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HEREFORDSHIRE COUNCIL

Wellington Primary School, Wellington, Hereford HR4 8AZ

Telephone (01432) 830264

Mr T Mamak, Executive Headteacher

Mrs J Keeble – Acting Head of School

Email: admin@wellington.hereford.sch.uk

Dear Parents/Carers

We would like to extend a warm welcome to you from everyone at Wellington Primary School and Nursery.

Wellington Primary School and Nursery is set in the heart of a beautiful village and we are proud of our heritage and links with the local community. Our aim is to support our children develop into confident individuals who understand their rights and responsibilities as members of our school and the wider community. Individuals, who work hard, enjoy learning and achieve their full potential.

We place great importance on the partnership we share in supporting your children learn and look forward to working with you, your child, and family members, over the coming years.

The information in the prospectus explains the aims and organisation of our school and we hope it will be a useful guide both now and for future reference. If you need further information or wish to visit, please do not hesitate to contact us.

Yours sincerely

Mr T Mamak
Executive Head teacher

Mrs J Keeble
Acting Head of School

Our Vision

Our school works as a family providing a warm, welcoming atmosphere which is happy and secure.

We provide a stimulating and challenging learning environment where everyone will recognise and reach their full potential. We respect and support each other and celebrate our achievements.

We believe every child has a right to enjoy their childhood creating happy memories during their time at Wellington Primary School and Nursery.

We value the family partnership which exists between school, parents, governors and community and the part it plays in realising this vision.

**HEREFORDSHIRE LOCAL AUTHORITY
SCHOOL TERMS AND HOLIDAY DATES 2020/2021**

AUTUMN TERM 2020

Term starts	Tuesday 1 st September
Half Term	26 th October – 30 th October
Term Ends	Friday 18th December

SPRING TERM 2021

Term Starts	Monday 4 th January
Half Term	15 th – 19th February
Term Ends	Thursday 1 st April

SUMMER TERM 2021

Term Starts	Monday 19th April
Half Term	31 st May – 4 th June
Term Ends	Wednesday 21 st July

Good Friday	2nd April 2021
Easter Monday	5th April 2021
May Day	3rd May 2021
Spring Holiday	31st May 2021

Teacher Education/Professional Development Days

INSET days 1st and 2nd September 2020, 4th January 2021 and Monday 19th April 2021.

The remaining INSET days or equivalent hours will be delegated by the Executive Headteacher

General Information

Wellington Primary School and Nursery is a co-educational school for children aged 3-11. Our Nursery accepts children from the term before they are 3 years old.

The Staff of Wellington Primary School

Executive Headteacher	Mr T Mamak
Acting Head of School	Mrs J Keeble
Class 1	Mrs J Keeble
Class 2	Mr S Moore/Mrs J Grafton
Class 3	Miss K Corbyn/Mrs A Clarke

SENCo	Mrs A Rawlings
School Administrator	Mrs E Golder
Teaching Assistants	Mrs H Davies Mrs M Ferreira

Nursery Assistants	Mrs C Bowcott
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Children's Superintendents	Mrs S Gallimore	Miss E Porter	Mrs M Belcher
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School Governors

These are a group of people interested in education and are there to lend support to ensure the best possible education for your child

Chairperson of Governors	Mrs J Willis	
Vice-Chairperson of Governors	Mr J Swan	
Governors	Mr S Losh	Mr S Hudson
	Mr M Palmer	
	Mrs H Davies	Mr S Moore
	Mr N Cooper	
Chairperson of PTFA	Mrs C Riches	

The School Day

Due to Covid-19 and the safety of our pupils and parents our drop off and collections times are as follows:

Years 4, 5 and 6	8:30 am – 2.45 pm
Years 2 and 3	8:40 am – 2.55 pm
Years R and 1	8.50 am – 3.10 pm
Nursery	09.00 am – 3.00pm

Admission of Pupils

All children are entitled to be admitted at the beginning of the Autumn Term.

Please ask for our Admissions Policy.

Admission to Reception Class

Prospective parents are invited to make an appointment to view the school and meet the staff before their child begins his/her first term. There will also be opportunities for your child to attend pre- school open days held during the Summer Term prior to the September intake.

Parents

All new parents will be invited to school before their children start so that they can be shown the school and meet the Headteacher and Class Teachers. There are formal Parents' Evenings each term when parents may discuss their child's progress and examine their work. In addition – a series of open evening events.

The school has a thriving Parent-Teacher Friends Association which arranges educational, social and fundraising functions and all parents are automatically members and most welcome to attend any meeting. The aim of the Association is to foster sound links between home and school and to provide additional support to the school.

The Headteacher and Staff are glad to see parents to discuss matters relating to their children, or the life of the school, at any time during the term. This should always be arranged, if possible, by appointment through the school secretary. It is preferred that appointments be made immediately after school so that staff teaching time is not affected or their duties interfered with.

Transition to High School

The majority of our children transfer to Whitecross Hereford High School, however, parents may select an alternative secondary school for their child. Application packs are sent out by the local authority in the September of a child's final year in primary school.

Parents are notified of their child's high school place in March. Induction days and open evenings are held by the secondary schools in order that familiarisation for both parents and children can occur.

Attendance and Absence from School

We would be grateful if you could notify the school either by telephone or in writing if your child is unable to attend school for any reason. This is necessary to ensure that we can be confident that all children who have set out for school do actually arrive. If the school has not been notified of an absence the Secretary will contact parents to ascertain the reason why.

Department for Education guidelines have changed regarding children being taken out of school for family holidays during term time – 'Headteachers have the discretion to grant leave, but they should only do so in exceptional circumstances. If a headteacher grants a leave request, it will be for them to determine the length of time that the child can be away from school. This leave is unlikely, however, to be granted for the purposes of a family holiday. Parents can be fined for taking their child on holiday during term time without the consent from the school.'

In light of the above, any such absence will be classed as unauthorised.

Please make sure that your children attend regularly and punctually.

Late arrival affects not only your own child but the remainder of the class as well, so please make every effort to ensure your child arrives on time. All late arrivals must call at the office and register and explain their lateness. **Repeated lateness will be reported to the Local Authority.** If your child is absent from school, you should adopt the following procedure:

1. Telephone the school on the first day of absence.

2. Keep the school informed of progress if the absence is longer than three days.
3. Send a letter to school giving brief details on his/her return if the illness is an extended one.

If a child has to leave the school during school time to attend the dentist, doctor etc, please give your child's teacher **prior notice of this in writing and arrange for the child to be returned to school by a responsible adult**. This arrangement also applies to the lunch period if your child stays to school dinners or takes packed lunches.

Recent legislation has clarified the interpretation of the term "unauthorised absence" and includes:

1. Any absence for which no explanation is received.
2. Any explained absence which does not meet the criteria e.g. children taken shopping, parents overslept etc.

Medical

Parents are requested to inform the Headteacher of any relevant medical history that may affect the child's general development and education in school. This information of course is held in strictest confidence.

If an appointment is made for your child to be seen by the School Doctor or School Nurse, parents are informed of the examination in advance and are invited to be present. Parents can request an appointment for their child to be seen by the School Doctor.

Medicine – If it is essential that a child brings medicine to school, it should be given to the School Secretary first thing in the morning with clearly written list of contents and dosage instructions. If you do not send written instructions the medicine cannot be given. If your child is unwell, please do not send him/her to school.

Children who become unwell during school hours will be sent home. It is therefore important that we have some means of contacting you or a member of your family or friend during the day.

Following a sickness bug or related virus – please allow a minimum of 48 hours before sending your child back to school.

The health, safety and well-being of all our children are of paramount importance to **all** the adults who work in our school. In our school we respect our children and they have a right to be safe. We have an agreed Child Protection Policy and the policy ensures that all staff in our school are clear about the actions necessary with regard to a child protection issue. There is a named person in our school who is the Child Protection Co-ordinator. If any teacher suspects that a child in his/her class may be a victim of abuse, they immediately inform the named person of their concerns. Any action the named person takes when dealing with an issue of child protection is in line with the procedures outlined in the LA Child Protection guidelines. If a child alleges abuse, the school usually makes a referral without communicating with parents first. In some circumstances we inform parents first. We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We require all adults employed in school and all adults working voluntarily in the school to have their application vetted through the Disclosure procedures in order to ensure there is no evidence of offences involving children or abuse.

School Uniform

The wearing of school uniform is desirable and to be encouraged at all times. We wish to promote the sense of identity that comes from wearing a uniform.

All items of clothing should be clearly labelled with the child's name.

Boys

Green Sweatshirt
Gold Shirt/Gold
Polo shirt
Grey Long Trousers
Grey Shorts
Reversible Jacket

Girls

Green Sweatshirt or Cardigan
Gold Blouse/Gold
Polo shirt
Grey Skirt or
Grey Pinafore or
Non-fashion, straight leg mid-grey trousers
Green Check dress
Reversible Jacket

Polishable black shoes/boots (No Ugg-type unsupported boots)

PE**(Indoor)**

Plain Black Shorts or
Black Skirt
Plain White T Shirt
Black Pumps

(Outdoor)

As Indoor +
Black Jogging Bottoms
Black/White Trainers

Swimming Kit

Swimsuit/trunks and towel. All children must wear a swimming cap.

Certain items are embroidered with the school logo and can be purchased directly from the school.

Lost Property

The golden rule here is 'if it moves, name it!' The School does not accept responsibility for lost property and if articles are accepted for safekeeping, neither the council nor its employees are legally liable. Therefore, expensive items such as watches, jewellery, as well as toys should not be brought to school where they may be lost or damaged. Please ensure that clothing is clearly marked with your child's name – the garment can then be handed to the owner or placed in the lost property box.

General Safety

Please do not allow your children to bring the following items to school:
knives; fireworks; chewing gum; dangerous toys; glass containers; gadgets; mobile phones; jewellery.

Jewellery

Children should not wear jewellery to school. Often it gets damaged or lost, earrings in particular, can be a hazard when changing for PE. For those children with pierced ears, wearing a small stud retainer (only) is acceptable.

Your co-operation is appreciated.

House Point System

On entry to school, the children are placed in one of the following houses:

Wren	– Red
Woodpecker	– Green
Swallow	– Blue
Skylark	– Yellow

School Meals

Lunchtime Arrangements

Cooked meals are available during the lunch break, supplied by Earl Mortimer Kitchens. **These meals are currently charged at £2.10 per meal.** Since September 2014, all pupils in our Reception Year and Years 1 and 2 are entitled to a free school meal. All other pupils remaining at school not electing for a cooked meal should bring a sandwich lunch and a drink.

Children are supervised throughout the lunch period by Lunchtime Supervisors.

Free School Meals

Applications for free school meals which are based on parent's income are dealt with by the County Education Officer, PO Box 185, Hereford. Forms for application are available from the School Secretary on request.

Water

It is very important that the children drink plenty of water during the day, as research has shown that this increases the brain's ability to absorb new information. Water is accessible throughout the day.

Mid-morning snack

The school is part of the National Fruit Scheme which allows all infant children to access free fruit.

For parents/carers who wish to provide a snack for their child, please read the School Parliament's list of suggested healthy snacks.

Milk

Children are entitled to receive a third of a pint of free milk until their fifth birthday. After this milk can be bought (**currently £1.05 per week**). Orders are processed on-line through Cool Milk.

Transport

School transport is now provided free of charge for children living two miles or more from school. Pupils living less than the statutory distance may use spare accommodation on the school bus on payment of a flat rate charge under the Authority's Vacant Seats Payment Scheme. Up to date information about the Vacant Seats Payment Scheme, and applications for free transport, is available from the County Education Officer, or the Divisional Education Officer, who should be informed of the address of the child, its date of birth, and the nearest picking up point for Wellington School.

The Early Years Foundation Stage

Our aims are to support the four themes that underpin the care, development and learning of young children.

- A unique child
- Positive relationship
- Enabling environment
- Learning and development

Children develop at varying rates and in individual ways. We continue to build on the foundations from other settings and home.

We believe that a positive partnership with parents plays a key and important role in the development of each child.

The Reception year is a time of exploration and experimenting within the world around them to develop skills and understanding. The main aim of the curriculum is for children to feel safe and secure within their environment to build self-esteem and confidence. With positive attitudes children will build up ideas, concept and skills. They will be enthusiastic about being a learner.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- ☐ communication and language;
- ☐ physical development; and
- ☐ personal, social and emotional development.

We will also support children in four *specific* areas. The specific areas are:

- ☐ literacy;
- ☐ mathematics;
- ☐ understanding the world; and
- ☐ expressive arts and design.

All areas of learning are equally important and inter-connected.

The curriculum is often delivered through play which allows children to practice, consolidate and reflect. They can use their developing imaginations to take risks and make mistakes. The class reflects the children's needs and encourages activities that are challenging but achievable.

Often activities have links to more than one development area and can often be extended by children's own knowledge.

The Reception year is about becoming part of the school community and forming firm relationships with their peers.

Foundation Stage Assessment

The Foundation Stage Profile which will be completed on individual children by the end of the Reception Class is based on the six areas of the Curriculum Guidance to develop children's physical, intellectual, linguistic, spiritual, emotional and social development. All the areas will provide a picture of the whole child. We begin the academic year with a Baseline Assessment to indicate the starting point for each individual child.

The profile is an ongoing assessment of development. Beginning with observations which focus on achievements. This is used to set individual targets for each child to move forward. The profiles are updated each half term and are finalised in the summer, summarising each child's progress.

Curriculum

The aim of our school is to encourage the development of our children intellectually, socially, emotionally, physically and morally and to provide them with the basic skills they will need to enable them to make a positive contribution to society.

The requirements under the National Curriculum state that there are four core subjects; English, Mathematics, Science and Religious Education. In addition we teach the foundation subjects of Art, Computing, History, Music, Geography, Design and Technology, Physical Education, Personal, Social and Health Education with Citizenship.

Our Personal, Social and Health curriculum, alongside our Science curriculum, includes age appropriate discussion on Sex and Relationships. We see this as fundamental to the development of each child, and will answer questions honestly and sensitively. Parents have the right to withdraw their children from this area of the planned curriculum of they so wish.

We seek to promote excellence and enjoyment within our creative themed curriculum. Making connections across all subjects and having explicit focus on skills and 'learning to learn' children are encouraged to take ownership of their own learning. Wellington uses creativity to inspire learning through exciting and enjoyable experiences. The themed curriculum gives deeper understanding of general knowledge, providing the platform for personalised learning experiences, enabling children to think for themselves and branch out into areas of curiosity and interest.

English

English is fundamental to all subjects and drives our curriculum. Closely following the Primary Framework children learn the skills of communication through speaking and listening, reading and writing. Through a variety of activities such as role play, presentation and discussion, children develop confidence and skills which enable them to speak with confidence, read with understanding, write purposefully and spell fluently. Our creative curriculum allows these skills to be taught and to be applied in all subject areas. Creative writing is carried out at least once a week with a focus on description and detail. We believe that reading offers children opportunities to improve vocabulary choices and impacts of their writing. We foster the enjoyment of reading and writing through praise and celebration in classes, in our assemblies and through opportunities to enter competitions for reading and writing.

Children are given challenging and achievable targets each half term and understand the steps needed to reach them thus improve their attainment.

Maths

Maths is taught using a variety of methods throughout the school. Teachers develop lessons which enable children to apply the skills they have learnt to real life situations, such as school fete, cake sales and bring and buy sales which the children are involved in. Opportunities to link maths to other subject areas are made with particular links to science and computing. Targets are set throughout the year and children enjoy the challenge these give. Teachers understand that children learn in many different ways and are given opportunities to try out different methods and strategies in all areas of maths. Calculators and computer based interactive programmes are introduced at an early stage. Maths at Wellington Primary School is an enjoyable learning experience.

Science

At Wellington Primary School we aim to develop children's natural curiosity in order to develop their understanding of scientific enquiry. Children are given the opportunity to carry out practical investigations. Emphasis is placed on questioning and thinking where children are encouraged to use prior experience to predict 'what will happen if'. Children plan their investigations, considering all aspects of science such as prediction, method, testing, measuring, recording observations, questioning and concluding.

Structure within the Curriculum

For each subject programmes of study set out what pupils should be taught and attainment targets set out the expected standards of pupil's performance within the parameters of 'knowledge, skills and understanding' which pupils of different abilities and maturities are expected to have by the end of each Key Stage. A few pupils will be taught elements from a previous or later Key Stage or year group if their rate of progress warrants. A tiny minority may be disappplied from some parts of the programme of study.

Design Technology

Design Technology encourages children to become autonomous and creative problem-solvers both individually and as part of a team.

They have opportunities to experiment, design, make decisions and evaluate their work through areas such as construction, textiles and food technology.

Religious Education

'Under the Education Act 2011' schools must provide religious education for all registered pupils. Parents can choose to withdraw their children. Schools, other than voluntary aided schools and those of a religious character, must teach religious education according to the locally agreed syllabus.' The National Curriculum 2014.

Each day we have an assembly that is broadly Christian in nature. Our assemblies follow our Values system and include moral issues, current affairs, festivals, children's work and contains hymns and prayers. We celebrate Christmas, Harvest Festival and Easter.

Our class work follows the Agreed Syllabus for Religious Education in Herefordshire. The children will investigate beliefs, practices and lifestyles of Christianity and other religions, learning about and from religion.

We are helping pupils appreciate the contribution that religious and spiritual ideas can make in their own lives.

One of the tasks of religious education is to promote the pupils' search for a system of values. It is not the role of religious education in the school to indoctrinate or persuade.

Music

Throughout the school our aim in music is to give opportunity for listening, singing, performing and composing and to provide enjoyment at every level.

The children have opportunities to take part in voice work with structured singing periods where whole, part and harmony singing is practised. In addition there is a choir, performing for festivals and productions.

Percussion instruments (pitched and unpitched) have an important role in helping children to become aware of pitch, dynamics and rhythmic patterns. For the older children, the music lesson will offer an opportunity to listen to classical, diverse cultural and popular music, so communicating ideas, emotions and feelings which can be interpreted in other areas of the curriculum including literacy and drama. Movement and dance are also associated with music and all classes are involved with the interpretation of sounds and music through movement.

The school is also fortunate enough to have County based peripatetic teachers for instrumental tuition. Contact the school office for further details.

Visiting musicians are invited into school frequently, in order to share their enthusiasm for music with the children.

Computing

Computing is used as a tool to deepen children's understanding of all subjects. As well as being taught specific skills, children benefit from teachers use of interactive whiteboards and associated software packages.

Physical Education

Physical Education is available to and undertaken by all pupils. In Reception – Year 4 the elements of PE focus mainly upon four fundamental areas; games, gymnastics, dance and swimming. This extends in Years 5 – 6 to include athletics, outdoor/adventurous activities, multi-skills and team sports competing against other schools. Through these activities we will be aiming to promote physical activity and a healthy lifestyle as well as developing positive attitudes all within the context of safe practice.

The school runs additional activities through lunchtime and after school clubs.

Details of clothing for PE can be found elsewhere in this Prospectus.

On safety grounds, items of jewellery must not be worn for any PE activity. Children wearing any items will be expected to remove them, or in the case of 'sleeper' earrings which cannot be removed for up to six weeks, they must be covered up with elastoplast or similar. It is strongly advised that if children are considering having their ears pierced at all that this happens at the start of the summer holidays.

PE Funding

In 2018-2019 PE Funding delegated to our school from the DfE was used to support staff professional development, purchase resources for lunchtime play to help improve our pupils' fitness, enjoyment and engagement in sport and inter-house games to prepare pupils for competitive tournaments with other school. Please see our PE Funding report on the school website for more detailed information.

Swimming

At present we have one half-hour session per week, at Leominster Leisure Pool. This session is for all children in Years 1 - 6 and works on a rota basis. Children are encouraged to work towards a number of swimming awards and are taught by professional coaches and others. Each year a number of swimming galas and other competitive events are held in which children are encouraged to take part.

Homework Policy

In our school, homework is seen as an opportunity to:

- develop an effective partnership between the school and parents and other carers in pursuing the aims of the school
- consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- exploit resources for learning, of all kinds, at home
- extending school learning, for example through additional reading, and
- encourage pupils as they get older to develop the confidence and self discipline needed to study on their own, and preparing them for the requirements of secondary school.

The time spent per week will vary according to each individual child and class. The amount of time to be spent by children in particular years is not possible to quantify but it should increase as the children move through the school. The time between the homework being given and when it is to be handed in will vary depending upon factors such as subject matter and task.

Parents are informed of the activities going on and homework opportunities in each class through a letter sent early each term from their class teacher. Parents may wish to support their child(ren) by encouraging an interest in particular projects at home. Remember homework should never be allowed to cause distress to children or parents. Do discuss any problems with the class teacher as soon as they arise. Homework is meant to be an enjoyable, shared experience for parent and child.

Pupil Premium

In 2018-2019 pupil premium funding was used to deliver targeted interventions, offer one-to-one support and to develop social and emotional skills through extended hours' provision. A complete break-down of how the funding was spent and its impact may be found on the school website.

Children with Special Educational Needs

Children with special educational needs may be identified by their class teacher, parents, medical or social services. Help and support will be offered to the child initially in the classroom by the class teacher.

Further help and advice is available from our Special Needs Co-ordinator, Mrs Rawlings, and if necessary, more specialist guidance may be sought from the LA Support Services—www.herefordshire.gov.uk/education.

Parents are informed at each stage, and have the opportunity to participate in progress reviews. We aim to work in partnership with parents and their help may be requested with activities to support learning at home.

Most Able Children

Most able children also have a special need which we, at Wellington, recognise. In our planning we take account of their individual needs and give them more challenging tasks in order for them to achieve their full potential.

Assessment And Monitoring Of Pupils Progress

At Wellington School we view assessment as an integral part of the learning process. We use it to

- support the children's learning
- support the teacher in evaluation of the curriculum
- provide information for succeeding classes and school transfer, parents, governors and education officers

Throughout your child's time in school his/her progress will be monitored by his/her class teacher as an on-going process.

A variety of methods including discussion, commercial schemes and school developed tasks are used to build up a picture of each child's achievements in each year group.

In the Reception class 'pupil profile' is used in relation to 5-year old children after a period of settling into school.

More formal assessment is used to prepare the children for Key Stage 1 (yr2) and Key Stage 2 (yr6) SAT tests.

As your child progresses through Year 3, Year 4 and Year 5 more assessments will be made to help the teacher support your child's learning. Towards the end of each of these years, a standardised test is currently used to monitor progress.

Throughout your child's years at our school, you, as parents, are invited into school to meet the class teacher at Consultation Evenings. At present, these are held in November and March, but we welcome you into school at other times if you feel you need to discuss your child's progress, as long as a prior appointment has been made.

Towards the end of the school year you will receive a written report on your child's attainment and progress. This report will cover pupil's performance in Mathematics, Science and English as well as brief particulars of all National Curriculum subjects and other activities.

Year 2 children and Year 6 will have details of statutory assessment included in separate paperwork sent home during the latter part of the summer term.

The statutory tests for Key Stage 2 (Yr6) are in Maths and English and are held in May with the results being available in July.

Personal and Social Education (PSHE)

The NC 2014 sets out two broad aims for the school curriculum.

- To provide opportunities for all pupils to learn and achieve
- To promote children's spiritual, moral, social and cultural development and prepare children for opportunities, responsibilities and experiences for life.

These interdependent aims cannot be fully achieved without the provision of PSHE and citizenship. At Wellington School we try to develop the 'whole' child, through a positive self-image, open mindedness, tolerance, sense of justice and a willingness to contribute and participate. There are a variety of ways in which this is achieved:

- School parliament
- Residential experiences
- 'whole school days'
- collective worship/shared positive celebrations
- shared links with the community
- outside speakers
- drugs education

Sex and Health Education

Governors' Policy on Personal Development (Sex Education)

Children in Year R-5 are given sex education as a separate and specific subject. However, their questions are answered in a sensitive and honest way according to the individual child's understanding and stage of development. Questions of this type would most likely come through personal development topics. Under the National Curriculum the main area that touches on sex education is 'Life and Living Processes'.

Information will be given in such a manner as to encourage the regard for moral considerations and the value of family life.

Year 6 children, as part of their autumn topic, focus upon personal development. As part of their sex education, children will learn about puberty and the reproductive process. The children are guided through a sensitively arranged series of learning situations aimed to broaden their understanding of this area of the curriculum. The children are given the opportunity to view B.B.C 'Sex Education' videos. The school nurse and the Year 6 teacher lead discussions following sex education lessons.

Parents of Year 6 children are given the opportunity to watch the videos and discuss queries prior to the commencement of the topic on personal development.

Parents may withdraw their children from sex education lessons if they so wish.

Extra Curricular Activities

During the course of the school year children can expect to take part in excursions to local places of interest and also a longer educational visit, usually in the Summer term. Years 5 and 6 have the opportunity to take part in residential trips.

Various additional activities take place during and after the school day. These are run by teachers, peripatetic teachers, coaches and volunteers.

Other activities include:

- Harvest Festival Service*

- Christingle Service*
- Hereford Music Festival
- Various Sports Tournaments
- Inter-school Sports meetings
- Visiting Christian groups leading assembly regularly
- School Productions

* Collections given to Charity

Racial Equality

The Race Relations (Amendment) Act 2000 places a duty of care on all public bodies to promote race equality. Here at Wellington School we recognise the need and aim to:-

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

Pastoral Care And Discipline

We at Wellington School, expect our pupils to conform to the highest standard of behaviour, politeness and honesty. We offer encouragement to achieve these goals by presenting stars, merit marks, house points and certificates.

Parents will be consulted in cases of persistent difficult behaviour and, in extreme cases the aid of the Local Authority Behaviour Team will be sought.

Parents are requested to bring to the notice of the Headteacher any medical, behavioural, emotional or otherwise unusual problems which they consider should be known to the school.

Bullying

The school has always been aware of the need to watch out for any kind of bullying, but now we are required by law to have a policy statement, and there are guidelines laid down for all staff. The issues are discussed in the classroom and are part of the PSHE curriculum. The general ethos of the school is such that pupils are encouraged to be caring towards each other and develop their own self respect.

Should you as a parent/guardian become suspicious of any problem with bullying we would encourage you to approach a member of staff immediately. Both victim and bully will be helped to overcome the problem and any appropriate action will be taken. We all know that children learn more effectively if they are happy and not worried, and all children deserve a happy school life. The sooner any bullying is dealt with, the better for everyone involved so that a secure working environment can be maintained.

Moral Development

The moral development of the children of Wellington County Primary School is implicit in the whole atmosphere and ethos of the school.

Positive values encouraged at all times are:-

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Acting considerately towards others

- Helping those less fortunate than ourselves
- Taking personal responsibility for ones actions
- Self discipline

Negative values discouraged at all times are:-

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
-

Complaints Procedures

This is rarely needed, but parents should know that the 2011 Education Act provides clear guidelines. The full guidelines are available in school but, briefly, any complaint should first be made to:

- a) the Headteacher and only if that matter is not settled satisfactorily should the parent proceed further
- b) to the school's Governing Body, and if still not satisfied
- c) to the Local Education Authority. A formal complaint can also be made directly to Children's Services if it relates solely to the L.A. and not the school.

Change of Information

Urgent changes will be notified by letter from the Headteacher.

Please Note:

The information in this booklet applies to the academic year 2019/2020 and though the particulars are correct in relation to this year, it should not be assumed that there will be no change affecting relevant arrangements before the start of or in relation to subsequent school years.