



Carville Primary

School Prospectus

2021-22

**Carville Primary School was judged
a 'good school' by Ofsted
January 2017**



Welcome to the Carville Family



I would like to take this opportunity to welcome you to our Carville Family.

Everybody has the right to learn. We believe the best way to do this is by tapping in to a child's natural curiosity and enthusiasm. Learning should be an adventure and we look forward to sharing that adventure with you and your child.

Our staff are incredibly hard working and dedicated to providing exactly what your child needs to thrive.

Carville Primary School is a 'Good' school (Ofsted January 2017) and we invite you to work with us to provide the best possible education for your child.

A handwritten signature in black ink, appearing to read 'R Harker', written over a light grey rectangular background.

Mr R Harker
Headteacher

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Carville Primary School Staff List

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- ◆ Teaching Staff
- ◆ Support Staff

Carville School Council

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- ◆ Pupil Voice





Our vision for our Carville Family

Carville Primary School to be at the heart of the community enabling everybody in our Carville Family to belong, support, develop and care for each other and enjoy learning together.

We strive to ensure that every decision we make has a positive impact on children's wellbeing, learning and sense of purpose.

We are guided by these values:

- ✓ Respect for yourself
- ✓ Respect for others
- ✓ Effective Learning
- ✓ Staying Safe
- ✓ Heart of the Community
- ✓ The Carville Promise
- ✓ Fundamental British Values



Our Carville Promise

May our school be welcoming

May our school be encouraging

May our friendships be never-ending

May we be kind and helpful to each other

May we respect all those we meet in our day

May we be proud of our achievements

May we learn as much as we can

May we be patient and never give up

Thank you for our Carville family.

School times

Reception	8:55 am	-	11:55 pm
	1:00 pm	-	3:15 pm
Year 1 – Year 6	8:55 am	-	12:15 pm
	1:15 pm	-	3:15 pm
Nursery	8:55 am	-	11:55 pm

Please be in the playground before the beginning of each session and be prompt when picking up your child at the end of the day.

If you are late, please bring your child to the main school office and explain why they are late.

If you wish to speak to your child's teacher at the end of the school day, please wait until all children in your child's class have been dismissed from the playground. This ensures we keep all children safe and gives the teachers time to deal with your query. You can also email office@carvilleprimary.co.uk with the teacher's name in the subject.

Attendance

Attendance is extremely important – children only get one chance at school. It is your responsibility to send your child to school. If your child is ill and cannot attend school, please telephone us on each day of absence with the reason. **The telephone number is 0191 2342676.** If for any reason you cannot contact us, we will telephone you to find out the problem. This is called our 'First Day Response'.

If you wish to request leave of absence for your child, you must complete a leave of absence form (available from the school office) which must be submitted **6 weeks** prior to the absence.

Please note that governors do not authorise holidays during term-time.

Less Than 90%	90 - 92.99%	93 - 95.99%	96 - 99.9%	100%
Persistent Absentee - you may be in danger of a penalty notice	Attendance needs to improve	Attendance is a concern	Excellent Attendance	Outstanding attendance!

School Meals

Children may bring a packed lunch to school. The packed lunch should comply with our healthy eating guidelines and you should try not to include:

- ◆ Crisps
- ◆ Confectionery such as chocolate bars, chocolate biscuits and sweets
- ◆ Fizzy drinks.

The Change4Life website has some suggestions for healthy lunch box ideas which are easy to try

[Lunchbox Ideas | Recipes | Change4Life](#)

Universal Free School Meals

Under the Government's Universal Free School Meals programme the school provides a free school meal for all children in Reception and Key Stage 1.

In order to qualify you must register any children that are currently in Reception, Year 1 and Year 2 using the North Tyneside Council registration form. **You must register your children even if you are already in receipt of free school meals.**

School Meals Key Stage 2

School meals are available to all children at a cost of £2.25 per day, £11.25 per week for children in Year 3, Year 4, Year 5 and Year 6. The school meals menu is available online <https://my.northtyneside.gov.uk/category/240/menus> or from the school office.

Parents should use the online facility for payment on www.parentpay.com. The school is unable to deal with any queries regarding dinner money as this is the responsibility of the Catering Team. We operate a cashless system.

You may be entitled to free school meals. Application forms for free meals can be obtained from the school office or you can complete the online form here <https://www.gov.uk/apply-free-school-meals>.

School Milk

The school registers all pupils in Nursery and Reception for free school milk which they are entitled to up to their fifth birthday.

From the age of five pupils in receipt of pupil premium can continue to receive free milk at school with their school lunch.

School Fruit and Vegetables Scheme

All children in EYFS and KS1 will receive a free snack of fruit/vegetables during the school day.

Out of Hours Learning



Breakfast Club

A **free** breakfast club is provided for children between 8:10am and 8:55am. A healthy breakfast is served until 8:30am and then a range of activities are provided.

All children have the option to take a bagel at the start of the school day. This is provided by the school at no cost to families.

Extra-Curricular School Clubs

A wide range of activities are provided at lunchtimes and after school. These include clubs such as:

- ◆ Gardening and Outdoor Activities
- ◆ Dance
- ◆ Cycling
- ◆ Recorders
- ◆ Gymnastics
- ◆ STEM Science
- ◆ Football
- ◆ Art
- ◆ Choir
- ◆ Lego League
- ◆ Active Literacy
- ◆ Subject Boosters

At the start of each term, we send information to families so that they can discuss with children the clubs on offer and choose which clubs to attend. We encourage children to attend all sessions of any activity they make a commitment to and ask for your support in this.



Pupil Premium

Pupil Premium is funding provided by the Government that is additional to main school funding. The Government believes that it is, 'the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most'.

Pupil Premium 'benefit-based' free school meal eligibility is different to the Universal Infant Free School Meal offer and we encourage parents of children in Early Years and Key Stage 1 to complete eligibility forms if appropriate to their circumstances.

This initiative has been extended for other categories of student including service children, looked after through residency or guardianship orders and children that are looked after by the Local Authority.

The school uses this funding to "diminish the difference" in outcomes for disadvantaged pupils.

Our Pupil Premium allows us to:

- ◆ **Employ additional staff to support children in class**
- ◆ **Provide a FREE breakfast club**
- ◆ **Provide all school trips at no extra costs to parents**
- ◆ **Enable children to take part in residential trips at a reduced cost**
- ◆ **Support families with the cost of school uniform**



School Uniform

Our school uniform is:

- ◆ Purple sweatshirt/cardigan
- ◆ White polo shirt
- ◆ **Dark Grey or Black** trousers, shorts or skirts
- ◆ Purple/white checked dresses for summer term
- ◆ White or grey socks/tights
- ◆ **Black** sensible school shoes or trainers (logos and flashes of colour are fine, providing that the shoe is mostly black).

During bad weather, children may wish to wear boots to school. These should be short, black ankle boots. If children wear brightly coloured boots, wellingtons or boots with heels, black shoes or trainers should also be available for your child to change into.

The complete range of school uniform with school logo is available from Top Class Uniforms via their website www.tcugroup.co.uk/schools/ and the school office carries a small stock. Order forms are available from the school office if preferred and once completed they are emailed to the supplier. Uniform should be paid for in advance when you hand in your form. Orders are usually delivered within 5-7 days.

Indoor PE kit for gymnastics, dance, athletics and games

All children should have the following items:

- ◆ Black shorts
- ◆ White t-shirt
- ◆ Black sandshoes and trainers

Outdoor PE kit

- ◆ Black or Grey jogging bottoms
- ◆ Plain Sweatshirt
- ◆ Hats
- ◆ Gloves

Please ensure that your child's name is on all clothing, sandshoes and wellingtons.

Please note that piercings (including studs) are not allowed in school for PE. To ensure their health and safety, children are not permitted to wear piercings covered by sticking plasters.

Behaviour for Learning

At Carville, we aspire to a learning environment with respect at its core, where pupils, parents and staff have collective responsibility for working towards effective behaviour for learning. Our vision is to create a school where children are engaged in, and excited by, their learning and where adults are supported and enabled to provide the highest quality learning experiences for children. We want children to feel that they are safe, that their ideas are valued and that they have the skills to take ownership of their behaviour.

It is impossible in a list of “rules” to capture every example of positive behaviour that we wish to encourage. Our central principle is respect. It is essential that we develop in children a desire to respect themselves and others. By focusing on the principle of respect rather than specific behaviours, we help and support children to apply the principle to any context, both in school and beyond.

The Carville Code of Respect

- ◆ We show respect for ourselves
- ◆ We show respect for others, including children, staff and visiting adults
- ◆ We show respect for our school property and equipment

We have a policy of rewards and consequences linked to a traffic light system called “Good to be Green” which encourages children to stay on a “green card”.

Children can experience a range of rewards including

- ◆ A good to be green sticker
- ◆ A good to be green award from the teacher to take home
- ◆ A visit to the Deputy Headteacher
- ◆ Nomination in the golden book and a golden certificate in assembly
- ◆ A visit to the Headteacher
- ◆ A postcard home from the Headteacher

A full week of green on the class behaviour chart results in a raffle ticket for the weekly whole school emerald raffle.

Those children who maintain “green” status for a full half term are placed into the class raffle for the Golden Tea Party with the Headteacher.

As well as this, we celebrate children’s achievements each Friday in our Golden Assembly where we award:

- ◆ Golden Broom for the tidiest classroom
- ◆ Good to be Green Behaviour Certificates
- ◆ Breakfast Club Behaviour Award
- ◆ Lunchtime Behaviour Award
- ◆ Birthday gifts



Inclusion, Special Needs and Learning Support

At Carville, we value and welcome all children whatever their background and aim to provide a welcoming and inclusive environment that does not discriminate on the basis of gender, ethnicity, culture, religion, ability, or sexual orientation and identity.

We aim to personalise the curriculum to meet the needs of each individual child. At times, children might need additional support with learning, either because they are not making the progress we might normally expect or because they are working at a level beyond their peers.

We track and monitor the attainment and achievement of pupils very closely and take action to support learning where necessary.

SEND and Inclusion

Mr Qualters is the Special Educational Needs and Disabilities Coordinator (SENDCO). He coordinates the provision for all our children with SEND, supporting staff in meeting an individual child's needs and in providing some small group or individual teaching as appropriate. Children with Special Educational Needs are provided with an Individual Educational Programme (IEP), which identifies appropriate learning objectives, and the necessary support. Children's needs are met through carefully differentiated work and in-class support.

It may be necessary to support children outside the classroom. Our high quality interventions are flexible with a pupil centred approach. These interventions may take the form of small group or 1:1 sessions. If children are identified as requiring additional support due to learning difficulties or disabilities, the school may access support from external agencies such as:

- ◆ Educational Psychologist
- ◆ Language and Communication Team
- ◆ Dyslexia Team
- ◆ Behaviour Support Service
- ◆ Speech and Language Therapy Team
- ◆ Occupational Therapy Team
- ◆ Visual Impairment Team
- ◆ Hearing Impairment Team
- ◆ Public Health School Nurse Service

Where a child's learning difficulties or disabilities are significant, the school will consult with parents and appropriate agencies to renew provision and request a statutory assessment towards an Education Health and Care Plan. The school welcomes applications for admission from the parents of pupils with mobility difficulties and has complete wheelchair access. Mr Qualters can be contacted via the school office.

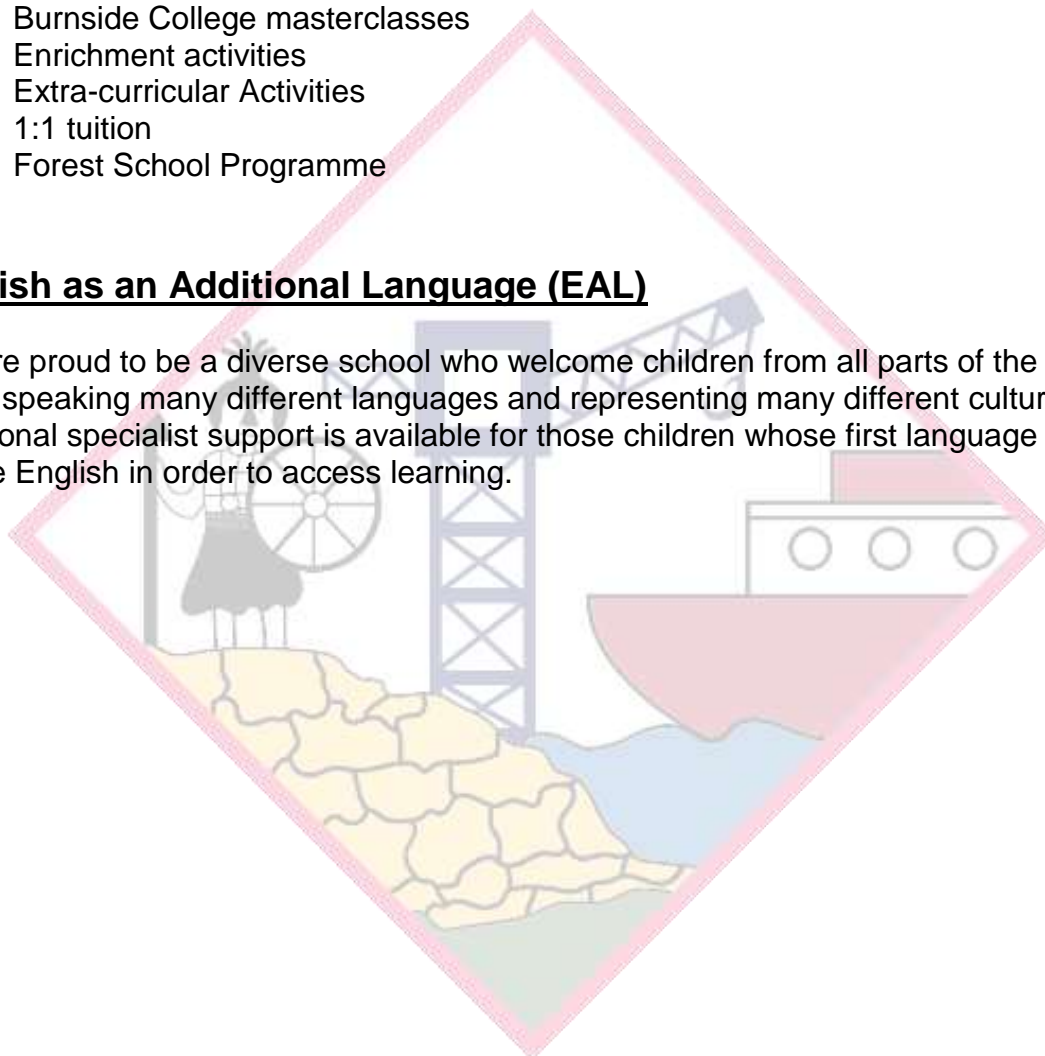
Gifted and Talented

We aim to support all children to achieve to the best of their ability. Through our rich and varied curriculum, we give children the opportunity to display and develop their talents in any area; whether it be in the academic, creative or sporting field. Our programme of extra-curricular clubs offers pupils further opportunities to develop their interests. We offer a range of support and additional activities beyond the curriculum for children identified as Gifted and Talented. This may include:

- ◆ Participation in activities signposted by the Local Authority, e.g. summer school at Dove Marine Laboratory
- ◆ Burnside College masterclasses
- ◆ Enrichment activities
- ◆ Extra-curricular Activities
- ◆ 1:1 tuition
- ◆ Forest School Programme

English as an Additional Language (EAL)

We are proud to be a diverse school who welcome children from all parts of the world speaking many different languages and representing many different cultures. Additional specialist support is available for those children whose first language may not be English in order to access learning.



The Curriculum at Carville

Curriculum Intent

At Carville Primary School we **intend** to **implement** an inspiring curriculum rooted in our shared vision and values.

Our curriculum will:

- ◆ Deliver the requirements of the statutory National Curriculum (2014)
- ◆ Improve the life chances of pupils by placing wellbeing at the heart of everything we do
- ◆ Enrich learning through innovative practices tailored to the needs of our pupils
- ◆ Be dynamic and risk-taking in nature, responding to the changing individual needs of our pupils
- ◆ Be full, rich, broad and balanced
- ◆ Create deep levels of understanding and a curiosity for learning
- ◆ Enable pupils to become life-long learners
- ◆ Empower our pupils to thrive
- ◆ Harness the energy, commitment and resources of the Local Authority, North Tyneside Learning Trust, Wallsend Children's Community and a range of local partners.

Early Years Foundation Stage

In Nursery and Reception, we plan our work using the government's Early Years Foundation Stage Curriculum as a focus for activities and to keep a check on children's progress.

We encourage the children to make choices and think about their actions and strive to develop independence, self-confidence and creativity.

The Early Years Foundation Stage identifies seven 'Areas of Learning'. Three of these areas are fundamental to learning and are called 'Prime Areas'.

Communication and Language

- ◆ Listening, attention and understanding
- ◆ Speaking

Physical Development

- ◆ Gross Motor Skills
- ◆ Fine Motor Skills

Personal, Social and Emotional Development

- ◆ Self-regulation
- ◆ Managing Self
- ◆ Building Relationships

The four remaining areas, called the '**Specific Areas**' include essential skills and provide important contexts for learning.

Literacy

- ◆ Comprehension
- ◆ Word Reading
- ◆ Writing

Mathematics

- ◆ Number
- ◆ Numerical Patterns

Understanding the World

- ◆ Past and Present
- ◆ People, Culture and Communities
- ◆ The Natural World

Expressive Arts and Design

- ◆ Creating with Materials
- ◆ Being Imaginative and Expressive

KS1 and KS2 (National Curriculum 2014)

Pupils learn a range of subjects in KS1 and KS2 including:

- ◆ English (Literacy)
- ◆ Mathematics (Numeracy)
- ◆ Science/ STEM
- ◆ Computing
- ◆ Relationships and Health Education
- ◆ PE
- ◆ Art Design Technology
- ◆ History
- ◆ Geography
- ◆ Music
- ◆ French
- ◆ Religious Education

Our overriding aim in all of these subjects is to provide a curriculum that engages children and awakens their curiosity. We want children to love learning and to be excited at the prospect of a lifetime of learning. Parents requiring additional information about any of these subjects should contact school to make an appointment to meet with the subject leader.

Reading

The National Curriculum for English outlines a Programme of Study for Reading at Key Stage 1 and 2 which consists of two dimensions:

- ◆ Word reading
- ◆ Comprehension (both listening and reading).

At Carville Primary School, we believe it is essential that the teaching of reading focuses on developing pupils' competences in both dimensions.

Daily Floppy's Phonics lessons in EYFS and KS1 enable children to decode efficiently and expose them to 'tricky words' regularly to improve their retention of sight vocabulary. Pupils in KS1 also receive additional phonics sessions when gaps in learning are identified. Phonics teaching is continued into KS2 through the Phonics International programme.

Within Literacy lessons, teachers deliver activities to develop language capability, fluency and reading comprehension strategies during shared and guided reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during whole class reading sessions. Independent reading provides time for both assessment and 1-1 teaching.

Guided Reading

A guided reading session takes place every day in school for KS2 children. During each session, teachers will work with a small group of children to analyse a text in detail, making sure each child can read each word and discussing the meaning of the text with them.

Reading and ICT

Children have access to ICT programs and apps that promote reading. These include: Teach your Monster to Read and Education City.

In addition to this, Accelerated Reader is used in KS2. Accelerated Reader is a computer-based program that monitors reading practice and progress. It helps teachers guide pupils to books that are on their individual reading level. Pupils take short quizzes after reading a book to check if they've understood it

Home/school reading

All children have personal interest reading books and phonically decodable books to take home daily along with individual Home-School Reading Records. The Floppy's Phonics scheme is used as the core reading/phonics scheme. All staff support reading activities to ensure that children have more frequent opportunities to read with adults. Parents are encouraged to hear their child read the book and then record how they have got on in their home-school reading record. Parents are encouraged to read with their child daily.

At Carville Primary School, we recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers whilst ensuring that by the end of their primary education all pupils are able to read fluently and with confidence.

Relationships and Health Education

Spiritual, Moral, Social and Cultural development is about the purpose of life and the values by which to live.

The DfE defines Relationships and Health Education as 'The teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'.

It focuses on relationships, friendships, family life, marriage, communication, safety, respect, trust and caring for others. Details about life cycles and reproduction are included and are generally addressed in the Science curriculum. In addition, children will learn about the importance of mental and physical health.

Our Relationships and Health Education curriculum aims to:-

- ◆ Nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care
- ◆ Develop sensitivity towards the needs of others
- ◆ Teach the children about the importance of family life
- ◆ Teach the children about the physical development of their bodies as they grow into adults
- ◆ Provide knowledge about life cycles of living things including humans
- ◆ Encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour
- ◆ Educate against discrimination and prejudice
- ◆ Empower children to make choices about their safety and wellbeing and to recognise their responsibility for their actions.

At Carville, Relationships and Health Education is taught from Early Years to Year 6 and is delivered in the context of the school's aims and values. In particular, we teach RHE in the belief that:

- ◆ It should be taught in the context of respectful, loving, secure and stable family life
- ◆ It is part of a wider social, personal, spiritual and moral education process
- ◆ Children should be taught to have respect for their own bodies
- ◆ Children should learn about their responsibilities to others, including the understanding that some relationships look different and that's ok as long as they are loving, caring and respectful
- ◆ It is important to build positive relationships with others, involving trust and respect.

The children are given experiences to develop in these areas through our active school council discussions, circle time and whole school collective worship. We have a Carville Promise, developed by the children, which is an important part of our ethos.

Through our whole school theme days, children are given rich learning opportunities with SMSC woven through all of their experiences.

Thrive

Thrive gives us a systematic approach to identifying, supporting and reviewing emotional development needs. It is a development model that recognises children's emotional capacity grows through experiences in a series of stages. As they develop, their experiences and circumstances shape their development. Issues arise when development is significantly 'interrupted' at one of these stages. This results in gaps which manifest most often as challenging behaviour patterns as the child grows up. These gaps can be filled through focused support in relationship with other people.

Vital Relational Functions (VRFs) and PACE underpins our approach to building positive relationships. All staff form relationships that are **P**layful, **A**ccepting, **C**uriosity and **E**mpathetic so that everybody feels valued and emotionally supported. When behaviour is unacceptable staff will use VRFs: attune to the child's feelings; validate their experiences; contain them to ensure they are safe; regulate/soothe to help them understand the behaviour and begin to make a change.

We commonly see children who have interrupted development that makes them unable to make an informed choice when faced with a difficulty. These children experience a feeling, that they often can't name or understand, and so behave instinctively. For these children the idea of choice and consequence is not always appropriate. Instead they will be supported to understand the physical sensations they experience, link them to a feeling or emotion and access their 'Thinking brain' to enable them to feel – think – act. This may be done on a one-to-one basis or as part of a group. Children will always be held accountable for unacceptable behaviour.

Collective Worship and Religious Education

At Carville, we comply with the statutory requirements to provide a daily act of collective worship which is broadly Christian in nature. Alongside this, we follow the North Tyneside agreed syllabus for Religious Education. Parents have the right to withdraw their children from collective worship and religious education and should contact the Headteacher to discuss this.

Drugs and Smoking

We aim to equip children with the knowledge, understanding and skills that enable them to make choices that lead to a healthy lifestyle. Our drugs education programme has the primary objective of helping children to become more confident and responsible young people. We teach children about the dangers to health posed by drug-taking, and we aim to equip them with the social skills that enable them to make informed moral and social decisions in relation to drugs in society.

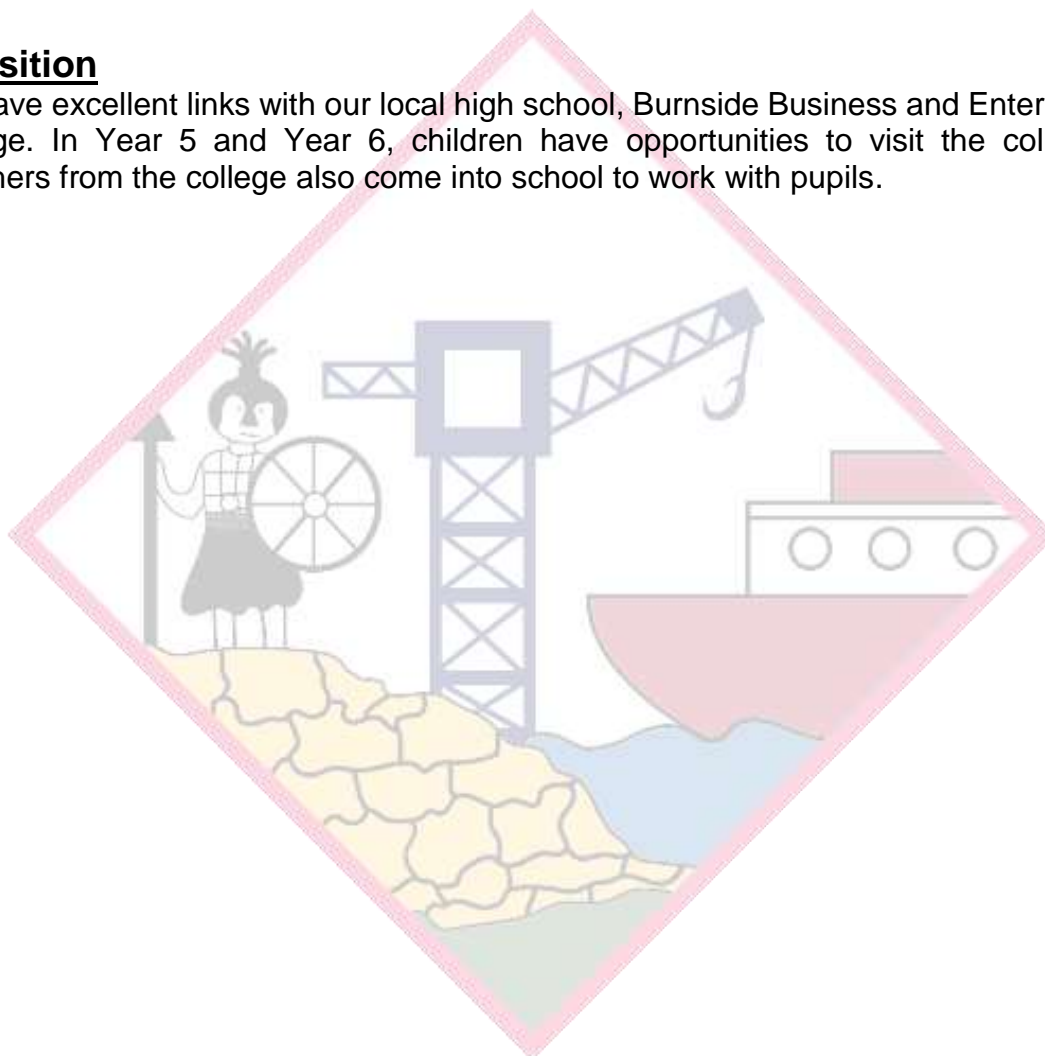
Educational Visits, Visitors and Special Projects

We regularly involve the children in visits as part of our aim to enrich learning experiences. Children might learn about the Romans at Segedunum, take part in engineering competitions at Beamish Museum, develop art skills at the Laing Art Gallery or participate in sporting events at the Rising Sun or local leisure centres. Children also get the chance to participate in a residential visit in the Lake District.

In addition, we regularly invite visitors into school and take part in special projects. Children from Carville have participated in a heritage art project, worked with the Side Gallery in Newcastle to make a film about the Wallsend Shipyards and worked with scientists from Newcastle University (NUSTEM).

Transition

We have excellent links with our local high school, Burnside Business and Enterprise College. In Year 5 and Year 6, children have opportunities to visit the college. Teachers from the college also come into school to work with pupils.



The Home-School Partnership

Your child will thrive the most when home and school work together. Parents and carers are warmly welcomed into the life of the school.

Family Learning Days take place in school and occasional Saturday mornings. The whole family is welcome and events include; Harvest Festival, Christmas Craft, Summer Fair and many more.

Each term, parents and carers are invited into school during the school day to sit with their child and look through their books. This enables parents and carers to see exactly what your child is learning and what they need to do to improve.

We provide a range of sessions throughout the year focusing on a range of skills that will help you to support your child. These include workshops on Maths, English, Phonics and Reading.

We offer three information evenings each year where parents can request an appointment with their child's class teacher.

In addition to this, you will receive two written reports each year, an interim progress report in January and an end of year report in July. We also send each child's individual curricular targets home in September for the year ahead.

Parent Voice

We are committed to working in partnership with parents/carers and the wider community. A member of the Senior Leadership Team and the School Business Manager have responsibility for Parental Partnerships. Opportunities for Parent Voice may include:

- ◆ Membership of Carville Family Forum
- ◆ Attending Family Learning Days, Harvest Festival celebrations and Book Look days
- ◆ Nursery home school visits
- ◆ Home school reading booklets
- ◆ Parental response forms for two written school reports
- ◆ Completion of event evaluation forms
- ◆ Parental Questionnaires and surveys
- ◆ Ofsted Parent View
www.ofsted.gov.uk

Carville Family Forum

The Carville Family Forum meets on a half termly basis and discusses any issues which parents wish to bring to the table. Any parent is welcome and you don't need to attend every meeting. Successes for the Family Forum include:

- ◆ Summer Fayre Fundraising Event
- ◆ Year 6 Leavers Assembly, gifts and 'Prom' style Leavers Party
- ◆ The Annual Bunny Hop Disco Fundraising Event
- ◆ Quiz night
- ◆ The installation of parents' noticeboards in the playground
- ◆ The purchase of homework books for Key Stage 2
- ◆ Attendance at the New Entrants Meeting in June
- ◆ The Amber Project activities
- ◆ Health & Safety signage

Safeguarding Children at Carville

Carville fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children. Safeguarding is everyone's responsibility.

We take a range of actions to ensure that children are safe:

- ◆ All staff are subject to a Disclosure and Barring Service check (DBS)
- ◆ We check the identity information for all visiting teaching staff and other professionals
- ◆ All visitors are asked to report to the main office
- ◆ The school building has secured entrances and exits
- ◆ All personnel wear identity badges and visitors are required to sign in
- ◆ We have a regularly reviewed Child Protection Policy
- ◆ The Headteacher, Mr Harker, is the school's nominated Designated Safeguarding Lead for Safeguarding and Child Protection. Mr Qualters, Deputy Headteacher and Helen Thomsen, Early Years Lead are our Deputy Designated Safeguarding Lead for Child Protection.
- ◆ Risk assessments are undertaken for all educational visits and are completed for all areas of the school premises
- ◆ An A4 visitor guide is available to all visitors upon arrival
- ◆ Pupil collection information is updated every term
- ◆ Mrs McAvoy makes the 'First Day Response' calls to monitor absence or pupils missing education.
- ◆ All staff regularly receive training including child protection, PREVENT, E-safety, FGM and child sexual exploitation (CSE).
- ◆ Staff Handbook
- ◆ Staff Induction Pack
- ◆ Visitor Induction Pack

A range of other school policies also support this area including:

- ◆ Keeping Children Safe in Education (September 2018)
- ◆ E-safety Policy
- ◆ School's Evacuation Protocol
- ◆ Safe to Learn Policy
- ◆ GDPR (General Data Protection Regulations Policies)

We have a named co-ordinator for Health and Safety and we comply with the Local Authority's policies and procedures around safe practices.

With this in mind, we respectfully ask parents to only access school buildings via the main school office. If you have an appointment to meet with a member of staff, please sign in at the school office and you will be escorted to the appropriate room.

Designated Safeguarding Lead for Child Protection

Mr R Harker - Headteacher

Deputy Designated Safeguarding Leads for Child Protection

Mr A Qualters - Deputy Headteacher

Mrs H Thomsen – Early Years

Designated Governor for Safeguarding and Child Protection

Mrs Elaine Robson – Vice Chair of Governors

Health & Safety

Mr R Harker – Headteacher

Mr R Mease – Caretaker

Mrs D Emmerson – School Business Manager

Carville Primary School Staff List

Senior Leadership Team

Headteacher

Mr R Harker

Deputy Head / SENDCO

Mr A Qualters

Curriculum & Assessment Lead

Miss V Watt

Teaching Staff

Mr Qualter/Miss Watt Year 6

Mr M Storey Year 5

Miss R Reay Year 4

Mr A McCain Year 3

Miss K Murphy Year 2

Miss L Oliver Year 1

Miss A Freed

Mrs H Thomsen Reception

Mr Ian Turner Nursery

Support staff

Mrs D Emmerson School Business Manager

Mrs T McAvoy School Administrator

Mrs M Drape Teaching Assistant

Mrs L O'Neill-Brown Teaching Assistant

Mrs B Peddie Teaching Assistant

Mrs J Laverick Teaching Assistant

Mr R Mease Caretaker

Mrs J Ridley Breakfast Club Supervisor/Lunchtime Supervisor

Mrs C Wilson Breakfast Club Supervisor/Lunchtime Supervisor

Carville School Council

Pupil Voice

A selection of comments from pupils elected by their class mates to the school council about Carville Primary School.

