



# Welcome to Milton C.E. Primary School

## Our Vision and Values

Life in all its fullness John 10:10

Our school is guided by our core Christian values of:

- Love and community
- Courage and perseverance
- Friendship and respect
- Curiosity and wisdom

We will support the spiritual, moral, social, emotional, physical and intellectual development of our children and the wider school community as we grow and develop a love of learning together in a happy, safe, healthy and stimulating environment.





## Milton Church of England Primary School

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Headteacher: Mrs A Reeder

Dear Parents/Carers

Welcome to Milton School. If your family is about to join our community for the first time, we look forward to a happy association over the coming years. If you already have a child at Milton, we are pleased to renew the partnership between us.

The overall aim of our school is to develop each child as an individual, socially, emotionally, physically and academically by providing a happy, secure and stimulating environment where each child feels valued. We aim to help the children increase in self-confidence and to build lively enquiring minds enabling them to reach their full potential. The staff work hard to create a lively stimulating atmosphere that motivates learning. Behaviour management is positive and consistent with an emphasis on children taking responsibility for their actions through developing a set of values based on respect for themselves and others.

Milton is a Church of England school in which the ethos is based on Christian values. Our school aims to be an inclusive school because we believe everyone has a part to play and can be themselves. We hope to make all our children feel welcome and valued so that they can look forward to every school day. Every child is different and we view differences as the opportunity for adults and children to learn more about themselves and others. Any discrimination is unacceptable.

Milton School is a caring school. Staff are very approachable so please do not hesitate to refer any query regarding your child's education or welfare to them or me. We believe that the 'home school' partnership is an essential part of our commitment to success. We see teachers and parents as equal partners working together to enable all of the children to reach their potential.

Confidence in the school comes from knowing and understanding what is happening within it. More information on the school can be found on our website at [www.milton.cambs.sch.uk](http://www.milton.cambs.sch.uk). Milton has a flourishing School Association (MSA), which plays an important part in the life of the school.

At our last Ofsted Inspection (September 2014) we received a good report.

- Achievement across the school is good. Pupils make particularly rapid progress in Key Stage 1. Standards at the end of Year 6 are consistently above average in reading and mathematics, and improving quickly in writing.
- As a result of action taken by the leadership team, the progress of pupils who have special educational needs and those who speak English as an additional language has improved this year and is now good.
- Children in the Early Years Foundation Stage make good progress as a result of consistently good teaching, and as a result they are well prepared for Year 1.
- Teaching assistants are highly effective in supporting pupils in their learning.

We hope this brochure will go some way in providing the information you need to ensure your child's smooth entry into our school. If you would like further information please do not hesitate to contact us.

Yours sincerely,

Anna Reeder



This is the ethos statement of each Church of England school in the diocese of Ely.

*'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.'*

*The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.'*

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## Governing Body

*'Governors have a determination to make the school outstanding. They have a good understanding of the daily work of the school, they monitor standards rigorously and contribute well to improvement.'* (OfSTED 2014)

Local governing bodies are committees of the board of directors of DEMAT, and exercise whatever functions and responsibilities have been delegated to them by those directors. Their functions and responsibilities are set out in a Scheme of Delegation for each academy school

Each DEMAT academy school has a local governing body, with seats reserved for the headteacher, the incumbent, staff, parents and General Members. In most cases, the Diocesan Board of Education, any relevant Parochial Church Council and the Methodist District may nominate to the General Member seats, if there are vacancies.

## School Organisation

Milton is a spacious school. At present there are approximately 400 pupils on roll which are divided into classes according to age. Foundation and Key Stage 1 pupils (4+ to 7 year olds) are organised into six classes with a maximum of 30 children in each. They are accommodated in the older part of the building. The remaining Key Stage 2 pupils are divided into eight classes situated in the newer part of the school. Pairs of teachers in parallel classes work closely together planning a broad and balanced curriculum for the year group. Where the balance of abilities or behaviour, changes over the year, we reserve the right to review the makeup of the two classes in a year group for the following September.

In order to realise each child's potential, children will be taught as a class, or in ability groups or as individuals.

## School Sessions

Morning session  
8.55 - 12.15 pm Foundation/KS1  
8.55 - 12.25 pm KS2

Afternoon session  
1.15 - 3.15 pm Foundation/KS1  
including 15 minute break  
1.30 - 3.20 pm KS2

Children should arrive at school about ten minutes before the morning session begins; it is important that the children are punctual. An Education Welfare Officer works with the headteacher to monitor the registers and follow up poor attendance and lateness. It is also important that children do not arrive at school too early in the morning when there is no playground supervision; a member of staff is on duty from 8.45 am. If for some reason you are likely to be late in collecting your child at the end of the day, please let us know so that we can make arrangements. Please do not take other children you know home with you at the end of the day unless you have made arrangements with the child's parents and school has been informed. It is most important that we, and the children, know who is collecting them.

The teaching week excluding registration, assemblies and breaks is 21.15 hours for Foundation/KS1 and 23.25 hours for KS2 pupils.

## Equal Opportunities

Equality of opportunity at Milton School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community, pupils, staff, governors, parents and community members. Milton is an inclusive school and welcomes staff, pupils and parents regardless of their sex, disability, race, colour, religion, nationality, ethnic or national origins and disability.



## Behaviour

*'Pupils' behaviour is good. They have a positive attitude towards learning and are responsive to the expectations of teachers.*

*Behaviour in lessons and around the school is good. The pupils are polite and courteous towards one another and adults.'* (OfSTED 2014)

All children have the right to an education, which offers the best opportunities to work hard, be happy and make good progress. Teachers and support staff at Milton School work hard to create the right environment and opportunities for this to happen. High expectations of pupil behaviour is fundamental to the principles and values that we seek to promote.

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. We also acknowledge that there are times when we have to deal with behaviour, which is unacceptable, so it is important that the system of rewards and sanctions that we have in place are consistent and fair and understood by all members of the community.

Please see the enclosed summaries of our school Positive Behaviour Policy and Anti-Bullying Policy.

## Physical Intervention

Milton School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal with all incidents involving aggressive behaviour, and only use physical intervention as a last resort in line with Department for Education (DfE) and LA advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will aim to ensure minimal risk of injury to pupils and staff.

## School Security

As most entrances to the school and to classrooms are kept closed during the day, you will need to come to the main school entrance on Humphries Way if you wish to get in between 9.15 am and 3.00 pm. There is a security system on the doors and entrance is obtained after identification. Please do not open any other door elsewhere to leave by. The KS1 playground has gates on it, which

are closed during the school day. The school has a remotely monitored burglar and fire alarm. The school's health and safety group undertake regular inspections of health and safety issues.

## Collective Worship

As a Church of England School, Christianity forms the basis of our daily acts of collective worship. Once a week the act of collective worship is led by the local vicar or youth and family worker. Children visit All Saints Parish Church Milton to celebrate Harvest, Christmas and Easter and the end of term.

Assemblies are acts of worship that enable us to restate the moral values by which we live, celebrate festivals as well as personal, group and community successes. Worship takes place everyday, usually for the infants and juniors separately. Parents and friends are invited to join our Friday Class Assemblies, which are led by the children.

## RE Teaching and Withdrawal from RE

We teach our children to understand the nature of religion, beliefs and practices. Because the Christian tradition has profoundly influenced our culture, Christianity is the religion that is studied in greatest detail. Other world religions are also taught. We ensure that children acquire knowledge of religion, that they explore and reflect upon human experience and that they learn to develop sensitive, tolerant attitudes.

In planning our religious education we use Cambridgeshire's agreed syllabus and schemes of work developed by the Diocese of Ely and Understanding Christianity materials.

The agreed RE syllabus is intended to be suitable for all pupils in the county's schools. It benefits pupils by increasing their understanding and awareness of other people and their ability to respect the rights of others even where they disagree with their views. It contributes to pupils' spiritual, moral and ethical development. It is designed to be of educational worth to pupils from any or no religious background.

- Very occasionally a parent may wish to exercise the right to withdraw their child from all or part of RE. In this case the school might wish to try to discuss the matter with the parents
  - (a) to make sure that their request is based on a clear understanding of what RE involves, and



- (b) to make practical arrangements for the supervision of the child. You also have the right to withdraw your child from collective worship

### Admission Arrangement for Four-Year Olds

By law, children must start school at the beginning of the term after their 5th birthdays. Milton School admits all pupils in the September of the academic year in which they turn five. The Local Authority coordinates the admissions procedure on our behalf and determines the date when applications should be received. Details about the application process can be viewed at <http://www.cambridgeshire.gov.uk/admissions>

We would like you to feel happy and confident about your child starting at this school since it is an important time in a child's life. The children who are due to join the foundation stage classes in September are invited to spend two afternoons with the class teacher in June or July. A meeting is also held in June/July for all parents of children due to start school the following academic year.

We hope to make the transition from home to Milton School as smooth as possible ensuring that each child settles confidently and quickly. During the first week all children attend part time and entry is staggered to ensure that each child is welcomed and given individual attention. In week two autumn born children start full time while spring and summer children remain part-time. During the second full week parents of the younger children will be invited to consultation sessions with teachers. If part-time children have settled confidently they will be offered full time schooling. There is no pressure for any child to start full time until he/she is ready.

*'The school is a safe environment. Pupils say they feel safe at school, a view supported by almost all parents who expressed a view.'* (OfSTED 2014)

### Special Educational Needs and Disability Provision

At Milton School we welcome all children. This includes those with special abilities, special requirements and/or learning difficulties. We have a clear system for identifying and monitoring the progress of children with special

needs and are able to give help and support where required. We work closely with parents, children, school based support and specialist staff from the Local Authority to ensure that all our children gain maximum benefit from their primary school education. The school is easily accessible for wheelchair users.

A copy of the Special Educational Needs Policy is published on our website. The name of our inclusion manager is Mr Nick Haycraft

### Accessibility for Inclusion

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about themselves and others.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan (published on our website) describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information.

The school has a policy for supporting children with special educational needs which is revised every year. This policy is available on the website. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

In order for effective partnership working between home and school to take place, we anticipate that parents will want to:

- inform the school at the earliest opportunity if their child has a disability and the exact nature of it;



- provide the information school needs to plan effectively for the child to be a full member of the school community;
- acknowledge that when deciding whether an adjustment is reasonable, one of the factors the head teacher must consider is the effect of the proposed change on all members of the school community;
- recognise the importance of school and home working in partnership.

The Governors monitor and evaluate the effectiveness of our planning for inclusion arrangements.

### Safeguarding

The Governing Body of Milton School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Under the Education Act of 2002 (section 175), schools must "make arrangements to safeguard and promote the welfare of children". We will endeavour to provide a safe and welcoming environment where children are respected and valued.

The school will therefore be alert to signs of abuse and neglect and will following the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection.

Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer and, where possible, inform them of the referral to Social Care. **This will only be done where such discussion will not place the child at increased risk of significant harm.**

In accordance with local information sharing protocols, we will ensure that information is shared effectively and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the Designated Person for Child Protection was carrying out their responsibilities in accordance with the law and acting in the best interests of all children.

### Illness

Please telephone school if your child is unwell and unable to attend school.

- When your child returns to school please send a note explaining the absence.
- If a child suffers from sickness or diarrhoea, please allow 48 hours to elapse after the symptoms have ceased before returning the child to school.

Please notify school in writing if your child will be absent in order to receive any medical or dental treatment.

If your child has to leave school during lesson time for any reason (e.g. to attend a dental or hospital appointment) please would you put the request in writing and collect your child from the office, and sign them out.

### Holiday Absence in Term Time

Pupils of school age must, by law, attend school regularly. Leave of absence for a family holiday should be avoided if possible as it can seriously disrupt a child's continuity of learning.

School cannot legally authorise school absence unless there are **exceptional** circumstances.\* The fact that parents have kept their child off school does not make it authorised; absences that are not for sickness, or approved by the school are unauthorised. Where a pupil is absent without prior authorisation or without verbal or written explanation on return, the absence will be treated as unauthorised.

\* Holidays taken during term-time will not be authorised.

Absences relating to individual children are recorded in the pupil's annual report in July.



When absences are high, for whatever reason, the school's education welfare officer will become involved. Parents are informed by letter if a child's absence falls below an acceptable level (currently 95%.)

School has a responsibility to report the number of unauthorised absences.

*Please see detailed family and holiday absence information on separate sheet.*

## Dinners

We promote the awareness of the need for a balanced diet and exercise. We encourage our children to eat healthily.

School dinners provide an opportunity for the social development of children. Meals are cooked on the premises at Milton; fresh fruit and vegetables are readily available. A vegetarian option is always available. If your child requires a special diet for religious or health reasons please ensure that the school caterer is informed and appropriate arrangements will be made.

Money is payable in advance on the first day of the week. Please ask at the office for the current price of a meal. The preferred method of payment is by our on-line payment system or by cheque which should be made payable to Milton C. E. Primary School. Money should be put

in an envelope and marked with the child's name, class number and the amount enclosed.

If you prefer your child to have a packed lunch, please make sure that all containers are clearly labelled with your child's name, drinks are in plastic containers and a spoon is provided if necessary. Please do not include sweets or fizzy drinks.

Forms for parents requesting free school meals are available in school and when completed should be sent to Cambridgeshire County Council. You can apply direct on-line. <http://www.cambridgeshire.gov.uk/childrenandfamilies/education/primary/costs/freeschoolmeals.htm>

Since school gains additional Pupil Premium funding it really helps if all eligible parents take up this option, even if they intend their child to have packed lunches.

It is permissible for children to go home for lunch.

## Break Time Snacks

The school takes part in the National School Fruit & Vegetable Scheme. All children aged between 4 and 6 (Foundation and KS1) receive a piece of fruit daily. Healthy eating is encouraged and is discussed as part of the Personal, Health and Social Education (PHSE) curriculum. KS2 children are allowed to bring healthy snacks such as fruit, vegetables or raisins. Crisps or sweets are not permitted.

## The School Curriculum

*'The school offers a rich and wide range of subject topics that enthuse pupils and promote their desire to learn.'* (OfSTED 2014)

### The Foundation Stage

The Early Years and Foundation Stage (EYFS) is from birth to five years of age. Most of the children who attend Milton School have had some form of pre-school experience since soon after their third birthday.

The EYFS is valued as a very significant stage in children's development, providing the building blocks for future lifelong learning.

At Milton we plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the

children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.



The **specific** areas are:

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive Arts and Design**

The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

At the end of the year parents are provided with a detailed report of their child's progress in all seven areas of learning.

### **The National Curriculum**

At Milton we aim to make quality the essential part of every child's education. The children follow the National Curriculum, which includes English, Mathematics, Science, Geography, History, Art, Music, Design and Technology, Information Communication Technology, Physical Education, and Religious Education. Much work involves the linking together of a number of subjects within a single topic or theme, which will thus be cross curricular in nature. This provides more cohesive and creative learning experiences for the children. The National Curriculum programmes of study are mapped into topics and covered at an appropriate level for age range. The school also adds additional elements to the National Curriculum such as Personal, Social and Health Education (PSHE) and Citizenship. We also provide French for KS2 pupils.

Key Stage 1 (KS1) refers to children aged 5-7 years, Key Stage 2 (KS2) to pupils aged 7-11 years.

### **English**

In English during KS1 pupils learn to speak confidently and listen to what others have to say.

Staff endeavour to nurture a love of books by providing access to a wide range of books and reading materials. Building on the EYFS curriculum Milton continues to put a strong emphasis on the teaching of phonics. As skills increase children begin to read and write independently and with enthusiasm. They use

language to explore their own experiences and imaginary worlds.

During KS2 pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literacy and non-literacy texts and learn how language works.

The learning is structured into units which last for two to three weeks, where children are prepared for independent writing by moving through reading and exploring a genre, analysing its features and organisation, and planning. During the units children's progress is assessed through teacher observations, discussions and marking of the final piece of writing. These assessments ensure that opportunities for learning build upon prior attainment.

### **Mathematics**

During KS1 pupils develop their knowledge and understanding of maths through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills and use them in different situations. They learn about shape and space through practical activity which builds on their understanding of their environment. They begin to grasp mathematical language and use it to talk about and explain their methods and reasoning when problem solving.

At KS2 children use the number system more confidently. They move from counting reliably to calculating fluently with all four operations. They are encouraged to always try to tackle a problem with a mental method before using any other approach. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

The work is structured into units of work, which last for two to three weeks, links are made between different strands of maths. In this way children are enabled to make connections and apply their learning. Children are assessed throughout units so that opportunities for learning build upon prior attainment.

### **Information and Communication Technology (ICT)**

In a rapidly changing world we aim to give children opportunities to feel confident in using



consistently developing technologies. Our aim is for Milton to be an e-confident school where ICT is central to many aspects of school life, and forms a key part of children's learning across the curriculum. All classrooms have interactive whiteboards which are used by staff to support teaching and learning and children have regular access to a trolley of laptops, iPads and classroom PCs. ICT is integrated into other subjects through our use of the renewed Cambridgeshire Scheme of Work. The school gained two prestigious awards for its use of ICT to support learning; The NAACE Mark and the ICT Mark .

### **Science**

Science is taught as a single subject or part of a wider theme. It is taught as knowledge and through the investigation of wider concepts.

Science, as with most areas of the curriculum must start with the child's known environment and experience. The children are encouraged to use their senses exploring, sorting and grouping objects in the immediate environment. They begin to be aware of similarities and differences and learn to record their findings in a variety of different ways.

As children get older their understanding of the world in which we live increases. Logical thought is promoted and a greater depth of understanding is expected. Children begin to design their own investigations to test ideas. They look for patterns and draw conclusions from their results. Children work in a variety of groupings encouraging them to consider carefully how they will communicate their findings to others.

### **Design and Technology**

Children need to explore familiar situations, artefacts and systems in order to develop an awareness of design and technology. They will learn to recognise that a wide variety of materials are used to design and make things. They will have opportunities to explore various materials in order to discover their different properties. The children will be taught the skills which enable them to join together materials and use equipment safely.

As the children progress they will be encouraged to identify their own tasks for design and technology. Planning will become more detailed and they will be encouraged to consider procedures that minimise waste and achieve accuracy and quality.

### **History**

In history children learn about what the past was like and how and why things happened. Knowledge and skills such as asking questions, research and communicating ideas are developed through blocked topics that actively engage the children's enthusiasm. At KS1 the children begin to develop a sense of chronology through studying the recent past. They make comparisons between toys and homes in the past and learn to identify similarities and differences. They also learn about significant people and events such as the Great fire of London.

At KS2 children develop a range of skills that enable them to think like historians. They are taught about important events and developments in Britain's past, from Roman to modern times. They also learn about ancient civilisations and the history of other parts of the world. This work is enriched by events such as themed sessions i.e. Victorian School Day, Tudor Day and visits to local museums and places of interest.

### **Geography**

Geography is concerned with the study of places, the human and physical processes which shape them, and the people who live in them. Geography helps children to make sense of their immediate surroundings and the wider world.

Much of KS1 geography will be based on direct experience, practical activities and exploration of the local area. Pupils will use maps, pictures and books to compare Milton with other places. The children will be introduced to the vocabulary of geography and be encouraged to ask geographical questions.

At KS2 children will develop their understanding of geography by studying a contrasting locality and a locality in an economically developing country. They will be taught how to find geographical information and develop skills to help them interpret and make sense of the knowledge gained.

### **Music**

All classes have at least one lesson a week. Melodic and rhythmic percussion instruments are used at all stages. Children have opportunities to listen to a wide variety of music in order to develop their knowledge and appreciation. Milton children traditionally enjoy singing. The Christmas performances and termly productions provide a wonderful opportunity for the children



to share their skills with parents and members of the local community.

Instrumental tuition can be accessed through Cambridge Music from Year 3 onwards.

### **Art and Design**

The children meet with a wide range of experiences, including painting, drawing, modelling, collage, fabric work and printing. They also have the opportunity to become aware of some of the world's major artists. The children's work is displayed in the communal areas of the school. Creative expression is a deep human need and education has a duty to help children satisfy it.

### **Physical Education (PE)**

Physical Education occupies an important position in the primary curriculum. As children develop physically they need to explore their capabilities and potential and to develop an understanding that exercise plays an important part in developing a healthy life style. Alongside this, there is a need for children to gain understanding of movement and spatial awareness. In addition, children need to come to an appreciation of the value of co-operation in team games. Children are involved in sports matches with local schools and can take part in after school sports activities such as football, netball and running. During the summer term the children are able to use the school's swimming pool.

### **Religious Education**

Religious Education takes its place alongside all the other subject areas of the curriculum in playing a part in the personal, social and moral development of the child. We use the Cambridgeshire Agreed Syllabus throughout the school as a basis for Religious Education provision and the requirements of the 1988 Education Reform Act. The objectives of the syllabus cover four main areas relating to knowledge, experience, skills and attitudes. As children progress through the school they meet with a variety of learning experiences that are suitable for particular ages. While the main emphasis of the programme of study is Christianity, we also teach multi-faith topics. We value the contributions from community members who share their knowledge of different religions and enrich the children's learning experiences.

### **Personal, Social and Health Education (PSHE)**

Our school philosophy is based on creating an environment in which individuals feel valued and where personal endeavour and responsibility for

themselves and others is nurtured. Through PSHE we strive to develop children's social and emotional awareness. We use the SEAL (Social and Emotional Aspects of Learning) materials, alongside the Cambridgeshire PHSE Scheme to give the children the vocabulary, knowledge and skills for this important area of learning.

We gained Healthy Schools accreditation and our continued good practice has led to us becoming a leading school within Cambridgeshire for PSHE.

### **Sex and Relationships Education**

This key area is studied under the umbrella of PSHE, which together with Science, provides a natural and caring environment for learning about growing and changing, both physically and emotionally. Parents are always given the opportunity to discuss the details of the programme and become familiar with it before it begins.

The Sex and Relationship policy was developed through latest County guidance by our Healthy Schools working party of teachers, parents and governors and ratified by the Governing Body. If you would like to see a copy of the full policy, please see the school website.

### **Parents' Right to Withdraw**

Parliament under section 241 of the Education Reform Act 1993 has established the legal framework for schools to follow. The legislation 5/94, regarding sex education acknowledges that parents have the right to withdraw their children from all or part of the sex education outside of the National Curriculum. A parent wishing to exercise this right should in the first instance make an appointment to see the head teacher. Any parents still wishing to exercise this right should write to the head teacher at the beginning of each academic year.

### **Multi-Cultural Education**

At Milton we endorse the Cambridgeshire County Council belief that 'Education for All' means providing all pupils with the knowledge, skills and attitudes they need to live happily in their own culture, the main culture and in and across other cultures. We are lucky to have a school community that includes many families from different cultures which enrich the life of the school.

### **Recording and Reporting Racist Incidents**

Under the *Race and Relations (Amendment) Act 2000* and *Home Office Code of Practice on*



**reporting and recording racist incidents (2000)**  
schools are required to record and investigate all racist incidents and to report them to the Local Authority on a regular basis.

#### **Definition of a racist incident**

Cambridgeshire Local Authority and schools, as advised by the Home Office adopted the definition recommended in the Stephen Lawrence Inquiry Report 1999:

**'A racist incident is any incident which is perceived to be racist by the victim or other person.'**

This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded and investigated as such, however minor it may seem.

Incidents involving children and adults will be recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a racist incident does not necessarily have a victim.

#### **Complaints About the School Curriculum**

Under the provision of the Education Reform Act 1988 schools are required to inform parents of the procedure for dealing with complaints about the school curriculum.

We hope all complaints can be resolved at an early stage and encourage anyone who has a concern about their child's progress to discuss the matter with the child's class teacher.

#### **Complaints Procedure**

As a school we work hard to maintain good relationships with our community; however sometimes people can see ways to improve things, and helpful suggestions are valuable. Sometimes people want to voice a concern or even complain formally about an issue related to the school. Our Complaints Policy and a leaflet that advises you on how to express a concern is available on our website.

#### **Complaints Procedure (summary)**

##### **INFORMAL STAGE**

School staff seek to resolve the complaint informally through discussion with the complainant. A complaint will not normally be considered unless the complainant has first raised the matter informally with the relevant school leader.

The complainant should submit a formal complaint within 90 school days of the cause for complaint.

#### **FORMAL PROCEDURE -**

##### **Stage 1\* (up to 10 school days total)**

Written complaint to the Principal/Headteacher

- Received by Principal/Headteacher
- Acknowledgement - 3 school days
- Investigation (including any discussion with the complainant)
- Formal Response (from the Principal/Headteacher - 10 school days from receipt)

\*If the complaint is about the Principal/Headteacher then the complaint will be directed to the Chair of Governors and considered as a Stage 2 complaint.

#### **FORMAL PROCEDURE -**

##### **Stage 2 (up to 10 school days total)**

Complaint to the Chair of Governors requesting review of Principal's/Head's decision

- Received by Chair of Governors (within 10 days of the Principal's/Head's response)
- Acknowledgement - 3 school days
- Investigation (including any discussion with the complainant)
- Formal Response (from the Chair of Governors or Clerk) - 10 school days from receipt

#### **FORMAL PROCEDURE -**

##### **Stage 3 (Final) (up to 20 school days total)**

Request for Review of Chair's Decision - Governors' Complaint Panel

- Received by Clerk to the Governors (within 10 days of the Chair of Governor's response)
- Acknowledgement - 3 school days
- Meeting
- Formal Response (from the Clerk) - 20 school days from receipt

The conclusion of Stage 3 brings to an end the governors' role in considering the complaint. Complainants who remain dissatisfied may wish to contact the Department for Education

#### **School Council**

As we feel that it is important that the children are involved in decision making we have a School



Council which is made up of a group of children from Key Stage 2 classes. Two children (a boy and a girl) are elected annually by the pupils in Years 3-6. The children represent not only their own class but also a Foundation/Key Stage 1 class. The council meets regularly playing an important role as a voice for the children. They discuss issues with their peers and bring forward their views to share at School Council meetings.

### Visits

During Year 6 children have the opportunity to experience a three-day residential trip to Grafham Water. This is a local centre, which offers various outdoor activities such as canoeing, yachting and cycling. Year 5 children will visit Burwell House.

When classes are taken on visits involving the use of transport, parents will be informed of all details and permission sought. While parents will always be informed if school is intending to take children off site specific written permission is not sought for local visits within Milton itself, e.g. to the church or country park.

### Charging Policy

Schools are not allowed to charge directly for activities during the school day, apart from residential visits. However, it is in order to invite voluntary contributions to fund activities that are additional to the normal school curriculum such as, trips outside school, visiting theatre groups or historical re-enactment days etc. Clearly these activities enrich the children's learning experiences and help to make their time at school more enjoyable and purposeful. We hope that parents will be willing to financially support such activities. We do make every effort to keep costs low, and are actively supported by our MSA.

## General Information

### School Uniform

We encourage all parents to support the uniform policy particularly by buying sweatshirts with the school logo. These, together with polo shirts with logo, PE T-shirts and shorts are all available from [myclothing.com](http://myclothing.com) our on-line supplier. Children should wear flat- heeled black shoes, not trainers. An optional waterproof jacket is also available.

### Boys' Uniform

Grey trousers, navy or white polo shirt, navy sweatshirt, grey socks and black shoes or sandals in the summer term.

### Girls' Uniform

Grey trousers or grey skirt, navy sweatshirt and navy or white polo shirt. Black shoes. Optional summer dress - small white and blue squared check and optional flat-heeled sandals.

### Physical Education (PE)

Plimsolls, elasticated fronts, if possible, are required for outdoor PE in the summer months. KS2 children wear trainers for outdoor PE. Pupils require a named shoe bag for their shorts and T-shirt. Football boots are not necessary.

### Book Bag

A blue book bag with the school logo is available from the school office.

### Swimming

For swimming each pupil needs a swimming costume, towel and waterproof bag. A bathing hat should be provided for pupils having long hair. Plasters should not be worn in the pool. Children with verrucas are encouraged to wear rubber socks. Children should not wear stud earrings for swimming or PE.

We are aware that children's clothing is expensive so it is essential that all articles of clothing are clearly marked with the child's name to allow lost articles to be returned to their rightful owners. Lost property is put in a large brown container in the hallway by the KS2 hall, and in the corridor by the foundation stage classes. Recycling of items of school clothing is encouraged with regular 'nearly new' stalls held throughout the year run by our MSA.

## The Parent/Carer Partnership

At Milton we are committed to the parent/school partnership and wish to work closely with families to ensure that every child achieves his/her potential.

We endeavour to keep parents fully informed of all school activities through regular communications. Newsletters are sent on alternate Fridays and the school web site contains a wealth



of information about the school. The views of parents are sought through regular questionnaires.

We welcome parents to take an active interest in the work of the school and to come in and help. There are numerous ways to assist, for example, listening to children read, artwork, cooking, accompanying school trips, etc. We are also pleased when parents share their expertise and enthusiasms with the children on such projects as the environmental studies area. Milton takes its responsibility for child protection seriously and we expect all volunteers to complete a DBS check and attend a safeguarding induction before working with the children. We take up references for volunteers.

We appreciate parents' support for MSA social and fund raising activities, which provide additional equipment for the school. There are many occasions during the year when parents are invited into school for events such as concerts, sports days, class assemblies and open evenings. Productions are held each term by different classes. Each June younger KS2 classes invite parents to join them during their display of country dancing.

We are committed to reducing unnecessary paperwork so the preferred method of communications is via 'Parent mail'.

#### **Parent/Teacher Consultations**

Each term we hold an open evening for parents/carers to meet teachers and discuss their child's progress. We are pleased that all parents take advantage of these opportunities, which we consider to be very important. Each term teachers write a class newsletter; this should enable parents to be fully informed of their children's learning. In July parents receive a written report on their child's progress.

In addition, of course, we are always available to discuss any issues causing concern. After school is generally a better time than before school when teachers are busy preparing for their classes.

#### **Milton School Association**

We have a School Association, called the MSA, which engages in activities, which support the school as well as raising funds to assist in the provision of extra facilities for the children. Recently the MSA funded the refurbishment of

the KS2 non fiction library, replaced the trim trail and provided support for the school allotment. All parents are automatically members of the MSA Elections for the committee are held each autumn term. Popular events include fireworks night, the quiz night, Christmas Fayre and the summer barbecue.

#### **School Clubs**

Currently there are a number of activities that run before and after school hours, some of these, such as drama, dance and multi sports are on a fee-paying basis as they are run by outside coaches. There is also an independent breakfast and after-school care club (KidsRUs) that runs until 6.00 pm and during holidays. Please see the website for details.

#### **Liaison with Local Schools**

The school has close links with Cygnet pre-school in Milton. Prior to entry into the Foundation classes, visits are made so that the children are familiar with the school staff and setting. Milton also places a strong emphasis on close relationships between local primary schools and Impington Village College. We meet regularly to discuss the curriculum, local and national issues and the smooth transfer of children to secondary school. Sports matches and other events such as taster classes are arranged to broaden the children's experiences and enable them to meet peers from local schools.

All parents of Year 6 children must register for a place at a secondary school of their choice in the autumn term. Milton School children generally transfer to Impington Village College. The village colleges hold open evenings in September/October so that parents can visit and decide which school would best meet the needs of their child.

#### **Health and Safety**

The Governors of Milton School recognise and accept their responsibilities for the establishment and maintenance of Health and Safety and ensure, so far as is reasonably practicable, the health, safety and welfare of our staff, pupils and any visitors to our premises.

Pupils are expected to:

- a) exercise personal responsibility for safety of self and classmates;



- b) observe standards of dress consistent with safety and/or hygiene (this would preclude unsuitable footwear, knives and other items considered dangerous);
- c) observe all the safety rules of the school and in particular the instructions of staff given in any emergency;
- d) use and not willfully misuse, neglect or interfere with things provided for his/her safety.

#### **Accidents in School**

In the event of an accident we will act in the manner of a responsible parent.

In the event of a more serious accident or illness every effort will be made to contact the child's parents or guardians. If we are unable to do so we will contact the child's personal doctor. In the event of an emergency the child will be taken to Addenbrooke's Hospital.

#### **Head Lice**

If you do discover that your child has head lice, please seek medical help from your GP, pharmacist or the school nurse.

In order to prevent outbreaks of head lice, it is sensible to inspect your child's hair at least once a week and to encourage him/her to brush or comb it well twice a day.

#### **Emergency School Closure**

In exceptional circumstances the school may be unable to open due to health and safety issues or adverse weather conditions. These occasions are very rare and every effort is always made to ensure that the children's education is as uninterrupted as possible.

In the event of closure, Radio Cambridgeshire is informed and they will broadcast the information.

Parents should be aware that if it is a county wide incident there is likely to be a delay before they announce it. A notice of closure will also be posted on our website. Parents will need to 'refresh' the page to ensure up to the minute information. If weather conditions are poor and parents are unsure if we will be open, children must not be sent to school unaccompanied.

#### **Children's Personal Property**

School cannot accept responsibility for the loss of children's property. It is advised that valuable items such as watches, jewellery and precious toys should not be brought to school. In the interests of safety only small stud earrings can be worn in school

#### **School Policy on Photographing and Videoing Plays, etc.**

School has been advised of the following information via Cambridgeshire County Council.

Parents are not covered by the Data Protection Act 1998 if they are taking photographs or making a video recording for their own private use. The Act does not, therefore, stop parents from taking photographs or making video recordings at school events, such as nativity plays.

*Parents are not permitted, however, to take photographs or to make a video recording for anything other than their own personal use (e.g. with a view to selling videos of a school event). Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the Data Protection Act 1998 would be breached. Parents should be expected to agree in writing that when photographing school events they would comply with the above.*

This information is correct at the time of printing, June 2019, but may be subject to change.

