

# Sacred Heart Primary School

## School Prospectus



Jesus at the Heart  
of all that we do

April 2017

Sacred Heart Primary School  
Langford Drive  
Luton  
LU2 9AJ

# Sacred Heart Primary School



Jesus at the Heart of all that we do

## Welcome to Sacred Heart Primary School

At Sacred Heart Primary School, we strive to live out explicitly the Catholic ethos and mission of our school. With Jesus at the Heart of all that we do we aim to provide the best education for all our pupils in all areas of the curriculum. Religious Education is the foundation upon which all other areas of the curriculum are built; it underpins the philosophy of everything we teach. Each member of staff has a responsibility for fostering Religious Education within our school family, bringing their own experiences to this process for the benefit of our community.

### Our School

Our school is part of the parish community of Sacred Heart Church, Stopsley. Sacred Heart Infant and Junior Schools opened in 1962 in the one building. The Infant School officially opened as a separate establishment in a new building in September 1967. In September 2003 Sacred Heart Infant and Sacred Heart Junior Schools began a new and exciting chapter in their history as they merged to form Sacred Heart Primary School.

The School is situated on an open site, with separate Key Stage One and Key Stage Two buildings. Access to and from the Church is very easy as there are no roads to cross.

Within the Foundation Stage, the school has a maintained 4+ unit with a separate outdoor play area. Children are supervised at all times.

At the school we aim to encourage co-operation between Church, home and school to achieve the all-round education of our children - spiritually, emotionally, intellectually and physically. It is widely accepted that the process of education begins at birth and is based at home. At Sacred Heart Primary School in partnership with the Sacred Heart Parish we aim to build on and support the essential foundations laid within the family.

Parents entrust us with their children; we aim to nurture and nourish the seed of Faith sown at Baptism, assisting parents in this responsibility. We encourage each child's unique and individual growth and development, as they progress along their life journey.

The children are encouraged to regard Sacred Heart as their Church and regular children's Masses take place in which the children participate. We recognise the school serves a secondary function, to supplement and complement the family influence in the vital task of education and moral development. Together with the parents we accept the responsibility to nourish our children and encourage their growth so that each child may achieve their full God given potential. As part of the Sacred Heart Parish we are a people of God gathered in Christ, united in the journey of faith, in care for one another, and in celebration.

At Sacred Heart Primary School we try to encourage this three-fold partnership by welcoming members of the clergy into the school and by seeking the help and support of parents in many different ways. Parents are particularly invited to attend and take part in School Assemblies and Masses and help in the classroom or provide additional adult support on educational visits. Over the year this has helped to develop strong Parish, Home and School liaison and has undoubtedly contributed to the strong feeling of community that exists in the school.

### **Governing Body**

The Governing body is responsible for the overall management of the School. The composition of the Governing body is as follows:

<b>SACRED HEART PRIMARY SCHOOL – GOVERNING BODY</b>			
MR D BYRNE	Chair (FG)	MR D KOTULA	PARENT GOVERNOR
MRS J HORNE	Vice-Chair (FG)	MR B YANG	PARENT GOVERNOR
MR D CHRISTOPHER	FOUNDATION GOVERNOR	MRS G HUNT	L.A. GOVERNOR
MR A COLLON	FOUNDATION GOVERNOR	MISS A ABELA	STAFF GOVERNOR
MS L DRISCOLL	FOUNDATION GOVERNOR	MISS C FLYNN	STAFF GOVERNOR
MRS B BROWN	FOUNDATION GOVERNOR	MRS C KING	CO OPTED GOVERNOR
MRS F WARREN	FOUNDATION GOVERNOR	MRS J CULLEN	EX OFFICIO
MRS C WOOD	FOUNDATION GOVERNOR		
MRS G DELAHUNT	CLERK		

#### **Chair**

Mr D Byrne  
 C/o Sacred Heart Primary School  
 Langford Drive  
 Luton  
 Beds  
 LU2 9AJ

#### **Clerk to the Governing Body**

Mrs G. Delahunt  
 C/o Sacred Heart Primary School  
 Langford Drive  
 Luton  
 Beds  
 LU2 9AJ

## Admission Policy

### Basic Information:

1. Sacred Heart Primary School is promoted by the Diocese of Northampton and is maintained by the Luton Local Authority (LA).
2. The Governing Body of the school is responsible for determining and administering the policy relating to the admission of pupils to the school. The Governing Body is guided in that responsibility by the requirements of the law, by the advice of the Diocesan Trustees and its duty to the school and the Catholic community.
3. In accordance with the provisions of Regulations 49 of the Education (School Government) Regulations 1999, the Governing Body has delegated responsibility for determining admissions to its Admissions Committee, with regard to the school.
4. The ethos of Sacred Heart Primary School is based on Christian Gospel values and the teachings of the Roman Catholic Church. We ask parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the Roman Catholic faith to apply for and be considered for a place here.
5. The school primarily serves the parishes of Sacred Heart Luton, Our Lady's (Castle Street) Luton, St. Joseph's Luton and that part of the Holy Ghost Parish south of the Dunstable Road in Luton
6. To fulfill the requirements of the law and having consulted with the LA and other local admission authorities, the Governing Body has set a planned admission number of 60 pupils.
7. Parents wishing to apply for a place in the school in Reception must complete both the co-ordinated admission form and supplementary VA form for Catholic schools and return to the LA by no later than the date specified in the Starting School Information booklet. Both these forms are available from the Admissions Manager, Children and Learning Dept, Town Hall, Luton. It must be carefully noted that all applications must be submitted on the LA form or made on-line and all applications will be considered at the same time. Allocation letters will be issued on the offer date set out in the co-ordinated admissions scheme. The co-ordinated admissions scheme will be published on the Council's website on the school admission pages, the scheme will be updated on an annual basis.
8. Children with a statement of Special Educational Needs or EHC Plan naming the school will be admitted in accordance with the policy and regulations. The school also supports the In Year Fair Access Protocol. On occasion pupils will be admitted to the school using Luton's In-Year Fair Access Protocol for primary schools. Such placements override the normal admission arrangements; this includes admitting children above the published admission number.
9. The Admissions Committee of the Governing Body will consider all applications on equal preference (see additional information) according to the criteria set out below without reference to the ability or aptitude of any child. All applications will be considered on an equal preference basis.

## Admission Criteria:

In the case of over subscription the Governors will give priority to children in the following order:

1. Looked after children or children who were previously looked after but immediately after being looked after became subject to an adoption, child arrangements or special guardianship order<sup>1</sup>. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (section 22 (1) of the Children Act 1989)
2. Baptised Catholic children with siblings attending the school at time of proposed admission, whose families are practising Catholics whose application is supported by their parish priest or the parish priest where they practise.
3. Baptised Catholic children of practising families from the parish(es) of Sacred Heart Luton, Our Lady's (Castle Street) Luton, St. Joseph's Luton and that part of the Holy Ghost Parish south of the Dunstable Road in Luton, whose application is supported by their parish priest or the parish priest where they practise.
4. Baptised Catholic children of practising families from other parishes whose application is supported by a priest.
5. Other baptised Catholic siblings of children attending the school, at the time of admission.
6. Other baptised Catholic children
7. Siblings other than Catholic of children attending the school at the time of admission.
8. Children from other Christian denominations whose parents wish them to receive a Christian education, and whose application is supported by their priest or minister of religion.
9. Other Christian children.
10. Children from other faith backgrounds whose application is supported by their minister of religion.
11. Other faith background children.
12. Other children.

In any situation where the application of the above criteria results in a situation where there are more children with an equal right to admission to the school than the number of available places, the tie break will be distance from the main school gate, measured in a straight line, using a computerised mapping system, as approved by Luton (or relevant) Borough Council. Those living closer to the school will be accorded the higher priority. The distance will be

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<sup>1</sup> An adoption order is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children's Act 2002 (see section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by s.14 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

measured from a point at the home address identified in the Local Land and Property Gazetteer to the main entrance of the school site, determined by the Governing Body of the school as the main entrance in Langford Drive. Priority is not given within each criterion to children who meet other criteria.

Where one twin/child of multiple birth qualifies for a place and the other sibling(s) do not qualify for a place, both twins/multiple birth children will be promoted to the sibling criterion. This approach will also apply to siblings in the same year group who live together at the same address.

In the event of (a) two or more children living at the same address point (e.g. children resident in a block of flats) or (b) two addresses measuring the same distance from the school, the ultimate tie-breaker will be random selection, witnessed by a Council officer, independent of the Admissions Team.

Further details regarding the application procedures are given in the Local Authority's booklet.

### **Additional Information:**

The Governors operate an equal preference system which means all applications are considered against each of the above criteria, regardless of any indicated preference ranking.

1. All parents/carers whose application was successful or unsuccessful will be informed in writing of the outcome of their application on the offer date set out in the co-ordinated admissions scheme.
2. The parents/carers of those children whose application for a place was unsuccessful will be informed in writing on the offer date set out in the co-ordinated admissions scheme. The decision of the Admissions Committee and its reasons for not offering a place will be explained along with the parent/carer's right to lodge an appeal against the decision including detail of how and to whom such appeal should be lodged.
3. The Admissions Committee will keep a 'waiting list' of those children who have not been offered a place in the Reception year until the end of the autumn term. At that point, new applications need to be made to the school and a new waiting list will be collated.

For this and all other over-subscribed year groups, a waiting list will remain in place until the end of each academic year (31 July).

4. A Catholic child is a child baptised according to the rites of the Roman Catholic Church and possesses an original Baptismal Certificate. A child enrolled in a catechumenate programme is also accepted as a Catholic if they are supported by a letter from their parish priest confirming their enrolment on the programme.
5. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (Section 22(1) of the Children Act 1989)
6. A sibling is defined as brothers or sisters living in the same house, including natural brothers or sisters, adopted siblings, step brothers or sisters and foster brothers and sisters. That sibling must be in school at the time of admission to fit into the Admissions Criteria.

7. A pupil's home address will be regarded as the address of the parent(s) or carer(s) with parental responsibility with whom the pupil usually lives. This will not usually include grandparents, aunts or uncles. Where a pupil spends time with parents at more than one address, the address used will be the one at which the pupil is ordinarily resident and where the pupil spends the majority of the school week (Monday to Friday) including nights. If there is any query on the home address this will be checked against official documentation.
8. If a pupil moves into the admissions area outside the normal admissions round (or after the allocation process has been completed) there can be no guarantee of a place at the school if this would mean exceeding the admissions number. All applicants in this category will be considered against the admissions criteria set out above. Parents can apply directly to the school.
9. Overriding priority will be given to pupils who have a statement of Special Educational Needs which names the school. Priority may also be given to the admission of "hard to place" pupils in accordance with Luton's In-Year Fair Access Protocol for Primary Schools.
10. A practising Catholic is defined as someone who attends Mass weekly.
11. A Christian is defined as 'a member of one of the Churches Together in Britain and Ireland at the time governors make their decision on admissions.
12. An equal preference system means that all first, second and third preference applications are considered equally against the school's admissions criteria.
13. Applications received after the closing date will not be considered in the initial allocation of places, except in very exceptional circumstances. Where parents have submitted an application form before the closing date, but then seek to change their preference after the closing date, this late expression of preference will be treated as a 'late' application and will not be considered in the initial allocation of places. Late applications and late changes of preference will be processed as soon as possible after the offer date. Late applications for a place at Sacred Heart Primary School should be routed through Luton Local Authority in accordance with coordinated admission arrangements.
14. Appeals:  
Any pupil refused the offer of a place has the right of appeal to an independent appeals panel. Parents can lodge an appeal by writing to the Admissions Clerk. Appeals, in the normal admission round for Year R will be heard within 40 school days of the deadline for lodging appeals. For late applications or in-year admissions, appeals will be heard within 30 school days of the appeal being lodged. In respect of appeals for Years 3, 4, 5 and 6 the Independent Appeals Panel will decide on:
  - Whether the school's admission arrangements comply with the School Admissions Code and Part 3 of the School Standards and Framework Act 1998.
  - Whether the arrangements were correctly applied.
  - Whether the admission of another student would prejudice the efficient education and use of resources within the school.

The panel exercises its discretion balancing the degree of prejudice to the school against the appellant's case for the child being admitted, before arriving at a decision.

In respect of appeals for Years R, 1 and 2 where infant class size limits have been reached an

appeal panel can only offer a place to a child where it is satisfied that either:

- The child would have been offered a place if the admission arrangements had been properly implemented;
- The child would have been offered a place if the arrangements had not been contrary to mandatory provisions in the School Admissions Code and the School Standards and Framework Act 1998; and/or:
- The decision to refuse admission was not one which a reasonable admission authority would have made in the circumstances of the case.

15. School Transport:

Information on eligibility for assistance with transport can be found in the LA 'Starting School', a guide for parents and carers produced by LBC. Eligibility criteria are also set out in the Council's Home to School Transport Policy.

16. For information on parish boundaries contact Bishop's House, Marriott Street, Northampton, NN2 6AW.

17. Deferred Entry

The School admits children into Reception classes in the September prior to the child's fifth birthday. Parents/carers can choose to defer their child's entry to school, or take up a part time place, until he or she is of compulsory school age, providing the full time place is taken up within the same academic year.

Therefore:

Children born between 1/9/11 – 31/12/11 can defer their place until January 2017.

Children born between 1/1/12-31/8/12 can defer their place until April 2017.

Parents/carers cannot defer their child's entry beyond the dates given above. Parents/carers of children born between 1/4/12-31/8/12, who would like their child to start school in September 2017 would need to reapply for admission at a later date. These applications would be treated as an 'in-year' admission request and a place would only be offered if there were vacancies in the year group.

Parents/carers wishing to defer their child's entry to school or take up a part time place must put their request in writing to the Headteacher, ideally within 21 days of being offered a place by the Council.

18. Admission of Children Outside of their Normal Age Group

Parents seeking a place for their child outside of the chronological age group should submit their written case to the Admissions Committee. Parents should include information regarding the child's academic, social and emotional development and whether they have previously been educated outside of their normal age group. If the child has been born prematurely, parents should include these details in their application. Applications relating to the Starting School (Year R) admissions round will also be discussed with relevant local authority professionals. Decisions will be made based on the circumstances of each case and parents will be informed of the reasons for the decision in writing.

## The School's Principles and Values

### Faith, Philosophy and Objectives

“The Catholic School must provide an experience of a living and worshipping community, and in this way contribute to the entry of its members into the full life of the Church. It should be so inspired by the Gospel that it is seen as a genuine alternative to other forms of schooling”

Easter people 134.

### Our Catholic Faith is:

**Experienced** in our human relationships;  
in sharing reflections on our experiences;  
in the welcome and acceptance of the Christian community;  
in prayer and meditation.

**Told** in scripture;  
in the lives of people who are significant for us;  
in church doctrine and teaching.

**Celebrated** in liturgy and sacraments;  
in prayerful reflection;  
in ritual and symbol.

**Lived Out** in moral responsibility;  
in active service of others;  
in works of justice;  
in works for peace.

**In Respect** for and dialogue with those of other Christian Churches and other faith traditions.

As a Catholic School, Sacred Heart Primary places strong emphasis on the teaching of Christ, not only in RE lessons, but also as a living tradition witnessed to by all staff and pupils who work and grow together and show respect and concern for one another.

We aim:

- to provide a caring, secure and stimulating environment in which each child can grow in the knowledge of Christ within a community that daily celebrates the Gospel values in practice.
- to provide experiences in prayer, and liturgy that will enable children and staff to continue to develop awareness of their dignity as Children of God and of the unique contribution, which they make as they progress along their life journey.
- to encourage each child to grow in self-esteem, to develop their talents and abilities and to foster a positive attitude to life.
- to help our children, through teaching, through example, through discipline, to develop a mutual regard, understanding, tolerance and respect for others.
- Within a framework of equal opportunity, we aim to develop independence of thought and action; aiming for discipline to become self determined within clearly defined boundaries in accordance with our School Behaviour and Discipline policy.

## **The School Curriculum**

At Sacred Heart Primary School we aim to educate the whole child and develop fully their God given potential. The curriculum is shaped to cater for the needs of the individual child so they receive a wide variety of experiences. We believe that our school provides the experience of a living, growing Christian environment for all members of our community. We are committed to the development of the whole child, maintaining a balance between physical, intellectual, social, spiritual and emotional growth.

Within the school, there are clear policies for the teaching of individual subjects as well as an overall curriculum policy.

## **Religious Education**

Religious Education is based on the life of Jesus, Church Festivals, Celebrations and knowledge of other Faiths. The programme "Come and See" is used in the school. Religious Education is at the heart of our curriculum and our beliefs and practices influence all we do in school. In our lessons, we seek to develop the children's knowledge of God's revealed teachings, to deepen their understanding of our Church, to offer guidance on their way of life and to enable them to celebrate fully in their faith, through Liturgy and prayer.

Our aims and objectives for Religious Education are based on the revised edition of the "Come and See" Diocesan scheme and the two key documents for Catholic Education, Broad Areas of Attainment in RE and the RE Curriculum Directory for Catholic Schools.

The Curriculum Directory for Catholic Schools, advises us to promote the following:

- Knowledge and understanding of Catholic faith and life.
- Knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose.
- The skills required to engage in examination of and reflection upon religious belief and practice.

The school is part of the worshipping community of Sacred Heart Parish. The children have experience of a living liturgy in school through presenting class assemblies and taking part in a variety of celebrations both in school and in Church.

## **The Foundation Stage**

We endeavour to make the start of a child's time at school happy, and the transition to Year One as smooth as possible. The Foundation Stage curriculum is designed to achieve the Early Learning Goals laid down by the government, throughout the Foundation Stage. We aim to provide each child with a cheerful, secure learning environment, in which he or she can play and learn effectively. Each child, whatever their needs or abilities, is encouraged to develop confidence, to become more independent and to develop good social skills through opportunities of spontaneous and planned structured play. As children mature and show readiness and ability, they have access to some more formal activities. The classrooms are organised to meet these needs, reflecting an appropriate balance of child and adult initiated activities.

All children will follow the 'Early Years Outcomes' during their time in Foundation Stage.

This will inform understanding of your child's development through the early years in order to meet the 'Early Learning Goals' by the end of Foundation Stage. All children will have a completed Early Years Foundation Stage Profile at the end of their year in Foundation Stage. This summarises and describes your child's attainment at the end of Foundation Stage and is organized into the following areas:

**The prime areas of learning:**

- communication and language
- physical development
- personal, social and emotional development

**The specific areas of learning:**

- literacy
- mathematics
- understanding the world
- expressive arts and design

The Early Years Foundation Stage Profile also includes three **characteristics of effective learning** outlined below:

- playing and exploring
- active learning
- creating and thinking critically

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the children's transition process from Early Years Foundation Stage to year 1.

In addition, regular R.E. sessions take place during the week.

**Baseline Assessment**

During the first six weeks of starting school a baseline assessment will be completed which aims to measure the progress made by children between Foundation Stage and the end of Key Stage 2. Practitioners will use their professional judgement to assess children through their everyday child initiated experiences. This baseline does not include any form of testing as evidence is collected through observations of children's activities.

Parents can access their children's learning journey and contribute towards their profile throughout the year, using an online assessment tool '2 Build a Profile'. Foundation Stage staff use this assessment tool to record evidence and track pupil progress each term.

**The National Curriculum - Key Stages One and Two**

The school follows the programmes of study for Key Stage 1 (5 to 7 years) and Key Stage 2 (7-11) as laid down by the National Curriculum. We aim that all pupils will receive a broad and balanced curriculum. The curriculum is under continual review and regular assessment takes place as part of our Assessment, Recording and Reporting procedures within school, beginning with the Early Years Foundation Stage Profile during the first half term of entry into the school, followed by Phonic Testing in Year 1 and ending with SATs at the end of year 2 and 6.

Health and Sex Education are an integral part of the Religious Education, PSHE and Citizenship, and Science curriculum within school. We aim to enable the children to understand that positive, caring environments are essential for the development of a good self image and that individuals are in charge of, and responsible for, their own bodies. Within the teachings of the Catholic Church, we provide knowledge about the processes of reproduction, the changes that take place in their bodies and the nature of sexuality and relationships. We encourage the acquisition of skills and attitudes which enable pupils to manage their relationships in a Christian manner.

### **Key Stages One and Two**

The National Curriculum for Key Stage One (children in Years 1 and 2), stipulates a broad and balanced programme of learning activities to be delivered in the ‘core’ and ‘foundation’ subjects.

#### *Core Subjects*

Religious Education

English

Mathematics

Science

#### *Foundation Subjects*

Computing

Design and Technology

History

Physical Education

Art and Design

Geography

Music

PSHE

Citizenship

Languages ( French) in KS2

Through the assessing, recording, reporting and monitoring of each child’s individual need we aim to help every pupil to progress at his/her individual pace, including the most able and those with specific learning difficulties.

#### *The Core Subjects*

### **Mathematics**

We encourage children’s confidence and enjoyment of mathematics whilst acquiring the skills of measuring, observing, weighing, calculating, estimating, computing and recording in different ways. Problem solving and investigating is seen as a method of drawing all these skills together.

All children follow the guidance of the National Curriculum. This provides a structured approach to the development of mathematical skills.

## **English**

We believe that language, both written and spoken, is of crucial importance for the mental, social, psychological and spiritual development of the child.

We aim to help our children:

- To engage in meaningful talk and discussion;
- To be able to express themselves clearly;
- To talk, read and write with confidence and pleasure;
- To become familiar with stories and poetry;
- To know the pleasure of reading books;
- To develop a handwriting style that is legible;
- To become confident writers.

In Sacred Heart Primary we use Read Write Inc a whole school literacy programme designed to create fluent readers, confident speakers and proficient writers. Sacred Heart Primary School is a Read Write Inc Model School one of fifty schools nationwide .

## **Science**

We aim to develop the children's knowledge and understanding of important scientific skills, processes and ideas and to relate these to everyday experiences. Emphasis is placed upon investigative work and exploration of topics derived from the programmes of study at Key Stage 1 and 2 of the National Curriculum.

*The Foundation Subjects*

## **Computing**

Every class has timetabled weekly access to the ICT suite in KS2 where specific ICT skills are taught. In addition, every class has an Interactive Whiteboard, computers, lap tops and iPads with internet access. Pupils are taught the principles of information and computation equipping them to use information technology to create programs. The children are taught to communicate by presenting their work in writing, drawings, graphs and tables. ICT is used to enhance all areas of the curriculum.

## **Design and Technology**

Design Technology is concerned with generating ideas, making and doing. Through design and technology children are encouraged to acquire skills, investigate a need, respond to an opportunity and produce an end product, modifying and evaluating their work as appropriate. The children are taught to cook a variety of predominantly savoury dishes and to apply the principles of a healthy and varied diet.

## **History**

A wide variety of topics are covered to broaden historical knowledge and awareness. Whenever possible, the children will be involved in active research and investigation and be given the opportunity to participate in extra- curricular activities appropriate to the history curriculum for their year group.

## **Geography**

In Geography, a wide variety of topics are covered to develop knowledge, skills and understanding relating to people, places and environments in the UK and overseas, and an appreciation of how places relate to each other and the wider world. The children are encouraged to develop a sense of responsibility for their environment and are actively involved in research and investigations through the year.

## **Music**

Lessons are of a practical nature, with everyone encouraged to develop performing skills through singing and playing. The children learn how to improvise and compose. They experience music from a variety of cultures. Individual Class teachers deliver the music curriculum within each class. There are opportunities for children to further their musical interests and skills in recorder groups, the school choir and individual singing lessons.

## **Peripatetic Music**

Peripatetic music teachers visit the school on a weekly basis. They offer specialist tuition in Brass, Piano, Violin, Guitar and Woodwind. Children in Year 3 receive weekly violin lessons.

## **Art and Design**

Children have a natural curiosity and creativity. We aim to stimulate these qualities by providing opportunities to handle a wide variety of materials so they can develop an awareness of colour, style, design and practical skills. Children have the opportunity to extend their practical, critical and perceptual skills in art. This can be through drawing, painting, collage, clay, printmaking, textiles or construction. They also learn to appreciate and understand the work of other artists. Displays of children's work are to be seen throughout the school.

## **Physical Education**

Physical Education (P.E.) is delivered by specialist staff and encompasses a wide variety of activities, which include gymnastics, games and dance at Key Stage 1. At Key Stage 2 children also have access to swimming, athletics, and outdoor and adventurous activities, in addition to gymnastics, games and dance. We aim to provide all pupils with a variety of activities and experiences that will hopefully encourage an interest in sport and physical education. P.E. lessons are supplemented by extra-curricular clubs and activities throughout the year. In P.E. we aim to teach the skills, knowledge and understanding involved in a range of activities working individually, in groups or in teams as appropriate.

## **Sporting Aims and Provision**

A wide range of sports is offered at Sacred Heart, including football, rugby, netball, rounders, cricket, athletics, swimming, gymnastics, dance and short tennis.

We have a large playing field, which is used for games lessons. School team training takes place at lunchtime or after school.

After school and extra-curricular activities are also offered across the school and cover a wide range of activities including drama, dance, taekwondo, netball, computing club, multisports, choir, knitting and science clubs.

## **Swimming**

As part of their PE curriculum children have weekly swimming lessons in Year 4. To cover transport and tuition costs a voluntary contribution is asked for this activity.

**Jewellery must not be worn during PE lessons and long hair needs to be tied back. Children are not allowed to wear earrings during P.E, due to health and safety we cannot put tape over earrings.** Further clothing matters and Health and Safety issues are detailed in the Health and Safety in PE policy.

## **Personal Social and Health Education and Citizenship**

We believe Personal Social and Health Education & Citizenship (PSHE&C) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active responsible citizens. This belief is inherent in our school aims. PSHE & C is the responsibility of all the adults in the school community and should be shared with the family and the wider community. The children participate in many activities appropriate to the PSHE & C curriculum including Anti Bullying, Safety Squad and Alcohol Awareness workshops.

## **Special Needs**

We believe that all children should have access to a broad and balanced curriculum and have a right to an education that develops each child's aspirations and develops their full potential. All class teachers and teachers of children with Special educational needs and disabilities are responsible through first quality teaching for meeting their needs with advice and support of the schools SENco, Teaching assistants and advice from external professionals. In school we follow the 'SEN Code of Practice' (2014) that takes into account the Children and Families (2014).

At Sacred Heart we work in partnership with parents to ensure that pupil's special educational needs are identified and assessed and that strategies are developed to meet those needs, providing a secure environment for the children's educational, spiritual and emotional development. Regular meetings are held to discuss outcomes of individual pupils and review interventions and external support needed.

The School's SEN policy, gives more detail about the various stages of assessment and is available on the school website with other policies.

Adaptations have been made to the school in the form of ramps being installed at the external doors to help with mobility problems and new medical facilities, including a disabled toilet in both the Key Stage One and Key Stage Two buildings.

Apart from physical difficulties some children will have difficulties with learning and will need extra help with Literacy and Numeracy. At present the number of teaching assistants we have in the school is 24 and voluntary helpers also provide an invaluable service. Special Needs is a very important area within the school and the children are well catered for. The Special Needs Co-ordinator does not have a full-time class teaching commitment. The school is also well supported by the LA's Learning Support and School Psychological Services.

## **School Council**

The children are given the opportunity to present their opinions and discuss important issues relating to the life of the school, through regular meetings of the School's Council with a member of the Senior Management Team. Each class from Year 2 to Year 6 is represented by two elected members and the Staff representative is responsible for the co-ordination of the activities and meetings of the Council. A School's Council display board is in the main hall, the members report back regularly to their peers and meet with Mrs. Cullen, the Head Teacher at least termly to discuss issues.

## **Anti Bullying Club**

The ABC (Anti-Bullying Club) was initially a subcommittee of our school council and new members are nominated/invited annually as our oldest children leave for high school, where hopefully they can spread the anti-bullying message further.

Like all schools, we sometimes have issues with bullying. An important element of the work of the ABC is in raising awareness of what bullying is, tackling this head on when this is necessary, and also guiding children in thinking about the effects of their actions on others and helping them to learn what is acceptable, or not. Very young children, as we have in our school, do make mistakes, and we see it is important that they learn from their mistakes and move forward

We see the work of the ABC as having two branches. The first branch tackles bullying directly. The second branch we see as being just as important, that of enhancing the ethos of our school. This is particularly important to us as a Catholic school. We view the quality of relationships as very important; how everyone in our school community, adults and children, is a special individual with their own unique talents and attributes.

The ABC give their free time to attend meetings and to discuss issues and ideas about how to tackle bullying. They act as strong role models for other children in the school who look up to them. Children know that they can approach a member of the ABC if they have a worry or are concerned about bullying. They run various diverse events over the course of each year, including leading assemblies, running workshops for target yeargroups, running Compliment Days, acting as playground mentors and buddies, nominating children for Acts of Kindness awards, monitoring the Bully Boxes, amongst other ongoing activities. They also attend regular training to keep their skills and knowledge of bullying issues up to date.

## **Staffing**

The Governors employ qualified teachers, qualified nursery nurses and teaching assistants who support the children in the work planned for them by their class teacher. As well as classroom based staff, Governors employ administration staff, lunchtime supervisors, a caretaker and cleaning staff. All members of staff make a valuable contribution to the day to day running of the school.

## **School Day**

The school day begins at 8.55am and parents are asked to bring their children to the school playground in good time in order to assist a prompt registration and start to the school day. Children can enter their classrooms from 8.45a.m. Registration will finish at 9.00 a.m and any pupils arriving after that time must please report to the office. If parents have to collect their child for any reason, they are expected to report to the office to sign their child out.

At Sacred Heart Primary School, we believe registration is a time for the class teacher to take responsibility for the whole class. During this time pupils will follow a set routine often involving a written task, known as morning rituals. If parents need to address a concern or speak to the teacher about a particular matter please arrange a convenient after school appointment with the class teacher or request an appointment via the office. Your consideration and support in this important matter is very much appreciated.

During the winter months there may be some mornings where it is too cold for the children to remain outside. If this is the case, *the teacher on duty* will make the decision to send the children to class where the class teacher will be waiting. The children do not need to arrive in school before 8.45a.m. in time for 9.00a.m. registration. If you feel it is a particularly cold or rainy morning perhaps it might be better on that occasion to arrive in the playground at the later time of 8.45a.m.

**Parking** in Langford Drive is very limited and parents are advised to use the car park attached to the Church and then walk through the KS2 School grounds. *As the Langford Drive entrance is so restricted and in order to comply with health and safety guidelines, parents are asked not to drive into the school grounds except by prior arrangement* The children should always be safe from traffic while in school. The school day finishes at 3.30 pm and parents are asked to collect their children promptly.

### **Attendance**

The school has a very high record of attendance, all absences must be reported immediately, and explained by letter before or when the child returns to school.

The Educational Welfare Officer checks the school registers regularly and it is important that the entries are accurate and up to date. If your child is ill, please contact the school on the first day of absence and/or send a letter to the school stating the reason why your child has missed school. Where there is an unrecorded reason for absence the school or EWO may contact you to update the entry appropriately.

Requests for leave of absence will not normally be granted for the purposes of a holiday. Government guidelines state that Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances. School days are precious; children only attend school 190 out of 365 days. There are 175 days a year which parents can use for any activities other than school. Requests for leave of absence must be made in advance to the Head Teacher.

### **Health**

The Child Health Department is responsible for organising medicals, dental checks, hearing and vision testing and also regular height and weight checks. Parents will automatically be informed of their child's health checks and invited to attend where appropriate or necessary.

### **Links with Parents and Parental Consultations**

At Sacred Heart Primary School we aim to develop important relations with parents, the parish and the wider community. We want all those who are part of our community and any visitors, to feel welcome and valued.

We encourage communication between home, parish and school and use pmxparentmail to

improve this communication. Parents are asked to register and verify their pmxparentmail accounts, parents are also asked to update their contact details on pmxparentmail and to inform the school of any changes in their contact details. Regular newsletters are sent to parents informing them of school activities, policies and procedures via pmxparentmail. All policies and documentation are available to parents in school and may be viewed by prior arrangement. Parents are invited to contribute to the education of their child in many different ways. We are extremely grateful to all those parents who are able to give so generously of their time, helping on a voluntary basis with the many activities that take place in the school.

Parent Consultation meetings are arranged during the academic year, when parents are invited to visit the school to see their children's work and discuss their progress. Parents with a particular issue or concern are encouraged to discuss this initially with the class teacher. If parents then wish to see the Headteacher they should make an appointment.

### **Family Worker**

Mrs. Sue. Diggin and Mrs Jo Overton are the school's Family Workers. They work to improve links between the family and school and to support parents and families. A number of activities and workshops are run throughout the year for pupils, families and the wider community. The Family Room is situated in the KS1 building.

### **Northampton Diocese School Building Fund**

In September 2002 The Bishop of the Diocese of Northampton asked schools throughout the deanery to introduce a contribution scheme whereby parents of children attending Catholic schools within the Diocese are asked to make a voluntary contribution of £10.00 per term, per child, (for families the suggested amount is £15.00 per term, per family) towards the maintenance costs of building and repair works in school.

Our school is "Voluntary Aided" (i.e., funded predominantly from public monies), but in return for maintaining some independence and a specifically Catholic ethos, the Governors of the school are required to provide 10% of the costs of any major repairs and building projects.

Further information regarding the scheme will be distributed to all parents once their child has joined the school.

### **Uniform**

There is a school uniform which all the children are encouraged to wear all the time and we are grateful for the way parents support us by sending their children to school dressed in the appropriate school uniform. Some of the uniform is available from the chain stores, but jumpers, cardigans, short-sleeved polo shirts, school bags and P.E. kits may be purchased through the School.

May we take this opportunity to remind parents that uniform does extend to *sensible headwear and hair styles*. The more elaborate fashion braids/multi-coloured beading, shaved patterns, scarves and fashion clips are not always appropriate and I would ask you to be sensible in the choice of these for your child.

## **The current School Uniform is as follows:**

### **Girls:**

- Maroon Pullover/Cardigan with school logo
- White Blouse (KS2)
- White Polo Shirt (FS & KS1)
- School Tie **for Key Stage 2 children only**
- **Grey** skirt or pinafore dress
- **Grey** trousers
- Yellow and white checked cotton dress during the summer months
- Sensible black school shoes (no trainers or high heels)
- White, grey, black or burgundy socks or tights
- Hair accessories should preferably be in the school colours of yellow/burgundy/white or black.
- A P.E. kit of burgundy shorts and white tee-shirt A tracksuit can be worn in winter - preferably grey or black

### **Boys:**

- Maroon Pullover with school logo
- White Shirt (KS2)
- White Polo Shirt (FS & KS1)
- School Tie **for Key Stage 2 children only**
- **Grey** trousers or shorts
- Sensible black school shoes (no trainers)
- A P.E. kit of burgundy shorts and white tee-shirt. A tracksuit can be worn in winter - preferably grey or black

**Black trousers or skirts are not part of the official school uniform. School skirts should be of an appropriate length.**

Please note:

- Extreme haircuts are not allowed under any circumstances.
- Hair dyes or streaks are not permitted.
- Hair accessories should be simple and discreet.
- Make up is not allowed to be worn in school
- Nail polish is not allowed to be worn in school.
- Only small stud earrings (one per ear) to be worn in the lobe of the ear.
- No body or face piercings.
- For health and safety reasons children are not allowed to wear jewellery to school. Children are allowed to wear a wristwatch. Where ears are already pierced, earrings **must** be removed for P.E. lessons.
- In the summer months after Easter the Key Stage 2 children may wear a white polo shirt instead of a shirt/blouse and tie.

We are grateful for the way parents support us by sending their children to school dressed in the appropriate school uniform.

Some of the uniform is available from the chain stores, but jumpers, cardigans school bags and P.E. shorts may be purchased through the School. Please ensure **all** clothing is clearly labelled with your child's name.

## **Behaviour and Discipline**

Within our community everyone is valued and individual needs are regarded as important. We recognise that each individual is unique and deserves to be shown care, respect and courtesy. In promoting and living the Gospel values within our school community we expect them to extend to the home and wider community that we serve.

Whilst the discipline and behaviour of the Class is, primarily, the responsibility of the Class Teacher, all the Staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. Staff should always endeavour to remark on good behaviour and manners, and to commend children for their positive actions.

Praise should be used as a reward, together with the giving of reward stickers/house points. These should be given out for good behaviour, extra effort and co-operative behaviour, rather than merely for work of a high standard. Particular effort and commendable behaviour will also be recognised at Monday's (KS1) or Tuesday's (KS2) Assembly with the Star Pupil Certificates being issued. The book for filling in the name of the chosen pupils is sent to classes on Thursday afternoons. At the end of each term one child in each class is awarded with a special certificate for all round excellence during the term. Their certificate is then displayed on a central display board on each site.

However, some pupils will still need to be disciplined for persistent poor behaviour and our aim should be to teach them that there are consequences, if they deliberately ignore the school code of conduct and good behaviour, which the majority of pupils maintain in school. Tuesday and Thursday lunchtime detentions may be given for very poor behaviour. If a pupil receives three detentions then parents are informed. This is supervised by the Deputy Head or member of the SLT.

### **Aims**

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To apply positive policies that serve to create a caring, family atmosphere and enable teaching and learning to take place in a safe, secure and happy environment.
- To use the family as our model so that any necessary correction takes place in a context of security, affection and concern for the individual.
- To teach, through the school curriculum and the Catholic ethos of our community, values and attitudes as well as knowledge and skills.
- To promote responsible behaviour and self-discipline and encourage in children a respect for themselves, for other people and for property.
- To recognise that praise and encouragement are powerful motivators.
- To encourage and promote good behaviour rather than to simply punish poor or bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To deal with all situations and problems promptly in a caring, professional and sympathetic manner.

### **Please Note:**

Class teachers will normally follow up any behaviour or discipline problems involving children in their care. Pupils who still do not conform to the rules of the school will be referred to a senior teacher, Assistant Head or Deputy Head and may be kept in during playtime, or receive a lunch time detention. Children who are disruptive and fail to respond will be sent to the Head Teacher and a daily/weekly diary may be introduced. Unacceptable behaviour will be reported to parents and problem situations will be resolved at the earliest opportunity. Whilst reserving the right to use exclusions, every effort will be made to avoid implementing any form of suspension or permanent exclusion.

A very serious problem may result in the normal procedure being abandoned. The Headteacher and Parents will become involved immediately and parents may be asked to take their child home straight away.

### **Parents and Behaviour Management**

As with any aspect of a child's development involvement of the parent is essential to success. Parents can help:

- By recognising that an effective school behaviour and discipline policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting where possible with their enforcement
- By attending parents' consultation evenings, parents functions and by developing informal contacts with the school
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

### **Lunch Time Supervision**

At lunchtime, the lunchtime supervisors are responsible for the welfare of the children. Learning support assistants are also responsible for particular children with specific educational needs. The staff have undergone TOPS Play training to promote games and activities during play. When necessary and appropriate poor or negative behaviour is reported to the Headteacher, Deputy or member of the School Leadership Team. The lunchtime supervisors are part of our community and the children are expected to treat them with respect, being polite and appropriate during their interactions.

### **Parental Involvement**

When children enter school parents are asked to sign a home/school agreement to indicate that they will support the Catholic mission, ethos and aims of the School and the child's participation in the religious life of the school.

We also ask for the support of the school's policies and guidelines for behaviour. We firmly believe an effective school requires close partnership between parents, teachers, parish and children. A copy of the Behaviour and Anti-Bullying policies are available in school.

The school regularly holds Parent Information Sessions including Impact in Learning Workshops for parents and children. The workshops are a fun and enjoyable way of allowing

parents/carers to find out exactly how their child is learning in class and to work with their child on a simple numeracy/literacy activity. We also talk about resources in the workshop for parents/carers to take home and keep for use in supporting their child with their numeracy/literacy homework.

The Friends of the Sacred Heart group which seeks to help and support us in our work at school. The committee members organise a range of fundraising and social events which all parents are invited to attend.

### **Homework Policy**

In Sacred Heart Primary School we believe that the setting of homework serves a very clear purpose. Homework is anything that the children do outside of the school day that contributes to their learning in response to guidance from the school. Homework will encompass a whole range and variety of activities instigated by teachers and parents to support children's learning. When setting homework for pupils we will refer to their Individual Targets to ensure the tasks and activities set are appropriate.

Learning Logs were introduced in January 2007 and have had a major impact on our drive to develop a more independent learner. Learning objective(s) are placed in the Learning Log, the children then take the lead role in sharing and developing their knowledge and understanding and displaying this in a range of styles. They can do this through writing, drawing, diagrams, photographs, or any way they see fit. Children have the freedom to be as creative as they like. The Learning Log aids teacher assessment in that it provides a snapshot of what the children have or have not understood.

All pupils in Year 1 to Year 6 have a Learning in Depth Project, children meet half termly with the lead teacher for their group. Homework tasks for LID are set half termly and parents are encouraged to support their children with this project. Many of our parents take their children to museums, events or exhibitions connected to their project. As with Learning Logs the children have the freedom to be as creative as they like.

We encourage parents to become actively involved in the tasks or activities set. Parents entrust us with the welfare and growth of their children and with their support we aim to help them achieve their full potential

### **Rationale**

At Sacred Heart Primary School we recognise that the time and resources available limit the educational experience any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. We believe homework should;

- help to develop an effective partnership between home and school and establish a positive and successful dialogue between teachers and parents
- enable children to grow in confidence and develop as independent learners
- play a positive and significant role in the raising of a child's level of attainment

*We also acknowledge the important role of play and free time in a child's growth and development. Homework is important but it needs to be managed and should not prevent children from taking part in the wide range of out of school clubs and organisations that play an important part in the lives of many children.*

## **Amount of homework**

We increase the amount of homework that we give the children as they move through the school. We expect Year 1 and 2 children (Key Stage 1) to spend approximately one hour per week on spellings and written homework and we encourage parents to hear their children read a wide range of texts every night. Children in Years 3 and 4 (Key Stage 2) should do about 20 minutes sustained work each evening, while Years 5 and 6 (Key Stage 2) may receive up to 30 minutes sustained work each evening. During the spring term there may be an increase in the amount of homework and subsequent time spent on homework, for the Year 2 and Year 6 children who are preparing for their end of key stage tests and assessments (SATs).

All children should read every night at home. Parents are encouraged to listen to their child read, talk with them, read to them, watch and discuss suitable television programmes and visit places of interest.

## **Pupils with special educational needs**

At Sacred Heart Primary School we set homework for all children as a normal part of school life. We aim to ensure that all tasks set are appropriate to the needs and ability of the individual child. If a child has special needs we endeavour to adapt or modify any task set so that all children can contribute in a positive way. When setting homework for pupils who are named on the Special Needs Register we refer to the Individual Education Plans (IEPs) to ensure the tasks and activities set are appropriate.

## **The role of parents**

Parents have a vital role to play in their child's education and homework is an important part of this process. Homework should not be something that causes pressure on children neither should it be something that is not taken seriously. We have expectations at school and would hope that the children complete their homework on time, work carefully and take a pride in what they do. Class teachers inform parents at the beginning of each term about the arrangements for the setting of homework. We ask parents to;

- encourage their child to complete the homework tasks that are set
- support their child as they feel necessary and provide them with the sort of environment that enables the child to achieve their best
- provide a good working space at home and discuss the work that their child is doing
- check the home record book at least once a week and sign as necessary
- contact, in the first instance the class teacher should there be any concerns about the homework that has been set

## **Health and Safety**

At Sacred Heart Primary Voluntary Aided School, the Governing Body recognises that good management of health and safety is not only our legal and moral duty but also contributes to the efficient and effective running of the school. We aim to provide a secure, safe and healthy environment for all staff and the children in our care.

We the Governing Body recognise our duties both as employers and as persons in control of the premises under the Health and Safety Work Act. We are committed to providing as far as is reasonably practicable;

- a safe and healthy environment for our staff and pupils to work in;
- safe equipment and materials for our staff and pupils to use;
- safe procedures for all school activities.

We also recognise our responsibilities to safeguard the health and safety of parents, visitors, contractors and any other person who may be affected by our school's activities.

It is our intention that the established policies and procedures issued by the Local Authority (LA) shall be followed and developed legally to meet the needs of our school community. We aim to ensure that health and safety becomes an integral part of all school activities in a way consistent with the curriculum and other priorities.

**Please Note:**

In Voluntary Aided Schools such as Sacred Heart Primary, teaching and certain non-teaching staff are the employees of the Governors. It should, be understood that the Education Acts provide that responsibility for the maintenance of Aided School premises is divided between the Governors and the Local education authority. The Governing body is responsible for the preparation of a health and safety policy and may adopt the LA policies. The LA will act as Advisor.

**Organisational Structure and Responsibilities:**

<b>Sub - Committee</b>		<b>Governing Body</b>		<b>LA Safety Officer</b>	
		<b>Head Teacher</b>			
<b>Classroom Teacher</b>	<b>Other Staff with Supervisory Duties</b>	<b>Administrative Staff</b>		<b>Site Agent</b>	
				<b>Cleaning Staff</b>	

**Health**

- Children will be encouraged to develop clean personal habits, such as pulling the chain and washing hands after using the toilet.
- A Sickness/Accident book will be kept in the office, any serious accident or illness must be recorded in the book and the Headteacher and class Teacher must be informed, also the parents or adult collecting the child.
- In accordance with LA policy guidelines, where possible medicines should be administered by parents/guardians. The school can only administer medicines if the appropriate permission form is completed by the parent/care. If your child needs to be given medicine during the school day please contact the KS1 or KS2 Office Staff.
- Inhalers for asthma sufferers should be handed into the school office in the first instance, clearly named with dosage instructions. Children should also have an inhaler with them at all times.

We encourage parents to be open with the school regarding any medical matters of which we need to be aware. The school will treat such matters with discretion and confidentiality at all times. We are required to keep a medical register and ask for your co-operation in maintaining accurate records regarding your children's health. Thank you for your support in this important matter.

### **Safety**

- No one leaves the outside play area without permission and children are always fully supervised.
- Any parent or adult collecting a child at a different time should report to the office.
- Children may only be collected by a parent or named guardian. If there is a change of circumstance the school must be informed in writing so that records may be updated. In the case of late arrival the office must also be informed.
- Fire Drills will be carried out regularly; the place of assembly will be the large playground (KS2) and school field (KS1). The children will leave the building through the fire-doors. A teacher will count the children and report them all 'accounted for' to the Headteacher in the main playground.

### **Safeguarding**

Sacred Heart Primary School safeguarding is available for all parents via the KS2 or KS1 school offices. All staff, volunteers and visitors have a responsibility to take prompt action if they are concerned about the welfare of a child and all concerns about the health and safety of a child are taken seriously. The Designated Senior Member of Staff for Child Protection is Mrs. Joan Cullen.

The school has a legal duty to assist social care with child protection enquiries. In most cases parents and carers will be informed if a referral is made to Social Services or any other agency unless it is believed that to do so would put the child at risk.

### **Educational Visits**

Before any educational visit, parents should be informed of:

- Date of visit and the place to be visited.
- Times of departure and return.
- Method of travel.
- Name of group leader.
- Connection with class work.
- Suggested voluntary contributions, which will also include the cost of travel insurance.

- Methods of payment.
- Advice on pocket money and clothing.

### **Charges for School Activities - Remissions**

As required by law the Governors have agreed on a policy covering voluntary payments by parents for activities undertaken during school time.

Parents will be asked to make a voluntary contribution to the cost of travel, admission to any activity, and the cost of travel insurance arranged by the school through Local Authority.

The Governors have agreed that no child will be excluded from such activities because the parents have not made the contribution.

### **Parental Concerns**

If you ever have any concerns or complaints, please contact the school as soon as possible. We will always be pleased to assist and as far as possible, aim to deal with any parental issues or concerns effectively and efficiently.

If a matter cannot be resolved at school level, then recourse to the governing body can be taken and a resolution sought that way. Any matter that the governors are unable to resolve may be referred to the Local Authority or the Diocese of Northampton as appropriate.

### **Emergency Contacts**

If a child has an accident or is taken ill during the day, parents will be contacted through the information provided on the admission form. It is therefore, essential that details held in school are updated as and when any change of address, telephone number or other emergency contact information occurs,. Please ensure the school office is notified immediately of any change so that the school records may be amended appropriately. Parents/carers should also ensure that their contact details are up to date on pmxparentmail.

### **Note to Parents**

The Governing Body are extremely proud of the achievements of all staff and pupils at the school and the relationships that are formed between home, school and parish to help the children as they develop on their journey. We warmly invite you to consider Sacred Heart Primary as a place for the special care and education of your child and look forward to working with you.

Mrs. J.M. Cullen  
Headteacher