



Red Hall Primary School

2020/21 Prospectus



Red Hall Primary School

Zoar Street, Lower Gornal, Dudley, DY3 2PA

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Welcome by Headteacher and Chair of Governors

The Headteacher, Staff and Governors would like to welcome your child to Red Hall Primary School. This booklet is designed to answer some of the basic questions you may have about Red Hall Primary School. We hope that it will prove to be a useful introduction to life at Red Hall.

We place a strong emphasis on building relationships with our children, parents and their families. We operate an open-door policy at Red Hall and if there is anything we can do to support your child, or you have any concerns, please come into school for a chat with myself or one of my team. When your child starts school at Red Hall it triggers an important partnership between the school and parents. As parents your co-operation is vital to the education of your child.

It is equally important that we know if your child does something good or creditable outside of school - we like to praise all achievements.

We hope you will support the Governors' policies of Red Hall Primary School and that you will share in all our endeavours. With this partnership we can work together so that when your child leaves Red Hall he or she will be fully prepared to meet the challenges ahead at secondary school and beyond.

Our values underpin all that we do. They are:

Caring

Respect

Equality

Aspire

Trust

Enjoyment

When you chose to send your child to Red Hall Primary you are signing up for these values and will help to support the school with these. I am committed to ensuring that your child enjoys their time at Red Hall Primary School whilst achieving the best results they can. I look forward to working in partnership with you on this journey of learning.

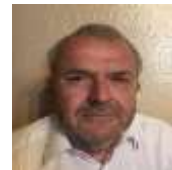


THE SCHOOL AIMS

- To provide a caring school in which children experience a feeling of worth and learn to respect others.
- For individual pupils to achieve their full potential and strive to make continuous progress throughout their stay at Red Hall.
- To care about all members of the community and appreciate cultural diversity
- To develop as a team of teachers who work efficiently providing the best quality teaching within a stimulating learning environment
- For the school to reflect its place as a valued part of the Gornal Community



Helen Tomlinson: Headteacher



Mark Westwood: Chair of Governors

HISTORY

The Infant Department was built in 1880, followed by the Junior Department in 1891. We have always taken great pride in the school buildings and the traditional atmosphere they generate.

Over the years there have been many changes. All classrooms have been installed with new interactive whiteboards (2020), the Early Years playground has had a dramatic overhaul. The school halls are multi-functional, they act as dining areas as well as hosting PE, Drama and Music activities. The kitchen in the infant building cooks and prepares meals for the whole school.

In January 1997 the Infant and Junior Schools were amalgamated to form an all-through Primary. This gave the school a wonderful opportunity to continue to progress as a forward-thinking school.





SCHOOL GOVERNORS

The School Governing Body is comprised of elected parents, nominees from the Dudley Local Authority, Co-opted and members of the school staff. The Governing Body's main role is to help lead the school, not to manage it. Their role involves discussing long term plans, the future of the school, how the school budget should be best spent so that the school can achieve the best possible education for your children. The Governing Body holds regular meetings and every year completes the in-line school profile. The committees are: School Improvement, Finance & General Purposes and Full Governors. Procedures are also in place to constitute panels for Discipline and Appeals should the need arise.

Chair of Governors: Mr Mark Westwood c/o Red Hall Primary School

Headteacher: Mrs Helen Tomlinson

Staff representatives: Mrs Hazel Lewis & Mrs Hena Patel

Chair of Finance Committee: Mr Barrie Bromley

Vice Chair of Governors: Mr Barrie Bromley

Parent Governors: Mrs Hannah Pickering, Mr Paul Arnold, Mrs Rachel Mills

Co-opted Governor: Mrs Jenna Ashley-Taylor, Mr David Bell

Local Authority Representative: Mr J Jones

MEET THE SCHOOL TEAM

| | | |
|--------------------|-------------------------------|---|
| Headteacher | Mrs Helen Tomlinson | DSL Designated LAC Teacher Assessment |
| Deputy Headteacher | Mrs H Shaw | Literacy Deputy DSL |
| SENDCO Year 5/6 | Miss K Crowley | SENDCo Wellbeing lead Deputy DSL |
| Year 5/6 | Mrs H Lewis | Maths Leader Phase Leader Y5/6 |
| Year 5/6 | Mr A West | History Leader |
| Year 5/6 | Mrs E Jones | Wellbeing team PSHE leader |
| Year 3/4 | Mrs K Ferguson | Phase Leader Y3/4 Science Leader |
| Year 3/4 | Mr A Gleave | ICT Leader |
| Year 3/4 | Mrs Jones | Art & D&T Leader |
| Year 2 | Mrs S Darby | RE Leader |
| Year 2 | Mrs H Moulton | Literacy team |
| Year 1 | Miss L Caddick | Year 1/2 Phase Leader Phonics lead |
| Year 1 | Miss H Mulqueen | Geography leader |
| Reception | Mrs S Hollingsworth | Phase Leader EYFS |
| Reception | Mrs R Ashworth/Mrs L Williams | R.Ashworth - mental health and wellbeing L.Williams - speech, language and communication |
| Nursery | Miss R Hall | Speech, language and communication |
| Sports Coach | Mr L. Collins | Wellbeing team |

Teaching Assistants:

Key Stage 2 : Mrs W Woodberry, Mrs A Perry, Miss L Harris, Miss S Carty

Key Stage 1: Mrs A Coxon, Mrs L Bagust, Mrs K Cartwright,

Early Years: Mrs K Pinson, Mrs S Cooper, Mrs H Anderson, Mrs Brzezinska, Mrs Horton

Administration Team & Site Team

| | |
|---------------------------|----------------------------|
| School Business Manager | Mrs H Patel |
| Administrative Assistants | Mrs C Clifton Mrs J Topple |
| Site Manager | Mr J Thorne |
| Catering Manager | Mrs K Eva |



THE CURRICULUM

Red Hall Curriculum Intent:

At Red Hall:

- We are committed to offer a broad, balanced and engaging curriculum that goes beyond the expectations of the National Curriculum.
- We will ensure that we have holistic approach to school life which acknowledges and develops links with parents, carers, families and the wider community.
- We will develop well-rounded and resilient children through focusing on our core values; Caring, Respect, Equality, Aspire, Trust and Enjoyment.
- We structure the curriculum to enable children to master concepts and connect them into a wide range of contexts. At each key stage, children will be equipped with the skills and knowledge to become active world citizens.
- We sequence skills and content ensuring connectedness and progression both in the short and long term.
- Our curriculum is dynamic, engaging and provides rich learning opportunities.

The Curriculum at Red Hall we are legally bound to deliver the National Curriculum from Foundation Stage to the end of KS2. At Red Hall we meet this obligation by matching the needs of the children with our educational philosophy to satisfy the legal requirements.


FOUNDATION STAGE

We follow the Foundation Stage curriculum for 3-5year olds.

Children learn through a balance of adult led and child initiated ‘play’ within a carefully planned environment. The Foundation Stage curriculum develops children’s skills, knowledge and understanding in seven areas of learning. These areas are:

- personal social and emotional development;
- communication, language and literacy;
- physical development
- literacy
- numeracy
- understanding of the world
- expressive arts and design

Our Nursery induction programme provides children and their families/carers with an early opportunity to become familiar with our Foundation Stage Unit and staff.



Our Foundation Stage Unit run by Mrs Hollingsworth and her team, caters for 3-5 year olds. Children are admitted termly to Nursery and each September to Reception. Our setting offers an exciting and challenging indoor and outdoor learning environment, with a wide range of experiences through which the Foundation Stage curriculum is delivered.

Our children learn alongside practitioners who use detailed observations in order to understand children's developmental and academic needs to plan for the next stage in their learning.

Key Stage 1 & Key Stage 2

The curriculum is divided into:

| | | |
|-------------|---------------------|------------|
| Key Stage 1 | Years 1 and 2 | Ages 5 - 7 |
| Key Stage 2 | Years 3, 4, 5 and 6 | Ages 7 -11 |

English is given the highest priority in our curriculum for all our pupils - reflecting its importance in the development of communication and thought. Our policy encourages each child to reach their full potential in all aspects of language development.

In line with the National Curriculum our teaching includes reading, writing, spelling, speaking and listening. Drama also plays a part in developing spoken English.

We aim for each child to develop

- clear and fluent communication in speaking and writing
- use of relevant language in different situations
- reading for pleasure and information gathering
- a respect for all languages.

Pupils are assessed nationally at the end of key stages 1 and 2 in reading, writing, speaking and listening.

Mathematics: Our children need to be numerate to live and function in our society. The aim is not only that children should become numerate and can apply their knowledge to any situation, but that they should do so with ever-increasing confidence. We wish to encourage clear, logical, independent thinking, quick recall of facts, perseverance, persistence and commitment. Children should learn that mathematics can be fun and that it will frequently help them to solve problems that they meet in every-day life.

Pupils are assessed nationally at the end of key stages 1 and 2 in mathematics.

Science: We aim to develop an understanding of the world around your children by building on their natural curiosity and introducing them to scientific processes and ideas at an early age, with skills developed through practical activities.

Pupils are assessed nationally, through teacher assessments, at the end of key stages 1 and 2 in science

Design & Technology: children learn and practise a way of working which includes skills and knowledge gained from other subjects in order to solve problems or perform tasks.

- by identifying problems and needs;
- by suggesting possible solutions;
- by implementing these solutions;
- by evaluating the effectiveness of their solutions and those of other people.

Computing is about developing knowledge and understanding of a range of modern technology and in particular use of computers. We aim to provide children with the skills and confidence to be able to participate fully in an increasingly IT orientated world. Computing is delivered through direct teaching of skills and as part of cross curricular activities. Our resources are updated and replaced regularly and we are part of The Dudley Grid for Learning (DGFL).

Art We aim:

- To give children the opportunity to use a wide range of materials and experience different techniques
- To teach children a range of skills.
- To introduce children to the work of artists, craft workers and designers from a variety of times and cultures and to help them appreciate those different forms.
- To teach children the value of direct observation.
- To allow time for the children to reflect on their work and talk about it, making changes where necessary.

History We aim to:

- Help children understand how the past influences our lives.
- Arouse interest in the past, learning about Britain and other countries.
- Develop the skills needed for historical research.

Geography We aim to:


- Develop their knowledge and understanding of Britain and other countries.
- Develop the skills needed for geographical research.
- A sense of identity by learning about their own culture and how others live.

Music We aim to:

- To encourage enjoyment of all aspects of music
- To enable children to develop their own music abilities
- To give them the opportunity to compose and perform their own music
- To encourage children to value their own work and the work of others.
- To develop an awareness of music from other cultures and societies.
- To help them understand there are no wrongs and rights in listening and composing elements of music; personal taste is an important aspect.

PE/Sport Various forms of activity are undertaken in physical education, including athletics, gym, games, dance/movement and swimming. Swimming Lessons begin in KS2.

These activities are designed to encourage a positive attitude to physical activity not only in school - but generally. We seek to develop individual and team skills - vital to the understanding of social skills, co-operation and awareness.



In order that your child can benefit from these aims please ensure that they have the required kit in school so that they may take part in this important part of the curriculum. See 'Uniform' for details of PE kits. Pupils compete each year in a school sports day (separate sports for Foundation Stage, Key Stage 1 and Key Stage 2).

Extracurricular sport: We encourage our pupils to enjoy and take part in extra sporting activities. We offer a range of sports clubs, after school throughout the year.

Religious Education is taught in accordance with Dudley's Agreed Syllabus for Religious Education. Although we would advise against it, parents may exercise their right to withdraw their children from Religious Education and Collective Worship. If parents/carers wish to exercise this right, alternative arrangements will be made for these children.


Collective worship is held daily. Our school is non-denominational. Collective worship is a social gathering with a predominately Christian religious element but incorporating stories and references from other faiths. The content supports our Personal, Social and Health Education Policy (PSHE), so giving pupils a set of values by which to live their lives based on awareness of themselves and the world in which they live.

Homework All children take home reading books, so that they can practice their reading at home. Although the children become more independent in their reading as they become older, in order to develop their comprehension skills, it is still important to hear your child read and question them about the text as regularly as possible. In addition, children have weekly spellings and times tables or number bonds to learn, which are regularly tested in school. As well as these weekly homework tasks, children are expected to complete activities from a selection of 'home learning tasks' based on their Creative Curriculum topic. As preparation for the transition to Secondary School and end of key stage tests, children in Year 6 are expected to complete more formal homework activities in English and Maths.

Sex, Health and Relationship Education The aim of Health Education is to prepare children to make informed decisions about their daily lifestyle. The emphasis is on clear explanation of the facts and issues, without presenting a moral viewpoint. Children receive appropriate lessons at different ages to develop their awareness as they progress through the school.

Sex Education forms an integral part of the Health Education Programme, in which children are taught about reproduction and growing up. Sex education is incorporated into social and human relationship discussions with a heavy emphasis on the importance of family life. Support in the form of information and resources, together with elements of teaching, is given by the School Health Adviser, who is well known to all the children. A copy of the school's health education policy is available in school.

The school nurse, who is well known to the children, supports the school in its Health Education teaching. She provides resources and some elements of teaching to children in Years 5 and 6. Parents will be informed as to when the school nurse is involved with these children, when you will be offered the opportunity to view the resources. Parents can withdraw their children from these elements of sex education but not those taught as part of the National Curriculum Science lessons.



| | Reception | Key Stage 1 Year 1 & 2 | Key Stage 2 Year 3,4,5 & 6 |
|-------------------------------|-----------|---------------------------|-------------------------------|
| Registration | 8.30am | 8.45am | 8.45am |
| Start of lessons | 9.00am | 9.00am | 9.00am |
| Lunch time | 12.15pm | 12.15pm | 12.15pm |
| Start of afternoon session | 1.15pm | 1.15pm | 1.15pm |
| End of day | 3.00pm | 3.10pm | 3.15pm |

Parent Consultations and Reporting

Parents and the National Curriculum Parents need to be kept informed about what their children will be learning at school and how they are progressing.

Published in October 1991, the 'Parent's Charter' listed five key documents which parents have a right to receive:

- an annual report on the child;
- regular reports from independent inspectors;
- performance tables for all local schools;
- a prospectus or brochure about the school

Information About Your Child's Progress Open evenings are held once in the Autumn and Spring terms.

Early in the Autumn Term there is an opportunity for parents to meet the child's teacher and exchange information.

In the Spring Term teachers meet parents and children to review progress made so far.

Just before the Summer Term Open Evening, an annual written report will be sent home. At this Open Evening your child may come with you to show and explain their work. The class teacher will be there to explain any comments on the report to you, should this be necessary. We hold workshops for parents on specific subjects related to the National Curriculum e.g. reading and mathematics.

ATTENDANCE & TERM TIME HOLIDAYS Coming to school every day is really important and we know that working together makes this easier. The target for attendance is 96%. We are grateful for the co-operation of parents/carers who are asked to adopt the following procedures:

1. Please telephone the school or send a note giving the reasons for absence by 9.15am on the 1st day of absence. If we have not received a reason for absence by 9.15am our Attendance Officer operates a 'first day absence' calling system for your child's safety. The officer is then obliged to inform the LA if they cannot make contact.
2. If a child is receiving treatment from a doctor or a dentist and needs time out from school, please let the class teacher know the previous day. When collecting your child, call at the office and your child will be brought to you in the reception area. Your child will then be 'signed out' giving a reason for leaving school during session time and 'signed in' when your child returns. You should provide a letter from your GP, Hospital, dentist etc, for all appointments
3. If a child arrives late for school, they need to come to the front office where they will be signed into the late book.

From the 1st of September 2013 and following guidelines from the DfE (Department for Education), the Headteacher at Red Hall Primary School may not grant any leave of absence during term time unless there are exceptional circumstances. Any unauthorised leave of absence could result in a referral being made to the Education Investigation Service, where they would then advise you of the possible legal consequences of the unauthorised absence. A Leave of Absence form should be completed and is available, on request, from our Attendance Officer or from the School Office. An appointment with the Headteacher may be required.

You should only keep your child off school if they are genuinely too ill to attend. Good attendance is rewarded weekly, termly and annually. Please make every effort to ensure that your child attends regularly.

FIRST DAY ABSENCE OFFICER is Mrs Clifton. Please ring regarding sickness on 01384 813850

Late Arrivals to school are classed as an absence. Please ensure your child is in school for 8:45am

| Getting your child to school is really important. Did you know? | | |
|--|---|--|
| If your child's attendance in the school year is... | Your child will have lost approximately.... | This is equivalent to missing approximately... |
| 95% | 9 days | 50 lessons |
| 90% | 19 days | 100 lessons |
| 85% | 29 days | 150 lessons |
| 80% | 38 days | 200 lessons |
| 75% | 48 days | 250 lessons |
| 70% | 57 days | 290 lessons |
| 65% | 67 days | 340 lessons |



General Welfare of the Child

Caring for children in all ways is the duty of both home and school. Parents are used to looking after all aspects of their child's needs but, by law, schools must also ensure that the physical, moral, spiritual and social development of the child receives due attention. Schools often refer to caring for the child's general welfare as their pastoral responsibility.

In a primary school, it is part of the teacher's job to have a pastoral responsibility for each child in the class. This is a demanding role, not least because of the number of children to be monitored. It involves the teacher in such varied tasks as encouraging friendships, discussing problems, sorting out arguments, encouraging good manners, seeking medical advice, dealing with behaviour difficulties, making enquiries when a child is upset or not working well, sharing good news, reporting unexplained injuries, monitoring attendance and punctuality and, perhaps most importantly, being a good listener.

Parents can help the teacher considerably by sharing any news, difficulties or concerns. An informed teacher is better equipped to deal with a child in an appropriate way. It is particularly useful if parents share any concerns about their child at an early stage. Discussion may lead to ideas for solving a problem which may become worse if not tackled.

In school, there is a procedure for dealing with concerns about a child. If necessary, advice and help can be sought from colleagues inside or outside the school. It is our policy to involve the parents at an early stage, so that we can approach the matter with the benefit of joint knowledge and mutual support.

Physical Welfare

There is a procedure in school for dealing with illness and injury. If a child is too ill to stay in school, parents will be notified and asked to collect the child. The school needs to have on record a trusted adult who can be contacted in an emergency if the parents are unavailable. Children are not allowed to leave the premises unaccompanied by an adult during school hours.


Medicines in School

The LA would normally expect that pupils who require medication for a short term illness or acute condition would be kept away from school with the medication being administered by the child's parent. However, there may be circumstances where the only reason that the child is not attending school is the need for prescribed medicines to continue until a course or dosage is finished or where medicines or medical procedures are necessary on a long-term basis to sustain the child's health.

It is preferable for parents to undertake the responsibility of supervising personally the taking of the medicine by their child in the school. The following guidance is offered for cases where parents cannot reasonably be expected to supervise or administer medicines themselves.

It is school policy that only prescribed medicines which need to be administered 4 times a day can be brought into school.

Prescribed medicines or drugs prescribed must not be brought into school without prior permission of the Headteacher. In each case:

- 
1. There must be prior written agreement between the parents and the school before any action is taken.
 2. Clear written instructions given by the parent, preferably supported with medical advice.
 3. All medicines must be clearly labelled with doctor's sticker, contents, owner's name and dosage, and stored in accordance with instructions which accompany the medicines.
 4. The medicines should be delivered to the school office by a parent who should provide indemnity by completing a form from the Headteacher, Deputy Headteacher, Business Manager or School Admin. Staff. Medicines must be in the smallest practical amount, in the containers issued by the pharmacist.

There are two main sets of circumstances in which requests may be made:

1. Long term illness/chronic complaints;
2. Short term illness/acute complaints.

School Health Service The aim of the School Health Service is to promote the health and wellbeing of the school child and young person so that they may reach their full potential and not be disadvantaged through ill-health.

During Year 1, health assessments take place at school with the School Health Adviser. Parents are asked to give consent and attend. If necessary, a medical with the school doctor can be arranged. Also, hearing/screening will be carried out by an audiometric technician.

Dental screening is carried out by dental officers each year. No treatment or further inspection will be offered without the consent of a parent or guardian.

Health surveillance will be carried out by the School Health Adviser, who is a Registered General Nurse with further specialised training in school nursing, based at the Local Health Centre or Clinic. The nurse will conduct individual health care interviews at the school. It will not be necessary for parents to attend, as ideally the children will be seen individually where they will be encouraged to participate in selfcare and to understand the purpose of screening tests. In this way, by the time the child leaves school, he/she will have the education to develop his/her own programme of health care. If there are any health problems found at these interviews, the school nurse will contact the parent or guardian and assist them in getting help for the child.




The School Health Adviser for this school is based at Ladies Walk Clinic, Sedgley, Tel No. 01902 575949

Headlice Occasionally pupils may suffer from head lice in school. This is an issue which may never be solved by the school, but we look to work with parents and carers to help minimise the disruption in school.

If we suspect headlice in school a letter will be sent out to all children within that class, allowing parents to be more vigilant and check their children's hair at home. Parents can seek advice and support with this through the school nurse. If your child has head lice, you do not need to keep them off school once they have been treated, but please let the front office know so that we can be aware of the problem.

Safeguarding

The Headteacher is the named Designated Safeguarding Lead who has direct oversight of individual pupil concerns. Safeguarding is the responsibility of EVERYONE within the school community. If you have concerns about a child you can speak to a Designated Safeguarding Officer and remain anonymous, but it is the responsibility of the Officer to pass your concerns on.

| | | |
|---|---|---|
| Designated Safeguarding Lead Mrs Helen Tomlinson | Deputy Safeguarding Lead Mrs H Shaw | Deputy Safeguarding Lead Miss K Crowley |
|  |  |  |

Child Protection

Schools have a duty to inform Children Services if a child is thought to be at risk. There is a set procedure for dealing with cases of suspected child abuse. The school has no choice in this matter. Any suspected cases must be reported to Children Services.


We are keen to promote safety in all school areas, e.g.

- Risk assessments for all off-site visits and activities
- Site Manager regularly carries out health and safety checks
- Curriculum planning (PSHE)
- Mentors and play leaders oversee lunchtime play activities
- Lunchtime staff and teaching assistants have received training using techniques of Emotional Intelligence to defuse situations and address instances of poor behaviour
- Anti-bullying focus week
- Behaviour Policy, which is shared with pupils and followed by everyone

Equal Opportunities We are strongly committed to ensuring that each child has access to the opportunities offered within the school. Our commitment is supported by the Local Authority policy on equal opportunities.

Race Equality In line with Government guidelines 2002, the school does not discriminate against anyone be they staff or pupils on the grounds of their sex, colour, religion and nationality, ethnic or national origins. We challenge prejudice or stereotyping whenever this occurs. We celebrate the diversity of our community and show respect for all.

The school fully seeks to develop the abilities of every child. As well as developing children intellectually, full attention is given to moral, physical and social development. Children are given the opportunity to acquire the knowledge, skills and attitudes needed for adult life. We believe it is important for children to learn about the world in which they live with an open and enquiring mind.



The school aims to portray people, regardless of their differences, in positive ways and to foster close co-operation between parents, teachers, the wider community and the school.

Special Educational Needs

Children with Special Needs Our SEND Co-ordinator is Miss K Crowley.

Red Hall Primary School is an inclusive mainstream school catering for children from the age of 3 (Nursery) to 11 (Year 6). It welcomes children with and without SEND equally. It supports children with a range of Special Educational Needs and disabilities, including:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Red Hall Primary School actively works with parents, the local authority, as well as specialist agencies from health, education and social care. This ensures that a support plan is clearly in place.

We work closely with parents to provide for children with special needs. We believe that all children should benefit equally from the education that the National Curriculum provides. There are some children however, who need extra help to achieve the level of work that their potential and ability deserves. We need to identify these children early to allow this extra help to be provided. This additional support may take the form of differentiation within the class or additional 1:1 or small group support. Outside professional support agencies may be involved too.

If you feel your child needs special provision, please ask to see the SEN coordinator who will be glad to discuss this with you. There is a Government code of practice, which the school follows when helping children with special needs.

UNIFORM

School Uniform We expect all pupils to take a pride in their appearance.

Our uniform is:

- Burgundy cardigans/jumpers/sweatshirts
- Grey skirt/pinafore
- White, black, grey socks or tights
- Grey trousers
- White shirt - short or long sleeve or white polo shirt
- Red Hall school tie to be worn with shirt not required with polo shirt
- Black school shoes (flat shoes).

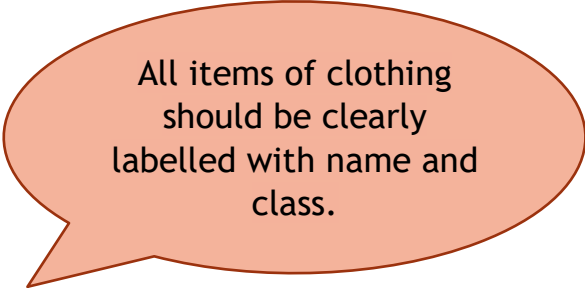
If your child comes to school in Boots/Wellington Boots they are not allowed to wear these around school but must change into their pumps.

Summer Uniform (optional)

- Pink/Red gingham/striped or tailored grey skirt/pinafore
- Sandals - white or black, flat/low heeled (with ankle strap). Toes must be covered inside the shoe.
- Grey shorts
- White polo shirt.
- White, black or grey socks

PE Kit

- House colour T-shirt (Yrs 1-6)
- Black shorts
- Black pumps
- Plain black or navy tracksuit for outdoors
- Trainers are preferable for outside lessons



All items of clothing should be clearly labelled with name and class.

Please Note - House colour T-shirts can be purchase from A Oakes School Shop, Birmingham Street, Dudley only

Hair

- should be of its natural colour only
- long hair should be tied back
- no shaved styles
- no patterns cut into the hair
- no Mohican styles

Jewellery

Small stud ear rings and a watch are allowed. The wearing of jewellery is limited due to health and safety reasons - it is easily lost and can be dangerous. Children are not allowed to wear jewellery in any form in PE and swimming lessons. Staff will not take any responsibility for looking after watches or jewellery.



ADMISSION POLICY

All Admission arrangements are agreed by the Local Authority, via Admissions Services, Westox House, Dudley.

The following criteria will be used to allocate the available places if more applications are received than available places.

All pupils will be admitted at one point of entry in September.

All preferences will be assessed against the following priorities regardless of ranking.

1. First priority for admission shall be given to “relevant looked after children”.
2. Second priority for admission shall be given to children with a “serious and ongoing medical condition” where the preferred community or voluntary controlled school is the most appropriate school to meet the children.
3. Third priority for admission shall be given to children who have brother/sister, half-brother/sister (where the children share one common parent), or step-brother/step-sister, living at the same address and who will be attending the preferred school in the same academic year.
4. Any places that remain available once the above applicants have been admitted, will be filled according to those children who live closest to the school, determined by a straight-line measurement in metres, from the home address to the main entrance of the preferred school.

Any prospective parents who wish to visit the school should contact the School Office and an appointment will be made. You will be warmly welcomed!



BEHAVIOUR & DISCIPLINE POLICY

A copy of the full policy can be found on the website or requested from the School office.

At Red Hall Primary School, we believe effective discipline and behaviour are essential to effective teaching and learning. We encourage children to take responsibility for their behaviour. We have many rewards and few sanctions, but we feel that this balance supports the atmosphere of enjoyment of school that we have as a priority.

The Headteacher and Governing Body reserve the right to exclude a pupil either temporarily or permanently should severe discipline problems or incidents occur. We expect good behaviour by all the children, at all times.

Children are expected to:

- follow all reasonable instructions from any staff member
- speak politely to everyone;
- treat other people the way they would like to be treated;
- not bully or frighten other people;
- listen carefully to others,
- try their best and work hard;
- listen to other people's point of view;
- look after and respect the school's and people's personal things.

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Each week, we nominate children from each class who have been noticed for following one of our school values.
- The names of the pupils praised are on the newsletter, which in turn is posted to the school website.
- We distribute house points to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

The following examples of bad behaviour will not be tolerated, and consequences will be given:

- swearing, fighting, name-calling, biting, stealing;
- refusal to follow a reasonable instruction by any member of staff;
- bullying - this is when children behave badly to each other over a sustained period of time;
- racism;
- disrespect of people and property;
- answering back;
- disrupting the learning of themselves and/or others;

At Red Hall we believe that effective partnerships with parents and carers underpin ensuring children learn how to be responsible for their behaviour and learn from mistakes.



BREAKFAST CLUB & AFTER SCHOOL CLUB

Breakfast and Afterschool Care Club is run by school staff, who are enthusiastic and dedicated about giving your child/children the best start to the morning and quality care in the evening.

Our aim is to ensure that children who use our Breakfast and Afterschool club are well cared for in a stimulating environment. We want to strengthen relationships between school and home, building good communication and providing parents with peace of mind.

Breakfast club is open 7.30am - 9.00am

Afterschool club is open 3.00pm - 6.00pm

Priority will be given to children who require Monday to Friday places. In exceptional circumstances it may be possible to offer a one off session.

Please contact the Care Club Manager 01384 813968 during opening hours.

Fees

Breakfast Club 7.30am - 8.15am (children will be taken into school by staff)(including a light breakfast) £4.20 per child per session

Afterschool Care 3.00pm - 4.00pm £3.40 per child per session

Afterschool Care 3.00pm - 6.00pm £6.80 per child per session

Lunchtime Arrangements Children have the choice of going home for lunch, having a cooked meal or bringing sandwiches to school. Red Hall operates a daily cash collection system for children wishing to stay hot dinners, this enables children to stay dinners as and when they wish. Reception and KS1 children are now entitled to a universal free school meal as set out by the Government. Payment for dinners can be made on a daily or weekly basis. No pop, energy drinks or glass bottles are allowed in children's packed lunches.



Free School Meals

All children in Reception and Year 1 and 2 are currently entitled to Free School Meals.

For any families in receipt of the below benefits and for children in KS2, you will need to apply for Free School Meals. Red Hall receives additional funding for every child who is eligible for Free School Meals (FSM). This funding is called the 'Pupil Premium' and should be used to close the gap between children who are entitled to Free School Meals and the rest of the school in terms of how much progress children are making and where they are in relation to their classmates and children across the country (attainment).

Our school office staff will be happy to support you to fill out an application form or go through the online application with you. Children who are accepted onto the scheme will not only continue to receive free school meals but will also be eligible for Pupil Premium. This is additional funding that the school receives to go towards new resources, activities etc.

If you get any of the following support payments your child may be entitled to receive free school meals:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit Run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

Children who receive a qualifying benefit in their own right are also allowed to receive free school meals.


Children under the compulsory school age who are in full time education may also be entitled to receive free school meals.

The following link is used to complete an application:

<https://www.dudley.gov.uk/residents/benefits/free-school-meals/>

Lost Property Should your child lose any belongings, having them labelled helps to return the lost property. Sometimes property is lost and not claimed. If this happens the items are kept in a container in the school offices for one month before being disposed of.

Toys We do not encourage children to bring toys into school as they could be damaged, lost or even cause harm to other children. Balls are not allowed as our playgrounds are too small and there would be considerable risk to the surrounding windows.



Parental Help in School Parents who are able to spend some of their time helping in the classroom or school library or on class visits are most welcome. Please let us know if you are willing to help in any way.

No Smoking There is a no smoking policy in school and on the school grounds, this includes the use of e-cigarettes

Dogs (except Guide Dogs) For safety and hygiene reasons dogs are not allowed anywhere on the school premises.

Charges The Governing Body has agreed to the following policy for covering the costs of any visit or activities. This policy is in response to the Education Reform Act 1989. Parents will be charged for any loss or damage to school property at a level which meets the cost of replacement. Parents will be charged for any visit or activity which takes place mainly or totally outside school hours and which does not relate to the child's lessons. For all other activities and visits where costs are incurred by the school, parents are likely to be asked to make a voluntary contribution. A contribution may be requested for:

- visits/activities which take place wholly or mainly in school hours or which are related to the child's lessons;
- the cost of ingredients or materials used in practical lessons.

All contributions are voluntary. Parents will always be informed by letter when a visit or activity incurring costs is planned. The letter will indicate the amount requested by the school. Parents who are unable to contribute to the cost of an activity are asked to contact the Headteacher or Deputy Headteacher to discuss the matter in confidence.

Complaints Procedure In the first instance, any concerns parents/carers have should be discussed with the class teacher and if not, resolved with the Phase Leader. If the matter is still not addressed concerns should be taken to the Headteacher. If the concern is not resolved, a formal complaint (in writing) can be made to the Chair of Governors. This is the first stage of the complaint procedure. A copy of this is available on the school website or a paper copy, upon request from the School Office.



Term Dates 2020-21

Autumn Term 2020

Monday 1st & Tuesday 2nd September - INSET days

Friday 23rd October - Break up for half term

Monday 2nd November - Children back to school

Friday 18th December - Break up for Christmas - 2pm finish

Spring Term 2021

Monday 4th January - INSET day

Tuesday 5th January - Children back to school

Friday 12th February - Break up for half-term

Monday 22nd February - Children back to school

Thursday 1st April - Break up for Easter at 2pm

Summer Term 2021

Monday 19th April - Children back to school

Monday 3rd May - Bank Holiday (school closed)

Thursday 6th May – Local election: Voting Day

Friday 7th May – INSET day

Friday 28th May - Break up for half-term

Monday 7th June - Back to school

Wednesday 21st July - Term ends at 2pm