



"Working Together To Achieve Success"





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Belmont Primary School

Organisation

Belmont is a primary school catering for up to 436 boys and girls aged 4 – 11. The age of children is referred to as Foundation Stage, Key Stage 1 & 2 of the National Curriculum. Foundation Stage is the reception classes, KS1 refers to Infants, Y1-2 and KS2 to Juniors, Y3-6.

Our most recent Ofsted inspection in April 2017 found that Belmont continues to be a good school. The inspector noted strong leadership at all levels including Governors, the headteacher and deputy headteacher, middle managers and subject leaders which enables our school to provide high standards of pastoral care and academic learning. This develops the whole child. Pupils were found to be enthusiastic and engaged with their learning and showed pride in their work. The report can be accessed at www.ofsted.gov.uk

The school is situated in a number of buildings on both sides of Belmont Street. The reception and infant classes are found in The Acorn Building, opened in November 2002. The year 4 children and our main reception offices are housed in the Coleman Building that was opened in April 2004 and faces Belmont Street. The Oak Building contains the two year 3 classes and the hall completes the accommodation on the “new” site. The year 5 and 6 pupils occupy the original school building, opened in 1882. We are fortunate to employ well qualified, caring staff and the Governors ensure that our standards remain high by supporting a wide range of development opportunities for staff. This work has been recognised through our Investors in People Award. Teaching staff are entitled to 10% non-contact time to undertake their planning, preparation and assessment work. A newly qualified teacher is entitled to an additional 10% non-contact time and staff undertaking leadership roles are also entitled to some time to undertake these duties. Staff also attend a range of training events. We have a number of well trained staff who have achieved the Higher Level Teaching Assistant status, and this ensures that they meet the standards to teach classes in the absence of their usual teacher. Classes plan work in teams to ensure continuity between classes in the year group.

The planned admission level for the 4+ age group for the year 2018/2019 is 60 pupils

The number on roll in September 2018 was 411 organised into 14 classes. The classes are all of mixed ability and we keep them to single age groups. Class sizes range from 30 to 32 with all infant classes having a maximum of 30 pupils, and junior classes being limited to 32 children.



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Vision, Values and Aims of Belmont Primary School

Our Vision

Supporting each other to achieve success.

Our Values

Our key values are:

- We are proud to belong to the school
- We are committed to high standards
- We will maintain a secure, caring and supportive environment
- We promote enjoyment of learning and equality of opportunity
- We see the school as part of a wider community
- We believe in positive attitudes, self-belief, mutual respect and personal responsibility

Our Aims

- To provide opportunities for all pupils to learn and achieve in a secure and caring environment
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life
- To encourage lively and enquiring minds with the ability to question and reason
- To develop an understanding of the world and a tolerance of other cultures, religions and ways of life
- To have high expectations of the children so they will become resourceful and independent with a positive attitude towards all aspects of school
- To allow all members of the school community, including pupils, parents/carers, staff and governors to feel valued and respected
- To help pupils to be responsible and caring citizens capable of contributing to the wider community.



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Admissions & Procedures

Please apply for a place, via the Local Authority, online at www.derbyshire.gov.uk/admissions or call 01629 533190.

The Governors of Belmont Primary school admit children at 4+ in one single entry point in September, Children who are 4 on or before 31st August will be eligible for admission on the first day of term in September, although to make the transition successful the children initially visit in smaller groups.

1. Children whose birthdays fall on or after 1st September will not be eligible for admission until the following September.
 - Parents/Carers can request that the date their child is admitted to school is deferred until later in the academic year or until the term in which the child reaches compulsory school age, and
 - Parents/Carers can request that their child takes up the place part-time until the child reaches compulsory school age.’
2. The admission limit is 60 pupils in Reception and all Key Stage 1 year groups. The admission limit is 64 pupils in all Key Stage 2 year groups.

If the school is oversubscribed, after the admission of pupils with a Statement of Special Educational Needs/ Education Health Care Plan (EHC), where the school is named in the statement/plan, priority for admission will be given to those who meet the criteria set out below, in order:

1. A ‘looked after child’ or a child who was previously looked after but immediately after being looked after became subject to an adoption residence or special guardianship order. A looked after child is a child who is a) in the care of local authority or b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).
2. Children who have a sibling attending the school at the time of admission. Sibling is defined in these arrangements as children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.
3. Children who live within the normal area of the school (a map of which is available in school).
4. Children who live outside the normal area of the school.



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Route Measurement

The Children’s Services Department has a Geographical Information System (GIS) to measure the straight line distance. It is measured by a standard straight line distance calculated to within two metres. This measurement is taken from the postal address file, normally the house front door. For schools the grid reference is taken from the postal address file and will normally be the centre of the school for primary phase schools.

Parents/Carers of pupils seeking a year 3 place will need to apply on a LA admission form or online application form at www.derbyshire.gov.uk/admissions. Parents/Carers of pupils seeking a mid-year transfer from another school will also need to complete the LA In-Year Application form or application online at the above address.

Pupils with Special Educational Needs

The school is committed to providing education for children with a wide range of special educational needs and abilities. However, if your child has a statement of special educational need/EHC, it will be necessary to approach Derbyshire County Council for advice on obtaining a school place.

Visits to the School

Parents/Carers are welcome to visit the school before making an application for a place. Please contact the Headteacher. We also hold a welcome meeting for parents/carers of new Foundation Stage children in the summer term before the children start school.



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Foundation Stage Admissions

We operate a single point admission policy, which means that all children who become five during the academic year (1st September to 31st August) are admitted to the school in September. All pupils attend on a staggered start to help them become familiar with our school.

A Home/School contract was introduced in September 1999 in line with Government policy and we encourage all parents/carers to sign the agreement on their child’s entry to school. If you choose to send your child to Belmont Primary School, it will be understood that you support our policies and that you will endeavour to give your child and our school the support needed as identified in the home-school agreement.

Special Educational Needs

Pupils with special educational needs may have physical, sensory, linguistic, emotional, social, behavioural or learning difficulties and/or disabilities.

Pupils follow the National Curriculum and, where necessary, have access to additional provision that aims to cater for their needs.

Our Special Educational Needs Co-ordinators, Mrs. Fern and Mr. Tidmarsh, work closely with a number of external agencies to provide support for pupils and families. This, along with close collaboration by school staff, enables us to provide effective support and provision for those pupils with additional needs.

Full details of the school’s Special Educational Needs Policy are available on request.



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How to Help Your Child

- Talk to your child as much as possible and take an interest in work and activities.
- Praise and encourage your child. Show them that you are proud of them and of their school.
- Support school events.....concerts, open evenings, social events etc.
- Help in school if you can.
- Play with your children and read and share books with them.

Parents/Carers Evening

Parent/Carers Evening is an opportunity to meet with your child’s teacher to discuss your child’s work and progress. These are held twice during the academic year.

In Foundation Stage Key Workers are available to speak to parents on a regular basis.

We operate an open door policy where access to staff is seen as an important priority to support your child’s educational and emotional well-being. Should you wish to discuss anything with your child’s teacher prior to the next Parents/Carers evening please ask for an appointment.

The headteacher is very often on duty in a morning and is happy to have a brief word, however if you need a longer meeting please make an appointment via the school office.

Reports

Written reports are sent out annually in July to all parents/carers and give an overview of how your child has progressed during the year. Our assessment system in Foundation Stage allows us to send interim reports to parents electronically for those who choose to receive them.



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Accessibility

At Belmont Primary School we aim to make learning accessible for all. We are actively engaged in an ongoing programme of development to improve the accessibility of facilities for all users.

Parents/Carers with disabilities are encouraged to contact the Headteacher if they require support to access the facilities at Belmont Primary School.

A copy of the school’s accessibility policy is available on request.

Attendance Records

Number of pupils aged 5+ on roll for at least one session:	356
Number of pupil sessions:	108498
Number of authorised absences:	3433 (3.16%)
Number of unauthorised absences:	1239 (1.14%)
All absences:	4672 (4.30%)
Attendance Rates:	95.70%

Absences

In September 2013 the Education (Pupil Registration) (England) (Amendment) Regulations 2013 came into force. These regulations make it clear that Headteachers should not grant approval for any leave of absence during term-time, including holidays, unless there are exceptional circumstances. These regulations also state that holidays cannot be authorised retrospectively.

Any requests should be on an official school absence request form and handed into the school office for consideration prior to any holiday/leave arrangements being made.

You may be issued with a Penalty Notice should leave be taken which is not authorised. If unpaid this could lead to prosecution under section 444(1) of The Education Act 1996.

Absences are shown in the class registers and on your child’s annual report. We have to report our annual attendance to the Government and our Education Welfare Officer regularly



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monitors absence and punctuality and follows up families below 92%. We have to set a target for attendance and we aim for an average of at least 96% attendance. The Government considers absence below 90% as persistent absence. Lateness after 9.00am is recorded as unauthorised.



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Teacher Assessment at Key Stage 1 2017

Subject	Number of pupils	Expected standard + School %	Expected standard + National %	Greater depth School %	Greater depth National %
Reading	58	79	76	29	25
Writing	58	72	68	22	16
Maths	58	81	75	29	21

Statutory Assessment Tests at Key Stage 2 2017

Subject	Number of pupils	Scaled score 100+ School %	Scaled score 100+ National %	High Scaled Score School %	High Scaled Score National %
Reading	65	68	71	18	25
Maths	65	82	75	15	23
English grammar, punctuation and spelling	65	75	77	26	31
Teacher assessment-writing	65	80	76	26	18
Reading, Writing and Maths	65	66	61	6	9



Holidays 2018/2019	School Closes On	School Re-opens On
Autumn Term 1 Commences	3 rd September INSET	4 th September 2018
Autumn Term 1 Ends	26 th October 2018	
Autumn Term 2 Commences		5 th November 2018
Autumn Term 2 Ends	21 st December 2018	
Spring Term 3 Commences		7 th January 2019
Spring Term 3 Ends	15 th February 2019	
Spring Term 4 Commences		25 th February 2019
Spring Term 4 Ends	12 th April 2019	
Summer Term 5 Commences		29 th April 2019
Summer Term 5 Ends	24 th May 2019	
Summer Term 6 Commences		3 rd June 2019
Summer Term 6 Ends	22 nd July 2019	
<p>In addition, school will be closed for INSET days for staff training. These dates will be notified at the start of each year.</p> <p>3rd September 2018</p> <p>26th October 2018</p> <p>25th February 2019</p> <p>3rd June 2019</p> <p>22nd July 2019</p> <p>Bank Holiday 6th May 2019</p>		



Holidays 2019/2020	School Closes On	School Re-opens On
Autumn Term 1 Commences	3 rd September 2019	4 th September 2019
Autumn Term 1 Ends	25 th October 2019	
Autumn Term 2 Commences		4 th November 2019
Autumn Term 2 Ends	20 th December 2019	
Spring Term 3 Commences		6 th January 2020
Spring Term 3 Ends	14 th February 2020	
Spring Term 4 Commences		24 th February 2020
Spring Term 4 Ends	3 rd April 2020	
Summer Term 5 Commences		20 th April 2020
Summer Term 5 Ends	22 nd May 2020	
Summer Term 6 Commences		1 st June 2020
Summer Term 6 Ends	21 st July 2020	
<p>In addition, school will be closed for INSET days for staff training. These dates will be notified at the start of each year.</p> <p>Bank Holiday 4th May 2020</p>		



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School Hours

	Foundation Stage 8.50am-3.15pm
	KS1 and KS2 8.50am-3.20pm
Lunch break	12.10pm – 1.25pm (Foundation)
	12.10pm – 1.20pm (KS1)
	12.25pm – 1.30pm (KS2)
School Closes	3.20pm

Teaching times, excluding the act of collective worship, registration, lunch and other breaks, are 23 hours per week KS1 and 24 hours per week KS2.

For safety reasons children must not arrive at school before 08.40am as they will be unsupervised until staff go on duty. Punctuality is vital and arrival after 9.00am is recorded as unauthorised lateness.

Occasionally, there may be good reasons why your child has to leave school early. For safety reasons this can only be allowed if the school is notified by the adult with parental responsibility and the child is collected by an adult from the office. Pupils must be signed out at the office. For security reasons the school gates are locked at 9.00am each morning and opened after 3.05pm. Between these times, entry must be made through the reception office.

Road Safety

Road safety is of the utmost importance to our school and we encourage parents/carers to park safely and responsibly when dropping off and collecting their children. Parking is available at the Emmanuel Church and children should be encouraged to use the crossing patrol and pelican crossing to safely cross the roads around the school. The local police are in frequent contact with the head teacher and monitor the parking situation close to the school to ensure all children remain safe.



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Health

It is important that you inform school if your child has any health problems, is taking medication, or has allergies. Appropriate documentation will be kept in school to safeguard your child. **Staff are unable to administer medication.**

If your child needs medication during the school day you must inform the Headteacher of the person who will come to school to administer it. We are not permitted to keep medicine in school without a health care plan. If a child has a long term medical condition requiring medication e.g. diabetes we will work with you and the school health team to establish a school medical plan. Inhalers with your child's name on can be kept in your child's class. As part of our Sun Safety Policy pupils are expected to have sun cream, sun hats and water in the warm weather.

Bringing Medicine to School

Short-Term Medical Needs

We are unable to administer medicine for children with short-term medical needs (e.g. colds and ear infections etc). Parents/Carers or a representative are more than welcome to come into school at lunchtime to administer medication. It is also important that your child does not bring into school throat sweets or any other remedies as these are classed as medication and require close supervision.

Long-Term Medical Needs

Some children have long-term medical needs such as asthma or severe allergies and there are times it is necessary for children to have access to their medication in school. We would ask parents/carers to contact the Headteacher to organise provision for medication to be kept in school.



Lunchtime

Children may have a school lunch or bring a packed lunch from home.

All Infant pupils are eligible for a free school meal daily (UIFSM). School meals are cooked in our own kitchen. Menus are sent home to parents/carers. You will be provided with a booking form to make your choices including our vegetarian option. If your child has any special dietary requirements these can be discussed with the school caterer. As part of our Food Policy there is a form to complete to ensure that staff are aware of your child’s needs. Please ask at the office.

As some pupils have severe allergies to nuts we do not allow any nut products in school e.g. Nutella, Praline, cereal bars with nuts etc.

If you choose to send a packed lunch for your child please ensure that it is in a suitable container and provides a healthy balanced meal. As part of our healthy eating programme we discourage sweets, chocolate and fizzy drinks in lunch boxes. Drinks should be in an unbreakable container; glass bottles or cans should not be brought into school.

Children are supervised by a team of lunchtime supervisors during the lunch break and we expect mutual respect and good manners from children towards all lunchtime staff as they play a vital role within our school.

Snacks

As part of our Healthy Schools Status, Foundation and KS1 pupils are provided with free fruit by the government for morning break. KS2 pupils are permitted to bring their own fruit for snack.



Access to water

Pupils are allowed to bring into school a bottle of water. This must be in a sports top bottle and be no bigger than 330ml. Children will bring the bottle home usually daily to be cleaned and replenished. Water is also available for all pupils in the dining room and from water fountains.

Please do not send any other drinks to school unless you send a drink in your child’s lunchbox for lunchtime.

Uniform & PE Kit

Although it is not essential to wear logoed uniform the correct colours must be worn and can be purchased from any outlet. Extreme haircuts and dyes are not permitted. Trainers cannot be worn during the day except for outdoor PE. Foundation pupils have access to climbing equipment and bikes and need sturdy shoes, preferably with closed toes.

UNIFORM	
GIRLS	BOYS
Grey or black skirt or trousers (not jeans)	Grey or black trousers (not jeans) or grey or black shorts
Blue or white blouse or polo shirt	Blue or white shirt or polo shirt
Royal blue sweatshirt, cardigan or pullover	Royal blue sweatshirt, cardigan or pullover
Royal blue fleece jacket	Royal blue fleece jacket
In the summer blue and white striped or check cotton school dresses	Black Shoes (not trainers)
Black Shoes (not trainers)	

PE KIT
Blue or White T-Shirt (T-Shirts with the school logo are available)
Black Shorts
Black Jogging Bottoms (for outdoor games)
Black Pumps / trainers used in KS2 for outdoor games
Please ensure that all items of clothing are clearly labelled with your child’s name and are placed in a labelled bag.



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Anti-Bullying, Discipline and Pastoral Care

Anti-Bullying

We take bullying very seriously at Belmont Primary School. Children are encouraged to report bullying behaviour to an adult in school. Our Behaviour Policy is the foundation that clearly illustrates we will not tolerate bullying including discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents.

Discipline

We have a positive approach to discipline and the children are praised and rewarded for good work, attitudes and behaviour. School rules are mainly concerned with the safety and well-being of the children. The reasons for the rules are regularly explained to the children who help to set class rules with their teacher. Sanctions include warnings and loss of privileges such as a loss of playtime or golden time. If any serious behavioural problems arise, parents/carers are sent letters in line with the level of behaviour and may be invited into school to discuss any issues and help in seeking a solution. Our School Behaviour Policy is available for all parents/carers on request or can be viewed on the school website.

Pastoral Care

Your child’s class teacher is always willing to discuss their progress, physical or emotional welfare. Your input will assist the class teacher to help your child in the most appropriate way.

Our Sunshine Nurture Group provides valuable support for pupils with a wide range of social, emotional and behavioural needs.



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Sex and Relationship Education

The role of the school is to support and promote attitudes, practices and understanding of good health and hygiene. Our Health Education lessons include Sex and Relationship Education and parents/carers are informed in advance of such lessons. We feel that sex education should be undertaken in a loving and secure family environment and what we do in school reinforces what children have learned at home. Parents/Carers are welcome to see the Governors' policy regarding Sex and Relationships Education and will be informed when such courses take place.

Drugs

As part of our Personal, Social and Health Education work, pupils are taught about drugs, drug's litter and the effects of drugs, including tobacco and alcohol.

Equal Opportunities and Race Equalities

Equal Opportunities

Within our school we give children equal access to the curriculum, although the activities will be differentiated to meet their needs. Following Government legislation, we identify and support pupils with Special Educational Needs and pupils who are More Able. These pupils may have specific programmes and activities to meet their needs both within lesson time and extra-curricular activities.

Race Equalities

We are required to record all racist incidents (involving pupils and parents/carers) and as part of our work on British Values we endeavour to ensure pupils are tolerant of others.



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Child Protection

The school is required to take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect, or other forms of abuse, the Headteacher will follow the Safeguarding Procedures established by the Derbyshire Area Protection Committee and inform Social Care of the concern. The school's Safeguarding Officer is Mrs Davies, Headteacher. If Mrs Davies is unavailable, please ask at the office for member of staff who can deal with your Safeguarding concerns.

Looked After Children

Children in public care have their needs identified and met through review meetings involving relevant parties.

Global Learning

At Belmont we believe that it is invaluable for our children to have an interest and awareness of the world in which we live and to understand and respect British values. We endeavour to develop pupil knowledge and understanding of the world by encouraging curiosity and wonder about other countries and cultures.

We aim to achieve this by embedding a global focus within our curriculum work. We have links with schools in other countries, such as Kenya and Japan and we continue to develop more.

These links involve pupils communicating with peers in other countries using media such as letters, work exchanges, Skype and e-mail. We regularly have themed events and class assemblies for parents/carers often have a global theme. Visitors to school are also always welcome.

Our highly successful 'Connecting Classrooms' project led to staff from Bengali schools visiting Belmont and this was reciprocated with members of Belmont staff travelling to Bangladesh to visit their schools. Belmont has been recognised by the British Council International Schools Award for our excellent global learning. We are also an Expert Centre for the Global Learning Programme, working with a local network of schools, offering support and advice on global learning.



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Promoting British Values

The DfE have reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs."*

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. At Belmont Primary School these values are reinforced regularly and in the following ways:

Democracy:

Democracy is promoted within the school. Pupils have the opportunity to have their voices heard through our School Parliament and Council and in pupil questionnaires. The elections of the School Parliament, Council and House Captains are based purely on pupil votes.

Staff promote pupil voice in the classroom through a range of strategies, including Kagan Cooperative Learning Structures, Circle Time, decisions on classroom rules and expressing preferences in Golden Time choices.

We also have visits and assemblies from local politicians, including our local MP. We actively explore how injustice is challenged through our curriculum, for example studying the life of Nelson Mandela in RE and examining issues of injustice in World War 2 in History.

The Rule of Law:

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days and through assemblies. The children are taught right from wrong. Pupils are taught the value and reason behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from the authorities, such as the Police; Fire Service; Road Safety Officers etc are regular parts of our calendar and help to reinforce this message. There is a clear Behaviour Policy for all. Each family is made fully aware of our Behaviour Policy, as well as other linking themes. Codes for living in different religions and the significance of the Golden Rule for religious and non-religious people allows pupils to discuss the importance of this value.



Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely, for example through our E-safety and PSHE lessons. Whether it be through choice of challenge, how they record work or participation in numerous extra-curricular clubs and opportunities, our pupils are given freedom to make choices. All classes work towards incentives such as ‘Golden Time’ where their choices affect the outcomes for themselves personally as well as the whole class. We also try to give ownership of learning to our children and promote a personal investigative approach. At break times and lunchtimes the children are allowed to use the outside spaces according to personal choices. Our shared values in the school promote both staff and children as good role models and we take opportunities to challenge stereotypes whenever the opportunity arises. Opportunities are also taken to explore that with individual liberty and freedom come responsibilities to the local community and wider world.

Mutual Respect:

Our school ethos and behaviour policy are centred on the core value of respect and pupils are regularly involved in discussions and assemblies related to what this means and how it is shown. The school promotes respect for ourselves and others and this is reflected in our classrooms and learning rules as well as our rewards and sanctions policy.

The children themselves take responsibility for Friendship Benches, whereby they promote friendship and respect. Our Equality and Inclusion policy reflects this core value and professional development explores how we engender a respectful ethos. We support events such as Anti-bullying Week.

We actively promote mutual respect when exploring the lives, cultures and faiths of others in our global learning, PSHE, Circle Time and RE activities across the school. We provide opportunities for pupils to develop respect for others through curriculum enrichment activities, such as Chinese Dragon Dancers, theatre companies and storytellers.

We promote respect through having an active Accessibility Plan where we promote inclusion and use videos and visitors with disabilities to talk to the children. We support charities which promote respect and tolerance eg The Royal British Legion and Footprints Orphanage in Kenya.



Tolerance of those of Different Faiths and Beliefs.

This is achieved through enhancing pupils’ understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. As part of our RE curriculum we visit places of worship including a Hindu mandir, churches and mosques. As a school we have been awarded the full International Schools Award by working with other schools in Japan, Kenya, Australia and Bangladesh. We are a Global Learning Programme Expert Centre and work to actively promote this work in our local schools.

Complaints

If parents/carers have any issues or queries regarding their child’s schooling, this should be discussed primarily with their class teacher or head teacher. Most questions and anxieties can be resolved in this way. If the complaint cannot be resolved, then a formal procedure involving the school’s governing body can be followed. The Complaints procedure can be viewed on the school website.

The school Governors and Head teacher do not accept any form of verbal or physical abuse to staff, parents/carers or pupils of the school. Parents/Carers who respond in this manner will be banned from the school premises under Section 547 of the Education Act.

FOBS

Friends Of Belmont School is the school’s equivalent of a ‘Parent Teacher Association’. FOBS extend its membership beyond parents/carers and teachers and include other family members, such as grandparents. FOBS organise the fun social events that happen during the school year such as school disco’s, quizzes, non-uniform days, family bingo evenings and also the school annual summer fayre. These events raise much needed funds for the school and have enabled FOBS to buy equipment and also pay for visitors to school that enhance the school curriculum and support the children’s learning. Some visitors have included ‘a chair maker’, puppet show and experts to help the children make Roman and Greek masks. FOBS have funded music lessons for all Y5 pupils and they fund the Athletics programme for all pupils in school. FOBS



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aim is to continue to support the school to benefit the children. The FOBS committee meet once or twice a term to plan events and discuss purchases for the school.

Voluntary Helpers

Many parents/carers and grandparents give their time to support the school in many ways such as preparing materials for lessons, listening to children read and helping with practical work. This voluntary work benefits the school enormously and is a valuable resource. The school has produced a ‘Helping In School’ booklet to ensure that all volunteers get the most out of their time in school. Volunteer must complete a police DBS check and school contact form before they begin to actively volunteer.



CURRICULUM STATEMENT

English

English is a core subject within the National Curriculum and has a high profile across the school. Wherever possible, English is taught through a cross-curricular theme, making learning more meaningful to children and allowing pupils to transfer skills of speaking and listening, reading and writing to other curriculum areas.

Spoken Language

Spoken language is taught via a variety of Speaking and listening activities, including group collaboration and drama work throughout the school. Children develop confidence in explaining, justifying and experimenting with their ideas; deepening their understanding and providing a wonderful platform on which to build creative writing opportunities.

Reading

The school has an excellent range of reading materials to suit different ages, abilities and interests. Books are banded to suit the reading ability and interest age of pupils in the Infants. This allows pupils to read from a range of authors and schemes. Children read regularly with an adult, within a small guided group, concentrating on the enjoyment, understanding and response to a particular book or extract. Guided books include books from the Rigby Star scheme. Upper KS2 have access to comprehensive free reader selection, once they have completed the levelled schemes. The selection of books includes a wide range of genre to suit all groups and written by known writers.

We greatly value the role of parents/carers in furthering the reading taking place in school and believe this to be an important partnership. Children take home a reading book and are expected to read at least three times per week as part of their homework; discussing their reading in order to develop effective comprehension skills. Each child also has the opportunity to practise their library skills and visit the school library regularly, where they are able to borrow 1 book of their choice from an incredibly comprehensive and exciting selection.

Children are taught to recognise the phonics necessary to become proficient readers through ‘Letters and Sounds’. This programme teaches phonetic knowledge in an ordered and thorough way, equipping children with the necessary tools to become independent and confident readers. Children enjoy a variety of games, making learning fun eg Phonics Play. Our expert Reading



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Recovery teacher, Miss Gent, works to support 1:1 reading mainly with Y1 and Y2 pupils on the programme. Parents/Carers are invited to weekly Fun Phonics Fridays in Foundation Stage and Phonic sessions in Year One.

Writing

From Foundation Stage onwards, children are taught a cursive style of writing. Phonics skills and knowledge of letter patterns are taught in a structured way, incorporating a wide range of teaching styles to best meet the needs of all learners. Children are encouraged to become writers from the beginning of their education, through the process of emergent writing. Spelling is taught through the Letters and Sounds programme and the Support for Spelling programme and pupils are taught to spell the high frequency words. Our cross-curricular approach is successfully enabling pupils to use their literacy skills in a variety of exciting and real contexts. We ensure that writing is for a purpose and for a particular audience. Whether that is producing a poem for the school website or a piece of information for a class book, children are able to see a purpose for the task in hand and remain more motivated as a result.

Great importance is attached to guided writing. Children work regularly with an adult, within a small focus group. Through on-going teacher assessments, each child's exact learning needs can be addressed and specific strengths or areas for development can be targeted effectively.

We believe that learning should be fun and are passionate about the wonder and inspiration to be found in well-loved books. Confident readers create confident writers. Once a love of literature has been fostered, the sky is the limit!

Mathematics

The mathematics curriculum in primary schools consists of the following strands:

- Numbers and the number system
- Addition, subtraction, multiplication and division
- Fractions (including decimals and percentage)
- Measure (including time)
- Geometry



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- Shape and space
- Statistics (data handling)
- Algebra (only in Year 6)

At Belmont our aim is that each child should be able to think and solve problems mathematically by using the appropriate skills, concepts and knowledge. We provide rich and enjoyable experiences relating both to their individual needs and to the wider requirements of society.

We aim for each child to:-

- Have a positive attitude towards mathematics.
- Have self-confidence in their ability to deal with mathematics.
- Be able to work systematically, co-operatively and with perseverance.
- Experience a sense of achievement regardless of age or ability.
- Understand the appropriate underlying skills, concepts and knowledge of number, measurement, shape, space and handling data.
- Be able to apply previously acquired concepts, skills, knowledge and understanding to new situations both in and out of school.
- Be able to communicate with peers and adults, ideas, experiences, questions, clearly and fluently, using the appropriate mathematical language.
- Be aware of the uses of mathematics beyond the classroom.

For Parents/Carers to:-

- Be actively involved in their children’s mathematical learning both in school and at home.
- Understand and support the school’s mathematics policy, calculations policy and scheme of work.

To provide adequate time for developing numeracy skills each class teacher will provide a daily mathematics lesson. This may vary in length but will usually last for about 45 minutes in Key



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Stage 1 and 60 minutes in Key Stage 2. Links will also be made to mathematics within other subjects so pupils can develop and apply their mathematical skills. Within these lessons there will be a good balance between whole-class work, group teaching and individual practice.

The daily mathematics lessons will provide opportunities for children to practice and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and to prepare for their future learning. These may be extended through out-of-class activities or homework at the discretion of the teacher. Homework will not entail new ideas that require teacher explanation. Homework should be enjoyable and not always in written form but could be a “find out about...” challenge or a game, or learning some facts/times tables, or thinking how to solve a problem. Pupils are expected to read to an adult at least three times per week, as part of Homework, and have their Reading Diary completed after each session. Homework should always include feedback to value a child’s efforts, but this will not always be written.

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Science

Science is taught in the Foundation Stage classes as an integral part of the topic work covered during the year. We relate the scientific aspects of the children’s work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged birth to five, which develop the children’s knowledge and understanding of the world.

At Key Stage 1 and 2 pupils observe, explore and ask questions about living things, materials and physical phenomena. They work together to collect evidence to help them answer questions and to link this to scientific ideas. As the children move up the school they carry out more systematic investigations, deciding how to turn their own ideas into a form that can be tested. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They analyse the data they have collated and present it in tables, graphs and charts. The children have access to use the internet, digital



microscopes, data loggers and computer software for research, and for the recording of their ideas. Teachers use the Interactive Whiteboard to deliver parts of some lessons.

Computing

The aim of Computing at Belmont Primary School is to equip children with all the necessary skills that will enable them to become independent learners. Each child from Foundation to Year 6 is given the opportunity to develop their skills in order to develop their confidence in the following areas. These areas are:

- Using and applying fundamental principles and concepts of computer science.
- Analysing problems in computational terms and engage in repeated practical experiences of writing computer programs.
- Evaluating and applying information technology
- Confidently and creatively using information and communication technology.

The children are also taught how to use E-mail and the Internet in a well-protected environment through a filtered system. Every classroom within our school has access to two networked computers and an interactive white board (IWB). These facilities are used to improve skills as well as embed the developing skills into other parts of the curriculum. As well as classroom machines we also have a fully equipped ICT suite that consists of 16 networked laptops and a Promethean IWB. All children have access to the computers through log on names and passwords. The ICT suite is a timetabled classroom that is fully supported by a computer technician 3 days a week. As well as computers and software, the children also have access to a wide variety of programmable toys, CD players, digital cameras, video cameras and electronic microscope's. We have a class set of portable Learnpads (tablets) and a set of ipads. ICT is a developing curriculum area that is very exciting to be part of and this enthusiasm is passed onto the children through our skills.



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Design & Technology

Design and Technology is an exciting, practical subject which allows pupils to develop their creative skills through first-hand experience and exploration, whilst planning, designing and making.

During their designing and making activities, pupils can combine their practical skills with an understanding of social and environmental issues.

Design and Technology activities are taught in a variety of ways throughout the school and provide many opportunities for cross-curricular work which enhances the children's experiences in our ever changing world.

Activities are planned and evaluated to ensure continuity and progression in the subject by building on specific knowledge and skills throughout the school.

Art

Art is an integral part of the curriculum which is taught alone and also through many other subjects. The children's creativity is nurtured and they are encouraged to enjoy art both as participants and observers. They have access to a broad range of experiences and have opportunities to work with a wide variety of media and tools in both 2D and 3D art in various scales.

During their time at Belmont, the children are given opportunities to work alongside professional artists to develop their inspiration, skills and creativity.

An after school Art Club is offered to Year 2 children who demonstrate an aptitude for art and design.



Music

We aim to encourage a love of Music in all its forms and for children to be aware of the social opportunities and uplifting qualities of Music.

Through class Music lessons, children learn to listen, compose, sing and use tuned and un-tuned instruments. As their learning progresses, they understand some musical terms and use these to compose their own music. They learn songs from a range of cultures and with a variety of styles.

Through regular singing assemblies, all children have the opportunity to learn a variety of religious and secular songs. There are Christmas services at local churches during which children sing religious songs they have learned. The choir is very popular in school. It has always been highly regarded and plays at a number of concerts throughout the year.

Instrumental lessons are also offered to pupils through the Derbyshire Music Partnership for a range of instruments including the violin, flute and clarinet. All pupils in Y5 have the opportunity to play either the flute or clarinet instruments as part of the Wider Opportunities Music project funded by FOBs.

Physical Education

All children at Belmont Primary School take an active role in Physical Education for 2 hours each week, providing opportunities for all pupils to become physically confident in a way which supports their health and fitness. The school follows a progressive programme in PE which allows pupils to be physically active for a sustained period of time. In Foundation and KS1 there is a focus on developing the fundamental skills of agility, balance and coordination. This is taught through dance, gymnastics, ball skills and athletics, encouraging the children to adapt and develop their skills for different areas of PE. In KS2, pupils continue to develop the basic skills, learning how to adapt these skills into a range of sports and link them to make actions and sequences of movement. In Year 3 and Year 4, pupils have swimming lessons which take place at the Pingle School, with qualified instructors.



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During their time in school and through extra-curricular activities children are introduced to a variety of sports, which may include netball, football, hockey, tennis, tag rugby, basketball, gymnastics, dance, kwik cricket and rounders, with pupils being encouraged to represent the school within these sports. We promote opportunities for pupils to develop these fundamental skills further through a range of afterschool clubs. We offer a range of sporting clubs such as football, street dance, cricket, rounders, multi-skills, tag rugby and athletics.

Religious Education and Collective Worship

Religious Education (R.E.) at Belmont enables pupils to acquire and develop their knowledge and understanding of Christianity and the other principal religions in the United Kingdom. We aim to encourage respect for those who hold different beliefs and to help promote the children’s spiritual, moral and cultural development. Lessons are a balance of learning about and learning from religion.

We are not affiliated to any religious group but have informal links with a wide range of faith groups in our local community. We regularly have visitors from these faith groups to support our learning in lessons or to talk to the children during assemblies.

R.E. is taught in accordance with the Derbyshire Locally Agreed Syllabus and is organised into termly topics.

Each day there is collective worship for pupils; sometimes the whole school together, at other times key stages or year groups meet.

Children may be withdrawn from R.E. lessons or collective worship at Parents/Carers’ request, although we are unable to provide alternative lessons or worship.

Withdrawal from R.E. will mean that pupils will not engage in a range of religious activities, for example Christmas celebrations or Mothering Sunday cards.

History

At Belmont School our aim is to teach History is an inspiring subject which develops pupils’ knowledge and understanding of Britain and the wider world in the past. When teaching of History we aim to equip the pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History is integrated into stimulating class topics, where the children develop a variety of historical skills such as asking valid questions,



drawing conclusions, understanding historical concepts such as continuity and change, cause and consequence, creating structured accounts and using and understanding methods of historical enquiry. We provide opportunities for children to develop an understanding and appreciation of the great variety and diversity within our society and the world today and also in the past. As a school, we foster close links with local historical organisation such as Sharpes’ Pottery Museum and the Local Mining Association which enable the children to actively investigate and appreciate the rich history of Swadlincote.

Geography

Geography is a subject that helps us to better understand people, places and environments, and the interactions between them. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong component that deepens our understanding of what places are like, why and how they are connected, and the importance of location.

At Belmont Primary School Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

At Key Stage 1 pupils develop knowledge about the world, the United Kingdom and their locality. They are taught basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

At Key Stage 2 pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world’s most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.



Modern Foreign Languages

Our school believes that in today’s world, learning another language and understanding other cultures can enrich the lives of our pupils.

Spanish is therefore taught to all Key Stage 2 pupils by our specialist Spanish teacher, Mrs Smith. The language is delivered in a practical, enjoyable and meaningful way, focusing mainly on speaking and listening skills in Years 3 and 4 and gradually building up reading and writing skills by the end of Key Stage 2. Learning about Spanish culture, through traditional songs, stories and other activities is an important part of the lesson.

PSHE

PSHE and citizenship aim to equip children with the knowledge, skills and understanding they need to develop personally and socially and to make positive choices as they grow and move into adult life and contribute to their communities and society.

In foundation stage, this area of learning is referred to as ‘Personal, social and emotional development’, and children:

- Develop positive relationships with others through playing co-operatively, sharing and taking turns
- Develop self-confidence and self-awareness in order to try new activities, talk about their ideas and organise their resources independently
- Develop an understanding of a range of feelings and discuss these confidently
- Consider the consequences of their words and actions on others and recognise the importance of good behaviour in a range of situations.

The key stage 1 and key stage 2 national framework for PSHE and citizenship have four sections:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens



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- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people.

The framework includes themes such as making choices about the future, staying healthy and keeping safe, understanding the consequences of aggressive and antisocial behaviour such as bullying, and regard for the differences between people.

Personal, social and health education (PSHE) promotes pupils’ personal, social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

Personal, social and health education (PSHE) at key stage 1 is not statutory. At Belmont Primary School pupils in key stages 1 learn about:

- Themselves as individuals and as members of their communities
- The basic rules and skills for keeping healthy and safe
- Their feelings, views, needs and rights. They learn to recognise those of others
- Taking responsibility for themselves and their environments
- Social skills such as sharing, taking turns, playing, helping others, resolving conflict, as well as recognising and resisting bullying.

Personal, social and health education (PSHE) at key stage 2 is not statutory. Pupils at key stage 2 learn about:

- Themselves as growing and changing individuals with their own experiences and ideas, and as members of communities
- Staying healthy and safe, managing risk
- The wider world and the interdependence of communities within it
- Social justice and moral responsibility
- How their own choices and behaviour can affect local, national or global issues and political and social institutions



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- How to make more confident and informed choices about their health, behaviour and environment
- Taking more responsibility, individually and as a group, for their own learning
- Defining and resisting bullying.

We have a school council at Belmont, where pupils are elected to voice pupil issues and to help to develop solutions. Belmont Primary School has achieved the Healthy School Award through developing our curriculum and policies, for example, Food Policy, Drug Policy and Sex and Relationship Policy.

Extra-curricular activities

At Belmont we believe that it is of enormous worth to provide a wide range of extra-curricular activities for our children to engage in and enjoy. These activities take place at lunchtimes or after school and are led by teaching staff or coaches. The range of activities can include: rounders, football, gymnastics, Spanish, choir, cricket, street dance, tag rugby and science. We also have a Y6 study support club, a Y2 art club and an affiliation to a Derby County.

Most Able

At Belmont Primary School, we are committed to providing quality educational experiences in order to meet the individual needs of all our pupils and maximise their potential. We aim to provide flexible provision within a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

The school keeps a record of pupils who are Most Able. The purpose of which is to enable staff to monitor provision for these children and plan for the future. Opportunities for mastery and enrichment are built into normal classroom differentiation.

We also signpost a range of clubs and activities within the local community to parents; which

may support pupils who are Most Able. Additional materials sent to the coordinator, e.g. Summer Schools, online learning opportunities etc. will be distributed to the relevant children.



GENERAL INFORMATION

Staff List

Mrs S. Davies	Headteacher
Mrs J. Fern	0.6 Deputy Headteacher
Mrs A. Benstead	0.8 Teacher
Miss E. Gent	Teacher
Mrs A. Ball	Teacher
Mrs R. Cotton	Teacher
Mrs T. Drake	Teacher
Miss E. Harvey	Teacher
Mrs J. Brown	0.4 Teacher
Mrs R. Henson	Teacher
Mr S. Tidmarsh	Teacher
Mrs C. Colvin	0.6 Teacher
Mrs J. Smith	KS2 PPA Teacher afternoons
Miss E. Stanyard	Teacher
Mrs L. Charlton	Teacher
Miss L. Tombs	Teacher
Miss A. Stone	Teacher
Miss H. Maloney	Teacher
Miss H. L. Maloney	Teacher
Mrs J. Robinson	Teacher
Mrs L. De Oliveira	Teacher
Miss Z. McCulloch	Teacher
Miss I. Cuthell	Teacher
Mrs P. Fearn	Admin Support
Mrs B. Holmes	Bursar
Mrs J. Banton	School Administrator



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Mrs Y. Orme	Leaning Mentor
Mrs L. Ault	Leaning Mentor
Mrs K. Reid	Higher Level Teaching Assistant
Mrs T. Wright	Higher Level Teaching Assistant
Mrs J. Wymark	Higher Level Teaching Assistant
Mrs D Skellett	Teaching Assistant
Mrs S. Mills	Teaching Assistant
Mrs G. Willder	Teaching Assistant
Mrs R. Glover	Teaching Assistant
Mrs D. Benton	Teaching Assistant
Mrs P. Fearn	Teaching Assistant
Mrs S. Bagnall	Teaching Assistant
Mrs S. Baker	Teaching Assistant
Mrs D. Bradford	Teaching Assistant
Mrs T. Cullen	Teaching Assistant
Mrs T. Davies	Teaching Assistant
Mrs S. Frost	Teaching Assistant
Mrs B. Powers	Teaching Assistant
Mrs R. Morgan	Teaching Assistant
Mrs C. Stone	Teaching Assistant
Mrs K. Latham	Teaching Assistant
Mrs R. Mansfield	Teaching Assistant
Ms. S. Baker	Teaching Assistant
Mrs. M. Edlin	Teaching Assistant
Mrs. C. Bowsher	Teaching Assistant
Mrs. K. Saxon	Teaching Assistant
Mr A. Pickard	ICT Technician
School Management Team	
Mrs S. Davies	Headteacher
Mrs J. Fern	0.6 Deputy Headteacher
Mrs A. Benstead	0.8 TLR
Mr S. Tidmarsh	TLR
Mrs R. Cotton	TLR
Mrs T. Drake	TLR



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Mrs R. Warren	Cook
Mrs J. Jackson	Catering Assistant
Mrs K. Saxon	Catering Assistant
Miss H. Ainsworth	Senior Midday Supervisor
Mrs D. Lunn	Midday Supervisor
Mrs J. Tagg	Midday Supervisor
Mrs K. McGoldrick	Midday Supervisor
Mrs S. Mansfield	Midday Supervisor
Mrs A. Bridge	Midday Supervisor
Miss S. Baker	Midday Supervisor
Mrs E. Welch	Midday Supervisor
Mrs S. Bennett	Midday Supervisor
Mrs M. Edlin	Midday Supervisor
Mrs K. Toon	Midday Supervisor
Mrs K. Perry	Midday Supervisor
Mrs L Edwards	Midday Supervisor
Mrs A Shakespeare	Midday Supervisor
Mrs. C. Bowsher	Midday Supervisor
Mrs M. Binns	Midday Supervisor
Miss C. Ward	Midday Superviosr
Mrs A. Watson	Midday Supervisor
Mr M. Clarke	Site Manager
Mrs W. Hale	Caretaker and Cleaner
Mrs S. Siddles	Cleaner
Mrs S. Spare	Cleaner
Mrs S. Sharpe	Cleaner
Mrs B. Watson	Cleaner



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Governors List

Staff Governors

Mrs S. Davies
Mrs J Fern

LA Governor

Mr R. MacKenzie

Partnership Governors

Mrs L. Petcher
Mr J. Staley
Vacancy

Co-Opted Governors

Mr A. MacKenzie
Mr J. Ault (Chair)
Mrs D Benton

Parent Governors

Mrs E. Jacobs
Mr I. Winfieldale
Mr. D. Booth
Mr P. Musson (Vice Chair)
Mrs E. Davis

Clerk

Mrs J. Banton



Data Protection

Data Protection Act 1998 and the General Data Protection Regulation May 2018: How we use pupil information

We collect and hold personal information relating to our pupils and may also receive information about them from their previous school, local authority and/or the Department for Education (DfE). We use this personal data to:

- support our pupils’ learning
- monitor and report on their progress
- provide appropriate pastoral care; and
- assess the quality of our services
- protect public monies against fraud

This information will include their contact details, assessment results, attendance information, any exclusion information, where they go after they leave us and personal characteristics such as their ethnic group, any special educational needs they may have as well as relevant medical information or concerns.

controls/limitations in place:

- a) the information will not be used for any purpose other than those stated in this notice
- b) the information will be held within secure systems/locations, with appropriate levels of security, that comply with relevant data protection legislation
- c) the information will only be shared for lawful purposes and with an appropriate level of security that complies with relevant data protection legislation

the information will only be held for the periods agreed in our school’s Record Retention Policy and Schedule, after which it will be destroyed.

- a) the information will be held, used and shared in accordance with Data Protection Act 1998 legislation and the General Data Protection Regulation (GDPR) which comes into force on 25 May 2018.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so. Please note Safeguarding information can be shared without consent in accordance with Information Sharing guidance. When you give your consent for your son or daughter’s



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information to be held and/or shared for any purpose you can withdraw that consent at any time by contacting: Mrs Banton-school administrator or the headteacher.

You can also contact the person named above if you wish to:

- access any records we hold about your son or daughter
- have any information we hold about your son or daughter corrected
- have any information we hold about your son or daughter erased
- restrict how information we hold about your son or daughter can be used or shared
- object to information about your son or daughter being held
- have any information we hold about your son or daughter transferred to a third party
- challenge decisions relating to your son or daughter made using automated decision making and profiling

We are required, by law, to pass certain information about our pupils to our local authority (LA) and the Department for Education (DfE).

DfE may also share pupil level personal data that we supply to them, with third parties. This will only take place where legislation allows it to do so and it is in compliance with the Data Protection Act 1998.

Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are 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 level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data.

For more information on how this sharing process works, please visit:

<https://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract>

For information on which third party organisations (and for which project) pupil level data has been provided to, please visit: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

If you need more information about how our local authority and/or DfE collect and use your information, please visit:

- our local authority at <http://www.derbyshire.gov.uk/privacynotices> ; or
- the DfE website at <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>



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If you are unable to access these websites, please contact:

For Derbyshire County Council:

Information Governance Officer

Children’s Services Department, Derbyshire County Council

Room 361
County Hall
Matlock
Derbyshire
DE4 3AG

Email: cs.dpandfoi@derbyshire.gov.uk

Telephone: 01629 532011

For DfE:

Public Communications Unit,

Department for Education,

Sanctuary Buildings,

Great Smith Street,

London, SW1P 3BT

Website: www.education.gov.uk

Email: <http://www.education.gov.uk>

Telephone: 0370 000 2288

Should you have any concerns or complaints relating to your son or daughter about how we, as a school, obtain, use, store or share their personal data please contact: Mrs Banton-school administrator or the headteacher.

If however you are dissatisfied with our response to your concerns you can of course contact the:

Information Commissioners Office

Wycliffe House



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Water Lane

Wilmslow

Cheshire

SK9 5AF

Tel: 0303 123 1113 (local rate) or 01625 545 745 if you prefer to use a national rate number

Fax: 01625 524 510

Website: <https://ico.org.uk/>

* The Information Commissioners Office deals with concerns and complaints relating to data protection and freedom of information legislation.

School location map produced with kind permission from Google Maps

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