



Mount Pleasant Primary School



Prospectus 2022/2023

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School Information

Head teacher: Mrs Naeem Nazir
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HD1 3QP

Telephone: 01484 223198

Email: office.mountpleasant@kirkleeseducation.uk

Website: www.mountpleasantschool.co.uk

Follow us on  Twitter: @mountpleasantps

Type: Primary school 3-11 years old

Mount Pleasant Primary School is a three form entry school with a PAN of 90. It can cater for up to 630 pupils from Reception to Year 6. In addition it has 78 places for part time Nursery. Entry to the Nursery is through a waiting list. The school is under full local management by the Governing Body. It is operated by means of a delegated budget supplied by the LA.



Introduction

School Mission Statement

Mount Pleasant's mission is to create a healthy and respectful learning environment where outstanding teaching and learning can flourish in a friendly, inclusive and caring school, in which children feel safe and happy. At Mount Pleasant, every child is provided with opportunities to maximise their full learning potential. This is achieved through a broad, balanced and enriched curriculum delivered through creative approaches and using the latest technologies.

School Motto

The school motto is **“Think Big, Aim High & Achieve!”**

Staff encourage children to understand and learn the motto and envision it as the key objective throughout their time at Mount Pleasant.

School Vision Statement

“To nurture and empower lifelong learners to think big, aim high and be successful in achieving their dreams and aspirations.”

School Core Values

Our school community will achieve success because the school fully embodies the following core values of being:

Aspirational – Connected – Happy – Immersed – Energised – Valued – Empowered

Our Aims

Mount Pleasant's 7 Aims are achieved through staff and parents working together on our core values to ensure that every child achieves success by becoming:

Aspirational – We aim to provide children with the very best of role models who inspire and motivate.

Connected – We aim to strengthen teamwork and collaboration to connect learners to their peers, their school and their wider community.

Happy – We aim to ensure that every child feels happy and safe at school.

Immersed – We aim to provide a stimulating, learning environment (including digital aspects) which enables children to enjoy and become fully immersed in school life.

Energised – We aim to ensure that children are focused, are challenged and energised, from the start to the end of every school day.

Valued – We aim to equip all children and the school community with a sense that all individuals are uniquely valuable.

Empowered – We aim to produce strong, confident and society-ready children who have a positive outlook on life.

Headteacher's Welcome

Welcome to Mount Pleasant Primary School Prospectus. We are extremely proud of our school and you will see exactly why this is as you read through our Prospectus and if you journey through our website: <https://www.mountpleasantschool.co.uk>.



We have a brand-new school building which cost nearly £10 million. It consists of amazing indoor and outdoor facilities and the latest educational technologies and resources. Whilst we are in a brand-new facility now, we were in fact established in 1872, and have been serving the local community's educational needs for many generations. Each year we focus our resources to within the classroom so that children receive the maximum benefit.

Our Vision to "nurture and empower lifelong learners to think big, aim high and be successful in achieving their dreams and aspirations" highlights the school's highest expectations for all children and a belief that there are no limits to what can be achieved. The school has a strong commitment to working closely with parents, carers and the local community to raise aspirations for all through providing high-quality education. Our goal is to ensure that every child has the skills and knowledge needed to succeed in life and become lifelong learners. Our core values are based around a list of key qualities which we aim for our children to develop. These are Aspirational, Connected, Happy, Immersed, Energised, Valued and Empowered. Through these values we develop happy and resilient children who are eager to embrace the challenges and joys of life and are taught that anything is possible with the right mindset and belief.

I am pleased to be able to confirm that we have been successful in achieving the School's Vision and this is proven by our children's amazing SATs outcomes. The [2021-22 Results](#) table on the Pupil Outcomes page compares Mount Pleasant figures with National outcomes (based on current available data). In Reading, Maths and GPS pupils at the school achieved higher than the national average for both the expected and higher standard. In Writing expected, pupils at the school scored higher than average. Most importantly, the combined measure which looks at how many pupils achieved the expected standard and higher standard for Reading, Writing and Maths, Mount Pleasant pupils achieved higher than the national averages. Given our children's very low starting points, this is a truly outstanding achievement!

In addition to learning outcomes, the well-being and safety of children are paramount at Mount Pleasant. This school is committed to safeguarding and promoting the wellbeing of all children, and expects all staff and volunteers to share this commitment.

Our inclusive curriculum engages our learners through memorable, first-hand experiences which immediately motivate children with new learning. This helps to further develop their understanding and knowledge of the world. Our curriculum is underpinned by the development of social, moral, spiritual, cultural and fundamental British values so that our pupils become confident, caring and respectful citizens. A rich program of extra-curricular activities provides further opportunities to increase self-confidence and enjoyment.

If you are excited by what you have read and would like to know more about what Mount Pleasant has to offer, we would welcome you to visit our school and see the staff and children in action, whether in Nursery, Reception, Key Stage 1 or Key Stage 2. Feel free to call the School Office on 01484 223198 to arrange a visit.

Mrs. Naeem Nazir
Headteacher

The Staff

Senior Leadership Team (SLT)

Mrs N Nazir (Headteacher)
Mrs S Ashtiaq (Deputy Head, EYFS and Year1 Lead)
Mrs S Turner (Assistant Head, SENCO, Year 2 and Year 3 Lead)
Mrs J Gamble (Assistant Head, Upper Key Stage 2 Lead)
Mr M Imran (Business Manager)

Our Governing Body

Chair of Governors:	Mrs B Crabtree
Vice Chair of Governors:	Cllr A Cooper
Headteacher:	Mrs N Nazir
Staff Governor:	Mrs J Gamble
Parent Governors:	Mrs R Kauser

Co-opted Governors:	Mr P Tonner
	Mrs J Palmer
	Mr S Hussain
	Mr T Archer
	Dr A Williams
	Mrs M Kaushik
	Mrs P Brook

All Governors serve a four-year term of office from their date of appointment. The Headteacher can make arrangements for anyone to contact the Governors, and any correspondence should be addressed to the Chair of Governors care of the school address. The Governing Body meets twice a term. Parents can contact the school if they want anything discussed at these meetings.

If a vacancy for a parent governor becomes available, the Headteacher will send written notice of the election in a letter to be taken home by the children.

General Information

The School Day

Nursery:

Morning Session 8.35 am - 11.35 am

Afternoon Session 12.20 pm – 3.20 pm

Reception to Year 6:

Gates start opening from 8.30 am and close at 8.50 am

The school day is 8.45 am – 3.15 pm

Doors open at 8.40 am

Registration is 8.50 am – 9.00 am

School day ends at 3.15pm

Lunch is 50 minutes.



Registration

The registers are marked at the beginning of each morning and afternoon session. At 8.40 am staff open the doors to welcome children into their classes. Teachers organise registration activities such as handwriting and maths games for children to complete during registration. This ensures that no learning time is wasted; therefore, it is essential that your child arrives at school on time every day. Any child who arrives after 8.50 am should go to the main entrance and his/her name will be entered in the Late Book. We take responsibility for the children from 8.45 am until 3.15 pm. We do not take responsibility for children who go home for dinners over the lunchtime period, and they should return to school 5 minutes before their afternoon registration time.

Breakfast Club

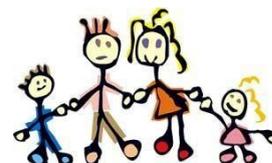
The school receives funding from the Huddersfield Town Foundation for up to 100 pupils to attend the 'Early Kick-off' Breakfast Club in School. The Breakfast Club opens every day and children may choose from a variety of foodstuffs. After their breakfast, the children can play and become involved in various games and activities, supervised by staff.

The gates open at 8.10 am and close at 8.15 am. ALL children must remain with their parents until the gates are opened and the Breakfast Club staff have collected them. Children arriving after this time will not be able to attend the Breakfast Club.

Please contact the school office if you would like to attend Breakfast club. They will then discuss the criteria you need to meet to attend.

Collection of Children

Children up to and including Year 4 must be collected by an adult. If you live locally and you feel that it is safe for your child in Year 5 and 6 to walk home alone, you will need to complete a collection policy sheet to provide your written permission.



All parents must complete a collection policy information sheet which shares who is able to collect your child from school. We will not allow children to be collected by anyone who is not on this collection policy sheet. Children often feel worried if a parent or other adult is not on time to collect them. Please telephone the school if you are unable to collect your child on time, or if you need someone who is not on the collection policy to collect your child in an emergency.

Nursery- Reception passwords

As part of our ongoing commitment to ensure the safety of all our children, we operate a system within Nursery with regard to the collection of children by a different adult. All children will be issued with a unique password which must be kept secure by families and used in emergencies when you have had to arrange for someone different to do the collection.

Access / Disabled Access to the School

All parents and children should access school via the main entrance gates on Mount Street. Our entrance is step free and suitable for disabled / wheelchair access. We have a disabled parking space just outside the main entrance for visitors; the main exterior entrance door opens automatically on approach, and we have a lift to access the second floor of the building. Each floor inside the school is on a level with no steps.

Attendance

It is important for children to arrive at school on time for each session - children who are late do not receive their full educational value and entitlement. If you expect your child to achieve high standards in the National Curriculum you must ensure that he/she attends every day and arrives on time. If there is an unavoidable reason for your child being late to school, please telephone the office and let them know what time your child will arrive and order a school lunch if necessary. Persistent late comers will be reported to the Headteacher who will see parents. We encourage and promote daily attendance unless a child is ill or there is a good reason for the absence. We are able to offer parents advice on attendance and will make a home visit if there are concerns or if help is requested.

At Mount Pleasant Primary School we take attendance seriously. Children are encouraged to come to school every day through a system of incentives. All children with 100% attendance will receive a certificate.

The simplest way we encourage children to attend every day is through making learning fun, enjoyable and irresistible – every day counts!



Any child whose attendance falls below 90% will be monitored by the school attendance officer. If this continues or falls lower, parents will be invited to school to discuss this further and be offered support and advice.

Absence

If your child is absent from school, please telephone the school office. It is very important that you do this on the first morning your child is absent before 9.00am.

The school will not be able to authorise any absence unless we are told of the reason. Unauthorised absences will be followed up by the Attendance Officer. Four or more sessions missed through unauthorised absence may incur a penalty of £60 (or higher) per session missed. Unauthorised nursery absences of longer than three weeks will result in the child's place being offered to another child.

Dental and doctor/medical appointments must not be made for a time during school hours. If your child has a hospital appointment and it is unavoidable for the appointment to be in school time, parents should inform the class teacher or the school office in advance. The school office will ask to see evidence of the appointment when you come to collect your child.

The Government requires schools to publish attendance figures every year.
Our attendance for the academic year 2021/2022 is 93%

Extended Leave of Absence

The school believes that children should not miss school in order to go on holidays in term time. Evidence shows that extended absence from schools can be damaging. It can result in insufficient coverage of the National Curriculum and children failing to achieve the expected levels. Recent government guidelines highlight that **it is not a right for parents** to take holiday during term times and that schools should not authorise these days. We understand that there are times when unfortunate circumstances mean that families do have to go abroad and that it may be unavoidable. Parents should always make an appointment with the Headteacher and discuss any such intended absence issues prior to arranging travel. The school is not authorising any extended leave. Unauthorised absence will result in a penalty fee being issued. From 1st September 2014 the fine is £60 per parent, per child, if paid within 21 days and £120 if paid within 28 days.

Changes of address, telephone number or parent's place of employment

Please let the school office know **immediately** of any changes. It is very important that we have up-to-date contact information in case of illness, accident or emergency.

School Ping

School Ping is a messaging service the school uses to text / email parents to their mobile phones. All notifications about school events, letters to parents, newsletters, pupil reports, unplanned closures e.g. snow days, and other messages to individual parents regarding your children will be sent out via the School Ping service.



It is **important** if you change your telephone number or email address that you contact the school office to let us know otherwise you will miss out on receiving these important messages. Please let the school office know **immediately** of any changes. All parents are given their own unique log in details and instructions on how to set School Ping up on your telephone. If you are struggling to do this, please contact the school office who will help you.

Entry into Nursery

Children normally enter the nursery mainly in September if their birthday falls on or before 31st August prior, or January when they become 3+ years old.

Where possible it is the policy of the school to keep the age of the new entrant below 4 years. The intake to the nursery is staggered over several days, and in the half term before the child is admitted we hope each parent and child will visit the nursery, get to know the staff and become conversant with the nursery arrangements.



When your child eventually begins part-time in the nursery it is extremely important that you always accompany them and you always make sure that there is someone to collect them when nursery finishes. We ask parents in the early stages for a parent to stay with the child to give reassurance and help during the settling-in period.

Entry into Full time School

Children will be admitted to Reception in September. Mount Pleasant Primary School has an admission number of 90. Places are allocated by the Local Authority. **Mid-year admissions are also controlled by the School Admissions Team at Kirklees Council, who manage the new pupil applications for full time school places.** Once a mid-year place has been allocated, parents will be invited with their child to come and look around the school, meet the class teacher and ask any questions they may have.

Transfer to Secondary School

Year 6 children transfer to a Secondary School in the area. Details of schools' open days and forms will be sent to parents in the Autumn Term.

Preparing your Child for School

We would like your child to be able to:

- Remove and hang up outdoor clothing
- Undress and dress, if possible, including tying laces and fastening buttons
- Use a knife, fork and spoon
- Use the toilet alone, including flushing the toilet and washing hands afterwards



There are many ways in which you can help your child prepare for school.

Prepare for reading and writing by:

- Talking to your child in order to extend their vocabulary
- Including your child in conversation whenever possible
- Discussing with your child arrangements for shopping, holidays, trips etc
- Watching television together, discussing what you have seen
- Ensuring that your child sees you reading
- Reading to your child
- Encouraging your child to learn that books are enjoyable
- Helping your child to enjoy the recognition of familiar words, for example:
 - his/her own name, food labels, brand names, television programme titles, and road signs - however it may not be appropriate for any formal teaching of reading with pre-school children
- Provide paper and pencils or crayons for mark making - praise all your child's efforts
- Allowing your child to copy your printing on plain paper *but do, please, use lower case letters except for the initial letter of people's names*
- Making scrap books with relevant words printed beneath each picture



You can help your child to prepare for later work, particularly mathematics and science, by encouraging:

- The counting and sorting of various articles like buttons and shells which can be sorted into different sizes and colours
- Games which include counting or shape recognition like *Ludo*, *Snakes & Ladders* and *Snap*
- The laying of the meal table sometimes, because this involves counting and matching
- The handling of pocket money, so learning the value of coins. Playing with construction toys which develop manipulative skills and an interest in technology
- Helping you cook as this involves choosing and measuring out ingredients.

Year Group Organisation

Year	Age	Stage
Nursery	3 – 4-year-olds	Foundation Stage & Key Stage 1
Reception	4 – 5-year-olds	
Year 1	5 – 6-year-olds	
Year 2	6 – 7-year-olds	Lower Key Stage 2
Year 3	7 – 8-year-olds	
Year 4	8 – 9-year-olds	Upper Key Stage 2
Year 5	9 – 10-year-olds	
Year 6	10 – 11-year-olds	

The Foundation Stage

The Foundation Stage provides a crucial contribution to children’s development and learning. In Nursery and Reception, we provide a rich variety of teaching and learning experiences that are appropriate to the needs of children of this age. The Foundation Stage is all about developing key learning skills such as, listening, speaking, concentrating, and learning to work and co-operate with others.

The staff will keep records of children’s experiences and attainments throughout the school year. The outcomes of these observations will be shared with parents over the year. We encourage children towards reading, communication and mathematical skills from the very beginning. Much of this learning is achieved through carefully structured play. Young children who cannot read or write often express their feelings and ideas through play and this is an important way of developing skills and building up relationships with other children, individually and in groups. Structured talk forms a key part of the experience in the Foundation Stage.

In early years we want to give our children the best possible start. We strongly believe that parents are our children’s first teachers, and we have good relationships with our parents to support them in these early years. We need our parents as partners to achieve the best possible outcomes for our children. Children learn best through play, so our aim is to play hard! Our motto is learning to play, playing to learn, all through ‘Think Big, Aim High and Achieve’.

Key Stage 1

In this stage, children build upon key concepts taught in the foundation stage and develop their vocabulary further. There is a mixture of daily formal Maths, English including Phonics and Reading lessons as well as continuous provision in Year 1. At the end of the key stage, children in Year 2 are formally assessed along with their teacher’s ongoing assessment for Maths and English. Parents are provided with a formal report of their child’s level at the end of Year 2.

Key Stage 2

During Key Stage 2, children have more structured lessons throughout the school day. All national Curriculum subjects are taught throughout the year as the children build upon key concepts, knowledge and vocabulary for each subject. At the end of key stage 2, in Year 6 children are tested in the national assessments, known as Key Stage 2 SATs.

Teaching and Learning

The Curriculum

We have designed a curriculum which is built upon our vision and mission statements as well as our core values:



- to nurture and empower lifelong learners to think big, aim high and be successful in achieving their dreams and aspirations.
- that every child is provided with opportunities to maximise their full learning potential. This is achieved through a broad, balanced and enriched curriculum delivered through creative approaches and using the latest technologies.
- aspirational, Connected, Happy, Immersed, Energised, Valued, Empowered

Our curriculum aims to provide our pupils with an aspirational and ambitious curriculum which is accessible to every child including children with disabilities and special educational needs. The curriculum will enable all children to acquire the knowledge and skills that they need to be successful in the later stages of their education and throughout their lives. It is a curriculum where every child feels safe and supported and where achievement is recognised, individual successes are celebrated and where children are nurtured and empowered to become lifelong learners.

As well as developing pupils' academic knowledge and skills, our curriculum also aims to support children's personal development and attitudes, including effective learning behaviours, so that they not only have the knowledge and skills to be effective lifelong learners but are also equipped with the language to be able to express themselves and have the motivation, curiosity, confidence and resilience to be successful in achieving their dreams and aspirations.

English

Our English curriculum has been developed to instil a love for reading, writing and discussion. We want children to appreciate our rich and varied literature heritage and to develop a habit of reading widely and often so that they become lifelong readers. We want our children to take pride in their writing, convey their ideas clearly and adapt their writing style for different purposes. We encourage children to speak clearly and listen attentively so that they can use discussion to communicate effectively and further their learning.



We want our children to have a secure basis in English as we fully appreciate how the skills learnt in this subject are vital in them accessing and achieving in the wider education and participating fully as successful members of society.

Phonics

We believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Maths

We provide a stimulating and exciting learning environment that takes account of different learning styles and uses appropriate resources to maximise teaching and learning.



Our teaching ensures pupils acquire a deep, long-term, secure and adaptable understanding of the subject. They acquire a solid understanding of the maths that has been taught to enable them to move on to more advanced material. Maths involves fluency, variation, representation and structure, and mathematical thinking. We build fluency and automaticity before applying it in a variety of situations, using a range of question styles, to ensure our children can confidently apply their knowledge in different situations.

We give pupils the best chance of mastering maths by varying our teaching strategies throughout school. Our teaching strategies vary throughout school. In EYFS to Yr2, there is a strong focus on concrete and pictorial methods, with Years 3-6 using more abstract methods but referring back to concrete and pictorial methods, as required, to ensure children's understanding of a concept.

We provide constant revision of times tables from Year 2 onwards to ensure our children are fluent for the Times Table check in Year 4. This is through lesson starters, regular revisiting and the Times Table Rockstars programme.

Science

Our Science Curriculum enables children to become enquiry-based learners collaborating through researching, investigating and evaluating experiences. It encourages respect for living organisms and for the physical environment.

We ensure that all children are exposed to high quality teaching and learning experiences to hook their interest, enabling them to develop a sense of excitement and curiosity about natural phenomena. They are encouraged to ask questions about the world around them and work scientifically to further their conceptual understanding and scientific knowledge.



Our intent is that children will understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. It will provide opportunities to apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. Children will be immersed in key scientific vocabulary, to support their acquisition of scientific knowledge and understanding.

Computing

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Through the DFE approved NCCE planning, we ensure children have the key skills and foundational knowledge. The planning does not always require the use of an actual device and this means that children can develop their computational thinking and understand how computers work. The children are regularly introduced to new vocabulary, which is built upon during their time in school. The NCCE planning allows us to focus on computational thinking and creativity. Within this there are opportunities for creative work in programming and digital media. The three main aspects of our computing curriculum are: Computer Science, Information Technology and Digital Literacy.



Computing is taught through discrete lessons from the NCCE. Computing from the NCCE ensures that staff can teach the Computing curriculum fully, ensuring progression and opportunities to link with prior learning and retrieval practise. The plans from the NCCE define what we will teach and ensure we balance the work appropriately across each half term. This planning also provides links to previous learning in prior year groups to support retrieval practise.

Art and Design

Learning within art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. At Mount Pleasant Primary School, we aim to deliver a high-quality art and design education that inspires, engages and challenges children - enabling pupils to communicate what they see, feel and think through the use of line, shape, tone, texture, pattern and colour.

Our aim is for children to produce creative and carefully considered art work through a range of medium and styles. They will become increasingly more proficient in their drawing, painting and other art forms. Children explore ideas and meaning through the work of artists and designers. Additionally, as they learn about the history, roles and functions of art, they explore the impact that it has on contemporary life and that of different times and cultures.

Design and Technology

We believe Design & Technology is an essential subject in developing children's creativity and imagination, as well as their practical and technical skills. Our intent is to develop children's confidence to take risks, through drafting design concepts, modelling and testing; to be reflective learners who evaluate their own work and that of others. Through this subject we aim to build an awareness of the impact of design technology on our lives and encourage pupils to become resourceful, enterprising citizens who can contribute successfully to modern Britain.

Our intent is for pupils to:

- Develop the creative technical and practical expertise needed to perform everyday tasks confidently.
- Have extensive knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Be critical evaluators of their own product and that of others.
- Understand and apply the principles of nutrition and learn how to cook.

Geography

The intent of the geography curriculum is to inspire children's curiosity and fascination about the world and its people. Through Geography, children will develop a greater understanding and knowledge of the world, as well as their place in it. Our geography curriculum enables children to develop knowledge and

skills that are transferable to other curriculum areas and are used to promote their spiritual, moral, social and cultural development. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. Starting from developing a deep understanding of their own local environment to the diverse surroundings of the wider world, people, resources, natural and human environments, we aim to enable children to fully appreciate the earth's key physical and human processes.

We are committed to providing children with opportunities to investigate and make enquiries about their own local area of Lockwood and Huddersfield so that they develop a real sense of who they are, their heritage and what makes our local area unique and special. Children will also develop their ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

History

Our History curriculum is designed to ignite children's curiosity about the past. Alongside historical knowledge there is a high focus on the development of specific historical skills through discrete History lessons to ensure children know more and remember more. The teaching of history in our school is intended to equip pupils to ask questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements.

History is delivered as a discrete subject and wherever possible cross curricular links are exploited, particularly links with British Values and SMSC. There is a strong emphasis on developing skills such as understanding of chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

Modern Foreign Languages (French)

Our intent is to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which will develop their love of lifelong learning about other languages and cultures. Many of our children are already bilingual and we aim for them to be multilingual as we teach them French. Our intention is to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important languages can be in their future.

Music

Music is at the heart of what it means to be human – it is a creative part of life which is central to history and culture and is key in broadening our view of the world. Our music education aim is to ensure children enjoy, appreciate, understand, and create music throughout their life. Music is all around us; music connects us through people and places in our ever-changing world, bringing with it sheer joy. We believe Music brings creativity, collaboration, celebration and challenge. Our intent is to use Music to bring the school community together through the shared vision of whole-school singing, ensemble playing, all through the love of listening with friends and fellow pupils, as well as through performances.

We believe that every child should have the opportunity to learn to play a musical instrument. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, we offer a clear pathway towards strong musical understanding. We aim to develop aural skills, appraising, singing, improvisation, memorisation, composition and performance throughout school, thus laying essential music foundations for secondary school and beyond.



Our intent is for all children to listen to a broad range of music; thus, we expose our children to a wide range of musical genres, artists current and classical. We encourage pupils to be open minded in their listening as well as being knowledgeable about the breadth of musical genres and composers in the world, thus expanding critical cultural capital.

Physical Education

It is our intention to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as tolerance, fairness and respect. Through enrichment activities and intra-school competitions, utilising the whole of the school grounds, we aim to raise the profile of PE and expose our children to sports they may never have had the opportunity to engage with.

Our PE syllabus is based on an enhanced model of the Early Years Framework and the National Curriculum with a clear progression structure from EYFS to Year 6. Additionally, an imperative element of the curriculum shows a need for healthy lifestyles, a balanced diet, positive growth mind-set and the resilience to persevere. We are passionate about the need to teach children how to co-operate and collaborate with others, working as part of a team, understanding fairness and equity of play to embed life-long values.

PSHE

As part of its mission to create well-rounded and high-achieving pupils, Mount Pleasant takes its PSHE curriculum very seriously. In Early Years, PSHE underpins learning and development in all areas. From Year 1, teaching staff ensure that PSHE is given a place in the curriculum, and it is timetabled and taught in a committed way.

Our curriculum uses the SCARF PSHE scheme, which covers the DfE 2020 statutory requirements for Relationships Education and Health Education, alongside the PSHE Association Program of Study content. Covering both the DfE statutory requirements and the PSHE Association's advisory content together, ensures a comprehensive, spiral curriculum of PSHE. The curriculum has been designed in consultation with parents and is tailored to reflect the needs of our children. The PSHE curriculum actively promotes fundamental British Values. First aid lessons are provided by St John's Ambulance. The full curriculum can be seen in the PSHE long term plan.

Religious Education

Our school follows the comprehensive 'Believing and Belonging' scheme of work which ensures a full coverage of the Local Agreed Syllabus for Bradford, Calderdale, Kirklees and Leeds. Each key stage has a specific focus on core religions. Throughout the school the children will develop their knowledge and understanding of Christianity, Islam (KS1), Judaism and Sikhism (KS2). They will also develop an awareness of Buddhism, Hinduism and non-religious organisations such as Humanism.

In early years, RE is taught discretely over 6 units as well as being embedded into the curriculum delivery in accordance with the Statutory Early Years Framework (2021) and supported by guidance from the Birth to 5 Matters (2021). Through RE teaching and continuous provision children gain an understanding of the world and personal, social and emotional development. Our aim is to equip children with the language,

knowledge and understanding of religious and non-religious views enabling children to think about their own ideals, values and identities. It is a subject for all pupils. Our curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the community whilst supporting the pupils' spiritual, moral and cultural development.

Sex and Relationship Education

We believe that staff and parents have a joint responsibility for teaching children about this subject. Relationship education forms part of our Personal, Social and Health Education (PSHE) and science programmes and is not only concerned with knowledge of facts but also with the development of attitudes and values. Parents have a statutory right to withdraw their child from all or part of the relationship education programme, except that which is required as part of the National Curriculum.

British Values

Clear values of democracy, mutual respect and tolerance of people with different faiths and cultures are part and parcel of our school's core values and threaded throughout our curriculum.

School facilities to enhance learning

We are proud to be able to provide your children with well-equipped classrooms with the very latest technology; two superb new libraries with fabulous surroundings to encourage a love of reading and books; a PE hall; a sensory holodeck room to inspire the imagination, and wonderful outdoor spaces such as the woodland and garden areas, the fruit tree orchard, sand and playground areas and the multi-use games area (MUGA).



Educational Visits and Visitors

We believe in enriching the curriculum with a wide variety of first-hand experiences and extra-curricular activities. Throughout the school year, all children have the opportunity to visit local areas of interest, museums, and other educational visits to support their learning.



Visitors are often invited into school to share their areas of expertise with the children or to carry out workshops. All year groups have a 'memorable experience' each term.



Assessments

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas; it is meaningful and avoids unnecessary recording or tracking.

The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive, and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Parent and Teacher Consultation Evenings - Reports

Parents are formally invited into school twice each year to discuss their child's progress. During these meetings parents are informed of how their child is doing; their next steps in learning; as well as attendance and attitudes to learning. Both teachers and parents can learn a good deal from such meetings.

At the end of each year, parents receive a written report which contains details of test results at the end of Key Stage 1 and Key Stage 2, as well as general progress through the National Curriculum; plus any next steps. Attendance and attitudes to learning will also be shared.

All staff at Mount Pleasant work very hard to help your child achieve and fulfil his/her potential. We welcome, value and encourage parents'/carers' help, both in school and at home. We hope you will come as often as you can to see your child's work and discuss their progress with the teacher.

Homework

We encourage our children to complete their weekly set homework, either through paper copies or online.

Library/ICT suite

We have invested heavily in Reading through having two amazing libraries: one for EYFS/Key Stage 1 and the second for Key Stage 2. We ask that parents assume responsibility for books taken home by children, since all books are expensive to replace. If any book or other school equipment is damaged, we will ask for a contribution towards its replacement.



Collective Worship/Assemblies

In assemblies/collective worship we cover a range of themes, such as celebration of religious festivals,

national local events, with British Values underpinned throughout. Parents are invited to their child’s class assemblies which are held at the end of each half term. On Fridays, we have a celebration assembly where children are selected from every class for either good attitude to learning or behaviour. In addition, postcards are sent home to share children’s success.

Monday	Assembly led by a senior leader	Thursday	Reflection in own class
Tuesday	Reflection in own class	Friday	Celebration assembly
Wednesday	Singing assembly		

After School Clubs

We offer a range of after school clubs for all year groups such as football, dodgeball, yoga, baking, running, keep fit, arts and crafts, reading and STEM (Science, Technology, Engineering and Mathematics).

Special Educational Needs

We are an inclusive school and encourage and support all children to achieve. We aim to maximise participation in, and minimise exclusion from, our curriculum and community. We believe that all children have a common entitlement to a broad and balanced curriculum which is accessible to them. We want our children to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We aim to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We believe that educational inclusion is about maximising equal opportunities for all learners; we are committed to meeting the needs of all our pupils.

Disability Discrimination Act 1995

The admission of disabled pupils is as for all pupils and adheres to the LA's admission policy. Our Equality and Diversity Policy, which records current practice, is fully in place. All school policies clearly state that all pupils, including the disabled, are given equal opportunities to access every aspect of school life.

Equal Opportunities

In accordance with the Kirklees guidelines our emphasis is on the importance of a multicultural education and equality of opportunity for everybody, irrespective of their age, culture, race and gender. We make sure that we include all children in all activities and we value all pupils equally. We welcome the cultural diversity and different backgrounds of our children and their families.

School Council

At Mount Pleasant we recognise the importance of pupil voice and making children part of the decision-making process. The school has an elected School Council. Pupils in Year 3 to Year 6 are given a chance to vote for a boy and girl from their class. The Council represents the pupils and puts forward new ideas, suggestions and ways of solving problems. In the past they have been responsible for organising events such as Children in Need. The School Councillors wear special badges so they are easily identifiable to other children and they meet regularly together.



Safeguarding

Mount Pleasant Primary School adopts the definition of safeguarding used in the Children Act 2004, and in the Government's guidance document '*Working together to safeguard children*'. This can be summarised as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

We have in place a robust system of training and monitoring for children and staff to ensure that everyone is aware of their roles and responsibilities in Safeguarding. The Designated Safeguarding Lead (DSL) is Mrs S Ashtiaq. Mrs N Nazir, Mrs S Turner, Mrs J Gamble and Mrs S Robbins are the Deputy Designated Safeguarding Leads (DDSL). Child friendly posters around school ensure that children and parents know who they should talk to in school about safeguarding issues.

Behaviour & Relationships

At Mount Pleasant, **all** the pupils are expected to behave in a responsible manner to themselves, to other pupils and to adults; showing care, consideration, courtesy and respect for other people at all times. We firmly believe that everyone has a right to be happy, feel secure and be able to learn, and that it is vital that school and parents should support each other to ensure that this can happen.

To assist pupils in becoming successful learners, confident individuals, and responsible members of the community, we actively ensure that all staff make clear to all children the boundaries of acceptable behaviour. We aim to be as proactive as possible rather than reactive. We believe first and foremost in the principle of actively teaching and rewarding good behaviour rather than just addressing negative behaviour when it occurs. Children need to know what is expected of them in terms of positive behaviour. This will be achieved through strong leadership, shared responsibility, and the application of a clear and consistent system of rules, routines, rewards and consequences underpinned by positive relationships.

Other Information

GDPR

We have updated our School Privacy Notice, please see the school website.

School Website

The school has a website – www.mountpleasantschool.co.uk. It is a good source for sharing key information with parents and we recommend you to take a look.

Accidents & First Aid

Many of our staff are trained First Aiders/Paediatric First Aiders, who can deal with any accidents. We always contact parents in case of emergencies or illness as soon as possible.

Medicines

If a child is fit to attend school but has to take medication during the school day, such as antibiotics prescribed by a doctor, parents must complete the 'medicine in school' form available from the school office. We will not be able to administer any medicine that has not been prescribed by a doctor.

Medical Conditions

If your child has any medical condition, for example asthma or allergies, then parents should ensure school is made aware of this by completing the relevant section on the admission form. If your child has a Healthcare Plan school will need a copy of this. If your child has a medical condition which requires an inhaler, parents will need to ensure that school has an inhaler (and spacer if necessary) to be kept in school. If your child has allergic reactions, for example a nut allergy, school should be provided with any medicines your child requires, for example Epipens/Antihistamines. These must be kept permanently in school. For all medicines kept in school parents will need to complete a 'medicine in school' form.

School Fund and Fund Raising

Money is raised for our fund in a variety of ways throughout the school year with the help of all our parents and friends. This money goes towards providing services and items which are not normally provided by the school's budget but which the Governors and staff feel would benefit all our children. From time to time events are held to raise money for school funds. Children sometimes organise enterprise events such as baking to subsidise their trips. We hope that all parents will join in the fun and support our events.

Home – School Agreement

The school has a home-school agreement which shares expectations on what the school will do; expectations for parents, as well as for children. We ask all parents to sign this agreement as well as children.

Charging and Remissions Policy

The school asks for a donation or a voluntary contribution from the parents to enable their child to go on a school visit or take part in a special activity. This will be to cover the cost of an activity which we are unable to fund wholly from capitation or the school fund but is necessary to meet the needs of the National Curriculum. Parents will be consulted in plenty of time when the planning of the school activities take place.

The school will continue to subsidise a reasonable number of children whose parents have not donated any money but all curriculum activities of this type will be cancelled if the level of donation

is less than the school fund can afford, i.e. we will always try to help parents who are having particular difficulty in raising money. Do not hesitate to contact the school if you are having any problems.

Donations will have to be received before the activity is booked and should it have to be cancelled through lack of support, all the donations received will be returned to the parents who have contributed.

School Uniform

The school has a uniform as follows:

- Green logo jumper/sweatshirt
- white/shirt, blouse or polo shirt (short sleeves are more appropriate for younger pupils)
- black trousers or skirt
- black shalwar kameez
- Girls are allowed to wear a head covering if they wish to, however, we ask parents to buy a small black pull-on scarf as this is safe for children for all school activities.
- Green book bag



Summer uniform

During the warmer weather children can wear the summer uniform, see below, if they so wish.

- Green checked summer dresses
- Sandals as long as they have a strap (no flip flops)

Children should also wear sensible black footwear and have outdoor clothing in cold or wet weather, so that they can play outside.

Our official school uniform provider is Natasha Schoolwear, 1-3, Buxton Way, New St, Huddersfield HD1 2UL. Telephone 01484 431260.

PE Kit

Children will require a pair of pumps/trainers for outdoor use, a black pair of shorts or tracksuit bottoms and a white T-shirt, these should be clearly labelled with your child's name and kept in a bag at school. You can buy a bag for PE Kit from the school office or from Natasha Schoolwear.

Hair

Haircuts and hair colour must be appropriate with no lines or patterns.

Jewellery

New health and safety guidance states that earrings should not be taped during PE or swimming. Therefore, the school cannot allow children to wear earrings on PE or swimming days. Parents must remove these at home, or they will be asked to come to school to remove their child's earrings. Also, please ensure children do not wear any other jewellery or expensive watches to school. If your child does wear studs (on non- PE days) please ensure they are small and flat against the ear.

Milk

This is available for all children at a small charge each term. You can log onto the website www.schoolmilkuk.co.uk and pay for your child's school milk if you are not entitled to free school meals. Milk is free to Nursery children and children who are on free school meals. Also if your child is under 5 you do not need to pay for milk until the start of the term in which your child has their 5th birthday.

Fruit

Currently we are part of the Government's Free Fruit Scheme, and all Key Stage 1 pupils receive one piece of free fruit (or vegetable) a day.

School Meals

All Key Stage 1 children receive a government funded universal school meal at no cost to parents. For Key Stage 2 children parents need to pay for their child's school meal via Parentpay, unless your child is entitled to free school meals. School meals are £2.40 per day (per child).



Children remaining at school for lunch are fully supervised during the lunch break by our Lunchtime Supervisors, and a senior member of the teaching staff is always on duty. Children who bring packed lunches must eat them in the dining room. We ask that decisions about whether a child stays to lunch, goes home or brings a packed lunch are kept for a minimum of half a term. This helps our kitchen staff with food orders. The children must do the same thing every day! We ask that children going home for lunch come back to school promptly in time for the afternoon session and enter school via the main office.

Packed Lunches should be brought in at the start of the school day and carried in a separate, named, container to prevent accidents. **We are a 'Healthy School', so no sweets or chewing gum, chocolate or cans of drink, please; and no glass bottles for obvious reasons.** Children who have a school meal are not allowed to bring in extra food or drink to school.

Our kitchen has been awarded a gold mark for healthy eating and provides meals which are well balanced and attractively presented. They are reasonably priced, **payment to be made weekly in advance. Please pay via ParentPay online for each KS2 child.** A half-term's notice is required to alter dinner arrangements.

At Mount Pleasant we provide nutritionally balanced meals that meet the standards and guidelines set by the government. We have two separate options which provide choice and variety; a Deli bar and a Traditional bar. The Deli bar includes a sandwich or wrap with a choice of up to three fillings and a choice of unlimited salad, pasta or rice. There is also a dessert option which is the same as the traditional menu. The traditional menu includes a main course which could be meat, fish or vegetarian; a carbohydrate and fresh vegetables. A choice of hot pudding or cold dessert, including fruit and yogurt, is available daily. **All meat served is halal.**

We have been awarded the Kirklees Healthy Choice Award and The Catering Standards and Food Service Award. All members of our catering staff have a Basic Food Hygiene Certificate and we have a 100% Food Hygiene rating.

Parentpay

To set up a Parentpay account you need to visit www.parentpay.com and log in using the user name and password (activation codes) provided in the activation letter which you will have been given by the school. Not only school meals, but also trips and visits and other paid school activities should be paid for via Parentpay. If you need help to set this up please contact the school office who will be happy to help you.

Free School Meals/Pupil Premium

The Pupil Premium is funding that is based, mainly, on the number of pupils receiving free school meals (FSM). Historically, pupils receiving FSM make slower progress and achieve lower results than those children who do not receive FSM. This is a national issue. The purpose of the Pupil Premium is to target support to 'narrow the gap'. The DfE state that "It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." Source - DfE website. We are therefore encouraging all families who think they may be eligible for free school meals to apply (even if you choose not to take up the offer of free school meals) as this will benefit your child in other ways.

Who Can Receive Free School Meals?

*Children who live in Kirklees and who attend full time at a local authority school.

*Are under 19 years of age and whose parents/carers receive one or more of the following:

- Income support
- Income Based Job Seekers Allowance
- Income related Employment and Support Allowance
- Child Tax Credit (provided you are not also entitled to Working Tax Credit) and your annual gross income (as assessed by HMI Revenue and Customs) is less than £16,190
- Universal Credit (provided you have an annual net earned income of no more than £7,400 as assessed by earnings from up to three of your most recent assessment periods).
- Support under Part V1 of the immigration and Asylum Act 1999
- Guaranteed element of the State Pension Credit

How to Apply for Free School Meals

Complete a Free School Meals application form online on www.kirklees.gov.uk and follow the free school meals links. You can also contact Kirklees Free School Meals on 01484 221928.

Damaged/Lost and Stolen Property/Personal Property

Any personal property or clothing such as coats are brought to school at the child's parents' own risk, and the school or Authority accepts no responsibility for their loss or damage. Articles of clothing should be clearly marked with your child's name. We have a lost property box in school where people can put or find lost property. The staff will make every effort to find lost property.

E – Safety

At Mount Pleasant we take e-safety seriously. We no longer live in a world in which a family always has one shared computer in the house, the use of which can be easily monitored by parents. Instead many children have a variety of ways to connect to the web, through their phones, iPads, or even their games consoles.

In order to keep children safe on the web we need to teach them to take some responsibility for their own safety, in much the same way previous generations of children were taught to take responsibility for crossing the road safely.

Here are some useful pointers. Why not discuss these with your child to see how many of them they are familiar with?

1. Treat your password like your toothbrush – keep it to yourself!
2. Only give your mobile number or personal website address to trusted friends.
3. Block the bully – learn to block or report someone who is behaving badly.
4. Save the evidence – learn how to keep records of offending text messages, pictures or online conversations.
5. Don't retaliate or reply.

6. Check your profile and make sure it doesn't include any personal information.
7. Always respect others –be careful what you say online and what images you send.
8. Think before you send – whatever you send can be made public very quickly and could stay online forever.
9. Look out for your friends –and do something if you think they are at risk.
10. Tell your parent, carer or a teacher if something or someone makes you feel uncomfortable or worried.

We ask all parents to support the school's approach to e safety and not upload or post to the internet any pictures, videos or messages that can bring the school into disrepute.

Travel Safety

The safety of our children is paramount. Children should not, under any circumstances, walk through the staff car park. The yellow zigzag lines on Lockwood Road and Victoria Road should not be abused as parking on them could affect the visibility of all pedestrians that use these roads. We will consult parents and carers about issues connected with road safety and keep them informed through Parent Newsletters and on the school website.

Complaints Procedure

Our aim is to develop and maintain understanding between the school and all our parents. Whilst we aim to provide a high-quality service to children and parents, we acknowledge that there may be times when you may wish to register a complaint.

In the first instance parents are encouraged to speak to their child's class teacher with any issues or concerns they may have as soon as they arise, in order that they can be dealt with quickly and efficiently. If you are not satisfied with the outcome of this discussion you should contact the Phase Leader who will strive to resolve the matter. If you feel that the matter has still not been resolved, formal complaints should be made in writing to the Headteacher, who will aim to make an initial response within seven working days of the receipt of the complaint. If you feel that the matter has still not been resolved to your satisfaction, please write to the Governing Body of Mount Pleasant Primary School giving full details of the complaint. The Governing Body will then appoint a Complaints Sub-committee to discuss the complaint and respond in writing. (Please see the school office or the school website for the full Complaints Policy)

Disclaimer

The information contained in this booklet is correct at the time of publication. It should not be assumed that there will not be changes affecting the information before, or during the next school year.

Term Dates 2022 - 2023

Autumn Half Term 1

- Monday 5th September – (INSET Day – school closed for children)
- **Tuesday 6th September – Children start school**
- Friday 30th September - (INSET Day – school closed for children)
- Friday 21st October 2022 – Children finish for half term holidays.

Autumn Half Term 2

Monday 31st October – Children return to school

Friday 16th December – School closes for Christmas holidays

Spring Half Term 1

- **Tuesday 3rd January – Children return to school**
- Friday 10th February – School closes for February half term holidays

Spring Half Term 2

- **Monday 20th February – Children return to school**
- Friday 31st March – School closes for Easter holidays

Summer Half Term 1

- **Monday 17th April – children return to school**
- Monday 1st May – May Day Bank Holiday
- Friday 26th May – School closes for May half term holidays

Summer Half Term 2

- **Monday 5th June – Children return to school**
- Friday 30th June – (INSET Day – school closed for children)
- Friday 21st July – School closes for the Summer holidays.
- Monday 24th July – (INSET Day – school closed for children)
- Tuesday 25th July – (INSET Day – school closed for children)

Appendices

Appendix 1:

Admission Arrangements

Parents will be contacted by Kirklees MC in the term preceding the term that their child will start this school.

Children will be admitted to the school whenever there is a vacancy. Places will be offered to children in the following order of priority:

For Admission to All Key Stages

1. children with a Statement of Special Educational Needs which names the school
2. children in public care (looked after children)
3. children living in the school's priority admission area who have an older brother or sister attending from the same address at the date of admission
4. other children living in the school's priority admission area
5. children who live outside the priority area who have an older brother or sister attending from the same address at the time of admission
6. children who live outside the priority area

Notes

- a) *children in priorities 1 and 2 above may also be admitted above the Published Admission Number (PAN)*
- b) if we cannot agree to requests for admission in priorities 3 to 6 above without exceeding the PAN, we will give priority to the PAN to children living nearest the school. Distance is measured in a straight line.
 - 'Live' means the child's permanent home at the date when applications close, or if a significant house move is involved, the last school day in January.
- c) for children transferring from First and Middle schools, preference within any of the priority groups above (up to the PAN) will be given to children attending either a first school in the middle school priority admission area, or a middle school in the high school priority admission area.
- d) A priority Admission Area means a geographical area determined by Kirklees in consultation with the governing body of the school.

NB: There is no longer a guaranteed place for any child in any of the priorities at any key stage.

On admission parents will receive a form asking for relevant information about their children, including home address and telephone number. It is important that this is completed and returned promptly to the school. In cases where there may be no one at home during the day, an alternative telephone number should be provided so that parents, relations or trusted neighbours, willing to be responsible for the child, may be contacted in emergency. These forms are treated as being strictly confidential. Arrangements are made for new pupils to visit school during the term before they are admitted. We stagger the intake for Reception pupils over the first two weeks of the term to give them time to settle in. These children attend mornings only for the first few days, then stay for lunch for two or three days, before attending school full-time.

Appendix 2:

Behaviour and Relationship Policy

Introduction

Teachers are only able to teach effectively and pupils learn effectively in orderly classes with good behaviour. Pupils who attend regularly and concentrate on their learning will be able to achieve to the best of their ability.

At Mount Pleasant Primary School, all pupils are expected to behave in a responsible manner to other pupils and adults, showing care, consideration, courtesy and respect for other people at all times.

Everyone has a right to be happy, feel secure and be able to learn at Mount Pleasant Primary School. We believe it is vital that school and parents work together to ensure this happens.

This policy underpinned by our school values and is linked closely to our Attendance Policy, the school's Relationship and Sex Education (SRE) policy, Anti-Bullying, Safeguarding and Spiritual, Moral, Social and Cultural (SMSC) development.

This policy aims to provide a clearly defined framework that can be easily understood by children, staff and parents.

Partnership with Parents/Carers

Our aim is that your children are part of a positive learning environment and can reach their full potential. Parents, staff and children need to work together to achieve this.

Parents/carers know their children better than anyone and therefore it is essential that school staff and parents have regular informal and formal communications.

Communications should include positives as well as any difficulties.

We aim to have an "open door" approach at Mount Pleasant Primary School. This means that children and parents/carers find staff approachable and feel valued and respected. Parents may be able to have quick informal chats with the teacher at the end of the school day, however, this can be a busy time, therefore, parents are also able to make an appointment to meet with the teacher, by contacting the Main Office.

Principles and Objectives

Principles

The following principles are promoted within Mount Pleasant Primary School:

All members of the school community have the right to

- feel safe
- respect
- be listened to
- learn

The aim of this policy is to assist pupils in becoming successful learners, confident individuals, and responsible members of the community by developing and making clear the boundaries of acceptable behaviour.

This policy aims to be as proactive as possible rather than reactive. We believe first and foremost in the principle of actively teaching and rewarding good behaviour rather than simply addressing negative behaviour. Children need to know what is expected of them in terms of positive behaviour. This will be achieved through strong leadership, shared responsibility, and the application of a clear and consistent system of rules, routines, rewards and consequences underpinned by positive relationships.

Objectives

- To ensure that everyone connected with the well-being of the school is familiar with this policy (i.e. pupils, staff, parents, governors) and thus prevent unacceptable behaviour in school.

- To develop trusting relationships at every level throughout the school, thus encouraging a safe, calm, purposeful and happy atmosphere within the school.
- To set a good example at adult level and raise awareness about appropriate behaviour.
- To foster a wide partnership between parents, governors, community and other agencies e.g., police.
- To develop and encourage mutual respect throughout the school and foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their behaviour and the impact of that behaviour on others.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety of all children and adults.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To ensure fairness of treatment for all.
- To promote early intervention.

Note: The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

They will also ensure that the concerns of pupils are listened to and appropriately addressed.

School Systems for Promoting Positive Behaviour

Mount Pleasant Primary School expects pupils and staff to behave in a manner that reflects the principles of the policy, and in ways that support everyone's right to learn, be safe and be treated with respect in school.

The school expects pupils to work as hard as they can and not to disrupt the learning of others, to speak to others in appropriate ways, treat all adults and children in school with respect and care for members of the community. Pupils are expected to keep the school rules and contribute to the positive ethos of the school.

It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self-esteem and wellbeing. The school expects pupils to behave in this way both on and off the school premises.

Positive behaviour is consistently reinforced and the staff model appropriate behaviour and positive relationships in their interactions with each other and with the children.

Teachers and other adults strive to adopt a calm, positive and empathetic manner when responding to children and to each other in order to foster positive relationships.

Expected Behaviour

Children at Mount Pleasant Primary School are expected to behave well and respond to praise and encouragement at all times. They are encouraged to demonstrate a pride in individual achievement and corporate success. This also applies to activities that take place outside the school e.g. school visits and inter-school events.

Children, staff and parents all have responsibilities to ensure positive behaviour during school time and during school activities, which may take place away from the school premises.

Staff Responsibilities

- To treat all children fairly and with respect.
- To have high expectations of work and behaviour.

- To raise children's self - esteem and develop their full potential.
- To plan and provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To praise and reward.
- To provide opportunities for children to take the initiative and involve them in learning.
- To use rules and consequences clearly and consistently.
- To be a good role model.
- To form a good relationship with parents, so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and to be aware of their needs.
- To offer a framework for social education

Children's Responsibilities

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with instructions of the staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Parents' responsibilities

- To make children aware of appropriate behaviour in all situation.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To be aware of the school rules and expectations.
- To offer a framework for social education.
- To support the school in the implementation of this policy.

School Rules

Specific, positive rules have been established that clearly define the high standard of behaviour and the positive ethos that we expect in school. These rules are set out below and apply at all times and to everyone in our school community – child and adult alike.

1. Think safe, stay safe
2. Be responsible for your own actions
3. Always try your best
4. Have respect for everyone

Working Day Procedures

Arrival

Children can enter school from 8.35am. No ball games are permitted before school. On entry to the classroom the children will begin their set morning work.

Registration finishes at 8:55am ready to start the first session. Any latecomers should enter school by the Main Office to receive their attendance mark.

Assembly

Assemblies are an important feature of the day and children are expected to treat it in a serious manner. Classes are expected to enter and leave the hall in an orderly manner.

Accessing the toilet

The expectation is that children should not go to the toilet during lesson time unless they have a medical reason or in an emergency. Children are encouraged to go to the toilet during playtime and lunchtime.

Signal for attention

In order to gain children's attention quickly and calmly, the adult raises their hand. This can be preceded by an instruction to stop and a countdown from 5. The expectation is that children should immediately put down anything in their hands, stop talking and working, look at the adult and listen to their instruction.

Out of class card system

To ensure that children are in the right place at the right time, cards are used around school to indicate the nature of their action.

Children are given the following cards as appropriate:

SUNSHINE CARD: when a child is out of class with adult permission. These are used at all times including break and lunchtime. Children seen out of class without a Sunshine card should be challenged.

PARKING CARD: when a child is sent to 'park' in another class for 5 minutes because of poor behaviour.

PLAYLEADER CARD: when a child is timetabled to support others at lunchtime.

Rewards

The culture of the school is all about promoting and recognising success. Each class follows the school rules which are clearly displayed in every room and around school. These are referred to regularly and are to be adhered to at all times. Children's behaviour is expected to be of a high standard at all times, with a series of rewards to support and identify this success.

Adults motivate, encourage and reward pupils for their positive behaviour in various ways. Smiles, positive comments and thumbs up are supplemented with the following:

Dojos

Any children displaying good behaviour or producing quality work are given a dojo which is added to their name on the interactive screen. A tally is kept showing how many dojos each child has received and badges and certificates awarded to children reaching different benchmarks- see appendix 1. When children reach the higher benchmarks, they are able to use the dojos to purchase items from the school shop too.

Golden Assembly

Golden assemblies are held every Friday and are devoted towards publicly recognising achievement, with awards for effort, good behaviour, friendship, work and being helpful.

Golden Book

Children who deserve a special mention for their efforts during the week are recorded in the Golden Book. This is shared with staff and children during Golden Assembly on Friday. These children have juice and biscuit with a member of SLT. Parents of children in the Golden Book receive a postcard informing them of their child's success.

Beads in the Jar

This is a whole class reward system which should take place approximately once a half-term. Beads can be awarded by any adult and are used to promote and reward team building skills. In order to achieve a class point the whole class need to have worked as a team e.g. tidying up in a specific time, walking around the

school in the appropriate manner, all being in a positive learning state during a lesson, returning lunchtime equipment. A target of twenty beads is set and a whole class reward is chosen. If the reward is an activity (such as watching something, going on the IPADS, extra playtime etc) a maximum of 30 minutes is spent off timetable. The reward stages and progress are displayed in each classroom.

Consequences

Should a child's behaviour in the classroom be unacceptable and disrupt teaching and learning, then the class teacher will intervene. These are the agreed staged interventions when low level behaviour prevents teaching and learning from taking place:

KS2

1. SAY WHAT YOU SEE - "You are out of your seat", followed by what the child needs to be doing in order to return to a state in which they and others can learn. "You need to go back to your chair and get on with your work. Thank you"
2. CHOICE REMINDER - "Make a good choice and go back to your seat or you are choosing to sit on the Thinking Chair"
3. THINKING CHAIR 5 minutes Time Out to consider their behaviour. This is recorded in the class behaviour book.
4. PARKING CHAIR - The adult in class identifies when a child has reached a "trigger" point. A Parking Card is given to the child to take to their buddy class. When the recipient staff member receives the Parking Card it alerts that staff member to the need to allow the child to have a short time out (5 mins) so that the child can get back on her/his learning track and return to their own classroom. The pupil then misses playtime and completes work.
5. Parking Cards to be recorded in the class behaviour book too. If a pupil has two Parking Cards in one-week parents will be contacted by the class teacher.
6. For more serious incidents or for continued breaches the teacher will immediately send for assistance from a Senior Leader. The Headteacher / Deputy Head/ Assistant Heads will be called upon for immediate action in the case of extreme behaviour. Parents/carers will be informed and a meeting arranged on the same day between parents and a SLT member.
7. This is, of course, an inconvenience for the parents, but ensures that everyone is involved in sorting out any behavioural issues as quickly as possible.

EYFS / KS1

As above and also –

1. Using the sunshine / rainbow visual behaviour management system to maintain constant positive focus upon correct choices and behaviours.
2. Children to be seated away from peers – alongside a member of staff (as appropriate) – rather than on a specific chair as in KS2.

The aim of our school ethos is to emphasise the positive, with praise and recognition of achievements. However, clear and simple procedures need to be in place so that the children understand the consequences of poor behaviour.

Bullying

Bullying is an emotive term, which can occur to varying degrees in all walks of life. Such Incidents are always taken seriously and addressed immediately.

One off incidents are not bullying, and should not be referred to as such.

Bullying can be defined as being when a person or group of people **deliberately and repeatedly target someone else to hurt them or get them into trouble.**

It can be emotional, verbal and/or physical in nature.

Staff report any initial concerns regarding bullying behaviours, to SLT. Strategies are put in place to prevent any further incidents, as soon as possible. Meetings are held with parents of those involved and every step is taken to prevent further repetition.

We believe in being proactive rather than merely reactive. It is important that we prevent bullying ever happening in the first place rather than waiting until it does.

PSHE lessons, circle time and assemblies are used to communicate the message that bullying is unacceptable and will not be tolerated.

Exclusion

Exclusion is not the answer to solving behavioural problems. Children with difficulties are often unhappy in themselves and have personal problems to cope with and overcome.

At Mount Pleasant Primary School, we will try to ease the problems of any child by making support available to them, sometimes from external agencies, so that their behaviour patterns improve and conform to acceptable standards. However, the exclusion process will be used if a child does not respond to help, persistently displaying negative attitudes and preventing pupils' learning.

In the event of a child being excluded the following steps will be adhered to:

- The consequence system must be followed by all members of staff, with meetings held with parents to rectify any behavioural issues. This process will hopefully reduce the possibility of an exclusion occurring.
- Minutes will be taken of all meetings with parents, relating to behavioural issues, ensuring an accurate record is maintained of any agreements entered into. It is essential to maintain a timeline of events and meetings, particularly when an exclusion is the final outcome.
- In the event of this system not being effective with a particular pupil, then an exclusion may result, with the Headteacher following the procedures set out in law, ensuring fairness and openness in the handling of the exclusion.
- Once the decision has been made to give an exclusion, whether fixed or permanent, the parents/carers will be contacted immediately by telephone, and informed of this decision. Only the Headteacher has the authority to exclude. The child will be kept fully informed of the Headteacher's decision throughout this process.
- A confirmation letter will be sent by post the same day, adhering to the appropriate guidelines.
- Following an exclusion it is essential that work is set by the Class Teacher for the child concerned.
- Parents' have a statutory right to a disciplinary committee hearing, and the school must inform them of this right at the time of the exclusion.

Recording of disciplinary measures

The incident must be recorded on CPOMS in following the imposition of disciplinary measures involving 'Time Out' using the 'Parking Chair'. This includes:

- The disciplinary measures taken
- The reason why they were used, with full details provided of the behaviour.
- The name of the person who used them



“Think Big, Aim High & Achieve!”