



SOUTH GOSFORTH FIRST SCHOOL  
'ROOTS TO GROW AND WINGS TO FLY'



# PARENT & CARER HANDBOOK



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# INTRODUCTION FROM THE HEAD TEACHER

## A Warm Welcome to South Gosforth First School

South Gosforth First School originally opened in 1891 and quickly established itself as a popular and successful school which was really at the heart of the local community. Fast forward over 125 years later and the school has maintained this vision, building strong relationships with all of our families and stakeholders and upholding high standards for all of our pupils.



Over the years, the school slowly expanded in size and more recently, due to the school's increasing popularity, now has 300 pupils on roll. In 1992 the school, often referred to as 'the pyramid school' due to its large triangular roof structure, opened on a brand new site, fairly close to the setting of the original building. Our current site was purpose built to meet the needs of a modern curriculum and is equipped with many facilities for our children including: 2 large hall spaces for the children to exercise, eat and perform in, a big school field for all kinds of sporting and enrichment activities alongside a playground space with climbing frame and other equipment, 2 additional 'creative spaces' where the children complete art-based activities, a sensory space which we call 'The Rainbow Room', a well-resourced Reception outdoor area, a mini allotment, a school pond with all kinds of wildlife and even a school nature garden! We are really proud of our school and all that we have to offer, but we are constantly looking for ways to develop and grow, keeping abreast of the most creative and current educational practices in order to provide the best possible learning experiences that we can for our children.

At South Gosforth First School we believe that all children are special and have their own unique talents which are just waiting to be unlocked. We seek to provide an aspirational, cohesive and truly 'irresistible' curriculum which enables all pupils to flourish, running alongside a broad range of enriching and memorable experiences that stimulate our children's interest about the world around them. We are in a fantastic geographical location with excellent transport links, which enables us to access the rich cultural and historical heritage that exists in Newcastle and further afield.

We are lucky enough to be part of a wider school community who have a strong set of skills; whilst we acknowledge the challenges that busy family life can bring, we are keen to utilise the talents and abilities of our community as much as possible in order to benefit everyone in school. We embrace our diverse school population and see this as a valuable asset in helping us all to respect and appreciate each other and our differences.

Our enthusiastic staff team is comprised of experienced and reflective practitioners who are fully equipped to support our pupils' academic, physical and creative development. We encourage all children to play an active part in their learning and aim for excellence in achievement in reading, writing and maths, as well as across the wider curriculum. Our ambitious and progressive curriculum is based around four key drivers: 'Character', 'Culture', 'Creativity' and 'Challenge' and these concepts lie at the heart of everything that we do in school, alongside our core values which are 'Kindness', 'Empathy', 'Respect', 'Responsibility' and 'Perseverance'. We also believe that our children should leave us at the end of Year 4 knowing what they are good at and what they enjoy, so we offer our pupils many different high-quality opportunities throughout their time in school including singing, dancing, playing sports, investigating and exploring in science, researching in history and geography and creating in art – at South Gosforth First School learning really is an adventure!

Running parallel to this, we fully recognise the importance of meeting the social and emotional needs of our pupils and we pride ourselves in providing a range of nurturing opportunities to ensure that our children are happy young people who have a strong set of core values, show kindness and empathy towards others and are fully ready for the next stage of their education.

**Mr. Robert Adams, Head Teacher & Specialist Leader of Education**



# OUR VISION

## Our Vision

At South Gosforth First School, our vision and curriculum intent is based around 4 key drivers:

**Character** – *What type of people we are.*

**Culture** – *How we learn about the world and all of the people who live in it.*

**Creativity** – *How we use our imagination.*

**& Challenge** – *How we make ourselves better every day.*

These concepts lie at the heart of everything that we do in school – they inform our curriculum and are ‘lived’ every day through our ethos and culture.

## Character

We nurture, support and empower our pupils to:

- Be responsible, global citizens who appreciate what they have, show empathy for others and embrace diversity
- Celebrate everyone’s achievements, understand what they are good at and appreciate that everyone has something special to offer
- Be emotionally intelligent and have a strong set of core values

We believe that these attributes form the ***‘roots for our pupils to grow’*** in to kind, compassionate, happy young people with warm hearts who care deeply about others.

## Culture, Creativity & Challenge

Running alongside these, we seek to provide an inspirational, dynamic and ambitious curriculum offer which ignites our pupils’ curiosity about the world around them. Through this curriculum, we equip our pupils with the skills to:

- Meet and exceed national curriculum expectations
- Be confident, fluent readers who read widely and for a range of purposes
- Be creative, critical and divergent thinkers who approach problems with a positive and resilient attitude
- Follow their own lines of enquiry and apply their knowledge and skills in a range of real life contexts
- Be confident, articulate speakers who can develop and express their ideas in a thoughtful way

We believe that these skills provide our pupils with their ***‘wings to fly’*** and prepares them for the next stage of their education and life in the modern world.










# OUR CORE VALUES

## Our Core Values

As well as our vision and curriculum intent, we also have 5 ‘core values’ which we believe underpin positive behaviour and help our children to develop and grow in to well-rounded, principled young people – *‘Roots to grow’*

Our staff and children clearly model, identify and highlight these core values each day in school and we celebrate when our pupils have made a particular effort to demonstrate these values in our weekly ‘Values Assembly’ and through sharing ‘Star of Kindness’ awards.

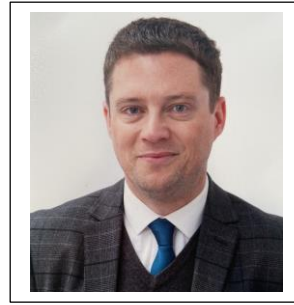
## Our Core Values are:

 <b>Kindness</b>	We are friendly, caring and helpful to everyone – <i>‘We rise and grow by lifting others’</i>
 <b>Empathy</b>	We try our best to understand how other people might be feeling
 <b>Respect</b>	We value and appreciate everyone, even if they are different to us
 <b>Responsibility</b>	We take responsibility for our own actions and we take pride in doing things for ourselves
 <b>Perseverance</b>	We always try our best and keep going, even when things become difficult

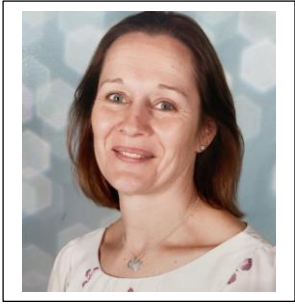


# THE LEADERSHIP TEAM

Head Teacher: Mr Robert Adams



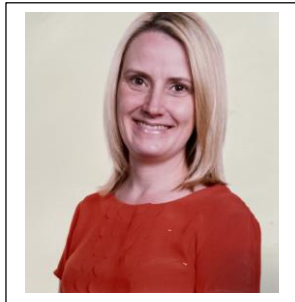
Deputy Head, EYFS / KS2 SENCo & KS2 Phase Leader: Mrs Jill Whitehouse



Assistant Head and KS1 SENCo: Mrs Jo-Anne Fields



EYFS Phase Leader and English Lead: Mrs Catherine Burnett



KS1 Phase Leader & Maths Lead: Mrs Amanda Logan





# THE SCHOOL DAY

7:45	School opens for Breakfast Club (Playsafe) and morning Extra-Curricular Clubs.
8:55	Registration and Teaching Sessions 1 & 2
10:45 – 11.00	Playtime
11.00 – 11.45	Teaching Session 3
11:45/12:00	Lunchtime (EYFS – Early staggered lunch)
12:45/1.00 – 3.15	Teaching Sessions 4 & 5 & Assembly (plus additional playtime for younger children)
3:15	School finishes
3:15 – 6.00	‘Playsafe’ After School Club and Extra-Curricular Clubs (various timings)
6.00	School closes

A full list of extra-curricular clubs and providers is available from the school office.

This is subject to change and varies depending upon the time of year.

**Note:** Breakfast and after school wraparound care is run by ‘Playsafe’ who are an outside agency (see later section)





# A RESTORATIVE APPROACH TO POSITIVE BEHAVIOUR

At South Gosforth First School we believe that behaviour is a form of communication and therefore we support our children to make choices to help themselves and those around them. We do this through using a relational and restorative approach to enable our children to develop to their full potential and learn how to interact happily and successfully with those around them.

## At South Gosforth First School we will:

- Value each individual child and celebrate their achievements and uniqueness.
- Treat children and adults with respect, fairness and kindness.
- Have high expectations of behaviour and manners.
- Develop a caring and respectful relationship with children, through discussion and reflection.
- Endeavour to ensure that children are safe within school at all times.
- Provide a balanced, stimulating and interesting curriculum for all children.
- Promote self-esteem and confidence.
- Foster an environment of tolerance, open-mindedness and sensitivity.
- Encourage all children to make good choices and equip them with the skills and strategies to self-regulate.

## Parents & Carers should:

- Encourage a positive attitude towards their child's education and school.
- Be tolerant of others whatever their race, colour, religion, gender, class, sexual orientation or lifestyle and encourage their child to do the same.
- Support the school in teaching their child to be kind and caring to others.
- Teach their child to build positive relationships with all adults in school.
- Support the school in promoting good citizenship.
- Be prepared to discuss any issues or problems that have occurred within school politely and calmly with staff.

## Children should:

- Use the 'traffic light' system to enable them to make positive choices.
- Tell a member of staff if they are unhappy or worried.

## 'Traffic Lights' Support System

At South Gosforth First School we operate a 'traffic lights' system to enable our children to clearly identify positive and unsafe behaviours. In each classroom we have a coloured traffic light on display. The traffic lights support the children to identify whether they are 'ready', 'respectful' and 'safe' and offer positive strategies at each respective colour. This is a whole school approach which is used by all adults in school.





### Green Behaviours – ‘Are you ready?’

We believe that these behaviours help our children to be safe, happy and ready to learn:

1. Listen carefully.
2. Do as you are asked by an adult first time.
3. Always try your best and help others to do the same.
4. Be polite, fair and kind to others.
5. Walk around school sensibly, quietly and calmly.
6. Treat others' property and the school environment carefully.
7. Tell the truth.
8. Be respectful during assemblies and special reflective time.

### Yellow Behaviours – ‘Are you respectful?’

When children exhibit some of the following behaviours, we recognise that this is not respectful and endeavour to help the child to make different behaviour choices using a range of supportive strategies:

1. Telling lies.
2. Physically hurting others e.g. shoving, pushing.
3. Saying unkind things or calling names.
4. Running in school (except during P.E) and being inconsiderate in shared spaces.
5. Stopping others from learning.
6. Not treating the property of others or the school environment carefully.
7. Not listening, interrupting or talking over an adult.
8. Being disruptive in assembly or special reflective times

### Red Behaviours – ‘Are you safe?’

When children exhibit some of the following behaviours, we understand that these are not respectful or safe and support the child to also recognise this. Through using a restorative approach, we enable the child to reflect on the behaviours, discuss different choices and repair relationships.

1. Refusing to follow an adult's instructions, arguing back or rudeness.
2. Seriously hurting someone e.g. hitting, punching, kicking.
3. Swearing.
4. Bullying.
5. Stealing.
6. Deliberately breaking or damaging the property of others or the school environment.
7. Intolerant behaviour e.g. racist or homophobic behaviour.
8. Being consistently disruptive in class, assemblies or special reflective time.

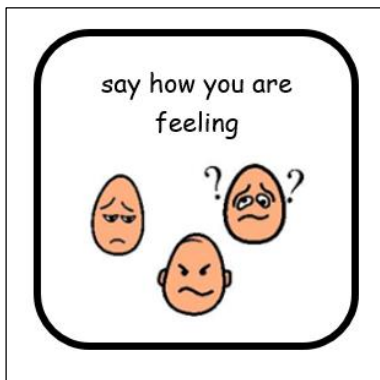


## A Restorative Approach

At South Gosforth First School, we recognise that pupils' behaviours are affected by a range of factors and can fluctuate. In order to support our children, through discussion, teaching and modelling, we aim to equip pupils with positive strategies to recognise and manage their own feelings and behaviour.

There will be different restorative approaches used in different classes depending upon the age and needs of the children. We aim to provide our pupils with a range of strategies relating to each 'traffic light' which the child can choose from (often with guidance and support from an adult) to enable them to regulate their own feelings and emotions and get back to being 'ready' to learn. Some of these approaches may include getting a drink of water, practising breathing techniques or having a break from the classroom, amongst other things.

When a child exhibits 'red' behaviours, they will be supported by a member of the senior leadership team to be self-reflective and will be given the opportunity to discuss the behaviour, its impact on others and possible ways to repair things. We use a consistent approach across school called 'The TEARR Approach' (Think, Emotion, Action, Result, Repair) to frame these discussions and decide on an appropriate action together with the child.



Think	Emotion	Action	Result	Repair
T				
E				
A				
R				
R				



# CELEBRATING SUCCESS

## 'VALUES ASSEMBLY' AND 'THE STAR OF KINDNESS' AWARD

Every Friday the children attend an extended whole school assembly to celebrate our pupils who have made a huge effort to demonstrate one or more of our 'core values' (Kindness, Empathy, Respect, Responsibility and Perseverance). This is an example of how our vision and values are 'lived' in school every day.

The teachers for each class choose 2 pupils each week who they will give certificates to and they detail how those children deserve to be recognised for their efforts and which of our core values they have demonstrated.

We celebrate all areas of school life, including academic, sporting, social and emotional achievements.

In addition to this, staff also regularly send home 'Star of Kindness' award certificates any time they see a child performing a real act of kindness to someone in school. This can be something small from holding a door for an adult or their friend, sharing a smile and a 'hello' or helping and supporting another child when they are sad.

We believe that celebrating our children's successes in these ways reinforces their principles and helps them to grow in to well-rounded, considerate young people.

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**South Gosforth First School**  
**Celebration Certificate**

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**This week we celebrate you, because you showed:**

**KINDNESS**  
**EMPATHY**  
**RESPECT**  
**RESPONSIBILITY**  
**PERSEVERANCE**

**when you** \_\_\_\_\_

**We are so proud to have you in our school family!**

Signed: Teacher: \_\_\_\_\_  
Signed: Head Teacher: \_\_\_\_\_

\*\*\*\*\*

**STAR OF KINDNESS AWARD**

Today \_\_\_\_\_  
showed real kindness when they \_\_\_\_\_

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**'We rise and grow by lifting others'**

Signed: \_\_\_\_\_





# CURRICULUM: KEY DRIVERS AND INTENT

Our Curriculum is Centred around 4 Key Drivers:

Character Culture Creativity & Challenge

Our Curriculum Intent Statements are:

To enable our pupils to meet and exceed national curriculum expectations

To enable our pupils to be confident, fluent readers who read widely and for a range of purposes

To enable our pupils to be creative, critical and divergent thinkers who approach problems with a positive and resilient attitude

To enable our children to follow their own lines of enquiry and apply their knowledge and skills in a range of real life contexts

To teach our pupils to be responsible, global citizens who appreciate what they have, show empathy for others and celebrate diversity

To encourage our children to celebrate achievements, understand what they are good at and appreciate that everyone has something special to offer

To teach our pupils to be confident, articulate speakers who can develop and express their ideas in a thoughtful way

To equip our pupils with the skills to be emotionally intelligent and to have a strong set of core values

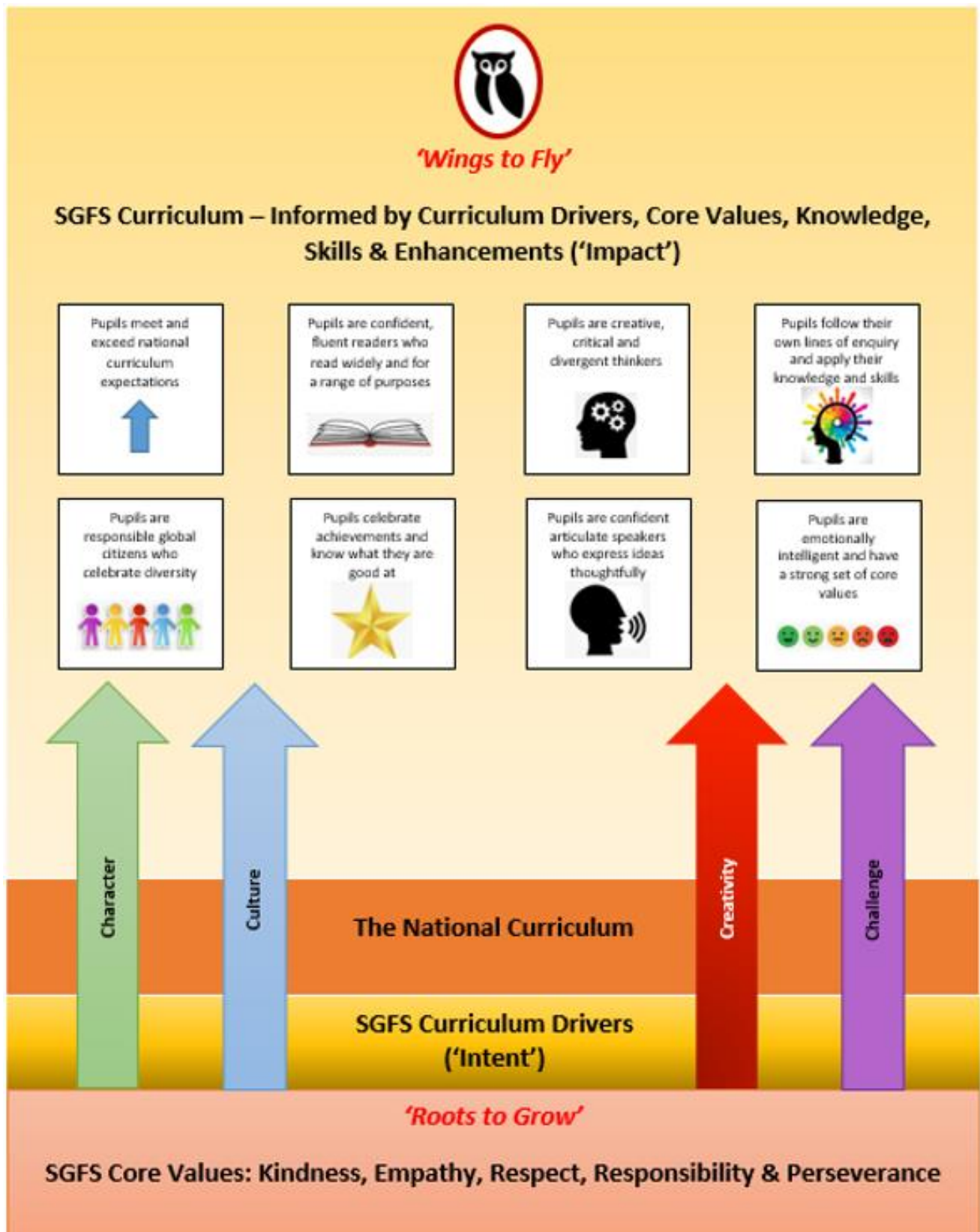
Our curriculum is designed to incorporate all of these elements and we provide 'enhancements' in each curriculum area to ensure that our pupils have multiple opportunities to demonstrate all of these skills.

More detailed information about our curriculum can be found on our school website.





## Our Curriculum Model:





# ENQUIRY BASED LEARNING & CREATIVE APPROACHES

## (‘MANTLE OF THE EXPERT’)



As part of our learning journey at South Gosforth First School, we conclude many of our teaching units using an approach called ‘Mantle of the Expert’.

‘Mantle of the Expert’ is an education approach that uses imaginary contexts to generate purposeful and engaging activities for learning.

‘Mantle of the Expert’ works by the teacher planning a fictional context where the students take on the responsibilities of an expert team. As the team, they are commissioned by a client to work on an assignment, which has been planned to generate tasks and activities that will involve them in studying and developing wide areas of the curriculum.

For example, a class of students are cast as a team of archaeologists excavating an Egyptian tomb for the Cairo Museum. To complete the commission the students will need to research ancient Egyptian history – finding out about tombs, artefacts, and rituals – and, in the process, will study wide areas of the curriculum including, history, geography, art, design and RE, as well as developing skills in reading, writing, problem solving, and inquiry. Mantle of the Expert is not designed to teach the entire curriculum, all the time, but is rather an approach to be used selectively by the teacher along with a range of other methods.

From the beginning the students are aware they are involved in a fiction and ‘Mantle of the Expert’ is not a simulation invented by the teacher to trick them into thinking what is going on is real. Consciously going in and coming out of the fiction is an important dimension of the ‘Mantle of the Expert’ approach. And much like imaginative play, the participants are always aware that the fiction is something that can stop and start as a when they or the teacher decides.

The creation of a fictional context where the students experiment with making decisions, taking on responsibilities, and meeting challenging situations, is a kind of ‘safe zone’ within the classroom. Unlike in the real world, where children would rarely, if ever, have the kinds of experiences generated by MoE, in an imaginary world they can explore, discuss, and evaluate them as if they were real.

### Assessment Tool

We believe that using this teaching approach enables our pupils to apply all of the skills, knowledge and high-level vocabulary that they have learned throughout a teaching unit and extend it in to a ‘real life’ and meaningful context. This provides us with valuable assessment information and enables our pupils to follow their own lines of enquiry and clearly demonstrate everything that they have learned in the most purposeful, engaging and creative way which really deepens their understanding.



# READING AND PHONICS

## We aim to develop readers with:

- A secure understanding of phonics and the ability to apply this when decoding texts
- Fluency and accuracy when reading
- Knowledge of an extensive and rich vocabulary
- A deep understanding and comprehension of the texts that they read
- The skills to read across a wide range of curriculum areas in order to develop an extensive knowledge of the world
- The motivation to read for pleasure and enjoyment

Here at South Gosforth First School, we place a huge value on reading; this includes both the teaching of reading and developing a life-long love of reading. We read with our children very regularly with the aim of not only developing the children's decoding skills, but also to help our pupils to develop a deeper understanding, comprehension and enjoyment of the texts that they read.

Pupils in Reception and Year 1 participate in a whole class daily phonics session based upon 'Little Wandle - Letters & Sounds Revised'. We use a consistent and robust structure to deliver these sessions across Reception and Year 1, where our children are actively involved and apply their skills in to reading and writing throughout; we believe that this embeds phonics understanding deeply and gives our children an excellent grounding to read and write with fluency.

At the beginning of Year 2, after the children have completed their phonics screening check, we re-assess the children to identify any gaps there may be within their phonics knowledge. If gaps are identified, this information will inform 'Phonics Keep Up' sessions for these children and enable us to provide reading books which are directly aligned with their phonics ability, as well as tailored guided reading sessions. If children are secure in their phonics knowledge then they will move on to our progressive 'scheme' books.

### Reading & Phonics Provision Across School:

- In Reception and Key Stage 1, teachers directly match individual reading books to each child's phonic ability through careful and regular assessment and tracking.
- Pupils in Reception and Year 1 complete 'Reading Practice' in a guided group with a member of staff 3 times per week.
- Pupils in Year 2 who are identified as having gaps in their phonics knowledge will continue to access books which align closely with their phonics ability, as well as tailored guided reading sessions twice per week, alongside 3 whole class reading sessions.
- We ensure that any children who are falling slightly behind in their daily phonics sessions have access to timely and targeted 'Keep Up' sessions to enable all of our pupils to make progress and ensure that no child is left behind.
- Once pupils in Year 2 have a secure understanding of phonics, they will then access our 'Scheme Books' which progress in difficulty as the children work through this program of texts.
- Once the children have worked their way through our scheme books, they will then be able access high quality 'free reading' books from our school library. The class teacher will ensure that this is an appropriate and challenging text for the child's reading ability.

### Whole Class Reading (Year 2, 3 and 4):

- Pupils will participate in whole class shared reading sessions every day for 25 minutes. During this session, pupils will be exposed to a range of high quality narrative, non-fiction or poetry texts, largely from our core 'Reading Spine' – Please visit our school website for information around these texts.
- These books are chosen carefully by the class teachers to ensure that vocabulary and sentence structures are challenging and aspirational for all pupils.
- There will be a range of activities within the whole class reading sessions focusing on developing different skills. Some of these activities will involve the pupils recording their responses to comprehension questions, whilst other activities may involve discussion around the text, drama (hot seating, conscience alley, etc.) or focusing on specific vocabulary etc.

### Our School Library & Home Reading

- Our pupils in Reception and Year 1 will have access to 3 home reading books per week. The first book will be an 'E-book' version of the text that the children have read in school that week to ensure that they can read this with 95% fluency. The second book will be a hard copy text which aligns with the pupil's phonics ability. The third book will be a library book which the children have chosen from our school library which is designed to be read alongside parents and carers.
- Pupils in Year 2 will take home 2 hard copy texts which align with their phonics ability and one library book to read alongside their parents and carers. Once the children in Year 2 are secure in their phonics ability, they start taking home one reading scheme book and one library book to be read alongside an adult.
- Once the children have worked through our reading scheme books, they will then access one free choice book from our school library which they will be able to read independently.

At the end of each school day, the whole class text will be read solely for enjoyment.



# ENTITLEMENT AND ENRICHMENT OPPORTUNITIES

At South Gosforth First School, we believe that all of our children should be entitled to access a wide variety of opportunities and experiences throughout their time in school.

## South Gosforth First School – Pupil Entitlement

All of our pupils are entitled to access provision and a curriculum which is centred around our key drivers of **Character**, **Culture**, **Creativity** and **Challenge** (please see above sections on 'Our Vision' and 'Curriculum Key Drivers & Intent').

In addition to this entitlement for all, we also see the value in augmenting our curriculum offer with a range of additional special opportunities and experiences which give our children the chance to explore what they enjoy and what they are good at. Our pupils will be given the opportunity to:

- Take part in a school play or performance
- Learn an instrument (recorder, violin, guitar, keyboard / piano)
- Sing in a concert
- Be a part of the School Council and contribute towards important decisions for school
- Work with a professional artist, actor, author or poet
- Join the school choir
- To speak confidently in front of a large group of people
- Learn and play in an engaging outdoor environment
- Share our feelings about different topics and events across the world
- Build dens outside
- Take part in debates about issues which are important to us
- Learn about the different religions, races, cultures and families in our school and across the world
- Compete in a competitive sporting event
- Learn Spanish throughout KS2
- Apply knowledge and skills that we have learned in a range of meaningful contexts
- Plant fruit and vegetables in the school allotment
- Cook and create healthy foods, learn how to make healthy choices and understand where our food comes from
- Design and create products for different purposes
- Attend a residential learning experience in Year 4 to Robinwood
- Make meaningful contact with children in other parts of the country and world to develop 'Cultural Capital'
- Work alongside other children from across the Gosforth Schools Trust
- Go on a range of school trips where we learn about our locality and people from the past
- Fundraise for charities which are important to us and to raise money for things we need in school
- Take part in a range of extra-curricular clubs to develop interests in sport, dance, debating, music, art, ICT, crafts and cooking.







# SPECIAL EDUCATIONAL NEEDS

South Gosforth First School is a proud member of the Gosforth Schools' Trust and we work closely with these schools and the Local Authority to ensure the best provision for all of our children. South Gosforth First School operates its special educational needs (SEN) provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures and the SEND Code of Practice (2014). One of our Special Educational Needs Co-ordinators (SENCo) holds the Postgraduate Certificate in National Award for Special Education Needs Co-ordination, has completed a Level 6 module in strategic lead for pupils who have experienced relational trauma and loss and is a Thrive licensed practitioner.

There are a number of reasons why a child may be identified as having SEN:

- They are having significant difficulty with their learning and are making far less progress than would be expected.
- They have a specific learning difficulty, for example Dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment.

At South Gosforth First School we strive to meet the needs of all the children in our care. Every child has a right to access a broad and balanced curriculum. We aim to ensure that every child can reach their full potential, taking care to cater to their individual needs. We endeavour to help children build on their confidence and self-esteem, thus helping them to realise the important contribution they can make to their own learning, to our school community and eventually to the wider world.





# SPECIAL EDUCATIONAL NEEDS

For all pupils at South Gosforth First School who have an additional need:

- We use 'My Support Plans' which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of Pupil Profiles.
- We deliver high quality teaching and provide tailored support and resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCo.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We use strategies to reduce anxiety/ promote emotional well-being.
- We ensure that our school activities and trips are accessible to all our SEN pupils.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- All staff have completed and continue to receive, on-going training in relation to meeting pupils' needs in the classroom.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We liaise closely with other providers and schools at transition times to ensure that SEN pupil information is clearly communicated and any moves are as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

If you would like further information about the support that South Gosforth First School can offer, then please contact Jo Fields (SENCo for Key Stage 1) or Jill Whitehouse (SENCo for EYFS and Key Stage 2) on 0191 2853453 or by email

to: [jo.fields@southgosforth.newcastle.sch.uk](mailto:jo.fields@southgosforth.newcastle.sch.uk) or  
[jill.whitehouse@southgosforth.newcastle.sch.uk](mailto:jill.whitehouse@southgosforth.newcastle.sch.uk)

Parents and carers can also contact the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's SEN and/or disability. The Newcastle SENDIASS Lead Specialist is Judith Lane who can be contacted on 0191 2840480 or by email: [sendiassadmin@newcastle.gov.uk](mailto:sendiassadmin@newcastle.gov.uk)



# SAFEGUARDING

Ensuring that your child feels safe and secure is our number one priority at South Gosforth First School. All staff, both teaching and non-teaching, receive regular training to make sure they have an up to date knowledge of current safeguarding best practice in schools. This includes studying and learning from 'serious case reviews'. Training is provided by Clennell Education Solutions:

[www.clennelleducationsolutions.co.uk](http://www.clennelleducationsolutions.co.uk) and by the Designated Safeguarding Leader (Head Teacher - Mr Robert Adams). Members of the governing body, the Head Teacher and Deputy Safeguarding Leader (Deputy Head Teacher - Mrs Jill Whitehouse) also receive regular 'safer recruitment' training to ensure that the selection process to recruit new members of staff includes important safeguarding checks. The latest safeguarding practices and training are also regularly shared in weekly staff briefings in order to ensure that all members of staff are fully up to date with the latest protocols and procedures.

As a school dedicated to meeting the needs of all children we welcome the responsibilities placed upon us to safeguard and promote the welfare of all of our pupils as set out in 'Keeping Children Safe in Education' (2021). We are mindful of the welfare of our children at all times and contact the appropriate agencies if we have specific concerns. We always seek to maintain open communication with parents and carers in these instances where we feel that this is appropriate, however, we reserve our rights as professionals to report concerns to any relevant bodies without initially informing parents and carers if we feel that this would jeopardise the safety of the child.

To read the school's Safeguarding & Child Protection policy & 'Restorative Approach for Positive Behaviour' policy, please visit our school website under the 'Statutory Information' section, then click on the 'Policies' tab.



## **South Gosforth First School - Safeguarding**

**At South Gosforth First School, the safety and wellbeing of our pupils is our number one priority.**

If you are concerned about a child for any reason at all, please speak to a Designated Safeguarding Leader as soon as possible - **We are always here to listen.**

Our Designated Safeguarding Leaders are:



Mr Rob Adams – Head Teacher  
Designated Safeguarding Leader



Mrs Jill Whitehouse – Deputy  
Head  
Deputy Safeguarding Leader



Mrs Jo Fields – Assistant Head &  
SENCO  
Deputy Safeguarding Leader



Mrs Catherine Burnett – EYFS  
Lead & Senior Leader  
Deputy Safeguarding Leader

**Contact Number:** 0191 2853453 **Email:** [admin@southgosforth.newcastle.sch.uk](mailto:admin@southgosforth.newcastle.sch.uk)



# ATTENDANCE, PUNCTUALITY & MEDICAL NEEDS

## School Attendance

Regular and punctual attendance at school is essential to every child's education. If a child is unable to attend school because of ill health or any other reason, we ask parents to telephone the school office or send in a letter on the first day of absence. It is also important that families give us prior warning if children need to be collected during school hours for dental or medical appointments, etc. This can also be done by phoning the school office. The Department for Education require us to keep very detailed records of attendance in school. In particular, we are asked to give details of any unauthorised absences i.e. those, which are not explained by a parent or carer. We work closely with Clennell Education Solutions attendance officers to closely monitor the attendance of our children and provide support and guidance to our families if appropriate.

## Holidays & Leave of Absence During Term Time

We would strongly urge our families to avoid taking holidays during term times in order to ensure that our children have the fullest access to their education. Since September 2013, holidays taken within term time are not permitted by the government and parents / carers can be fined by the local authority if they choose to do this. In exceptional circumstances, leave of absences may be granted by the Head Teacher, but this is strictly down to his discretion and judgement of the circumstances. Parents must request a meeting with the Head Teacher if they are intending on taking their children out of school and feel that their circumstances would warrant a leave of absence. A leave of absence request form must also be completed. A leave of absence taken without completing a request form or without receiving the Head Teacher's permission will be deemed as an unauthorised absence. This then is reported to Newcastle Civic Centre by computer data transfer and follow up action may be taken.

## Emergency Contacts and Accidents

It is **absolutely essential** that we have up to date records of addresses, telephone numbers, places of employment and means of contacting families in the case of an emergency. Please keep us informed of any change to your contact details, since we may have to contact you urgently in the case of accident or illness.

## Illnesses

Parents must keep their child off school for at least 48 hours if they have been sick or, suffered from diarrhea. If in doubt please contact the school office and staff will advise you on whether your child should come back to school.

## Medication in School

- Medication is permitted on the school premises but must be handed over by an adult to one of the schools' first aid trained staff and a medical form must be completed.
- All prescribed medication must have the name of the child clearly labelled on the box and detailed instructions for administering the medication. An official pharmacy label is required, otherwise school staff are not permitted to administer this to children.
- Parents must sign a form and get the Head Teacher's approval prior to medication being administered.
- All children who have medication for long term conditions in school e.g. epipens or jextpens, asthma inhalers or cortisone creams etc should have a medical care plan and parents must sign a consent form. Again, names and dosage information etc must be clearly visible on the box. It is the responsibility of parents of children who are on long-term medication which is held in school to ensure that it is within the expiry date and that this is replaced when necessary.
- Parents and carers must inform school about any children who have any specific dietary requirements, allergies or medical conditions (eg nut allergies, diabetes or febrile convulsions etc). These pupils will need a medical care plan and kitchen staff and school staff must be made aware of these so that we can ensure that we keep these children safe under our care. If your child's condition changes, it is the responsibility of parents / carers to keep school up to date so that we can update your child's records and adapt our provision accordingly.





# SCHOOL LUNCHES

## Free School Meals

From September 2014 all pupils from Reception to Year 2 children have been entitled to a free school meal. Forms for this are issued from the school office. Please return to school as soon as possible. If families still wish to send their children to school with a packed lunch from home, this is also permitted.

## Key Stage 2

For pupils in Key Stage 2 who have to pay for a school meal, payment must be made using our online 'Parentpay' system. Parents and carers can transfer a balance of money to cover the costs of school meals on to this system. This system can be accessed on a smartphone, tablet or desktop computer. The current cost of a school meal for pupils in Key Stage 2 is £2.00 per child, per day. Please note that if families get in to debt of more than £50.00 for school meal payments, we will contact you via letter or phone call to give a gentle reminder for payment or to see if we can offer our families any support.

## Packed Lunches

Children are allowed to bring a packed lunch from home if parents and carers would prefer to provide this. If parents and carers would like to change a child from school lunch to packed lunch, or vice versa, we would appreciate some advance warning of this (at least a week if possible) so that the kitchen staff can order and prepare the correct amount of lunches and to ensure that we minimise food waste as much as possible.

## Allergies & Nut Free School

We do have a number of children in school who have severe allergies, some to nuts or, nut products, so consequently, nuts or nut products are not allowed in school, either in school meals or packed lunches, as they could be life threatening to some of our pupils. We would ask for the support of our whole school community to adhere to these rules please to make sure that all of our children are kept safe.



## Healthy Choices

Foods and produce for our school lunches are currently provided to us by the council and we are continually reviewing options to ensure that healthy choices are provided for our children. Every day there are a range of choices for hot food, including jacket potatoes and different vegetables, as well as sandwiches and a fresh salad bar which the children can choose from. We also teach our children to make healthy food choices as much as possible as part of our curriculum.





# GOVERNANCE

Chair of Governors: Mrs. Zoe Hunt Vice Chair: Mrs. Kate Gingles

Contact via School Office – 0191 2853453 or email: [admin@southgosforth.newcastle.sch.uk](mailto:admin@southgosforth.newcastle.sch.uk)

## What is a school governor?

Governors are volunteers who collectively make up the school's Governing Body.

The overall responsibility of the governing body is to support the school to provide the best possible education for all of the children in our school.

## What are governors responsible for?

- Helping to decide on the school's values and aims, agreeing plans on the future direction of the school and checking on progress with these plans.
- Acting as a 'critical friend' to the Head Teacher to support and challenge them in managing the school.
- Deciding how the money allocated to run the school is spent.
- Interviewing and appointing members of staff.
- Making sure that the school is accountable to the children and parents it serves, and to its local community.

## Who are the governors at South Gosforth First School?

South Gosforth First School has 11 governors. We are from a range of backgrounds within the local community including parents, staff and representatives from Newcastle's local authority.

## How are we selected?

Parent governors are elected by parents and carers and they serve terms of 4 years in post. When a vacancy for a parent governor post arises the school seeks nominations and elections are held if more than one nomination for the post is received. Staff governors are elected internally by other staff members. Co-opted governors are members of the local community who are elected by governors. Local Authority governors are chosen by the local authority in conjunction with the school.

## How can governors be contacted?

Parent governors can be a good source of information about the school and may be able to offer support and advice if you have particular queries.

Governors are happy for you to approach them directly if you see them in school at the start or end of the school day - Please feel free to say hello or have an informal chat about anything which you would like to discuss. Parents and carers can also to arrange to meet with a governor at the twice yearly family consultation evenings in Autumn and Spring term. Alternatively, if you leave a message and your contact details at the school office (details above) then these can be passed on to a parent governor and they will get back to you.

It is not the role of parent governors to deal with complaints. These should be discussed with the relevant member of school staff e.g. a class teacher, the Head Teacher, Deputy or Assistant Head teacher. The school does have a complaints procedure. This is available on the school website in the 'Policies' tab or a copy can be obtained from the school office if further information is required.

The governing body is always keen to find out the views of parents, carers and other members of the school community to share ideas on how the school should be developing in the future. Please feel free to share your thoughts with us at any time, using the communication channels outlined above.



# 'PLAYSAFE' – BREAKFAST & AFTER SCHOOL CLUB

Welcome to



Our out of school club provides quality childcare in a safe and familiar setting. The breakfast and after school club is regulated by Ofsted and our qualified staff have experience in play work, childcare or working in the classroom.

The club operates on school premises making full use of the dining hall, sports hall and outdoor play areas. We provide a relaxed, recreational environment where the children are encouraged to participate in creative activities and free play, including arts & crafts, games, dressing up, Lego, reading a wide selection of books, table football, snooker & pool table and table tennis. Weather permitting, we do try to use our outdoor play areas whenever possible.

Breakfast is served until 8.30am in Breakfast Club and a light healthy snack is served at 4.30pm in After School Club.

Our times of opening are:

Breakfast Club                      7.45am - 9.00am

After School Club                  3.15pm - 6.00pm

For booking forms and details of our current fees please email us with your address to:

[playsafegosforth@gmail.com](mailto:playsafegosforth@gmail.com)

Although priority is given to children attending South Gosforth First School, we also take after school club bookings for our children who have transferred to Gosforth Central Middle School.

You will be invited to book in advance to guarantee a place. Payment will be due at the beginning of each month, usually by using your own banks internet service. Details of other payment methods are available upon request. We do accept all Childcare Vouchers - Please ask for details if required.

Upon receipt of your booking form, we will send you confirmation of your place and a Parents Information Pack. Should you prefer to read through this before enrolling, a copy is available by contacting us directly.

If you would like more information, or maybe you would like to pay us a visit, please don't hesitate to contact Kim on 07517 258818 or Sue on 07764 625718.

We look forward to seeing you at Playsafe and to supporting all of our children and families. •

Kim Dodgson & Sue McShane,

'Playsafe' Ltd



## EXTRA-CURRICULAR ACTIVITIES

In addition to our curriculum offer at South Gosforth First School, we also offer a range of extra-curricular activities for our pupils before and after school and during lunch times. These clubs span across a whole range of different areas and include:

- Tennis with Northumberland Tennis Club
- Multi-Skills Club
- Dance Club
- Taekwondo Club
- Netball Club
- Rugby Club
- Football Club (Plus Girls Football Club)
- Art & Drawing Club
- Lego Club
- iPad Club
- Reading Club
- Board Games Club
- Debating Club
- School Choir
- Steel Pans Club







# SOUTH GOSFORTH PARENT TEACHER ASSOCIATION (PTA)

South Gosforth is fortunate to have a very caring and supportive community of parents and carers who have the very best interests of all of our children at heart.

As part of this community, we are lucky enough to have an extremely supportive and proactive Parents and Teachers Association who meet regularly to discuss how best to help raise funds for school in order to support the main school budget and provide our pupils with wonderful resources and experiences which really enhance their education.

Over the last few years, the PTA have raised money to:

- Develop the school playground
- Purchase a playground trolley and some small equipment to provide a focus for play
- Buy lots and lots of books for our pupils to use in their classes for guided and whole class reading, as well as to buy more library books for our children to enjoy
- Purchase two metro passes so that travel for school visits is supplemented

The PTA relies on the voluntary support of parents and carers to run school discos, fairs, film nights and other enjoyable events. Whilst we all know how difficult it is to give large chunks of time on a regular basis when you have children and work commitments, many members of our school community do find time to get involved and we appreciate all they do.

*Since starting my headship in 2019 and meeting with the PTA, I have been struck by what a really friendly group they are. It is clear to see that the PTA team get on very well and all members really enjoy co-ordinating the social gatherings for both children and families, whilst also inevitably raising money for our lovely school. I would strongly encourage anyone who is interested in volunteering for the South Gosforth First School PTA to get involved and become a member – it really is a fantastic way to socialise and network with other members of our school family, whilst really giving something back to our pupils. Everyone is welcome!*

***Rob Adams - Head Teacher***

If anyone is interested in the PTA please contact the school office for more information.



# THE GOSFORTH SCHOOLS' TRUST (GST)

## WELCOME TO GOSFORTH SCHOOLS' TRUST

The Gosforth Schools' Trust is a partnership of ten schools and one school partner from the North East sector of Newcastle upon Tyne and Newcastle City Council who have successfully worked together for many years.

We believe that through working together in a robust, collaborative and mutually supportive framework, we can achieve more for our children and the communities we serve. We will endeavour to preserve each school's individual identity and add value to their work.



Acting Chair of the Board of Trustees – Helen McKenna

Email: [helen.mckenna@broadway.newcastle.sch.uk](mailto:helen.mckenna@broadway.newcastle.sch.uk)

Tel: 0191 2855141



# GENERAL INFORMATION

## School Uniform

All children at South Gosforth wear school uniform. We believe that by wearing school colours we express our pride in belonging to our school and the community it serves. We ask all parents and carers to provide our children with a:

- Red sweatshirt or cardigan
- White polo shirt
- Grey trousers / skirt / pinafore
- Black school shoes (sandals are acceptable in the summer)
- Red gingham dresses and grey shorts during the summer.

## PE Kit

- Plain black shorts (or leggings / jogging bottoms in the winter)
- Red T-shirt
- Black trainers or plimsolls

We have recommended uniform providers and details of these companies can be obtained from the school office or on our website.

## Road Safety

We stress the importance of road safety in school and value the support of our families with this. The school site is located at the end of a cul-de-sac and therefore congestion can be significant. We seek your co-operation in ensuring the safety of everyone entering and leaving the school, and in maintaining good relationships between the school and its neighbours. We encourage all children to walk, bike or 'scoot' to school. Those parents who are forced to drive are asked to park away from the school grounds.

We have installed a path that crosses our field and provides access to Hillcrest Gardens and Beatty Avenue at the start and end of the school day. This is accessed by walking families only.

## New Reception Starters

We welcome our new Reception children in to school before they start in Autumn term by hosting 'Stay & Play' sessions in the Summer term before September. This gives our children and families a chance to meet the staff and some of the other children and familiarise themselves with their new learning space.

In September we also allow the children to settle in to school life gradually through using staggered starts before the children are in school full time. Further details about this can be found in the 'EYFS Welcome Booklet' on our website.

## 2020-2021 Term Times

### Autumn Term 2021

Term starts: Monday 6<sup>th</sup> September 2021

Half term: Monday 25<sup>th</sup> October 2021 to Friday 29<sup>th</sup> October 2021

Term ends: Friday 17<sup>th</sup> December 2021

### Spring Term 2022

Term starts: Tuesday 4<sup>th</sup> January 2022

Half term: Monday 21<sup>st</sup> February 2022 to Friday 25<sup>th</sup> February 2022

Term ends: Friday 8<sup>th</sup> April 2022

### Summer Term 2022

Term starts: Monday 25<sup>th</sup> April 2022

Half term: Monday 30<sup>th</sup> May 2022 to Friday 3<sup>rd</sup> June 2022

Term ends: Friday 22<sup>nd</sup> July 2022

Teacher Training Days: Monday 6<sup>th</sup> September, Monday 1<sup>st</sup> November & Friday 28<sup>th</sup> January. Queens Jubilee Day – 6<sup>th</sup> June

## Pupil Premium

'Pupil Premium' is an allocation of additional funding provided to schools to support specific groups of children who could be vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority, children of armed services personnel and adopted children. The intended impact of this funding is to accelerate progress and raise attainment. Please see our school website for our Pupil Premium Statement and strategy.

## Home Learning

Homework is given to pupils on a regular basis. For Reception and our younger children, the main focus of home learning is Phonics and reading. All children have a reading diary to allow staff and parents to record comments and indicate when a child has made progress.

As our children progress through school, the amount of homework set increases. The main focus will, once again, be Literacy (e.g. Reading, learning spellings or completing short written tasks) and Maths (e.g. learning multiplication tables, or practicing a technique learned in class). At other times the homework may relate to different subjects which are taught across our curriculum - e.g. researching information on a history topic.

Children can present their homework in a range of different ways, including handing in written work, using our online 'Seesaw' / 'Tapestry' apps or even sharing their learning through our Twitter feed.

## Health, Safety & Security

Our school is a secure site and we take a serious view of security and regularly review our security measures. The school conducts regular Health and Safety checks and holds regular fire drills.

Once our children enter school on a morning, the only access into school is via the main entrance lobby and we have fobbed / coded doors to enter the main building.

All visitors are required to wear a visitors badge provided by school at all times and everyone must sign in and out at the main office. We also request that visitors refrain from using mobile phones when on the school premises.



## CONTACT US

If you would like to contact the school all enquiries should be directed to the School Office or Mr Robert Adams, Head Teacher, using the information below.

If you would like to contact the school with an issue in relation to Special Educational Needs and Disabilities please direct your enquiries to Mrs. Jo Fields or Mrs. Jill Whitehosue via the school's admin email or by telephone.

Should parents require a paper copy of any information, school will provide this free of charge.



South Gosforth First School,  
Alnmouth Drive, South Gosforth,  
Newcastle-upon-Tyne, Tyne and Wear,  
NE3 1YF

- 0191 2853453
- [admin@southgosforth.newcastle.sch.uk](mailto:admin@southgosforth.newcastle.sch.uk)

You can also find us on:

