

Greenhead C of E Primary School



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Executive Head Teacher

Mrs S Hutchinson

Chair of Governing Body

Mr D Ratcliff

School Prospectus 2020-2021

Type of school:

Greenhead C of E Primary school is a Church School for children between the ages of 4-11 years

Welcome

Here at Greenhead CE Primary School we recognise the importance of helping our pupils to develop their full potential and we do our utmost to make that a reality. We also recognise that this is more likely to happen when school and home work together as a partnership for the good of the children. We try to develop the whole child and work to enable them to become balanced individuals with a sense of responsibility towards others.

Our school is an integral part of the village community. We work with our neighbours and all contribute to the feeling of belonging and citizenship. All children are regarded as equals in our school and we encourage them in all their achievements. As our children leave primary education our aim is that he/she is equipped with the knowledge, skills, attitudes and confidence to move on to the next stage of education, and for life.

We also work closely with our onsite Ofsted rated 'Good' nursery provision. The staff welcome children from 2 years to Reception age. Parents can also access our wraparound care facilities as we offer both before and after school clubs.

We hope you find our website informative. It contains information about our school and our practices. If you would like a copy of any of the information you find on this website, please just ask.

If you require further information or if you would like to look round our school during the day, please do not hesitate to contact us.

I look forward to meeting you!

Sarah Hutchinson





West Tyne Church Overview



The West Tyne Church Schools take pride in developing teaching and learning by holding the highest expectations of all our pupils and knowing the children well.

We challenge all children to strive for academic, creative, spiritual, sporting and personal accomplishment within a broad, vibrant and enriched curriculum. A wide range of educational experiences are provided to inspire inquisitive learners whilst providing a vehicle for the development of the basic skills needed for the future.

We encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, believe in themselves, solve problems and respond to quality feedback. Children are praised for hard work, determination and having a positive attitude. We would like every child to reach their full potential in all aspects of learning, preparing them to become active and highly valued members of the local and global community.

To create an inclusive Church of England school atmosphere where everyone can succeed, we promote our Christian character through an ethos of respect and empathy.

Safeguarding and welfare is extremely important and pupils are taught the virtues of kindness, appreciation and what it means to be courageous.

The West Tyne Church Schools foster open and honest communication with parents, carers and specialists and actively seek to engage with all members of the surrounding communities in a positive and supportive manner.

We strive to make our schools a place where staff, governors and parents work together to ensure children receive a rich, inspiring, dynamic and engaging education; enabling each child to become a lifelong learner, aspiring to high standards of achievement in all areas of their life.

Vision statement

Inspire, Support, Believe, Achieve

Inspire

We aim to encourage and motivate the children; to inspire them to become independent learners and creative thinkers. We strive to have high expectations of each other and of all our children encouraging them to always do their best.

Support

Our aim is to create a happy, secure and stimulating learning environment in which all children, members of staff and the school community can grow in confidence and develop their full potential.

Believe

Our children are at the heart of everything we do- we listen to what they say and build this into what we provide for them. We encourage children, parents and staff to believe in themselves, to be resilient and to always try their best.

Achieve

We aim to be an outstanding, values-based school at the heart of our community, striving for excellence, enabling our children to achieve their highest potential in all areas of the curriculum.

Mission statement

As church schools at the heart of the village communities, Christian values underpin our work, our relationships and our commitment to ensure equality of opportunity for all pupils. Our children learn to become resilient and self-assured in an environment where safety is paramount. Each child is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain. Our values-based schools nurture curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do.

Meet the Staff:



Mrs Sarah Hutchinson Executive Head Teacher



Mrs Joanne Fairless Deputy Head Teacher and KS2 teacher



Miss Ashlee Callaghan Lower KS2 teacher



Miss Ingrid Mitchell Upper KS2 teacher



Mrs Sherry Makepeace KS1 and EYFS teacher



Mrs Gail Barker HLTA



Mrs Susan Knowles HLTA



Miss Dawn Metcalfe Teaching Assistant



Mrs Ruth Tapscott admin



Hallie- Our reading therapy dog!

Meet the School Governors:



Mr David Radcliff



Rev Benjamin Carter



Mr Alan Sharp



Mrs Katie Rushworth



Mr Gavin Boyd



Mrs Sarah Forster



Mrs Sarah Hutchinson



Mrs Joanne Fairless



Mrs Jenna Moore



Mrs Pippa Milburn

About the School:

Greenhead Primary School provides education for children aged 4 – 11. Our school is situated in a rural area surrounded by plenty of open spaces. Currently, we have 55 children on roll organised into 3 classes. There is also Rainbow Nursery located on our school site. The teaching staff consists of an Executive Head Teacher for the Federation, a Deputy Head Teacher, 2 full-time teachers and 2 part-time teachers. The non-teaching staff consists of 2 HLTA's, one TA, 1 full-time Administrative Assistant, Caretaker, Cleaner in Charge, Lunch-time leader, kitchen and cleaning staff.

Standards of Achievement are closely monitored by the Senior Leadership team.

Extended services here at Greenhead are well established. The school provides an onsite breakfast and after school club.

We provide a high-quality creative curriculum which reflects the interests of our pupils. The curriculum offers a wide range of learning opportunities that contribute effectively to pupils' very positive attitudes and to their enjoyment of learning. Pupils have opportunities to be involved in a very good range of after-school activities, appropriate to their age. We also make good use of resources within the wider community to enhance and extend the curriculum for all pupils.

In June 2017 Ofsted judged our school to be good in all aspects of its work. To view the report visit: www.ofsted.gov.uk



School Organisation:

A typical school day at Greenhead Primary School looks like the table below, although this can be subject to change at any time due to special events or educational visits.

Timings:

| | |
|------------------|--|
| 8.45-9.00 am | Children arrive at school |
| 9.00-9.15am | Class register/fix it time/interventions |
| 9.15-9.30am | Whole school assembly |
| 9.30-10.30am | Phonics/English/guided reading |
| 10.30-10.45am | Break Time |
| 10.45-12.00 noon | Handwriting/maths |
| 12.00-12.30pm | Reception and KS1 Lunch/KS2 Playtime |
| 12.30-1pm | KS2 Lunch/Reception and KS1 Playtime |
| 1-2.55pm | Foundation lessons |
| 3.00pm | End of the school day |







Term Times 2020-2021:

| HOLIDAY OR OCCASION OF CLOSURE | DATE ON WHICH SCHOOL WILL CLOSE | DATE ON WHICH SCHOOL WILL REASSEMBLE |
|--------------------------------|---------------------------------|--------------------------------------|
| TEACHER DAY | TUESDAY 1 SEPTEMBER 2020 | |
| Summer 2020 | Friday 17 July 2020 | Wednesday 2 September 2020 |
| TEACHER DAY | FRIDAY 30 OCTOBER 2020 | |
| October Mid-Term 2020 | Friday 23 October 2020 | Monday 2 November 2020 |
| Christmas/New Year 2020/2021 | Friday 18 December 2020 | Monday 4 January 2021 |
| TEACHER DAY | MONDAY 3 MAY 2021 | |
| Summer Mid-Term 2021 | Friday 28 May 2021 | Monday 7 June 2021 |
| Summer 2021 | Friday 16 July 2021 | Wednesday 1 September 2021 |

A full list of school term times can be found on the Northumberland County Council website:

<https://www.northumberland.gov.uk/SearchResults.aspx?searchtext=school+term+times&searchmode=anyword&searchtype=services>

Our Curriculum:

| Our identity | 'God doesn't want us to be shy with his gifts, but bold and loving and sensible' 2 Timothy 1:7 | | | | | | | | | |
|--|--|---|---|---|---|---|---|---------------------------------|---|--|
| What we want for our children? (INTENT) | Our Vision | Inspire, Support, Believe, Achieve Inspire We aim to encourage and motivate the children; to inspire them to become independent learners and creative thinkers. We strive to have high expectations of each other and of all our children encouraging them to always do their best. Support Our aim is to create a happy, secure and stimulating learning environment in which all children, members of staff and the school community can grow in confidence and develop their full potential. Believe Our children are at the heart of everything we do- we listen to what they say and build this into what we provide for them. We encourage children, parents and staff to believe in themselves, to be resilient and to always try their best. Achieve We aim to be an outstanding, values-based school at the heart of our community, striving for excellence, enabling our children to achieve their highest potential in all areas of the curriculum. | | | | | | | | |
| | Our Core Values | Friendship With God's love, Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves. (Philippians 2:3) | | Hope With God's love, For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future. (Jeremiah 29:11) | | | Respect With God's love, We care for others, ourselves And our school, so we listen and use good manners. "In humility, value others Above yourselves" (Philippians 2:3) | | | |
| | Learning Behaviours | Self-Manager  I am independent/I can do it *Ability to organise themselves and work out goals and priorities *Show personal responsibility, initiative, creativity and enterprise *Anticipate, take and manage risks *Commit themselves to learning and self-improvement *Respond positively to change | Effective Participants  I join in *Engage actively with issues that affect them and those around them *Play a full part in the life of the school *Take responsible action to bring improvement for others as well as themselves *Discuss issues of concern, seeking resolutions *Present a persuasive case for action *Propose practical ways forward *Try to influence others, negotiating and balancing diverse views | Resourceful Thinker  I am a thinker/I am a problem solver *Think creatively by generating and exploring relevant ideas, and making original connections *Find links and see relationships *Explore and experiment with resources and materials *Ask 'why', 'how' and 'what if' questions *Apply imaginative thinking to solve a problem *Try different ways to tackle a problem *Work with others to find imaginative solutions and outcomes that are of value | Reflective Learner  I check *Evaluate their strengths and limitations as learners *Review their work and act on outcomes *Set themselves realistic goals and criteria for success *Monitor their own performance and progress *Invite feedback and deal positively with praise, setbacks and criticism *Make changes to improve their learning *Communicate their learning in relevant ways to different audiences | Independent Enquirer  I am an investigator *Gather, process and evaluate information in their investigations *Plan what to do and how to go about it *Draw conclusions and evaluate outcomes *Take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes *Use a range of techniques to collect and organise information | Team Work  I am a team worker *Work confidently with others, adapting to different contexts and taking responsibility for their own role *Listen and take account of others' views *Form collaborative relationships, resolving issues and reaching agreed outcomes *Adapt behaviours to suit different roles and situations *Show fairness and consideration towards others | | | |
| | Command | Resilience | Empathy | Self-awareness | Passion | Excellence | Communication | Teamwork | | |
| | A range of Experiences | Spiritual | | Moral | | Social | | Cultural | | |
| | Approaches to learning | Accurate assessment as a starting point for future learning | Quality planning of activities with purpose and audience | Effective use of staff | Encouraging independent active learning skills | Creation of useful and relevant learning environment | Offering challenge and support to ensure all children progress and achieve | Opportunities for PSHE and SMSC | Using feedback to do things better and/or differently | |
| App | Engage | Engage Cornerstones | | | Develop Cornerstones | | | Innovate Cornerstones | | |

| | | | | | | | | | | | | | | |
|------------------------------------|-------------------------|---|------------------------------------|----------------------------|----------------------------|--|----------------------|---|---------|---|-----------|----------|-------------------------|----------------------------|
| | | Cross curricular topics | | Inspiration days in school | | | | Whole school theme Weeks/half term | | Trips out of school Local and further afield | | Visitors | | |
| | NC Expectations | EYFS | PSED | | Communication and language | | Physical Development | | English | | Maths | | Understanding the World | Expressive Arts and Design |
| | | KS1 | English | Maths | R. E | PSH E | Science | P.E | IC T | History | Geography | Art | DT | Music |
| | | KS2 | | | | | | | | | | | | MFL |
| How well are we doing? (IMPACT) | Accountability Measures | Improved attainment and standards across the curriculum | Excellent behaviour and attendance | Self-evaluation | | Wide range of healthy lifestyle choices and opportunities (well-being) | | Successful transition to Secondary School | | SIAM | | Ofsted | | |

Admission of Children to school:

Greenhead C of E Primary School admit at one point of entry in September each year. Children will be admitted to full time school in the September following their fourth birthday. Some parents may wish to defer the start of full-time education until compulsory school age-you should discuss this option with the head teacher of your preferred school or the admissions team. Please use the link below which will take you straight to NCC Admission page:

<https://www.northumberland.gov.uk/Education/Schools/School-admissions-places-appeals-1.aspx?nccredirect=1>

In the event of over-subscription, the following criteria will be applied, in priority order, to determine which applications will be granted once places have first been allocated to pupils who have a statement of special educational needs which names the school:

1. Children looked after by a local authority and previously looked after children.
2. Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or linked junior/primary school
3. Other children who live in the catchment area at the closing date for applications
4. Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school
5. Other children who live outside the catchment area.

In the event of over-subscription within any criterion, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the entrance to the child's home to the principal entrance to the main administrative building of the school.

Special Circumstances:

The following groups of children will be given special consideration in their application for a particular school:

Children whose particular medical needs, mobility support needs, special educational needs or social circumstances are supported by written evidence from a doctor, social worker or other relevant professional stating that the school is the only school which could cater for the child's particular needs. The evidence must be presented at the time of application.

The Local Authority will consider each case on its merits and determine the allocation of any such place on the basis of the written evidence. Admission under 'special circumstances' will take precedence over all but the first of the numbered criteria.

Children of nomadic Travellers will be allocated a place at their catchment area school.

Our Approach to Learning:

Children are expected to work hard and demonstrate positive learning behaviours to both maximise their own individual learning potential as well as contribute to the school and wider community. Our school team system allows us to reward the behaviours we strive to develop. We have high expectations of attendance, academic achievement and pupil behaviour. We are committed to working in partnership with parents as we believe that when home and school work closely together we get the best outcomes for our pupils.

Reporting to Parents:

There is an opportunity for discussion between parents and teachers at termly held parents' consultations. Stay and share sessions also take place throughout the year. Parents are encouraged to discuss any specific concerns they may have as they occur throughout the year with the class teacher. Written reports are sent to parents in the summer term. The reports always refer to attitude, effort and academic progress. If required the reports are supported by meetings between class teachers and parents.

Homework:

Children are introduced to the idea of "work to be done at home" from an early age. Homework provides an opportunity for children to organise their own learning as well as activities that need support from parents/ carers. It is important that children develop regular learning routines in preparation for secondary school. It is expected that they will spend increasing amounts of time on homework as they move through the school. Reading is viewed as being pivotal to a child's progress and there is an expectation that children read five times a week. More detailed information is available in the school's Homework Policy.

Special Educational Needs:

The governors of the school are totally committed to a policy of inclusion and to cater for the academic needs of all children. Extra help is given to children who are experiencing difficulties and consideration is given to the needs of the gifted child. Help is given in a variety of ways:

- Adult working with small groups
- Individual support
- Adult support in the classroom
- Support from visiting specialist teachers.

The policy includes information about the school's processes and procedures in the following areas:

SPECIAL EDUCATIONAL PROVISION

- Aims and objectives
- Responsibility for the coordination of SEND provision
- Arrangements for coordinating SEND provision
- Admission arrangements
- Facilities for pupils with SEND
- Allocation of resources for pupils with SEND
- Identification of pupils' needs
- Access to the curriculum, information and associated service
- Inclusion of pupils with SEND
- Evaluating the success of provision
- Complaints procedure
- In service training (CPD)
- Links to support services / outside agencies
- Working in partnership with parents
- Links with other schools
- Links with other agencies and voluntary organisations
- A copy of the full policy is available on the school website.

Provision for Disabilities:

The governing body is aware of its responsibilities with regard to the Disability Discrimination Act. The school recognises that, at present, there are no special units in school but all our main entrances would allow children in wheelchairs physical access to the building. School is equipped with a disabled toilet.

Equal Opportunities:

In line with DFE policy the school has produced a Single Equality Policy which meets the requirements of the 2010 Equality Act. A copy of this policy is available on the school website.

The Care of Pupils:

All teaching and ancillary staff share this responsibility with the Head Teacher. The welfare of each child is important to us all and close contact between home and school is the best way to make sure there is a clear understanding of the needs and progress of your child. It helps if parents inform the Head Teacher of any particular home circumstance which may affect the child's behaviour and attitude in school. It is important to inform school of a change of address, telephone number or place of contact.

After School Clubs:

Many after school activities are provided for our pupils during the course of the year. The school makes use of outside coaches and providers to extend the range of activities we can offer our pupils. Clubs are open to pupils in Years 1 - 6.



Nature Club

School Discipline:

Greenhead CE Primary School is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

For further information, please see our behaviour policy, available on the school website.

PARENT'S CONTRACT

Parents will be asked to sign contract at the beginning of each key stage.

AGREEMENT BETWEEN GREENHEAD CE PRIMARY SCHOOL AND PARENTS

In Greenhead Primary School we will do all we can to :

- take care of your child and promote his / her spiritual, moral, intellectual, cultural, emotional and social development
- work with you to help your child achieve his/her real potential
- provide an interesting and stimulating curriculum within the framework of the National Curriculum requirements
- be available for advice and guidance about work
- monitor progress and achievement and explain and discuss results with you
- arrange meetings each term to discuss your child's achievement (more often if necessary)
- share and try to resolve any concerns you or we may have about your child
- establish a code of behaviour to ensure a safe and caring environment
- seek your support for and involvement in the life of the school, including help in the classroom
- Always listen to your concerns and work with you to make Greenhead Primary School a happy, effective, inclusive and achieving school, so that your child will have the best education we can provide.

CONTRACT BETWEEN PARENTS AND GREENHEAD CE PRIMARY SCHOOL

- As a parent I/we will make sure that:
- My/our child/children, attend school regularly and punctually
- I/we make every effort to encourage and support my/our child's/children's' learning
- I/we communicate with the school promptly in writing, by telephone or verbally, if for any reason my/our child is unable to attend
- I/we support the school's policies on uniform and behaviour
- I/we inform the school if I/we have concerns about bullying either of my/our child/ or by our child
- I/we follow the complaints procedure (see brochure or contact the school office) if I/we are concerns have not been dealt with sufficiently.
- I/we make every effort to attend events at which I/we can discuss my/our children's' progress with school staff
- I/we will encourage my/our children to have respect and concern for all the children and staff of Greenhead Primary School
- I/we do not approach any other child or their parents to speak to them about any incident that may have occurred between them and my/our child/children, but I/we will discuss the matter with the class teacher
- I/we will remember to speak to a teacher before the bell at 8.50am or at 3.15pm in order to make a time to meet which is suitable to both parties
- If I/we are annoyed about something, we will make an appointment to meet first with the class teacher to discuss the matter or subsequently with a senior member of staff.

Quality Childcare:

School provides a breakfast and after school club which are available for pupils aged 4-11 years.

Breakfast Club: 7.45am–8.45am

After School Club: 3.00pm–5pm

School Uniform:

At Greenhead Primary we believe that a uniform serves several important purposes:

- It gives the pupils a sense of belonging
- It helps to develop pride in their school
- It is practical for parents [no more great debates about what to wear in the morning!]

We depend on your co-operation and support in our policy which has been very well received by parents.

OUR UNIFORM CONSISTS OF: Bottle green sweatshirt/cardigan embroidered with the school logo available from Border Embroideries (www.beschoolwear.co.uk)

- Bottle Green Sweatshirt or cardigan with logo
- White polo shirt
- Grey/black trousers or skirt
- Black school shoes (not trainers)
- Black book bag with logo (Optional)

SUMMER WEAR:

- Girls – summer dress in purple check/gingham
- Boys – short sleeved, white open necked shirt or white polo shirt and grey/black shorts.

FOR PHYSICAL EDUCATION:

- White t shirt
- Black shorts
- Suitable footwear i.e. trainers/ black plimsolls
- Bottle Green Hoodie with logo for sport (Optional)

All articles of clothing must be named.

Swimming:

The children go swimming throughout the year. The older children in KS2 swim during the Autumn term, KS1 children swim during the Spring Term and Reception children swim during the Summer Term. We travel to Wentworth Leisure Centre in Hexham to make use of their indoor pool which allows us to swim all year.

N.B HEALTH AND SAFETY

In the interests of Health and Safety children are not allowed to wear jewellery in school with the exception of watches and stud ear-rings. All jewellery must be removed before participating in any P.E activity. Long hair must be securely tied back.

Hallie:

We are very lucky to have our very own reading therapy dog called Hallie! The children regularly read to Hallie in Mrs Hutchinson's office and take her for walks at playtime. Hallie was specially selected as her breed of dog (cockapoo) do not cast their coats and are idea for working with children.



NUFC:

We are extremely lucky to work in partnership with Newcastle United Foundation who combine their expertise with the brand of Newcastle United Football Club and the power of football to bring the curriculum to life. Once a week on a Monday the foundation comes into school and delivers English, maths, PSHE, P.E and Commando Joe's to the children.

**Safeguarding Children:**

Every school in Northumberland is required to follow set procedures to safeguard children in cases of suspected child abuse. All staff participate in regular safeguarding training. Safeguarding Policies are available on the school website. The Head Teacher is the designated person for safeguarding for the school. Head Teachers are required to refer their concerns to the Social Care Department for further investigation so that children at risk can be identified quickly. This procedure is intended to protect children from abuse. When a school refers a concern about a pupil to the Social Care Department, it is not accusing the parents of abuse but requesting that further investigation takes place to establish whether a child is at risk.

School Lunch:

Weekly lunch menus are provided each week on the Friday newsletter for the following week. This enables children to decide if and when they would like a school lunch. A daily alternative is provided. Children are asked at the beginning of the day during registration if they are having a school dinner or their own packed lunch. The cost of a dinner is £2.30 per day, £11.50 a week. Money is sent into school at the beginning of the week in a named envelope.

School milk:

Milk is free for all children in reception only. If your child would like milk during playtime then you are required to pay every term, the current price is £11.80. Fresh fruit is also provided for all reception and KS1 children. Older children in KS2 are very welcome to bring their own fruit from home to eat.

School House System:

When children begin full-time school they will be allocated to one of the school's four houses – Red, yellow, green and blue. Each house is vertically grouped across the school and siblings will be allocated to the same house. Each house is led by the oldest child in school. House points can be rewarded at any time during lessons and representing your school in sport. Inter-house sporting activities take place throughout the year culminating in our Sports Day. The house with the most points at the end of the year wins the coveted House Trophy!

Relationships and Sex Education:

Sex Education is taught in accordance with the guidelines issued by the Northumberland Education Authority. The content of the sex education programme is chosen so as to be appropriate to the age and stage of development of the children.

Parents are given the opportunity to view all materials relating to Relationships and Sex education before they are used in school.

Religious Education

All pupils have weekly Religious Education lessons. They are delivered in line with the requirements of a Church School Agreed Syllabus and follow the Understanding Christianity Curriculum. The school actively promotes a Christian philosophy towards life. Collective worship takes place each day and children are actively involved in the delivery and running of these assemblies. Church assemblies also occur through the year with children participating in readings and prayers.

Virtues and Values:

As a school we present our virtues and values to the children as gifts which we can share with each other, as stated in the following bible quote **'God doesn't want us to be shy with his gifts, but bold and loving and sensible' 2 Timothy 1:7.**

Every half term 3 gifts are chosen for the children to focus on throughout that term. A weekly certificate is presented in our celebration assembly to children who have demonstrated one of the chosen gifts. We hope the gifts we offer the children will continue to be offered throughout their lives

Educational Visits and Visitors to School:

In order to raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard, it is imperative that we prioritise experiential learning within our curriculum. Visitors are regularly invited into school, educational and residential visits are carefully chosen to deepen understanding and we make the most of our beautiful outdoor learning environment to enhance hands-on learning experiences. Children from across the school have access to a wide range of extra-curricular activities in both sport, music and creative activities. Parents are usually asked to make voluntary contributions to these activities.

Medication:

Each request for medicine to be administered to a pupil in school should be considered on its merits. The Head should give consideration to the best interests of the pupil and the implications for the school. It is generally accepted that school staff may administer prescribed medication whilst acting in loco parentis. However, it is important to note that this does not imply that there is a duty upon these workers to administer medication and the following should be taken into account:

- No member of staff should be compelled to administer medication to a pupil
- No medication can be administered in school without the agreement of the Head or his/her nominated representative
- The Head and governors must nominate a member of staff to assume the role of Medication Coordinator, who will have overall responsibility for the implementation of this policy. In addition to this, if schools have an emergency asthma kit or emergency AAls, at least two volunteers for each kit (four in total) should have the responsibility of ensuring this equipment is maintained correctly. The school's own health and safety policy should identify who has assumed these roles.
- Separate registers must be compiled defining those pupils who are permitted to use emergency inhalers and emergency AAI.
- If it has been agreed that medication can be administered, named volunteers should be identified to undertake this task
- The volunteers should receive the appropriate guidance and training (where necessary)
- Parents requesting administration of medication for their children should be referred to the school's web page where they can access a copy of this document. They should be asked to complete Part 1 of the form 'Administration of Medication to Pupils – Agreement between Parents and School', a copy of which can be found in Appendix 1. Completion of this form safeguards staff by allowing only prescribed medication to be administered
- School staff may consult with the prescriber to ascertain whether medication can be given outside of school hours.

School Polices:

Many of our school polices can be accessed on the Greenhead school website. Printed copies can be obtained from the school office, a small price will be charged to cover printing costs. Please ask at the office if you require any copies.

Charges:

The Governing Body reserves the right to make a charge for the following activities which may from time to time be organised by the school.

Residential Activities held during school hours: charges may be made for the board and lodging element of those residential activities which take place during school hours. Parents will be notified in advance of any such activities which the school proposes to organise and the estimated cost. Parental consent will be obtained for their children's participation in any such activities for which a charge may be made.

Any charge for a particular activity will be calculated by reference to the actual cost of providing the board and lodging for each pupil; no other costs will be covered by the charge. Any remission arrangements for such activities will be at the discretion of the Governing Body EXCEPT in the circumstances described below.

Any charge for a particular activity will be dependent upon the type of activity and its cost and the number of participants. This charge will not exceed the actual cost of providing the activity, divided equally by the number of pupils willing to participate. The cost of other pupils participating in the visit will not be included in the charge. The charge may however include an appropriate element for such things as:

- (i) the pupil's travel costs;

- (ii) the pupil's board and lodging costs;
- (iii) materials, books, instruments and other equipment;
- (iv) non-teaching staff costs;
- (v) entrance fees to museums, castles, theatres, etc;
- (vi) insurance costs;
- (vii) the expenses only of participating teachers engaged on a separate contract for services to provide the 'optional extra'.

Voluntary Contributions:

Nothing in this policy statement precludes the School Governing Body from inviting parents to make voluntary contributions for the benefit of the school or in support of any school activity, whether during or outside school hours. Any contributions sought will be entirely voluntary and pupils will not be treated differently according to whether or not their parents make a contribution in response to any invitation.

Breakages and Damage to School Property:

The School Governing Body reserves the right to seek reparation from parents where their children cause breakages or damage to school property.