense of belonging to Newbold Verdon Primary School. The uniform was introduced after much discussion with children and parents.

The colours are blue and white. The uniform consists of

- | | |
|---|--------------|
| • Trousers/skirts (boys and girls) | Black/grey |
| • Skirt or pinafore dress | Black/grey |
| • Shirt, polo shirt, blouse, or T-shirt | Blue/white |
| • Sweatshirts, jumper, cardigan or fleece | Blue |
| • Shoes (sensible heels), | Dark colours |

School sells sweatshirts, cardigans, T-shirts and polo shirts embroidered with the school badge and these are available for purchase at the reception.

Parents should also provide a P.E. kit consisting of black shorts, white T-shirt and plimsolls. For outdoor games Key Stage 1 & 2 children will also need extra warm clothing such as a tracksuit and a change of footwear for the field. For swimming, girls need an all in one costume and boys swimming trunks.

Please note that gymnastics, dance and apparatus work must be performed in accordance with L.E.A. policy.

Jewellery

No jewellery other than studs for pierced ears is allowed in school except for medical identification.

Children may wear watches, but must be responsible for them. Ear studs must be removed for P.E. and swimming or taped with micro-pore tape. Make-up and nail vanish should not be worn at school.



Lost Property (PLEASE ENSURE ALL ITEMS OF CLOTHING ARE CLEARLY NAMED)

If an item is lost or found please refer to the lost property box. Lost property will be displayed at the end of each term and any property not claimed will be appropriately disposed of. The school cannot accept responsibility for lost or damaged items.

Illness and Accidents

First Aid is provided in school. All adults receive up to date training but in the event of a serious injury or health problem the child will be taken to the hospital casualty department and the parents contacted as soon as possible. For other general injuries or children feeling ill, we will contact parents/carers and ask them to take the child home. All parents will be asked to fill in an admission form giving emergency contact numbers.

Absences

If a child is absent through illness, medical appointment or family holiday, a telephone call or note is needed to explain the child's absence. Holiday forms are available from reception for family holidays which cannot be taken outside of term time. Parents are entitled for children to have 10 days absence but any additional time will be unauthorised. Where a child needs to leave school to keep an appointment, class teachers must be informed and adults must make sure children are collected. If a child is well enough to be in school, we expect him or her to go outside at playtime or lunchtime and to take part in P.E/ swimming.

Medicines

Parents are encouraged to administer medicines to their own child. If this is not possible we would ask you to inform the class teacher so that alternative arrangements can be made in accordance with Health and Safety Guidelines. Children with asthma inhalers must provide an emergency inhaler, which is kept in a special cabinet. Children should also carry or have an inhaler accessible to them.

Health and Safety

The school has a full Health and Safety policy. The Head teacher and premises officer take part in regular risk assessments. It is an absolute priority that a safe environment is provided for pupils, staff and visitors. Each term a fire drill is practised to ensure that all are aware of exit points and procedures.

School Security

An electronic door security system oversees the main entrance to school. Only authorised persons will be able to enter the building, enhancing the safety of children, which is always the main priority. Parents are of course, welcome at all times.

BEHAVIOUR

We aim to promote positive behaviour through assertive discipline so all children can develop to their full potential, becoming good citizens and caring individuals. Our discipline policy consists of a code of conduct, rewards and sanctions (available on request). Inappropriate behaviour is not tolerated at Newbold Verdon Primary School.

Rewards and Sanctions

We praise and encourage children to behave well and give of their best. Children earn



certificates and their achievements are recognised during assemblies on Monday or Friday. Certificates are also awarded for achievement in areas other than purely creative, physical and academic success.

Emergency Closure

If bad weather or an emergency means that school is to be closed, please listen to Radio Leicester, Oak FM or Leicester Sound.

CHILD WELFARE

The Headteacher is responsible for the welfare of the children. The school liaises closely with the Education Welfare Service and Health Service.

Safeguarding/Child Protection

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy which parents may request a copy of. Our Designated Senior Person for Child Protection is our Headteacher Mike Staunton.

Our first concern is your child's welfare and therefore, should it be necessary, we may have to consult other agencies even before we contact you. The procedure we follow has been laid down by the Leicestershire Area Child Protection Committee.

School Council

The children are actively involved in the school through the School Council by bringing forward ideas that will help to improve the school for everyone's benefit.

A boy and girl from each class are elected and they produce an agenda for discussion at each meeting. A report is written and circulated to all and initiatives agreed are then acted upon as soon as possible.

Road Safety

The school participates in the LA Road Safety Scheme. Two year 6 children act as representatives for the school; they run competitions and regularly remind children of road safety issues. Children in year 6 have the opportunity to take part in the LA school quiz and they have the opportunity to improve their cycling skills through the Cycling Proficiency Course.

PASTORAL CARE

Introduction

All children within our care require pastoral care at specific times and in general all the time. As a school we have a vision for our children and their all round development. For further information please refer to our policy held in school.

Our Children



To help all of our children and specifically children identified as vulnerable or in need of extra pastoral care we have introduced a range of facilities, systems and procedures to help them deal with the emotional and physical effects that they may suffer.

- Playground markings and games, with older children tutoring younger children to help them learn to play co-operatively.
- The sensory garden where children have a quiet area to sit and enjoy the different sights and scents around them.
- Artificial grass area to allow all year round access to adventure playground equipment.
- A soft play room that provides time with other children and adults to promote communication and interpersonal skills.
- A multi sensory room for children to calm down and relax and to allow anger and tensions to be discussed or allowed to subside.
- We have a local community member who offers her services to help children who are suffering with specific and deep problems. This facility is extended to the parents and carers of the children who wish to be involved in self healing.
- The wooded area is a further environment for children to have some quiet time during breaks and it provides shade in the summer for children who find strong sunlight uncomfortable.

We have a number of systems to focus on the positive aspects of life within school.

- Celebration assemblies where children can bring work, certificates and medals, items of interest and performances that they are proud of. Teachers give children certificates for the Friday assembly. This can be for an aspect of politeness, effort, outstanding work, helping others etc.
- Each class has its own individual reward system.
- Lunch time supervisors are trained to enable them to care for all the children.
- The School Council bring issues and opinions from classes for discussion.
- Children can be monitors for telephone duty, chairs, tutors, buddies, mentors.

Attendance

We expect our children to attend school on each and every school day. Late arrivals are recorded in the late book. The school registers and late book are monitored by the Headteacher. All Holiday Forms must be given to the Head teacher to approve.

Charging Policies

The Governing Body reserves the right to ask for a voluntary contribution for educational visits and also for the cost of materials or ingredients for Art, Craft, Technology and Home Economics. Educational visits, funded by voluntary contributions, will include both teacher and helper costs and a contingency fund that, if unused will be returned to parents. Parents who are experiencing difficulties and might need extra help to pay for any of the above are urged to advise the Headteacher.

Grievance Policy

Any grievance with regard to issues in school/ curriculum should be made initially to the class teacher. Any concerns about a class teacher/ adult in school should be raised with the Head. If the matter is unresolved at this informal level, the parent can make a formal complaint to the Governing Body – through the Chair of Governors. A group of governors may investigate the complaint and act appropriately. If the matter is unresolved, then parents should obtain a copy of the LA's complaints procedure.

Racism

Parents will be informed immediately if their child is involved in any act of racism. All racism incidents are logged and reported to governors at the earliest opportunity.



Anti-bullying

Bullying is behaviour that causes another person to feel hurt, threatened, frightened or

humiliated. Any such behaviour that is brought to our attention will be confronted and action taken to prevent it from continuing.

Anti-discrimination

All people, regardless of sex, skin colour, belief, culture and customs will be valued equally as individuals and provided with the same educational opportunities. All activities that take place in the school aim to create an atmosphere where this happens. Discrimination will not be tolerated in the school. We promote equal opportunities in all aspects of school life.

Newbold Verdon Primary School and Community Centre. Academic and Holiday Dates

Academic Year 2010 - 2011

Spring Term	
Schools Open	Thursday morning 6th January 2011
Mid-Term Break	Monday 21st to Friday 25th February 2011
Schools Close	Friday evening 15th April 2011
Number of working days:	67

Summer Term	
Schools Open	Tuesday morning 4th May 2011
May Day Bank Hol	Monday 2nd May 2011
Mid-Term Break	Monday 30th May to Friday 3rd June 2011
Schools Close	Friday evening 15th July 2011
Number of working days:	48
Total school days	189

Teacher Days	
Autumn Term	Tuesday 31st August 2010 Wednesday 1st September 2010
Spring Term	Wednesday 5th January 2011
Total working days for staff	192

Academic Year 2011 - 2012

Autumn Term	
Schools Open	Thursday morning 1st September 2011
Mid-Term Break	Monday 17th to Friday 21st October 2011
Schools Close	Thursday evening 22nd December 2011
Number of school days:	76



Spring Term	
Schools Open	Monday morning 9th January 2012
Mid-Term Break	Monday 13th to Friday 17th February 2012
Schools Close	Friday evening 30th March 2012
Number of working days:	55

Summer Term	
Schools Open	Monday morning 16th April 2012
May Day Bank Hol	Monday 7th May 2012
Mid-Term Break	Friday 1st June to Friday 8th June 2012
Schools Close	Friday evening 13th July 2012
Number of working days:	58

Total school days	189
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Teacher Days	
Autumn Term	Tuesday 30th August 2011 Wednesday 31st August 2011 Friday 23rd December 2011
Total working days for staff	192

COMMUNITY LINKS

Community Centre

The Community Centre provides a variety of clubs and activities and acts as a venue for local events and organisations. If you wish to hire the Community Centre or find out more about the activities which take place there, then please contact the school office.

THE FRIENDS OF NEWBOLD VERDON ASSOCIATION

All parents are members of the Friends of Newbold Verdon Association at the School. The Association aims to:

- foster home-school relationships
- support the activities of the school
- organise social events
- arrange items of an educational interest
- raise funds by which the school's facilities may be improved

The Friends of Newbold Verdon hold their meetings in school. The committee oversees the financial and administrative side of the organisation. All parents are automatically eligible. They are encouraged to join whether they want to become part of the committee or volunteer their services to help out at one of the F.of.N.V.'s events.



A flavour of life at our school



Residential Trips - Character Building & Teamwork



School Productions



Dance Club

Involvement in Community Mosaic



Friends of Newbold Verdon Primary - Fundraising





100 Year Anniversary



Fun in the Snow



Bosworth Battlefield Visit



Up at the Allotment



**Winner of the
Malcom Mould Trophy**



Competitive Sports Day



**Foundation
Stage
Refurbishment**



**Winners of Benny
Clinton Memorial
Football Tournament**

