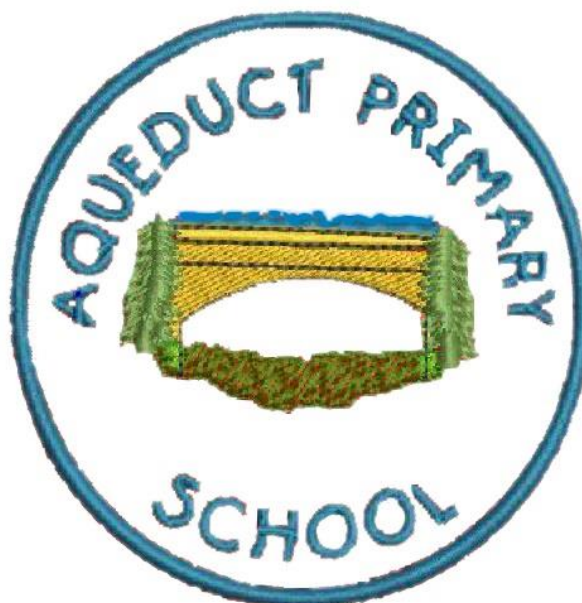


*Welcome to*



*Building tomorrow, leading the Way...*

*School Prospectus*

*2020-2021*



*This prospectus relates to admission year 2020-21 and the reporting year 2019-20.*

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A copy of this prospectus can be found on the School Website:

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

## Head Teacher's Welcome



*Your child's education is of vital importance to you and to us. All the staff and governors at Aqueduct Primary School try to ensure that the school is a happy and safe place to play, learn and grow. The learning community is a place where everyone values and supports each other.*

*For children to realise their full potential there must be a partnership between home and school. We hope that this website will reinforce this link and provide useful information for all those interested in our school.*

*We aim to provide a wide range of opportunities to learn about the world in which we live. We want to inspire, motivate and challenge learners. We want children to value their achievements and be inspired to do their best. We help children to improve their skills and abilities with determination and resilience. We always encourage independence and initiative. We realise children have the best ideas and therefore should be listened to.*

*We recognise achievements through our reward systems and deal with all children with respect, in a fair and consistent way. Our behaviour expectations are clear and the rewards and sanctions are discussed and understood by all of the children.*

*Most of all we want children to walk out of the school gates feeling inspired, positive and wanting to know more.*

*Should you require any further information about the school, please do not hesitate to contact us. We will be happy to help in any way we can.*

Tammy Lockley  
Head Teacher



## Introduction to Aqueduct

Aqueduct strap line: *Building tomorrow, leading the Way...*



Aqueduct Primary School is located in Telford Shropshire. It provides a welcoming, supportive learning environment with a strong level of community and parental support. It is a place where everyone enjoys reaching their potential and gets excited about their next steps and future. Our school, opened in 1981 and is set in large, beautiful wooded grounds with a pond and Millennium garden.



Our pupil admission number for each year group is 40. Currently we have 251 children on roll and ten classrooms; each with interactive whiteboard and full internet networking. In the outside environment we have a games court with a traverse wall and a 'Pit Stop,' which is used for many different reasons, mainly to support children's well-being and is a calm, quiet haven for children wishing to use it at break and lunchtimes.





The Pit  
Stop and  
the  
traverse  
wall



## Meet the School Council



We encourage children to take an active interest in how their school is organised via our School Council. The Council meet regularly and lead whole school weekly

assemblies to inform children on events and developments, such as lunchtime activities, charity work and fund-raising efforts. Our School Council consists of two pupils from each class, voted in by class members. Elections take place each term to give everyone a chance to be elected. Our School Council provides children with opportunities to influence the running of the school.

Last year the school council lead a hand washing programme in school and worked with the Friends of Aqueduct Primary School (FOAPS) to choose some new playground equipment.



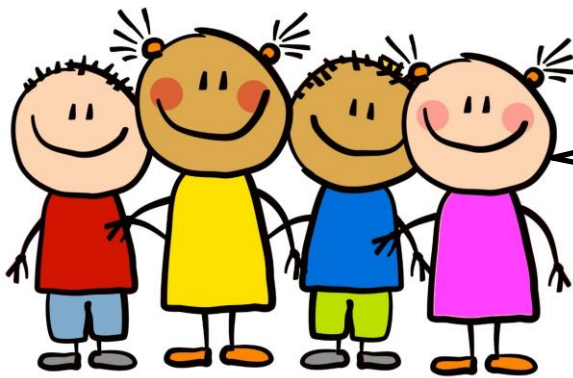
Our new  
Adventure  
Trail





## Meet the Childrens Safeguarding Board

'We do assemblies about being safe, we really like that. We also had training on how to help other children in our school be safe on the playground. We have helped make sure children know what to do if they feel unsafe at home or in school. We do lots about what to do if you feel you are being bullied.'



For the safety of  
our pupils, ran  
by our pupils.

The children have the responsibility of being the first contact for and pupils who need someone to play with or someone to start a group game. Last year, the Pupil's Safeguarding Board organised and led a Grandparents' afternoon, which everyone thoroughly enjoyed. They also updated the school's Anti-Bullying Policy, considering it from a child's point of view. They have regular meetings that focus on the well-being of all children. This involves working with each class and listening to the needs of the pupils. Their aim is to make sure all children feel safe and happy.

## Meet the School Governors

Our Governors are representatives of the local community, parents, school staff and the Local Education Authority. They bring a range of interests, knowledge and skills to the school whilst working in a voluntary capacity.

Head Teacher Governor: Tammy Lackley.

CO-OPTED GOVERNOR <i>Louise Aubrey (Chair)</i>	APPOINTED BY TELFORD AND WREKIN <i>Ieuan Moreton (Vice Chair)</i>
ELECTED BY PARENTS <i>Richard Ware</i>	COMMUNITY APPOINTED GOVERNOR <i>Kate Barnes</i>
ELECTED BY STAFF OF THE SCHOOL <i>Ashley Palin</i>	CO-OPTED GOVERNOR <i>Kelly Humphreys</i>

We have link governors for many areas including:

Literacy, Numeracy, Early Years, Special Educational Needs, Safeguarding, Health & Safety and Pupil and Sports Premium

### What is a School's Governing Body?

All schools have a board of Governors who have a vital role in the leadership of the school. They have three core functions that include:

- Setting the vision, ethos and strategic direction
- Holding the school leaders to account for the performance of pupils and performance management of staff
- Ensuring the schools finances are well spent.

The governors act as a critical friend who offer support and constructive advice whilst challenging ideas and asking questions that enable the school to arrive at the best decisions for all stakeholders.

Membership of the Governing Body includes parents, teaching staff and representatives from the local community and the Local Authority. The Full Governing Body meets at least once each term.

### Message from the Chair of Governors.

*Louise Aubrey*

I am the Education Coordinator and Designated Safeguarding Officer for Learners for a large healthcare company, working to raise standards of Literacy and Numeracy across the business. I have previously taught for seven years in both primary and secondary schools and held the role of



Whole School Literacy Coordinator. I have a detailed understanding of SEN codes of practice, in addition to hands on experience working with students who have a wide range of needs and can present challenging behaviour. Whilst training to teach part time, I worked in a variety of educational settings (including special schools and nurseries) in support roles, which has helped develop both skills and knowledge across both Literacy and SEN. I also have experience in safeguarding young people and ensuring all relevant legislation and processes are adhered to in order to promote the welfare of learners.

### Other members of the School Governing Body

Ieuan Maretan - Co-opted	Kate Barnes - Co-opted
<p>I moved to Telford in 1977 when I started working as a Maths teacher at Madeley Court school. I worked there for 27 years as Maths teacher, Head of Year and Assistant Head, during which time both of my children attended the school. In 2003 I moved to a Deputy Head post in Sandwell, becoming Associate Head in 2010 and then retiring in 2013.</p> <p>As I live locally and Pam, my wife worked at Aqueduct Primary until 2013, I have had links with the school for over 20 years.</p> <p>Although retired from full time work I continue to work with young people so becoming a Governor with particular interest in Maths was a natural move. This fits in well with my other commitments to the Duke of Edinburgh award which I have been involved with for nearly 20 years</p>	<p>Kate Barnes is Aqueduct's literacy key link worker and works closely alongside the literacy co-ordinators to monitor standard in reading and writing. She is Assistant Headteacher in charge of English at Madeley Academy and this provides essential links to aid a smooth transition for students between primary and secondary school. Kate also has experience in successful marking and feedback for students, intervention and extra curricula activities such as outdoor pursuits.</p>

<i>Richard Ware - Co-opted</i>	<i>Ash Palin - Staff Governor</i>
<p>As the title suggests I am a parent of three children, two of whom currently attend the school. We have lived in the area for nearly 15 years and my working life has been spent in IT. This will assist in supporting part of my ICT role within the Governing body. I hope to be able to represent other parents to make sure that school provides the best possible opportunities and experiences for all our children.</p>	<p>As you may probably know I am currently a teacher working with year 6. I am the staff Governor who represents, teachers, teaching assistants and other staff members. I have worked at Aqueduct since September 2017. In my previous school I had experience with working with most year groups in KS2 within the school. I am currently responsible for Mathematics across school, a subject about which I am passionate. Outside of school I live with my wife, our son Oscar and our dog.</p>

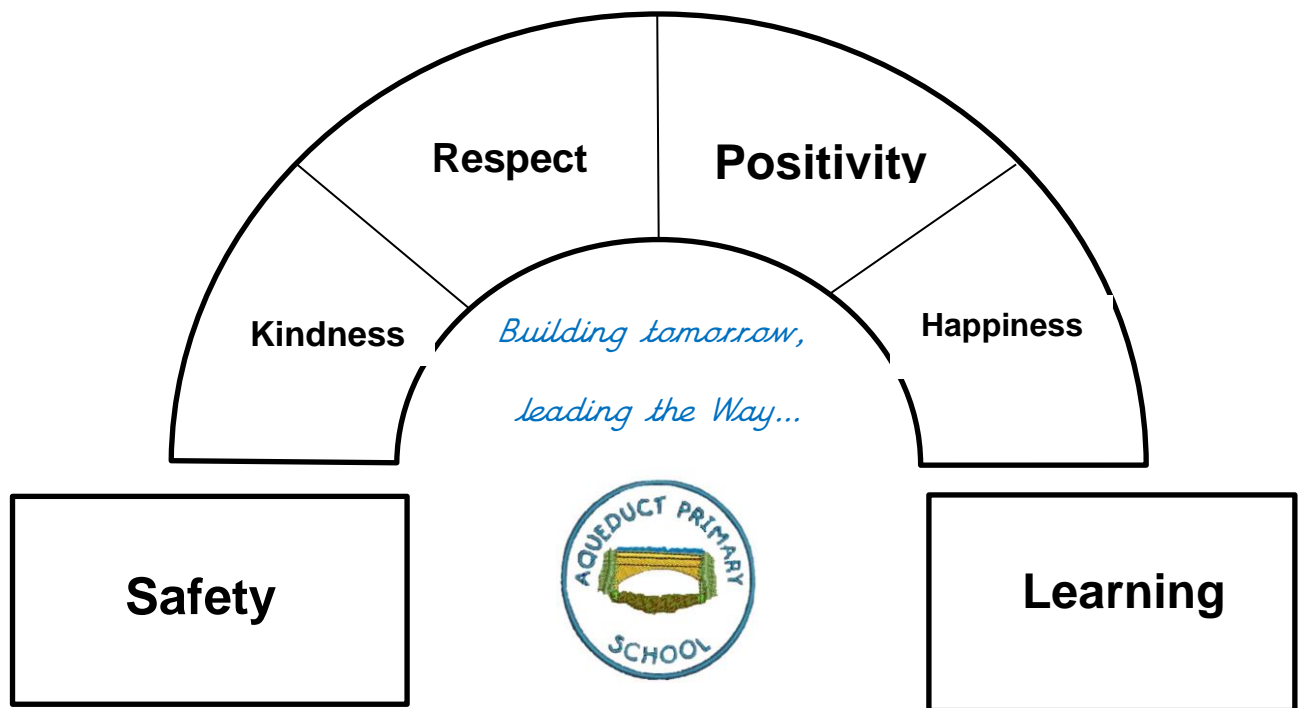
**AQUEDUCT PRIMARY SCHOOL**  
Staffing 2020 - 2021

<b>Role</b>	<b>Names</b>	<b>Responsibilities</b>
Headteacher	Mrs Tammy Lockley	DSL (Designated Safeguarding Lead)
Deputy Headteacher	Mrs Joanne Clarke	Phase Leader for Years 1&2 Curriculum Subject lead DSL (Designated Safeguarding Lead) Reading/RWI Lead
Year Rec	Mrs Cara Duppa	EYFS Phase Manager DSL (Designated Safeguarding Lead)
Year Rec/1	Miss Eloise Harrow	Inclusion Manager (SENCo) Creative Arts subject lead (D&T/Art/Music) DSL (Designated Safeguarding Lead)
Year 1/2	Mrs Stacey Mann	Religious Education subject lead
Year 2	Miss Jennifer Griffiths	Science subject lead
Year 3/4	Miss Katie Russell	Maternity cover
Year 3/4	Miss Kerri Santopietro	Personal Development and Citizenship lead (SMSC/PSHE)
Year 3/4 Assistant Headteacher	Mr Ash Palin	KS2 Phase leader Maths and ICT DSL (Designated Safeguarding Lead)
Year 5	Mr James Parker	Humanities (Geography and History)
Year 5/6	Mr Robbie Evans	Sports and PE Lead
Year 6	Miss Nicola Larlham	Modern foreign Languages



Higher level Teaching Assistants and Cover Supervisors:		
Bethanie Ellis (Student teacher) Angelika Badke Mandy Tinsley Abigail Blocksidge Nicole Woolley Sally Phillips Bethany Fairs		
Teaching Assistants:		
Sandra Howell Margaret Medland Diane Baggott Amanda Crossley Sarah Forde Bethany Garfield Judy Hayward Annie Kirby Bo Panter Rebecca Stokes Busarin Yuyai		
Sports Leader	Mr Joshua Hall	TA for vulnerable pupils

School Administrators	
School Business Manager	Teresa Smith
Senior Administrator	Carolyn Wheatley
Administrator	Lynne Harper
Caretaker	Vacancy
Cook	Debbie Reade
Kitchen Staff	Gill Egan, Sarah Nelson, Debbie Reade, Amy Wozencroft
Lunch Supervisors	Sandra Howell, Liz Blair, Margaret Medland, Judy Hayward, Wendy Hollyhead, Catherine Richardson, Mandy Tinsley
Cleaner in Charge	Sue Bishop
Cleaners	Amy Wozencroft, Tara Jackson, Veda Griffiths



*We aim to make our school a happy, caring and safe place for children to learn and grow. We provide a positive environment to develop responsible, well rounded citizens with enquiring minds. We empower children to make choices based on respect, kindness and consideration of others. We offer a curriculum that inspires and motivates all learners to widen their horizons and always aim high.*

## **The School Day**

The school day runs from 8:45am - 3:15pm

8:45	Doors open—Meeting and Greeting
9:00	Registration
9:05	Morning session 1
10:45 - 11:00	Break (KS1 & 2)
11:00	Morning session 2 (KS1 & 2)
12:00	Lunch
1:00	Registration and Mindfulness
1:15	Whole school assembly (Monday, Thursday and Friday, KS2 Only Tuesday, KS1 only Wednesday)
1:30	Afternoon Sessions
3:00	Class story time
3:15	End of School- safe and happy!

All children are registered in the morning and afternoon. Please make sure your child arrives at school on time.

## **Extended School Day**

Each half term there are various different after school activities on offer for Key Stage One and Two. These range from cooking club, sports Clubs and Minecraft workshops.

## **Absences**

If your child is absent through sickness or any unavoidable cause, please could you inform the school by telephone in the first instance. The office will call you on the first day of absence, if we have not heard from you, this absence will be an unauthorised absence. Absences are monitored by the Educational Welfare Officer and if they become persistent parents will be contacted.

## **Holidays in Term Time.**

Holidays in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children away in school time. Parents are requested to prioritise their child's education by using the school holiday weeks for family holidays. From September 2013 the Government rules changed in relation to holidays or trips during term time. We are no longer allowed to authorise leave for holidays or trips during term time. Parents need to be aware that if their child is out of school for holidays or trips, legal action for unauthorised absences will be taken.



*For additional information, please see our Attendance Policy, available on the school website.*

### **Arriving in School**

*Children should enter school from 8:45 am. Once children are inside school, they should remain there to ensure their safety. Doors will close at 9:00 am.*

### **Late Arrivals**

*If you arrive after the doors have closed, you should enter via the main reception area and report to the office to admit your child to school using our InVentry system in order for the register to be complete. It is the parent's responsibility to ensure that children arrive on time. Registers are taken at 9.05 am and close at 9.30 am. Any child arriving after 9.30 am will be recorded as "unauthorised absence" in the register.*

*Lateness will be monitored by the school's Education Welfare Officer. If the issue is persistent, then this will be followed up by a telephone call, letter or home visit to parents.*

### **Morning Break**

*Key Stage 1 children are provided with free fruit at break times as part of the Government Free Fruit Scheme. Children in Key Stage 2 may bring in their own fruit. Sweets and chocolate are not permitted during playtime.*



### **Lunchtimes**

*Children in Reception and Key Stage 1 are now entitled to a free, hot school meal or sandwich under the Government Universal Infant Free School Meal scheme. As a Healthy Eating School, we provide healthy options and encourage all parents and carers to provide lunchboxes which do the same. We have a lunchtime supervisor team who are first aid trained and who receive regular training in their role throughout the year.*

### **Healthy Eating**

*The school promotes a healthy eating policy and a hot meal or sandwiches available each day, which usually includes fresh fruit and salads. Payment for meals should be made on Mondays, weekly or half-termly. As from September 2019, all payments to the school are now made via Parent Pay. This is an on-line system that is easy to use and is intended to make it easier and more secure for parents to pay. Each parent will be given a log on and full instructions. Small donations, such as charity collections on Mufti Days and toast Tuesday and Thursdays will*

continue to be with cash. Children may bring sandwiches for lunch if they wish. Parents of children entitled to free school meals may collect an application form from the school office. All applications are treated in strictest confidence. At break time free fruit is available to children in Key Stage 1. Additionally, children can bring fruit from home to eat. Free school milk for Key Stage 1 and 2 is available on Monday and Wednesday each week.

### **Water Policy**

At Aqueduct we understand the need for children to drink water regularly. The school provides each child with their own, individual water bottle. This is filled up with fresh water every day.

### **Leaving School Early**

Children should only leave early under exceptional circumstances and parents need to gain permission prior to this happening. The office will need copies of all medical appointments to keep on file.

Whenever possible these appointments should be made after school.



### **Ending the School Day**

Teachers follow the After-School Collection Policy for the collection of all children. Teachers are available at the end of the school day to discuss any questions parents may have. Children should be collected promptly at 3.15 pm and either the class teacher or the office must be informed if they are going home with anyone else. A request for year 6 pupils to walk home alone from school can be made via the main office. It is important that we have parental permission for this as staff may not allow the pupils to leave school without it.

### **Home Experiences**

All of our children are encouraged to complete home experiences. The activities include reading, spellings, mathematics, and an activity linked to their Home Experience booklet, provided at the beginning of their school year. Home Experiences was introduced as a way of inspiring children to be excited about learning at home. This scheme has been very successful, and examples are always available for parents to look at for ideas. Most of the time your child will be able to complete the work on their own, but there will be times when they will need your help.



### *Charges for school activities*

*Where an educational visit is arranged which is central to the work of the class/year group etc., a proportion of the cost may be met by seeking voluntary contributions from parents. No child will be excluded from such a visit for failure to make such a contribution.*

*Residential visits of an educational nature shall be planned and take place providing that the cost is covered by voluntary contributions from each participating child. Such visits shall be optional and normal schooling will be provided for those children not taking part.*

*We follow Local Authority guidance / draft policies on charging, details of which are available from the school office.*







### ***Safeguarding***

*At Aqueduct Primary School, we recognise that your child is your responsibility and their safety and wellbeing your concern. We wish to work in partnership with you, and we will share successes with you, and discuss with you any concerns that we may have.*

*Since your child's welfare is also our first priority, there may be rare occasions when our concern for your child means that we have to consult other agencies. We will endeavour to contact you in the first instance and share our concerns and, where possible, seek your consent to a referral being made to Children's Social Care (Family Connect). However, this will only be done where we believe that such discussion will not place your child at further or increased risk of significant harm. The welfare of the child will be paramount and will override any other considerations where we consider that to be the case.*

*The procedures we follow are those laid down by the Telford & Wrekin Safeguarding Children Board. The school has adopted both Child Protection and Anti Bullying Policies for the safety of all.*

*If you would like to know more about our procedures or the policies, please speak to the Head Teacher or a Designated Person for Child Protection who are: Mrs Lockley (Headteacher), Mrs Clarke (Deputy Headteacher), Miss Harrow (Inclusion Manager), Mrs Duppa (EYFS manager) and Mr Palin (Upper Key Stage 2 Phase Leader).*

## Our School Curriculum

### Equal Opportunities

At Aqueduct our aim is to provide equality of opportunity for all members of the school community, regardless of age, socio-economic group, gender, race or ability.

We believe that children learn best when they are given a 'real' and exciting context for learning. We make links across the curriculum so that children apply skills they have learnt in one area to another. We develop independent thinkers and learners from the Early Years Foundation Stage (EYFS) and strive to build on this over the following years.

Here at Aqueduct, we feel passionate about learning at every level. We aim to create a sense of resilience, independence and resourcefulness in all our pupils. Our children are taught to understand that learning is a lifelong skill; one that makes a difference to their lives now and in the future. Ensuring that our children are active and involved in their learning enables them to achieve to their highest potential, not only in academic work but also as artists, sportsmen, scientists, writers, decision-makers, creative thinkers and responsible citizens.

Alongside the traditional lessons here at Aqueduct, we also guide our pupils to learn the skills of critical thinking, reasoning about problems, creating solutions to problems set in real life, confident speaking to others and working collaboratively. In accordance with Government recommendations, we deliver lessons in line with the National Curriculum. As from September 2017 the school has followed themes from The Cornerstones curriculum, which are based on inspiring children to learn through memorable experiences and children's interests. Throughout the academic year, we continue to review and improve the curriculum offered to our children here at Aqueduct. A copy of our Curriculum Intention, Implementation and Impact (3Is) can be found on the school website.

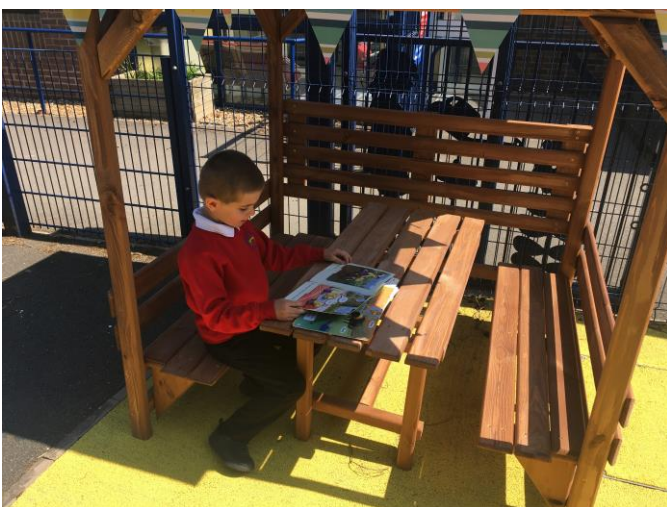
We value the contributions of parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through curriculum letters, our school website class dojo and home experiences and are positively encouraged to become involved. A short guide to how we teach each subject is below or for more information, please see your child's class page on our school website.



### *Early Years Foundation Stage (EYFS)*

*We provide indoor and outdoor opportunities so that children can flourish and develop a sense of achievement through learning. Our aim is to make learning a pleasurable experience both within school and at home. Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding.*

*In the term prior to their entry, pupils will be invited into school for visits followed by an induction meeting for children and parents. This will help them become familiar with the surroundings and routines of school. During this period, there will be a meeting for parents / carers to discuss our partnership with you and talk about any worries you might have, and an opportunity for you to work in class with your child.*



*promoting good behaviour.*

*A happy start is important for a successful school career. The EYFS is grounded in active learning provided by exciting indoor and outdoor opportunities. Through practical activities, purposeful play and talk pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents/ carers can play a major role in fostering good attitudes to learning, developing language skills and*



The EYFS curriculum develops children's personal, social and emotional well-being; promotes positive attitudes and dispositions towards learning; provides opportunities to develop social skills and physical and creative development as well as developing language and communication, reading and writing, numeracy and knowledge and understanding of the world.

During the Reception Year there will be information evenings about the curriculum in school together with ideas about how you can help your child at home. We do hope that you attend as many of these sessions as possible.



### ***Pupils with Special Educational Needs or disabilities (SEND)***

Staff and Governors at Aqueduct Primary School are committed to meeting the needs of all our pupils through providing a broad, balanced and equal curriculum. Provision is included through whole class, small group, 1:1 and various specialist equipment. We understand the importance of family and school collaboration.

Our teachers plan for the inclusion of various teaching and learning strategies that will best meet the needs of our individual pupils. At Aqueduct Primary School we pride ourselves in identifying difficulties early on and then following a graduated response in supporting the specific needs of the child through careful planning, delivery and in some cases, specialist support from other professionals or services.

Children can be identified with a special educational need or disability at any point throughout their education. This can be a short or long-term need.

The support put in place for a pupil will vary according to their need. All pupils with SEND will have an Assess, Plan, Do, Review (APDR) created. An APDR will identify the needs, support, progress of targets for the pupil and is reviewed termly by the class teacher with the support of TAs.

Sometimes a child with SEND will have an Education, Health and Care Plan (EHCP) which is a document that details identification and support required for children with specific needs or disability. These are closely monitored and reviewed alongside the Special Educational Needs or Disabilities Coordinator (SENCo) who is responsible for the management of pupils with SEND throughout the school. Parents are always included in this process and will be invited to attend and contribute to meetings.

Our SENCo (Inclusion manager), Miss Harrow supports all class teachers in planning provision and where necessary, will refer pupils to other professionals and services such as Occupational Therapy, Educational Psychologist or a Learning Support Advisory Teacher (LSAT).





## *Admission arrangements*

*As our Admissions Authority, the Local Authority (Telford and Wrekin L A, tel. 01952 380903), coordinates our admissions. All requests for Reception children (four and five year olds) places are coordinated by the L A. For further information see the Telford and Wrekin Admissions Policy available on our school website or visit the Telford & Wrekin website [www.telford.gov.uk](http://www.telford.gov.uk)*

*Aqueduct Primary School is fully accessible to disabled students. Our facilities include:*

*Automatic entrance doors at the front of the building.  
Single level with access ramps. One small set of stairs with a electric lift for wheel chairs. Teaching Assistant specifically employed when necessary.*

*Designated staff to ensure children are assisted in the event of an evacuation.*

*The accessibility plan (required under the Disability Discrimination Act 1995) (DDA) covering future policies for increasing access to the school by pupils with disabilities*

*Aqueduct Primary School has a DDA accessibility plan which is available to view on our website.*

## School Performance Data

Below is our assessment data that we use to evaluate how well our school is performing.

The Department for Education publishes a wide range of data about our school. Information on test data, children's progress, our intake and a range of other figures can be accessed via the school website.

### School v National Results 2019

Good Level of Development at the end of Reception				
School 2018	National 2018	School 2019	National 2019	Difference
69.2%	72.4%	73%	71.8%	+1.2

Phonic Screening at the end of Year				
School 2018	National 2018	School 2019	National 2019	Difference
85%	82%	86%	82%	+4

### Key Stage 1 Age Related Expectations

Subject	School	National (2019)
Reading	72%	75%
Writing	67%	69%
Maths	75%	76%

### Key Stage 2 Age Related Expectations

Subject	School	National (2019)
Reading	79%	73%
Writing	79%	78%
Spelling, Grammar and Punctuation	82%	78%
Maths	76%	79%
Reading, Writing and maths combined	66%	65%

## *Additional Information*

### *Secondary Transfer*

*We feed into many different secondary schools and do all we can to ensure smooth transitions. Parents/Carers of Year 6 children are given the Education Authority's information regarding making choices for secondary schools in the autumn term. During the autumn term a pack from the Local Authority is given to each Y6 child giving information about secondary school's open evenings when parents and children may go along and view the school and ask any questions they may have. Parents/Carers are then required to complete the Local Authority's form to identify their choices of secondary schools in order of preference.*

*Allocation of places is made by the Local Authority and any appeals regarding allocation of secondary schools need to be made directly to Telford & Wrekin Education Authority. Good transition processes are in place with the local secondary schools.*

*Year 6 children spend two or more days in the summer term before they leave attending their allocated secondary schools.*

### *School uniform*

*At Aqueduct our school colours are red and black. We request children wear a red logo jumper / logo sweatshirts / logo cardigans and black skirts / pinafores or trousers. In warmer months, red gingham dresses / black smart shorts can be worn. All children need to wear sensible shoes (no heels or trainers please). In the colder weather, girls are permitted to wear black, red or grey tights.*

*For P.E. children need navy shorts, jogging bottoms and a red t-shirt. They also need trainers and a jumper / fleece for outside P.E and for the daily mile. We recommend that PE kits are kept in school all week and taken home on Fridays to wash.*



### **Also available:**

Sweatshirts (£9.25), Cardigans (£9.95), PE T-Shirt (£3.50) PE shorts (£3.95) Book Bags (£6.50), P.E. Bag (£4.95)

All of the above must be purchased online.

<http://shop.schooluniformfactory.co.uk/>

### **Jewellery**

The only items of jewellery (unless for religious reasons) that are considered appropriate for school are watches, and studs or sleepers worn in pierced ears. Earrings are expected to be removed or covered when in PE lessons for health and safety reasons.

### **Lost property**

Naming all items of clothing reduces the risk! Please name ALL items of children's clothing. We do keep lost property for a reasonable period of time, but is often difficult to identify items that are not labelled. If your child has lost something then please check in their classroom first, then check in the lost property box.

### **First Aid**

Simple first aid is given at school when necessary. If an accident needs hospital attention, we make every effort to contact you first. Please ensure information from you is up to date so that you can be contacted.

### **Medical information**

School needs to be regularly updated about any medical needs of your children.

### **Medicines**

Cough sweets/throat pastilles are not acceptable in school as children can choke on these. If any child requires medicine prescribed by their GP then the Parents / Carers must sign a specific medical consent form available from the school office. Children who need an inhaler must carry this with them at all times. If any child needs an EpiPen, then they will have ready access to this at all times. Most members of staff are first aid trained and some are trained to use an EpiPen. A medical consent form must be completed.

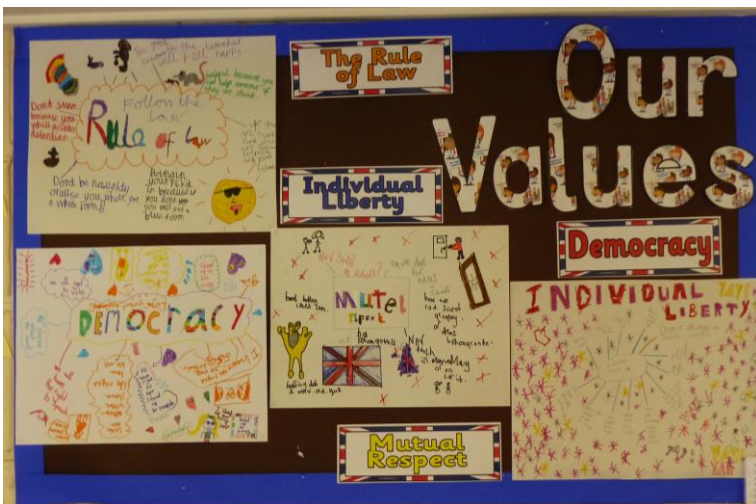
No medicines are kept by the teachers in the classrooms (except EpiPen's and inhalers) - and nothing will be given by mouth to any child.

## Head Lice

Head Lice can be a real problem in schools. Advice on treatment is available from the school office if necessary. Please note that the school is not responsible for treatment. The Health Authority clearly places responsibility with parents. However, we do endeavour to keep parents / carers informed if there is an outbreak.

## Positive behaviour

Our approach is to look for and reward positive behaviour in line with our Behaviour Policy. We actively encourage children to praise each other. This includes praise from adults and may include presentation of stickers and certificates, culminating in regular 'achievement' assemblies. We are proactive in supporting good behaviour. Our School Council and Pupil Safe Guarding Board supports our principles of involving children in how our school operates.



If behaviour is unacceptable, there are a range of sanctions including loss of 'free time', (play/lunch break). For more serious or persistent challenging behaviour, parents will be informed and consulted with the use of various behaviour monitoring systems.

The use of physical intervention is rare and is, wherever possible avoided. There may be occasions where the use of restrictive physical intervention is appropriate e.g. if a child is hurting him / her self or others. Any intervention used will always be minimal and in proportion to the circumstances of the incident. There is a school policy on physical intervention, behaviour and bullying available on the school website.



## Parents in Partnership

There is a Home School Partnership Agreement that all parents are asked to sign, this outlines the partnership working between school and home. There is also a Parent Code of Conduct which we expect all parents and carers to abide by. A copy of this can be found on the school website.

We welcome parents and carers into school believing we are partners in the education of your children. If you are ever able to help, especially on a regular basis, please contact your child's teacher. Police checks and DBS checks are carried out on all adults helping in school.

Parental responsibility is set out by the Pupils' and Parents' branch of the Department for Education as follows:-

"Parental responsibility extends beyond securing regular school attendance. Parents should ensure that their children arrive at school on time, properly attired and in a condition to learn. Furthermore, they need to see themselves as partners with schools in the education of their children. This means instilling in their children a respect for education - and for those who deliver it. Parents should also impress upon their children the need to observe schools' codes of conduct and reinforce this through discipline in the home."

## Communication with Parents / Carers

The school communicates with Parents / Carers in various ways e.g. newsletters, questionnaires, parents' consultations and informal meetings and workshops. Information is also available on our website (<http://www.aqueductprimary.co.uk/>).

Parents / Carers are invited to a range of events: assemblies, Parents' Evenings, open evenings, sports days, family lunches and training courses.

## School Complaints procedures

Parents (and others) are encouraged to raise all complaints initially with the Class teacher, Inclusion manager or phase leader. They will be able to discuss them either there and then or at a mutually agreed time. Should it not be possible to resolve any complaint or concern satisfactorily in this way, the complaint should be put in writing and sent or given to the Deputy Head Teacher. If you would like assistance in setting out your complaint the school will, if asked, help you to do this facilitating access to translation services where necessary.

Please refer to our policies page for more information.

-An easy way to find out more about our school and community offer is to log on to our website <http://www.aqueductprimary.co.uk/>

We would also recommend that parents sign up to follow us on Twitter where regular reminders, updates and information is shared. You can follow us at [@AqueductPrimary](https://twitter.com/AqueductPrimary)

Contact us

Head Teacher: Mrs Tammy Lockley

School Business Manager: Mrs Teresa Smith

Administrator: Mrs Carolyn Wheatley

Support Admin: Mrs Lynne Harper

Address:

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Castlefields Way  
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<http://www.aqueductprimary.co.uk/>



School Business Manager  
Mrs Smith



School Administrators  
Mrs Harper & Mrs Wheatley.

*Building tomorrow, leading the Way.*