



Welcome to

MONKFIELD PARK PRIMARY SCHOOL'S

Prospectus
2023/2024

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The contents of this Prospectus are correct at the time of publication. There is no intention to make changes affecting the arrangements detailed here, but it cannot be guaranteed that such changes will not take place before the end of the school year.

Introduction

A warm welcome to Monkfield Park Primary School. This booklet is for parents and carers of all children at the school and for families of children who will join the school in the near future. We hope that you will find it helpful and that you will keep it for reference. We look forward to a happy and successful working relationship with you during your child's school career with us.

When you join Monkfield Park Primary School you are coming into a community of parents and children who, with the staff and governors, work to create a caring, learning environment which is rich in opportunities for all. We want the children who come here to have a purposeful and satisfying experience, a sense of well-being, a positive self-image and to become independent and enthusiastic learners. We want children to mature and develop and leave the school having enjoyed a rewarding experience and to provide them with strong foundations upon which to build their subsequent education. We also want children to take responsibility for themselves, for others and for their environment. We endeavour to support them in developing the necessary life skills which will enable them to become responsible citizens.

We aim to encourage a partnership between home and school and see parents and carers as pivotal in ensuring success for their child/ren in school. We aim to foster close liaison with our families and understand the importance of good communication. We hope that in working together we are able to provide the most positive start to life at Monkfield Park Primary School possible.

Under the terms of the 1981 Education Act schools must publish a prospectus of information for parents and carers. This prospectus contains more than the Act requires. I hope that the additional information will give you a clear picture of the facilities available at the school, our aims and purposes, and the ways in which we can achieve them together.

All policies are available on request from the school office, or from the school's website –

www.monkfieldpark.cambs.sch.uk

An electronic version of this prospectus can also be accessed using this website.

If there is anything more you would like to know, if you have a concern or worry that you would like to discuss, or if you would like to arrange a visit to the school, then please do not hesitate to contact the school office on 01954 273377.

Annie Howell
Headteacher

Inclusion, Equality & Diversity Statement

Monkfield Park aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favorable treatment on any grounds which cannot be shown to be justified. Equality objectives for the school can be found on the school's website.

At Monkfield Park this means that all children are treated equally and respected, and that we support the Cambridgeshire County Council's visions for learning.

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Equality and inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement, and through seeking the views of stakeholders. Learning for all children is given equal priority and available resources are used to maximum effect.

Monkfield Park Primary School meets the specific duties of the Race Relations Amendment Act (2000).

Children with Special Educational Needs and disabilities will be given support to access the curriculum at an appropriate level to enable them to reach their full potential. All teachers plan, set and give feedback on work, which is appropriate and relevant to the individual needs of pupils, and targeted support is deployed where necessary. The school has adopted the special educational needs code of practice. The Inclusion Co-ordinator is responsible for overseeing assessment and provision.

All children, including those who have been identified as gifted and talented will be given opportunities within lessons and through extra curricular activities to use and develop their gifts and talents.

All policies are checked to ensure that they do not have an unfair or unreasonable impact on stakeholders who have protected characteristics (age, disability, ethnicity, race, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual identity and orientation).

MONKFIELD PARK PRIMARY SCHOOL

School Staff

TEACHING

Mrs A Howell (**Headteacher**) Mrs K Major & Mrs P Ray (**Deputy Headteachers**)

Ms C Deegan	Mrs A Sheldon	Mrs N McCarthy
Mrs M Evans	Mrs A Squires	Mr T Meredith
Mr A Frame	Miss R Bailey	Mrs N Flack (Pupil Premium Champion)
Mrs N Johnson	Mrs C Tranter	
Mrs A McCrae	Mr B Yates	
Miss C McSweeney	Mrs K Lennon	
Mrs L O'Rourke	Mrs E Wifa	

SUPPORT STAFF

School Business Manager	Mrs J Durrant	School Caterer	Mrs M Martin
Clerical Assistants	Mrs E Cox Mrs H Taylor	Local Authority Attendance Officer	Ms L Granger
Site Officer	Mr David Chamberlain	Cover Supervisor	Mrs M Fernandes
High Level Teaching Assistants	Mrs E Horton Vacancy	Family Support Worker	Mrs E Walsh
Teaching Assistants & Midday Supervisors			
Mrs S Askew	Miss S Krintas	Mrs H Hickmott	Mrs H Mostafa
Mrs N Asif	Miss S Byton	Mrs Y Lahori	Mrs J Singh
Mrs L Morgan	Miss S Chandler	Miss J Doyle	Miss J Winter
Mrs J Patrick	Mrs M Fernandes	Mrs R Quinn	Mrs C Kokori

CAMBRIDGESHIRE LA

Local Authority:

Cambridgeshire County Council, Education Department, Castle Court, Shire Hall, Castle Hill, Cambridge CB3 0AP
Telephone: 0345 045 5222

THE GOVERNING BODY

Mrs Jane Crowden (Co Chair)	Mr J Osborn
Mrs Annie Howell	Mr J Oyekan
Mrs J Sparrow	Mrs Melanie Webster (Co Chair)
Mr C Kidson	

School Building

THE SCHOOL

Internally, the school is modelled and equipped to deliver an education appropriate to the needs of all pupils. Every room has the capacity to connect to data or voice technologies and there are networking facilities throughout the school. The ICT resources available for the children to use include: interactive white boards in all teaching areas, wireless laptops, personal computers, colour printers, scanners, iPads, tablets and the Internet. The school has its own Website and each class has its own e-mail address.

The school is situated in large, very attractive, landscaped grounds with plenty of playground space and a grassed area for sporting activities.

There are fourteen classrooms, built around two courtyards, dedicated to enhancing the curriculum for Reception, Key Stage 1 and Key Stage 2. There are two halls, a library, Design Technology room, group room, therapy room, quiet room, First Aid room, staffroom, kitchen and administrative area.

There is an outside classroom designed by the children – a wooden gazebo type structure – which enables a class of 30 children to be seated on benches for outdoor learning, and there is a storyteller's chair for stories. The structure also allows for the children to access shade and seating during playtimes. Around the outside of the classroom is a 'willow tunnel'. The children have an eco area. There is also a trim trail for the children to play on, and shaded social areas for the children to relax in. We also have an outdoor gym. There are cycle and scooter racks, where such items can be stored.

THE CARE & LEARNING CENTRE

The Care & Learning Centre offers pre-school for children aged from three years old, breakfast and after school club sessions. It is open from 8.00 am to 6.00 pm during term time. There are two pre-school sessions each day, working to the Early Years Foundation Stage Curriculum. These sessions are led by a qualified Early Years Teacher and provide both indoor and outdoor learning activities. These include cooking, gardening, ICT, music, stories and rhymes. Breakfast and after school club sessions are play based. The Centre also provides support for children with their homework, if requested. There are I-pads with internet access for the children to use.

For further information call **01954 273301**
or via e-mail clcoffice@monkfieldpark.cambs.sch.uk

CHILDREN'S CENTRE LINKS

We have strong links with the Children's Centre, which is based in Sackville House Tel: **01954 284672**. It provides activities such as drop-in play sessions, positive parenting support, baby and toddler activities, and other sessions according to local need.

MONKFIELD PARK PRIMARY SCHOOL

HOW THE CLASSES ARE ORGANISED

Classes are organised by taking the following into consideration:-

- **Pupil diversity**
- **Pupil age - to ensure that there is a mix of Autumn, Spring and Summer births in each class**
- **Pupil gender**
- **Pupils who interact well together.**

When a child commences after the start of an academic year, the above criteria will be taken into account together with class size, where possible. If a family has children in the same year group (twins, etc.,) a discussion will take place between the family and the school.

Classes are mixed as children move through the school ie., Reception classes as they move into Key Stage 1, Year 2 classes as the children moved into Lower Key Stage 2, and Year 4 classes as they move into Upper Key Stage 2.

The above decisions are about making school practices reflect the inclusive cultures and policies of the school. Our aim, therefore, is to create a secure, accepting, collaborating, and stimulating community in which everyone is valued, as the foundation for the highest achievements of all pupils.

INSPECTION

Monkfield Park was inspected by the Government's Office for Standards in Education (OFSTED) in November 2018. The Inspectors concluded that Monkfield Park continues to be a good school and that pupils have positive attitudes to learning. Ofsted also found that good relationships between pupils and with adults contribute to pupils' strong progress. The school is very proud of its report and would be pleased to supply you with a copy at your request, alternatively you can access this on the school website.

THE SCHOOL AIMS

The school aims have been agreed by the pupils, staff and governors of Monkfield Park Primary School.

Everyone who comes to Monkfield Park Primary School should feel that they are welcome. To ensure this we provide an environment that reflects the inclusive culture of the school and creates a vibrant and secure community where learning is supported by high-quality resources, enhanced by the use of modern technology.

The Monkfield Way stepping stones are that:-

- **We look after ourselves, each other and our environment.**
- **We are confident and responsible people**
- **We love to learn together**
- **We are respectful and tolerant of others**
- **We try our best in everything we do**

Our aims are:-

- **To ensure that all children are challenged and supported to achieve the highest standards of which they are capable.**
- **To provide a rich and innovative curriculum which meets the needs of all children within a framework of national expectations.**
- **To provide high quality teaching and support which recognises and plans for all abilities and talents.**
- **To ensure that the school is a safe environment.**
- **To recognise the professional development and personal needs of all the adults who work in the school and to provide support in meeting their needs and aspirations.**
- **To enable the wider community to contribute to the school.**
- **To endeavour to be an appropriate resource for the wider community.**
- **To recognise and celebrate difference and diversity.**

MONKFIELD PARK PRIMARY SCHOOL

ADMISSIONS POLICY

The admissions policy can be found on the school's website or on request from the school office.

ADMISSIONS PROCEDURE (FOUNDATION STAGE)

By law, provided you have made an application, you will be offered a place for your child for the Reception Year from the September following their 4th birthday. On receipt of the offer of a school place you can choose to take up this place immediately, take up this place on a part-time basis until the beginning of the term after their 5th birthday, or defer your child's admission to the school until the beginning of the term after their 5th birthday, when they must legally start school. Please note that should your child's birthday be after 1st April, and you decide to defer your child's admission to the school until the following September, your child will be admitted to the school according to their date of birth. This means that they would be admitted into Year 1, not Reception.

For those children starting full-time in September, they will begin the Autumn Term a few days later than the rest of the school. During these first few days your child will attend school in the mornings only (going home before lunch), and then staying for lunch. After these first few days, all children will be expected to attend full-time, although, for exceptional circumstances, a later start date can be negotiated with the Headteacher. For those children starting at a later date, information will be made available nearer the time.

Further details of the arrangements, as they affect your child, will be sent to you during the summer term before admission.

ARRANGEMENTS FOR PARENTS TO VISIT THE SCHOOL

Parents/carers wishing to visit the school are welcome by appointment. The Headteacher holds regular drop-in sessions for current parents/carers without a pre-arranged appointment, on a first come, first served basis.

THE SCHOOL DAY

8.40 am	School grounds open
8.50 am	Staff supervise entry into school
9.00 am	School starts
12 noon to 12.55 pm	Lunch time
Reception and Key Stage 1	
12.25 pm to 1.20 pm	Lunch time
Key Stage 2	
3.30 pm	School finishes
3.40 pm	School grounds close

TEACHER SUPERVISION – BEFORE AND AFTER SCHOOL

Staff act in a supervisory capacity as children enter school for a period of 10 minutes before school begins.

Teachers will greet children and parents/carers at 8.50 am each morning. In order to provide a clear routine for children, parents/carers are asked to say goodbye to their children promptly.

Please ensure that your child arrives promptly for the start of the school day. The school does not permit children using the outdoor equipment at the beginning or end of the school day. For everyone's safety, the school does not permit scooters, cycles or skateboards to be used on the playground before or after school.

All parents must accept responsibility for their children at the end of the normal school day. Children should be collected at the correct time. Older children, with written permission from parents to walk home alone, should go straight home.

If parents are unexpectedly delayed they should contact the school office with their alternative arrangements as soon as possible as it can sometimes cause the children undue stress and anxiety. The children concerned will be asked to wait in the entrance hall.

MONKFIELD PARK PRIMARY SCHOOL

SCHOOL CLOTHING

All clothing and other personal items brought to school by children should be clearly marked with their name.

Uniform can be purchased from www.myclothing.com
The Friends of Monkfield Park provide a service of second-hand school clothing.

The school uniform is the school sweatshirt or school cardigan, white polo shirt and plain-coloured grey trousers or skirts. In the summer term green and white gingham dresses and grey school uniform shorts may be worn.

Parents are requested to send their children to school in clothing that is comfortable and appropriate for all activities. These should be in addition to those required for outdoor PE. Outdoor shoes should be suitable for safe active play. The school recommends black shoes, not trainers. For safety reasons, high heels are not acceptable footwear. Skirt lengths should be knee length.

Jewellery may not be worn in school. The only exceptions are watches, studs for pierced ears, and cultural or religious adornments, which must be removed during lessons involving physical exercise. If such items cannot be removed the individual is not prepared in an acceptably safe way and cannot continue as is, so must take part in modified activity. The school will not accept responsibility for removing or storing studs. Long hair should be tied back for PE and DT activities.

We would request your co-operation in supporting the school in not allowing your child to wear nail varnish, make up or fake tattoos.

Please provide your child with an overall to protect clothing during Art and Design Technology lessons.
For swimming in Year 4, children need a swim suit or trunks and a towel. To enable your child to access the field at lunchtimes, please provide them with a pair of wellingtons or waterproof boots eg., walking boots, which stay in school for them to change into at lunchtimes.

CLOTHING FOR P.E.

Reception/Key Stage 1:

Plain white T-shirt
Blue Shorts
Socks
Plimsolls for indoor use
Trainers for outdoor use
Plain sweatshirt for cold weather
Plain jogging bottoms for cold weather

Key Stage 2:

Plain white T-shirt
Blue shorts
Socks
Plimsolls/trainers for indoor use
Trainers for outdoor use
Football boots (without metal studs) or trainers for playing football
Plain tracksuit or jumper/sweatshirt for cold weather

Each year group has an allotted day for their P.E. lessons. Children should come to school dressed in their P.E. kit on this day.

SCHOOL SECURITY AND SAFETY

The front of the school has a security entrance system and a strict visitors' procedure is implemented during the school day, for the safety of the children, for those who work in the school, and to ensure the safety of visitors.

All visitors to school must report to the main entrance and are required to sign the Visitors' record in the School Office and wear a visitor badge whilst they are in the school, so that the school community will know that you are an authorised visitor.

For the health and safety of all children, dogs (other than guide/hearing dogs) are not allowed on the school premises.

Personal safety is regularly addressed.

MONKFIELD PARK PRIMARY SCHOOL

PUSHCHAIRS/PRAMS/BUGGIES

The rules for access for prams, pushchairs and buggies are:-

At all times there may only be one pram/pushchair in the Reception area. More than one pram/pushchair compromises the existing width for fire safety. An undercover area outside the school office is available to store prams, pushchairs and buggies.

Prams, pushchairs and buggies are not permitted past the Reception area into the main school building nor direct from the playground into the classrooms. The school will monitor the situation as far as possible and will review it regularly to take into account the increasing number of pupils and other variables, but we will also rely on all parents acting appropriately.

NEWSLETTER

A weekly Headteacher newsletter will be issued. The Headteacher newsletter will outline the events of the weeks ahead and also report on recent happenings and keep you up-to-date.

Newsletters are published on the school's website. Newsletters and other information can be sent electronically to parents/carers.

PERSONAL PROPERTY

Please do not allow your child to bring valuable items or large amounts of money to school. The school has no insurance for damage or loss.

POCKET TOYS

All children are permitted to bring in a pocket-sized toy to play with during break and lunch play. This should not be something valuable and the school cannot take responsibility for lost or broken pocket toys.

SCHOOL MEAL ARRANGEMENTS

Universal Infant Free School Meals are available to all children in Reception and Key Stage 1. Free school meals are available which are based on benefit entitlement. Details of entitlement and forms are available from the school office.

Dolce Ltd currently provides school meals at Monkfield Park. For more details please visit www.dolce.co.uk to view menus, how to register and order you child's meals, and how to pay. Dolce operates a cashless payment system. If your child has any specific allergies or requirements, please let the School Office know. To promote healthy eating, please do not give your child sweets or fizzy drinks in their packed lunch. We would also request that nuts, nut-based products, sesame products, celery and celery products are also not included in your child's packed lunch due to children attending the school with severe allergies.

MONKFIELD PARK PRIMARY SCHOOL

HEALTH AND WELFARE

MEDICAL WELFARE

Please let us know if you are aware of any medical conditions which may affect your child's learning or behaviour.

Parents are asked to notify the school if their child develops any illness that could affect their school life (e.g. eczema, asthma) and whether there are any foods to which they are allergic (e.g. peanuts).

When a child is taken ill at school parents/carers are contacted as soon as possible so that the child may be collected from school. For this reason parents/carers are asked, when their child starts school, to complete a form telling us where they may be contacted during the day and to provide us with a local contact when they are unobtainable. Please keep us up to date with any changes in home or work place number. Do not send a child to school if he or she is unwell.

If your child bumps his/her head at school and is seen by a First Aider, this will be recorded. The First Aider will give your child a "bumped head" sticker to make you aware that they have bumped their head. The office will e-mail you with the time and details of the bumped head injury.

During extremely hot weather, children will have the option of staying inside in a supervised area for part of lunchtime and will have free access to water at all times. Please send your child into school with a hat and loose-fitting uniform, together with a named bottle of sunscreen lotion if they are able to apply it themselves, or, alternatively, you are very welcome to come into school to re-apply it.

MID-MORNING SNACKS

We like to encourage healthy eating and therefore request the children to bring in fresh or dried fruit or vegetables if they require a snack at break time. Sweets and crisps are not allowed in school. We also request that celery, nuts, nut-based and sesame products are not part of your child's mid-morning snack due to children attending the school with severe allergies. The school is currently taking part in the Government's free fruit and vegetable scheme for Reception and Key Stage 1 classes, where each child is able to have a piece of fruit during morning break. Crisps and chocolate are not appropriate break snacks.

NON-SPILL WATER BOTTLES

We encourage children to drink water regularly as it can help reduce dehydration and aid concentration. To support this children should bring a non-spill water bottle from home.

EARLY INTERVENTION WORKERS

The school works in partnership with the Early Intervention Workers based in the Locality Team at Sackville House. Their role is mainly to assist you with parenting and to help your child to get the very best from school. They provide advice and information with regard to any worries that you may have in relation to your child's education, behaviour or attendance, and provide support on how best to deal with it. The Early Intervention Workers can be contacted at Sackville House, Sackville Way, Great Cambourne, Cambridgeshire CB23 6HL
Tel: 01954 286012.

LATENESS

The school day starts at 9.00am. All outside classroom doors are locked as soon as possible after this time. If you and your child should arrive at school after 9.00 am, please bring your child to the main office, where you will be asked to sign the late register and for you to give an explanation as to why your child is late. Your child will then be given a small card to give to their classroom teacher to indicate their lateness. The Deputy Headteacher will inform you if there are concerns about persistent lateness.

POSITIVE HANDLING (PHYSICAL INTERVENTION)

Monkfield Park Primary School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal with all incidents involving aggressive behaviour, and only use positive handling (physical intervention) as a last resort in line with DfE and LA advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will aim to ensure minimal risk of injury to pupils and staff. Staff who positively handle children will have been trained to do so.

MONKFIELD PARK PRIMARY SCHOOL

CHILD PROTECTION PROCEDURES

Under the Education Act 2002 (section 175 /157), schools must make arrangements to safeguard and promote the welfare of children. We will endeavour to provide a safe and welcoming environment where children are respected and valued. The school will therefore be alert to signs of abuse and neglect and will follow the Local Safeguarding Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection. Parents/carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. We need to make you aware that records of welfare concerns may be kept about your child. The staff will seek, in general, to discuss any concerns with the parent/ carer, including referrals to other agencies. However in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents/carers. In accordance with local Information Sharing protocols, the school will ensure that information is shared securely and sensitively. Information will only be shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service. Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the member of staff in the school with responsibility for child protection (known as the Designated Safeguarding Lead or the designated person for child protection) was carrying out their responsibilities in accordance with the law and acting in the best interests of all children. Under Section 3(5) of the Children Act 1989, schools or any person who has care of a child "may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare". This means that on rare occasions, a school may need to "hold" a child in school whilst Social Care and the police investigate any concerns further.

Governor responsible for safeguarding:

Mel Webster

ABSENCE FROM SCHOOL

Parents/carers will be aware that it is important that their child is in attendance for the whole of each term and that absence during term time could be detrimental to their child's progress. The following paragraphs explain our policy and approach.

To help your child and the school, you should ensure that if your child is to be absent from school for any unavoidable reason such as sickness, you should contact the school before 8.50 a.m. on every morning of absence. This may be done by phone, email, letter or in person.

Should no explanation be received from the child's parent/carer, the school office, under the first response system, will endeavour to make contact with the parent/ carer from 9.30 am onwards. This is to ensure that the parent/carer is aware of the absence and that the child is safe. Should you not provide a satisfactory reason for your child's absence the school will record such absence as unauthorised.

Our policy states clearly all the following points:

Attendance records are regularly monitored by the Headteacher. If there are concerns about a child's attendance, the Headteacher may wish to meet with parents/carers to discuss this. The Local Authority Attendance Officer may need to become involved.

Every half-day absence from school has to be recorded by staff as either AUTHORISED or UNAUTHORISED. This is why information about the cause of each absence is always required, preferably in writing.

Authorised Absences

The Department for Education has issued guidelines to all schools detailing valid reasons for authorised or justified absences:

- (i) When a child is ill or receiving medical attention;
- (ii) Days of religious observance notified in advance;
- (iii) Absence due to family circumstances (e.g. bereavement of a very close relative, serious illness).

There will be events affecting families, some unforeseen, which will necessitate absence from school and professional discretion will be used in these cases about whether the absence can be authorised.

MONKFIELD PARK PRIMARY SCHOOL

Unauthorised Absences

Unauthorised absences are those where:

- no letter or acceptable explanation is provided by parent(s)/carers;
- the reason for the absence does not fall into one of the categories of authorised absence previously mentioned

Please note that a request for a leave of absence, eg., for a holiday is NOT a parental right. Taking leave without permission is “unauthorised” absence and can be subject to a Penalty Notice fine or other legal proceedings by the Local Authority. All applications will be treated on an individual basis, by a panel of governors. Parents/carers will be informed of the decision of the panel by letter. If a school does not agree an absence, and the child is taken out of school, the absence will be unauthorised.

We expect absences to be kept to a minimum: routine medical and dental appointments should be arranged out of school hours wherever possible. The school may ask to see evidence of medical appointments eg., a doctor's appointment card, in order to be able to authorise absences for illness. Please see the school's Attendance Policy for more information.

LOCAL AUTHORITY ATTENDANCE OFFICER

The school works in partnership with the Local Authority Attendance Officer. The aim is to help all children to benefit from the education being offered them. The Officer acts in a liaison capacity, building up relationships between the school, family, child and LA. They will support, explain and advise on many of the issues, which may prevent a child enjoying, or attending school. Guidance and advice may also be given in respect of free school meals, employment of children by law, children in entertainment, etc. We will notify parents/carers of any patterns of absence/lateness which are causing us concern.

The Education Welfare Officer, can be contacted at Sackville House, Sackville Way, Great Cambourne, Cambridgeshire CB23 6HL
Tel: 01954 286012

PASTORAL CARE

At Monkfield Park we aim to look after the well-being as well as the education of children. Pastoral care is the concern of all staff. If a problem arises it is in the child's best interest to raise this as soon as possible, using the correct channels.

ALLERGY – IMPORTANT INFORMATION

We have children attending the school who have a severe nut allergy. The severity means that even contact with nuts can cause an allergic reaction. This includes touching a hand of someone who has handled nuts. Staff have been trained to ensure that we can react appropriately should any allergic reaction occur. Advice from the local health authority suggests that the best course of action for the school to cut down on the risk of an allergic reaction for these children is to try to ensure that we are a nut free environment. We therefore ask for your co-operation in this matter by not sending your child to school with any nuts or nut based products, sesame and celery. This particularly applies to break time snacks and packed lunch ingredients.

BULLYING

At our school we define bullying as the intentional and (usually) persistent physical, verbal or emotional hurting of one person by another person or group of people which may have a continuing harmful effect on the victim and where the relationship involves an imbalance of power.

We want children to tell someone - a friend, a teacher, a parent or other adults - so that interventions can take place. Please help us by encouraging your child to tell someone if he or she is being bullied and please contact us straight away so that we can deal with the issue as soon as possible. Similarly, if you suspect your child is developing bullying tendencies, we need to talk together.

MONKFIELD PARK PRIMARY SCHOOL

COMMUNICATIONS

We welcome contact from parents/carers and endeavour to respond as quickly and fully as possible to concerns and questions. We try to involve parents/carers in our work with children and try to share information as often and as fully as possible.

The following outlines the main points of our communications policy. For more details please ask for a copy of our policy.

- **An appointment with any member of staff may be made by contacting the school office. A mutually agreeable time will be set after consultation between the member of staff and parent/carer.**
- **Teachers are available for brief messages between 8.50 and 8.55 am but for anything more involved, please make an appointment.**
- **Letters, emails and phone calls will be acknowledged within five working days of receipt within term times, and a response will be made within ten working days within term times.**
- **Parent/carer drop-in sessions run by the Headteacher as detailed in the newsletters.**

All communications are treated confidentially and we ask parents/carers to respect confidentiality as well.

ROAD SAFETY

If you feel it is necessary to bring your child/children to school by car please be aware of the danger created by cars manoeuvring amongst pedestrian children.

Parents are prohibited at all times from driving into the school car park to drop children off, or whilst collecting them, because of the danger to other children. All cars may be left in the car park in Priory Walk, behind the Sunflower Nursery, and not on School Lane or in the school's own car park. Allocated spaces for the veterinary practice or the nursery should not be used by parents of the school unless linked with business at these settings.

We recommend that children cycling to school should at all times be accompanied unless they have passed the Bikeability course. This course may be provided in school for children in Year 6 (10 and 11 year olds). Parents are strongly urged to provide safety helmets for their children when they cycle to school.

The use of a scooter, skateboard, bicycle or tricycle is not permitted on school grounds by parents or children, so please dismount whilst on school property. This also includes pre-school children.

We advise that if you wish your child to walk home unaccompanied that it is inappropriate for those in Reception, Key Stage One and Year 3 to do so. For those who are in Year 4 and above, we require written permission that you are in agreement for your child to leave school unaccompanied at the end of the school day.

GUIDE TO CHILDHOOD CONDITIONS

Infection or complaint	Recommended period to be kept away from school
Chickenpox	Until all vesicles have crusted over
Headlice	None
Impetigo	Until lesions are crusted over and healed, or 48 hours after commencing antibiotic treatment
Influenza	Until recovered
Measles	4 days from onset of rash
Mumps	5 days after onset of swelling
Scarlet fever	24 hours from commencing antibiotics
Slapped cheek	None
Whooping cough	21 days from onset of illness if no antibiotic treatment, or 5 days from commencement of antibiotics.

If your child suffers from diarrhoea and/or vomiting, please keep her/him away from school until 48 hours after the symptoms cease.

Please note: This is only a guide and it must be stressed that if you are in any doubt whatsoever, you must consult a doctor.

MONKFIELD PARK PRIMARY SCHOOL

ACCIDENTS

In the event of an accident the school will make every effort to contact parents. Appropriate first aid may be given by a qualified member of staff.

USE OF MOBILE PHONES

Children are not allowed to bring mobiles into school. None of our children have to make unaccompanied trips by public or school transport and the overwhelming majority live within Cambourne. None of our children are permitted to leave the school premises during the day without supervision.

This being the case, we believe that current systems for pick up and drop off of children work well, including arrangements for older children to be unaccompanied. Young children with mobiles can be a target for both theft, bullying and inappropriate contact by both older children and adults. We do realise that there are occasions when urgent messages to and from parents are needed. The school office will always be pleased to help and ensure that this is possible if required. We ask for your co-operation in this matter.

MEDICINES IN SCHOOL

Most medicines can be taken outside the school day. If this isn't possible parents or carers may come into school themselves to give children the prescribed dose. Alternatively staff may administer or supervise children administering medicine (dependent upon age). Arrangements for this are included in our Medicines Policy and are made with health professionals where necessary. Parents and the Headteacher must sign a consent form. Medicines must not be decanted, and should have a chemist's sticker with the child's name on it where they are prescribed.

ASSEMBLY

Assemblies include an act of collective worship, which may take different forms. It is a time of exploring important issues that affect the school community, of learning about the faiths, and of celebrating others in the school community. Parents have the right to request that their children be withdrawn from religious assemblies on faith grounds. Parents wishing to exercise this right are requested to do so in writing to the Headteacher.

EXTRA CURRICULAR ACTIVITIES

Monkfield Park Primary School offers a range of activities, depending on availability of a provider and viability. If the activities are provided by a provider other than the school there will be a charge to parents/carers. Information about extra curricular clubs can be found on the "clubs" tab of the school website. These change termly.

RECORDING AND REPORTING RACIST INCIDENTS

Under the Race Relations (Amendment) Act 2000 and the Home Office Code of Practice on reporting and recording racist incidents (2000) schools are required to record and investigate all racist incidents and to report them to the Local Authority. Cambridgeshire Local Authority and schools, as advised by the Home Office, adopted the definition recommended in the Stephen Lawrence Inquiry Report 1999 "*A racist incident is any incident which is perceived to be racist by the victim or any other person.*" This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded and investigated as such, however minor it may seem. Incidents involving children and adults will be recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a racist incident does not necessarily have a victim. Parents/carers will be contacted if their child is involved in any way in an alleged racist incident and they will be kept informed of the progress and outcome of any investigation.

MONKFIELD PARK PRIMARY SCHOOL

PUPILS WITH DISABILITIES

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves.

If your child has a disability he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage.

The school has a policy for supporting children with special educational needs which is revised every year. This policy is available on the website and in the school office. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable. We aim to prevent disabled pupils in our school being placed at a substantial disadvantage. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled pupils are participating fully in school life.

In order for effective partnership working between home and school to take place, we anticipate that parents will want to:

- **inform the school at the earliest opportunity if their child has a disability and the exact nature of it;**
- **provide the information school needs to plan effectively for the child to be a full member of the school community;**
- **acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Headteacher must consider is the effect of the proposed change on all members of the school community;**
- **recognise the importance of school and home working in partnership.**

The school has been built to required standards with all external entry points having ramped approaches, the doorway widths and corridors are sized to allow ease of circulation, and there are dedicated cloakroom facilities.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Monkfield Park aims to provide a curriculum appropriate for all children with Special Educational Needs; including learning difficulties, behavioural problems, physical disabilities, sensory impairments and other medical conditions. We believe all children have a right to an education based on their level of understanding which will enable them to fulfil their potential. We will provide a stimulating and supportive environment where children can achieve with age-appropriate resources as required by the individual.

Early identification of difficulties is vital and it is important to work with the pupil, staff, parents/carers and outside agencies for the benefit of the child.

Pupils with Special Educational Needs are encouraged to become independent and to take responsibility within the school. They are supported by the use of carefully and set targets in their Individual Support Plan (ISP). All teachers plan, set work that is appropriate and relevant to the individual needs of the pupils, and provide feedback to move learning forward.

Children may be identified as having Special Educational Needs by their parents/carers, the class teacher or the Inclusion Manager. Once children have been identified, assessments are made to track progress, work in class is appropriately differentiated and targets set.

Children and parents/carers are involved in this process, as we strongly believe in working together in the best interests of the child. An ISP may be developed for children with very significant difficulties, implemented and monitored, with at least three reviews a year. Parents/carers and children are invited to these reviews.

The Local Authority Specialist Teaching Teams supports Monkfield Park Primary School with a team of Specialist Teachers working in the areas of Communication and Interaction, Cognition and Learning, and Social, Emotional and Behavioural Needs. They provide advice and training for staff and assessment for children. We also have consultation time with an Educational Psychologist who we use, as appropriate, for specific needs, as and when they arise, according to their criteria for referral.

MONKFIELD PARK PRIMARY SCHOOL

If you have any concerns about the Special Educational Needs provision for your child, or about Special Educational Needs provision generally, please speak initially to the class teacher or the Inclusion Manager; alternatively contact the Headteacher.

MORE ABLE LEARNERS

The school supports gifted, talented and more able children. Children are defined as gifted if they are exceptionally strong in one or more academic subjects and talented if they are particularly strong in the arts, music or sports. Children may be identified as gifted, talented and more able children by their class teacher, parents/carers or outside agencies such as music teachers or sports coaches. When identified, teachers and parents/ carers will work together with the Inclusion co-ordinator to ensure that the child's needs are met, and that the child is supported in their social interactions and other subject areas. Advice and support is also sought from other professionals and outside agencies when appropriate.

The school's aim is to raise the achievements of all pupils by providing lessons which meet the needs of the most able: this can be achieved through targeted questioning, open-ended work, allowing pupils to choose the subject matter to meet a specific task and other strategies. Therefore the needs of gifted, talented and more able children can be met in most cases through normal classroom provision. However, if you have questions about the provision for your child, please speak to the class teacher or the Inclusion co-ordinator.

REPORTING TO PARENTS

This is regarded as a very important part of home/school liaison. There are two consultations during the year (Autumn and Spring terms). Parents/carers will also receive a short mid-year report and a longer end of year report. The reports for children in Year 2 and Year 6 will also include the results of the teacher assessments for Year 2, and teacher assessments and SATs for Year 6 in English, Maths and Science. The results from the Year 1 phonics screening check and the Year 4 multiplication check will be shared with parents.

ASSESSMENT

All children are assessed by their class teacher during the course of the school year. This is to record progress and diagnose any concerns that arise during the child's education. The class teacher sets targets for children throughout the year, and progress towards these is shared with parents regularly. Assessments are passed on to the child's next teacher at the end of each year.

A Foundation Stage profile is completed for all children in Reception by the end of the Summer Term to show how they have progressed in each area of learning during the year and the level they have reached at the end of the year. Reception children are assessed on their entry to the school within the first four weeks of the Autumn Term.

Children in Year 6 are formally assessed by National Curriculum Tests (SATs) during the Summer term. These tests are supplied by the DfE. Children in Year 2 are assessed by their teachers during the Spring or Summer terms to ascertain their level at the end of Key Stage 1 and the results reported to the DfE. These assessments may be informed by the response of the children to tasks and tests provided by the DfE. Each half term, children in Years 1-6 will be assessed in reading, writing, maths and grammar. Weekly skills checks in Years 1-6 will enable teachers to provide well-suited teaching for each individual. Children in Year 1 have a statutory phonics screening check. For children who do not pass this check, they are given additional support and then re-checked in Year 2.

The statutory assessment arrangements for all children are overseen by the Cambridgeshire Local Authority and reflect the requirements of the National Curriculum.

HOME-SCHOOL AGREEMENT

The home-school agreement is a statement of the school's aims and values; the school's responsibilities towards its pupils; the responsibilities of the pupil's parents/carers; and what the school expects of its pupils.

Parents/carers of pupils are asked to sign this agreement to indicate that they understand, accept and support its content. Pupils who are considered to have sufficient understanding of the home-school agreement as it relates to them are also asked to sign this. The home-school agreement is revised annually.

MONKFIELD PARK PRIMARY SCHOOL

HOMEWORK

Homework offers your child the chance to become an independent learner and to practise skills taught in the classroom, thereby increasing knowledge and understanding. Homework also offers an important opportunity for parents/carers to take part in their child's learning. The school's homework policy is available on request.

Homework in each year group takes the form of a home learning grid. Children select their home learning tasks. If children participate in the reading programme Read Write Inc. they will bring home a daily reading book. If not, they will be provided with a weekly reading book. If children are taken out of school during term time, then we do not set homework. If children are off school, through no fault of their own eg., illness, not holidays, we can help with some work where appropriate. If you have any queries about homework please see your child's teacher.

COMMUNITY INVOLVEMENT

We welcome and encourage community involvement in our school in many different ways. We are also very interested in what happens in the community and would welcome information about any relevant activities. We encourage children to see community involvement as a two way process.

The children also have regular visits from various people in the community such as the local clergy, community police officer, community development officers, medical practice, business park and work-experience students.

OFF-SITE EDUCATIONAL VISITS

During your child's time at Monkfield Park Primary School, he/she will participate in educational visits such as:

- **local walks**
- **day visits e.g. to museums, art galleries, environmental centres**
- **sporting fixtures**
- **residential visits (Years 6 and 4)**

Educational visits are usually linked with the school curriculum and are planned by the class teachers. Full risk management and risk assessment procedures are carried out prior to any visits.

When local visits are to be made we will normally inform parents/carers. However, occasionally no notice will be given, e.g. taking children into the village to assist with their project work, for which permission is sought when children start at the school.

The teachers responsible for the visit act 'in loco parentis' at all times and will give the care, which any reasonable parent would give. Teachers often invite parents/carers to help with supervision, for which they need an enhanced DBS check. The Governing Body is committed to its current policy of only allowing DBS volunteers to accompany school day trips.

PARENTS/CARERS AND SCHOOL: A PARTNERSHIP

As a school we greatly value your partnership in developing the best education possible for your child. Therefore, we invite you to:

- **support the school's aims**
- **encourage self-discipline in your child and, by working with staff, to develop strategies to manage any behavioural problems which arise**
- **ensure your child attends school**
- **keep us informed of anything that happens at home which might cause changes in the behaviour or attitude of your child**
- **support school activities such as educational evenings, and annual consultation evenings**

Additionally parents/carers are welcome to come and see their children's work at school on consultation evenings and during open events and at other times arranged in advance with the teacher.

PARENTAL INVOLVEMENT

The school welcomes parental involvement in day-to-day activities. All helpers must be checked by the Disclosure and Barring Service and have their details entered onto the school's single central record and have a copy of their identification held on file and will be required to follow the school's policies and procedures. All volunteers are expected to have an induction and to adhere to a description of their duties. Anyone wishing to volunteer should collect an application form from the school office.

MONKFIELD PARK PRIMARY SCHOOL

CHARGING FOR SCHOOL ACTIVITIES

Under the Education Reform Act 1988, parents are invited to make voluntary contributions to help fund excursions and other activities. However, in the exceptional circumstance of insufficient contributions being made, the School reserves the right to cancel the proposed visit and refund any contributions already received.

The level of contribution required from parents will always be clearly shown in the letter to parents along with other relevant information about the forthcoming visit. It will also show how the total was derived. For families whose children are entitled to Free School Meals (benefit entitled) or where the school receives Pupil Premium funding based on historical Free School Meal entitlement, no voluntary contribution will be sought from the family. The school will fund contributions for entitled children from Pupil Premium funding.

If parents/carers are in receipt of the benefits listed below and are unable to make a voluntary contribution, the school will contribute a voluntary contribution on their behalf. This voluntary contribution will be funded from Pupil Premium funding, which is part of the school's formula budget. The benefits are Income support, Income based jobseeker's allowance, income related Employment Support Allowance, Child Tax Credit (providing that they are not entitled to Working Tax Credit and have an annual income, assessed by the Inland Revenue, that does not exceed £16,190 for the year 2020-21); support under Part VI of the Immigration and Asylum Act 1999, the guaranteed element of Pension Credit, Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit, Universal Credits (net income of £7,400 as assessed by earnings from up to three most recent assessment periods). The Headteacher will advise all parents/carers of the right to claim free activities if they are receiving these benefits. Proof of receipt of the above entitlements will need to be shown to the school. Parents/carers will need to make an appointment to see the School Business Manager with their documentation. There may be a reduction in fees for music tuition for children whose families are in receipt of these benefits. Please see the Headteacher.

ATTENDANCE

We are required by the DfE to inform you of our attendance data for the last complete reporting year.

The percentage attendance achieved for the 2022-23 academic year was 94.4%.

APPEALS

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. This figure is set by the Local Authority and agreed with the Headteacher and the Governors. If the number of children wanting a place is below this set figure all will be admitted. There may, however, come a point when there are too many children of a year group for them all to be given a place. If this should happen this will be referred to the LA. Please contact:-

Admissions Team,
Box CC1206
Castle Court,
Castle Hill,
Cambridge, CB3 0AP.
or telephone 01223 699200

Your case will be heard by an independent panel, which has the power to override the decision of the LA.

CONCERNS/COMPLAINTS

CONCERNS

If you have any concerns about school matters, please speak to your child's class teacher in the first instance. If required, a member of the Leadership Team and/or the Deputy Headteacher can be involved in a follow-up meeting.

FORMAL COMPLAINTS

As with all schools, we have a formal complaints procedure which can be found on the school website or a copy can be made available on request from the school office.

School Governors

The Governing Body works closely with the Headteacher in the management of the school. It meets at least twice a term with additional committee meetings to discuss individual matters such as the School Curriculum and the

School finances. The minutes of the Governors' meetings are available to all parents. Please enquire in the School office if you wish to read them.

WHAT DO GOVERNORS DO?

School governors are people who wish to make a positive contribution to children's education. No special qualifications are required, but enthusiasm, commitment and an interest in education are important qualities to bring to a governor post. A Governing Body works with the Headteacher and the staff at the school to make sure the school provides a good quality of education for all its pupils. Governors do not need specialist skills, just an ability to listen, think through new ideas, and decide what is best for the school as part of a team. Governors are not expected to make day to day decisions about how the school is run, this is the job of the Headteacher.

The three key roles of a Governing Body are to:-

- Provide strategic direction for the school.
- Work with the Headteacher to raise standards and promote the well-being of pupils.
- Ensure accountability.

At Monkfield Park we do this through our twice termly full Governing Body meetings, through our Standards and Finance Committees, and by visiting the school periodically to discuss progress against the priorities identified in the school development plan.

If you would like to know more about the role of the Governing Body, please ask the Headteacher or any of the Governors for more information.

School Term And Holiday Dates

School term dates for 2023/2025 are as follows:

2023

Training Day	Friday 1 September
Autumn Term Opens	Monday 4 September
HALF TERM	Monday 23 - Friday 27 October
Autumn Term Closes	Wednesday 20 December

2024

Training Day	Thursday 4 - Friday 5 January
Spring Term Opens	Monday 8 January
HALF TERM	Monday 19 - Friday 23 February
Spring Term Closes	Thursday 28 March
Summer Term Opens	Monday 15 April
May Day	Monday 6 May
HALF TERM	Monday 27 - 31 May
Training Day	Monday 3 June
Summer Term Closes	Friday 19 July
Training Day	Monday 22 July
Training Day	Tuesday 3 and Wednesday 4 September
Children return to school	Thursday 5 September
Break for Half Term	Friday 25 October
HALF TERM	Monday 28 October - Friday 1 November
Children return to school	Monday 4 November
Break for Christmas	Friday 20 December
CHRISTMAS HOLIDAYS	Monday 23 December - Friday 3 January

2025

Training Day	Monday 6 January - Tuesday 7 January
Children return to school	Wednesday 8 January
Break for Half Term	Friday 14 February
HALF TERM	Monday 17 - Friday 21 February
Children return to school	Monday 24 February
Break for Easter	Friday 4 April
EASTER HOLIDAYS	Monday 7 - Monday 21 April
Children return to school	Tuesday 22 April
Break for Half Term	Friday 23 May
HALF TERM	Monday 26 - Friday 30 May
Training Day	Monday 2 June
Children return to school	Tuesday 3 June
Children break up for Summer Holiday	Wednesday 23 July

Monkfield Park Privacy Notice (How we use pupil information)

Privacy Notice for Pupils (April 2021)

Privacy Notice for Pupils Under Data Protection Law, individuals have a right to be informed about how Monkfield Park Primary School, School Lane, Cambourne, CB235AX uses any personal data that we hold about them. We comply with this right by providing privacy notices to individuals where we are processing their personal data.

This privacy notice explains how we collect, store and use personal data about pupils. We, Monkfield Park Primary School, are the 'data controller' for the purposes of data protection law.

Our Data Protection Officer is The ICT Service (see 'Complaints' / 'Contact us' below).

The personal data we hold:

Personal data that we may collect is essential for the school to fulfil its official functions and meet legal requirements. Personal data that the school may use, store and share (when appropriate) about students/pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents
- Results of internal assessments and externally set tests
- Pupil and curricular records
- Characteristics, such as ethnic background, eligibility for free school meals, or special educational needs
- Exclusion information
- Behaviour information
- Medical information including details of any medical conditions, including both physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs
- CCTV images captured in school
- Data about use of the school's information and communications system

We may also hold data about students/pupils that we have received from other organisations, including other schools, local authorities and the Department for Education.

Why we use this data:

We use this data to:

- Support student/pupil learning
- Monitor and report on student/pupil progress
- Provide appropriate pastoral care
- Protect student/pupil welfare
- Assess the quality of our services
- Administer admissions waiting lists
- Carry out research
- Comply with the law regarding data sharing

Our legal basis for using this data:

We only collect and use pupils' personal data when the law allows us to. Most commonly, we process it where:

- We need to comply with a legal obligation.
- We need it to perform an official task in the public interest.

Less commonly, we may also process pupils' personal data in situations where:

- We have obtained consent to use it in a certain way.
- We need to protect the individual's vital interests (or someone else's interests).

Where we have obtained consent to use pupils' personal data, this consent can be withdrawn at any time.

We will make this clear when we ask for consent, and explain how consent can be withdrawn. Consent will usually be sought from pupils aged over the age of 12 but from Parents / Carers if the child is younger than that, or if the pupil is not considered mature enough to understand their rights over their own data. Some of the reasons listed above for collecting and using pupils' personal data overlap, and there may be several grounds which justify our use of this data.

Our basis for using Special Category data:

For 'Special Category' data, we only collect and use it when we have both a lawful basis, as set out above, and one of the following conditions for processing as set out in Data Protection Law:

- We have obtained explicit consent to use the special category personal data in a certain way.
- We need to perform or exercise an obligation or right in relation to employment, social security or social protection law.
- We need to protect an individual's vital interests (i.e. protect a child's life or someone else's life), in situations where they are physically or legally incapable of giving consent.
- The data concerned has already been made manifestly public by the data subject.
- We need to process it for the establishment, exercise or defence of legal claims.
- We need to process it for reasons of substantial public interest as defined in legislation.
- We need to process it for health or social care purposes, and the processing is done by, or under the direction of, a health or social work professional or by any other person obliged to confidentiality under law.
- We need to process it for public health reasons, and the processing is done by, or under the direction of, a health professional or by any other person obliged to confidentiality under law.
- We need to process it for archiving purposes, scientific or historical research purposes, or for statistical purposes, and the processing is in the public interest.

For criminal offence data, we will only collect and use it when we have both a lawful basis, as set out above, and a condition for processing as set out in data protection law. Conditions include:

- We have obtained consent to use it in a specific way.
- We need to protect an individual's vital interests (i.e. protect a child's life or someone else's life), in situations where they are physically or legally incapable of giving consent.
- The data concerned has already been made manifestly public by the data subject.
- We need to process it for, or in connection with, legal proceedings, to obtain legal advice, or for the establishment, exercise or defence of legal rights.
- We need to process it for reasons of substantial public interest as defined in legislation.

Collecting this information:

We collect and generate pupil information in a variety of ways including, but not limited to:

- Registration and application forms
- MIS Data collection
- Via Common Transfer File or secure file transfer from a previous school
- In the process of carrying out our public task

While the majority of information we collect about pupils is mandatory, there is some information that can be provided voluntarily.

Whenever we seek to collect information from a Pupil or their Parent / Carer, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

How we store this data:

We keep personal information about students/pupils while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. We keep personal data according to the Retention Schedule set out in the Information and Record Management Society's Toolkit for Schools. This can be found here

Data sharing:

We do not share information about pupils with any third party without consent unless the law and our policies allow us to do so.

Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about pupils with:

- Our Local Authority – to meet our legal obligations to share certain information with it, such as safeguarding concerns and exclusions and to ensure that it can carry out its statutory duties.
- Schools our pupils are moving to – to help us support our pupils who are moving to another school by easing the transition process.
- The Department for Education – to meet our legal obligations to share certain information with it.
- The pupil's family and representatives – to provide regular reports on the pupil's progress and to ensure the pupil's safety whilst at school.
- Educators and examining bodies – to meet our legal obligations and allow the pupil to be entered for assessments.
- Ofsted – to meet our legal obligations.
- Suppliers and service providers – to enable them to provide the service we have contracted them for.
- Survey and research organisations – to help us fulfil our public task.
- Health authorities – to meet our legal obligation to keep our pupils safe.
- Health and social welfare organisations – to meet our legal obligation and to protect the pupils.
- Professional advisers and consultants – to help us fulfil our public task.
- Charities and voluntary organisations - to help us fulfil our public task and to protect the pupils.
- Police forces, courts, tribunals – to meet our legal obligations to share information with them.

Transferring data internationally:

Where we transfer personal data to a country or territory outside the United Kingdom, we will do so in accordance with Data Protection Law.

National Pupil Database

We are required to provide information about pupils to the Department for Education as part of statutory data collections such as the school census and early years' census.

Some of this information is then stored in the National Pupil Database (NPD), which is owned and managed by the Department for Education and provides evidence on school performance to inform research.

The database is held electronically so it can easily be turned into statistics. The information is securely collected from a range of sources including schools, local authorities and exam boards.

The Department for Education may share information from the NPD with other organisations which promote children's education or wellbeing in England. Such organisations must agree to strict terms and conditions about how they will use the data.

For more information, see the Department's webpage on how it collects and shares research data.

You can also contact the Department for Education with any further questions about the NPD.

Parents and Pupils' rights regarding personal data:

Pupils have a right to make a 'subject access request' to gain access to personal information that the school holds about them (if the data subject is over 12 years old).

Parents / Carers will usually be expected to make a request with respect to their child's data where the child's age (usually under the age of 12) or Special Needs mean the child is not mature enough to understand their rights over their own data, or alternatively where the child has provided consent for them to make the request.

If a valid subject access request is made, and if we do hold data about the pupil, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you or your child
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances.

Parents/carers also have a legal right to access to their child's Educational Record. To request access, please contact the headteacher, office@monkfieldpark.cambs.sch.uk

Other rights:

Under Data Protection Law, individuals have certain rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress.
- Prevent it being used to send direct marketing.
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person).
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing.
- Claim compensation for damages caused by a breach of the data protection regulations.

To exercise any of these rights, please contact the headteacher, office@monkfieldpark.cambs.sch.uk. These rights can be exercised by a Parent / Carer on behalf of a child on the same basis that they may make a Subject Access Request.

Complaints

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact the headteacher, office@monkfieldpark.cambs.sch.uk

You can also contact our Data Protection Officer:

Vanessa Green

Email: dpo@theictservice.org.uk

Tel: 0300 300 0000

Address: Speke House, 17 Compass Point Business Park, Stocks Bridge Way, St Ives, Cambs PE27 5JL

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact: the headteacher, office@monkfieldpark.cambs.sch.uk

This notice is based on the Department for Education's model privacy notice for Pupils, amended to reflect the way we use data in this school.



MONKFIELD PARK PRIMARY SCHOOL

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