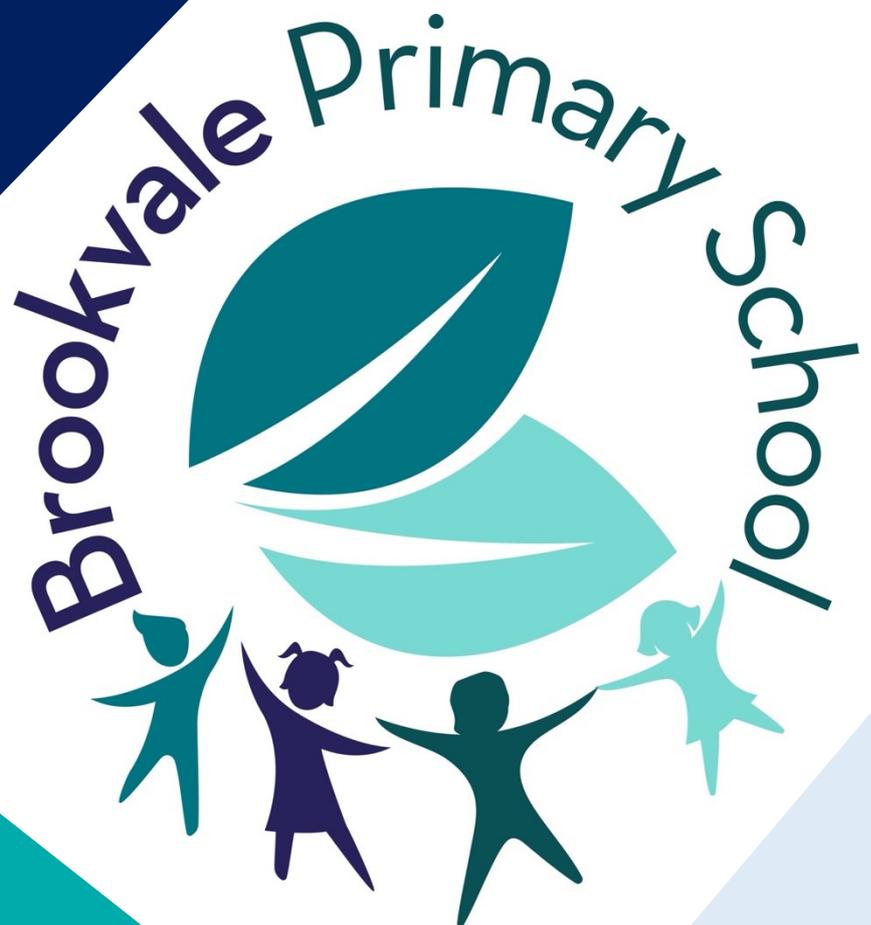


Prospectus & Induction Pack

2024-2025



'Shaping Our Children's Futures, Together'

Welcome to Brookvale Primary School

On behalf of the children, staff and community, I would like to extend a very warm welcome to Brookvale Primary School; a proud member of The Arthur Terry Learning Partnership.

Having been appointed as Head Teacher in September 2019, it has been my privilege, over the past four years, to work closely with the dedicated team and wider community to take Brookvale forward in its next chapter of development.

As a school and staff, we are committed to ensuring that all children get the very best possible education and are provided with the opportunities that allow them to flourish and achieve their full potential.

I am proud to say that we have a very talented staff team who support this aim; a staff who have the highest expectations for all of our children, not only in terms of their academic outcomes and behaviour, but also for their personal, social and emotional development.

By working closely with our families in a strong partnership, we aim to ensure that every child achieves as much as possible during their time at our school, eventually leaving us as the best version of themselves they can possibly be. We want our children to enjoy their education so that they learn to 'value learning', both in and out of the classroom, and can look back fondly on their time and experiences at Brookvale.

We are very much looking forward to meeting your child in the near-future and working with you over the coming years to shape their future, together.

Mr Day



"Pupils value that their school is welcoming and say it is a 'joy' to come to school."

Ofsted, February 2023

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Our Vision & Values

We aim to develop 'global citizens for the future' – pupils who are well prepared for the next stage in their life; articulate, ambitious young people with the strength of character and the confidence, knowledge and skills to compete in a highly competitive world.

We work hard to ensure our children are empowered to make a positive contribution to the diverse communities they are part of and do this through the promotion of our whole school values, which guide and govern all of our work within school:



- *We are ambitious for our success and the success of others.*
- *We are caring citizens shaping our communities.*
- *We are passionate about everything and everyone.*
- *We are the authors of our own lives.*

Meet the Brookvale Team

"A united sense of teamwork shines through"

Ofsted, February 2023



Mr Day

Headteacher



Mrs Johnston

Deputy Headteacher



Mr Mills

Assistant Headteacher



Mrs Smith

ATLP SENDCo



Mrs Khan

ATLP DSL



Mrs Baizon

Office Manager



Mrs Coulson

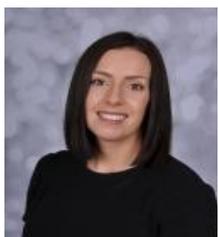
Admin Assistant



Mr Borsos

Site Manager

CLASS TEACHERS



Mrs Terry



Mrs Blunt



Mrs Hand



Mrs Massey



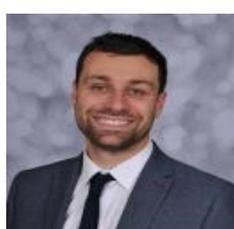
Mrs Carlill



Miss Willars



Miss Williamson



Mr Gill



Miss Humphrey



Miss Walker

SUPPORT STAFF



Miss Ashford



Miss Robinson



Mrs Fencott



Mrs Johnston



Mrs Horne



Miss Smallman



Mrs Bansal



Mrs Hobbs



Mrs Simon



Mrs Chudasama



Mrs Gale



Miss Ansah

The Early Years Foundation (EYFS)



In the Early Years Foundation Stage (Reception) the curriculum approach is underpinned by a strong understanding of how children learn, with continuous opportunities for outdoor play and exploratory learning.

The curriculum in the Early Years is meticulously planned to ensure success at every stage of a child's unique learning journey.

We follow the statutory Early Years Foundation Stage Curriculum (2021) and also use the non-statutory curriculum guidance *Development Matters*, and *Birth to 5 Matters* to support the planning and delivery of the curriculum.

The national expectation is that most children will reach the early learning goals by the end of their Reception year. However, we know that every child is an individual and will be supported to make progress at his or her own pace.



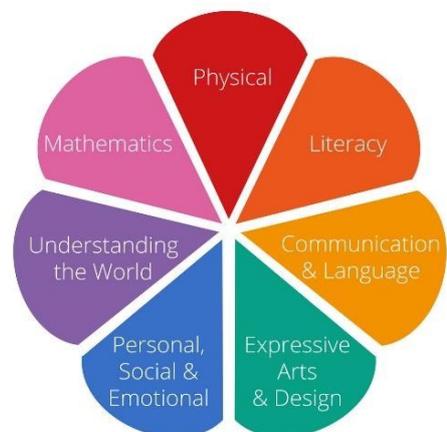
Early Years Foundation Stage Curriculum

The Prime areas of learning

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Physical Development

The Specific areas of learning

- Literacy
- Maths
- Expressive Arts and Design
- Understanding the World



Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build on children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Early Learning Goals for Communication and Language:

- Listening, attention and understanding
- Speaking



Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goals for Personal, Social and Emotional Development:

- Self-Regulation
- Managing Self
- Building Relationships



Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Early Learning Goals for Physical Development:

- Gross Motor Skills
- Fine Motor Skills



Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Early Learning Goals for Literacy:

- Comprehension
- Word Reading
- Writing



Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Early Learning Goals for Mathematics:

- Number
- Numerical Patterns



Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support comprehension.

Early Learning Goals for Understanding the World:

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



Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals for Expressive Arts and Design:

- Creating with Materials
- Being Imaginative and Expressive



Special Educational Needs

At Brookvale Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued, respected and made to feel welcome within our mainstream setting.

It is our ethos that all children have an equal right to a full and rounded education and to enjoy high quality learning experiences through which they are able to achieve their full potential. We therefore have exceptionally high ambitions for all of our pupils and expect them to participate and achieve in every aspect of school life.

As a school we aim to:

- set suitable learning challenges;
- respond to pupils' diverse needs; and
- overcome potential barriers to learning for individuals and groups of pupils.
- create an environment in which pupils can develop their sense of self-respect, tolerance and courtesy for others.

We hope parents and carers of current and prospective pupils find the following information helpful and would encourage all interested parties to contact the school for more information

Our Inclusion Co-ordinator is Mr Andrew Mills.

We also use the services of the following specialists:

- **Educational Psychology** – Dr Anita Soni, Deborah Benjamin and Sam Samra
- **Pupil and School Support** – Gareth Fowler
- **Communication and Autism** – Francesca Thompson
- **Occupational Therapists** – Katie Green, Janet Tighe
- **School Health Support Service** – North East SN Team
- **Early Help Service** – Erdington
- **Family Support Service** – Featherstone

At Brookvale Primary School, we make provision for pupils who have any of the following needs:

- **Cognition and Learning Needs** – Children who find learning, thinking and understanding harder than most other pupils.
- **Communication and Interaction Needs** – Children who find it difficult to interact with others and the world around them.
- **Social, Emotional and Mental Health Needs** – Children who find it difficult to manage their emotions and behaviour in a way that affects their everyday life.
- **Sensory and/or Physical Needs** – Children who have a disability that may make it difficult for them to manage their everyday life without changes to the physical environment or support through a range of personalised resources

We identify and assess pupils with SEND in a variety of ways. We know that children need additional help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- There is a lack of progress in the child's learning
- There is a change in the pupil's behaviour
- The pupil asks for help

We also use the following to inform our assessments:

- Observations
- School based test results/teacher assessments
- Information from parents/carers
- Information from the pupil
- Specialised assessments carried out by one of our external agencies
- Information from a previous school or Nursery setting
- Results from end of Key Stage/standardised assessments
- Discussions with the Class Teacher and Teaching Assistant

In line with the SEND Code of Practice, the school takes a graduated response in identifying children with additional needs, with a key focus on early identification where possible. We work together with parents/carers at all stages of the graduated response. Our pupils with SEND are set personal learning targets specific to their needs; these are derived from the four areas of the code of practice and informed by Birmingham's Learning Continua for speaking and listening, reading, writing and mathematics. We evaluate the effectiveness of our SEND provision by regularly reviewing the personal learning targets through the individual continua. Our expectation is that all children make at least expected progress from their starting points by mastering criteria identified for them on their continua.

All children's progress, including key groups such as pupils with SEND, is tracked through our internal tracking system and children's progress is not only monitored against the continua but also against the year group curriculum objectives as outlined on their personal learning journeys. Within school, we also use a range of standardised assessment tests to inform classroom practice.

Pupil progress is shared with parents in a number of ways:

- During parent consultations
- Termly report cards
- Work sharing evening book looks
- End of year reports
- Single Page Profiles
- Continua
- Child-centred reviews
- Home/school books to inform parents of important information
- Home reading logs
- Annual reviews for children with an EHCP (Education and Health Care Plan)
- Dissemination of external agency reports

On-going training and support from the SENDCo and our external agencies, means that all school staff have the knowledge and confidence to support pupils with SEND through quality first teaching strategies, using a tailored and personalised approach to meet the individual needs of the pupils in their class. Where a pupil requires additional support to ensure that their needs are met, small group or individual support is used. This is often referred to as an intervention. The effectiveness of interventions are continuously evaluated and reviewed.

We adapt the curriculum for pupils with SEND in the following ways:

- Providing additional resources (visual, practical and kinaesthetic)
- Using alternative methods of recording (ICT, recording devices, use of scribes etc.)
- Providing specialised equipment
- Using a language and literacy toolkit to assess the next smaller steps in learning
- Personalising learning
- Providing small group/1-1 pre-teaching or classroom support (where needed)

Parental Engagement

Finding the right educational setting for your child is an incredibly important (and sometimes daunting) decision. Like you, we want your child to attend a setting that will not only help them achieve well academically, socially and emotionally, but one which will also celebrate their individuality, develop their personal interests and talents and support building their confidence and character, allowing them to flourish and thrive, now and later in life.

We understand the importance that a strong home-school partnership has in securing excellent outcomes for our children and are therefore committed to working closely with our parents and families to ensure that our vision and practices are continually influenced and shaped by the community we serve.

It is always such a pleasure to have our families involved in the day-to-day life of the school. Across the year, we have planned a calendar of events that allow you to be involved in every step of your child's education.



"Parents appreciate the way staff have the pupils and their families at the heart of everything they do."

Ofsted, February 2023

How We Involve Our Parents/Families

- Three open mornings to work with children in class
- Termly 'Report Cards' to share your child's learning/progress
- Termly 'Parents' Evening'
- Half-termly 'Work-Sharing Evening'
- Whole year calendar of events issued each September
- Two class performances per-year
- Two whole school performances per year
- Weekly 'Curriculum Bulletin'
- Weekly 'Newsletter'
- Daily Tweets from all classes
- Monthly 'Parent Council' with Mr Day
- Half termly 'Coffee Mornings'
- Termly 'Curriculum Workshops'
- Regular lunches/whole school events

"The work sharing evenings are brilliant as I can look at how my child is doing in class."

Reception Parent

"The weekly Curriculum Bulletin lets me know what my child is learning each week, meaning I can support them better at home."

Year 3 Parent

"I love the opportunities provided to come into school and work with my child at the open mornings."

Year 2 Parent

"My children are so happy at this school... Thank you to the amazing staff"

Parent Ofsted Questionnaire, February 2023

Progress and Standards

As a school, we strive to ensure all children reach their full potential through a meticulously planned curriculum, high-quality teaching and a focus on the wider development of the child.

Staff, expertly use a range of informal and formal assessment strategies to ensure children's learning and progress is continually monitored and this is communicated to families on a termly basis through our report cards, work sharing evenings and Parents' Evenings. We feel that it is essential that parents have a secure understanding of how their children are performing and how they can support at home.

In addition to regular and ongoing assessment, children in various year groups are required to take part in national assessments, set by the Department for Education (DfE). These take place in Year 1, with the Phonics Screening; Year 4 with the Multiplication Tables Check (MTC) and Year 2 and Year 6 with the end of Key Stage Standard Assessment Tests (SATs). Data from these assessments are published each year with children and schools compared against the 'National' Standard'.

Below are results for Brookvale Primary School when compared to National. Note: Due to Covid-19, assessments did not take place in 2020 or 2021. We are delighted to share that we were in the Top 20% of school's nationally for Maths results and Grammar, Punctuation and Spelling in 2022.

PERFORMANCE SUMMARY											
EYFS Good Levels of Development						Year 1 Phonics Screening					
	2016-2017	2017-2018	2018-2019	2021-2022	2022-2023		2016-2017	2017-2018	2018-2019	2021-2022	2022-2023 (Prediction)
School	70%	80%	73%	60% (from 34% baseline)	70%	School	97%	83%	93%	80%	90%
National	71%	72%	72%	65%	67%	National	81%	83%	82%	75%	79%

KS1 ATTAINMENT		2017-2018	2018-2019	2021-2022	2022-2023
Reading Exp	School	85%	70%	70%	70%
	Nat	75%	75%	67%	68%
Reading GD	School	29%	20%	23%	20%
	Nat	26%	25%	18%	19%
Writing Exp	School	86%	63%	63%	70%
	Nat	70%	69%	58%	60%
Writing GD	School	18%	13%	17%	17%
	Nat	16%	15%	8%	8%
Maths Exp	School	82%	77%	67%	73%
	Nat	76%	76%	68%	70%
Maths GD	School	29%	20%	13%	23%
	Nat	22%	22%	15%	16%
RWM Exp	School	71%	53%	60%	66%
	Nat	65%	65%	54%	55%
RWM GD	School	18%	10%	7%	13%
	Nat	18%	11%	6%	7%
Science	School	82%	77%	77%	83%
	Nat	83%	82%	77%	79%

KS2 ATTAINMENT		2017-2018	2018-2019	2021-2022	2022-2023
Reading Exp	School	81%	78%	83%	60%
	Nat	75%	73%	74%	73%
Reading GD	School	38%	38%	28%	17%
	Nat	28%	27%	28%	29%
Writing Exp	School	88%	84%	69%	73%
	Nat	78%	79%	69%	71%
Writing GD	School	28%	16%	14%	7%
	Nat	20%	20%	13%	13%
Maths Exp	School	84%	97%	83%	77%
	Nat	76%	79%	71%	73%
Maths GD	School	31%	34%	35%	23%
	Nat	24%	27%	22%	24%
GPS Exp	School	91%	91%	93%	63%
	Nat	77%	78%	72%	72%
GPS GD	School	34%	44%	45%	17%
	Nat	34%	36%	28%	30%
RWM Exp	School	75%	78%	59%	43%
	Nat	64%	65%	59%	59%
RWM GD	School	25%	16%	14%	7%
	Nat	10%	11%	7%	8%
Science	School		81%		73%
	Nat		83%		80%

Ofsted Report 2023



In February 2023, Brookvale Primary School received an ungraded section 8 inspection.

Ofsted noted the following strengths:

- *'Pupils value that their school is welcoming and say it is a 'joy' to come to school.'*
- *'Pupils get along together and show an eagerness to do well at school.'*
- *'Pupils show respectful behaviour and generally achieve well.'*
- *'Leaders' vision of being 'ambitious for our success and the success of others' is brought to life through their actions.'*
- *'Attention to detail in the topics covered within their personal development and well-being (PDW) programme is impressive.'*
- *'Leaders leave no stone unturned in helping pupils learn how to be 'a caring citizen' within the community.'*
- *'Parents appreciate the way staff have the pupils and their families at the heart of everything they do.'*
- *'A united sense of teamwork shines through.'*
- *'They benefit from a super curriculum.'*
- *'Leaders have created a stunning curriculum...a staircase of learning that spirals onwards and upwards in a way that is unique and special.'*
- *'Leaders have given thought to how pupils should learn to read and develop a love of books. No pupil is left behind.'*
- *It is humbling to listen to and see the successful way that pupils with SEND access their learning and are included in school life.*
- *Nothing is too much trouble for leaders...attitude of 'if we don't fight for the rights of these pupils, who will?'*

A full copy of the latest Ofsted report can be downloaded using the following link:

<https://files.ofsted.gov.uk/v1/file/50212156>



The School Day

Attendance is very important in securing the success of our pupils; staff and leaders will work tirelessly to ensure children are in school every day and challenge declining or poor attendance. We expect children to be in school every day and on time. Parents and carers have a legal duty to ensure this.

The timings of the school day are as follow:

Early Years Foundation Stage	
8:45am	Doors open to children
8:50am	Registration/School Begins
8.55am-12:00pm	Morning Sessions
11.45am—12.45pm	Lunchtime
1:00-3:20pm	Afternoon Sessions
3:20pm	End of Day

Key Stage 1 & 2	
8:45am	Doors open to children
8:50am	Registration/School Begins
8.55am-12:15pm	Morning Sessions
12:15-1.00pm	Lunchtime
1:15-3:25pm	Afternoon Sessions
3:25pm	End of Day

Start of the day

At **8:40am**, the front and rear entrance gates will be opened and the site will be accessible for children and families. Please note, the school doors do not open until 8.45am and it is the parent's responsibility to ensure children are supervised, at all times, until a member of staff opens the doors at 8.45am.

In **Reception**, parents will be able to walk with their children down to the classroom door ready for **8:45am**. At 8:45am, a member of EYFS team will unlock the classroom door and greet the children. There will also be support staff on the classroom doors.

The official start time for all children is 8:50am. We expect all children to be punctual.

End of the day

The front and rear gates will be opened at 3.10pm and the site will then be accessible for families.

Reception children are collected at 3.20pm from the Reception classroom door, located to the side of the main building.

Key stage 1 and 2 children will finish at 3:25pm.

Children will exit school, escorted by their class teacher and gather on the main playground. From here, children will only be released when they notify the teacher of their parent and the teacher sees this adult.

Please note, if you are unable to collect your child and have arranged for another relative to collect them, please contact the school office in advance of the end of school day and ensure you share with that relative the 'collection password' registered on the child's records. For safeguarding, we cannot allow collection by unfamiliar adults without prior notification.

Message to parents

In order for the morning/ afternoon schedule to run smoothly please, do not request to speak to the class teacher when dropping off or collecting your child. To arrange an appointment, or to pass on information please follow the school's communication protocols or contact the school office via telephone (Tel:0121 359 9973) or via email (E: office@brkvale.bham.sch.uk)

Breakfast Club and After-School Clubs

We are able to offer before school care through our **Breakfast Club**. This opens at 7.30am and must be booked and paid for in advance on our online payment service. Parents can book places for children using their My Child At School (MCAS) login.

We are also delighted to be partnered with Aspire Sports who offer a range of free Sports Clubs after school three nights per week.

Parents are notified by email of any clubs that are available to their child's year group and how to apply for a place.

Term Dates

We publish our term dates a year in advance so that families can plan for holidays. Children attend school 189 days per year, meaning that there are 171 days of the year for families to spend quality time together. We would kindly ask families to book holidays out during the 13 weeks of the year that children are not in school. Please note, we cannot legally authorise leave during term time. Requests for holiday during term time will be referred to the Local Authority and will result in a fine and/or possible prosecution.

SCHOOL TERM DATES 2024-2025

AUTUMN TERM 2024

MONDAY 02/09/24—FRIDAY 25/10/24

HALF TERM 28/10/24—01/11/24

MONDAY 04/11/24—FRIDAY 20/12/24

SPRING TERM 2025

MONDAY 06/01/25—FRIDAY 14/02/25

HALF TERM 17/02/25—21/02/25

MONDAY 24/02/25—FRIDAY 11/04/25

SUMMER TERM 2025

MONDAY 28/04/25—FRIDAY 23/05/25

HALF TERM 26/05/25—30/05/25

MONDAY 02/06/25—Monday 21/07/25

Teacher Training Days 2024-2025

2nd & 3rd September 2024

29th November 2024

6th January 2025

28th April 2025

4th July 2025

21st July 2025

1 Other day to be confirmed

Attendance and Punctuality

The staff at Brookvale Primary School are committed to ensuring the highest possible school attendance for all pupils and understand that, in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We are committed to:

- Promoting and modelling good attendance.
- Ensuring equality and fairness for all.
- Intervening early and working with parents and other agencies to ensure the health and safety of our pupils.
- Rewarding regular attendance.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.

Why Does Attendance Matter?

Missing a few days of school here and there may not seem an issue, but the research is very clear in showing that it can have a significant impact on children's learning.

Children who miss a substantial amount of school fall behind their peers, and struggle to catch up.

Poor attendance often starts at primary school, and children who fall into this pattern are likely to underachieve at secondary school. Children who miss between 10 and 20% of school (that's 19 to 38 days per year) stand only a 35% chance of achieving five or more good GCSEs, compared to 73% of children who miss fewer than 5% of school days.

Friendship can also be affected by persistent absence, too: it can be hard for a child who misses lots of school to form secure relationships with their classmates and this may lead to feelings of isolation and loneliness.

Attendance Expectations

Pupils will be expected to attend school every day they are required to be at school and parents will sign an agreement at the beginning of each school year acknowledging and agreeing to this expectation. The school will also expect all pupils to attend lessons punctually.

Pupils and parents will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

At Brookvale Primary School we expect all children to achieve attendance that is

at least 96%.

We expect that all pupils will:

- attend school regularly
- attend school punctually
- attend school appropriately prepared for the day

We expect that all parents/carers/persons who have day-to-day responsibility for the children will:

- encourage regular school attendance and be aware of their legal responsibilities
- ensure that the child/children in their care arrive at school punctually prepared for the school day
- ensure that they contact the school whenever the child/children is/are unable to attend school

Absence Procedures

Parents will be required to contact the school office via telephone by 9.20am on the first day of their child's absence. They will also be required to send a note in on the first day that their child returns to school with a signed explanation of why they were absent. This is required even if the parent has already contacted the school. Alternatively, parents may call into school and report to the school office where arrangements will be made to speak to a member of staff.

Parents who have not contacted the school office by 9.20am will be sent a text message to ascertain a reason for the child's absence from school. If there is still no response by 11.00am, a telephone call will be made to the parent.

Note: Not all illnesses require children to be absent from school. For minor childhood ailments, such as coughs, colds, ear aches etc. we would not expect children to be absent unless too unwell to attend school. However, when a parent makes the assessment that their child is unfit for school they should follow the above absence process. We would encourage parents to send their children into school for the afternoon session if their child's condition/illness improves.

Leave in Term Time

If a leave of absence in term time is required for exceptional circumstances, such as a death or serious illness in the immediate family **a request for leave of absence form must be completed**. This can be obtained from the school office. Applications for leave during term time must be made in advance and failure to do so will result in the absence being recorded as 'unauthorised'. This may result in legal action against the parent, by way of a Fixed Penalty Notice.

Holidays, weddings and non-religious celebrations during term time will not be granted under any circumstance.

Punctuality

The school will regard punctuality as of the utmost importance and lateness will not be tolerated. When a child arrives late at school he/she misses the teacher's instructions and the introduction to the lesson. The child may also feel embarrassed at having to enter the classroom late. Frequent lateness can add up to a considerable amount of learning lost (table below), and can seriously disadvantage the child.



Doors open at 8.45am each day. The school day starts at **8.50am**. Pupils should be in their classroom at this time. It is expected that all children arriving late will be accompanied into the building, via the front entrance, by an adult (Parent/carer) as a reason will need to be given and recorded for the late arrival.

DID YOU KNOW? If you are 15 minutes late each day you will have missed 2 full weeks of school in one year?

Behaviour Expectations

Brookvale Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviours that are considered socially acceptable.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing, for example; through our well-planned and sequenced Personal Development and Wellbeing curriculum, Votes for Schools initiative, House Systems etc.

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

As a school, we have established a standardised set of behaviour expectations and common language that is applied by all staff.

Our full Behaviour Policy can be found at:

<https://brkvale.bham.sch.uk/files/2022/11/Behaviour-Policy-2022-2023.pdf>

Classroom Expectations

Be Ready

Enter and leave your classroom quietly.
Stay in your own space unless asked to move.
Walk sensibly and carefully around the classroom.
Listen carefully.

Be Respectful

Raise your hand to share your ideas and ask questions.
Listen while others are talking.
Work quietly and do not disturb others.
Share resources and work together.

Be Responsible

Complete all your work to the very best standard possible.
Care for equipment and tidy up after each lesson.
Take ownership of your learning: ask an adult if you need help.
Own your behaviour choices.



Corridor Expectations

We line up in single file.

We walk and never run.

We walk on the left hand side of corridors and stairs.

We are quiet and respectful as we walk through school.

We are quiet and patient when we collect our things from lockers.

We hold doors open for each other and we use our manners.

We greet people with a 'good morning' or 'good afternoon'.



Lunchtime Expectations

We line up in single file.

We ask for food items politely and say
'thank you.'

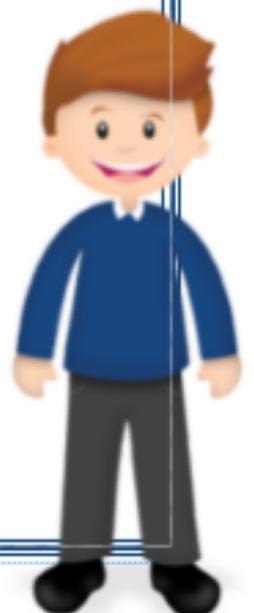
We walk quietly and carefully with our
trays to a table space.

We keep our chairs tucked in.

We eat our dinner using the correct
cutlery.

We clear away our trays and put food
waste in the rubbish.

We walk quietly and sensibly
outside.



Assembly Expectations

We line up in single file.

We walk into the hall silently and wait for instructions to sit.

We sit cross-legged, facing forward with our coats off.

We listen carefully to the person leading the assembly.

We share our thoughts and ideas when asked by putting our hands up.

We are respectful of others views.

We walk out of the hall quietly and sensibly.



Uniform Expectations

At Brookvale Primary School, we believe that wearing a uniform is much more than just 'adhering to the school rules.' We believe that, by wearing our school uniform, children will:

- Develop a new and shared understanding of what it means to be part of an extended community.
- Build a sense of pride in attending and being part of the Brookvale Primary School.
- Be ready to learn through improved behaviours for learning.

It is expected that all children attending Brookvale Primary School be clean, dressed neatly and in-keeping with the dress code so that they feel smart, part of the school team, focused and ready to learn.

Our uniform is as follows:

Every Day Uniform

- Navy blue V-neck sweatshirt (with or without logo) – knitted varieties will not be accepted as uniform.
- Navy blue cardigan– knitted varieties will not be accepted as uniform
- Powder blue polo top
- Charcoal grey trousers
- Charcoal grey pleated skirt
- Charcoal grey pinafore dress
- Navy check summer dress
- Socks – grey, black or white
- Tights – grey or navy
- Black shoes (leather style – no trainers of any variety)
- Hijab – plain, navy or grey in colour (must be secured well for P.E.)





Black Lace up Shoe



Black Lace up Brogue



Slip on Shoe



Slip on shoe



Mary Jane shoe



T-bar shoe



Velcro style shoe (younger children) – please note, these must not look like trainers.



Ballet style pump



Trainer style shoes



Trainer style shoes



Plimsoll/Converse Style Shoes



Trainers (of any variety)



Ankle Boots



Boots/Heeled shoes (of any variety)



Tennis trainers

P.E. Uniform

- Navy striped blue shorts (loose fitting, not cycling shorts)
- Navy blue tracksuit bottoms and hoodie (plain, sweatshirt material only) **leggings or branded sportswear are not acceptable**
- White t-shirt
- Sports trainers – black, grey or white (plain, where possible)



Plain navy tracksuit (Outdoor use)



Navy striped loose shorts/ White t-shirt (Indoor Use)



Plimsolls



Black/White trainers – preferably unbranded (Outdoor Use)



Branded tracksuits



Cycling shorts/leggings (of)



Branded sportswear/ Football Tops



Colour trainers

To order uniform online please go to www.crestedschoolwear.co.uk

School Meals

Excellent and nutritious school meals are provided from our own school kitchen and school meals should be booked in advance using our online system (Relish). The current cost of a school meal is £2.70 - parents will be informed in advance of any changes to cost.

Children who do not wish to have a school meal may bring in a packed lunch on the following conditions: -

- The meal is brought in a proper container and is eaten only in the hall at dinner time.
- There are no hot drinks in glass flasks.
- Drinks are in plastic containers with screw tops or a carton of drink (No cans, glass bottles or fizzy drinks).
- The items contained within the packed lunch provide appropriate nutrition, i.e. no junk food, sweets, crisps etc. Where this is the case, school will make contact with parents to discuss the appropriateness of food items.

Free meals are provided for families who qualify for this benefit. Please register online at:

<https://www.cloudforedu.org.uk/ofsm/birmingham> to see if you are eligible.

If it is found that you are not entitled to free school meals, then you will be charged for any meals that your child has received under the free school meals scheme (KS2 only). Please keep the School Office informed of any changes in circumstances relating to school meals.

Key stage 1 children (Reception, Years 1 and 2) are all currently entitled to a free school meal under the Government's Universal Free School Meals initiative. We strongly encourage all children take up this offer as they are guaranteed a nutritious hot meal during the day.



Communication with School

We understand and appreciate how important communication between parents/carers and school is. We have outlined (below) the most effective and efficient way of communicating with school, whether that be with teachers, teaching assistants, members of the leadership team or members of the admin team.

We kindly ask that you outline your request, question, or concern in writing and address your communication to the relevant member of staff you wish to deal with it. This then gives that member of staff an outline of your request so they are better informed to deal with it on your behalf (please see flow chart of communication protocols).

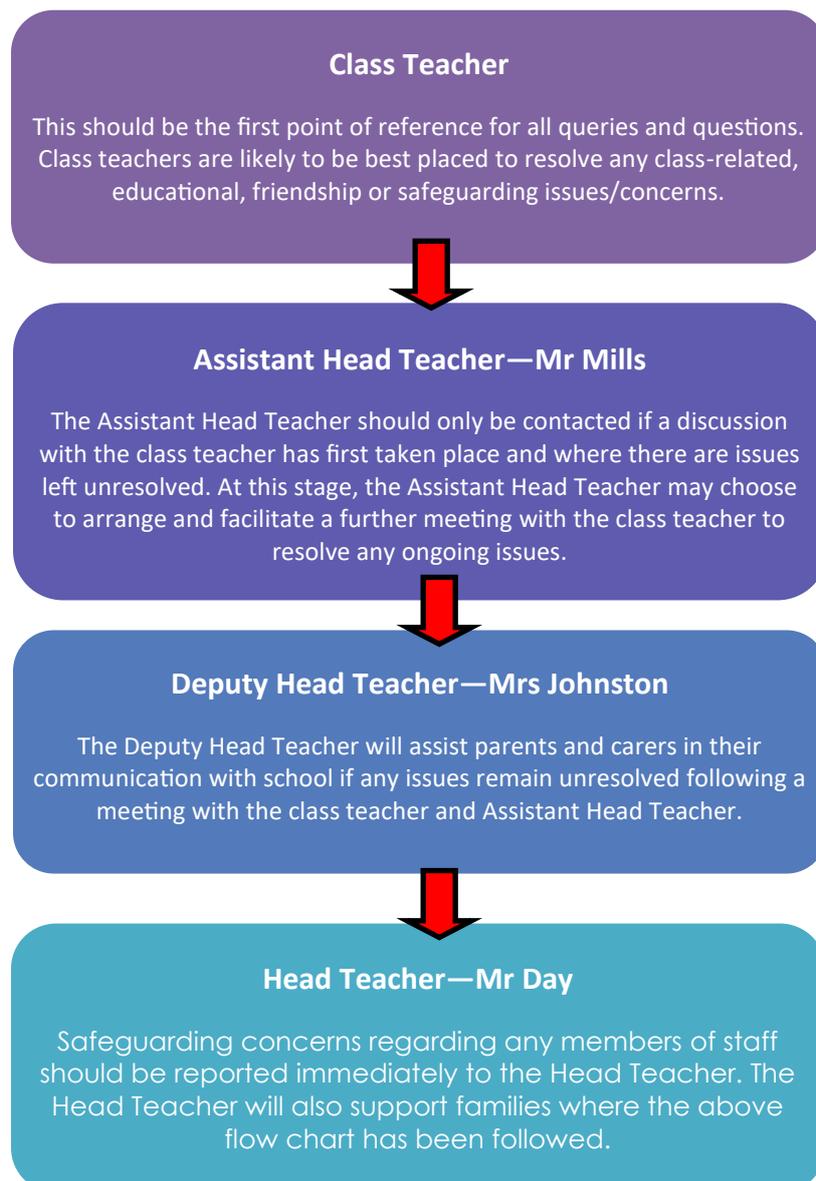
For immediate receipt

Place a hand written note addressed to the class teacher into your child's bag which they can hand over on arrival to school.

For next day receipt

Email your concern to the office email address (office@brkvale.bham.sch.uk), clearly stating whose attention your email is for. Please be aware that this communication will not be received by the identified member of staff on the day that it is received into school. This is because they have class teaching responsibilities and cannot access communications during the school day.

Communication Protocol Flow Chart



Safeguarding Information



Mr Day
Head Teacher
Lead DSL



Mrs Johnston
Deputy Head Teacher
Deputy DSL



Mr Mills
Assistant Head Teacher
Deputy DSL



Miss Williamson
Class Teacher/
Deputy DSL



Miss Massey
Class Teacher
Deputy DSL

At Brookvale Primary School, we believe that it is of the utmost importance to have robust systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. All our pupils have a right to be safe and to be treated with respect and dignity and we work effectively with parents and outside agencies to ensure that this is the case.

As part of our Safeguarding role, we teach all children how to keep themselves and others safe (at an age-appropriate level). Our Personal Development and Wellbeing curriculum (including Relationships and Sex Education) has been carefully designed to cover localised and contextualised safeguarding issues, including: work on Domestic Violence, Drug and Alcohol Abuse, Bullying, Personal Safety, Inappropriate touching, peer-on-peer abuse, healthy relationships, cyber bullying, internet security etc. Children are also given clear information about how to report things that make them feel uncomfortable.

We are committed to monitoring and listening to all our children to identify possible problems. Where there are serious concerns about a child's safety, we will share our concerns with the relevant authorities and work closely with other agencies, such as the Police, Social Care and the Health Service to ensure that children at risk of harm are identified and kept safe.

Reporting Concerns

Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.

In some cases, where the school have concerns about a child's safety, a designated safeguarding lead may contact social services (Children's Advice and Support Service – 0121 303 1888) for further advice, guidance or investigation. In many cases, there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. **However, parents may not be told that the school has referred their child to CASS if it is thought that this might put the child at risk.**

If you have a concern about any of our children then please ask to speak with one of our Designated Safeguarding Leads, listed above. If you believe a child is at risk of imminent and/or significant harm, please contact the Police immediately.

If you have a safeguarding concern about a member of staff, please ask to speak with Mr Stuart Day (Head Teacher/Lead DSL) immediately.

If you have safeguarding concerns about the Head Teacher, Mr Stuart Day, please contact Mrs Jenny Maskell, ATLP Primary Strategic (Tel: 0121 323 2221).

Admission Arrangements

Brookvale is a one form intake school with 30 pupils per class. School admissions and pupil placements are made on behalf of Birmingham Local Authority, who are also responsible for allocating Reception Class places. Children are admitted into the reception class in the September of the academic year in which they turn five years old.

Applications must be made online at www.birmingham.gov.uk/school admissions. For more information, please visit their website or contact them on 0121 303 1888.

Admission criteria

- Looked after or previously looked after children.
- Children with a statement of special educational need.
- Children with a brother or a sister already at the school who will still be in attendance in September.
- Children who live nearest the school.

Within each of these categories, priority is given to those who live nearest the school, calculated on the basis of a straight-line measurement between home and the academy front gates.

How to make an in-year application

Applications for school places made outside the normal admissions round (in year admissions) are dealt with directly by the school. Places are allocated from the waiting list based on the Admission criteria above.

Please contact the School Office to obtain an Application for a Change of School (In-Year) Form and full details on the application process.

School & Trust-Wide Policies

School specific and trust wide policies can be found at:

The Arthur Terry Learning Partnership Policies

<https://atlp.org.uk/about/policies/>

Brookvale Primary Policies

<https://brkvale.bham.sch.uk/about/policies/>



The logo consists of a large teal triangle on the left side of the page, pointing towards the bottom right. A white diagonal line separates this teal area from the dark blue area above it. The text is located in the white area at the bottom right of the page.

Brookvale Primary School

Mallard Drive

Birmingham

B23 7YB

Tel:0121 3569973

Email: office@brkvale.bham.sch.uk