

# CONSETT INFANT SCHOOL

Member of  
Consett Infant and Beechdale Nursery Federation

## SCHOOL BROCHURE



Consett Infant School  
Teasdale Street  
Consett  
Co Durham  
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<http://www.consett-inf.durham.sch.uk/>

Head Teacher: Mrs J Graham

Chair of Governors: Mrs J Davison

## **INTRODUCTION**

Consett Infant School provides education for children between the ages of 4+ to 7+ years.

As of 1st January 2016 we became officially federated with Beechdale Nursery School. The most significant change resulting from this Federation is the formation of one governing body that has responsibility for both schools and Mrs Graham is now the permanent Head Teacher across both sites. We are sure you will agree that the Federation between the two schools has enabled us to strengthen and enhance the quality of education for the benefit of our Nursery and Infant aged children. If you have any questions about the Federation, please don't hesitate to get in touch with us.

The school is housed in a large building in Teasdale Street which was built in 1908; an ideal opportunity for studying history! The premises have undergone extensive improvements to update and modernise the educational facilities for our children. We have an attractive library and small group work area which is situated in a room in the main corridor.

Application for admission of children to the school must be made online at [www.durham.gov.uk/schooladmissions](http://www.durham.gov.uk/schooladmissions) or by completing the application form available by contacting School Admissions and Transport Team on 030000 265 897. These must be completed and returned to them.



## **SCHOOL AIMS**

The purpose of Consett Infant School is to offer children the best possible learning opportunities in a caring, challenging, attractive environment, so that each child can develop academically and personally to his or her full potential.

The school aims to provide a lively, welcoming and caring place in which children are valued as individuals and as members of society.

The school aims to promote the well-being and development of the whole child. We are concerned with the child's aesthetic, physical, moral, spiritual and social as well as academic needs.

### **STARTING SCHOOL INFORMATION**

Infant school continues, encourages and develops the growth which a child has already begun, at home and at nursery/playgroup. The early years at home are the years in which a child learns more and more quickly, than at any other time in his or her life.

We aim, at Consett Infant School, to further all aspects of a child's development, **academic** and **social**.

We aim to promote:-

- self discipline
- independence
- initiative
- consideration for others
- curiosity and a desire to ask questions
- and an enquiring mind!

Starting school is a new experience for each and every child. It can be exciting and worrying both at the same time.

New experiences for your child will be:-

- finding out about the building – the size, where places are
- the playground – sharing space with a lot of other children
- toilets – boys and girls toilets
- many new unfamiliar faces – children and adults in school
- remembering who is who
- sharing their teacher with so many others
- a structured routine for the day
- school dinner time
- being away from home all day

**Please be patient with your child.** He or she may need time to adjust to these changes. Children will react in different ways.

### **HOW TO HELP**

Talk about school in a positive way. Be enthusiastic yourself. Try not to worry as your anxiety may be transmitted to your child without you even realising.

Please ask if there is anything you need to know. Don't feel concerned about talking to the class teacher or head teacher about anything which is worrying you or your child.

You can also help your child in practical ways before starting school.

Help your child to:-

dress and undress	take off their coat, gloves, hat and hang them up allow time to do this
fasten a coat	change shoes, gym shoes, wellingtons
use the toilet properly, flush it, wash and dry his or her hands	use a knife and fork
use a handkerchief	share his or her toys, take turns, tidy, clear away playthings

Your child will feel more confident at school if he or she can do most of these things.

### ***You can help to give your child a good start by:-***

- 1 Encouraging him or her to talk with you, other adults, other children – ask questions, hold a conversation, take a simple message.
- 2 Giving him or her plenty of time to play with other children at home or in other situations.
- 3 Singing songs and rhymes together.
- 4 Talking about the colours of everyday objects.
- 5 Spending time reading to your child. Encouraging your child to tell the story in his or her own words. This is the beginning of reading. Sharing books with children shows them that reading is an enjoyable activity.
- 6 Showing your child how to treat books carefully.
- 7 Helping your child to hold a pencil correctly, giving him or her lots of opportunities to scribble, to draw, to write. Children at this stage like to experiment with writing,

to pretend to write eg



If your child shows interest in writing their own name, please show them using small letters eg Lisa Brown.

You will be given information about days and times for your child to start school. Arrangements are made to bring the children into school in a way which ensures they have a large amount of individual attention in the important first few days of school life. Given this, most children will settle easily into school. However, if you have any concerns about your child or would like more information or advice, please contact the class teacher or Head Teacher.

### **SCHOOL CURRICULUM**

The school offers a broad and balanced curriculum within the framework of the Early Years Foundation Stage Early Learning Goals and National Curriculum.

Religious education is taught in accordance with the requirements of the Durham Agreed Syllabus. This explores learning about religions such as Christianity and Buddhism and also learning from religions in terms of exploring beliefs and practices.

We begin the very early stages of sex education through the PSHCE and Science Curriculum (Personal, Social, Health, Citizenship Education). Within this school it is felt appropriate to teach children that living things come from living things, and that humans produce babies who grow into children and then into adults. We also want children to think positively about themselves, to accept sensibly the visible differences between boys and girls, to develop caring attitudes to others and to begin to know about personal safety. The parents of a child at any maintained school may, if they wish, withdraw that child from all, or part, of the sex education provided.



We teach reading in school mainly using the Jolly Phonics and Letters and Sounds schemes. The aim of the scheme is to teach children to read and write through an early systematic phonics programme. Children are taught the main 42 sounds of English and not just the alphabet. With this knowledge they are taken through stages of blending sounds to form words and then to reading. An assortment of reading schemes are used to broaden the children's vocabulary in both fiction and non-fiction. The books are attractive and provide worthwhile reading experiences for children. We have several other reading schemes in school which provide children with a broad range of reading materials. We aim to develop each child's ability to use a range of skills to read new words and to foster enjoyment and a desire to read.

The school aims to promote each child's ability to think independently, a skill thought essential for adult life. We encourage children to make decisions, to plan ahead, to collect necessary equipment for a task, to organise themselves and their use of time. We aim to promote good behaviour, self-discipline, care and respect for others. We aim to encourage each child to care about the school, its environment, the people in it and the local community of which it is part. Activities within the school reflect this.

We ask you to sign a Home/School Agreement and to work in partnership with the school to further the development of your child. Parents are encouraged to take an active part in school activities and their help is greatly appreciated.

Each child has an entitlement to a broad and balanced curriculum. The school provides such a curriculum through Early Years Foundation Stage areas of learning and National Curriculum subject requirements. We aim to present this to the children in a variety of interesting ways. We acknowledge that children of this age often require first hand experience of a concept or object to develop their knowledge and understanding. We provide for this within our teaching. We have the highest expectations for every child in our school.

## **OPAL**



We have been working with an organisation called OPAL (Outdoor play and learning) and we have developed a range of challenging and fun opportunities at playtime to improve play for all our children. In June 2019 we were awarded the Platinum Award for our OPAL provision, placing us in the top 10% of UK schools for this. The play provides the children with the opportunity to use their intuition, be physically active, be creative, make their own decisions, be outdoors and overall have fun. Play has a vital role in children's happiness and wellbeing. It creates children who are independent, confident, imaginative, adaptable, social and able to assess risks.

The children will be engaged in activities such as den building, role play, singing/performing on a stage, small word area using wheeled equipment. They will be allowed to access different parts of the school including a grassed area if they have suitable footwear. Children will be allowed to play outdoors in most weathers and you may find your child maybe a little dirtier when they arrive home.

## **Forest School**

At Consett Infant School and Beechdale Nursery we provide the children with the opportunity to regularly participate in a Forest School program, alongside a fully qualified and skilled Forest School leader. We have a bespoke Forest School site in our school grounds and all children from YR to Y2 access this provision across the school year.

This commitment is based on our belief that each child is unique and independently competent. The Forest school program promotes holistic learning experiences that contribute significantly to the development of the whole child. This is done by providing a creative, stimulating and child centered natural environment which allows the children time to experiment with real life first hand experiences that develop independent thinking and social interactions.

## **The Reception Curriculum**

During your child's year in Reception they are within the Early Years Foundation Stage phase of Education for 0 to 5 year olds. This curriculum is organised into seven areas of learning. The 7 areas are split into 3 prime areas (these are the areas the children should mostly develop first) and 4 specific areas (these will develop as the child grows). Below you can see a breakdown of each area of learning and development and these seven areas are used to plan for your child's learning in Reception

### **The Prime Areas:**

#### **Communication and Language:**

Involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

### **Physical Development:**

Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

### **Personal, Social and Emotional Development**

Involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

### **The Specific Areas:**

#### **Literacy:**

This area of learning encourages children to link sounds to letters then begin to use these to read and write with growing independence. The children will be given access to a wide range of reading materials to ignite their interests. They will also begin to bring both reading and writing tasks home each week for homework – helping your child to complete their homework regularly gives them the best chance of progressing well with Literacy.

#### **Mathematics:**

Within Mathematics the children are provided with opportunities to count and understand and use numbers in a range of practical situations. They will be challenged to complete simple calculations using addition and subtraction and begin to record their ideas. They will also be given practical activities to explore and describe shapes, space and measures.

#### **Understanding the World:**

This involves guiding children to make sense of their physical world and their community through opportunities to visit, explore, observe and find out about people, places, technology and the environment.



#### **Expressive Arts and Design:**

This area of learning enables children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their

thoughts, ideas and feelings through a variety of activities linked to art, music, dance, role play and design and technology.

### **KS1 National Curriculum**

The National Curriculum subjects taught in the school are:-

#### **English:**

- Spoken language
- Word reading
- Comprehension
- Spelling
- Handwriting and presentation
- Composition
- Vocabulary, grammar and punctuation

#### **Mathematics:**

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurement
- Properties of shape
- Position and direction

**Science**

**Design and Technology**

**Geography**

**History**

**Physical Education**

**Art**

**Computing**

**Music**

**Religious Education**

**Personal, Social, Health and Citizenship Education, including Relationship Education**

Each child follows a set of learning activities in line with the National Curriculum guidelines and their own individual ability.

Whilst the National Curriculum is taught throughout the school, the subjects will be taught together in a creative way. For example, a topic such as 'Ourselves' or 'Pattern' will link together aspects of Mathematics, English, Art, Science, Geography and Technology. Each class sends out a newsletter each term to update parents and carers on the latest topic or theme.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the community. This is approached through Personal, Social, Health, Citizenship Education (PSHCE). PSHCE helps to give pupils the knowledge, skills and understanding they need to lead



confident, healthy independent lives and to become informed, active, responsible citizens. An element of this is SEAL (Social and Emotional Aspects of Learning) which is delivered throughout the school with home activities.



The children are taught in various ways, individually, in pairs, in small groups or as a whole class according to what is appropriate to the aim of the activity. The children learn in various ways, from first hand practical experiences, from information books, by investigating, enquiring and listening.

Each child's development, in all areas, is carefully monitored. Assessment emphasises personal qualities and attitudes as well as academic achievements and progress. Children may often be set individual targets and are encouraged to self-evaluate their progress.

Parents' sessions to discuss their child's progress are held in the Autumn and Spring term. A written report on progress is sent to parents at the end of the school year. Parents will have the opportunity to discuss this report with the class teacher by appointment if necessary. Parents are also welcome to discuss any queries or concerns regarding their child at any time during the school year. At times or in certain areas of learning, a child may experience some difficulty. Certain activities for a child to do at home may be suggested.

We feel that individual difficulties can often be overcome by school and home working together to the benefit of the child and we appreciate the help that home can give.

The school has a policy of identifying children who have particular difficulties or who have a **special educational need**. A meeting will be arranged with parents to discuss the child's needs. If necessary we will involve other outside agencies e.g. educational psychologists, speech therapists, if it is thought such action will benefit the child. Any such involvement would be discussed with the parents at every stage.

The majority of needs can be met in school, with extra help for a period of time, and a programme of activities for the child. The school works within the Revised Special Educational Needs Code of Practice with the children's needs planned for at different

stages. Regular reviews of children's progress are held. Children may be on the SEN Register if they have an SEN support plan in place.

School has an Accessibility Plan available on request.

The Governing Body is committed to a systematic approach to monitoring and evaluating the implementation of it's Equal Opportunities and Racial Equality Policies.

Further information about the school's aims and curriculum policies is available to parents who require it. Please contact the Head Teacher if you would like more information about these or other relevant documentation. A 'Publication of Information' policy is available on request.



## **SAFEGUARDING**

Here at Consett Infant School we are committed to the welfare and protection of all our pupils. We ensure pupil safety by following all guidance for child protection and safeguarding that is provided by the local authority.

The Children Act 2004 sets out in statute the 5 outcomes that are seen as key to children and young people's wellbeing:-

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

As an education setting we have a significant role in monitoring these as part of everyday safeguarding work. This includes ensuring all staff and named governor are up to date with child protection training and that key staff and governor are trained in safer recruitment issues.

Pupils are taught from an early age about the importance of e-safety. We will ask you to sign an e-safety agreement to ensure that your child is safe when using the internet both

at home and in school.

All policies relating to Safeguarding are available upon request.



Provisional Comparison of School Data to National Results 2019

**% pupils reaching Good Level of Development**

	School	National
All	69	72
Boys	68	66
Girls	71	78
FSM	69	72
Other	75	75

**Year 1 Phonics - % pupils having met standard.** *NB this cohort contained a large number of children with SEN. In previous years our results are in line with National*

	School	National
All	67	82
Boys	68	79
Girls	67	85

**Year 2 Phonics - % pupils having met standard**

	School	National
All	57	56
Boys	50	
Girls	100	

**Key Stage 1: % pupils at or above the expected standard**

		School-Expected Standard	National Expected Standard	School-Greater Depth	National Greater Depth
Reading	All	84	75	21	25
	Boys	79	71	23	22
	Girls	94	79	17	29
Writing	All	77	69	11	15
	Boys	74	63	10	11
	Girls	83	76	11	19
Maths	All	93	76	21	22
	Boys	90	75	26	24
	Girls	100	77	19	20

Key Stage 1: % pupils above the expected standard

## **SCHOOL ETHOS**

The children are encouraged, throughout the School, to share and care for others, to be responsible, to look after equipment and to be polite. Activities are provided to foster such attitudes. We operate the Assertive Discipline programme where appropriate behaviour is recognised and encouraged by all staff. Children may be rewarded with Star Cards, stickers etc. We encourage the children, by discussion and activities, to develop self-discipline, considering the effects of their actions on others.

There are certain expectations regarding children's behaviour. We expect the children to respect authority and to behave with due regard for others within the school. Children's behaviour is closely tracked and if a recurrent problem occurs a meeting will be arranged with parents.

The school is concerned with each child's emotional and moral growth and with their ability to appreciate and reflect upon the world around them.

Bullying and harassment towards each other is regarded as unacceptable behaviour. If a parent suspects their child is being bullied we ask that they contact the school. The incident will be investigated and appropriate action taken.

## **FAMILY SUPPORT ADVISOR**

Here at Consett Infant School working in partnership with families is a vital part of our school ethos. As a result we have appointed Mrs A Richardson to the role of Family Support Advisor. A Family Support Advisor is a member of staff who is employed to offer support and guidance to families on a range of issues. The support on offer through the Family Support Advisor may include:

- Providing parenting support and information or referrals about national and local services
- Signposting to other professionals and agencies in response to the needs of families
- Building positive relationships between families, school and other agencies
- Support to parents for concerns they may have about their child through workshops and drop in sessions if needed e.g. toileting, anxieties, behaviour etc
- Carry out home visits to provide individual support packages to parents where appropriate
- Working with children within school at the request of parents
- Provide transition support to children and parents when moving school

## **COLLECTIVE WORSHIP**

A whole school assembly is held each Monday, Wednesday and Friday. Children participate in an assembly within their own class each Tuesday and Thursday. Collective worship is mainly of a Christian nature, but non denominational. We also take account of the teachings and practices of the other principal religions represented in Great Britain. Parents can choose to withdraw their child from the whole or part of collective worship. Alternative arrangements for a child during this time would need to be discussed with the Head Teacher.

## **PHYSICAL EDUCATION**

Physical Education develops children's physical competence and confidence, and their ability to use these to perform in a range of activities. We believe that exercise activates their brains and gives them energy for everything else, the energy to be enthusiastic about

their work. Our children have full access to all elements of the Physical Education programme for Key Stage 1, as described in the National Curriculum.



### **SCHOOL COUNCIL**

Kids' Council meets half termly to discuss issues important to our children. Each class is represented by 2 annually elected children.

### **EXTRA CURRICULAR ACTIVITIES**

We currently offer a variety of sports activities as after-school clubs.

Family Learning can be organised in Literacy and Numeracy if there is demand for these areas.

### **BREAKFAST CLUB**

Breakfast Club is available from 7:45am until school opens at 8:55am for children who attend our school. There is a charge for this facility. The children are given breakfast and then enjoy activities until registration.

### **AFTER SCHOOL CHILDCARE**

We provide After School Childcare from 3:15 to 6:00pm Monday to Friday during term time. We aim to provide a safe, secure and relaxed environment for the children in our care. We endeavour to provide an atmosphere and activities similar to those found within the home. There is a charge for this facility.

### **CLASS ORGANISATION**

The school has three year groups - Reception, Year 1 and Year 2. The organisation of classes is considered yearly to decide what will be most beneficial to the children. Class organisation may, therefore, vary from year to year.

### **COUNTY DURHAM ADMISSION POLICY**

In this authority, all 4 year old children are entitled to a full-time place in a Reception class of a Primary or Infant School in the September following their fourth birthday.



## **SCHOOL HOURS**

8.55 am to 3.15 pm  
Lunchtime 12.00 noon to 1.15 pm

From 8.50am, there is a member of staff available to give assistance should any unforeseen incidents occur. It is, however, still the responsibility of parents to remain with their children until the bell rings at 8.55am. Children should stand with their parents in an orderly fashion and it should be noted that ball games, running games, skipping or climbing on the walls or swinging on the bars at the side of the ramp or jumping off the steps etc is forbidden.

The children are brought out into the playground by their class teacher. Your child has to tell her who he/she sees is there to collect him/her. We request that you **STEP FORWARD INTO THE CLEAR VISION OF BOTH CHILD AND TEACHER AND EVEN RAISE YOUR HAND IF NECESSARY**. Then both will have definite quick confirmation of your presence. It is not enough to tell your child that you will be standing in the same spot each afternoon as this can prompt acceptance from them that you **are** there without actually seeing you on that day. Also, you must inform the school if anyone different will be collecting your child. Although kind, offering to take a child home in the parent's absence because you are trying to help out, only causes a lot of unnecessary worry for all concerned. Staff should have been introduced to anyone new whom you have authorised to pick up your child.

The school is situated close to a busy road and staff have a deep concern for your child's safety.

The small gate in Teasdale Street is used as the entrance to the school. We ask that parents walk when possible. If it is necessary to drive, we ask that cars are parked sensibly. Do not park or turn in Teasdale Street as this is an already congested area.

The school is part of a trial 20 mph zone and a voluntary one way system. We request parents adhere to these initiatives to try and keep the school surroundings safe for those walking.

### **SCHOOL LUNCHES**

School lunches are provided. Our meals follow a traditional menu and weekly menus can be seen displayed on the notice board beside the front door, on the school website and also on ParentPay. As a Government initiative school meals will be free from September 2014.

### **EXERCISE AND WATER**

During the day the children may need a drink of water to improve concentration. Please, therefore, send them to school each day with non-flavoured water in a small, named, plastic screw-top or 'pull up & suck' bottle.

### **FRUIT AT BREAKTIME**

We are part of the National Fruit Scheme where your child receives a piece of fruit at a convenient point during the morning. You may wish your child to opt out of the scheme, and bring their own fruit.

### **COOL MILK**

Milk is available to all pupils through "Cool Milk". It is free if you qualify for Free School Meals or up until your child turns 5 years old, from then on there is a nominal fee payable to Cool Milk. Forms are available from school or your order can be placed on line [www.coolmilk.com](http://www.coolmilk.com). School does not deal with orders.

### **CCTV**

The school uses closed circuit television (CCTV) images to reduce crime and monitor the school buildings in order to provide a safe and secure environment for pupils, staff and visitors, and to prevent the loss or damage to school property.

### **ROAD SAFETY**

Please note that the area around school is part of a large 20 mile an hour zone which includes St Patrick's Primary School, Consett Junior School, Beechdale Nursery School and Consett Academy. We are all working together to keep our children safe.



# Consett Infant School

## School holidays for the 2020/21 academic year

Holiday	Closing date	Date re-opens
Summer 2020	Friday 17 July 2020	Wednesday 2 September 2020
Autumn half-term 2020	Friday 23 October 2020	Monday 2 November 2020
Christmas 2020	Friday 18 December 2020	Tuesday 5 January 2021
Spring half-term 2021	Friday 12 February 2021	Monday 22 February 2021
Easter 2021	Friday 26 March 2021	Monday 12 April 2021
May Day 2021	Friday 30 April 2021	Tuesday 4 May 2021
Summer half-term 2021	Thursday 27 May 2021	Monday 6 June 2021
Summer 2021	Friday 16 July 2021	

### 5 PD Days 2020/21

1<sup>st</sup> September 2020, 4<sup>th</sup> January 2021, 28<sup>th</sup> May 2021 and 19<sup>th</sup> and 20<sup>th</sup> July 2021

## **SCHOOL UNIFORM**

The school does have a school uniform. Wearing of the uniform is optional. The children are, however, expected to attend in clothes appropriate to school.

The school uniform comprises for the winter:-

- red sweatshirts or sweatcardis;
- black, or grey skirts, pinafores or trousers;
- white blouses, shirts, or polo/T-shirts;
- optional red Ultimate Reversible Coat

and for the summer:-

- red check/stripe dresses or skirts;
- black, or grey shorts;
- white T-shirts or polo-shirts.

No PE kit is required for Reception but for Year 1 and Year 2 a T-shirt with shorts/leggings will be required in a drawstring bag.

The motif for our school uniform is shown below. This was designed by a pupil to reflect the changes to our school name since the closure of the Nursery Unit. Uniform is ordered by parents direct with Tots to Teams. This can be sent to school or direct to you for an additional charge. Please use the Tots to Teams website link

<https://www.totstoteams.com/schools/consett-infant-school/>



## **BOOK BAGS**

Book bags can also be ordered from Tots to Teams using the link above.

## **CHARGING AND REMISSIONS POLICY**

The school's policy in regard to charging, guarantees access to all activities for all children.

The school runs a voluntary school fund to which parents are invited to contribute £10 a term using ParentPay. Contributions enable the school to provide many activities for children which would otherwise not take place eg curriculum related visitors into school and discos. During the school year classes make educational visits which may require transport or entrance fees. School fund will usually subsidise such visits with parental contributions making up the difference. It is stressed that no child is prevented from attending an educational visit if a voluntary contribution is not able to be made. Staff and Governors of the school thank all parents for the contributions they do make to the school.

## **EDUCATIONAL VISITS**

### **School Learning Area**

The boundaries of the 'School Learning Area' include, but is not limited to frequently used venues within walking distance such as the park, church supermarket or sports centre. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and

take place during the normal school day do not require individual parental consent. However parents will be informed about the visit.

Approval of any visit must be sought from the head teacher. Only competent staff, who are aware of the local hazards are approved.

### **PARENTPAY**

We request parents use ParentPay to pay for everything in school, such as Breakfast Club, After School Childcare, School Fund and After School Clubs. This enables parents to pay for items from the comfort of their own home at any time, day or night and have an audit trail. Breakfast Club and After School Childcare require parents to pre book with Mrs White.

### **SCHOOL ATTENDANCE**

Attendance was 94.52% during the past academic year. The school **must be informed of the reason** for any child's absence including advance notice of medical appointments. Please bring hospital letters into school or complete a Medical Appointment Form. The school telephone number is 01207 504464. A verbal message from a child will not be sufficient. If you do not contact us by 10.00am on the first day of absence school may ring you to ask for a reason or send a text.

Children are also expected to be punctual in their arrival at school. School opens at 8.55am for a prompt 9am start. Any latecomers will be asked to provide a reason. Any child arriving after registration in class at 9am will be marked as late (L) and after 9.15am as unauthorised, late after registers closed (U). If your child is going to be late coming into school please telephone.

We cannot stress enough the importance of regular attendance at school i.e. 100%. This is the only way to guarantee maximum progress and success. Any patterns identified in absenteeism or persistent absence may incur a fine.

Our school target attendance is 97%. If attendance falls below 97% a letter will be sent to parents. If attendance continues to fall a further letter will be sent at 93%. From September 2015 90% is the Government's threshold for persistent absence.

This is 19 or more days (38 sessions) over the academic year.

Holidays in term time are not authorised unless in exceptional circumstances. Should you make such a request you will be strongly urged to re-consider. When refused a request for term time holidays and your child is still taken out of school, this will be recorded as unauthorised absence commonly referred to as truancy, and noted in the child's record of achievement. It may incur a fine.

Mrs A Richardson is our Family Support Advisor. She is there to help support you and your child at school. If your child's attendance gives cause for concern, she will contact you to discuss the situation and offer any support or advice necessary to improve their overall attendance.

### **CHANGE OF ADDRESS**

If you move during your child's stay at the school, please provide details of the new address. **Similarly, if contact details change please inform the school.**

In the case of an accident or illness at the school, we will try to contact you or the emergency contact, but, in the meantime, staff will take whatever emergency or interim action is required.



### **FRIENDS OF THE SCHOOL**

We have an established group of interested people called '**Friends of Consett Infant School**'. The aim of the group is to give support to the school and its activities and to plan fund raising and social events. Any interested people are always welcome to join the group.

### **PARENTAL INVOLVEMENT**

We encourage the involvement of parents throughout the School. The support of parents is greatly appreciated. Parents are very welcome to come into school to join us in our work with the children during the day. Support can also be given outside the classroom. Students and voluntary helpers will be Police-checked.

### **ON LEAVING SCHOOL**

Children leave this school at the age of seven when they transfer to the junior school of their parents' choice.

Parents requiring further information about any aspect of school life should initially contact the Head Teacher or Deputy Head Teacher. Parents are welcome to discuss any issue with the Head Teacher. If a parent wished to make a complaint regarding school policy, this should be made in writing to the Chair of the Governing Body and School and Governor Support Service.

### **ILLNESS**

The information below is designed to give parents guidance about our school policy in relation to various illnesses and conditions:

#### **Sickness and Diarrhoea**

In the case of sickness and diarrhoea it is vital that children stay at home for **at least 48 hours** after the last incidence occurred to prevent it spreading to others and putting other children at risk.

### **Head Lice**

Please check your child's hair regularly and if you find signs of head lice consult your GP or Health Visitor for advice. It is important that you treat the whole family and inform school.

### **Asthma**

School staff need to know if your child has asthma. If they require the use of an inhaler in school please inform us and we will ensure that you fill out the relevant paper work.

### **Childhood Infectious Diseases**

There are many common infectious diseases which your children will invariably have at some time. Please let us know if you suspect an infection or have a diagnosis as we can advise you about the minimum exclusion periods.

### **Medicines**

As a general rule, children who have been prescribed certain medicines e.g. antibiotics are recovering from an illness and may not be well enough to come into school. However, if you feel that your child requires medicine to be administered while in school please let us know and we will ensure that you complete the necessary paper work.

### **Allergies**

Staff need to know if your child has any allergies to ensure that we can provide for their needs.

***Please do not hesitate to discuss any illness or treatment with staff.***



The present staff of the school is as follows:-

Mrs J Graham	Head Teacher
Mrs J Stephenson	Deputy Head Teacher
Miss C Beresford	Teacher
Miss K Edwards	Teacher
Mrs K Ewart	Teacher
Mrs L Hall	Teacher
Mrs S Milburn	Teacher
Mrs S Thomas	Teacher
Mrs L Armstrong	Teaching Assistant
Mrs R Breen	Teaching Assistant
Miss K Cook	Teaching Assistant
Mrs C Davison	Teaching Assistant
Mrs M Frosdick	Teaching Assistant
Mrs A Howard	Teaching Assistant
Mrs H Robertson	Teaching Assistant
Mrs M Gates	Higher Level Teaching Assistant
Mrs D Shaw	Higher Level Teaching Assistant
Mrs D Whitfield	Higher Level Teaching Assistant
Mrs A Richardson	Family Support Worker
Mrs M White	Business Manager
Mr S Murray	Caretaker
Mrs A Down	Midday & Breakfast Club Supervisor
Mrs S Hester	Midday Supervisor & Assistant Cook
Miss D Vickers	Midday Supervisor
Mrs C Baron	Midday Supervisor
Mrs P Panting	Cook
Mrs C Tilney	Assistant Cook
Mrs G MacDonald	Cleaner & Midday Supervisor

Members of the Governing Body of Consett Infant and Beechdale Nursery Federation are:-

<b>Name</b>	<b>Appointed by</b>	<b>Term of Office Expires</b>
Mrs J Davison (Chair)	Co-opted	March 2024
Mr N Jukes (Vice Chair)	Parent	January 2023
Mr N Allen	Co-opted	February 2021
Mrs G Cornes	Co-opted	May 2021
Mr P Dixon	Co-opted	December 2020
Mr K Fraser	Co-opted	March 2021
Mrs K Gray	Parent	April 2021
Mrs F Nichols	Parent	April 2021

Mrs S Powell  
Mrs L Leach  
Mrs J Graham  
Mrs J Stephenson

Parent  
Parent  
Head Teacher  
Staff

January 2022  
July 2023  
Ongoing  
April 2023

The Clerk of the Governors is:-

Ms Joanne Nicholson  
School and Governor Support Service  
County Hall  
Durham  
DH1 5UJ

**It must be appreciated that whilst this information is correct at September 2020, it must not be assumed that there will be no change affecting the relevant arrangements before the start of, or during the 2020/2021 school year.**



NB This Brochure can be made available in large print, audio tape and braille.