



Deykin Avenue J.I. School

School Prospectus 2023-24

Contents Page

Page 3	Translation Page (7 languages)
Pages 4 - 5	Welcome to Deykin Avenue JI School
Pages 6 - 7	Admissions Policy
Page 8 – 9	Our School Vision
Pages 10 - 11	Staffing Structure
Page 12	Our Governing Board
Page 13 –14	Safeguarding
Page 15	Dates for 2022-23
Page 16	Home School Information
Page 17– 19	British Values
Pages 20- 22	Attendance
Page 23-25	What Is The Curriculum?
Page 26	How do we teach about keeping safe?
Page 27 - 28	Assessment
Page 29	Inclusion at Deykin Avenue JI School
Pages 30 - 32	Equality Information
Pages 33-38	Parental Information
Pages 39– 40	Concerns and Complaints



If you have a problem reading this prospectus, please contact the school office staff. They will be pleased to arrange translation and any additional help.

Jeśli masz problem z odczytem tego prospektu, prosimy o kontakt z jednym z pracowników biurowych szkoły. będą zadowoleni zorganizować tłumaczenie i dodatkowej pomocy.

إذا كان لديك مشكلة في قراءة هذه النشرة ثم الرجاء الاتصال بأحد موظفي المكاتب في المدرسة. سيكون من دواعي سرورنا أن لترتيب وترجمة أي مساعدة إضافية.

Jei turite problemų skaito šią prospektą, prašome susisiekti su vienu iš mokyklos biuro darbuotojai. jie bus malonu organizuoti vertimo ir jokios papildomos pagalbos.

કદી ભાષણ આ અર્થમાં પ્રશ્ન-પરિશ્કરણ વાચવામાં કોઈ પણ મદદનીશ અથવા સહાયતા મદદભાગી કદીને અર્થમાં આ અભિમાન અર્થમાં આ કોઈ કદીને આ અર્થમાં આ વાચના અર્થમાં કોઈ પણ અભિમાનને લીધાવશે.

اگر یہ پروسیجریشن پرنٹے میں آپکو کوئی دستاویزی ہو تو میری باقی خزانہ اسکول سے کسی سے نہیں وہ آپ کے لئے ترجمہ مہیا کرنے یا اور کسی طرح مدد کرنے میں خوشی محسوس کریں گے۔

আপনারাৎের যদি এই কণববিবরণীটি (প্রসপেক্টাস) পাড়তে কোন অসুবিধে হয় তবে অনুগ্রহ করে স্কুলের অফিসারীর প্লাফোননাত অনুবাদ করার ব্যবস্থা ফবে দিতে পারবে।

Welcome To Deykin Avenue JI School!



We hope you enjoy reading about our school in this year's prospectus and can find all the information you are looking for.

Deykin Avenue is situated in Witton, approximately two miles away from the City Centre. There is convenient access to the main bus and train routes and the school is within easy walking distance of the main shopping area in Witton.

The school is part of a close-knit community and many of the children are second and third generation. Most pupils who attend live in the surrounding area although some attend from further afield. The school is a one-form entry, catering for children aged 4-11. The school has capacity for 210 children in seven classes. Children benefit from the strong support that is given in this close, friendly and caring environment.

All four entrances of the school have been adapted to ensure full access. There is a major ramp on the Deykin Avenue entrance and two smaller ramps on the Wyrley Road entrances. There are railings to the only steps at the Year 1 entrance and the Reception entrance.

The school has a small garden area with an outdoor classroom and outdoor gym equipment. The children take part in a range of gardening activities. The large playground has an activity area, games markings on the ground and a shelter to provide a shaded seating area. The small playground has a variety of apparatus and equipment to engage our younger children in purposeful play activities.

The school is situated within easy walking distance of a pleasant park area and a nearby canal, all of which are excellent resources for the school science and environmental work and the children can visit these during all seasons.

We have installed electronic gates which prevents vehicles accessing the site during the school day. The electronic system also prevents pedestrian access through the school site. Visitors have to access school via the secure gate entry system. Doors have been updated with extra security. This is to ensure that parents can be confident that no unauthorised persons can enter. The governors and staff are aware that this inevitably restricts access for parents, but it is hoped that they respect and agree with the decision and understand they are welcome in school. The main office door has also been updated to enable easy access for those with disabilities.



Admissions Policy

Admission limits are normally based on classes of 30 pupils. The agreed policy of the Authority, Advisors and the Teachers' Association is that class sizes should be kept as small as possible within the constraints under which we have to work. It is considered educationally undesirable for classes to exceed 30, particularly when there are suitable places available at neighbouring schools. Excessive class sizes can impose strain on both staff and resources particularly at the Reception stage.

Deykin Avenue JI School is a one-form entry school. We follow the Birmingham Local Authority Guidance on Admissions and places are offered based on the following order of priorities:

- Looked after children (in public care). This includes any child who is subject to a Full Care Order or an interim Care Order, accommodated under Section 20 of the Children Act 1989, is remanded or detained into local authority accommodation under Criminal Law or who has been placed for adoption.
- Any child with a statement of special educational needs is required to be admitted to the school that is named in the statement
- Children with an older brother or sister already at the school who will still be in attendance at the time the sibling enters the school. Siblings are considered to be brothers and sisters who live at the same address and either:
 - have one or both parents in common
 - are related by a parent's marriage
 - are adopted or fostered by a common parent
- Children who live nearest the school

Within each of these categories, priority is given to those who live nearest the school, by straight line measurement to one fixed point in the school. In a few cases where the Local Authority has agreed a catchment area for the school, children living within that area have priority over those children living outside it. If vacancies occur because of pupils not taking up places or leaving school, places continue to be allocated according to the above criteria. **Admission to a nursery school or nursery class does not give the child an extra right to transfer to the Reception year of the primary school to which the nursery is linked or attached.**

Admissions Policy continued...

Applications for places in other year groups

If you wish to apply for a school place after the normal intake in September, or for a place in any other year group, then you must apply using the Birmingham City Council's 'Application for a Change of School' form. This form is available from the School Office. Once completed, the form should be returned to the school. If no places are available, the child will be placed on a waiting list.

The Change of School form should be completed in full and will be retained by the school office. In order to process the application, parents will need to provide original documentation to support the application.

Documents that are to be provided:

- Child's birth certificate
- Child's passport (if they have one)
- Proof of address – Council tax/utility bill dated within the last 6 months.
- Parents' passports (Driving licence can be provided if you don't have a passport)

Please be aware that Tenancy Agreements will NOT be accepted as proof of address although parents can provide this as a supporting document if they wish. If doing so, this again must be an original; no copies will be accepted.

Once the form has been completed and all relevant documents have been provided, the application will be completed and places offered in line with Birmingham City Council's admissions policy. If no places are available, the child will be placed on our waiting list. (Please be aware that waiting list positions can change depending on the criteria that has been mentioned in line with admissions.)

Please note, when applying for a Reception class admission or the transfer of children from primary school to secondary school (Year 6 to Year 7) the law states that applications made during the normal admissions round must continue to be co-ordinated by the Local Authority.

Our School Vision

At Deykin Avenue JI School, we are committed to developing children who are happy, confident and have a 'can do' attitude, believing that nothing is beyond their reach. By the time they leave our school at the end of Year 6, we want them to:

- know how it feels to be a valued member of society;
- know how to respect themselves and other people;
- know how and why they must take responsibility for their own actions;
- have the necessary skills in order to develop their learning as they move to secondary school and beyond; and
- aim high and believe that they can do anything if they put their minds to it.

We want all of our children to develop as STARS. That is, we want them to be:

Successful (they can achieve anything – nothing is too hard or too difficult to achieve)

Tolerant (they respect other people's beliefs, religions and differences – they accept that all human beings are different and respect these differences)

Ambitious (they have high expectations for what they want to achieve, eg, a career they would like to aim for when they are adults)

Resilient (if they do not succeed at first, they keep on trying – never give up)

Our School Vision

The staff in school are committed to these core values which will help us to deliver the vision statement. However, we need all other stakeholders, e.g., families, visitors and governors to also uphold these values so that our children develop them both inside school and in the outside world. If the entire Deykin Family can work together, our vision can be achieved.

- respect
- fairness
- responsibility
- inclusivity

If everyone follows these values in school, it will help our children to become STARS. They will be successful in their education and realise that learning does not end when they leave school - it carries on for life (eg, university or apprenticeship, training for a new job, learning to drive, etc). They will appreciate that we are all different and learn to be tolerant towards everyone and accept these differences. They will be ambitious and want to succeed now and aim for the career of their choice when they are older. They will learn how to be resilient and when things get tough, they will pick themselves up and carry on.



Staffing Structure



Senior Leadership Team

Mrs Sharon Brewer - Acting Head Teacher

Mr Rakesh Gunchala - Acting Deputy Head Teacher



Middle Leaders/Class Teachers

Mr Craig Downes - SENDCO

Mrs Aleya Nehar - EYFS Leader



Other Teachers

Mrs Andrea Thompson (Wednesdays to Fridays)

**Miss Shantaye Burke (Monday to Wednesday and
Friday)**

Mrs Claire Lambert (Mondays to Thursdays)

Mrs Nadejda Williams

Ms Lisa Costello

Mrs Anisa Mohamed

Staffing Structure

Higher Level Teaching Assistants

Mrs Carol Hennessy Mrs Janet Bourne Mrs Fozia Latif

Teaching Assistants

Mrs Uzimi Sajdah (afternoons) Miss Kelly Burns

Mrs Yvonne Kerr Mrs Julie Whitehouse

Other Staff

Bilingual Teaching Assistant - Mrs Fozia Latif (HLTA)

Pupil & Parent Support Worker - Mrs Amanda Baxter

Office Staff - Mrs Shehnaz Sayed & Mrs Breda Dargan

Buildings Services Manager— Mr Mohammed Sadhir



Lunchtime Supervisors

Mrs Arshad Bi Ms Shahida Sohbat

Mrs Ulfat Parveen Ms Kelly Burns Mrs Naida Parveen

Mrs Shazana Akhtar Mrs Faiza Kazmi

Our Governing Board



Chair of Full Governors & Finance & Sites : Ms Jane Mason
Clerk to the Governing Board - Maureen Bowyer

Co-opted Governors

Ms Pat Whyte (*Vice Chair*)

Mrs Vanessa Gay

Ms Jane Mason

Dr Moirs Gilligan

Local Authority Governor

Mr Javed Islam

Staff Governors

Mrs Sharon Brewer

(Acting Head Teacher)

Mr Craig Downes

(Staff Governor)

Parent Governors

2 vacancies

Parent representatives are elected by parents, or in certain circumstances, appointed by the Governing Board. Any parent who has a child in Reception - Year 6 is eligible for election. The Governing Board is legally responsible for the general overseeing of the conduct and curriculum of the school. Each governor, other than the Head Teacher, holds office for a term of four years.

Safeguarding

Whilst the prime focus of Deykin Avenue School is to secure the best educational provision for the children, the school recognises that the safety, welfare and care of children is paramount. We are therefore committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times. A paper copy of our Safeguarding Policy is available on request. The Safeguarding Policy is available to view on the school website and in the reception area.

**Our Designated Safeguarding Lead is
Mrs Sharon Brewer - Acting Head Teacher**

**Deputy Designated Safeguarding Leads are:
Mr Craig Downes — SENDCO
Mrs Amanda Baxter — Pupil Parent Support Worker**

Our nominated governor for safeguarding is Ms Jane Mason.



Mrs Sharon Brewer



Mr Craig Downes



Mrs Amanda Baxter

Safeguarding

In order to protect our children, we aim to establish and maintain an environment where children feel secure, are encouraged to talk and are listened to. We train staff to recognise signs and symptoms of abuse. We respond quickly and effectively to cases of suspected abuse and monitor and support children at risk. The school uses an electronic system, My Concern, to record and store all concerns.

The school will endeavour to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with the Children's Advice and Support Service (CASS) and/or the police without parental knowledge in accordance with safeguarding procedures. Where appropriate, the school will share information with other agencies, e.g., siblings' schools, new schools, family support workers, etc.

Safer Recruitment

All employees of the school are subject to Disclosure Barring Service checks. When recruiting staff, at least one member of the panel has completed Safer Recruitment Training. Pre-employment checks are completed including the right to work in the UK.

School Security

The school has a very effective security system. All staff wear identification badges and visitors to the school, including parents and volunteers, are issued with a visitor badge. Details of safeguarding, health & safety and emergency procedures are provided on the reverse of the badge.

Internet

All staff will make every effort to guide children in the correct use of the internet. Our access is filtered to exclude inappropriate material. The school has an Internet Usage Policy which can be viewed on our website.

The school carries out an annual Safeguarding Audit to ensure there are effective safeguarding procedures and policies in place. The audit is submitted to the Birmingham Safeguarding Children Board.

Missing Children - In the unlikely event that a child goes missing during school, we will:

- immediately search the school premises, both indoors and outdoors
 - contact parents
 - inform the police if necessary
- review school security systems and make any necessary changes to ensure the safety of the children in our care

Dates For 2023-2024

September 2023 - July 2024

Autumn Term 2023

Term Starts: Monday 4th September 2022
Half Term: Monday 30th October - Friday 3rd November 2023
Term Ends: Friday 22nd December 2023

Spring Term 2024

Term Starts: Monday 8th January 2024
Half Term: Monday 12th February - Friday 16th February 2024
Term Ends: Friday 22nd March 2024

Summer Term 2024

Term Starts: Monday 8th April 2024
Half Term: Monday 27th May - Friday 31st May 2024
Term Ends: Monday 22nd July 2024

Training Days

School will be closed on Monday 4th September, Tuesday 5th September 2023 Monday 22nd July 2024 for staff training. We will let you know of the other two training days when they are confirmed.

Other School Closures

School will be closed on Monday 6th May 2024 as this is a bank holiday. We usually close for elections as well - we will be notified by the local authority if this school is to be used as a polling station.

Home School Information



By sending your child to Deykin Avenue School, you are agreeing to accept the policies and procedures that the Governing Board have put in place, regarding all aspects of school life and the curriculum. Key policies are on the school website and are available on request.

Birmingham Local Education Authority Safety Statement

Our staff are trying their best for you, so please treat them with dignity and respect.

Violence or aggressive behaviour (verbal or physical) towards members of staff **will not** be tolerated. Parents and visitors who do abuse our staff in any way will be reported to Birmingham City Council and may be banned from the school site.

We do not expect our staff to be subjected to any form of verbal abuse, threatened or assaulted in any way. Birmingham Education Service may pursue legal action (civil or criminal) if staff are injured or if property is damaged.

If you have a concern/complaint about another parent or child, **DO NOT** confront them, in or out of school. Instead, ask to speak to a senior member of staff who will try and deal with your concern as efficiently as possible.

British Values



Aims

We are very proud of the diversity of our children and staff at Deykin Avenue. We come from a range of different cultures, backgrounds and religions. We value the importance of treating everyone equally and with respect. The children are provided with lots of opportunities to discuss what bullying and discrimination means and why they are both wrong.

Our short term aim is for our children to enjoy coming to school and wanting to learn. Our long term aim is that they will grow and develop into proud British citizens, who do not judge other people based on their ethnicity, religion, sexuality or disability. Below are a few different ways in which we help them to do this.

By accepting a place at Deykin Avenue JI School, it is expected that all children and their families will uphold and adhere to the British Values.

Celebrations/Assemblies

Every Friday morning, parents are invited to attend Merit Assembly to celebrate their children's achievements. Children are encouraged to share their interests and successes out of school with the school community. For example, children have asked the Head Teacher if the school could raise money for their chosen charities. Once the school has helped with the fundraising, the children then bring a copy of their thank you letters from the charity which are then displayed on our charities board.

Once a term, we hold a Star of the Term assembly. This celebrates children's academic, social and behavioural achievements.

At the end of the year, we hold a Prizegiving assembly for children who have made a valuable contribution throughout the academic year.

We hold termly assemblies to present children with certificates for good attendance. Classes are also informed weekly who has the best attendance for the week and if their attendance is 96% or above, they also earn an extra 5 minutes of play time each day for a week. (96% attendance is the minimum expectation set by the Department for Education (DfE)).

British Values



British Values

At Deykin Avenue, we believe it is essential that all children are taught the British Values in line with the Government's requirements. This is implemented across the curriculum and emphasises the importance of equality for all and mutual respect.

What are the British Values and how do we implement them at Deykin Avenue?

Respect for democracy

- Class rules are set by the children
 - School Council
- Notice boards for children to respond to school issues, e.g., their requests for our new library and new website
 - Opportunities within lessons to allow for discussions
- Judging competitions, e.g., School Council vote for the best decorated class at Christmas, Easter Egg competitions, etc
- Children have requested after school clubs which have since been implemented
- Opportunities for groups to select their guided reading books during lessons – majority vote wins

Respect for the rule of law

- Understand the reasons why we have school/class rules and linking these to the outside world
 - Links with the police community
- Literacy links, e.g., why a certain character's actions in a story were wrong
 - Peer mediators
- Children made aware of the judicial system and legal responsibilities through a police visit to Year 6
- Regular discussions about the legality of issues in the UK, e.g., theft, racism, homophobia, etc

British Values



Support and respect for the liberties of all within the law

- Self-esteem club for identified children across the school
- Different types of families, e.g., mum and dad, single parent, foster parents, extended families, step families, same sex parents, etc
- Challenging stereotypes, e.g., girls don't understand football, boys can't be nurses, etc
- Anti-bullying assemblies/workshops/lessons etc including cyber bullying
- A variety of story books to reflect the different types of families that exist in Britain today

Mutual respect and tolerance of those with different faiths and beliefs

- Story books to reflect different families
 - Cultural week, e.g., Black History
 - Different faiths discussed and compared through RE lessons
- Different religious celebrations, e.g., Christmas, Easter, Eid, Diwali, etc through parties, assemblies, lessons, etc
- Links to Birmingham City Mission who deliver Christmas and Easter assemblies
 - Teaching children not to judge people

Attendance²⁰

Regular and punctual attendance is essential if pupils are to gain maximum benefit from their education. Legal responsibilities are shared by parents, school and local authorities.

Parental Responsibilities

Parents have a legal responsibility to ensure that children of statutory school age receive a full time education. This also means that children should be at school on time every day. **Doors open at 8:45am everyday for children to enter and read or take part in morning learning activities before registration. Registration is 8:50am. All lessons start promptly at 9.00am.**

School Responsibilities

All schools are required to mark an attendance register at the beginning of the morning and afternoon sessions. They must keep accurate records of the reasons for absence of all children of legal school age.

Local Authority (LA) Responsibilities

In cases of persistent non-attendance, unauthorised absence or persistent lateness, the LA involves the Legal Intervention Team who support schools to address attendance concerns. The school nurse will be involved in the case of persistent absence due to medical reasons. Action could be taken against parents in the courts or request Social Services to investigate where there are concerns about the welfare of children.

Authorised and Unauthorised Absence

Improving attendance is a major target at our school. **If your child is absent for any reason, please contact the school by telephone or letter before 9:15am.** If we do not receive a message, a text message will be sent or a telephone call made to you asking for an explanation. If we are still unable to contact you, a home visit may be made. Two members of staff may make a home visit if your child is absent for 3 days or if we have concerns about them. **Texts and visits are recorded. If a child is absent for 3 or more days, medical evidence may be required for this absence. The school has the right to request medical evidence at any point and in some cases only authorise absences if this is provided.**

Children who arrive after the register has closed will also be marked as an unauthorised absence. Where children have a series of intermittent days absence, we will require medical evidence before the absence is authorised. A copy of our Attendance Policy is available from the School Office and is also available on the school website.

Attendance continued...

It is very important to attend school on time everyday. When your child is late, she/he can miss the teacher's introduction to lessons/activities and may feel embarrassed having to enter the classroom late. The Government states that attendance should be 96% or above.

Every minute counts:

Minutes late per day during the school year	Equals to this number of days lost teaching time in a year Infants	Equals to this number of days lost teaching time in a year Juniors	Which means this number of lessons missed
5 minutes	3.7 days	3.4 days	20
10 minutes	7.4 days	6.9 days	40
15 minutes	10.0 days	10.3 days	60
20 minutes	14.7 days	13.8 days	80
30 minutes	22.0 days	20.7 days	100

(Guidelines set out from Education Welfare Services)

Food for thought:

Attendance during one school year	Equals to this number of days absent	Which is approximately this number of weeks absent	Which means this number of lessons missed
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons

What chance are you going to give your child?:

96% - 100%: Best chance of success and gets your child off to a flying start.

90% - 95%: Less chance of success and will make it harder to make progress.

Below 90%: Attendance cause for concern; your child will make little progress. Legal action could be taken.

Parents will be requested to attend a meeting in school to discuss any issues causing concern as well as being notified by letter.

Attendance²² continued...

Term Time Leave:

The school will **not** authorise term time leave for visits or holidays either abroad or in the United Kingdom **unless there are exceptional circumstances**. If you take leave that is not authorised by the Head Teacher, it will be recorded as an unauthorised absence. This could result in a penalty notice or other legal action being taken by the Local Authority.

If parents are issued with a penalty notice, they will each be issued with a fine. If that fine is not paid, you may then be required to attend court and this could result in the fine for each parent of up to £1000 per child.

We need to also highlight that unauthorised absences from school could seriously jeopardise your child's school place. The school could take your child off roll. This means they would no longer have a place within the school and would involve you having to contact the Admissions and Appeals Team to allocate your child a new school.

The biggest negative impact on educational progress and achievement results from children being taken out of school during term time. Please see the Extended Leave and Absence Guidance set by the Local Authority for more information. Children only have to attend school for 190 days out of 365. That leaves 175 other days for family holidays etc. Please be aware that term time leave has a major impact on your child's education.

Removal from Roll

School's have responsibility for dealing with in year admissions within their own school. Reception admissions and transfer to secondary schools are dealt with by Birmingham City Council Admissions Team

A child's place could be withdrawn following 20 consecutive school days being missed. If the school removes your child from roll, as a parent, it would be your responsibility to contact other schools in the Birmingham area and arrange for a new school place. In some circumstances, a child could be re-admitted to the school if there was a place available in that class and there were no other children on the school's waiting list.

Further information on attendance is available in our attendance policy. This is on the school's website. Alternatively, please contact the school office and arrange to speak to or see Mrs Amanda Baxter.

What is the curriculum?

The curriculum is everything to which the children are exposed to at school. This contains knowledge, skills and understanding. There are also values and beliefs that we promote which influence academic and personal development. We hope that children will find the curriculum and school life interesting and enjoyable and they will develop a curiosity and desire to learn that will remain with them throughout their formal education and into adult life.

Here at Deykin Avenue, we are following a curriculum that links prior and future learning so that the children learn more about topics as they move through the school. For example, Reception have a topic about Traditional Tales (which includes stories about kings and queens), Year 1 has a topic about Fantastic Queens, Year 3 learn all about the Victorians (including Queen Victoria) and Year 5 learn about Ancient Egypt, including the lives of pharaohs.

Children from Reception and Year 1 have daily phonics lessons. We use a scheme called Read Write Inc. If children move into Year 2 and they still require phonics support, a trained member of staff will continue phonics with them. This also applies to older children who start our school and may have no or limited English, or may have special educational needs.

We also subscribe to Third Space Learning which provides us with additional resources for mathematics from Year 1 upwards. This includes a daily Fluent in Five session to assist children with arithmetic skills.

Years 1 to 6 have two lessons per week dedicated to Physical Education (PE). Reception have opportunities to access outdoor provision throughout the day as well as a specific time slot for PE. We teach Religious Education (RE) through the Birmingham Agreed Syllabus. Relationships and Health Education (RHE) is taught as a discrete subject as well as being integrated throughout school in different ways, eg, assemblies, workshops, mentoring sessions, etc. Other subjects are taught weekly.

What is the curriculum?

Early Years Foundation Stage

Children in Reception follow the 'Early Years Foundation Stage Curriculum' which covers seven areas of learning.

There are three prime areas:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Reading frequently to children, and engaging them in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of context, will give children the opportunity to thrive.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Through adult modelling and guidance they will learn how to look after their bodies, including health eating, and manage personal needs independently.

What is the curriculum?

There are four specific areas through which the three prime areas are strengthened and applied. These specific areas are:

Literacy Development

It is vital for children to develop a life-long love of reading. Reading consists of language comprehension and word reading. Language comprehension will only develop when adults talk with children about the world around them. Skilled word reading, taught later, involves decoding unfamiliar printed words. Writing involves spelling and handwriting and composition (articulating ideas and structuring them in speech, before 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 numbers to 10, the relationships between them and the patterns within those numbers. It is important the curriculum provides rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

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, for example visiting parks, museums, libraries.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important the children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

At Deykin Avenue, we pride ourselves on the quality of experiences we provide for the children. We firmly believe that all our children should be given rich, broad and balanced experiences based on children's prior knowledge and experience. Information on the curriculum for all year groups is published on the school website.

How do we teach about keeping safe?

Part of our curriculum includes teaching the children, in an age-appropriate manner, how to keep themselves safe. We believe that this is absolutely essential in order to safeguard our children's welfare.

This includes:

- Lessons and assemblies linked to the NSPCC website (including PANTS which tells the children that their body belongs to them and nobody has the right to touch them or ask to look at their private parts without their consent. Children will be made aware that doctors, nurses etc may need to examine their bodies but consent is always required).
- RHE lessons where the children are taught from Reception the correct names for their private body parts.
- Ways to stay safe online and what they should and should not be doing when online.
- Road safety including riding a bicycle and crossing roads.
- An understanding of how drugs, cigarettes and alcohol can have a damaging effect on our health.
- The dangers of gangs and gang culture and the consequences that can happen.
- Learning the basics of female genital mutilation (FGM) in Years 5 and 6 and that this is illegal.
- The importance of speaking to a trusted adult if they are worried about anything.
- How adults can sometimes 'groom' children by pretending to be someone younger (an online problem).
- Learning that domestic abuse between parents/carers is a crime.
- Older teenagers befriending younger children and subsequently involving them in criminal activities, eg, county lines, will be explored in Year 6.
- Children can have different types of families, eg, mum and dad; single parent; extended family; 2 mums or 2 dads. Whatever their family make-up, the children need to be loved, protected and cared for - by whom is not important.

It is expected that by attending Deykin Avenue JI School, you are agreeing that your child/ren will take part in these lessons.

Assessment

EYFS

Children in Reception will be assessed during their first two weeks. This is called baseline assessment. **The school will assess the children through observations.**

Children in the Early Years Foundation Stage are assessed through continuous observation. These observations contribute to the children's profile evidence books and help to identify individual children's next steps of learning. Observational evidence is used to identify the progress children are making towards the Early Learning Goals.

Key Stage 1/Key Stage 2

Teacher observations and discussions with children support day-to-day progress and records of achievement. Our children are encouraged to reflect on their own progress and set their own targets for improvement.

They are formally assessed every term and results are used to set pupil targets and identify areas for support and development as the children move up the school.

Targets are challenging yet realistic, encouraging pupils to aim high. These targets are shared with parents at our three Parents' Consultation meetings. End of year achievement and effort are published on the child's report.

Assessment

Statutory Assessment

Children in Year 1 have phonics screening check in June. If your child does not meet the expected standard, they will continue with phonics in Year 2, and retake the phonics check again the following June.

The Multiplication Tables Check (MTC) is a Key Stage 2 assessment taken by pupils at the end of Year 4 (in June).

Children in Year 6 are assessed through statutory assessment tests. Children are tested in reading, SPAG (spelling, punctuation and grammar) and mathematics. Writing and science are teacher assessed using evidence gathered throughout the year. SATs are used to form an overall judgement of the children's attainment and progress at the end of Key Stage 2.

Parents of children in these year groups are notified of their child's attainment in their end-of-year parental report.

Inclusion at Deykin Avenue JI School

We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. We have an inclusive ethos so all children (and parents) feel equally valued and safe.

Regular assessment enables teachers to plan appropriate activities in order to help each child make good progress from their individual starting points. Special educational needs pupils are characterised by:

- Their progress is significantly slower than their peers
- They do not continue to make progress
- They do not close the attainment gap despite support
- The attainment gap widens

Taken from Section 6 Code of Practice 2014

We have published our school's local offer for the support of SEND pupils on our website.

We believe that to ensure all children receive the best possible care and education, we need to work in collaboration with parents and carers.

Some of our aims include:

- To identify pupils with special educational needs and disabilities as early as possible and ensure their needs are met.
- To monitor the progress of all learners, identify needs as they arise and to refer to agencies as appropriate.
- To provide full access for SEND pupils to high quality education within a broad and balanced curriculum.
- To enable children to move on from Deykin Avenue J&I School well equipped to meet the demands of secondary school life and learning.

Deykin Avenue JI School Equality Statement

Our Legal Duty

As a school, we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principle of the Equality Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual identity
- marriage and civil partnership (for employees)

In order to meet our general duties listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

1. Publish equality information – to demonstrate compliance with the general duty across its functions . No information will be published which could specifically identify any individual child or adult.
2. Prepare and publish equality objectives.

To do this, we will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Core Statements:

In fulfilling our legal obligations, we will be guided by seven core statements:

Statement 1: All learners are of equal value

Statement 2: We recognise, welcome and respect diversity

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging

Statement 4: We observe good equalities practice, including staff recruitment, retention and development

Statement 5: We aim to reduce and remove existing inequalities and barriers

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people, who experience any form of prejudice related discrimination, may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we will address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting equality is the responsibility of everyone in the school community:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	To support the Head. Ensure fair treatment and access to services and opportunities. Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the Governing Body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents and Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

We ensure that the whole school community is aware of the Equality & Diversity Statement and we will publish our equality policy and objectives on our website and in the school newsletters.

Parental Information

Uniform



- White cotton shirt or polo shirt
- Navy jumper, cardigan or sweatshirt
- Grey trousers
- Black shoes (no trainers)
- Grey trousers or skirt (or blue and white check pinafore dress)

School Hours:

Reception and Year 1:	8:50am - 12:00pm 1:00pm - 3:20pm
Years 2 to 6:	8:50am - 12:15pm 1:15pm - 3:20pm

Children from Reception to Year 4 **must** be collected at home time and will only be allowed to leave with the person authorised to collect them. Please ring the school office if a different person will be collecting your child. Children in Years 5 and 6 who will walk home alone, **must** have a letter signed by their parents giving their permission for this to happen.

Please be aware, the school does not have an After School Club and it is expected that all children are collected at the end of the school day on time. In case of an emergency and you are unable to collect your child at this time, please contact the school office as soon as possible.

Parental Information continued...

School Dinners

Our school dinners are provided through Dolce and includes halal meat as well as a vegetarian option.

All children in Reception, Year 1 and Year 2 in state-funded schools in England are now entitled to a free school meal under an initiative referred to as 'universal infant free school meals' (UFSM).

For children in Years 3 to 6, free school meals are available to pupils whose parents are in receipt of one or more of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit

In addition, the following pupils will be protected against losing their free school meals as follows:

- From 1 April 2018, all existing free school meals claimants will continue to receive free school meals whilst Universal Credit is rolled out. This will apply even if their earnings rise above the new threshold during that time.
- Any child gaining eligibility for free school meals after 1 April 2018 will be protected against losing free school meals during the Universal Credit rollout period.
- Once Universal Credit is fully rolled out, any existing claimants who no longer meet the eligibility criteria at that point (because they are earning above the threshold or are no longer a recipient of Universal Credit) will continue to receive free school meals until the end of their current phase of education.

The Universal Credit rollout is currently expected to complete in March 2024.

Parental Information continued...

Emergency Information

All parents are expected to complete emergency information forms so that we may contact you at home or work if your child is ill or has an accident. **Please notify the school immediately if you change your address, telephone number or if any other circumstances change. We require to have at least two emergency contact details.**

General Data Protection Regulations (GDPR)

Since May 25th 2018, the government introduced new data protection laws. As part of our data protection procedures, when your child starts our school, you will be given privacy letters and consent forms to complete and sign either giving, or not giving, your consent. The data protection officer (DPO) at Deykin Avenue JI School is Mrs Sharon Brewer and she can be contacted on 0121 464 4460. Further information can be found on the school's website www.deykinav.bham.sch.uk.

First Aid

Basic first aid is given at school when necessary by qualified First Aiders. If a child has an accident and needs hospital attention, we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can contact you in an emergency.

Parental Information continued...

Medicines

The school has responsibility for the safety and welfare of pupils and regularly reviews arrangements to ensure that the medical needs of the pupils are met at school.

There may be times when children attending school need to take medication. Any medicines needed by a child during the school day should be brought to school in the smallest practicable amount by the parent/carer, not the pupil, and be delivered to the school office. These medicines must be in the original bottle/packaging in which prescribed, clearly labelled with the:

- Pupil's name
- Contents
- Dosage
- Date

Parents will be asked to complete a written request for the school to administer medication. Medicines in school are stored in a locked cupboard or refrigerator, away from the pupils. Medication is administered by two members of staff and a record is kept of all medication administered.

Asthma

Asthma inhalers are prescribed medication. As children may need immediate access to their (blue reliever) inhaler, they are kept in the child's classroom. Inhalers are taken on all out-of-school visits.

Parental Information continued...

Forms of Consent

Parents are asked to complete a form of consent if they wish their children to take part in outings. Letters will be sent out to parents to inform them of the date, time and cost. The cost will include insurance. If forms of consent are not signed and returned to the school, then children will not be allowed to go on the trips. Please note the cost is a voluntary contribution. However, trips may be cancelled if there is not enough contributions made by parents.

Jewellery

Simple pieces of jewellery are acceptable but **must** be removed by children before PE and swimming lessons. **Dangling or elaborate earrings are not allowed.** The school does not accept responsibility for loss or damage to jewellery.

Money/Valuables

All money sent into school for trips **must be in an envelope clearly marked with the child's name, amount and purpose.** This should be handed to the class teacher. The school does not accept responsibility for loss or damage. The school does not give change so please hand in the correct amount required.

Breakages and Losses

Children are expected to care for equipment and the environment. Any malicious damage may result in parents being asked to contribute towards repairs or replacement items.

Assemblies

Parents are welcome at all of our Merit Assemblies held at 9am on Friday mornings. We celebrate achievements and congratulate children for good effort, work and behaviour. They receive certificates for these awards.

Parents are also invited to other special assemblies including class assemblies, Star Of The Term, prize giving events and religious festival assemblies. Children and staff always enjoy seeing our parents celebrate our successes with us.

Parental Information continued...

Morning Snack

We encourage children to drink water. Each class has a water cooler which children have access to. Children are not allowed to bring any other drinks to school for playtime. Children who bring a packed lunch are allowed to bring water, milkshake or juice to drink with their dinner. If your child brings a packed lunch, **do not** send burgers, kebabs, pizza, chips, etc. **Fizzy drinks, sweets, crisps, chocolate and chewing gum are also not allowed.** We ask all parents to support our healthy eating approach in school.

The school is part of the Government's 'Free Fruit for Schools' initiative. Daily fruit is available for all Reception and Key Stage 1 (Years 1 and 2) children. Children in Key Stage 2 (Years 3 to 6) may bring a piece of fruit to school each day for their mid-morning snack.



Concerns and Complaints

We believe in working in an equal partnership with parents and work hard to provide the best possible education for our children. If you have any concerns or complaints, please let us know straight away. You may speak directly to your child's class teacher outside class hours, speak informally to the Head Teacher or the Deputy Head Teacher, or make an appointment through the school office.

Statement of Intent

Our school believes that children and parents are entitled to expect courtesy and prompt careful attention to their needs and wishes. We welcome suggestions on how to improve our school and will give prompt and serious attention to any concerns raised. The majority of issues raised by parents, the community or pupils, are concerns rather than complaints. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

Procedures: All concerns or complaints will be acknowledged as soon as they are received.

Stage 1

- Any parent who is uneasy about an aspect of the school's provision should speak to the class teacher first.

Stage 2

- If having raised their concerns with the class teacher the parent still has concerns, they can request a meeting with one of the Senior Leadership Team or the Head Teacher. Parents are welcome to bring a friend or partner if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it. This signed record signifies that the procedure has concluded.

Stage 3

- If having raised concerns with the Head Teacher the complainant is still dissatisfied, or if the Head Teacher is the subject of the complaint, then the complainant should contact the Chair of Governors.

Concerns and Complaints Continued...

Stage 4

- The Governing Body has responsibility for ensuring that any formal complaints are dealt with. Complaints must be in writing. The Chair of Governors will decide if a reasonable attempt has been made by the Head Teacher or other staff to address the concern or complaint. The Chair of Governors may refer to School and Governing Body Support for advice and guidance.

Records

A record of complaints against our school and/or children and/or adults working in our school is kept, including the date, the circumstances of the complaint and how the complaint was managed. The Chair of Governors is also given the details of the complaint.

A copy of our complaints policy and procedure is available on request.

School Contact Details

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