



Treloweth Primary School Prospectus



Dream. Believe. Achieve!

Contents

- The School and Our Ethos
- The Diamond Rules and The 4Rs for Learning
- The Treloweth Team
- The Governing Body
- Crofty Multi-Academy Trust
- Our School Day
- School Meals
- The Curriculum
- English
- Mathematics
- Science
- Computing and Online Safety
- Religious Education (RE)
- Sex and Relationships Education (SRE)
- Meeting the Needs of Individuals
- Homework
- Assessment & Reporting
- Fair Processing Notice
- Equal Opportunities
- Safeguarding
- Prevent Duty
- Diamond Time
- Conduct
- Raising Concerns & Resolving Complaints
- School Uniform
- Attendance and Procedure if Your Child is Absent
- Holidays
- Special Events
- Admissions and Visits to the School
- Conclusion

Please note

All information is correct at the time of publication; please contact the school for any further information.

The School and Our Ethos

A very warm welcome to Treloweth Primary School!

The staff and governors of Treloweth Primary School value the positive partnership that exists between us, our parents, the local community and the wider community of the Crofty Multi-Academy Trust – an established group of nine local schools. Our aim is to build on the work that you have started at home and develop the social, moral, physical and intellectual aspects of your child so that he or she can grow up confidently and happily.

Our mission statement of ‘Dream. Believe. Achieve!’ are part of every aspect of school life. Our aim is that every pupil will achieve their personal best. Treloweth is a forward-thinking school with high standards, expectations and ambitions for all of its families. In our most recent Ofsted inspection (September 2019), we were recognised as a good with many strengths. The school is proud to have been commended for good quality teaching, the behaviour and politeness of its pupils, the high quality of care provided and its commitment to further improvement. Our strong school ethos and values are fundamental to our success.

With skilled class teachers, the support of an experienced and knowledgeable team of teaching assistants, and many other talented staff, we pride ourselves in providing the best possible education for each child. We strive to improve by keeping up to date with the very best ideas in teaching and learning and providing an enjoyable place to learn. We aim for our school to be a welcoming, purposeful and positive learning environment. We want children to experience the joy of discovery; appropriate challenge, and for learning to be fun.

We believe that learning should be exciting and engaging, and take place both inside the classroom and outdoors. We have a fabulous school environment in which to learn, explore and be creative. Our two school minibuses enable us to get out and about in the community to further children’s outdoor learning and visit places of interest as well as take part in swimming lessons at the local leisure centre.

At Treloweth, we aim to provide children with a vibrant and varied curriculum which takes full advantage of modern technologies: every classroom has interactive technology, including laptops, iPads, a visualiser and a SMART TV. The school is well-resourced and the environment is constantly improving to provide interest for children of all ages. As a result, children’s attitudes to learning are highly positive. We plan projects which include all areas of the curriculum; this helps children to practise the basic skills in interesting ways, and to see how school learning links to real life.

Every child is unique. More able pupils are challenged in a variety of ways at Treloweth. We provide learning experiences which motivate, extend each child’s thinking and recognise their particular gifts and talents. For those children with special educational needs, we place great importance on providing both pastoral and learning support through a range of intervention programmes. Ofsted recognised that the individual learning and pastoral needs of children were very well met.

We are usually proud to offer a wide range of extra-curricular activities but due to Covid 19 these are not possible at present. Children are encouraged to be physically active in sporting clubs; there are also art clubs, reading clubs and many other varied after-school choices. The school has also achieved the ‘Healthy School Plus’ Award. Children are encouraged to take good care of themselves, exercise and have self-belief to achieve. They also learn how to prepare healthy meals, the value of participating in physical activity, and learn the skills of resuscitation. We offer daily ‘Wake-and-Shake’ and before-school games on the playground.

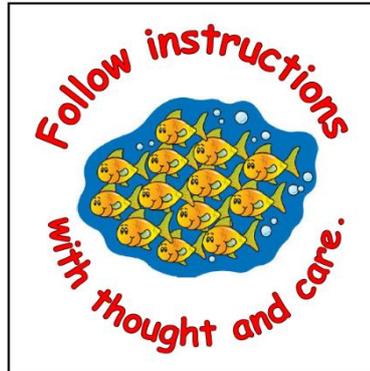
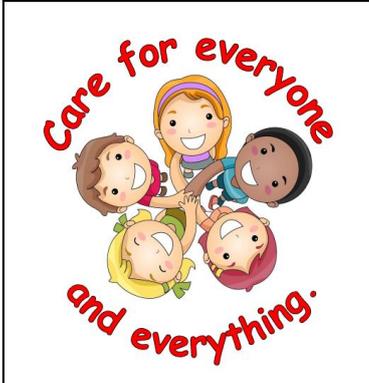
We provided our own after-school provision in the hall, there is also The Learning Tree, our local provider. We work closely with outside agencies and have a Children’s Centre which is a ‘one stop shop’ for parents/carers to access support from health and social services. The school provides parent/carer groups and information sessions. The quality of care shown to our families was noted by Ofsted as a real strength of the school.

We consider parents to be the most important factor in a child's life. Our aim is to build close working relationships with you. We hope you will be able to support your child's learning by attending parents' evenings, reading daily with your child and talking with them about what they do in school. We look forward to seeing you in the coming months and working together with staff, governors and the wider community to further strengthen partnerships, provide the very best education and carve out an ambitious and innovative future for Treloweth and its children.

With best wishes,
Mrs L May
Headteacher

Diamond Rules

At our school, we believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every child in our school to feel confident, happy and safe. We encourage three main rules – our Diamond Rules – which we expect all children to follow.



The 4Rs for Learning

In order for children to develop as learners, we promote skills that effective learners possess. Each half term, selected individuals who have demonstrated these skills are rewarded with a badge highlighting the skill they have mastered.

	<p><u>Resourcefulness</u> Children who receive this award are great problem solvers.</p>		<p><u>Reflectiveness</u> Children receiving this award are brilliant thinkers.</p>
	<p><u>Resilience</u> Children awarded this badge show perseverance and do not give up!</p>		<p><u>Relationships</u> Children receiving this award can work well as part of a team.</p>

Staffing

The real strength of any organisation lies in the personnel within it.

The staff at Treloweth School work as a team, and all appointments of both teaching and non-teaching staff are designed to strengthen the team for the benefit of the children.

Teaching Staff

Linda May	Headteacher/ Leadership Team
Emma Williams	Year 6 Teacher
Emma Stockman	Year 6 Teacher
Matthew Nedeljkovic	Year 5 Teacher
Richard Scott	Year 5 Teacher
Rachel Reed	Year 4 Teacher
Matt Warren and Kim Rogers	Year 4 Teacher/ Leadership Team Assistant Headteachers
Ben Humberstone	Year 3 Teacher
Liz Wood	Year 3 Teacher
Franki Baseley	Year 3 Teacher
Deb Warren	Year 2 Teacher
Dai McCarthy	Year 2 Teacher
Fiona Ishmael	Year 1 Teacher
Keith Lawrence	Year 1 Teacher
Jane Salamone	EYFS Teacher
Alison Wallis	EYFS Teacher
Jo Stoddern	SENCO
Annie Walpole	Designated Teacher for Safeguarding and Children in Care, and Attendance
Sarah Uren	RWI Champion

Maternity Leave- Danielle Morgan, Georgina Brockman, Vicky Wyatt

Support Staff

Bernie Richards	Behaviour Support Worker
Teresa Cottle	HLTA
Patrick Shaughnessy	PE Specialist
Rebecca Bennett	Teaching Assistant
Tracey Bennett	Teaching Assistant
Sophie Brandon	Teaching Assistant
Mandy Carter	Teaching Assistant/ Midday Supervisor
Joanne Dale	Teaching Assistant
Carly Dalley	Teaching Assistant
Anna Dickson	Teaching Assistant
Claire Elliott	Teaching Assistant/ Midday Supervisor
Linda Ferns	Teaching Assistant/ Midday Supervisor
Kerenza Hoskin	Teaching Assistant/ Lunchtime Supervisor
Joannah Hopgood	Teaching Assistant
Caroline Hutchings	Teaching Assistant
Bryony Isles	Teaching Assistant
Jenna Laity	Teaching Assistant

Mar 2021

Treloweth Primary School

Amanda Lawry	Teaching Assistant
Vicky Lever	Teaching Assistant/ Midday Supervisor
Emily Newing	Teaching Assistant
Jackie Oates	Teaching Assistant
Helen Parsons	Teaching Assistant
Alex Pellow	Teaching Assistant
Becky Richards	Teaching Assistant
Rachel Richards	Teaching Assistant
Helen Rogers	Teaching Assistant/ Midday Supervisor
Tracey Rowe	Teaching Assistant
Judi Sciascia	Teaching Assistant
Sharon Taylor	Teaching Assistant
Jo White	Teaching Assistant

Administrative Team

Emma Croucher	Office Manager
Natalie George	Finance and HR Manager
Melanie Griffiths	Premises Manager

Midday Supervisors

Barry Hollands	Midday Supervisor
Sonia Hooper	Midday Supervisor
Ian Williams	Midday Supervisor
Roberta Venturi	Midday Supervisor

Roberta Venturi	Cleaner-in-charge
-----------------	-------------------

Julian Ridge	Handyman
--------------	----------

Emily Wain	Cook (Chartwells)
------------	-------------------

The Governing Body

The Governors of Treloweth Primary School are proud of their involvement in school life. They meet regularly and are often seen in the school as each governor has an adopted class. They are considered an important part of our school team. Each year, the Governing Body reports to parents in their Annual Report.

The Governors

Kerrie Monk	Chair of Governors/Co-opted Governor
Frieda Nicholls	Foundation Governor
Linda May	Headteacher
Jane Salamone	Staff Governor
Josh Hosking	Co-opted Governor
Will McKenzie	Co-opted Governor
Stacey Lowe	Parent Governor

Crofty Multi-Academy Trust

Treloweth Primary School is a member of the Crofty Multi-Academy Trust. We work closely with eight other primary schools in the area: Illogan, Lanner, Pennoweth, Pencoyoys, Portreath, Rosemellin, Roskear, and Weeth Primary Schools. This is a partnership which continues to flourish.



Our School Day

Registration	08.50
Lessons start	09.00
Morning Breaks	Year 1: 10.45 and 11.00; Year 2: 10.00 and 10.55; Key Stage 2: 10.00 and 11.15;
Lunch	EYFS: 11.45-13.00; Year 1: 12.00-13.00; Year 2: 12:10-13:00 Years 3 and 4: 12.15-13.15 Years 5 and 6: 12.30-13.15
Afternoon Break	Key Stage 1: 14.00-14.15
End of School	15.15

For insurance purposes no child should be on school premises before 08.30.

We do offer a Breakfast Club if you do have to send your child to school earlier than 08.30. This runs every morning from 07.30 – 08.45 and costs £2.50 a session with breakfast.

We also offer after school care until 5:30pm. Charges apply depending on pick up time.

Both need to be booked a week in advance via parent pay.

At Treloweth we are proud to have received regional and national awards for our healthy status. The school offers free fruit to all Key Stage 1 children as tuck. All children require a water bottle: water only please.

School Meals

Chartwells are in charge of providing school meals to our school. At lunchtime, the children have three options: taking a school meal, bringing in a packed lunch or going home for their meals. School meals and packed lunches are eaten in the school hall. Our new healthier school dinners are cooked on the premises and a menu is sent home at the beginning of every new term. We also encourage healthy packed lunches.

To maximise mental performance, each child has unlimited access to water and therefore ask that they bring a plastic water bottle each day (available from the office at a cost of £1.00). Fizzy drinks are not allowed in school but juice or milk is allowed at lunchtimes.

Key Stage 1 Pupils (EYFS, Year 1 & Year 2)

All children in EYFS, Year 1 and Year 2 qualifies for Universal Free School Meals. However, it is very important that if you would currently qualify for Free School meals you register. Your registration will create extra funding for our school. If you do not register, then we will not receive a Pupil Premium Grant for your child and this has an impact on school resources.

All Pupils

Your child may be eligible for benefits-related free school meals if you, or the child themselves in their own right, receives of any of the following benefits:

- Income Support (IS)
- Job Seekers' Allowance (Income-Based) and equal based Job Seekers Allowance
- Income Related Employment and Support Allowance (ESA-IR) and equal based Employment and Support Allowance
- Child Tax Credit (CTC) with an annual income of less than £16,190
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit

- Guarantee Element of Pension Credit (GPC)
- Immigration and Asylum Act 1999 (IAA) Support
- Universal Credit - Your household income must be less than £7,400 a year (after tax and not including any benefits you get) as assessed by earnings from up to three of your most recent assessment periods

Please note you have to be in receipt of payment before an application can be assessed for Free School Meals.

If you are claiming the benefits listed below you are **NOT** eligible for free school meals, regardless of what other benefits/credits are being claimed:

- Working Tax Credit
- Contribution-Based Job Seeker's Allowance and/or Contribution-Based Employment and Support Allowance

However, you will be temporarily eligible to claim free school meals if you receive a **Working Tax Credit run-on**, which is the payment you may receive for a further four weeks after you stop qualifying for Working Tax Credit.

Applications can be made online at www.cornwall.gov.uk, or forms are available from the school and can either be returned to the school or posted to Free School Meals, New County Hall, Treyew Road, Truro, Cornwall, TR1 3AY.

The Curriculum

Through careful planning, Treloweth Primary School ensures it meets the requirements of the Government's 'Curriculum 2014'. This rightly places emphasis on four 'Core' subjects:

English;
Mathematics;
Science;
Computing.

In addition, there are eight other 'Foundation' subjects:

History;
Geography;
Art & Design;
Physical Education;
Music;
Design Technology;
Religious Education;
Modern Foreign Languages (Spanish) – Key Stage 2 Children.

Our planning for all these subjects is carefully scheduled to ensure that every child achieves success in the basic skills of reading, writing and mathematics. Initial reading and writing skills are taught through a systematic teaching programme called 'Read, Write, Inc', and these skills are then practised and consolidated through reading and writing activities which link to all other aspects of the curriculum. Each child experiences a daily mathematics lesson to ensure maximum progress and understanding. In addition, we aim to provide a broad and balanced timetable of activities each week and each term, enabling pupils to see links between the subjects by undertaking creative projects and learning challenges. Through the delivery of the curriculum, teaching staff aim to enhance each child's social, physical and intellectual development and teach them the skills needed for a lifetime of learning.

English

At Treloweth Primary School, we believe that literacy is the key to education and lifelong learning. Through the teaching of English, all children will learn important skills which will enable them to communicate effectively with others and will help them to understand and access the rest of the school curriculum. Our aim is that children are able to read, write and speak with confidence.

Reading

All children at Treloweth have a daily literacy lesson, where the main focus is reading. During these lessons, children are taught the key skills of reading and how to understand the texts that they have read. In Key Stage 2, this happens in whole class 'Shared Reading' whereas in Key Stage 1, we follow the Read Write Inc. phonics scheme and more focused 'Guided Reading' takes place, where small groups of children work specifically with the teacher to develop reading skills. The school has also adopted the ERIC reading approach, where questioning is focused around the key skills of Explaining, Retrieval, Interpretation and Choice. Children learn to read and comprehend a wide range of texts such as stories, poems, plays, newspapers and non-fiction texts.

In order to develop their reading skills, each child has a reading book and parents play a large part in ensuring that their child learns to read by hearing them as often as possible and recording this in the Home/School Reading Record. Children are rewarded for reading regularly at home through the 'Reading Karate' scheme. Coloured bands are awarded depending on the number of times the child reads. As a result of this, many children are now 'Rainbow Band' readers who have amassed over 500 'reads' at home.

The school recognises the need for children to be exposed to high quality fiction texts and has invested in story books from the Pie Corbett reading spine for each year band. These are shared in story time with the children at the end of each school day. We also have 30, specially chosen books, in each year band, which we recommend as a school.

Look out for the whole school events like World Book Day (where we all dress as our favourite book characters) and Reading Week, when we all decorate our class book nooks, take part in a huge book swap event and even enjoy a bedtime story pyjama day!

Writing

Children are taught how to write for a range of purposes and audiences. They learn the importance of punctuation and sentence structure and are taught to use full stops, capital letters, speech marks etc. within their writing. Children also learn to plan, revise and edit their own writing to ensure that they are achieving their very best. We make spotting great writing a priority and you will see wonderful examples of our pupils' work on display across the school.

Handwriting

Presentation is an important aspect of all work and we initially teach the children to form their letters correctly. We then have a handwriting programme in place so that children can develop a neat, joined and legible style.

The skills the children learn in English are transferred and used in all other areas of the curriculum and help children to communicate ideas and feelings as well as gain an understanding of the world in which we live.

Mathematics

At Treloweth, we aim to develop and nurture our children, so that they become confident mathematicians for the future. We want them to know and understand the purpose, relevance and importance of mathematics in everyday

life. Our intention is for every child to be number confident so that they can make a valued contribution for themselves, the wider community and the world around them.

The Treloweth way of teaching mathematics

At Treloweth, we promote a love of learning in mathematics, and our mastery approach aims to develop children's passion, enthusiasm and depth of understanding from EYFS to Year 6.

In the foundation stage, children are given the opportunity to develop their understanding of number, measurement, pattern, shape and space through a combination of short, formal teaching opportunities as well as a range of planned structured play situations which encourage exploration and investigation.

In Key Stage One and Two maths lessons are broken down into small steps, all of which contribute to make each pupil a more willing, confident and capable mathematician. Through teaching and learning, we aim to ensure that all pupils become confident and fluent in the fundamentals of mathematics, through varied and frequent immersion in increasingly complex problems over time.

Our teaching programme is based on the Primary National Curriculum 2014 and sets out what children learn on a year-by-year basis in the areas of:

- Number – place value; addition & subtraction; multiplication & division; fractions, decimals and percentages.
- Measurement.
- Geometry – properties of shape; position & direction.
- Statistics.

Science

Science stimulates and excites pupils' curiosity about events and things in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific thinking is about developing and evaluating explanations through questioning, experimental evidence and modelling.

Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these in order to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living things.

Computing and Online Safety

At Treloweth Primary School, we embrace current and emerging technologies to facilitate the learning experience of the whole school community. We aim for all children to be confident, competent and discerning users of digital technology which will prepare them for participation in a rapidly changing world. Through well-trained, skilled and motivated staff, as well as parental and external support, we encourage children to develop initiative, independent learning skills and celebrate success.

It has been estimated that nearly two thirds of children will have used social media by the time they are 10 years old. With advances in mobile and tablet technology, and online gaming, we can assume that most pupils will be communicating online before they leave primary school. Whether it is 'safe' for your child to communicate online often depends on how it is used rather than the age of the user. When communicating online, children's posts and

comments leave a 'digital footprint' and reflect on them, so we teach the children that the same values of respect, kindness and personal security we show in everyday life must apply online.

For further advice on online safety please visit our website.

Religious Education (RE)

Religious education (RE) is not part of the National Curriculum but must be taught in schools by law. RE is provided in accordance with the Local Authority Agreed Syllabus and draws from the most recent practice and educational thinking. Through RE we aim to enable children to understand the nature of religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. We also aim to enable pupils to learn more about themselves and their place in the world from their increasingly academic and creative exploration of religions and beliefs. RE is enquiry based and provides opportunities for all pupils to explore questions, experiences and concepts related to identity and what it means to be human, whilst at the same time developing a good knowledge and understanding of the principal faiths in Britain. The syllabus promotes an inclusive and educational approach to RE, which is of increasing importance to help people understand modern society and critical issues in the world, as well as promoting understanding and respect. It enables teachers to develop key skills, attitudes and dispositions in their pupils, such as critical thinking, empathy and conceptual creativity, which will equip them better to be able to grapple with the questions that life throws at us.

Parents have the right to withdraw their child from RE lessons and collective worship and should send a letter to your child's class teacher if this is their intention. If pupils are withdrawn at parents' and carers' request, appropriate alternative arrangements will be made depending on the age of the child.

In addition, we have regular guests to our assemblies ranging from National Organisations such as the NSPCC, through to the various church-based groups. Parents too, are invited to our '4R Assemblies' when we celebrate the success of individual children.

Sex and Relationships Education (SRE)

At Treloweth, we believe that promoting the health and well-being of our pupils is an important part of their overall education and development. We do this through our Personal, Social, and Health Education (PSHE) Curriculum. This is covered in three main areas:

- Relationship Education
- Primary Health Education
- Relationship and Sex Education

Each area is then split into statements that will be covered as the child progresses through our school and at a level that matches their development and understanding. The aim of PSHE is to help our pupils make safe and informed decisions during their school years and beyond.

Relationship and Sex Education (RSE) is an important part of the PSHE course. We will be teaching lessons about RSE using the recognised programme. During the lessons, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

Under the new statutory guidance for September 2020, there are some parts of RSE that are compulsory. These will be taught through designated PSHE lessons or taught through the National Curriculum for Science. More detail can be found in the PSHE policy online. Parents can withdraw their children from all other parts of SRE if they wish to do so. However, we believe that because children are increasingly exposed to sexualised images, through social and other media, it is important that they have the opportunity to discuss pressures, check facts and dispel myths. Even if a child is withdrawn from the lessons, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope the children will have the opportunity to take part in our carefully planned lessons.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school.

You will be informed before the work is set to start and all materials used are available for you to browse through should you wish to. If you have any queries about the content of the programme or the resources used, please do not hesitate to ask your class teacher.

When time allows, we will hold information sessions to fully explain the new statutory guidelines, the PSHE and RSE curriculum and of course answer questions that you may have.

Meeting the Needs of Individuals

At Treloweth Primary School we believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.

We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome their barriers. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are identified as academically more able. Children succeed highly at our school where excellence is encouraged and celebrated. The school enjoys a strong academic reputation. Children leave Treloweth Primary School highly literate and numerate. Work is well planned, challenging and matched appropriately and the whole-school curriculum is designed to provide exciting and creative learning opportunities. Expectations are consistently high across the school and children are encouraged to be independent thinkers and learners, and to have enquiring minds.

Where children are identified as needing additional learning or behavioural support, the school adheres to the 2014 SEND Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations a teacher may feel a child needs to be placed on the Record of Need. With support from the Special Educational Needs Co-ordinator (SENCO), provision is carefully planned. Strategies to help support the child's learning and development is discussed with parents to develop a 'Pupil Profile'.

Mrs Stoddern, our SENCO, is responsible for supporting, planning and monitoring interventions and Pupil Profiles. This monitoring is used to ensure systems are effective and impact positively on pupil progress. Following discussions with parents and carers, pupils may be placed onto the Record of Need at some point in their school career. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. In all cases, our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Our Policy for Inclusion and Special Educational Needs and Disability can be accessed via the school's website.

Homework

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Homework is set in-line with the school's policy, with tasks planned to appropriately challenge all pupils. Weekly activities focus on literacy and numeracy to reinforce and consolidate skills taught. In addition, we like children to read on a daily basis.

Our Homework Policy is available on the school website.

Assessment and Reporting

As a school, we are required to meet national testing arrangements, including the End of Key Stage 'SATs' (Standard Assessment Tests) at the end of Year 2 and Year 6. In Year 1, pupils undergo a Phonics Screening Check. In 2021, a Multiplication Tables Check will be administered to Year 4 pupils.

Teachers assess children informally on a regular basis and use this information alongside their day-to-day observations to track children. This allows them to monitor the progress of individuals, groups and classes, and adapt the additional support provided. Teachers regularly update parents on their child's progress, through parental consultations in the Autumn and Spring terms, and through written reports in the Spring and Summer terms.

We value your involvement greatly. If you wish to know how your child is progressing, please speak to their class teacher in the first instance – you will always be welcome.

Fair Processing Notice for the School Census

Treloweth Primary School processes personal data about its pupils and is a 'data controller' in respect of this for the purposes of the Data Protection Act 1998. It processes this data to:

- support its pupils' teaching and learning;
- monitor and report on their progress;
- provide appropriate pastoral care;
- assess how well the school as a whole is doing.

This data includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

This data may only be used or passed on for specific purposes allowed by law. From time to time, the school is required to pass on some of this data to local authorities, the Department for Education (DfE), and to agencies that are prescribed by law, including Ofsted, National Curriculum Assessment (NCA), the Department of Health (DH), Primary Care Trusts (PCT), and Contact Point. All these are data controllers in respect of the data they receive, and are subject to the same legal constraints in how they deal with the data.

The governing body is also required by law to supply basic information to Contact Point. This only includes the name and address of the child, contact details for their parents or carers (with parental responsibility) and the contact details of the school.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right to be given access to personal data held about them by any data controller. The presumption is that by the age of 12, a child has sufficient maturity to understand their rights and to make an access request themselves if they wish. A parent would normally be expected to make a request on a child's behalf if the child is younger.

Equal Opportunities

Treloweth Primary School has a firm commitment to offering equal opportunities to all children in all areas of the curriculum, regardless of gender, physical disability or background. Our policies are summarised in the school's 'Equality Information' which is available via the school website.

Safeguarding

Treloweth Primary School is committed to safeguarding and promoting the welfare of all children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse including whilst accessing the internet. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- support children who have been abused in accordance with his/her Child Protection Plan.
- establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily;
- keep parents and carers informed of what to do if they feel a child is at risk.

If you would like to know more about our policy or procedures for Safeguarding, please speak to Mrs Walpole, our Designated Safeguarding Lead.

Prevent Duty

In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are trained and are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

Protecting children from the risk of radicalisation should be seen as part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Diamond Time

Diamond Time is held each Friday afternoon for thirty minutes and is a time when children can choose an activity they would like to take part in. Children may bring in their own toys to play with or choose the Diamond Time activities available to them.

Every child is entitled to Diamond Time, but this entitlement is lost if, during the week, they have broken one or more of the Diamond Rules and have not earned the time back. Where a child has lost Diamond Time, the child would have had numerous 'verbal warnings' from staff. If the first five minutes of Diamond Time have been lost, a child has the opportunity to earn this time back in the next available teaching session – this can only happen once per week

There may be special circumstances when a child will lose Diamond Time immediately, i.e. in instances of bullying.

Conduct

The staff of Treloweth Primary School work very hard to treat children with tolerance and respect. In return, we expect children to behave in the same way towards each other. Bullying, in any form, has no place in our school. A

positive approach to behaviour and discipline is encouraged. Treloweth Primary School is committed to working for the equality of all. Racism, racist attitudes and discrimination in any form will be investigated and dealt with accordingly.

Swearing will not be tolerated.

In the same way, we maintain that the staff working in our school are entitled to work in an atmosphere where they are not physically or verbally abused or threatened. If they feel abused, by any visitor to the school, they are entitled to report this and expect action to be taken against the abuser.

Raising Concerns and Resolving Complaints

From time to time, parents and others connected to the school, will become aware of matters which cause them concern. To encourage resolution of such situations the Governing Body has adopted Crofty Multi-Academy Trust's 'School Complaints Procedure'. However, we always try to resolve any concerns or complaints informally wherever possible.

Most important of all is the partnership which exists between home and school. We are always willing to listen and to explain our actions to you, the parent. We ask simply that you adopt the same attitude towards the school.

Children respond to clear expectations, and consistency is important. If children are aware that school and parents have open and honest lines of communication, then problems are likely to be few and far between. We adopt an open door policy. Should you have a concern, please arrange a time to speak to your child's class teacher in the first instance.

The procedure is devised with the intention that it will:

- usually be possible to resolve problems by informal means;
- be simple to use and understand;
- be non-adversarial;
- provide confidentiality;
- allow problems to be handled swiftly through the correct procedure;
- address all the points at issue;
- inform future practice so that the problem is unlikely to recur.

School Uniform

All pupils at Treloweth Primary School, are expected to follow this dress code and will be encouraged to take pride in their appearance.

The school colours are red/ black and white and the required dress is as follows:

- Trousers, shorts or skirts – black school uniform style only.
- Shirt long or short sleeve – white only.
- Tie.
- Pullover or cardigan – plain red or with school logo only.
- Summer dress – red check.
- Black shoes (Please ensure that your child can fasten their shoes. Infants may prefer Velcro fastenings).
- Black socks.

Please note: trainers, skate shoes, Crocs or similar are not to be worn – children wearing any item from this list to school will be expected to change into plimsolls.

- Jewellery (with the exception of a watch or one pair of small stud earrings) or nail varnish is not to be worn.

Hair

Shoulder length hair should be tied back with red/ black hair accessories only. Hair should not be dyed, coloured, gelled, less than a Grade 3 cut, patterned or an extreme fashion statement. We

PE Kit

Children will need a named PE bag containing the following available in school every day:

- Black shorts.
- Plain white t-shirt.
- Trainers/ plimsolls.
- White/ black socks.
- Black tracksuit bottoms for outdoor games.

PE bags, book bags, sun hats, baseball caps and water bottles and school ties are available to buy from the main reception.

School jumpers, cardigans may be ordered online at [tesco.com/ues](https://www.tesco.com/ues).

Please ensure that all items of clothing are **clearly marked with your child's name**. This makes returning any items easy.

Attendance and Procedure if Your Child is Absent

Your child is expected to attend school every day. If your child is absent from school because of illness, please ring the school as soon as possible to let us know. Our telephone number is 01209 216192.

Holidays

Absence during the school term **will not** be authorised unless there are very exceptional circumstances. Please avoid arranging family visits, shopping trips, and booking holidays during term time.

Punctuality

It is important that your child arrives promptly at 8:50am for the start of the school day. Late starts cause disruption both to the child and to the rest of the children. If children are regularly late, their details will be passed to the Education Welfare Officer (EWO).

All requests for leave of absence must be authorised by the Headteacher, otherwise the absence will be noted as **unauthorised** and details will be passed to the Education Welfare officer. Forms can be collected from the office.

Child Absence

We have been instructed by the Education Welfare Services at Cornwall Council to inform you of the following information regarding child absence, including unauthorised absences from school (for example, taking your child out of school without obtaining permission):

“In the case of an unauthorised absence the Education Welfare Services may be notified and a Penalty Notice may be issued. Please note that a Penalty is issued to each parent for each child taken out of school. A Penalty Notice carries a fine of £60 if paid within 21 days, increasing to £120 if paid within 28 days. If the fine is not paid after 28 days, it may result in legal action being taken against you. Parents have a duty to ensure their child's regular attendance at school and failure to do so is an offence under Section 444(1) of the Education Act 1996.”

As an example, a two parent family with two children would be fined £240 (if paid within 21 days) – Mother pays £60 x 2 children; Father pays £60 x 2 children = £240 per week.

Collection from School

We politely ask all parents and carers to inform the school of their child's collection arrangements at the end of the school day. We know that, on occasions, this can change (often at short notice), and we ask that any changes in the person collecting are made known to the office staff, who will inform the relevant class teacher.

Special Events

A variety of trips and visits are arranged on a regular basis throughout the year to support the teaching in the classroom.

Residential camps are offered in Key Stage 2. These involve outdoor activities and take place throughout the year. Our aim is to enable pupils to develop independence, cooperation, self-reliance and initiative.

There are also a whole range of special events from traditional Harvest and Christmas celebrations to Easter Bingo and Summer Fetes.

ParentPay

On occasions, we will ask for payments (e.g. trips, residential trips, school lunches if chosen). To make these payments, parents and carers will require an online ParentPay account. This is easy to set up – please contact the main office for further information.

Admissions and Visits to the School

We are currently in the happy, but potentially difficult position of having more applicants than places.

Treloweth Primary School follows the Admissions Policy of the Local Authority and Crofty Multi-Academy Trust. It is the Local Authority who allocates the children's places, not the school. Any appeals can be made to the Local Authority, at Schools Section, New County Hall, Treyew Road, Truro, Cornwall, TR1 3AY.

All prospective parents are encouraged to visit the school prior to making any application for a place. Please bring your child with you and spend some time with us. We are confident that you will enjoy your visit! Above all, take care and time to make an informed decision.

Conclusion

Thank you for taking the time to read this prospectus. We hope it gives you a flavour of our school!

We are very proud of our children and of our school. If you join us and play a full part in school life, we are sure that you too will enjoy and gain great satisfaction from your child's primary education.

Further documentation on many of the issues mentioned in this prospectus is available on request from the main school office or website.

