



Welcome to

Great Bridge Primary

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E-mail: gb.enquiry@greatbridge.sandwell.sch.uk

Web: greatbridgeprimary.uk.org

Headteacher:

Chair of Governors:

Deputy Headteachers:

Assistant Headteacher:

School Business Director:

Miss Helen Hale

Mr Bob Patel

Mrs Joanne Chappell and Mrs Jenny Waterman

Mrs Jenny Church

Miss Lorraine Parkins

WELCOME TO GREAT BRIDGE PRIMARY

At Great Bridge we want your children to receive the education most suited to their personality and capabilities.

We cannot do this alone. You can help in lots of ways which are detailed in this prospectus.

Although Great Bridge is a large school with almost 500 children, we retain our family atmosphere and our ethos of all valued, all achieving and all equal.



Staff at Great Bridge Primary School

Head Teacher:	Miss Helen Hale		
Deputy Head Teachers:	Mrs Joanne Chappell and Mrs Jenny Waterman		
Assistant Head Teacher:	Mrs Jenny Church		
Chair of Governors	<u>Mr Bob Patel</u>	Vice-Chair	<u>Mrs Natalie Martin</u>
Contact information for the Chair of the Governing Body can be obtained from the school office.			

Teaching Staff:	Miss Mandish Bains	Mrs Joanne Chappell (DHT/SENco)	Miss Laura Jackson	Miss Nikki Summers
	Miss Judith Bedford	Mrs Jenny Church (AHT)	Mrs Charlotte Malloy	Miss Sophie Walters
	Miss Sophie Bond	Mrs Sarah Cooper	Miss Jessica McBride	Mrs Jenny Waterman (DHT)
	Miss Sarah Bratt	Miss Liz Cubberley	Mrs Vaishali Patel	Miss Abigail Westwood
	Miss Lia Cadman	Mr Stephen Hales	Mrs Sarah Scott	
	Mrs Alison Chapman	Miss Amy Hughes	Miss Sarah Smith	

HLTAs	Miss Sharon Dance	FP Manager - Miss L. Newton	HNLL - Mrs L. Hunt	
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Learning Mentor	Mrs Suki Kaur	Parent Support Advisor - PSA	Mrs Lois Evans	
Learning Support	Miss Maureen Alleyne	Miss Katie Dodson	Miss Catherine Mansell	Mrs Sue Shinn
	Mrs Lorraine Arrowsmith	Mrs Tasha Forrester	Mrs Nazma Miah	Mrs Lisa Simms
	Miss Tia Bell	Mrs Claire Hampson	Miss Carla McBean	Mrs Nicola Smith
	Mrs Jane Bevan	Mrs Vikki Hannington	Mrs Jane Murray	Mrs Sam Steventon
	Miss Ashleigh Bickford	Miss Mandeep Hayer	Miss Lauren Mullis	Mrs Jayne Thomas
	Mrs Claire Boddy	Mrs Paula Jones	Miss Victoria Pass	Miss Hayley Vaughan
	Miss Mishfa Choudhury	Mrs Helen Lucock	Mrs Maggie Portsmouth	Miss Angela Williams

School Office	School Business Director	Miss Loz Parkins	Mrs Libby Bridge (Snr Secretary)	Mrs Jo Williams (Secretary)
School Site	Mr Dave Hatcher	Senior Lunch Supervisors	Mrs Julie Shaw	Mrs Elaine Griffiths

Tell us if you ever have a concern about something in school or need to tell us about something at home.
If you want to see the HT, DHT, SENco, The PSA – Lois or a senior teacher – visit the school office and ask.

Classes

From September 2020, we have 2 classes in every age group except Year 5 which has 3 classes.

These age groups are broken down into "Stages"

Foundation Stage: Nursery children aged 3-4
(Infants) Reception children aged 4-5

Key Stage One: Year 1 children aged 5-6
(Infants) Year 2 children aged 6-7

Key Stage Two: Year 3 children aged 7-8
(Juniors) Year 4 children aged 8-9
Year 5 children aged 9-10
Year 6 children aged 10-11

In each Year group, there are generally between 60 and 62 children (except Y5). Nursery children attend school for 15 hours each week - 3 hours each morning or afternoon. All other year groups are full time for 38 weeks of the year.

ADMISSIONS PROCEDURE

The Nursery

Nursery places are awarded by the Headteacher according to the following policy.

Where there are more applications than places, Great Bridge Primary School follows admissions procedures for the Nursery class, as determined by Sandwell Local Authority and the Governing Body for Great Bridge Primary. They are as follows: -



1. Children who are in public care and children who were previously in public care but ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order).
2. Children with a particular medical condition. Applications submitted under this criterion must be accompanied by a medical declaration form (ASU75M) signed by the child's general practitioner or consultant confirming the condition, detailing the child's needs and specifying why, in their opinion, Great Bridge Primary School is the only or most appropriate to meet the child's needs. All applications under this criterion will be assessed by the local authority to decide whether the child's needs can be met most appropriately by Great Bridge Primary School.
3. Children having a brother or sister at Great Bridge Primary School (not nursery) at the time of admission.
4. Children prioritised by distance measured in a straight line from a child's home** to a point in the school as determined by the Governing Body

In all cases, should the number of applicants exceed the number of places available, places will be allocated on the basis of distance between home and school, as measured in a straight line from home to a point in the school as determined by the Governing Body with priority being given to those living closest to the school.

In all cases, should the number of applicants be fewer than the number of places available, places will be offered to children who turn 3 years old during the Autumn term ("rising 3s"). At the start of the subsequent Spring term, any remaining places will be offered to children who turn 3 years old during the Spring term. Parents will be informed that "rising 3" places will be temporary initially to ensure each child is able to settle into the nursery class and has enough maturity to manage basic self-help when toileting even if they still wear "pull-ups".

NB. Children with a Statement of Educational Needs or an Education & Health Care Plan (EHCP) (previously known as Statement of Educational Needs), naming a particular school will be admitted before all other applicants.

** Measured from the Local Land and Property Gazetteer address base for the property. In all cases, should the number of applicants exceed the number of places available, places will be allocated on the basis of distance between home and school, as measured in a straight line from home to a point in the school as determined by the Governing Body with priority being given to those living closest to Great Bridge Primary School.

Appeals against decisions made by the Headteacher regarding admission will be managed by the Chair of the Governing Body.

The Reception Classes

Admissions priorities for places in oversubscribed community and controlled primary schools - academic year 2019/2020

1. Children who are in public care and children who were previously in public care but ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order).
2. Children with a particular medical condition. Applications submitted under this criterion must be accompanied by a medical declaration form (ASU75M) signed by the child's general practitioner or consultant confirming the condition, detailing the child's needs and specifying why, in their opinion, Great Bridge Primary School is the only or most appropriate to meet the child's needs. All applications under this criterion will be assessed by the local authority to decide whether the child's needs can be met most appropriately by Great Bridge Primary School.
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All appeals regarding admission to Great Bridge Primary School Reception – Year 6 classes are heard by the Local Authority.

The role of parents, carers and wider family members in a child's education

Children make the most progress in school and enjoy school when parents, families and school staff work together:

- Make sure your child comes to school every day, on time. Coming in with your class mates is really important for children – if your child is late, the classroom doors are shut and they will need to come in through the front door to school. **Get a good morning routine going so your child is here on time!**
- Children learn by developing skills through a week – when they are away for a day or two in a week, their learning journey is interrupted and they struggle to apply the skills when they return. Try to have your child in school every day. If they are a little under the weather, still send them and we will contact you if they become too poorly to be in school.
- Make appointments for the doctor, dentist, optician etc outside school hours.
- Get them to bed! Children who have gone to bed late are too tired to learn the following day. Try to keep to a good bedtime routine. If you are finding this difficult, ask to see the PSA (Parent Support Advisor) – Lois, who can help
- Tell us if you have a problem at home. These can affect your child and often we can help. Ask to see the class teacher, PSA - Lois, the Headteacher: Miss Regan or the Learning Mentor – Mrs Suki Kaur.
- Make time for homework – we try to make this fun and reading with your child regularly is very rewarding
- Come to Parents' Evening. We will tell you about your child's progress and how you can support their learning at home.



Lessons and Learning

Children in the Nursery and Reception classes are taught the basic skills of counting, using numbers and preparation for reading and writing (Numeracy and Literacy). At Great Bridge Primary, 'Oracy' underpins all learning from Nursery to Year 6. All children learn how to express themselves through talk and we aim for all pupils to be confident speakers when they leave for secondary school. Much of the early learning in Nursery and Reception involves learning new words and applying it through paired talk, group talk and role play-talking about stories, what they have seen etc. Talk to your child as much as possible at home too as this will help to grow their confidence in speaking at school.

Nursery and Reception children also spend a lot of time learning letter sounds and how letters can be grouped together to make sounds and then words (phonics).

The Nursery session and the Reception day is broken into learning and playing experiences together with breaks for snacks and drinks.



NOTE: Lessons start promptly as soon as children enter their classrooms. These first lessons are always literacy or numeracy. If your child is late, they will miss out!

School times:

Morning Nursery: 8.40am to 11.40am

Afternoon Nursery: 12.20pm to 3.20pm

Reception: 8.40am to 3.15pm

Lunch: 11.45am to 12.45pm

Year 1 to Year 6: 8.40am to 3.15pm

Lunch: 12pm to 1pm

Entry doors open a little earlier than this in the mornings to allow for brief messages to be communicated between parents and teachers.

Lessons and Learning in KS1 and KS2

Children from Year 1 to 6 have more formal lessons including Literacy and Numeracy. Within Literacy, children complete reading with a teacher as well as phonics (letter sounds), spelling, writing and discussions about books and different types of writing - letters, diary entries, stories etc.

Children have a mid-morning break from 10.40 to 10.55am. Children in Key stage 1 can have a piece of fruit at playtime and a drink of water or milk. Milk costs vary - up to date prices are available at the school office.

For playtime in Key Stage 2, children can bring either a **healthy snack** from home or buy a healthy snack and/or drink from the school tuck shop.

Lunchtime is between 12pm and 1pm for both KS 1 and KS 2. Children take it in turns to eat their lunch in the school hall then they play games on the playground if weather permits. Alternatively, there are games boxes provided in classrooms for wet lunchtimes.

During the afternoon, lessons continue with the full range of National Curriculum subjects. These are taught in blocks of time and generally have a linking theme. Areas taught include the following.

- Romans
- Tudors
- Victorians
- The Ancient Greeks
- The Egyptians
- Old and new seaside experiences
- The great fire of London
- Florence Nightingale and Mary Seacole

- Comparisons between Great Bridge / Tipton and villages / towns in other countries
- Map reading and co-ordinates
- Rain forests
- Materials and their properties
- Floating and sinking
- Electricity and circuits
- Plants and growing

- British Battles
- The Stone Age to Iron Age
- Our local area - facilities including leisure opportunities

- Feeding and food chains
- Animals and their habitats
- Minibeasts
- Space, the planets and solar system

And many more! Please feel free to ask teachers what they are covering during the term.



GROWING UP AND RELATIONSHIPS EDUCATION

New Government guidance is expected in September 2019 regarding Growing Up and Relationships Education and compliance with this will take effect once it has been agreed. Currently we teach the following however, this may well be amended when new guidance is received.

Key Stage 1

- Know that humans develop at different rates and that human babies have special needs
- Be able to name parts of the body including understanding the concept of male and female - know whether they are a boy or girl
- Know about personal safety
- Appreciate ways in which people learn to live and work together; listening, discussing, sharing

Key Stage 2

- Begin to know about and have some understanding of the physical, emotional and social changes which take place at puberty
- Know the basic biology of human reproduction
- Know the responsibilities associated with parenthood
- Know that there are many different patterns of friendship; be able to talk about friends with important adults
- Know that relationships should be



positive experiences and not
violent and where to seek help
when necessary

During Year 5 and 6, the school nurse and Year 5/6 teachers discuss puberty and general physical development prior to starting secondary school. Parents may withdraw their children from all or part of the relationships education provided, but not where this forms part of the Science National Curriculum. The Science NC does include information regarding lifecycles of frogs, plants and humans but from a science perspective. We would encourage parents who are considering this, to discuss the matter with the Headteacher and view the materials and scheme of work before making a final decision.

SPECIAL EDUCATIONAL NEEDS PROVISION

Some children have special learning and/or physical needs. Our special needs education provision ensures that all pupils share the same right to a broad & balanced curriculum, including the National Curriculum when they are ready. Throughout this process the statutory rights of parents are respected & their involvement actively encouraged.

Some children with SEN are given extra time with an adult in order to help their learning or meet their physical needs. Sometimes school receives extra money into the school budget to help support SEN children. This is most common for children with an Education Health Care Plan (EHCP).

The SENco (Special Educational Needs Co-ordinator) and Deputy SENco are able to offer support & advice to parents, staff & Governors: The SENco is Mrs Joanne Chappell (Deputy Headteacher).

The Governor with responsibility for Special Educational Needs is Miss Zena Vaughan.

We aim to meet the individual needs of all our children. This may include providing them with additional support such as Speech and Language sessions, physiotherapy (following programmes devised by the LA schools physio team) or time in our sensory room.

A range of information regarding our SEN CORE OFFER is available on our website. We are also a **FOCUS PROVISION** school which provides 12 places across the age ranges for children who have complex learning and physical needs or ASD





EXTRA-CURRICULAR ACTIVITIES

After school clubs are run throughout the year. These are generally for children from Year 1 and above. Information regarding clubs is provided periodically during the year.

In addition, special events occur during the year including; Book Week, Music Workshops, Citizenship, "I Can" Weeks, visits from the "Animal Lady" etc. Information regarding clubs and events is sent home as appropriate.

CHILDREN'S REPORTS

Formal written reports for parents are completed once each year and distributed in July. At other times of the year, parents can request to see SEN information or data regarding individual assessments. Come to the Autumn and Spring Parents' Evenings to view children's work and discuss progress!



POLICY ON CHARGING AND REMISSION

Great Bridge School provides many exciting and interesting educational experiences for children. Unfortunately, it is not possible for school to fund all of these events. School may therefore on occasion ask for a donation towards the cost of these experiences.

The Governors may seek voluntary contributions from parents. Such requests will always make it clear that there is no obligation to contribute and that no registered pupils will be treated differently according to whether or not their parents have made a contribution. However some trips may have to be cancelled if insufficient contributions are received.

Technology - Food technology. On occasion, it may be necessary to ask for parents to pay for the food items used or provide some small food items in order for this activity to take place.

Breakages and Losses - Parents are requested to pay a fixed fine in the event of damage, defacement or loss of school books/equipment or damage to the school premises. The Governing Body reserve the option to waive all charges to parents in receipt of income support however this does not include the costs incurred after malicious damage or damage as a result of unacceptable behaviour.

Other policies and documentation are available from the office or can be viewed on our website.

Ask at the school office for the information you need and they will let you know about availability.

BEHAVIOUR – of children AND parents!

Children at Great Bridge School are expected to behave calmly and politely, showing care for their fellow pupils, teachers and surroundings.

Within our Special Educational Needs provision, additional support is given, where necessary, for behaviour. This is co-ordinated by Mrs Joanne Chappell.

These are our main rules, drawn up by children and teachers:

1. Walk when inside the school building
2. Exercise self-control – if someone does something to you that you don't like – talk about it politely or see an adult – We do NOT hit /kick to solve our problems
3. Use quiet voices when we are inside – there is always someone working and we should not disturb them
4. Show respect to school, our building and the property inside it. Use equipment and facilities such as toilets properly
5. Show respect to other's belongings
6. Call everyone by their proper name and always speak politely. We show respect to everyone
7. We treat everyone fairly and equally. We consider the feelings and well-being of others

Class teachers operate a positive behaviour system. Clear rules are displayed, together with rewards and sanctions.

We reinforce good behaviour in many ways including sticker charts, special assemblies, certificates, prizes and golden time.

Sanctions

Children are encouraged to behave in an appropriate way at all times. "Reflection Zones" and "Time out" are used to give children an opportunity to reflect upon their conduct and take responsibility for their actions. A child will be sent to the Assistant Head or Deputy Head for repeated disruption in class. This may result in lost playtimes or a letter to parents. This may also result in a child being placed on a "behaviour target book". This scheme is highly effective, particularly when operated in partnership with parents. In extreme circumstances, a child can be excluded for their behaviour. The Behaviour Policy details examples of behaviours that trigger an exclusion. This is very rare at Great Bridge Primary. Occasionally, children will repeatedly fail to comply with an instruction from a member of staff. This may result in the Headteacher speaking with parents to discuss sanctions both at home and school. If damage to equipment or the school premises results from this behaviour, parents will generally be expected to pay for repair or replacement as appropriate.

!We ask that parents, carers and family members behave in an appropriate manner whilst on school premises in order to set a good example to children.

If you experience any difficulty with either another child or an adult, please speak to a member of school staff rather than dealing with it directly yourself.

You should never attempt to "tell off" another parent's child. Swearing, racist language and heated conversations are not acceptable in school. We teach the children to deal with issues by reasoned conversation. We expect adults to do the same.



School Meals



Dinners are provided at school and are cooked in our purpose built kitchen. Our school cook makes every effort to ensure that there is a range of healthy choices within each daily menu. Should your child have particular food allergies, please see Mrs Williams (school office) for relevant information.

Parents of children in Years 3-6 are able to buy a school dinner for their child using the cashless "Parent Pay" system. This website also displays the menus for each week. There is no requirement to sign up for school dinners for a week or term but meals must be booked in advance: by the Thursday 12pm of the week before the meals are required. Meals must be booked then paid for within 2 hours or the booking is lost.

If you have any booking issues, please speak to the office staff.

Children in Reception, Year 1 and Year 2 are ALL currently entitled to a school dinner EVERY DAY!

A simple registration and booking process exists - please ask at the office for the relevant form.

Many children are able to claim free school meals. To check if your child is able to do this, please speak to the office staff - Mrs Bridge and Mrs Williams.

Claiming these doesn't mean your child must have a dinner every day. Ask in the office for details.

First Aid and sickness

Trained members of staff deal with minor injuries. If your child is too ill to remain in school, or needs expert medical attention, parents will be contacted to arrange for the child to be taken home or for further treatment.

Fill in our contact form, giving us a daytime telephone number and address, plus the name of any responsible neighbour or relative who may be able to assist.



KEEP YOUR CONTACT ADDRESS OR PHONE NUMBER UP TO DATE

ABSENCE FROM SCHOOL

Even the healthiest of us fall ill occasionally and, when this happens, it is sometimes better for your child stays at home. **We do however require a telephone call or text about the absence.** If your child attends the doctor or hospital during school time, you will need to show the appointment card to a secretary in the school office. **Children needing to attend appointments much be collected from the school office.** **Often, poorly children can still attend school.** A small dose of calpol etc. can mean they learn to cope at school despite having a cold etc. Please send children with tissues etc. and we will monitor their condition and contact you if we are concerned.

Holidays during school time

No holidays are permitted during school time. Holidays are recorded as **unauthorised** and can lead to involvement with the Education Welfare Service, a fine or even a criminal record. Please ensure you book family holidays during the natural holiday breaks in the school year. **School is open for 38 weeks in the year. That leaves 14 weeks for booking holidays!**

Medicines

There are occasions where it is possible for us to administer medicine. In order to find out, please speak to Miss Parkins or the Headteacher.

PLEASE DO NOT JUST SEND YOUR CHILD TO SCHOOL WITH MEDICINE.

INHALERS : Please ensure your child's teacher knows about your child's asthma and how they need to use their inhaler. It is important to visit your GP every 1-2 years to have asthma plans checked. Parents are responsible for ensuring inhalers are within expiry dates. It is strongly recommended that children have a spacer with their inhaler.

Some children have severe allergies and require Epi-pens. All staff are trained in the emergency use of Epi-pens annually. If your child needs an Epi-pen, please inform the office so a care plan can be completed.

ATTENDANCE

Regular attendance is not only strongly encouraged, it is essential if your child is to succeed.

The Government expect children to attend school a minimum of **96%** of the school year. If you want to know your child's attendance, please ask at the school office.

If you have any issues getting your child into school on time or their attendance is becoming an issue, **Lois** – our Parent Support Advisor can help you. Come and see her any morning in the Community Room. It is better to ask us for help than to be chased by the Education Welfare Officer! The **LA pursue poor attendance and some parents have been fined several hundred pounds for poor attendance and persistent lateness.**

2018-2019 attendance to June '19: 95.18% UA:1.11%

We like our children to be smartly dressed and to wear sensible shoes. It is Governing Body policy for children to wear school uniform and by sending your children to Great Bridge, you are agreeing to abide by this policy.



Our uniform is very simple!

White polo shirts

Navy blue cardigan, jumper or sweatshirt. These do not need to have the Great Bridge logo but if you wish to buy one – they are available from Oakes. Ask at the office for details!

Black or grey skirt, pinafore dress or trousers. Black or grey shorts can be worn in warmer weather

Black shoes.

(Children should not wear shoes with heels over 4cm high. They should not wear flip flops or mules.)

In the summer, girls can wear a blue/white checked dress.

Headscarves for religious reasons: dark blue, dark grey or black.

Please note:

Jewellery – One pair of stud earrings only in the ear lobe only. No hoops, hanging or creoles. No additional piercings. Your child **MUST** remove the studs for all PE lessons. No other forms of jewellery should be worn.

For PE: Please place the kit in a PE bag with your child's name on:

Indoor PE

T-shirt and shorts / leggings
PE pumps

Outdoor PE

T-shirt and shorts / leggings or a tracksuit
PE pumps or trainers

Children must be able to change their footwear for PE – if the PE lesson is on the field, footwear can get muddy.

Swimming

Swimming costume – no long shorts or bikinis
Swimming hat (Optional)
Towel
Bag for the above.

All earrings must be removed for PE lessons.

Kara must be covered with a sweatband or removed for PE Kara must be large enough to be removed easily in an emergency.

Art

An old shirt or apron can be kept in the PE bag for messy art lessons.

Please put names in your child's uniform and PE kit including shoes.

Lost Property

Any found items are sent either to classroom lost items boxes or the school office.

Mobile phones – on the rare occasion your child needs to bring this, they should leave it with the SLT office and collect it at home time. No other gadgets, gaming devices or music players etc. should be brought into school.

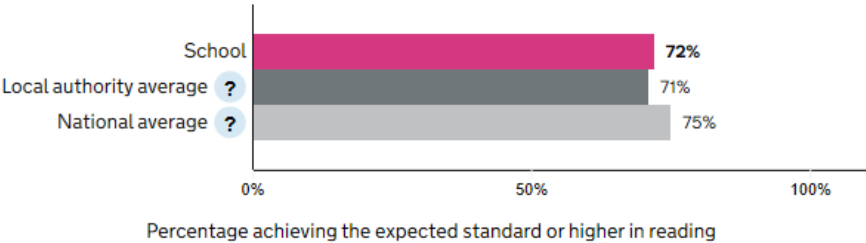
National Curriculum Assessment Data – KS1

The tables shows a summary of the National Curriculum assessment results of pupils in the school (2019) and nationally (2019) at the end of Key Stage 1, as a percentage of those eligible for assessment.

Percentage achieving the expected standard or higher in reading ?

Number of pupils = 60

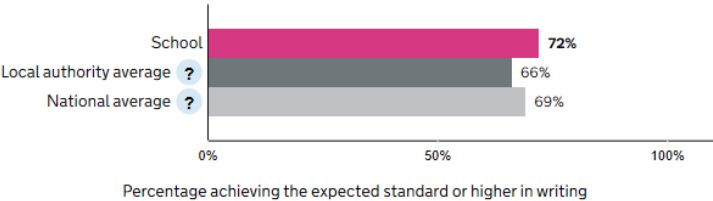
[View as table](#)



Percentage achieving the expected standard or higher in writing ?

Number of pupils = 60

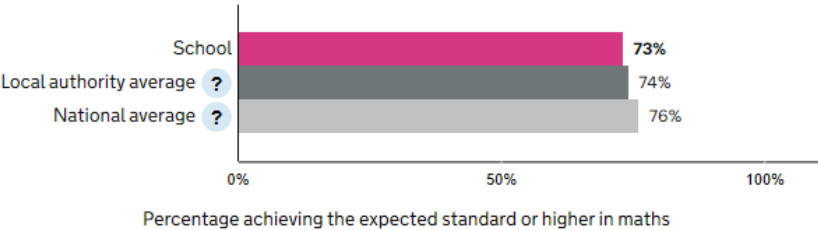
[View as table](#)



Percentage achieving the expected standard or higher in maths ?

Number of pupils = 60

[View as table](#)



National Curriculum Assessment Data – KS2

This information shows the percentage of Year 6 pupils achieving the Expected Standard for Year 6 in 2018, compared to Sandwell LA and National results.

Key stage 2

This is revised data for 2018/19.

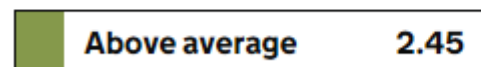
 [Download PDF to print or save](#)

Progress in reading, writing and maths ?

Reading ?

Number of pupils = 57

Pupils with adjusted scores = 0



Confidence interval ?
0.8 to 4.1

Writing ?

Number of pupils = 57

Pupils with adjusted scores = 0

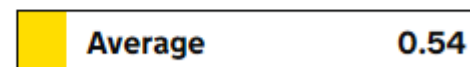


Confidence interval ?
0.9 to 3.8

Maths ?

Number of pupils = 57

Pupils with adjusted scores = 0

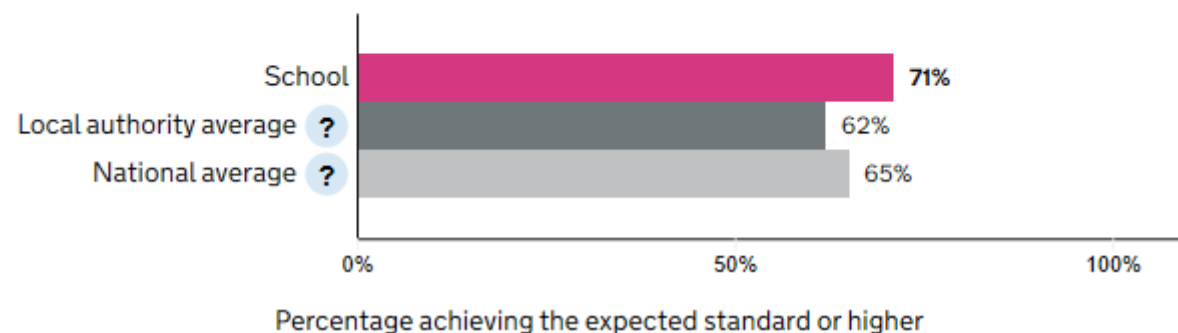


Confidence interval ?
-0.9 to 1.9

Reading, writing and maths combined ?

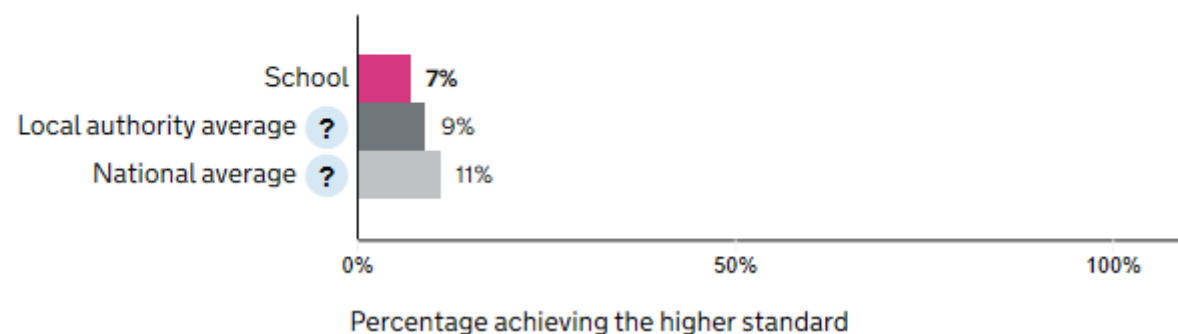
Percentage of pupils achieving the expected standard or higher ?

Number of pupils = 59



Percentage of pupils achieving the higher standard ?

Number of pupils = 59



Further information regarding attainment is available on the government performance website: <https://www.compare-school-performance.service.gov.uk/>

ZERO TOLERANCE

All school staff have the right to be protected from verbal and physical aggression. For this reason school has a Zero Tolerance policy. Any visitor to school, including parents or family members are expected to speak to members of school staff in a manner that is polite and courteous.

No shouting, swearing, abusive or threatening communication or behaviour will be tolerated.

Visitors, parents or family members who behave in this manner will initially be asked to leave school premises and may be banned from returning in the future.

Whilst such occasions are extremely rare, in order to protect staff, the policy remains active.

Getting to school and Parking

We are a large school surrounded by small roads. We ask that parents park a little way away from school and walk rather than trying to park immediately outside either the Mount Street or Bramah Way entrances. Parents, carers and family members should always be considerate when parking – making sure they are not parked across local resident's driveways etc. Parents are **NOT** permitted to park on either of the school car parks. These are reserved for SEN taxis and staff cars. Neither car park should be considered a "turning circle".

Punctuality

It is important to arrive at school on time. This should be by 8.40am (12.20pm for afternoon nursery children). It can be very distressing for a child if they miss lining up with their class and have to come through the front door. Equally, we ask that parents ensure they leave home / work with sufficient time to collect children on time at the end of the school day – 3.15pm (Afternoon nursery 3.20pm). Again, not being collected when all the other children have left causes children distress.

If for any reason, you recognise that you are going to be delayed in bringing or collecting your child, you should phone the school office to inform them of the situation. If children have not been collected by 4pm AND where no parent communication has been received, we are required to contact Sandwell Children's Services (Social Services).

Who can collect your child?

Generally we expect a parent or close family member to collect your child. If for some reason you are unable to collect your child and someone who is unknown to school staff will be collecting them on your behalf, please let the school office know before the end of the school day.



Older siblings can collect your child – they need to be **15 years old** and a responsible young person.

They should not enter the school grounds with their mates

Only those actually collecting a sibling are allowed on school grounds.

PLEASE REMEMBER ALL AREAS WITHIN THE SCHOOL GROUNDS ARE STRICTLY NO SMOKING INCLUDING E-CIGS AND VAPING.

General Data Protection Regulations (GDPR) 2018

Privacy Notice 2018 (How we use pupil and families information).

The categories of pupil and families information that we collect, hold and share include:

- Personal information (such as name, date of birth, unique pupil number and address)
- Safeguarding concerns
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility, INA status – Asylum Seeker, Refugee, Economic Migrant, Looked After Child, Adopted and SGO children)
- Medical information
- Accident information
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information relating to academic progress, pupil attainment and educational performance in general
- Special Educational Needs or Disabilities information
- Behavioural information including exclusions
- Information from Early Years providers
- Children's Parent/Carer information (such as name, address, contact details, including emergency contact details as provided by parent/carers)
- Parental consent for school photographs.

Why we collect and use this information:

We use the pupil and families data:

- To support pupil learning
- To monitor and report on pupil progress
- To provide appropriate pastoral care
- To work with agencies supporting pupil safeguarding
- To assess the quality of our services
- To comply with the law regarding data sharing
- To provide support for pupils with special learning needs or disabilities
- To comply with all statutory data returns to the DfE and their partner organisations
- To qualify the child is eligible of funding and to calculate funding
- To provide data to the local authority as required statute or by current contracts, service level agreements or data sharing agreements with the local authority
- To inform next educational providers and/or employers of relevant pupil performance and contextual information

The lawful basis on which we use this information:

We use information about children and young people to enable us to carry out specific functions for which we are responsible. We also use this personal data to derive statistics which inform decisions we make regarding the running of the school, the curriculum, safeguarding and to assess pupil outcomes. The lawful basis is as follows (Article 6):-

- The data subject has given consent to the processing of his or her personal data for one or more specific purposes;
- Processing is necessary for the performance of a contract to which the data subject is party or in order to take steps at the request of the data subject prior to entering into a contract;
- Processing is necessary for compliance with a legal obligation to which the controller is subject;
- Processing is necessary in order to protect the vital interests of the data subject or of another natural person;
- Processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller;
- Processing is necessary for the purposes of the legitimate interests pursued by the controller or by a third party, except where such interests are overridden by the interests or fundamental rights and freedoms of the data subject which require protection of personal data, in particular where the data subject is a child.

And (Article 9)

- Processing is necessary to protect the vital interests of the data subject or of another natural person where the data subject is physically or legally incapable of giving consent

We collect and use pupil information under responsibilities set out within:

- Education Act 2002 Section 33
- Education Act 1996
- Children and Families Act 2014 (SEND Reforms)
- Childcare Act 2006
- The Early Years and Foundation Stage Order 2007
- The Education and Skills Act 2008
- The Apprenticeship, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children Act 1989
- Adoption and Children Act 2002
- Children and Young Persons Acts 1963 (Regs 1968)
- Education (Governors Annual Reports – England) (Amendment) Regulations 2002 SI 2002 No 1171
- School Standards and Framework Act 1998 and Academies Act 2010
- Schools Admissions Code Statutory Guidance for admission authorities, governing bodies, local authorities, school adjudicators and admission appeals panels December 2014
- Schools Admission Appeals Code February 2012 Statutory guidance for school leaders, governing bodies and local authorities.
- School attendance: Department advice for maintained schools, academies, independent schools and local authorities November 2016
- DBS Update Service Guide June 2014
- Keeping Children Safe In Education – Statutory Guidance Sept 2016 and any updated version of this document.
- ‘Working Together to Safeguard Children’ - A guide to interagency working to safeguard children – March 2015
- An employer’s right to work checks (Home Office May 2015)
- Limitation Act 1980 (section 2)
- Social Security (Claims and Payments) Regulations 1979 Regulation 25. Social security administration Act 1992 Section 8. Limitation Act 1980
- COSHH Regulations 2002. SI 2002 No 2677 Regulation 11; Records kept under the 1994 and 1999 Regulations to be kept as if the 2002 Regulations had not been made. Regulation 18

- Control of asbestos at work regulations 2012 SI 1012 No632 Regulation 19
- The Education (Pupil Information) (England) Regulations 2005 SI 2005 No 1437
- Education Act 1996. Special Educational Needs and Disability Act 2001 Section 1.
- Outdoor Education Advisers Panel National Guidance Section 3 – Legal Framework and Employer Systems and Section 4 – Good Practice
- The SEN code of practice 2015
- Adopted LA Safeguarding and Child Protection Policy.

The submission of the school census returns, including a set of named pupil records, is a statutory requirement on schools under Section 537A of the Education Act 1996. This means that schools do not need to obtain parental or pupil consent to the provision of information and ensures schools are protected from any legal challenge that they are breaching a duty of confidence to pupils.

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold children and young person's data for various periods of duration as determined by School's Retention Policy.

Who we share pupil information with

We routinely share pupil information with:

- Schools or local authorities that the pupil's attend after leaving us
- Our local authority
- Other local authorities our pupil's reside in
- The Department for Education (DfE)
- Providers of alternative educational provision
- School nurse
- Local health trust and their commissioned health services
- Inclusion Support
- Speech and language service
- Counselling services for pupils
- Children's services including Early Help, COG, Family Support Workers, Black Country/Sandwell Women's Aid
- Police Force
- Sandwell Leisure Trust
- Reading Volunteers, Beanstalk
- Children's Centres

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring. We share pupils' data with the local authority and other local authorities our pupils reside in or leave to go to, to allow them to carry out statutory duties including the identification of children missing education, and to ensure that all pupils get a suitable education, in line with in line with sections 436A and 437 of the Education Act 1996. The local authority also has responsibilities around the identification of pupils with special educational needs as identified in section 22 of the Children and Families Act 2014.

We also share pupil's data with the local authority for the purposes of comparative data analysis and to enable the provision of services by the Local Authority as defined in the current contracts, Service Level Agreements or data sharing agreements.

We are required to share information about our pupils with our Local Authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information about Individual Pupils) (England) Regulations 2013.

We share pupil information with school nurses, speech and language, local health trusts and their commissioned health services in order to ensure our pupil's medical needs are addresses, thus ensuring our children get a suitable education and are kept safe at all times.

We share pupil information with Sandwell Leisure Trust in order to monitor and report on pupil progress.

We share pupil information with Beanstalk in order to monitor and report on pupil progress.

We are required to share pupil information with children's centres to enable them to track the progress of pupils who access their service prior to entering school to enable them to evaluate if their input makes a difference to children's attainment.

Data collection requirements

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- Conducting research or analysis
- Producing statistics
- Providing information, advice or guidance.

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- Who is requesting the data

- The purpose for which it is required
- The level and sensitivity of data requested: and
- The arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact:

- Miss Lorraine Parkins, School Business Director, 0121 557 1526
lorraine.parkins@greatbridge.sandwell.sch.uk or
- Data Protection Officer, dpo@greatbridge.sandwell.sch.uk, 0203 797 6340.

You also have the right to:

- Object to processing of personal data that is likely to cause, or is causing, damage or distress
- Prevent processing for the purpose of direct marketing
- Object to decisions being taken by automated means
- In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- Claim compensation for damages caused by a breach of the Data Protection regulations.

Where the processing of your data is based on your consent, you have the right to withdraw this consent at any time.

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact:

- Miss Lorraine Parkins, School Business Director, 0121 557 1526
Lorraine.parkins@greatbridge.sandwell.sch.uk