



# EDWARD THE ELDER Primary School

## School Prospectus

**Address:** Moathouse Lane East, Wednesfield, Wolverhampton,  
WV11 3DB.

**Telephone:** 01902 558765

**Email:** [office@edwardtheelder.org.uk](mailto:office@edwardtheelder.org.uk)

**Website:** [www.edwardtheelder.org.uk](http://www.edwardtheelder.org.uk) / [www.elstonhallmat.co.uk](http://www.elstonhallmat.co.uk)

**Chief Executive:** Mr K Grayson

**Headteacher:** Mrs B Highman



Edward the Elder Primary School is part of Elston Hall Multi-Academy Trust. Registered address: Stafford Road, Fordhouses, Wolverhampton, WV10 6NN. It is a company limited by guarantee registered in England & Wales No: 09780473

## Welcome to Edward the Elder

Edward the Elder Primary school is a small, friendly primary school located in the centre of Wednesfield. It is a one form entry school with around 250 pupils on roll at present from Nursery to Year 6. Edward the Elder has successfully built an excellent reputation since becoming part of Elston Hall Learning Trust in 2016, and received a 'Good' Ofsted judgement in 2019. We are very proud of our staff and pupils and feel that Edward the Elder is now a school moving forward and reaching for its goal of 'Outstanding'. Bridget Highman - Headteacher.

### Our Vision:

Edward the Elder is a school where all learners are happy, in an environment based on trust and support. We will settle for nothing less than excellence in our drive for achievement wherever this can be found.

### Our Aims:

- To attain a calm, welcoming and purposeful atmosphere; providing a curriculum which is broad, balanced, enjoyable and challenging; differentiated in order to meet the needs of all our children.
- To provide a school environment that is attractive, stimulating and informative that motivates individuals to reach their full potential. This will be done within a culture of learning, high standards and expectations.
- We want our school to be a happy, safe environment where everyone feels cared for, nurtured, valued and free from discrimination. We aim to encourage mutual respect and sensitivity to the needs of others and recognise and celebrate success in everyone.
- To encourage and develop parental involvement in the everyday life of the school and to foster a partnership between school and the wider community based on trust and openness.
- To empower staff and governors to develop their professional expertise and fulfil their role as valued members of a team, working to achieve the aims of the school, through effective leadership systems and professional development of staff.
- To ensure we promote the expectations outlined within the National agenda across EYFS, Key Stage 1 and 2 with regard also to local and other legal regulations.

## Edward the Elder Primary School

### Elston Hall Learning Trust – The Journey...

Elston Hall Primary School secured an 'Outstanding' judgement in 2014 and subsequently became a Multi Academy Trust in 2015. In 2015 the school also applied for National Teaching School accreditation in an Alliance with St Bartholomew's CE Primary. This application was successful and both schools developed training programmes which continue to be offered to schools across the City.

Elston Hall has always worked closely with the Local Authority, supporting underachieving schools in their school improvement agenda. Resultantly, since 2015, 6 schools have now joined the Trust and, over time, each has now gained/retained its own Ofsted judgement of 'Good'.

Elston Hall Learning Trust now comprises 6 schools.

- Elston Hall Primary School
- Palmers Cross Primary School
- Edward the Elder Primary School
- Goldthorn Park Primary School
- Pheasey Park Farm Primary School
- Tipton Green Primary School

**"Children will always remain  
at the heart of our Trust."**

It is our belief that our trust will ensure the highest standards across all schools through the sharing of excellent practice, staff expertise and the ability of the Trust Leaders to work together on school improvement.

- An underpinning non-negotiable of our Trust is that schools within it retain their own identity; schools have their own ethos and these will be retained and valued.
- In order to ensure this is the case all schools in our Trust have their own Local Governing Board with responsibility for curriculum, standards, staffing and finance.
- Schools will also retain their own Headteacher and other School Leaders



**The future...** *The Trust will continue to grow steadily, enabling further opportunities for staff and leaders but most importantly providing an education for the children, within the MAT, to experience the high quality education they deserve.* **Kevin Grayson**  
**Chief Executive**

## School Governance



### Members of the Trust

Members have ultimate control over the academy trust, with the ability to appoint some of the trustees and the right to amend the trust's articles of association.

Mr R Ward, Mr W Bradburn, Mrs K Kent, Mr L Kruczek

### Board of Trustees

The Trustees have responsibility for all Schools within it:

Mr G Hawkins (Chair), Mrs G Bladon (Vice Chair), Mr K Grayson (Chief Executive), Mrs J Briscoe, Mrs R Maver, Mrs J Purcell, Mr D Brown, Mr R Lawton, Mr M Boyle.



### Local Governing Board

Each School also has its own Local Governing Board who are responsible for school matters including staffing, finance, curriculum and standards and achievement.

Parent Governors	Staff Governors	Community Governors	Observers
Mrs N Beards Mrs W Carter	Mrs A Guest Mrs K Evans	Mrs T Ralph (Chair) Mrs R Coley (Vice Chair) Miss E Cotterill Miss H Baker	Kevin Grayson Louise Dollery Bridget Highman

# Edward the Elder Primary School

## School Council

At Edward the Elder Primary School, we have our own school council; this consists of one representative from each class. At the start of the year pupils are encouraged to nominate themselves for the position and present their campaign speech to the remaining class members who then anonymously vote for their class councillor.

The school council meets every week to discuss current issues and are overseen by Mrs Atkinson Brooks. The school council organise events to support charities such as Children in Need, Sports Relief, British Heart Foundation, Marie Curie.

They are also consulted on school issues and improvements and class teachers provide time each week for the councillors to feedback or obtain views from their classes.

## Admissions

Nursery admissions are managed by school – please enquire in the school office. Reception to Year 6 admissions are managed by Wolverhampton City Council, however school welcomes parents to visit school to help with their decision-making. Please contact the school office. You can find all the information you need for admissions on the Wolverhampton City Council website. [www.wolverhampton.gov.uk](http://www.wolverhampton.gov.uk)

## School uniform

We expect children to take pride in their uniform. For a full uniform list, please visit the school website ([www.edwardtheelder.org.uk](http://www.edwardtheelder.org.uk)) or contact the school office on (01902) 558765.

## Parent partnership

At Edward the Elder we work very hard to develop close links between parents and school. We feel that parents have a significant and valuable role in their children's learning so it is important that we nurture these relationships.

We understand how important your child's education and well-being are to you and we want to ensure that we keep you informed as much as possible. We hold termly parents evenings where staff will inform you of your child's attainment and progress levels, this is also provided in an end of year school report.

However, staff are always happy to discuss any issues or concerns you may have at any other points during the year. Teachers are on hand every morning to take messages but for longer discussions, appointments can be made to meet with your child's class teacher via the main school office.

During the year we try to ensure that there are opportunities for parents to come into school and see their children's achievements. Each Friday we hold a 'Merit Assembly' which families of the children selected are invited to attend. Pupils also take part in performances throughout the year including Christmas plays, Mothers' Day assemblies and Year 6 Leavers performances.

# Edward the Elder Primary School



<b>Leadership:</b>		<b>Clerical/site staff:</b>	
Mr K Grayson – Chief Executive Mrs L Dollery - Executive Leader Mrs B Highman – Headteacher Mrs A Guest – Assistant Headteacher Mrs K Evans – Assistant Headteacher		Mrs M Simpkins– School Office Manager Mrs V Sleat - Receptionist Mr D Clarke – Site manager Mr A Jones – Lettings site supervisor Mrs K Bull - cleaner Miss A Brownrigg – cleaner Mrs D Melbourne - cleaner Mr H Haddon - cleaner	
<b>Class teachers:</b>	<b>Learning support staff:</b>	<b>Lunchtime staff:</b>	
Mrs A Guest Mrs K Evans Mrs B Turner (SENCO) Miss A Lockley Miss A Housden Mrs M Kilpatrick Miss C Squire Mrs L Harper Miss J Carroll Miss E Louca	Miss A Collins Mrs J Harris Miss M Bhella Mrs C Hunt Mrs Z Carter Mrs C Reed Mrs K Smith Mrs J Kararkas Mrs T Atkinson Brooks Mrs J Jones Miss L Thompson Miss R Houlton	Mrs D Hadley Mrs P Deakin Mrs S Lewis Miss G Lewis Mrs J Jones Mrs T Atkinson Brooks Miss A Brownrigg Miss C Fryer Miss G Whittaker	
<b>Morning/after school staff:</b>		<b>Non-class based staff:</b>	
Mrs K Smith Miss G Lewis Mrs S Lewis		Louise Taylor - Behaviour and Emotional Learning Support Leader Miss R Houston – Behaviour and Emotional Learning support	

See our website for an up-to-date list of roles and responsibilities.

## General timings of the day

8:45 – 11:45	Morning Nursery session.
8:45	Main school gate open for children across the school to enter school.
8:55	School starts and registers are taken.
9:00 – 9:20	Assemblies for Key Stage 1 and Key Stage 2. Reception join every Friday for Merit assembly and more regularly during the Summer term. Parents are invited to Friday merit assemblies to celebrate success.
9:20 – 10.45/11:00	Generally, pupils have guided reading, phonics, English and Maths during the morning, although this can vary from year group to year group.
10.45/11:00	KS1 and KS2 have 15 minutes of playtime. KS1 & KS2 have their fruit and milk
11/11:15	Pupils return to class for further lessons.
12:15 – 3:15	Nursery afternoon session.
12:00	Reception & KS1 lunchtime begins.
12:15	KS2 lunchtime begins.
1/1:15 – 3:15	During the afternoon pupils will access other areas of the curriculum such as Science, PE, History, Geography, Art, Design Technology, Computing, Languages (French) and RE.
2:20	KS1 afternoon playtime.
3:15	School finishes.
4:00	Curriculum After school clubs finish.

## Dinner times

Food is cooked on site for pupils requiring hot meals; cold options are also provided. These meals currently cost £2:35 per day unless your child is entitled to their meals at a reduced cost or free. (Further information on how to apply for free school meals is on our website.) Dinners can now be paid for electronically using our online payment system Arbor. Please contact the school office for more details.

Children have many opportunities to stay active during lunchtimes. Extra-curricular clubs are available and dinnertime supervisors organise games and activities including football and ball skill activities. Some year 5 and 6 pupils have the opportunity to act as 'peer supporters' to support and play with pupils across the school.

# Edward the Elder Primary School

## English

English has a prominent place in education and in society. The overarching aim for English at Edward the Elder Primary School is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. This will be taught through regular and systematic phonics, reading and writing lessons.

### Phonics

Children begin working through the Floppy's Phonics Programme as soon as they start school. This programme splits letter sounds into stages. Once they have successfully learnt all the sounds and are able to confidently use them to help with reading and spelling, they then continue to build on their skills following the School Spelling Programme through to the end of KS2. Children take home reading books matched to the Floppy's Phonics scheme.



### Reading

Reading is at the heart of the curriculum at Edward the Elder. We ensure that your child can make steady and progressive steps towards reading success. Children will read individually to an adult at least once a week in school (but often more regularly) and these books should also be read at home daily. Pupils are expected to complete their 'reading passport' diary before changing their reading books to ensure that children fully understand what they have read. Optional journal questions/activities are available. Within school, children will also read as a group in guided reading sessions, where pupils are encouraged to answer questions and discuss their ideas. Additionally, whole class reading

lessons take place weekly where pupils are taught how to answer different types of questions about a shared text. At Edward the Elder we are also mindful of the need to support wider reading and reading for pleasure. Therefore, we dedicate time within the timetable for sharing a class book, visits to the school library and the celebration of events such as World Book Day.



### Writing

Writing is taught every day in all year groups. Each lesson starts with a brief 'oral, mental starter' which is designed to teach and recap key Grammar, Punctuation and Spelling (GPS) skills. In the main part of the lesson, pupils are taught discrete writing skills - such as accurate use of punctuation, paragraphing and effective use of vocabulary – through a variety of written genres, including short stories, descriptions and reports. Writing is also integrated into the wider curriculum, ensuring that your child is able to apply skills taught in a variety of subjects and written genres. The spoken word also forms an important part of our daily learning as we believe in the importance of developing the pupil's ability to effectively express themselves in the future.

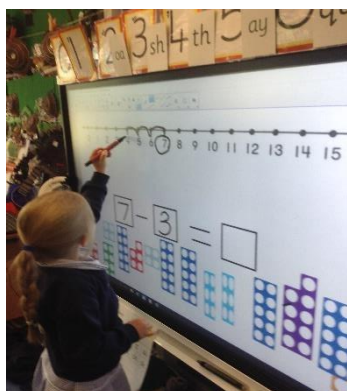


## Mathematics

Mathematics is a fundamental part of everyday life. It is our aim to ensure that all children learn skills systematically and are given increasing opportunities to apply them to real life situations. Explaining and reasoning are essential to ensure that the children become confident and fluent in this subject.

Our Programme of Study is based on the National Curriculum in Mathematics which covers the following areas –

- Number – place value; addition and subtraction; multiplication and division; fractions, decimals and percentages.
- Measurement – time; length, mass and capacity
- Geometry – properties of shape; position and direction
- Statistics – reading and understanding a variety of tables and graphs



Maths lessons begin with a brief 'oral, mental starter' which is designed to teach and recap key mathematical skills, in particular mental maths skills. This then feeds into the main lesson where pupils will be taught mathematical fluency (e.g. how to add fractions) leading to the application of these skills in reasoning and problem solving exercises once pupils are ready (e.g. identifying missing fractions in a sequence; explaining their methods and reasoning). Pupils are encouraged to identify whether mental methods can be used to calculate before using formal written methods. Our calculation policy is on the website which ensures that pupils are taught efficient strategies for calculating, both consistently across classes and progressively across year groups and key stages.

## Science

Science is central to the world in which we live in. At Edward the Elder Primary School we are aware of the lifelong value and understanding that science can have on our pupils. It gives them a chance to learn about the world around them and to find out how and why things happen. We believe that science is not all about what we know, but how we know it. Through working scientifically, our pupils are taught not only the facts of science, but also the use of scientific skills that will enable them to develop into independent young scientists.

Edward the Elder uses the National Curriculum's Programme of Study for Science and the supplementary Dimensions curriculum as the basis of its curriculum planning. This ensures pupils receive the complete coverage of statutory requirements for primary science education, and that the education delivered is done so progressively through the phases. Pupils are taught key scientific knowledge through scientific enquiry, in a 'hands-on' way wherever possible.



# Edward the Elder Primary School

## Computing

At Edward the Elder Primary School we believe that computing should permeate the curriculum, allowing our children to learn in a variety of ways and through different medium. We believe that computing should be a tool for learning, and contributes to all aspects of our school's work.

Computing comprises of three strands, which will be delivered to ensure a balanced curriculum:

- **Computer Science** - the study of the principles and practices of computer programming and computational thinking
- **IT** - the creative and productive use of computer systems, mobile devices and the web tools
- **Digital Literacy** - the ability of learners to use the internet effectively to research and communicate, with full regard to online etiquette and to their safety



Underpinned by the Dimensions Curriculum, pupils access a range of programmes including Scratch, 2 Simple and Microsoft programmes, and have regular access to our computer area as well as iPads, laptops and Beebots. Internet safety is a large part of the curriculum and children are expected to adhere to our 'responsible computer use agreement; see our website for further information on e-safety.

## Wider Curriculum



We believe in the importance of the wider curriculum in developing the child as a whole, allowing them to achieve their full potential. At Edward the Elder, children are taught History, Geography, Art and Design, Design Technology and Computing are taught through the Dimensions Curriculum. French, R.E and P.E are taught outside of thematic lessons and PSHE is intertwined using the 1Decision curriculum. A varied and engaging curriculum is planned, incorporating opportunities for the children to experience the world around them from both the past and present.

## Educational visits

We provide many opportunities for children to experience learning outside the classroom, to support and enhance their skills and understanding through trips and a variety of visitors within school. These include visits to Hoo Farm, Black Country Museum, Twycross Zoo, Shugborough and Laches Wood adventures. We also have strong links with local secondary schools who provide opportunities for our key stage 2 pupils to experience sporting and extra-curricular learning.



# Edward the Elder Primary School

There are also opportunities for Year 2 and Year 6 children to participate in residential trips during the summer term to Beau Desert and Laches Wood. See our website for photos of our trips and visitors, as well as Twitter feed for regular 'in the moment' updates.

## Extra-Curricular Activities

At Edward the Elder we offer a range of free extra-curricular clubs for our pupils after school hours. These have included Choir, Football, Eco Club, Multi-skills, Board Games, Dance and Reading buddies. Unless otherwise stated, all activities begin immediately after school and finish at 4.00pm.

All places for activities are offered on a first come, first served basis. Activities available are advertised at the start of the school term and if clubs are over-subscribed, teachers will allocate places to pupils on the 'waiting list' as they become available. Clubs may change termly, depending on the availability of staff and the weather.

Sports related clubs will require pupils to wear PE kits and to bring along a water bottle to ensure they remain hydrated. Please ensure that an outdoor kit is provided for colder weather.



*School 'Race for Life'*



## Music school

Each year, our Year 5 and 6 pupils have the opportunity to learn to play an instrument with Wolverhampton Music School. This is provided free of charge and is a weekly lesson either on flute, clarinet or recorder. This is then celebrated in an assembly when parents are invited to see what the children have learnt!

## Homework

To support the pupils learning in school we also provide the children with homework which is additional to their reading and weekly spellings. This is to allow parents to see the type of work they have covered and to allow children opportunities to embed the skills they have been taught. This is not compulsory and if families wish not to complete work that is their choice, however we do feel that it is beneficial. Children have a two-week period to complete the tasks based on writing, maths, science and topic as creatively as they would like.

## Supporting the Wider Community

At Edward the Elder we value and ensure the relationships between our school and the wider community are secure, as we know the many benefits they bring to pupils experiences. We have had very close relationships with the Rotary club and residential care houses in Wednesfield. We are proud of the links we continue to create with our community, as we know these promote and strengthen our pupils learning, wellbeing and developmental outcomes.





## Friends of the School

The 'Friends of the School' is run by parents of the pupils within school and they meet together as a group regularly, to organise events to raise money for the school. The Friends of the School has organised many successful events over the year such as raffles, cake sales, discos, themed 'fun afternoons', Christmas and summer fayres. This money is then used to provide additional funding for trips, event days and learning equipment for school. We are very grateful of the support which our Friends of the School provide us at Edward the Elder and we look forward to all future events.

## Early Years

"My child is excited to go to school and talks about all of the fun and creative ways in which the staff deliver the curriculum. The hard work and commitment of the staff is second to none." (Nursery parent)

At Edward the Elder Primary School we are committed to providing the children within our Early Years with the best possible start to their education. We provide a happy, secure learning environment, rich in learning experiences for children of all abilities.

We have a 52-place Nursery (26-place morning, 26-place afternoon) and a one-form entry Reception. Learning within the Early Years follows the national 'Statutory Framework for the Early Years Foundation Stage'.

In Nursery, children are taught in small groups and participate in Child Initiated learning, linked to all the areas of the curriculum. Pupils are taught phonics, writing and maths in a practical manner. Much of nursery's learning is linked to topic and a purposefully-chosen story.

In Reception, we follow a structured routine during the morning, incorporating phonics, literacy and maths. Children are taught in groups and, when not being taught, participate in Child Initiated learning.



Afternoons are topic based and involve a short whole class teaching session followed by Child Initiated learning, with focus activities linked to the topic, allowing for free-flow between the classroom and

outdoors. To ensure that we meet the individual needs of all of our children, we make regular observations of the children's interactions, interests, skills, and development of concepts. These observations are used to inform our planning for groups of children, for individuals and our provision for resources as appropriate.

Within our Early Years provision we recognise the importance of a rich learning environment both inside and outside. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. The children are able to play and explore and 'have a go' at using all available resources; developing their learning experiences and most importantly through having fun in a safe and nurturing environment. Children in our Early Years establish a solid foundation for learning which can be built on as they enter Year 1.

## Inclusion

Edward the Elder Primary School is committed to providing an appropriate and high quality education. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Edward the Elder Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which will take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Pupils at Edward the Elder benefit from an SEN team who provide extra support, both in and out of the classroom, to develop pupils' working memory, fine and gross-motor skills, speech and language and work on individual targets set by teachers or outside agencies.

## Morning and After school club

Breakfast and After School Clubs run every day when school is open to Reception – Year 6 pupils.

### Morning Club

8:00am – 8:45am

Cost - £2 per child Located in the Specialist Practical room or the school hall.

### After School Club

3:15pm – 5:30pm

Located in the Specialist Practical room or the school hall for pupils. These includes a drink and healthy snack. Cost for whole session: £6 per child. Cost for 3:15 until 4:15: £3 per child.

### Procedures:

- Contact School Office on 01902 558765 to check availability.
- Registration forms will be completed to ensure parents can be contacted at all times.

## Assessment

At Edward the Elder we are always reviewing our systems and procedures to ensure the best outcomes for the children. Teachers track pupil's progress continually throughout the year - catering their planning, intervention groups and support to maximise the progress individuals can make. Each term the teachers are asked to report on the progress and attainment of the children in their class.



## Attainment

The Government have banded the curriculum into Age Related Expectations (ARE). For instance if your child is in Year 4 then there are certain expectations which your child will need to demonstrate in their work to achieve that age band. To be able to track where each child is within the age expectations, we have sub divided them into 3 bands:

Year 4 **beginning** - just starting to access some of the year group expectations

Year 4 **developing** – they are able to show a variety of the expectations in their work (maybe still supported)

Year 4 **secure** – can independently use the expectations in a variety of ways.

The schools expectation is that children are aiming to achieve a **secure level** in their year group by the end of the year!

However, we are aware that all children are different and their starting points may vary so some children may not yet be able to access their year group expectations and will be working on expectations from below their age or even above their age group. This is why progress is still our main focus!

## Progress

Staff will use evidence within pupils books, observations and discussions to make judgements regarding the progress individual pupils have made. We always aim to ensure maximum progress is made for all pupils regardless of their starting points.

## Statutory Testing

Pupils have to participate in statutory testing as these are reported Nationally, and a statutory requirement.

- Year 1 Phonic screening
- Year 2 reading, maths, grammar and spelling.
- Year 4 Multiplication check
- Year 6 reading, maths, grammar and spelling.

**We are very proud of the progress pupils at Edward the Elder make!**

## Behaviour

At Edward the Elder, we have very high expectations of behaviour. To ensure that pupils, parents and staff are aware of the expectations we have provided a clear behaviour policy which we expect all parties to adhere to. This can be found on our website.

Within this we have established these key rules:

### To make Edward the Elder the very best...

- We will show pride in our school and the uniform we wear...
- We will do what the adults, who care for us, ask....straight away
- We will never hurt anyone else with unkind words or actions
- There will be no throwing or fighting of any kind
- We will take care of our school and the things that belong to other people
- We will only play in the parts of the school in which we are allowed
- We will walk around school and we will behave with courtesy to visitors and each other

These are shared with pupils and regularly revisited during assemblies. They are displayed around school and the sanctions which occur if the rules are broken are also shared and displayed for pupils. However, it is our role as a school to ensure that we provide a curriculum that is stimulating and pitched accurately to ensure total engagement of all pupils during each lesson and therefore behaviour for learning will remain excellent.

Of course there will be instances when the rewards and sanctions provided by school do not make the impact with individuals that we would like. If this is the case then in consultation with families a behaviour plan will be produced and clear strategies and techniques will be identified.

In school we benefit from the skills of our Behaviour and Emotional Learning Support Leader – Miss Taylor and support worker Mrs Houslton- who can work 1:1 with individual pupils and their families to help support implement any further strategies required.

# Edward the Elder Primary School

## Bullying

Edward the Elder will not accept any type of bullying and this will be dealt with immediately.

**“Edward the Elder is opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can to the protection and maintenance of such an environment.”**

## Safeguarding

“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.” KCSIE 2023

### Edward the Elder’s Commitment to Safeguarding & Child Protection

At Edward the Elder Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to also share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them.



### Communication with Parents

Our school will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm;
- Place a vulnerable adult at risk of harm; or
- Compromise any enquiries that need to be undertaken by children’s social care or the police.

The school will endeavour to ensure that parents have an understanding of the

responsibilities placed on the school and staff for safeguarding children.

In the best interests of safeguarding children there may be occasions when the school has to consult with other agencies without a parent or carer’s prior knowledge.

Our first concern and responsibility is the child’s welfare and we have a duty to protect children first and always.



# Edward the Elder Primary School

## Curriculum

Child safety issues and child protection will be addressed through the curriculum where appropriate, especially through PSHE, Computing and E-Safety, Citizenship, Sex and Relations Education (SRE) and British values. We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience

and manage risks. The curriculum, and in particular the personal, social and health education development strand of the curriculum, includes an emphasis on relationships, building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of others.

## Safeguarding Contacts in School

Designated Safeguarding Leader

Mrs B Highman (Headteacher)

Deputy Designated Safeguarding Leaders:

Miss L Taylor

Mrs B Turner

## E-safety – mobile phones

We are aware that children spend a lot of time online, which is completely normal and mostly harmless. But children do also face risks such as cyberbullying or seeing content that's inappropriate. That's why it is important for children and young people to know how to stay safe online. Whether you're unsure about what happens online or are up to speed with new technology, it is important that you talk to your child about staying safe. Within school we take every precaution to keep your children safe and also to teach them how to be safe online. Children are not allowed to bring mobile phones on site and we expect parents to support this expectation.

If you require further information or advice please see our website or speak to a member of staff.

## Attendance

Regular attendance at school is essential to ensure uninterrupted progress and to enable pupils to reach their full potential. We are aware that children are ill and of course we would not want them attending school when they are not fit to do so. However, the attendance pattern for all children is monitored weekly with the support of our Education Welfare Officer and school seeks to work actively

with parents to ensure a regular pattern is maintained. Punctuality is also important and we expect children to be in school by 8:55am at the very latest.

We do all we can to encourage the children to attend, and to put in place the appropriate procedures to support this. This may include letters home, text messages, phone calls, meetings with parents and support from outside agencies. If your child is absent, please contact the school office immediately to inform us of the reason why so that this can be added to our records.

We encourage families not to take their children out of school during term time and this will only be authorised if there are 'exceptional circumstances'. If you are considering taking your child out, it is vital that you contact school to complete a Leave of Absence Request form and attend a meeting with a member of the Senior Leadership Team. Unauthorised absences may result in a fine being issued by the Local Authority.

## Rewards

We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school and learning. Children at Edward the Elder will receive a sticker on a Friday afternoon if they have achieved 100% attendance. We also celebrate class attendance winners weekly, and the winning class over a term also gets a prize. We also have 5 'houses' and children collect team points for their house.

Further information is provided on the website.

([www.edwardtheelder.org.uk](http://www.edwardtheelder.org.uk))

"I do not think I would find a better school for my child anywhere! Well done Edward the Elder team." (Year 2 parent)