



Overton St Helen's C.E. Primary School

*'Surrounded by God, we inspire hearts and minds through
learning, faith and love.'*

Prospectus

May 2019



Welcome to Overton St Helen's CE Primary School Prospectus. In this book, you will find everything you need to know about the school and its community. Our prospectus provides a wealth of information if you are considering a place at our school for your child, or if you are entering the school and need to know what is in store.

We are extremely proud of the fact that we are a happy school that works together and plays together to experience new things and learn new skills. We see ourselves as one big family that supports and cares for one another in our daily routines.

At Overton St Helen's we encourage children to be respectful, forgiving and compassionate. We are a nurturing, inclusive and safe community built on Christian Values that inspire positive and trusting relationships between school, families and the wider community.

We expect high standards of behaviour in our children yet approach problems with compassion and forgiveness. The teachers know and work closely with the children in order to achieve success in their learning.

We inspire high standards, engaging children in a dynamic and diverse curriculum with opportunities and experiences that allow children to excel through discovering their unique talents, relishing challenges with courage and perseverance, knowing that God is with them.

After a seven year journey, we move children on to high school where they take forward the skills, knowledge and confidence they have developed with us, as a foundation for all their future learning. We would be privileged to have your child join us.

Joanne Easthope
Head Teacher

OUR SCHOOL

Overton St. Helen's is an excellent school, full of warm and friendly staff and pupils alike. We enjoy our time here and we are always encouraged to do the best we can. You can trust the teachers to be kind, fair and always make you work hard; we are lucky to be here.

Mrs Easthope is our Headteacher and she sets an outstanding example to us all, showing us how every little thing we do can really make a difference.

We have a school environment to be proud of. With stunning views, two playgrounds, a school field, a Forest School, an adventure trail, a climbing wall, an outdoor stage and gardening areas, we really do have our green fingers full!

We are proud to be a church school and we look forward to our Worships. This is a special time for us all to learn more about how to make the world around us a better place, to reflect in quiet times and to think about what Jesus would want us to do.

There are many things to look forward to at Overton St. Helen's. We mark important times of the year such as Christmas and Easter with special whole school events, and in summer we have our annual Rose Queen festival which is always a tremendous success. We also have Sports Day and every year, Year Six have the opportunity to go away for a week's residential. On this visit we get the chance to canoe, climb, abseil and so much more! In Year Six we elect House Captains who help to lead their teams during the many different events. Most of the Year Six are Buddies and help the younger children during our lunch time. We believe in responsibility, we enjoy our roles and we believe in leading from the front!

Through our School Council we are able to suggest our own changes or improvements for the school. With all the staff, helpers and children, we are one big family and we work together as one united team.

We really are lucky to be here.
Year Six Pupils

SCHOOL PERSONNEL

TEACHING STAFF

Headteacher	Mrs J Easthope	
Deputy Headteacher	Mr M Curwen	OAK CLASS
Class Teachers:	Miss S Capstick	BEECH CLASS
	Mr D Wood	WILLOW CLASS
	Mrs E Ingham	ELM CLASS
	Miss H Walsh	HOLLY CLASS
	Mrs H Marsland	MAPLE CLASS
	Mrs S Harding	PPA COVER

NON-TEACHING STAFF

Secretary	Mrs C Barry
Higher Level Teaching Assistant	Mrs A Wigginton
Teaching Assistants	Mrs R Birkett Miss E Coultas Mrs D West Miss G Bailey Mrs K Blundell Mrs L Wilcock Mrs J Boak
Site Supervisor	Mr A Croskery
School Cook Assistants	Miss H Griffin Mrs P Evans
Welfare Supervisor	Mrs R Mall
Welfare Assistants	Miss G Bailey Mrs M Glover Mrs B Martin Mrs L Wilcock Mrs J Boak

GOVERNING BODY

Chair
Headteacher
Foundation

Mr W A Mashiter
Mrs J Easthope
Mr D H Birkett
Mr P S Gallagher
Rev Lorraine Moffatt
Mr T Wingate
Mrs J Jenkinson
Mrs J Walker
Mrs D West
Mr K Shaw
Mr P Riley
Mr M Aldren
Mr D Wood
Mrs A Wigginton
Vacancy
Mr M Curwen
Ms M Cullen (Governor Services)

LEA
Parent:

Elected Teacher
Elected Non-Teacher Staff
Associate Governors
Observing Governor
Clerk to the Governors

Lancashire County Council

PO Box 78 County Hall
Fishergate
Preston
Lancashire
PR1 8XJ

Tel: 0300 123 6701
Fax: 001772 536199
Email: enquiries@lancashire.gov.uk

North Area Education Office

White Cross Centre
Quarry Road
Lancaster
LA1 3SE
United Kingdom

Email: pupilaccessteam.north@lancashire.gov.uk



SCHOOL ORGANISATION

Overton St. Helen's is a Voluntary Aided Church of England Primary School providing an education for boys and girls aged between 4 and 11 years of age. The school serves the villages of Overton, Middleton, Sunderland Point and part of Heaton-with-Oxcliffe, all in the Parish of Overton, but also draws significant numbers of pupils from Heysham and Morecambe. We currently have 174 pupils on roll, accommodated in six classes.

Overton St. Helen's Church of England Voluntary Aided School aims to provide a secure setting within which children can feel confident to explore the beliefs and practices of the Church of England as well as the beliefs, practices, views and feelings of their fellow human beings in our multicultural and multi-faith society.

The school aims to help children to reflect on human experience and the meaning of life. It aims to guide them through the maze of demands for decisions on moral and social issues and help them to establish their own beliefs and attitudes, to share a sense of values and to develop a pattern of upright behaviour so that the values of, and within the school reflect its Christian Foundation. Religious Education and Collective Worship have a central role in the work and climate of the school. Our Mission Statement is a declaration of the views that we hold and the vision we have for our pupils.

ADMISSION ARRANGEMENTS

The number of children to be admitted to the Reception Class is set by the Governors at 25. Children are usually admitted to school in the September following their 4th birthday.

Applications for admissions to the school should be made on-line at www.lancashire.gov.uk/schools from September of the year before admission to the Reception class. The Diocesan Supplementary Information Form relating to Church attendance and Christian commitment is available from school also.

The criteria for selection when requests for places in Reception are over-subscribed are detailed in our Admissions Policy (Appendix 1). The parent of a child whose admission has been refused may appeal in writing to the Clerk of the Appeals Committee c/o The School.

Prospective parents wishing to visit the school are welcome to make an appointment with the Headteacher for a visit at any time.

In the term before admission, new entrants to the Reception Class and their parents will be invited to an Induction Meeting, where they will be able to meet the staff and future classmates. They will be given further information about the routines of the school, including details regarding where to purchase school uniform and meal time arrangements, along with details of the many ancillary services available through the Schools Medical Service. Individual appointments are also arranged for parents to discuss the needs of their own child with the Foundation Stage staff.

THE SCHOOL DAY



Morning Session	8.30 – 12.00	KS2
	8.30 – 11.50	KS1
Afternoon Session	12.40 – 14.30	
Teaching Time	Infants 22 hrs 30 mins	
	Juniors 23 hrs 20 mins	

Children are expected to arrive by 8.25am and are requested not to arrive before 8.15am unless using transport provided by LEA. KS2 children can enter their classrooms from 8:25 am, and KS1 children line up on the playgrounds once the bell rings. On wet days, children may come into school at 8.15am using the side entrance by Class 2. All children have a 15 minute break during the morning session.

LATENESS

The importance of punctuality cannot be over-stressed as lateness has an unsettling effect upon both the child and the class. Children arriving after the bell will sign a Late Book in the Reception area, and if arrival is more than 10 minutes after registration without due cause they will be noted in the register according to the regulations. In cases of persistent lateness, the Head will contact parents to discuss the reasons and try to find a solution to the problem.

ATTENDANCE

Regular attendance at school is crucial in maintaining continuity of learning and social development for all children. Obviously, in cases of illness, absence from school is unavoidable but under the terms of the Education Act (Pupil's Attendance Records Regulations 1991), **parents are required to telephone the school on the first morning of absence and then, on the child's return to school, to notify the school in writing of the reason for the child's absence.** As a matter of Health and Safety, all unexplained absences are followed up by the school and may be marked as unauthorised in the register if no explanation of absence is provided.

Leave of Absence during term time

Parents are asked to note that legislation only allows the Headteacher to authorise leave for "special or exceptional" circumstances. By definition, special or exceptional trips should not occur regularly. Therefore it is not expected that holiday leave will be requested on an annual basis.

If absence permission is required these procedures must be followed:

Procedure for requesting leave of absence:

- All applications for leave must be made, in advance, by the parent of residence using the 'Request for leave of absence' form, available on our School Website and from the school office.
- A covering letter explaining the "exceptional circumstances" is required.
- After consideration, a meeting with the Headteacher may be requested to confirm the "exceptional circumstances" before authorisation can be given.

- In the event of illness – a phone call should be made to school at the start of the absence, followed by a note upon your child's return explaining the reason for absence.
- Medical Appointments – we do request sight of an appointment card/letter where possible.

In considering the request we will also look at various factors such as:

- Will leave at this time be detrimental to the pupil's education?
- Is the proposed absence during September or any other transition period?
- Is the absence immediately before or during assessment periods ?
- Does the pupil's attendance record include any level of unauthorised absence already?
- Where a pupil's attendance rate is already below 90% or will fall to or below that level as a result of taking leave.
- Other periods of leave which the pupil may have had, either during the current or previous academic year

Unauthorised Absence will be given if holidays are taken without prior notice and the reasons are not exceptional or explained.

We are monitored by the Authority and excessive absences are followed up by the Attendance Officer regarding persistent lateness, persistent illness and regular absence from school. Anyone with an attendance of 90% or less will be considered to have 'persistent absence'.

A report of your child's attendance figures will be given on a termly basis, within their progress reports. Certificates will be given for 100% attendance each term, together with Bronze, Silver and Gold badges for however many term's full attendance they achieve within the school year.

If your child's attendance drops below a certain figure, you may receive a letter from the headteacher inviting you into school to discuss possible options to help improve the situation.

The numbers of authorised and unauthorised absences for the year are recorded and an annual Absence Return is submitted to the Department for Children, Schools and Families (DCSF).

R.E. and COLLECTIVE WORSHIP

As a Christian school within the Anglican faith, R.E. and Collective Worship are very important aspects of our curriculum. St. Helen's has a daily Act of Worship either as a whole school or in Key Stage groups. Visiting clergy lead some worship, and the children visit St. Helen's Church regularly throughout the year.

Parents have the right to withdraw their children from denominational R.E. and daily acts of worship. However, the Governors hope that in choosing a Church of England School, parents are thereby committing themselves to their child's participation in the religious life of the school and the R.E. which is taught as a subject in its own right. The R.E.



curriculum follows the Blackburn Diocesan syllabus, allowing children to explore their spiritual development within a Christian context, whilst developing an awareness that they belong to a multi-faith and multi-cultural society.

SCHOOL UNIFORM

We feel that it is important for our children to wear school uniform as it encourages them to take a pride in their appearance and in being part of the school community. Our school colour is bottle green, with white polo shirts, white shirts or blouses with our school tie in green and gold. Sweatshirts, polo shirts, pinafores, fleeces and hats with the school logo embroidered on them are available from the Uniform & Leisure Shop in Morecambe. Grey skirts for girls and smart black or grey trousers may be worn by both boys and girls. In summer, girls may wear green and white checked cotton dresses, and boys are encouraged to wear grey school shorts.



Footwear must be safe and suitable for outdoor play as well as indoor; no fashion boots or high heels please. Trainers are not permitted as everyday footwear.

P.E. KIT

All children require a sports kit, kept in a drawstring bag, clearly labelled with their name. P.E. bags in House colours printed with the school logo are available from the Uniform & Leisure Shop.

Your child's sports kit should consist of:

Indoor P.E. Kit:

- T-shirt – in House colour
- Shorts (no jogging bottoms)
- Gym shoes (for dance & gymnastics)
- Trainers for indoor athletics
- Socks (if your child wears tights)



Outdoor P.E. Kit:

- T-shirt – in House colour
- Dark coloured jogging bottoms (green bottoms can be purchased from the uniform shop)
- Long sleeved jumper (in addition to school jumper)
- Trainers
- Socks (if your child wears tights)

Forest School Kit:

- Seasonal & Weather appropriate clothing
- Suitable footwear/wellington boots
- Waterproof trousers & jacket

Key Stage 2 boys and girls playing football require boots and shin pads and may wear their own football strip. Children representing the school in matches will be provided with a school team kit.

Our pupils get changed together for PE and Games lessons in their classrooms under the supervision of their class teacher or Teaching Assistant. The Year 6 pupils change separately

where possible, using the cloakroom space. For health and safety reasons, long hair must be tied back during all P.E. lessons. Jewellery, with the exception of watches, should not be worn in school. Children may not wear any item of jewellery during sporting activities. It is also expressly forbidden at the swimming pool.

We do have a small number of children with pierced ears, but most parents sensibly reserve the wearing of earrings by children to out of school hours.

If you wish your child to have pierced ears, please will you ensure it takes place at the start of the summer holidays in July, so that they can be removed in September.

We would be grateful if all items of school uniform, (including hats, scarves and gloves) and sports kits are clearly labelled with your child's name, since it is virtually impossible to return un-named uniform items to their rightful owner.

SCHOOL BAGS

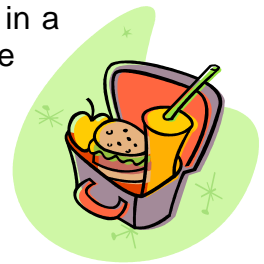
We feel that it is a good idea for all children to have a school bag clearly marked with their name. This ensures that reading books, homework and notes/newsletters can be transported to and from school securely. We ask parents to please check their child's bag daily. Letters and other information will usually be sent home with the oldest child in the family. School Book Bags and P.E. Bags can be purchased from The Uniform & Leisure Shop, Morecambe.

DINNER ARRANGEMENTS

KS1 children start their lunchtime at 11.50am and KS2 at 12 noon.

A lunch is cooked on the school premises by the kitchen staff and there is always a choice of at least two main courses. Children with special dietary requirements can always be catered for upon request. We work hard to encourage healthy eating habits amongst our pupils and this is reflected in the menu choices available.

Children not having a school dinner should bring their own packed lunch in a named box. Packed lunches are eaten either in the school hall or in the child's own classroom. When the weather is suitable, children may eat outside. We ask parents to support our promotion of healthy eating in the contents of pupils' lunchboxes and to note that fizzy drinks are not permitted. Any uneaten food will remain in lunchboxes to enable parents to assess their child's needs.



PAYMENT FOR SCHOOL MEALS

Since September 2014 all KS1 pupils have been entitled to, and enjoy School Meals which are funded and known as 'UFSM' - Universal Infant Free School Meals.

All KS1 child/ren will automatically be given a funded school meal unless you inform us otherwise. Parents will therefore need to inform school should they NOT require school dinners.

KS2 School dinners are £2.30 per day (£11.50 per week) and are paid for in advance on **Fridays, for the following week.** Money should always be sent in a clearly labelled envelope and **given to the Y6 monitors stationed in the school hall from 8.15am.** Cheques should be made payable to '*Lancashire County Council*', please.

We have a team of experienced welfare assistants who ensure that lunchtime is a pleasant and orderly occasion, assisting the younger children with lunch and supervising play afterwards. Most are also qualified First Aiders. In addition, older children are trained as 'Playtime Buddies' to help to ensure that younger children are able to play happily and to provide good role models on the playground.

SNACKS AT BREAKTIME

As participants in the Healthy Schools Initiative, we are part of the 'Free Fruit in Schools' Programme. This provides a free piece of fruit for every Key Stage 1 pupil to enjoy during their playtime. A Healthy Tuck-shop is usually available for KS2 pupils to purchase fresh fruit and vegetables at morning break. All playtime snacks should be "junk food free" and chocolates, sweets and crisps are actively discouraged in favour of healthy options.

WATER



It is proven by research that children who drink fresh water regularly throughout the day have a better capacity for learning because the brain functions more effectively when it is regularly hydrated. Children are, therefore, encouraged to bring a reusable plastic bottle of water for drinking throughout the day.

OSFA (Overton School Friends Association) sell 'personalised' water bottles for use in school and have a range of colours to choose from.

An Order Form will be required and is available from the School Office, please just ask.

HOUSES

On entry, children are assigned to houses within the school for competitive activities such as Sports Day and other special events. Children with siblings already attending the school will be assigned to the same house. Each house elects one boy and one girl captain from the children in Y6. These children are given the responsibility for a considerable amount of organisation within their house and are supported in this by the other Y6 children. The names of the houses, taken from the names of past retired head teachers, are as follows:-

BENSON	BLUE
SMITH	YELLOW
MILLIGAN	RED
CLARKE	GREEN



OVERTON SCHOOL FRIENDS' ASSOCIATION (O.S.F.A.)

O.S.F.A. meets regularly on an informal basis to discuss and organise social and fundraising events for the school.

The committee consists of parents, governors and staff from the school. Our aim is to assist in the provision of facilities (not normally provided by the LEA), to enhance the education of the children at our school, and also to help make their school days as memorable and pleasurable as we can.

O.S.F.A funds have, in the past, provided the school with many different kinds of resources from a piano and reading books, to Chromebooks and other ICT equipment. Most recently, they have helped us to refurbish and stock our new school library. They also subsidise the cost of transport for school trips. Their contribution to the life and work of the school is immeasurable.

O.S.F.A is also an important part of village life. Events such as Bingo Nights, Quizzes, Christmas and Easter Fairs, children's discos and Cinema Nights are always lots of fun and are much enjoyed by both the school and the village communities.

You automatically become part of O.S.F.A. when your child starts school. Our Chairperson is Mrs Abby Bargh, our Treasurer is Mr Tim Wingate (School Governor) and the Secretary for OSFA is Mrs Catherine Curran (Parent). If you need to contact them (especially if you have good ideas for fund-raising!) our school secretary will be happy to pass on your details.

YOUR CHILD'S HEALTH and WELL-BEING AT SCHOOL

We have a "Lollipop Lady" to help with the safe crossing of children and their families. Please abide by her rules and encourage politeness from your children.

Please can I remind all parents that, although we have a Crossing Patrol system in place, it is ultimately your responsibility to ensure that your children do not run out into the road when arriving or departing from school.

Mrs Glover, our 'Lollipop Lady' will patrol the crossing as best she can, but children that run on ahead of their parents **MUST STOP** on the pavement until asked to cross the road. These may seem obvious instructions, but reminders to the children on a regular basis will reinforce the rules and hopefully alleviate any accidents.

Please also help us to keep our children safe by parking and driving safely, especially at the beginning and end of the school day when the road outside school is particularly busy.

Please do not use the school driveway or **lay-by at any time**, and please **do not double park**. This obstructs the view of other road-users and is likely to cause a serious accident.

We have a school taxi that has priority parking in the lay-by for collecting and delivering children to school.

The Police regularly patrol our school to check the zig-zag lined areas are not being used for drop-off points.

SUPPORTING PUPILS WITH MEDICAL NEEDS IN SCHOOL

It is a statutory requirement to ensure that the appropriate staff are aware of any medical conditions which your child may have. This should include asthma, diabetes, a past history of convulsions or fainting, migraine, anaphylaxis, and dietary requirements, or any other allergies. For those children who have a chronic condition or one for which they are receiving paediatric treatment, we should have in place a **Health Care Plan** devised in conjunction with your child's doctor which basically outlines the problem, any medication which needs to be routinely administered and the action which should be taken in case of an emergency.

In cases where the child's medical needs cause prolonged absence from school, the policy ensures that they will receive the support they require in order to maintain their education and be able to access a broad and balanced curriculum. The necessary arrangements should be discussed with, and will be put in place by, the Headteacher.

Medical information will always be treated with the utmost confidence and shared only on a 'need to know' basis.

MEDICAL AND FIRST AID INFORMATION

We appreciate the fact that parents generally do not send children who are unwell to school. However there are occasions when a child becomes unwell during the school day and it is therefore essential that we have current home/work telephone numbers and also an additional emergency contact person if a parent cannot be reached. Please ensure the school secretary is advised of any change in circumstances so that accurate, up-to-date information is always available.

All staff and lunchtime supervisors are experienced in dealing with minor bumps and grazes and most are also qualified First Aiders. All head injuries, however slight, will be treated seriously and children will be given a 'Bump Note' to take home to alert parents. If we feel a hospital check or treatment is necessary, the parents will be contacted first, as hospitals prefer to treat children when a parent is present. In an emergency, the child may be taken directly to hospital whether by car or ambulance, accompanied by a member of staff.

ADMINISTERING MEDICINES

If children attending school need to take prescribed medicines, parents are required to complete a medical form, which is available from the School Office and is also on our school website, giving details of the dosage and permission for administration. We also require the same written permission for most 'over the counter' medicines which are taken orally, such as Anti-histamines /Piriton, Ibuprofen/Calpol and any creams that have to be applied. The medicines should be the smallest practicable amount and will normally be self-administered under adult supervision.



Aspirin-type tablets should not be sent to school. ALL medicines **should** be left with the School Office and collected by a responsible adult at the end of the notified period of administration. **Please do not give any medication to your child to bring into school.**

ASTHMA

If your child suffers from Asthma, please will you make sure that you have completed a medical form, which can be downloaded from the school website and are also available from the school office. Inhalers are kept in the classrooms and are available at all times. Children, except for the very youngest, are expected to inform a member of staff when they require the use of their inhaler, so it can be given to them for immediate use.

SCHOOL HEALTH SERVICES

On your child's entry to the Reception Class, parents will receive information from the school Health Service, NHS Virgin Care 'Lancashire 0-19 Service' providing excellent advice on healthy eating, common childhood ailments, and important contact numbers. There will also be a confidential form to be completed which forms the basis of your child's school health record and is returned to our School Nurse, Mrs Claire Dillon. Although individual developmental reviews are no longer carried out in school, the nurse will visit the class on a regular basis to observe the children in the school environment. Routine height, weight and vision screening will also be carried out and the results notified to parents. Please do not hesitate to contact the school nurse if you have any concerns about your child's health or development. Claire Dillon can be contacted on 0300 247 0040 if you have any medical issues you wish to discuss.

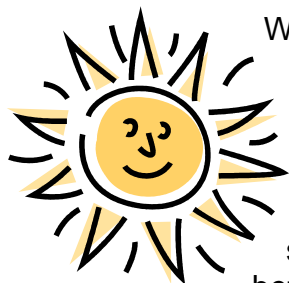
A HEALTH PROMOTING SCHOOL

Overton St Helen's is a 'health promoting school' because we feel that a healthy lifestyle established in childhood will enable pupils to value physical well-being into adulthood. To this end, we ask that only healthy snacks such as fresh and dried fruit, rice cakes, bread sticks etc. are consumed at playtimes.



We are very proud of our National Healthy School status.

'SUN AWARENESS' POLICY



We encourage the wearing of sun-hats during the summer months and we exercise our judgement about children being outside for long periods if they do not have protective headgear.

Sun umbrellas are provided and we have many trees to provide shade at playtimes and lunchtimes. Children are encouraged to 'cover up' when the sun is hot and we ask parents to apply a strong sun-block to the children's skin before they come to school, when appropriate. Children may bring their sun-block to re-apply but will be asked to do it themselves under supervision.

We hold our Sports Days in the early morning, from 9am, in order to try to mitigate against children spending too long in the sun.

We hope you will help us to help you to keep your child safe from over-exposure to the summer sun. Children need fresh air and playtimes outdoors so we will do our best, with your help, to strike an appropriate balance.

DRUG EDUCATION

The National Curriculum Science Order states that pupils should be taught:

- at Key Stage 1 about the role of drugs as medicines
- at Key Stage 2, that tobacco, alcohol and other drugs can have harmful effects

It is the intention at Overton St Helen's C E School that all teaching about drugs be provided as part of an integrated programme of Personal, Social and Health Education.

The essential aim is to emphasise the benefits of a healthy lifestyle and give pupils the appropriate facts as well as the knowledge and skills to make informed and responsible choices, both now and in later life.

Overton St Helen's School is committed to the health and safety of all its members. Our programme for Drug Education has the following aims:

- to enable pupils to make healthy, informed choices
- to raise children's self-esteem by challenging attitudes and developing and practising skills
- to recognise that drugs can be useful and save lives
- to provide opportunities for children to acquire knowledge and understanding about the dangers and consequences of drug misuse
- to encourage pupils to resist peer pressure or preferences
- to keep knowledge and information accurate and responsive to changing trends

These aims are fulfilled through the taught and the 'hidden' curriculum and through the involvement of outside agencies such as Social Services, the Community Police, LEA, and Health and Drug Agencies.

SEX and RELATIONSHIPS EDUCATION (SRE)

As part of the school's Health Education programme, the staff and governors of the school feel that we should offer appropriate and age-relevant sex education. The School Nurse sometimes helps us in this task and staff are committed to presenting the material within a sensitive, moral and Christian framework. The school SRE policy has been the subject of consultative meetings with both parents and governors.

Some of the SRE topics are integrated into other areas of the curriculum and into the daily life and work of the school. Others are taught specifically as units of work in Science or PSHE. 'Sensitive' subjects are often raised by the children themselves during 'Circle Time' which takes place regularly in every class and is an opportunity for children and adults to reflect on, and discuss a range of attitudes and behaviours. Children are encouraged to share their concerns, to offer solutions and to celebrate each other's successes in a caring, confidential and mutually

supportive arena. The promotion of a caring and responsible family life is a fundamental part of our SRE.

We will always notify parents in advance of any lessons which deal with sexual relationships or human reproduction. Parents will have the opportunity to preview the material to be used.

You may however, by law, ask that your child be withdrawn from SRE if you prefer, except for that which is required as part of National Curriculum Science.

RACE EQUALITY and MULTICULTURAL EDUCATION

Overton St. Helen's CE School is committed to the principles of the Race Equality Charter and the children are taught to respect all cultures and faiths. This is achieved through their curricular work and through assemblies and special events where the customs and festivals of other faiths and cultures are introduced and visitors are welcomed. We are very proud to have the Race Equality Mark.

CHILD PROTECTION AND KEEPING SAFE

All members of staff have had training in the issues of Child Protection/Safeguarding and action will be taken, according to the procedures laid down by Children's Integrated Services, if it is suspected that a child has been abused in any way. Children are actively encouraged to keep themselves safe from danger – a notion which will include people who might want to harm them. This is a sensitive area but pupils will have the opportunity to discuss strategies for coping with uncomfortable or 'yukky' feelings about people they may encounter.

The school has very good measures in place that help children feel safe when using computers. Lancashire County Council uses software that actively scans each website that children may try to access and deems it appropriate or inappropriate. The school also retains the ability to give children access to specific web pages that would benefit their education but may block whole websites that may be less beneficial to them. More importantly, the school educates children to make responsible choices when using computers and different types of technology. The children have the opportunity to discuss how to react to situations that makes them feel uncomfortable.

As part of our school curriculum each class takes part in an 8 week programme called Kidsafe. This is led by members of our school staff who are trained practitioners. They encourage children keep themselves safe, teaching them what to do when they are in uncomfortable situations and strategies to safeguard themselves against these. Please ask one of our trained practitioners if you wish to find out more.

SAFETY EDUCATION

Throughout the school, children are provided with ample opportunities for Safety Education. This includes visits from professionals, whole school occasions and class topics on Road Safety, Home Safety, Fire Safety, Water Safety, Safety on the Farm and many other aspects of personal safety.

Whilst we do everything we can to ensure that children have appropriate Safety Education, we recognise that your child's best safety teacher is you – whether it is in the home or on the road. Your child will follow your example. This is particularly important when you are out and about, especially when bringing your child to school, by car or on foot. Please help us to provide

children with the basic skills by parking appropriately (and legally!) and by crossing the road safely, showing consideration for other road users at all times.

OUR CODE OF CONDUCT

The one important rule for all of us in school is that **everyone will act with courtesy and consideration to others at all times.**

This means that children are expected to:-

- always try to understand other people's point of view
- make it as easy as possible for everyone to learn and the teacher to teach by listening carefully, following instructions, helping one another when it is appropriate and being quiet and sensible at all times
- move quietly and safely about the school, showing courtesy by opening doors and helping people
- speak politely and quietly to everyone and show respect to all adults and fellow pupils
- keep the school clean and tidy so that it is a welcoming place, and to pay particular regard to the property and work of others
- remember that, out of school, the school's reputation depends on the way that pupils behave.

Our School Mission Statement reflects the values, visions and aspirations of the Staff and Governors for the school.

Rewards and Sanctions

We try to emphasise positive aspects of pupils' behaviour so that good behaviour will always be acknowledged by the staff and rewards given for good manners, hard work, helpfulness, consideration, and so on.



We take every opportunity to reward positive behaviour by giving out certificates on a regular basis and every half term, we hold a special 'Values Assembly' to which parents and friends are warmly invited.

At the end of the year, trophies are presented to pupils in Key Stages 1 and 2 and the names of those pupils in their final year who have been exemplary in their service to the school are entered into the 'Book of Endeavour'. This, we feel, is the highest award the school can offer and the book will become part of the heritage of the school and of future generations of school children.

Our pupils are extremely courteous, helpful and well-behaved, something for which they are often praised when we take them on our frequent educational visits/sporting events/competitions.

The occasional cases of bad behaviour are dealt with by imposing sanctions, which will vary according to the nature of the indiscipline and the child involved. It may take the form of a

withdrawal of some part of break times or extra work being done at lunchtimes or at home. Because we feel that the behaviour of pupils in school is the shared responsibility of parents, in cases of persistent bad behaviour, parents will be notified and asked to discuss the situation with the headteacher and class teacher.

A copy of our complete Behaviour Management policy, including our policy on Exclusions, is available in the school, and can be found on our school website, and is reviewed annually.

The decision to exclude a child, for a fixed period or permanently, rests with the Headteacher and Governing Body and will be taken:

- in response to serious breaches of a school's discipline policy and
- once a range of alternative strategies have been tried and have failed and
- if allowing the pupil to remain in school would seriously harm the education of the pupil or of others in the school.

ANTI-BULLYING POLICY

The school has set down and agreed a policy to combat bullying. The definition of bullying is deliberate and consistent verbal, emotional or physical abuse of one pupil by another or others over a period of time.

Occasionally we do become aware of some incidents of harassment or bullying and these are dealt with as soon as they occur. We encourage children 'to tell' if they are victims or witnesses of name-calling, or similar, and we hope that parents will alert us if they feel the need. If children are becoming upset, for whatever reason, we take it very seriously and work hard to find a solution. We cannot educate an unhappy child and we do try to make school memorable for the enjoyment it brings.

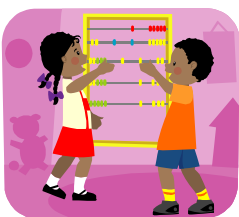
Our Y6 children are trained as 'Playground Buddies' and they help the younger pupils to enjoy their playtimes. They will also report any concerns about behaviour to welfare staff or teachers.

THE CURRICULUM AND ITS AIMS

The basic curriculum of the school is prescribed by law and includes the core subjects of English, Maths, Computing and Science and the Foundation Subjects of History, Geography, Art, Music, P.E. and Design Technology (DT) plus Religious Education, Personal, Social and Health Education (PSHE) and French for pupils in Key Stage 2.

THE EARLY YEARS FOUNDATION STAGE CURRICULUM

The Early Years Foundation Stage begins when children reach the age of three. Many children first attend some form of pre-school or nursery soon after their third birthday. Children may spend time in a number of settings during the EYFS, attending part-time or full-time.



Many children attend 'Bunnies' Pre-school which operates every day at the Memorial Hall in Overton. A few children will stay at home until they begin Primary School.

When children begin school they will have had a range of different experiences. They will have learnt a great deal, particularly from their families, and will have a variety of interests and skills.

The last year of the EYFS is often described as the Reception year since most children are admitted to the Reception Class of the Primary School. The Reception class prepares children for learning in Key Stage 1 and is consistent with the National Curriculum. Infant children enjoy exploration and discovery and we teach this through a topic-based approach which encourages children to develop a spirit of enquiry, solve problems and devise “experiments”.

The curriculum is designed to promote the spiritual, moral, cultural, mental and physical development of all children at the school, providing them with the knowledge, skills and attitudes which will enable them to realise their full potential, helping them to develop self-respect, self-discipline and grow into confident and sensitive adults.

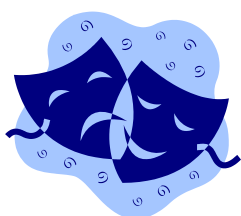
We further aim to ensure that children develop a command of written and spoken English and an awareness of the importance of literature as a source of enjoyment and information in all its forms. We aim to develop an understanding of mathematical operations and problem solving strategies, to promote scientific curiosity and understanding, developing observation skills and confidence in using appropriate technologies. Knowledge and understanding of the world and our heritage come through the study of history, geography and the environment.

ENRICHING THE CURRICULUM

We are constantly striving to enrich the curriculum by incorporating visits to relevant locations including the theatre, art galleries, churches, museums and by inviting performers and specialists in to school. Often, it is necessary to ask parents for a voluntary contribution towards the costs of these valuable activities, which cannot all be met from school funds. (Please note that no child will be excluded from such an activity on financial grounds and that any parent requiring financial assistance should contact the Headteacher in confidence). The Headteacher will decide, depending upon the response to the request for voluntary contributions, whether or not a particular activity can proceed.

The teaching staff adopt a whole school approach when planning the work for the year to ensure that there is continuity, progression and variety. Whole class teaching is the norm for introducing new topics/concepts in most subjects with the children doing follow-up work in small groups, pairs or individually as appropriate. There are Intervention Strategies for children needing extra support in their learning.

EXTRA- CURRICULAR ACTIVITIES



Staff offer a variety of activities after school. These vary according to the season and permission slips for attendance are sent out each term. Clubs do not take place during the first and last week of each term and are dependent on staff availability.

In the event of a club having to be cancelled at short notice, every effort is made to contact parents. Where this cannot be done, the child will be supervised in school until the normal club finish time.

We offer many after school clubs throughout the year, such as:-



Football, Athletics, Cricket, Netball, Rounders, Tag Rugby, Cross-country, Gymnastics, Computer Club, Animation Club, Choir, Chess Club, Bowling Cooking Club, Multi-skills Club, Sewing Club, Art & Crafts Club.



We also have outside organisations that use the school facilities for their clubs, such as MOKY FIT and MORECAMBE FOOTBALL CLUB, to add to the variety of activities available after school for our pupils..



OVERTON KIDS CLUB (Time 4 Nursery)

This is operated independently of the school and takes place in the village Scout Hut every school day from 2.30pm – 5.30pm. Children are collected from the school hall by club staff and escorted to the Scout Hut. Many parents take advantage of this opportunity for good quality child care and the extra-curricular aspect of the club.

CHILDREN WITH SPECIAL EDUCATIONAL or ADDITIONAL NEEDS

The school has in place a Policy for Special Educational Needs which follows the requirements of the DFE's Code of Practice. Every effort is made to identify children with learning difficulties at the earliest stage. Individual Educational Programmes (IEPs) are put in place, review meetings with parents held and external support sought from Lancashire Inclusion Team if required. As with all areas of our work, parental partnership is considered to be vital for all children throughout their primary years. In certain cases it may be necessary to seek the help of the Educational Psychologist to identify children's specific learning difficulties or, occasionally, their behavioural difficulties. In such cases parents are always consulted.

The staff and governors of this school accept as a principle that every pupil, regardless of sex, race, religion and educational need, should be valued equally and should have access to relevant educational opportunities and a broad and balanced curriculum. They acknowledge that for all pupils, the purpose of education is the same, the goals are the same, but the help which individual children need in progressing towards those goals will be different. They therefore demonstrate a commitment to meeting the special educational needs of the whole school population by providing staff, resources and in-service training as appropriate, by responding to the wishes of parents and eliciting the views of the children themselves.

The school considers that children with Special Educational Needs are important. Therefore:-

- Their work is differentiated to meet their needs and gives prominence to high expectations and quality for all.
- They have their own teacher, other support staff and sympathetic adults to help them.
- All staff will concentrate on understanding better how children learn so that they can be better helped to learn.
- Their difficulties will be identified early.
- Their needs and wishes are important.

- They will (where appropriate) participate in all the decision-making processes including the setting of learning targets and contributing to IEPs and IBPs.
- The class teacher discusses with them and other supporting adults their needs and progress so that teachers and pupil can respond positively to each other.
- Their parents are involved in the process to help and support them.
- Other pupils are helped to understand that their difficulties do not indicate that there is something wrong with them or different about them.
- Peers are encouraged to adopt supportive and positive attitudes towards support-teaching and those who need it.
- The pupils are never excluded from activities because of their special need. Their contribution is valued and valid and they are accepted in their own right in all aspects of the school.
- At the time of transfer to secondary school, opportunities will be created for personal dialogue between staff from both schools in the interests of the pupils, whose views will be sought.

The Staff and Governors therefore agree that

- the Code of Practice will promote a consistent and coherent approach to the education of pupils with SEN.
- the needs of most pupils will be met in mainstream education without statutory assessment.
- the focus for all teachers and supporting adults will not be on the learning disability itself but on what it means for the way that pupils can learn or be helped to learn even more effectively.
- the knowledge, views and experience of parents are vital.
- the views of the pupils themselves are taken into account where possible.

INCLUSION

‘Inclusion’ is about creating and sustaining a secure, accepting, collaborative, stimulating community in which everyone is valued. Schools with an inclusive philosophy are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

Overton St. Helen’s is an educationally inclusive school in which the needs, achievements, attitudes and well-being of every person matter.

All staff help to mobilise the resources of the school and the community in order to sustain active learning for all. We encourage the participation of all pupils, drawing on their knowledge and experiences outside school, building on and developing prior achievement and attainment and valuing talent and effort equally.

THE EDUCATION OF GIFTED and TALENTED CHILDREN

The staff and governors acknowledge that up to 10% of pupils may be considered to have high ability in one or more aspects of their education.

The staff in this school aim to develop skills and strategies to help with the identification of able children and to provide special programmes of study which enrich and extend their learning. Like all children, able pupils need nurturing and encouragement, as well as challenge, to enable them to work to their full capacity and we share the high expectations held by parents.

HOW PARENTS CAN HELP THE SCHOOL

There are many areas of school life in which we value the help of parents. We never refuse an offer of help and, in fact, we will often ask for your help.

Some parents are able to offer help regularly with such things as reading, playing maths games, craft activities or helping with our KS1 road awareness training programme. It would be almost impossible to cover our variety of activities effectively without the help of parents.

Those parents who cannot commit themselves regularly but are able to help occasionally are welcomed for things like transport to sports tournaments, helping to supervise school visits or helping with school events.

By helping the school and showing an active interest in all that takes place in it, parents are helping us to promote the education of their child and others, and showing that we all have the best interests of our children at heart.

HOMEWORK

We have always had a policy whereby home-based learning and activities are set on a regular basis by the teachers.

Most pupils enjoy doing this and the benefits are often marked. Children with special needs or those with short attention spans can be helped significantly to develop their concentration and stamina for 'work'.

For younger children, help at home with reading is invaluable and shared reading with parents is part of the policy of the school. Most children will bring home lists of spellings to be learnt weekly, some will be asked to practise or learn tables at home and others will want to bring home their maths on a regular basis. Older children will often be asked to do some reference work for a topic or will want to do some independent project work. We feel that taking work home helps to strengthen the links between school and home and has a positive impact on the children's attitude towards work.

We find that most of our pupils have very responsible and conscientious attitudes towards homework and benefit from being encouraged to work at home.

All homework is set at an age appropriate/ability level and by Y6 it is hoped the discipline will help them as they move onto High School.

THE HOME-SCHOOL AGREEMENT

Our Home-School Agreement explains the aims and values of the school, outlines the responsibilities of the school in providing a broad, balanced curriculum, meeting the needs of all pupils and our pastoral role in caring for your child. Parents' and children's own responsibilities have also been negotiated and agreed. This is an important aspect of our partnership with parents.

We hope that you will support the work of the school by signing this Agreement as your child starts school.

RAISING CONCERNS and RESOLVING COMPLAINTS

From time to time, parents or others connected with the school may become aware of matters which cause them concern. To encourage resolution of such situations the Governing Body has adopted a "General Complaints Procedure".

The procedure is devised with the intention that it will:

- usually be possible to resolve problems by informal means
- be simple to use and understand
- be non-adversarial
- provide confidentiality
- allow problems to be handled swiftly
- address all the points at issue
- inform future practice so that the problem is unlikely to recur.

Full details of the procedure may be obtained from the School Office or from the Clerk to the Governing Body.

I hope that this information has given you an insight into the life and work of Overton St. Helen's C.E. Primary School, and we look forward to welcoming you and your child into the school family.

If you need any further information, please do not hesitate to get in touch, either by telephone (01524 858615) or by e-mail (head@overton-st-helens.lancs.sch.uk)

Joanne Easthope
Headteacher



Overton St Helen's Church of England Primary School ADMISSION ARRANGEMENTS LANCASHIRE For September 2020

Making an application

Applications for admission to the school for September 2020 should be made on-line at www.lancashire.gov.uk (search for School Admissions) between 1st September 2019 and 15th January 2020. It is not normally possible to change the order of your preferences for schools after the closing date.

Parents **must** complete the Local Authority electronic form, stating three preferences. Parents who wish their application to this Church school to be considered against the faith criteria **should** also complete the supplementary form. If the school is oversubscribed, a failure to complete the supplementary form may result in your application for a place in this school being considered against lower priority criteria as the Governing Body will have no information upon which to assess the worship attendance.

The Supplementary Information Form is available from the school. It should be completed and returned to school.

Letters informing parents of whether or not their child has been allocated a place will be sent out by the Local Authority on 16th April 2020. Parents of children not admitted will be informed of the reason and offered an alternative place by the Authority.

Admission procedures

Arrangements for admission have been agreed following consultation between the governing body, the Diocesan Board of Education, Local Authorities and other admissions authorities in the area.

The number of places available for admission to the Reception class in the year 2020 will be a maximum of 25

The governing body will not place any restrictions on admissions to the reception class unless the number of children for whom admission is sought exceeds their admission number. By law, no infant class may contain more than thirty children. The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a Statement of Educational Need or Health and Care Plan naming the school, the governing body will allocate places using the criteria below, which are listed in order of priority.

1. (a) Children in public care and previously looked after children.

This includes any "looked after child", "previously looked after children" and any child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. 'Looked after' means that the child was (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions.

(b) Children with special medical or social circumstances affecting the child where these needs can only be met at this school.

Professional supporting evidence from a professional, e.g. a doctor, psychologist, social worker, is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school is question is the most suitable school and the difficulties which would be caused if the child had to attend another school.

2. Children whose parents live within the ecclesiastical parish of Overton.

A map showing the boundaries is available in school.

3. Children whose parents live outside the parish of Overton

(a) Children who have a sibling attending the school on the date of application and on the date of admission

Siblings include step, half, foster, adopted brothers and sisters living at the same address.

(b) Children with a parent / guardian worshipping in a church with is in membership of *Churches Together in England or Evangelical Alliance*

'Parental worshipping' is normally taken to mean a minimum of monthly attendance at Church of public worship for over at least six months leading up to 1st September 2019.

The governors will request confirmation of this from the relevant member of the Clergy or Church Officer.

The list of Churches can be found on the *Churches Together in England* website at cte.org.uk and for the Evangelical Alliance at auk.org lists are taken as on January 2018. Churches in membership of the equivalent bodies to CTE in Northern Ireland, Scotland and Wales are equally accepted.

(c) Other Children

Tie break

Where there are more applicants for the available places within a category, then the distance between the Ordnance Survey address points for the school and the home measured in a straight line will be used as the final determining factor, nearer addresses having priority over more distant ones. This address point is within the body of the property and usually located at its centre. Where two addresses have the same distance, or the cut-off point is for addresses within the same building, then the Local Authority's system of a random draw will determine which address(es) receive the offer(s).

Admissions information:

In 2019, there were **53** applications for **25** places

Late applications for admission

Where there are extenuating circumstances for an application being received after the last date for applications, and it is before the governors have established their list of pupils to be admitted, then it will be considered alongside all the others.

Otherwise, applications which are received after the last date will be considered after all the others, and placed on the waiting list in order according to the criteria.

Waiting list

Where we have more applications than places, the admissions criteria will be used. Children who are not admitted will have their name placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. Since the date of application cannot be a criterion for the order of names on the waiting list, late applicants for the school will be slotted into the order according to the extent to which they meet the criteria. Thus it is possible that a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time. If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted.

This waiting list will operate for the full autumn term.

Address of pupil

The address used on the school's admission form must be the current one at the time of application, i.e. the family's main residence. If the address changes subsequently, the parents should notify the school. Where the parents live at different addresses, and there is shared parenting, the address used will normally be the one where the child wakes up for the majority of Monday to Friday mornings. If there is any doubt about this, then the address of the Child Benefit recipient will be used. Parents may be asked to show evidence of the claim that is being made for the address, e.g. identity cards of various sorts showing the child's address as the one claimed. Where there is dispute about the correct address to use, the governors reserve the right to make enquiries of any relevant third parties, e.g. the child's GP, Council Tax Office, Electoral Registration Officer, utilities provider. For children of UK Service personnel and other Crown Servants returning to the area proof of the posting is all that is required.

Non-routine or in-year admissions

It sometimes happens that a child needs to change school other than at the "normal" time; such admissions are known as non-routine or in-year admissions. Parents wishing their child to attend this school should arrange to visit the school. They will be provided with an application form once they have a definite local address. If there is a place in the appropriate class, then the governors will arrange for the admission to take place. If there is no place, then the admissions committee will consider the application and information about how to appeal against the refusal will be provided. Appeals for children moving into the area will not be considered until there is evidence of a permanent address, e.g. exchange of contracts or tenancy agreement with rent book.

Please note that you cannot re-apply for a place at a school within the same school year unless there has been relevant, significant and material change in the family circumstances.

Appeals for routine admissions

Where the governors are unable to offer a place because the school is over subscribed, parents have the right to appeal to an independent admission appeal panel, set up under the School Standards and Framework Act, 1998, as amended by the Education Act, 2002. **Parents should notify the clerk to the governors at the school by 28th April, 2020.** Parents will have the opportunity to submit their case to the panel in writing and also to attend in order to present their case. **You will normally receive 14 days' notice of the place and time of the hearing.**

Appeals which are received after the deadline will be slotted into the schedule where this is possible. There is no guarantee that this will happen and late appeals may be heard after the stipulated date at a second round of hearings. The schedule is subject to change depending upon the availability of appeal panel members, clerks, venues and the number of appeals for each school (which will vary year on year).

Please note that this right of appeal against the governors' decision does not prevent you from making an appeal in respect of any other school.

Fraudulent applications

Where the governing body discovers that a child has been awarded a place as the result of an intentionally misleading application from a parent (for example a false claim to residence in the catchment area or of involvement in a place of worship) which effectively denies a place to a child with a stronger claim, then the governing body is required to withdraw the offer of a place. The application will be considered afresh and a right of appeal offered if a place is refused.

Deferred admission

If your child is due to start school during the next academic year, it is important that you apply for a place for September. If your child's fifth birthday is between the months of September and December, then, if you wish it, admission may be deferred until January; if it is between January and April, then admission may be deferred until the start of the summer term though it is likely to be in your child's interest to start no later than January. You may also request that your child attend school part time until he/she reaches his/her fifth birthday.

Admission of children outside of their normal age group

Parents may seek a place for their child outside of their normal age group, for example, if a child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child¹ may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1. Admission Authorities **must** make clear in their admission arrangements the process for requesting admission out of the normal age group.

Admission authorities **must** make decisions on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. *They **must** also take into account the views of the head teacher of the school concerned. When informing a parent of their decision on the year group the child should be admitted to, the admission authority **must** set out clearly the reasons for their decision.*

Where an admission authority agrees to a parents' request for their child to be admitted out of their normal age group and, as a consequence of that decision, the child will be admitted to a relevant age group (ie the age group to which pupils are normally admitted to the school) the local authority and admission authority **must** process the application as part of the main admissions round, unless the parental request is made too late for this to be possible, and on the basis of their determined admission arrangements only, including the application oversubscription criteria where applicable. They **must** not give the application lower priority on the basis that the child is being admitted out of their normal age group. Parents have a statutory right to appeal against refusal of a place at a school for which they have applied. *This right does not apply if they are offered a place at the school but it is not in their preferred age group.*

Twins, etc

Where there are twins, etc wanting admission and there is only a single place left within the admission number, then the governing body will exercise as much flexibility as possible within the requirements of infant class sizes. In exceptional circumstances cases we are now able to offer places for both twins and all triplets, even when this means breaching infant class size limits.

¹ The term summer born children relates to all children born from 1 April to 31 August. These children reach compulsory school age on 31 August following their fifth (or on their fifth birthday if it falls on 31 August) It is likely that most requests for summer born children admitted out of their normal age group will come from parents of children born in the later summer months or those born prematurely



**Diocesan Supplementary Information Form
Admission to Primary School 2020**

Overton St Helen's Church of England Primary School

Name of child:

Surname **Christian names**

Date of birth

Name of parent/guardian

Address

.....

.....

Post code

Contact telephone number

If you are applying to this school on faith grounds, please complete the following sections:

Place of worship one of parents / guardians regularly attends:

Name of place of worship

Address

.....

Name of vicar / priest / minister / faith leader / church officer:

.....

Address

.....

.....

Post code **Telephone**

Your faith leader will be contacted in order to provide the information.

Return this form to the school before 13th January 2020.

This form is for use of the School; it will be sent to the appropriate faith leader, to be returned direct to the school.

**Clergy Reference Form
Admission to Primary School 2020**

Overton St Helens Church of England Primary School

Name of child:

Surname **Christian names**

Date of birth

Name of parent/guardian

Address

.....

.....

Post code

Contact Telephone

This parent has given your name as a reference for his/her commitment to the church/place of worship.

Our criteria require the parent to have attended their place of worship monthly for six months prior to 1st September 2019.

Has this been the pattern for this parent? YES / NO

Signed

Name Date:

Position

Church

This church is a part of (please tick):

☐ Churches Together in England ☐ Evangelical Alliance

Please return this Form by _____ to:

The Headteacher & The Governing Body

Overton St Helen's C E Primary School

Lancaster Road, Overton

Morecambe LA3 3EZ

Pupil Data Collection Form

LEGAL SURNAME			
LEGAL FORENAME		PREFERRED FORENAME	
MIDDLE NAME(S)			
BIRTH CERTIFICATE SEEN?		DATE OF BIRTH:	____/____/____
HOME ADDRESS <small>including post code</small>			

PARENT INFORMATION

* Please indicate at which address(es) the pupil normally resides (i.e. sole or shared residency) using the tick box

MOTHER

TITLE		FORENAME		SURNAME	
DATE OF BIRTH		PARENTAL RESPONSIBILITY		Yes / No	
HOME ADDRESS <small>including post code</small>	* <input type="checkbox"/>				
TELEPHONE NUMBERS		HOME: _____ WORK: _____ MOBILE: _____			
E-MAIL ADDRESS					

FATHER

TITLE		FORENAME		SURNAME	
DATE OF BIRTH		PARENTAL RESPONSIBILITY		Yes / No	
HOME ADDRESS <small>including post code</small>	* <input type="checkbox"/>				
TELEPHONE NUMBERS		HOME: _____ WORK: _____ MOBILE: _____			
E-MAIL ADDRESS					

If there is any other person who can be deemed a 'parent' (eg. step parent, or parent's partner) if so please provide their details below, indicating if they have 'parental responsibility', continue on a separate sheet if necessary.

TITLE		FORENAME		SURNAME	
DATE OF BIRTH		RELATIONSHIP TO CHILD		PARENTAL RESPONSIBILITY	Yes / No
HOME ADDRESS <small>including post code</small>	* <input type="checkbox"/>				
TELEPHONE NUMBERS		HOME: _____ WORK: _____ MOBILE: _____			

Please provide below the names of at least two people who can be contacted by school in emergency, underlining the main contact number. (Repeat information from overleaf if necessary)

Emergency Contacts in Priority Order

Please note the first contact is automatically used for our Text Messaging Service and ideally should be a parent/guardian or child minder where possible.

Please also include any other persons that are 'Authorised' to collect your child/ren from school in the event of an emergency.

(Please attach a separate sheet if necessary)

TITLE		FORENAME		SURNAME	
HOME:		WORK:		MOBILE:	
RELATIONSHIP TO CHILD					

TITLE		FORENAME		SURNAME	
HOME:		WORK:		MOBILE:	
RELATIONSHIP TO CHILD					

TITLE		FORENAME		SURNAME	
HOME:		WORK:		MOBILE:	
RELATIONSHIP TO CHILD					

MEAL TYPE (please circle one only) School Meal (paid) Free School Meal Packed Lunch

Any special dietary requirements – (Allergies, Dairy Intolerance, Vegetarian etc.)

MEDICAL INFORMATION – (Allergies, Asthma, Eyesight, Hearing, Speech, Movement etc.)

NAME OF DOCTOR:		NAME AND ADDRESS OF PRACTICE TEL No:	
MEDICAL CONDITIONS:			

MODE OF TRAVEL (one most often used) Car / Walk / Cycle other please specify

ETHNICITY _____ **RELIGION** _____

COUNTRY OF BIRTH _____ **NATIONALITY ON PASSPORT** _____

IS ENGLISH THE CHILD'S FIRST LANGUAGE? YES / NO

IF NO, PLEASE INDICATE LANGUAGE SPOKEN _____

PREVIOUS SCHOOL / NURSERY INFORMATION – if any, including Nursery/Playgroups

(use extra sheet if necessary)

Previous School, Nursery etc			
From	/	/	To: / /

Do you give permission for your child's photograph to be used in school publications (including our website) and also in the local press.

YES/ NO

PLEASE NOTE ANY PERSONAL INFORMATION MAY BE SHARED IN ACCORDANCE WITH DATA PROTECTION LAW

PUPIL INFORMATION CONSENT DECLARATION STATEMENT



I understand that information provided to the school will be securely recorded and handled in accordance with the Data Protection Act 1998 and, from May 2018, the General Data Protection Regulation 2018.

I understand that the school holds the majority of its data on a mandatory basis (as required by law), and some which is voluntarily provided by the family.

I understand that the school routinely shares information about children and families with external agencies, as detailed in the school's Privacy Notices (<http://www.st-helens.lancsngfl.ac.uk/privacy-notices/>), including: the Department for Education; Local Authorities; schools that children move to after leaving us; the NHS/ school nurse.

I understand that the school shares pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

I understand that the school will not share information about pupils with anyone without consent, unless the law and its policies allow it to do so.

I give my consent for the school to hold the voluntarily provided information I give in this form; to use it for the purpose of ensuring my child's wellbeing and providing my child's education, and to share it with appropriate third parties, as detailed in the school's Privacy Notices (<http://www.st-helens.lancsngfl.ac.uk/privacy-notices/>)

Signed _____
Name _____
Relationship to child _____
Date _____



Overton St Helen's C E Primary School

Privacy Notice

How we use pupil information

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

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information (such as results of statutory tests in Year 2 and Year 6 and on-going teacher assessment)
- Relevant medical/dietary information given to us by parents and other third parties such as NHS Trusts, GPs and allied medical professionals (such as physiotherapists, occupational therapists, sight and hearing impaired professionals)
- Special Educational Needs and Disability information
- Behaviour and exclusions – both internal and external exclusion

Why we collect and use this information

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to safeguard pupils

The lawful basis on which we use this information

On the 25th May 2018 the Data Protection Act 1998 will be replaced by the General Data Protection Regulation (GDPR). The condition for processing under the GDPR will be:

Article 6

1. Processing shall be lawful only if and to the extent that at least one of the following applies:
 - (c) Processing is necessary for compliance with a legal obligation to which the controller is subject;

Article 9

1. Processing of personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation shall be prohibited.
2. Paragraph 1 shall not apply if one of the following applies:
 - (j) Processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

The Education (Information about Individual Pupils) (England) Regulations 2013 - Regulation 5 'Provision of information by non-maintained special schools and Academies to the Secretary of State' states 'Within fourteen days of receiving a request from the Secretary of State, the proprietor of a non-maintained special school or an Academy (shall provide to the Secretary of State such of the information referred to in Schedule 1 and (where the request stipulates) in respect of such categories of pupils, or former pupils, as is so requested.'

The Education Act 1996 - Section 537A – states that we provide individual pupil information as the relevant body such as the Department for Education.

Children's Act 1989 – Section 83 – places a duty on the Secretary of State or others to conduct research.

Collecting pupil information

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

Storing pupil data

We hold pupil data in line with the guidance set out in the Retention Schedule contained within IRMS Toolkit for Schools. A copy of this Retention Schedule is available on request.

Who we share pupil information with

We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- our local authority (Lancashire County Council)
- the Department for Education (DfE)
- Children's Social Care
- Children & Family Wellbeing Service
- Child Action North West & Educational Psychologists
- NHS and school nurses, including University Hospitals of Morecambe Bay NHS Foundation Trust, Lancashire Primary Care Trust, Blackpool Fylde and Wyre NHS Trust, East Lancashire Hospitals NHS Trust and Virgin Care Limited
- Lancashire Child, Adolescent Mental Health Services (CAMHS), Longlands Child Development Centre
- Third Party data processors systems managing data on our behalf: Tech Hub I T Services, (BTLS - British Telecom Lancashire Services) who provide our data management system SIMS.net, Teachers 2 Parents who provide our electronic communication system
- LRGS for the purposes of the INSPIRE US Programme
- Sports Agencies (minimal entry details for Sporting Competitions), such as Morecambe Football Club, School Sports Partnership, Lancaster & Morecambe College, Uni of Cumbria

Why we share pupil information

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

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the School Office.

You also have the right to:

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

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

Contact

If you would like to discuss anything in this privacy notice, please contact the School Office.