



SCHOOL POLICIES & STATUTORY INFORMATION

ENCOURAGING GOOD BEHAVIOUR

Our aim is to help children to understand what constitutes good behaviour. We believe in discipline and the need to help children to become responsible for their own actions.

Beliefs about behaviour:

- 1 Good relationships and mutual respect are important for developing good behaviour.
- 2 Everyone working with the pupil needs to model good behaviour.
- 3 We need to be ready to praise good behaviour. We believe that it is more effective if rewards outweigh punishments.
- 4 Pupils are taught to respect other people and their property, and to take care of their school.
- 5 It is the policy of Milking Bank School to challenge racism and discrimination whenever it occurs. (Incidents of racism are recorded according to school policy.)
- 6 We need to be consistent and fair in dealing with children's behaviour.
- 7 The rewards your child might expect in school for good behaviour include: praise from adults, badges and certificates, taking part in praise assembly.
- 8 If pupils behave badly, they may lose playtimes, responsibilities and privileges and sometimes teachers may contact their parents.

We remind pupils regularly about how they are expected to behave, at the beginning and the end of a school day, during assemblies, during break times, lunchtimes and during lessons.

We have a shared responsibility with parents, staff and children in having an approach that is both understood and consistent.

Within our schools policy and guidelines we have endeavoured to identify specific responsibilities for children, staff and parents and hope you will support our expectations of you.

- Ensuring good attendance and only withdrawing children (if absolutely necessary) for a maximum of two weeks for family holidays.
- Ensuring punctual arrival in school and informing school about reasons for non-attendance.
- Supporting the schools homework policy.
- Ensuring children wear correct school uniform (see 'About our School').



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- Reporting to Reception when visiting school.
- Parking cars in a sensible, safe manner, especially on the car parks.
- Making sure children know who is collecting them at the end of the school session, before they come into school.
- Using pathways - avoiding landscaped areas (including the rocks).
- Being fully aware of the contents of this brochure, particularly relating to:-

- a Medicine in school
- b Jewellery in school
- c Valuables in school
- d Packed lunches



- Supporting school rules.
Make an appointment to talk to staff if your children are unhappy for any reason and work with the school particularly when children are experiencing/causing difficulties.

SCHOOL RULES

- a Children should be courteous and well mannered to fellow pupils and adults.
- b Jewellery should not be worn to school. In accordance with L.E.A. policy, children with newly pierced ears, who have to wear studs for six weeks, will not be allowed to take part in P.E. lessons. Watches may be worn but must be removed for P.E. Whilst staff take every precaution to provide a safe place for watches during P.E., we cannot be responsible for lost items.
- c No valuables, including large sums of money or special items of interest should be brought into school, unless previously agreed with the class teacher. Dinner money or school fund should be in a clearly marked envelope.
- d Children should only touch other people's property with permission.
- e Children cannot leave the premises during school time for dentist, doctor appointments etc. **unless** an adult comes to collect them. School should be informed beforehand. Children staying at school for lunch will be unable to leave the premises during that time.
- f Children cannot be excused from P.E. or swimming without a letter from parents.
- g The correct uniform should be encouraged to be worn at all times, including P.E. kit.
- h No sweets should be brought into school, unless by prior arrangement or for a special occasion.
- i Everyone should be alert to the problem of litter, and dispose of unwanted materials in the bins provided.



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BULLYING

Our policy of encouraging self-confidence and self esteem within our pupils, is one that should deter most bullies in their anti-social behaviour.

Through the curriculum, we deal with equal opportunities in a very positive way. Highlighting issues within gender, race, age and abilities, helps our pupils to value everyone within our local and wider community.

Although bullying is not a frequent problem at Milking Bank, we actively encourage our pupils (and parents) to divulge acts of bullying.

Not all conflicts are acts of bullying. Bullying tends to be repeated acts against a pupil which includes physical and psychological intimidation. Bullying not only causes considerable suffering to the individual pupils but also has a damaging effect on our school atmosphere. We make it clear to pupils that such anti-social behaviour is a serious offence and will not be tolerated.

We also recognise that both the culprit and the victim need support, as well as the culprit receiving sanctions. In this, the school and the parents have a shared responsibility. If you child's behaviour changes at home and you suspect bullying, or indeed you know you child is bullied please contact the school immediately.

HOMEWORK POLICY

A copy of our Homework Policy is sent out to all parents when their child starts school. This clearly states the purpose of homework and clarifies the role of homework in your child's education. Types and frequency of homework are also discussed.

CHARGING AND REMISSION POLICY

In line with 1986 Education Act, there will be no charge made during the school day for the cost of books and other relevant teaching/learning materials.

However, from time to time the school may organise educational visits in order to enhance the curriculum on offer. These will only be able to take place if parents are willing to make voluntary contributions. No child will be excluded from such a visit, therefore the viability of such outings will be dependent upon the level of contributions and the actual cost to the school.



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Parents of Year 3 pupils, who participate in the L.E.A. swimming programme, will be asked to make a contribution towards the cost of transport.

Parents wishing their child to have peripatetic music lessons at school will be charged by Dudley Music Service. Free lessons may be available to children of families who can demonstrate that they are suffering financial hardship.

Parents of Year 6 pupils, who participate in the residential, will be charged. Financial support may be available for families who can demonstrate that they are suffering financial hardship.

Further details of the L.E.A. policy on Charging and Remission can be obtained from school.

SEX AND HEALTH EDUCATION POLICY

Throughout the school we aim to help the children cope with the emotional and physical changes of growing up. Sex education should be dealt with sensitively, considering the maturity and culture of the children. We have a healthy eating/living programme to help our children to plan for full, active adulthood. Children are also made aware of the need for personal hygiene. Our Year 6 pupils are given a more detailed talk about the way our bodies develop and are encouraged to ask questions. Our school nurse usually comes in to support us in this talk. Parents will be informed, in advance, of this taking place. A video may be shown to the children; this may be pre-viewed by parents. Parents have the right to withdraw their children from this session.

COLLECTIVE WORSHIP (In accordance with 1986 Education Act)

Milking Bank assemblies reflect Christianity's importance as well as recognising the importance of other faiths. We recognise the plurality of religious traditions of the local community. The law has always stated that R.E. must be non-denominational and that we should educate, but not instruct in any one particular denomination. Collective Worship need no longer be at the start of the school day. The bringing together of the whole school for assembly is morally and spiritually uplifting and as such is a valuable part of the school day. In the Secretary of State's view, an act of worship which is 'broadly Christian' need not contain only Christian material. The act allows for continuance of multi-faith material to be used in assemblies as long as during the term the majority are 'broadly Christian'. We hope that parents will want to share some of our assemblies, especially 'Class assemblies' (Tuesday or Thursday mornings)



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and 'Praise assemblies' when we share news and show children's work (Friday afternoons). Parents may request to withdraw their child from religious worship (Education Act 1994). Please contact the Headteacher if you wish to do so.

NATIONAL CURRICULUM

All schemes of work developed at Milking Bank will, of course, meet the requirements of the National Curriculum. They will be founded on good practice and skills will be developed through teamwork and active learning. We provide a very broad curriculum, designed to meet the needs of each child, depending on his/her ability. Those pupils having learning difficulties will be given additional help, whilst those who are more able are extended.

As from September 1998 the National Curriculum consists of core subjects - English, Maths, Science, I.T. and R.E., which will make up a large part of the Curriculum; and foundation subjects History, Geography, Technology, Music, Art and P.E. (A modern language is added at secondary level). They set out experiences and skills children should have acquired at certain 'key stages'. These are:



Foundation Stage	Nursery and Reception
Key Stage 1	5 - 7 Years Reception - Year 2
Key Stage 2	7 - 11 Years Year 3 - Year 6
Key Stage 3	11 - 14 Years
Key Stage 4	14 - 16 Years

Children are continually assessed by the class teacher, who makes observations in the classroom and keeps careful records of activities carried out.

In Nursery and Reception staff complete a Foundation Stage Profile which will be shared with parents at consultation sessions.

For the end of each Key Stage the Government have developed Standard Assessment Tasks (known as S.A.T.s). These S.A.T.s will be administered towards the end of Year 2 and Year 6 and together with teacher assessment, will determine what level each child has reached at that particular stage.

In Years 3, 4 and 5 non-statutory tests in English and Mathematics are taken in May. The results of these tests are reported to parents at the Summer Consultation Evenings.



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In order to match the demands of the National Curriculum, children will be flexibly grouped. Teacher assessment and the results of the S.A.T.s will be used to plan their next years programme of work. Children of course develop at different rates and at different stages, and we are aware that difference in levels can be very varied.

SPECIAL EDUCATIONAL NEEDS

Class teachers are largely responsible for meeting the needs of different abilities, and as a school we are committed to a broad and balanced curriculum for all. As outlined in the 1993 Special Needs Code of Practice the Special Needs Co-ordinator is responsible for arrangements within the school; planning, liaison and extra support for individuals as necessary. Parents are always consulted if particular needs arise. External agencies may need to be consulted on some occasions, but only with prior consent from parents.

For those parents wishing to have more details, there is a policy for Special Educational Needs and also a parent's booklet.

The S.E.N. Co-ordinator is Jackie Bagnall

The S.E.N. Governor is Alison Durman

SPORT

Children follow the Physical Education programme of work as set out in the National Curriculum and our school scheme. There are also many opportunities for extra curricular sport and team games. We participate fully in Dudley L.E.A. competitive sport including; soccer, netball, cross country and athletics. We are also a member of the Ellowes Sports College Consortium.

COMPLAINT PROCEDURE

This document is available for inspection at all schools maintained by the L.E.A., Public Libraries and Education Offices. It sets out the arrangements for the Council in respect of complaints against curriculum and collective worship under the terms of section 23 of the Education Reform Act 1988.



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AUTHORISED & UNAUTHORISED ABSENCE

Promoting good attendance is a priority at Milking Bank Primary School. We now have a legal responsibility to report unauthorised absences and to publish this information in our schools prospectus. The following information is based on our absence return 2004/2005. There were 4.3% authorised absences and no unauthorised absences.

S.A.T.s RESULTS

We are required by law to publish the results of our National Curriculum Assessment (S.A.T.s) results at the end of Key Stage 1 (Year 2) and Key Stage 2 (year 6).

An average Year 2 pupil would be expected to reach level 2 and an average Year 6 pupil level 4.

2005 Assessment summary tables for Key Stage 1 & Key Stage 2 are overleaf. I hope you find the following key useful.

Key:

U No subject level able to be calculated	1	Level 1 attained
A Not entered due to absence.	2	Level 2 attained
X Exempt from test	3	Level 3 attained
D Disapplied Section 364/365 of the 1996 Education Act.	4+	Level 4 (or higher) attained
W Working towards level 1		
L Below Level 2 threshold		

* These assessments do not apply at every level and therefore figures may not total 100%