



St Cuthbert's Catholic Primary School

Prospectus

**Bishop Bewick CET
Our Trust Prayer**

Almighty God,

May Christ be at the centre and the root of everything we do.

May all of us know our worth and use it to serve our communities.

May the uniqueness of each person be encouraged so that we discover and reach our full potential.

May our ethos and spirituality be built on Gospel values.

May our schools be places of discovery, learning, belonging and love.

May we be instruments and vessels of the living God.

May God be our source, our anchor and our guide.

In Jesus' name, we pray.

Amen.

St Cuthbert's Mission

God made us all unique

To learn, live and grow

To show care, concern and friendship

To be the best we can

Showing Christ's love in all we do.

St Cuthbert's School Prayer

Let us pray for friendship in our school.

May we live happily and joyfully with each other.

Let there be care and concern in all our friendships.

Let us remember that a school is only as good as the people in it.

Dear God, help us to make our school a place where people feel welcome, content and secure. Amen

Prayer before meals

Bless us O God, as we sit together

Bless the food we eat today

Bless the hands that made the food,

Bless us, O God

Amen.

Prayer at the end of the day

God our Father,

We have come to say

Thank you for your love today.

Thank you for my family

And all the friends you give to me.

Guard me in the dark of night

And in the morning.

Amen.

All prayers begin with the Sign of the Cross and end in Amen.

Introduction from the Chair of Governors

Dear Parents and Carers,

Thank you for considering sending your child to St. Cuthbert's Catholic Primary School. I take great personal pleasure in introducing this brochure. In my opinion, St Cuthbert's provides the very highest level of education to all of its pupils.

Our school is rooted in the Catholic Faith and as such we consider that every child is a gift from God. We encourage every child who comes to St. Cuthbert's to grow academically, physically, emotionally and morally so that they develop into a well-educated and rounded individual. Our pupils are also encouraged to take an active part in the Catholic life of our school so that they also grow spiritually and with an understanding of how precious they are in the eyes of God.

Our teaching and support staff will strive to ensure that your child is provided with the best possible start to their educational life. They are all devoted to the ethos and aims of the school and work extremely hard in delivering a vibrant and engaging curriculum to the very highest of standards.

If you choose our school, I am sure that you will be delighted to watch your child grow into a happy, mature and considerate young adult.

God bless and thank you.

Mr David Hastie

Chair of Governors

Welcome and Introduction from the Executive Head Teacher

Dear Parents/Carers,

Welcome to St Cuthbert's Catholic Primary School.

St Cuthbert's is a very happy and welcoming place, where the needs of all of our children are central to our educational philosophy. As a Catholic school, we aim to develop the social, cultural, intellectual, aesthetic, physical, moral and spiritual attributes of each and every child in our care. The pursuit of excellence is at the heart of our Catholic school and forms an integral part of the education we offer which enables all pupils to develop their talents to their full potential as a unique person made in God's image.

We fully recognise the fact that, as a parent or carer, you are the first educator of your child at home and an essential partner in the educational process once your child begins school and we place great value on the support we receive from parents in so many different ways. Working in partnership with parents and carers, we will do our utmost to support your understanding of the education your child is receiving by regularly inviting you into school to discuss his or her progress and by keeping you well informed on any new ideas and initiatives or ways in which you can help your child at home.

We are all very proud of our highly successful school and every member of our thriving school community. We believe that St Cuthbert's is a very special place and the positive relationships we develop with our children and their families enable us to create our distinctive Catholic ethos.

We are all looking forward to another successful year at St Cuthbert's where, I am sure, there will be many challenges, exciting opportunities and fantastic times ahead. I know that by working together in partnership with the governors, the school and the home, each and every child in our school community will achieve the very best that they can during their primary school years preparing them for an excellent start to high school.

Please visit our school website for more information.

www.stcuthbertsk.newcastle.sch.uk

Mrs Anne Bullerwell
Executive Headteacher

The School

St. Cuthbert's Catholic Primary School
Balmain Road
North Kenton
Newcastle upon Tyne
NE3 3QR

Telephone: 0191 286 0129
Fax: 0191 286 4076
Email: office@stcuthbertsk.org
Website: www.stcuthbertsk.newcastle.sch.uk

Executive Headteacher: Mrs Anne Bullerwell

Head of School: Mrs Lucy Clarke

Assistant Headteacher: Mrs Carolyn Ferguson

Early Years Leader: Mrs Lucy Marley

SENCo: Mrs Lindsey Roberts

Executive School Business Manager: Mrs Liz Summerson

Local Education Authority

City of Newcastle upon Tyne Education Service
Civic Centre
Barras Bridge
Newcastle upon Tyne
NE1 8PU

Telephone: 0191 278 7878

The information contained in this brochure was correct at the time of publication. If you require any information that is not included in the brochure, please do not hesitate to contact the Executive Headteacher.

The Executive Headteacher, Governors and LEA reserve the right to make amendments.

Chair and Correspondent Governor:

Mr David Hastie
C/o St. Cuthbert's Catholic Primary School
Balmain Road
North Kenton
Newcastle upon Tyne
NE3 3QR

Useful Telephone Numbers:

0789 045 2279 – St Cuthbert's Playgroup

General Information

St. Cuthbert's Catholic Primary School is situated in Kenton, Newcastle upon Tyne and is part of Bishop Bewick Catholic Education Trust. The school draws from a wide catchment area and enjoys a good social mix. Children who attend St Cuthbert's are mainly drawn from the following areas: Fawdon, Kingston Park, Montagu, Coxlodge and Kenton Estates.

The building was originally designed to accommodate a large number of children from a developing area, and is therefore generously provided with rooms and halls. The doors of St. Cuthbert's were opened on 1st September 1956. Until 1981, the school consisted of two separate schools, but in 1981 the two schools were merged. In 1977 a Nursery Unit was opened utilising two of the Key Stage 1 Classrooms.

The Key Stage 1 children are accommodated in a single storey building, with access to their own hall, playground and field. The Key Stage 2 children are housed in a two-storey building linked to the Key Stage 1 Department through connecting halls. The children have access to their own hall which is also used as a dining room. The school buildings are surrounded by gardens and grassed areas and a new Forest School area which is still under development.

In recent years, a library and ICT Suite have been established on the ground floor, for use by children throughout the school. On the upper floor, in the area above the main entrance to the school, we have a chapel for the use of the staff, children and the parish community.

In September 1994, a playgroup was established within school. We also have a Breakfast Club each morning from 8am and an After-School Club which runs until 5pm. Details are available from the school office.

We offer a wide range of after school activities, including drama, music, dancing, sports, art and homework clubs.

Child Protection Statement

St Cuthbert's Catholic Primary School recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and maltreatment and will follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Local Safeguarding Children Board.

Core principles

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are as follows.

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make more successful learners.
- Representatives of the whole school community of pupils, parents, staff and governors will be involved in policy development and review.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggest the need for an interim review.

The statement and core principles demonstrate the school's understanding that to carry out its role effectively it must:

- Give priority to the welfare of the child
- Understand the importance of respect
- Recognise the relationship between safety and learning
- Value the opinions and contributions of the whole school community
- Ensure staff are appropriately trained
- Develop and maintain effective procedures
- Comply with the prevailing legislation and consider prevailing guidance.

Safeguarding Children Statement

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This means that we have a Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Parents and carers are welcome to read the Policy on request. It is also available on our website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Our Designated Person(s) are:

Anne Bullerwell (Executive Headteacher)

David Hastie (Chair of Governors)

Lucy Clarke (Head of School)

Carolyn Ferguson (Assistant Headteacher)

Lucy Marley (Early Years Leader)

If you are concerned about a child's welfare, please record your concern, and any observations or conversation heard, and report to one of the Designated Persons as soon as possible the same day. Do NOT conduct your own investigation. Please treat any concerns as confidential.

If your concerns relate to the actions or behaviour of a member of staff (which could suggest that s/he is unsuitable to work with children) then you should report this to one of the Designated Persons in confidence, who will refer the matter to the Head Teacher (or the Chair of Governors if the concern relates to the Head Teacher) – who will consider what action to take.

St Cuthbert's staff records all safeguarding and child protection information on an electronic system: Child Protection Online Management System (CPOMS).

Prevent Duty Statement

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern.

Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Special Educational Needs and Disability (SEND)

Our Special Educational Needs and Disability policy operates in accordance with "The Code of Practice on the Identification and Assessment of Special Educational Needs." The day to day management of the policy is the responsibility of the school's Special Educational Needs Co-ordinator. Detailed records, plans and review notes must be kept. Children's Special Educational Needs are identified, assessed and provided for according to their needs. Parents are informed at all stages and actively encouraged to become involved.

Some children within the school population will have special needs resulting from an exceptionally high level of ability in a particular area. These children are provided with a high level of challenge in the identified area, so that they are able to work to their potential. We welcome the enrichment which more able children bring to the life of the school, and provide a stimulating and demanding curriculum for them.

More able children are identified through ongoing teacher assessment and performance in formal test situations. Their names are placed on a register which includes details of the particular provision that will be made for them. Usually this will take the form of providing appropriate extra-curricular activities or extension classes. We aim to keep the parents of these children fully informed of the provision made.

Mrs Lindsey Roberts is the school's Special Educational Needs Co-ordinator **(SENCo)**.

Governors' Statement of Behaviour Principles

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse.
- St Cuthbert's is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for his/her own actions.
- The school's Behaviour and Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force. Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions.
- The school's Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

School Information and Organisation

Attendance

Regular school attendance is vital for your child's education and their social skills. Your child's attendance is recorded twice every day, and a percentage is calculated to ensure regular attendance is being maintained. We understand that sometimes children are ill and that not all medical appointments can be done outside of school hours. This is taken into account when setting a benchmark for acceptable levels of attendance. We use a traffic light system to monitor your child's attendance. If your child's attendance drops below 96%, we may arrange a meeting with you to discuss ways in which we can support you and your child with attendance.

It is important we are aware of the reason why your child is absent from school and school must be informed on the first day of absence; all information is confidentially recorded for safeguarding reasons. If you feel unable to discuss with the office staff, a senior member of staff will be happy to speak to you.

To ensure your child attends school regularly we ask that you:

- Only keep your child off school if you believe they are genuinely too ill to attend.
- Make all medical appointments out of school hours; if this is not possible, ensure that your child is only absent for the duration of the appointment and attends school either before or after the appointment. This is particularly important when pupils receive regular dental treatments. Parents should inform school of all appointments via the school office, providing a copy of the appointment letter.
- Take holidays only during the official school holidays. If this is impossible, please collect a Leave of Absence Form from the school office.
- Ensure that your child is punctual to school each morning.
- Ensure that if the absence is unavoidable, your child makes every effort to catch up the work missed.

	Early Years	KS1	KS2
School Opens	8.45 am Registration at 9am	8.45 am Registration at 9am	8.45 am Registration at 9am
Lunch Break	11.30 until 12.30pm	11.45 until 12.30pm	12.15– 1.00pm
School Closes	3.00pm	3.00 pm	3.00 pm

The children spend 30 hours in school per week.

It is important that children are sent to school promptly for the start of the school day. Equally, it is important that parents are prompt collecting their child at the end of the day so as not to cause the child distress. Children are allowed into the school building from 8.45am. The school gates open at 8.40am.

School Meals

Mid-day meals are provided at school. Those children not eating a school dinner may bring a packed lunch in a container with the child's name clearly marked on it. Glass bottles are not allowed.

Parents receiving any of the following benefits are entitled to claim free school meals for their children.

Income Support, income-based Jobseeker's Allowance, income-related Employment and Support Allowance, support under Part VI of the Immigration and Asylum Act 1999, the guaranteed element of Pension Credit, Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190), Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit, Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get) Application forms are available from the school office and when completed should be returned to school.

Dinner money is collected weekly. We have an online payments system which enables you to pay safely and securely for dinner money, school trips, sports clubs etc.

Universal Infant Free School Meals (UIFSM)

From September 2015, all pupils in Reception, Year 1 and Year 2 will be entitled to a FREE SCHOOL MEAL. To qualify for this meal, a UIFSM registration form must be completed for each pupil. Registration forms can be collected from the school office.

Breakfast Club and After School Club

We run a Breakfast Club which operates from 8.00am to 9.00 every morning; breakfast consists of cereal, toast, fruit and juice.

We run an After School Club which operates between 3pm and 5pm.

Please contact the office for further information.

Parking Around School

The roads around school can be extremely busy, especially around drop off and pick up times. Please walk to school wherever possible. If you do need to drive, please ensure that if you are parking in the streets around school that you consider the health and safety of the children and residents in the local area. Road markings clearly show that there is no dropping off anywhere along the double yellow lines or Keep Clear signs at all of the entrances to school. Please take into account the residents who live next to the school and park considerately, keeping driveways accessible for the residents at all times. The school car park is for staff parking only.

School Uniform

As a great number of children come to school in similar coats, wellingtons etc. we suggest that all clothing is labelled or named in some way. School uniform is available from most department stores and the school sweatshirt/t-shirt is available from school.

Winter	-	Pale blue polo shirt
	-	Royal blue jumper/cardigan/sweatshirt
	-	Grey trousers, either long or short
	-	Grey skirt/pinafore dress
	-	Black shoes or plain black trainers
Summer	-	Pale blue polo shirt
	-	Grey trousers or shorts
	-	Blue gingham dress/playsuit
	-	Black shoes or plain black trainers
P.E.	-	Navy blue/black plain shorts
	-	Navy blue/black plain jogging bottoms
	-	White "T" Shirt
	-	Black plimsolls or trainers

Children are encouraged to wear sensible footwear. High heels are not suitable in school. All children need a pair of indoor shoes or black plimsolls to wear inside. Outdoor shoes are not allowed to be worn in the classrooms.

Jewellery

Early Years (Nursery and Reception)

EYFS children are strongly discouraged from wearing any jewellery at all because of the active and physical nature of the curriculum which is experienced throughout Nursery and Reception. If children do have pierced ears, parents must cover the studs with suitable tape to ensure the safety of their children at all times.

KS1/KS2

A discreet watch and small stud earrings are the only items of jewellery allowed to be worn in school. Watches and earrings must be removed for P.E.

Elaborate hair bobbles, slides or clips are also strongly discouraged because of health and safety risks. Hair extensions are also not allowed for health and safety reasons.

Children are not allowed to wear nail varnish or have extreme haircuts. We define extreme haircuts as hair which is too short (where the child's scalp is visible or less than a Grade 1) or has designs shaved into it with a shaver. Mohican hairstyles and mullet hairstyles are also unacceptable as is dyed or spray coloured hair.

Please consult our [school website](#) for more information about school uniform.

Curriculum Content and Organisation

In the primary school, the National Curriculum is structured in three phases of learning:

- Early Years - Children aged 3 - 5
- Key Stage 1 - children aged 5 - 7
- Key Stage 2 - children aged 7 – 11

Early Years Curriculum

The curriculum in the Reception Year is organised into six broad areas of learning:

- **Personal, Social and Emotional Development**
This includes developing self-confidence, learning to respond to expectations of behaviour, and knowing the difference between right and wrong.
- **Communication, Language and Literacy (Reading and Writing)**
We focus on developing the ability to talk confidently and clearly and to listen carefully. We encourage the children to enjoy stories, songs and poems, to recognise letters, and the sounds that correspond to them, and to read and write an increasing range of familiar words.
- **Mathematical Development**
We use rhymes songs and games to develop an understanding of maths. The children learn to count in various ways, to recognise numbers and order them. They experience activities involving weighing and other types of measurement and are made aware of shapes and space.
- **Knowledge and Understanding of the World**
This area is concerned with exploring and finding out about the world, and learning to ask questions about it. The children find out about past events in their lives and their families' lives. They will start to find out about different cultures and beliefs.
- **Physical Development**
We teach the children to move confidently, control their bodies, and use simple equipment like bean-bags and balls.
- **Creative Development**
The children have the opportunity to make a wide variety of things, to explore colours and shapes and to listen to and make their own music.

Outdoor Learning

Outdoor learning and play is a huge part of our Early Years Curriculum. Nursery have their own 'Rainbow Garden' which is filled with a wide range of resources and areas to support and develop learning through play. Reception have their own 'Butterfly Garden' which again is filled with a huge range of equipment and resources providing opportunities for our 4-5 year olds to develop their learning further.

Curriculum Details for Key Stage 1 and 2

Religious Education

Religious Education is at the heart of the curriculum in our School. It is part of our distinctive mark. Religious Education seeks to encourage children to come to an understanding and appreciation of the religious dimensions of questions about life, dignity and purpose. The aim of the programme is to explore such questions through the Catholic tradition. Class Masses, Assemblies and Liturgies are celebrated by children and staff on a regular basis.

English

This is the study of language in both its oral and written form. We aim to develop skills in speaking, listening, reading, writing and spelling.

Speaking and Listening

We aim to help children become able and confident communicators. As such, children will be equipped to deal with many learning and social situations.

Reading

Reading is presented to the children as an enjoyable and useful activity. A combination of strategies is used in the teaching of reading. This enables the children to develop a range of reading skills. A variety of materials are used to ensure structured progression and provide a breadth of reading experience. We are proud of our well stocked library. Parents are actively involved in the development of reading, both in school and at home.

Writing

We aim to develop both the formal skills of written communications as well as expressive and creative styles. Throughout the school, children have the opportunity to write for a variety of audiences and to suit different purposes. There is emphasis on presenting work attractively and with pride. The joining of letters is encouraged from an early age to facilitate fluency of writing.

Spelling

The development of spelling is given high priority. Phonic and visual techniques are taught to the children in order to help them become confident and competent spellers.

Mathematics

Maths is part of our everyday lives. The children are challenged to solve problems using a variety of strategies in order to grow in confidence and to improve their self esteem. Alongside this method is traditional teaching which allows for exploration, observation, manipulation and discussion to develop. The children are encouraged to develop quick mental recall, to estimate and approximate and to see patterns and relationships.

Science

The children are encouraged to approach science in an investigative way. In order to develop their scientific knowledge the children are encouraged to ask questions and make predictions.

Computing

Every child from Nursery through to Year 6 will be given the opportunity to use a computer and any relevant software on a regular basis during the school year. All work in ICT is related very much to everyday life.

Physical Education and Sports

Physical Education educates young people in the purposeful use and knowledge of their bodies. It should ensure that children experience fun, enjoyment and satisfaction through the areas of games, dance, gymnastics, athletics and swimming.

Design and Technology

Design Technology is all about solving real problems through practical activities such as model making, designing posters, programmes etc.

History

Learning about the past helps children make sense of the world in which we live. It makes them aware that the past shapes the customs and beliefs of communities around the world. The main aims of history are: to help children have a sense of identity through learning about the development of Britain, Europe and the world.

Geography

The children are encouraged to develop an understanding of place. This starts from a study of where they live towards an awareness of similar and contrasting places in the United Kingdom and wider world.

Art and Design

Through art, our children can develop knowledge, understanding and appreciation of a variety of cultures.

Music

Through music we hope to meet the needs of individual children giving them a chance to participate in musical activities. The children are encouraged to become: performers through singing and instrument playing; creators of Music, using voice, percussion, tuned and untuned instruments.

Sex and Relationships Education (SRE)

Sex and Relationships is taught as both as a discrete subject and as part of the process of unfolding and teaching the children about God's plan for their growth and development within a caring Christian Community.

Central to our belief as a Christian Community is the realisation that every child has an entitlement to quality education because each is a gift from God. We try to reflect this awareness in the way we speak to children, listen, praise, admonish and encourage them.

In all areas of school life, we encourage children to ask questions and when these questions relate to sexual characteristics or behaviour we answer them simply and honestly in a manner appropriate to the age, understanding and maturity of the child asking the question and keep this same consideration in mind if the question is addressed in the context of a classroom discussion.

Our aim is to give an all round health education appropriate to each child at each stage of their development which can become a natural part of their spiritual and moral growth. In these different ways, children will look at healthy lifestyles, growth and change in living things as well as focusing upon the responsibilities in relationships beginning with self and moving on through families to friends and what it takes to form lasting and loving relationships.

Parents can withdraw their children from all or part of sex education that does not form part of the statutory National Curriculum. If any parent is unhappy about the decision to teach what is taught in our school and wishes to withdraw their child from this specific area of education completely, they have the right to make their views known to the Governing Body. Parents and carers are always notified when SRE is being taught, giving them plenty of opportunity to see what is being covered enabling an informed decision to be made.

Outdoor Learning

We have a huge amount of space for developing learning opportunities outside of the classroom. These include an outside classroom area adjacent to both our Year 1 and Year 2 classrooms which are used all year round to extend and develop learning through play. We also have a woodland area complete with a nature trail, fire pit and bug hotel. We use the outdoors to support and develop teaching and learning across the whole curriculum and it is particularly beneficial in promoting children and the staff's positive mental health and well-being.

Behaviour for Learning

Expectations for positive learning behaviour is high at St Cuthbert's. Outstanding behaviour makes highly effective teaching and learning possible. Our academic and social standards cannot be achieved if they are impeded by negative behaviour therefore the continued support of parents is essential.

General Rules of the School – “The Golden Rules”

Do be gentle. Don't hurt anybody.

Do be kind and helpful. Don't hurt people's feelings.

Do listen. Don't interrupt.

Do work hard. Don't waste your own or other people's time.

Do look after property. Don't waste or damage it.

Do be honest. Don't cover up the truth.

These rules are a set of moral values, which are intended to help our children to grow into honest and trustworthy people. The whole school can live under the same umbrella of agreed and commonly held values.

Health and Medical Care

Holidays and Illnesses

Please avoid taking your child out of school for a holiday in term time. In the event that you intend to take a holiday during term time you will need to fill out a 'Leave of Absence' form available from the school office. If your child has a medical appointment during the school day please inform the office and provide them with a copy of your confirmation of the medical appointment.

In the event that your child is ill, please inform the school by ringing the main office and leaving a message on the answer machine. If your child has had diarrhoea and/or been vomiting school policy advises parents not to send their child to school until 24hrs after the last time they experienced these symptoms. This is to prevent stomach viruses being passed to other children.

Asthma Register

Parents are asked to inform school if a child suffers from asthma with details of frequency/severity of attacks.

Allergies

Parents are also asked to inform the school of any allergies their child may have. This information is usually verified by the child's doctor and then any written documentation is shared with the school.

Emergencies and Accidents

Parents are asked to give a telephone number or address at which they can be contacted in the event of an emergency. Please give an alternative number in case you are not available. If this information changes, please inform the school office immediately.

There are several first aiders in school. Mrs. Gregson is the Lead First Aider and is responsible for overseeing the treatment of minor injuries and illnesses in the school. If the child is involved in an accident which we feel requires hospital treatment, you will be contacted immediately and asked to take your child to the Accident and Emergency Department at Royal Victoria Infirmary. If we cannot contact you, a member of staff will take your child to the hospital. If stitches or more serious medical treatment is required, parental permission must be given therefore it is vital that we should be able to contact you in such cases.

Please ensure that your contact details are shared with the school and that they are current and relevant.

Health Services

Sight and hearing tests are carried out at regular intervals and parents are informed if any treatment is needed after these tests.

Medicines

Medicines may not be administered at school unless a child has a long term health problem such as asthma or diabetes. Parents are asked to complete an asthma questionnaire so that children with asthma can be added to our Asthma Register.

Please note, inhalers and medicines are kept in a central place for ease of access.

Charges for School Activities

Nothing in legislation prevents a school Governing Body or Local Authority from asking for voluntary contributions for the benefit of the school or any school activities which require monetary funds. St Cuthbert's subsidises many of the school trips and other events as much as possible.

Where events/trips are organised but there are not enough voluntary contributions, and there is no way to make up the shortfall, for example school funds and/or

fundraising activities, then there is the possibility that the activity could be cancelled.

If parents/carers would like their children to participate in activities which require extra funding but are financially unable to do so, please contact the school office for advice in this matter.

Communication between home and school

The Website is updated regularly – www.stcuthbertsk.newcastle.sch.uk and we have a very popular Facebook page and Twitter feed which are also updated regularly.

Parents' Evenings are held twice per year during the day and in the evening to give parents the opportunity to discuss their child's progress with his/her teacher. School reports are provided for parents at the end of the summer term. The school also hosts 'Welcome Meetings' in the Autumn Term for each class and we host regular workshops whereby information about the curriculum and teaching learning can be shared with parents and carers to enable them to support their children through school.

Community Links

The school runs an enthusiastic Parent, Teacher and Friends' Association (PTFA) which organises a variety of social events and activities throughout the year. These take place both in and out of school hours and all monies raised are used to buy resources and equipment for the school. Every parent is automatically a member of the PTFA.

Throughout the course of the year members of the local community are invited into the school e.g. School Assemblies, Carol Services. Older pupils in the school visit the elderly living in sheltered accommodation every Christmas to sing carols.

There are strong links between the school and parish. Children regularly join the parish community for Mass and other celebrations in the church. The parish Mass is celebrated in the school chapel each Tuesday during term time at 9.30am. Parishioners are always made very welcome at school social events and activities.

Parents and friends are invited to whole class assemblies and masses in which the children lead our school community in prayer and worship.

Transfer to Comprehensive School

At the age of eleven years, children transfer into the City Comprehensive system. Boys may go on to St. Cuthbert's High School and the girls may go on to Sacred Heart Catholic High School. If a mixed school is desired, both boys and girls can opt for St. Mary's Comprehensive. Parents have the right to apply to send their child to any school of their choice; however, transfer to a Catholic Comprehensive School is not automatic for non-Catholic children.

Admission to a Catholic high school is at the discretion of the Governing Body of the individual school to whom a written request should be made.

Complaints Procedure

The Governors wish to ensure that, as far as possible, difficulties and problems are settled in discussion between the Executive Headteacher and Parents. This makes for harmonious home - school relationships in the interest of the child. However, should any parent consider that the school is failing to meet the legal requirements of the National Curriculum, the procedure to be followed is set out below:

1. Minor complaints should be dealt with by the class teacher in the first instance. If a parent is not satisfied, the Executive Headteacher is to be contacted.
2. All serious complaints must be made known to the Executive Headteacher at the earliest opportunity, so that an investigation can take place. Every effort will be made on that occasion to deal with the problem.
3. A parent who is still not satisfied should contact the Chair of Governors who will endeavour to find a solution acceptable to all parties.
4. If there is still no resolution, a formal report will be prepared by the Chair of Governors and presented to the Governing Body. A small committee will be empowered to make a decision in the light of the evidence.
5. If the complaint is still not resolved to the satisfaction of all concerned, the complainant will have the right of appeal to a separate body appointed by the Governors.
6. If neither the Executive Headteacher nor the Governing Body provides satisfactory solutions, a complaint can then be made directly to the Education Committee by contacting the Director of Education.
7. If the unresolved complaint concerns religious education and collective worship, the Diocesan Authorities should be contacted.
8. In the final instance, the complaint can be referred to the Secretary of State for his consideration.

The information in this prospectus was correct at the time of printing. It should not be assumed that there will be no change affecting the arrangements or matters described either before the start of, or during, that year or in relation to subsequent school years.

Visitor Information

We are committed to the safety and wellbeing of all our children, staff and visitors therefore all visitors must agree to the following before being allowed access to the whole school site.

GENERAL

- Enter and exit the site from the main entrance; observe signing in and out procedures.
- Do not move around the school site unescorted.
- Please stay within areas that are necessary for your visit.
- Please do not interact with children unless instructed by a member of staff to do so.
- You will be issued with a 'Visitor' sticker which must be worn at all times.
- Please note that inappropriate behaviour or language on site will not be tolerated, in relation to children, staff and visitors.
- An accessible adult toilet is located next to Reception. Please do not use any other toilets during your visit. Please see office staff.

FIRE

- If you hear the fire alarm bell, please leave by the nearest exit.
- Report to the nearest fire assembly points (main car park, KS1 and KS2 Yards and EYFS Garden) so that you can be accounted for.
- If you are working with children, lead them to safety and assemble at the nearest assembly point.

LOCKDOWN

- If you hear the lockdown sounder (high-pitched continuous buzzer), lockdown in your nearest safe room. All safe rooms have lockdown procedures displayed next to the Fire Safety procedures.

MOBILE PHONES, CAMERAS ETC

Whilst on site please:

- Use only in connection with your business and when you are approved to do so.
- Do not take/use images of students unless approved to do so.
- Do not leave equipment unattended.
- Ensure that your mobile phone's 'Bluetooth' capacity is disabled.

INTERACTIONS WITH PUPILS

Where your role requires that you interact with children or if you are attending school on Local Authority/partnership business, you must:

- Present your photo ID and/or DBS when requested by our Reception Staff.
- Wear your Photo ID and Visitor's Badge at all times when on the school site.
- Interact with children as required within your professional capacity and report any instances/concerns/observations you may have immediately to a senior member of school staff.

CHILD PROTECTION

During your time in school, if you have any concerns or issues relating to Child Protection, please report to the Designated Person (s): ANNE BULLERWELL (EHT), LUCY CLARKE (HOS), CAROLYN FERGUSON (ASSISTANT HT), LUCY MARLEY (EYFS Leader)

Anyone whose actions/behaviours etc. cause concern or who does not follow the above requirements will be asked to leave the building and reported to the Local Authority for further action.