



Leading Parental Partnership Award

Dear Parents

We are hoping to achieve this national award this term. Over the last 18 months we have been trying to involve parents and carers more fully in your child's education and school life in a variety of different ways.

I would like to take this opportunity to thank you for your commitment, involvement and support and remind you of what we have achieved together over the last 18 months.

A Welcoming and Friendly School

Together we have created a school that is a welcoming and friendly place. Questionnaires and feedback from parents has been overwhelming positive about the welcome they receive. Office staff are friendly and teachers are approachable. Our texting service and newsletter provide you with a variety of information. We will endeavour to update our website and provide you with dates of events as early as possible.

Family courses, workshops and Clubs

Over the course of the LPPA process we have worked together with local colleges and community centres to provide a range of courses, workshops and clubs. Some have involved parents learning for themselves such as the Lets learn Together Course and the Floral Design course we run last term. The response to these has been extremely positive with 8 parents going on to complete a course at Hugh Baird College. Parents on these courses will be receiving certificate at an assembly soon. Some have involved parents support their child's learning or just fun activities for families to complete together such as the speech and language course, World Book Day activities or Easter craft club which were well attended and feedback positive. We will endeavour to continue to provide these opportunities in the future. Look out for a cookery club, maths workshop, parents maths course and a Dads and lads table tennis club. We will also continue to encourage more involvement of the parents of our older children and Dads!!!

Induction to our School and Transition to other schools

We have evaluated our procedures for induction and transition to ensure that transition is smooth and we are providing you with the information you need. We have thought carefully about how we can improve that transition for children with additional needs, families with English as additional language and children new to our school during the year. We will continue to evaluate our procedures and update our information to suit your needs.

Guidance and Information to help your child Learn

Read Write Inc. and Maths Makes Sense workshops were run to guide you on how we now teach much of our English and Maths. We now send out termly newsletters of our Learning Challenges which are posted on our website with other links to useful sites for learning. We have subscribed to I am learning an educational website your child can access at home. We have reviewed our homework procedures in consultation with you. We now have a homework club. Our reading records have been updated to provide you with more guidance and a set of maths homework games bought for children to take home. We will continue to give guidance on changes to the curriculum and the way we teacher to enable you to support your children at home.

Parents Voice

During this process you have filled in many evaluation sheets and questionnaires. This has helped us gain your views of our policies, procedures and of what we need to improve on. Most recently Parent policy consultation meeting have just begun. Mrs Rimmer led the first consultation meeting on our behavioural and swimming policies- guidance was provided in a recent newsletter. Look out for more meetings – all are welcome to attend.

Parental Support

A big thank you to all of the parents volunteering around school. We seem to have more and more parents getting involved which is great. Anybody is welcome to join our PTA, help out at an event and volunteer to support in class or provide a skill at enrichment time on a Friday afternoon. (See Mrs Arrowsmith in the office). The recent school disco was very successful. Look out for the next meeting or event. A handbook had been written to assist anybody volunteering,

This is not the end

I am sure you will agree taking part in this process has had a great impact on our partnership, school, community and most importantly the children. Hopefully we will be successful and achieve the award but this is not the end but the beginning, we will continue to work together to support you and your children have a happy and positive experience at Thomas Gray Primary School

Mrs Ball

Leading Parental Partnership Award January 2014



For those parents new to the school we are hoping to achieve this national award in the near future. Over the last 18 months we have been trying to involve parents and carers more fully in their child's education and school life in a variety of different ways.

Family courses, workshops and Clubs

This term we have run a Fruity Faces workshop for Nursery and Reception, Christmas hat making workshops for Reception – Year 2 and a Healthy Breakfast Activity for Nursery and Reception.

All workshops were well attended and very successful. Your evaluations showed you would like the family breakfast to continue on a regular basis, you would be willing to help on a rota and make a small donation averaging £1. The family breakfast will continue on Tuesdays on a trial basis.

Many families have enjoyed after school craft clubs including Creepy Craft and Christmas Craft. Cultural Craft is now taking place. We have noticed not many of our older children or Dads attend these clubs. To address this Mr Giblin will be running a Dads and Lads Table Tennis Club in the near future just for Years 5 and 6.

Some of our Nursery Parents have just begun a Families First Lets Learn Together course. This was very successful last year and is a great way to help your child learn from an early age and get to know other parents.

Many parents are enjoying Zumba on Thursday afternoons (crèche available).

A speech and language course for our foundation parents is starting next week 12.30-1.30pm.

Future workshops/courses

Baby massage classes will be starting soon on Friday Afternoons.

To celebrate World Book Day and World Maths Day In March we will be inviting parents and carers into class for short reading and maths activities.

After feedback from parents Hugh Baird will be running a 6 week floral design course after half term. Keep a look out for more information.

Also see the notice boards or the school website for information on other free courses run by Hugh Baird or if you want more information ask Mrs Ball (Year 1).

Parents Voice

We are very keen to hear your view and opinions and thank you for the many questionnaires you have completed.

In response to the evaluations filled out by parents of children starting school. All parents found the meetings very informative. One parent asked for more information on how we support children with additional needs. This will be included next time. We usually work with parents of children with additional needs on a one to one basis to ensure a smooth transition. For the parents of children who attended other nurseries we will endeavour to inform you of the dates of meetings earlier and check the date with the nurseries.

In response to the homework questionnaire Ms Valentine is now running a homework club on a Tuesday and Wednesday morning 8.15am to 8.45am. We hope you are enjoying playing the maths games we are sending home and taking the opportunity to use I am Learning. Look out for the guidance on supporting your child read. Children need to read as often as possible.

79 families completed our general parental questionnaire –thank you!

The key finding and proposed actions are:

All of our parents surveyed feel welcome, believe school has a happy atmosphere and encourage parents to play an active role in school. 96% believe school is sufficiently secure. Action to add playground markings to the infant playground

97% of parents feel the school enables their child to achieve a high standard of work. Over 95% feel school trips, visits and special assemblies are worthwhile. 86% of parents believe school has sufficiently high expectations of their children and give parents a clear understanding of what is taught. Actions Teachers to continue to share expectations, progress and pupil report cards at parent evening. Learning Challenges to continue to be sent out termly and put on the school website.

100% of parents feel staff are accessible and approachable. 100% of parents feel the text messaging service enhances communication while 98% feel the school newsletter gives them the information they need. 28% of parents don't

know about the website. 53% of parents said they don't know how to contact a school Governor Actions To continue to improve the school website and remind parents to access it. Website – thomasgrayprimary.co.uk To inform parent regularly of how to contact the school governors – Mr Gretton the Chair of Governors is in school every Tuesday morning and Mrs O'Brian a Parent Governor has a child in year 5. Find information about our newly elected parent governors soon. To inform you of dates of events earlier.

95%+of parents feel that the school values and attitudes have a positive effect on their children and know the schools expectations of behaviour. 4% of parents disagreed the school achieves high standards of good behaviour and 6% feel that the school system of sanctions is not effective while some answered don't know to these questions. Ofsted gave Thomas Gray Primary School outstanding for behaviour and safety. Action The school will be running parent policy consultation coffee mornings starting with behaviour and swimming for you to contribute your ideas and provide guidance to other parents on our behaviour policy via newsletter/website.

Parental Support

A big thank you to all of the parents volunteering around school. Anybody is welcome to join our PTA (see Mr Giblin in year 6) or volunteer to support in class (see Mrs Arrowsmith in the office). The money raised from recent fundraising will go towards improving the playground.

Thank you for your continued partnership

Mrs Ball

Leading Parental Partnership Award



Summer Update

It has been a very busy term in our continued strive for achieving LPPA (Leading Parental Partnership Award)

Achievements

11 parents attended a MMS (Maths Makes Sense workshop) and found it very informative. Feedback indicates interest in further maths training. Look out for this in the future.

8 Nursery parents completed a Lets Learn Together Families First course. They will be receiving their certificates in the autumn. Feedback again was very positive and assessments show the children made excellent progress. Many parents indicated they would also like further support with maths. Due to the success of this course we will be running it again in spring 2014 for our Nursery parents.

Our after school Easter craft course was very successful with over 40 parents and children attending. Many received certificates in our final achievement assembly. We will be running a Creepy Craft Club in the autumn and a Christmas craft after half term.

Well done to everyone who attended a workshop, club or course and thank you for your continued support.

Unfortunately we did have to cancel a parent's computer course due to a lack of interest. After discussing this with some parents we feel it may be because of the time of year and time of the course. We will try and offer this again in the future taking your suggestions into account.

Our cultural fortnight was very enjoyable. Thank you to the amazing amount of Nursery and Reception parents who attended the African mask making, dancing workshops and drumming presentation.

It was also good to see so many parents attending our cultural celebration, achievement and Star of the week assemblies.

The summer fair rose over £700 and we are hoping to get matched funding. Thank you to the PTA, other parent/pupil volunteers and for all who showed their support by attending and by making donations.

Some parents completed a homework questionnaire. In light of the responses the staff will be reviewing homework and feedback will be given in the autumn.

We are well on our way to achieving the Leading Parental Partnership Award and look forward to our continued partnership in the next school year. Thank you!

Have a lovely holiday!

Spring Term Update

It has been a short but very successful term in our continued attempt to gain the Leading Parental Partnership Award.

Achievements

This term we have run two successful after school family enrichment clubs run by Sefton Community Learning Service.

The parents who attended the Cultural Crafts Club will be receiving a certificate in the upcoming achievement assembly. Well done to Jennifer Elmes, Mary Hardie, Victoria Lynn, Tracey Mckee, Rachel Lenniie, Caroline OHara and Laura Walton.

Feedback was very positive. After a change of day we have had a fantastic response to the Family Easter craft club and have had to organise two sessions.

16 parents attended our RWI workshop and found it very informative. Look out for a Maths Makes Sense workshop soon.

Many of our Nursery parents are currently attending a 10 week Lets Learn Together Families First Course. Look out for Key stage 1 and 2 Family Learning Courses next term.

We hope you enjoyed sharing a book with your child on World Book Day, we are hoping to make this a regular event.

Thank you to all those parents who attended parents evening

89% of parents attended. If you still haven't contacted school for an appointment please do so.

We are looking forward to seeing the results of this terms learning challenge homework and will be celebrating your achievements in an assembly soon.

A big thank you once again to the families who supported us in transforming our outdoor area. Working together is making a huge difference to the school, children and community.

Future Events to look out for:

Parent Maths course

Maths Makes Sense workshop

Key Stage One/Two Fast Course

Y5/6 Family Sports Club

Parenting Workshops

Autumn Term Update

In our attempts to gain the L.P.P.A this term we have had two very successful parent and child workshops. Fruity Faces for Nursery and Healthy Lunchboxes for Reception which were both well attended. Some parents also completed an after school Family Cookery Club. Thanks to all who attended.

Also, thanks to all those parents who supported their child with their learning challenge homework, the results were fantastic!

We have had our first P.T.A. meeting and a number of parents are now supporting our fundraising attempts,

Thanks to the parents/grandparents who help out at the Tuck Shop and the recent bag pack at Asda - school raised £714.00 - this is going towards purchasing I pads for school.

Future events to look out for:

Christmas Hat Making Foundation, Year 1 and 2

Read Write Inc demonstration lessons

Lets Learn Together Course

Cake Decorating

Cultural Craft Club

Moving on with Maths

The Leading Parent Partnership Award (LPPA)

The LPPA is an exciting national award that the school is hoping to achieve in the next 15 months. It provides a framework that will help us to involve parents and carers more fully in every child's learning experience.

One of the principle criteria of the Award is the promotion of and participation in lifelong learning within school for parents and carers. It is vital that parents and carers understand and support their children's learning and development. Family learning can reinforce their relationships with their child and the school as well as developing their own skills and knowledge.

The LPPA offers long term benefits such as improved pupil attendance and behaviour and increased parental involvement and support. We hope to improve communication between school and home and nurture the child/parent relationships by highlighting the benefits of adult learning and the positive impact this can have on a child's own education.

This is a challenging but rewarding venture that should impact upon every child, parent, carer and member of staff at our school.

A school that encompasses parents and carers in its vision is a school that can create a wholly successful learning environment for its pupils.

We would like to inform you of our commitment to achieving the Award but also ask for any assistance that you might be able to provide to support us in furthering parental engagement through your own connections with us.

Ofsted

[Ofsted Report](#) [Parent View Ofsted](#)

Our School About Thomas Gray

Thomas Gray is an average-sized primary school. The last OFSTED inspection March 2012 judged Thomas Gray to be ‘a good school with **behaviour particularly outstanding...where pupils positive attitudes to learning contribute significantly to the schools success**’

Thomas Gray has undergone significant change in recent years including amalgamation and transfer to a single site staff. The Investors in Pupils assessment report stated that ‘the changes have been managed calmly and sensitively by the Headteacher, Mrs Rimmer and all the staff. ‘Parents and governors confirmed that a vibrant thriving unified school has emerged as a result.’

The school holds a number of local and national awards including – National Healthy Schools, Activemark, Investors in Pupils, Full international schools status. The children during a recent independent consultant assessment stated;

“Thomas Gray Primary is a good place to be and that the staff work hard on our behalf.”

“I enjoy working on excellent projects like the photography books.”

“I feel important and valued and my ideas are listened to.”

Guide to our Curriculum

In Thomas Gray Primary we work towards all our pupils becoming successful learners, confident individuals and responsible citizens. Our curriculum supports these goals promoting learners who focus on achieving their best.

OUR CURRICULUM AIMS ARE:

To promote highest possible achievement for all pupils irrespective of race, gender, culture or disability.

To promote pupil's intellectual, spiritual, creative, cultural and physical development.

To prepare pupils to become responsible citizens, confident, independent, healthy individuals and life-long learners in the 21st century.

THE NATIONAL CURRICULUM:

The Early Years Foundation stage.

In the Foundation Stage the children learn through the Early Years Foundation Stage Curriculum. When staff judge children to be ready they begin working on the National Curriculum. At Thomas Gray we cover all aspects of the National Curriculum to enhance the learning experiences of the children.

The National Curriculum

The National Curriculum sets out what children should know, understand and do at each level in the following subjects: *English, Maths, Science, Information Technology, Design Technology, History, Geography, Music, Art, Physical Education, Personal, Social and Health Education.*

OUR LEARNING CHALLENGE CURRICULUM

Our Curriculum is designed to develop subject knowledge skills and understanding and develop key social and learning skills. We plan topics and themes which will engage children and make learning meaningful. These themes draw together different parts of the National Curriculum. There will be lots of opportunities for children to use new technology to support their learning.

Curriculum Maps 2014

[Curriculum Map Foundation Stage](#)

[Curriculum Map Year 1 and 2](#)

[Curriculum Map Year 3 and 4](#)

[Curriculum Map Year 5 and 6](#)

Literacy – Read Write Inc Link for Website:

<http://www.ruthmiskin.com/en/read-write-inc-programmes/>

Maths Makes Sense Link for Website:

<http://richarddunnemaths.com/resources>

I am Learning Link for Website:

<http://iamlearning.co.uk>

Governors

Miss Louise Price - Clerk to the Governors

Mr Phil Gretton, Chair - Local Authority

Mr Steve Wilson, Local Authority

Mrs Rachael Rimmer, Headteacher, Staff Governor

Mrs Kim Lang, Community Governor

Mr Bob Campbell, Community Governor

Mrs Pam Taylor, Community Governor

Mr Phil Lang, Parent Governor

Mrs Karen Smith, Parent Governor

Mr Finn, Parent Governor

Mrs Michelle Piercy, Teacher Governor

Miss Emma Thomson, Deputy Head, Staff Governor

Our Office Staff

Our office staff will give you a warm welcome when you arrive at Thomas Gray.

Mrs Leadbetter is our Office Manager and is responsible for all the financial aspects in the running of a busy primary school.



Mrs Arrowsmith is our pastoral officer and helps both pupils and parents deal with attendance issues as well as other concerns that they may have that they need support with.



Miss Price is the office administration assistant and as well as being responsible for keeping parents informed with the school news-letter, supports the office staff to ensure the office runs efficiently.



Ofsted

" This is a good school with a number of strengths . Pupils play and work together in a calm secure environment.

" Behaviour is outstanding."

" Children make a good start in the Early Years Foundation Stage and make good progress, particularly in communication skills."

Ofsted March 2012

Our last inspection was in March 2012.

[Ofsted Report 2012](#)

P.E and Sports Premium Funding

P.E. and Sports funding report for academic year 2013 – 2014

In April 2013, the Government announced that it would be providing additional funding of £150 million per annum to improve the provision of physical education (PE) and sport in primary schools. This funding is being provided by the Department for Education, Health and Culture, Media and Sport.

The funding can only be spent on sport and PE provision in schools although each school can choose how they wish to use these additional funds. Ofsted will play a significant role in ensuring that schools target the funding in areas which will lead to clear outcomes in raising standards and opportunities in PE and school sport for all children throughout the primary phase.

How will Thomas Gray use the additional sports funding?

Main aims / objectives 2013/2014

- Increase confidence and competence of all staff in the delivery of P.E. and Games through CPD opportunities.
- Introduce new scheme of work across the school to ensure consistency / coverage.
- Increase the number of after school clubs offered across the school and increase participation rates of children attending extra-curricular clubs.

- Encourage more physical and sporting activities during lunchtimes (use outside coaches and Sports apprentices)
- Participate in more competitive fixtures / tournaments throughout the year and improve success rates (raise profile of school within Sefton borough)
- Target certain individual sports and activities that the school has not previously taught and/or competed in (basketball, table tennis, Ballroom/Latin American dancing)
- Target children who have previously been reluctant participants and increase participation rates in both after school clubs and competitive teams / fixtures.
- Employ specialist coaches / Sports apprentices to assist with curriculum delivery and after school clubs delivery.
- Provide quality assured materials and equipment for PE and sport.

Impact of sports funding 2013/14

- New scheme of work well used and received / excellent feedback from staff and children alike.
- Staff confidence in teaching P.E. greatly increased through CPD opportunities, new scheme of work and assistance of expert coaches to enhance delivery. (50% of teaching judged 'outstanding')
- Range of after school clubs offered to children greatly increased.
- Participation rates / numbers increased for after school clubs programme.
- Use of specialist coaches has enhanced delivery of curriculum lessons and after school clubs programme.
- 'Target' sports of basketball and table tennis very successful

(Sefton Borough champions at basketball – first time the school had taken part in the tournament and runners up in Sefton table tennis tournament – again this was the first time the school had competed)

- Lunchtime opportunities for physical activities increased and participation rates high.
- Children's attitudes towards all P.E. and sports activities extremely positive.
- Status and profile of P.E. raised in all areas (this includes new team kits for all sporting teams / all ages)
- The school now enjoys a higher profile across the borough due to its success in tournaments and festivals.
- Increased participation rates for target children who were previously reluctant participants.
- Additional materials and equipment for PE and games activities have enhanced curriculum and extra-curricular delivery

Key data from end of year questionnaire / analysis

- *54% of KS1 children and 81% of KS2 children attended a school club (after school or lunch) for at least 1 half term this year*
- *97% of KS1 children and 98% of KS2 children say they enjoy P.E. lessons/activities/games played and sports clubs attended*

- 98% of KS1 children and 97% of KS2 children feel that attending a school club now will help them to lead a more healthy life
- 46% of KS1 children and 72% of KS2 children have taken part in an inter school competition in P.E. /Games this year (competition against other schools)
- 99% of all children think there is a good choice of sports in P.E. lessons and school clubs
- 95% of KS1 children and 86% of KS2 children play sport related games at break and lunch times

Our School

About Thomas Gray

Thomas Gray is an average-sized primary school. The last OFSTED inspection March 2012 judged Thomas Gray to be ‘a good school with **behaviour particularly outstanding...where pupils positive attitudes to learning contribute significantly to the schools success**’

Thomas Gray has undergone significant change in recent years including amalgamation and transfer to a single site staff. The Investors in Pupils assessment report stated that ‘the changes have been managed calmly and sensitively by the Headteacher, Mrs Rimmer and all the staff. ‘Parents and governors confirmed that a vibrant thriving unified school has emerged as a result.’

The school holds a number of local and national awards including – National Healthy Schools, Activemark, Investors in Pupils, Full international schools status. The children during a recent independent consultant assessment stated;

“Thomas Gray Primary is a good place to be and that the staff work hard on our behalf.”

“I enjoy working on excellent projects like the photography books.”

“I feel important and valued and my ideas are listened to.”

Policy Documents

Our school policies are now accessible from this page:



[AFL](#)



[Anti-bullying Policy Jan 13](#)



[Arts Policy Jan 14](#)



[Attendance & Registration policy ...Oct 2011](#)



[Behaviour Discipline Policy Jan 2013](#)



[Charging Policy](#)



[Calculations Policy](#)



[Curriculum Policy Jan 14](#)



[Complaints Feb 2014](#)



[Community Outreach](#)



[EAL Policy Jan 13](#)



[English Policy November 2011](#)



[Grammar Policy](#)



[Gifted and Talented Policy Feb 2014](#)



[Health, Safety and Welfare Policy Jan 14](#)



[Humanities Policy Sum 13](#)



[ICT Policy 2014\[1\]](#)



[Induction Policy](#)



[Lettings Policy Jan 13](#)



[Looked after Children Policy Jan 13](#)



[Medicines in Schools Policy Jan 13](#)



[Pupil Premium Policy 2014](#)



[Race Equality and Cultural Awareness Policy Jan 13](#)



[Restraint Policy 2011](#)



[Safeguarding Children Child Protection Policy Sept 2014](#)



[School Trips Policy Oct 2014](#)



[Single Equality Policy Jan 13](#)



[Science Policy 2014](#)



[Swimming Policy Jan 14](#)



[Target Setting Policy Jan 13](#)



[Teaching & Learning Policy Jan 14](#)

Safeguarding and Child Protection

THOMAS GRAY PRIMARY SCHOOL

Ratified by Governors – November 2011

SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY

Section 175 of the Education Act 2002 requires local education authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition, those bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section. (Safeguarding Children and Safer Recruitment in Education. ECM 2006)

**All children deserve the opportunity to achieve their full potential.
The five outcomes that are key to children's and young people's wellbeing are:**

- **Stay safe**
- **Be healthy**
- **Enjoy and achieve**
- **Make a positive contribution**
- **Achieve economic wellbeing**

The school should give effect to their duty to safeguard and promote the welfare of their pupils (students under the age of 18 years of age) under the Education Act 2002 and, where appropriate, under the Children Act 1989 by :

Creating and maintaining a safe learning environment for children and young people

- **Identifying where there are child welfare concerns and taking action to address them in partnership with other organisations where appropriate.**

(Working Together to Safeguard Children – ECM 2006 pg.66)

The DESIGNATED PERSON(S)

Schools should have a Senior Member of Staff who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the authority and working with other organisations as necessary and should remedy without delay any deficiencies or weaknesses in its arrangements for safeguarding and promoting welfare that are brought to its attention.

The Designated Person for this school are Rachael Rimmer, Paul Bennett (in his/her absence the designated person will be Emma Thomson/Olivia Ball).

The role of the Designated Person is:

- **To refer cases of suspected abuse or allegations to the relevant investigating agencies using procedures outlined by the LA.**
- **Act as a source of support, advice and expertise when deciding whether to make a referral by liaising with relevant agencies**
- **Liaise with head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.**
- **Identifying signs of abuse and when appropriate to make a referral**
- **Have a working knowledge of Local Safeguarding Children's Board (LSCB), conduct of a child protection case conference and be able to attend and contribute when required to do so**
- **Ensure each member of staff has access to and understands the school's child protection policy especially new or part time staff who may work with different educational establishments**
- **Ensure all staff have induction training and are able to recognise and report any concerns immediately they arise. Ensure refresher training is undertaken every three years**
- **Be able to keep detailed accurate secure written records of referrals and or concerns. Information is on a need to know basis only.**
- **Obtain access to resources and attend any relevant or refresher training courses at least very two years**
- **Ensure child protection policy is reviewed and updated annually with the governing body. Ensuring the monitoring and evaluation of the policy and relevant action plans have clear and specific outcomes**

- **Ensure parents have access to information, which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later. (leaflets and prospectus)**
- **Ensure children's child protection file is copied and transferred to any new establishment as soon as possible separately from the main file**
- **All teaching and non-teaching staff are aware of their responsibilities with regard to the protection of children from abuse and from inappropriate and inadequate care, and are committed to responding in all cases where there is concern.**

In the event of a member of staff (whether teaching or non-teaching) having a child protection concern about a pupil, he/she will immediately inform the designated person, and record accurately the events giving rise to the concern. The action to be taken is detailed in the safeguarding referral process as outlined in the LSCB procedures. All staff must have access to and have knowledge of the procedures and follow them.

If a member of staff feel that a concern should be acted upon and it is not referred then they have the right to refer direct to social care. If this is the case inform the DT/HT of the action.

CHILDREN IN NEED

Children are defined as being 'in need', under the Children Act 1989 section 17, when their vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (s17 (10) of the Children Act 1989), plus those who are disabled. The critical factors in deciding whether a child is in need are:

- **What will happen to a child's health or development without services being provided, and**
- **The likely effect the services will have on the child's standard of health and development**

WHAT IS ABUSE?

Physical Abuse:

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. May also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (Fabricated induced illness)

Emotional Abuse:

Persistent emotional maltreatment such as to cause severe and persistent adverse effects on the child's emotional development. May involve conveying to children that they are worthless or unloved, inadequate, or valued only as insofar as they meet the needs of another person. May feature age or developmentally inappropriate expectations being imposed on them.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. May involve physical contact including penetrative or non-penetrative acts, involving children looking at, or in the production of sexual online images, watching sexual activities or encouraging children to behave in sexually inappropriate ways

Neglect:

Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development, May involve failing to provide adequate food, clothing and shelter, protect from physical and emotional harm or danger, adequate supervision, ensure access to appropriate medical care or unresponsiveness to basic emotional needs

LISTENING TO CHILDREN

Some staff will have a particular contribution to make in listening to children who have been through the experience of abuse. It is important that this work is not undertaken at a time when it may impact on any legal processes through which the child may be involved, and that it does not clash with any therapeutic interventions provided by other agencies. Children also want to know they will be listened to and their concerns taken seriously. All staff should provide them with a safe environment where it is ok to talk and are aware that if they are selected by a pupil to hear a disclosure they **NEED TO TAKE ACCOUNT of the guidance given in the *Memorandum of Good Practice* (Criminal Justice Act 1991)**

The following guidance will act as a framework for a staff response

- be accessible and receptive, listen carefully and ask open questions to clarify e.g. who, what, when, where, how.**
- Take it seriously (e.g. This is very serious, I'm sad that this has happened to you)**

- Reassure the child they are right to tell (e.g. I'm glad you told me, that was the right thing to do)
- Negotiate getting help - Tell the child you are going to get help for them and their family - prepare them for the fact that you must involve others.
- Explain - that you cannot personally protect them - but will support them in telling the right people to make sure it does not happen again.
- Report - all suspicions or disclosures immediately
- Make careful records of what was said - immediately using the child's own words and including questions you asked. Keep your hand written notes. Ensure all records are dated and signed.

DO NOT

- Jump to conclusions or make promises you cannot keep. (Confidentiality)
- Try to get the child to disclose - let the child talk and ask only the open questions you need to know to clarify immediate safety. A member of staff, following the disclosure/concern, should not interview the child. The police/social services interview will form the basis of evidence needed to protect the child.
- Speculate or accuse anybody.
- Ask any leading questions whatsoever e.g. was it daddy/mummy etc. or any questions requiring a YES/NO answer. (Memorandum of Good Practice -Criminal Justice Act 1991)
- **STAFF MUST NOT INVESTIGATE CONCERNS OR TRY TO FIND EVIDENCE TO SUPPORT THE CONCERNS. STAFF SHOULD ONLY PASS ON THEIR CONCERNS TO THE DESIGNATED PERSON OR THEIR DEPUTY AND/OR SOCIAL CARE.**

PARENTS

It is good practice to inform parents of concerns and subsequent referrals to social care unless the child is at risk of significant harm by doing so. Meetings with parents will be held with the designated person and/or head teacher and/or a member of staff. (Two members of staff maximum)

RECORD KEEPING & SECURING FILES

In the event of a child suffering or may be suffering significant harm, an investigation e.g. serious case review may be held. The local authority may request the up to date, signed and dated Records of all concerns and incidents.

If the school receives such a request to secure records, the designated person must take possession of the file (Electronic and manual files) and ensure that he/she numbers and initials both sides of each page. The school should make a complete photocopy of the file so that casework can continue while the local authority's nominated person holds the original file. Files being transferred between the school and the local authority should be delivered in person in a sealed envelope if possible and signed by both persons with a record of the transfer held in school.

ALLEGATIONS AGAINST STAFF

It is essential that any allegation of abuse against a teacher or other member of staff or volunteer in an education setting is dealt with fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. (Safeguarding Children and Safer Recruitment in Education 2006 pg.57), (Guidance for Safer Working Practice for Adults working with Children & Young People in an Education Setting. 2009)

Referral is to the head teacher, unless they are one accused, in that case the Chair of Governors, and then the senior LA officer.

LA contact (HR) - Paul Cunningham Tel.0151 934 3209

Local Authority Designated Officer – Christine Mellor Tel: 0151 934 3234

RECRUITMENT & VETTING

Adult access to pupils: via any school activities, the use of school premises or promotion of outside school activities will be assessed for level of risk and regularly monitored. In all circumstances all employed and voluntary staff should have undergone vetting by the Criminal Register Bureau including application forms, references and interviews as outlined in Safeguarding Children and Safer Recruitment in Education (ECM 2006).

The school will ensure that all adults and pupils know any relevant procedures or codes of conduct. The Independent Safeguarding Authority (ISA) is the Non-Departmental Public Body which will decide who is barred from working/volunteering with children and

vulnerable adults. Their core purpose is to prevent unsuitable people from working with these groups and will form a major part in reforming current vetting and barring practices, but employers retain their responsibilities for ensuring safe recruitment and employment practices.

PROCEDURES HANDBOOK

The LSCB Child Protection Procedures Handbook will be kept in the Designated Persons office and the staff room.

The designated teacher will ensure that all staff are aware of this and are familiar with the Education Guidance Section.

Further information can be obtained via the Intranet/Internet address:

<http://www.seftonlscb.co.uk> (click on professionals and them procedures tabs)

CHILD PROTECTION CONFERENCES

The school will ensure that a member of staff who is properly informed about the immediate concerns as well as about the child and his/her history attends all child protection conferences and reviews. Full reports to conference in accordance with procedures, will be sent to Social Care in advance where possible, or multiple copies taken to the Conference where time given is limited.

STAFF SUPPORT

The stress on staff involved in any aspect of child protection work is considerable, and the school will ensure that such staffs are properly supported. The Head teacher and Designated Person will be responsible for ensuring that support from outside the school is sought where appropriate.

Designated person and school support

**Q LA officer represented on the LSCB --,
Julie Palin/Tracy McKeating 0151 934 3359
– For concerns about inter-agency co-ordination**

Q Education Welfare Officers- For support regarding assessments of individual cases and training on procedures – Julie Palin/Tracy McKeating, Tel. 0151 934 3359

Q Professional Abuse – Paul Cunningham (HR) Tel. 0151 934 3209

Q Local Authority Designated Person – Christine Mellor Tel: 0151 934 3234

CHILD PROTECTION IN THE CURRICULUM

The planned curriculum will include material and activities, mainly within Personal, Social and Health Education which are designed to help children to be less vulnerable to abuse, where this is possible, without in any way implying that the responsibility for child protection is the child's. This will include emotional health and well-being, sex education, anti-bullying, safety, drug education and all work that develops self- esteem and inter-personal skills.

COHERENCE

The Child Protection Policy will be complemented and supported by other school policies and practice. In particular the schools policies related to personal, social and health education; sex & relationship education; equal opportunities; behaviour; anti-bullying; special needs, looked after pupils, welfare and guidance.

CO-ORDINATION

Co-ordination of policy and practice is the responsibility of the Designated Person. This will be recorded in the DT file which will include: school policy, remit of D.T. pro-formas, list of contacts, information on level of staff training and an action plan.

This policy will be given to all staff members who must read and sign.

Updated;

Signed.....

DOCUMENTATION/GUIDANCE – ALL staff must take note of the following guidance in the event of concerns/disclosures made to them.

q **Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children. ECM 2006**

q **Child Protection/Safeguarding Procedures – LSCB**

<http://www.seftonlscb.co.uk>

q **Framework for the Assessment of Children in Need - Sefton Council and Sefton Health 2001**

q **Personal Safety and Child Protection, Curriculum Planning Guide, Sefton LA 2000**

q **The Children Act – 1989**

q **Education Act 2002 section 175**

q **What To Do If You're Worried a Child is Being Abused - 2003**

q **Safeguarding children: Safer Recruitment & Selection in Education Settings – 2007**

q **Every Child Matters – Change for Children – 2004**

q **Guidance for Safer Working Practice for Adults who Work with Children & Young People in Education Settings – 2009**

q **Private Fostering Procedures – 2006 (Sefton LSCB website)**

q **Dealing With Cases of Forced Marriage (www.fco.gov.uk)**

q **Guidance on Safeguarding Children Involved in Prostitution (DOH 2000)**

Signed:

Signed:P Gretton, Chair of Governors

Pupil Premium

The pupil premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The amount received is dependent on the number of children who

receive free school meals. All schools are required to report on the amount of funding and how this is being used. Click below to access the complete document relating to Pupil Premium

[pupil premium Report to Parents September 2013](#)

To see Pupil Premium Funding 2011-2012 click below

[Plan for Pupil Premium Funding 2011-12](#)

SUPPORT STAFF

These are all the support staff who teach at Thomas Gray:

Miss L Archbold - Year 3

Miss C Geddes - Year 6

Miss D Sharkey – Two Year Old Room

Mrs C Miller - Year 4

Mr T Ward – Foundation Stage

Mrs T Valentine - Year 5

Mrs L Walton - Year 2

Miss R Lennie - Year 2

Mrs B Cosgrove - Year 1

Mrs J McDermott - Phoenix Room/Upper Key Stage 2

Miss C Thornberry – Foundation Stage

Miss K Davies – Foundation Stage

Miss L Monaghan – Nursery

Mr Johnson - P.E. Coach across Year Groups

Miss Conroy – P.E Coach

TEACHING STAFF

These are all the staff who teach at Thomas Gray Primary:

Mrs Rachael Rimmer - Headteacher

Miss E. Thomson - Deputy Headteacher

Mr J Giblin - Year 6

Mrs M Piercy - Year 5

Miss M Currell - Year 4

Mrs L Frackleton - Year 3

Miss E Thomson, Mrs C Connolly - Year 2

Mrs O Ball - Year 1

Miss H Bailey - Reception

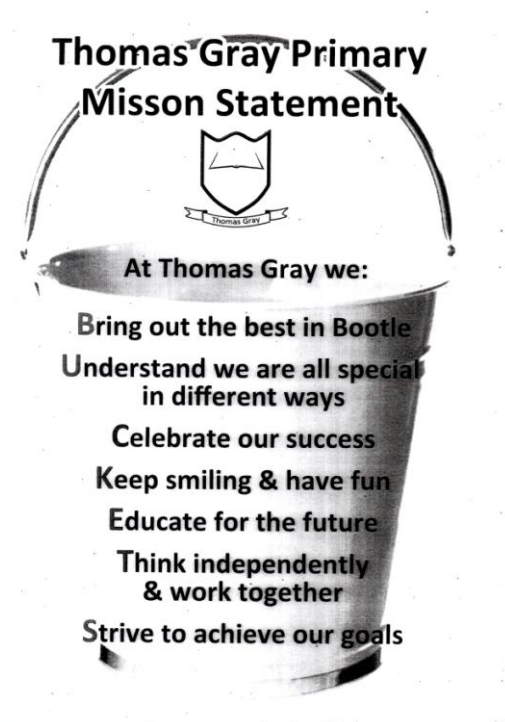
Miss H Judge - Nursery

Mrs McKie - Phoenix Room Teacher

Miss E Hodgson - PPA Cover Teacher (ICT Co-ordinator)

Our School Mission Statement

[Thomas Gray Mission Statement](#) (Bucket Filler Misson Statement)



Parent Courses / Workshops

Nothing on page yet – Need to get information off Mrs Ball for this Jodie will email over when we come back after Christmas.

Parent Handbook

[School Prospectus 2013-2014](#) – Mrs Ball is also checking the prospectus so I will email that over after Christmas too.

PARENT TEACHER ASSOCIATION

Thomas Gray Parent Fundraising Committee

The Parents Fundraising Committee is an enthusiastic group of parents dedicated to helping the Primary School by raising vital funds. This money is used to fund projects that the School would not otherwise be able to afford and this gives the children greater opportunities.

New members are always welcomed so if you have a spare hour why not come and join us? Please ask for details on how to become a member of this group from the school office or speak to Mr Giblin.

Parents and Carers

If you are a parent or carer, we hope you find the web links below useful.

[Parents Pages](#)

The national directory of services aimed at parents.

[Direct Gov](#)

The latest and widest range of public service information from the UK government.

[Parents' Resources](#)

Phoenix

Nothing On Page – Waiting on info for this page

Quick Links

- [BBC Schools Page](#)
- [Childnet](#)

Reception

Nothing On Page - Waiting on info for this page

Right panels

Permalink:http://www.thomasgrayprimary.co.uk/?page_id=580[Change Permalinks](#)[View Page](#)

Whilst the internet is the most significant invention of our generation and there is no doubt that the new technologies offer tremendous opportunities for children and young people however as with any environment there are also risks.

Risks associated with the internet, mobiles and social networking sites and other interactive services include:

- cyberbullying
- grooming
- potential abuse by online predators
- identity theft
- exposure to inappropriate content including self-harm
- racist
- hate
- adult pornography.

Some of these risks can be a continuation of the risks children and young people experience offline. However, they can be increased because many children and young people also fail to realise that the internet is a public place.

You, as parents, have an important role to play in helping children and young people stay safe online and encouraging safe and responsible use of the technologies.

To minimise the risks they should never be left alone with the internet. Do you know how to protect your children in your own home? Please teach your children to turn off the screen and come and find you if they find inappropriate sites.

Please look at setting up parental controls on your PC. This will protect your children from stumbling across something unpleasant. Understand the risks and empower yourself and your children by spending some time looking at the websites your children use. Protect them and teach them that there are sites which are not appropriate.



This year was the 11th Safer Internet Day. Schools across the world encouraged children to think of how they use the internet and how we can all work together to make the internet a better place.

AFTER SCHOOL CLUBS

There is an after school club - Waiting on info for this page

UNIFORM

At Thomas Gray Primary we require all the children to wear school uniform which can be purchased from Paul's Place on Stanley Road.

Boys

Plain white polo shirt, or white polo shirt with the School crest;

Maroon sweatshirt with School crest;

Grey trousers, or shorts.

Girls

Plain white polo shirt, or white polo shirt with the School crest;

Maroon sweatshirt with School crest;

Grey skirt, or grey trousers.

A maroon gingham dress may be worn in summer (after Easter through to October half term), as an alternative.

Tights may be white or grey and should be plain black, with no patterns.

Only flat, black or navy shoes or plain trainers should be worn, and, in the interest of safety, all shoes/sandals should have covered toes and ankle supports

Trainers are only allowed for Athletics during PE sessions; therefore, the School would like to discourage the wearing of trainers in place of School shoes.

Children may wear tracksuits when they are going swimming as this makes changing quicker.

ALL UNIFORM MUST BE CLEARLY LABELLED WITH THE CHILD'S NAME.

Please note that make-up or nail enamel is not suitable for school. Medication for chapped lips is permissible providing there is a valid medical reason.

ATTENDANCE

Punctuality (Lateness)

It is very important that your child has the right start to their day. Children who arrive late miss learning time and this can cause a lack of confidence as they have missed vital instructions or explanations.

Please ensure your child is in school no later than 8.55am (registers are in the office at 9.00). Children who arrive late must report to the School Office to ensure they are registered.

Absences

If your child is unable to come to school please contact the office by 9.00am otherwise the school will contact you.

The school has very close links with the Education Welfare Officers who will deal with any issues we have over attendance.



When your child is unwell, it can be hard deciding whether to keep them off school. A few simple guidelines can help.

Not every illness needs to keep your child from school. If you keep your child away from school, be sure to inform the school on the first day of their absence.

Use common sense when deciding whether or not your child is too ill to attend school. Ask yourself the following questions.

- Is your child well enough to do the activities of the school day? If not, keep your child at home.
- Does your child have a condition that could be passed on to other children or school staff? If so, keep your child at home.
- Would you take a day off work if you had this condition? If so, keep your child at home.

If your child is ill, it's likely to be due to one of a few minor health conditions.

Whether you send your child to school will depend on how severe you think the illness is. This guidance can help you make that judgement.

Remember: if you're concerned about your child's health, consult a health professional.

- **Cough and cold.** A child with a minor cough or cold may attend school. If the cold is accompanied by a raised temperature, shivers or drowsiness, the child should stay off school, visit the GP and return to school 24 hours after they start to feel better. If your child has a more severe and long-lasting cough, consult your GP. They can give guidance on whether the child should stay off school. Get more information in [Common cold](#).

- Raised temperature. If your child has a raised temperature, they shouldn't attend school. They can return 24 hours after they start to feel better. Learn more in [Feverish illness in children](#).
- Rash. Rashes can be the first sign of many infectious illnesses, such as chickenpox and measles. Children with these conditions shouldn't attend school. If your child has a rash, check with your GP or practice nurse before sending them to school.
- Headache. A child with a minor headache doesn't usually need to be kept off school. If the headache is more severe or is accompanied by other symptoms, such as raised temperature or drowsiness, then keep the child off school and consult your GP.
- Vomiting and diarrhoea. Children with these conditions should be kept off school. They can return 48 hours after their symptoms disappear. Most cases of vomiting or diarrhoea get better without treatment, but if symptoms persist, consult your GP. Learn more in [Rotavirus gastroenteritis](#).
- Sore throat. A sore throat alone doesn't have to keep a child from school. If it's accompanied by a raised temperature, the child should stay at home.

You can read more about medicines for children's common health problems in [Medicines for children](#).

You can get help identifying common childhood illnesses by using the [Childhood illness slideshow](#).

It's important to inform the school if your child is going to be absent. On the first day of your child's illness, telephone the school to tell them that your child will be staying at home. The school may ask about the nature of the illness and how long you expect the absence to last.

If it becomes clear that your child will be away for longer than expected, phone the school as soon as possible to explain this.

PARENT TEACHER ASSOCIATION

Thomas Gray Parent Fundraising Committee

The Parents Fundraising Committee is an enthusiastic group of parents dedicated to helping the Primary School by raising vital funds. This money is used to fund projects that the School would not otherwise be able to afford and this gives the children greater opportunities.

New members are always welcomed so if you have a spare hour why not come and join us?

Please ask for details on how to become a member of this group from the school office or speak to Mr Giblin.

2 Year Olds Room

Keep checking for news of provision for 2 Year olds which we hope to post soon.

Classes

- [Foundation](#)
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Phoenix

School News

Community

McMillan Coffee Morning

Thankyou to everyone for their fantastic support at our McMillan Big Coffee morning last week. We would also like to give a big thankyou to Marks and Spencer and Tesco for their donations. £232 Was raised. Thankyou all for your support for this very worthy cause.

Thomas Gray School has links with a number of community groups including Riverside Housing who have worked closely with the school reinforcing to the children how important it is that we all look after our local area. They worked with the school arranging for key people to come in with presentations for the children on graffiti, litter, vandalism and being a considerate dog owner.

St.Leonards have also played a key role within the school and a number of our children have helped make the area a nicer place in which to live planting bulbs in Poets Park for everyone to enjoy.

Parents and Carers

If you are a parent or carer, we hope you find the web links below useful.

[Parents Pages](#)

The national directory of services aimed at parents.

<http://www.parentpages.co.uk/>

[Direct Gov](#)

The latest and widest range of public service information from the UK government.

[Parents' Resources](#)

<http://www.topmarks.co.uk/parents/>