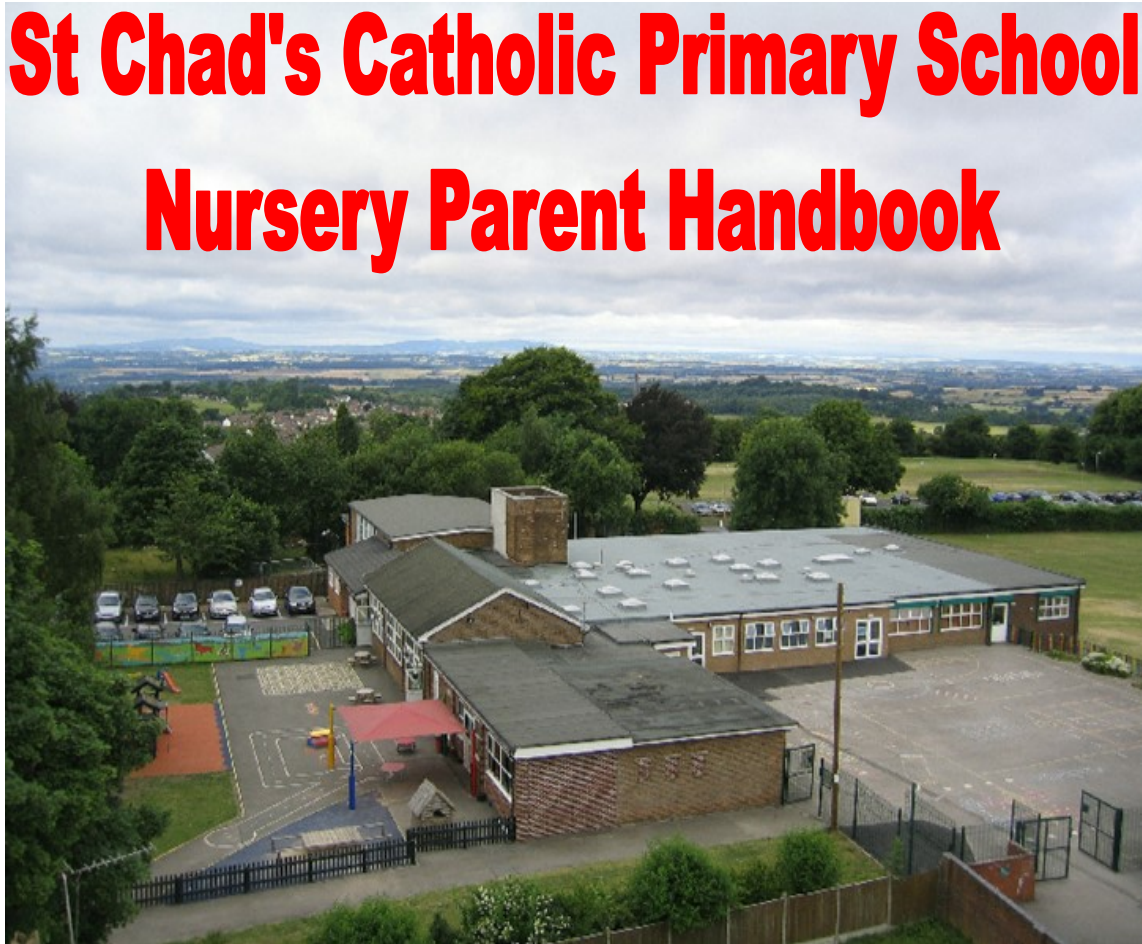




St Chad's Catholic Primary School

Nursery Parent Handbook



Catholic Lane, Sedgley, Dudley, West Midlands, DY3 3UE
Telephone: 01384 889423 Email: info@st-chads.dudley.sch.uk
Website: www.st-chads.dudley.sch.uk

Welcome

Welcome to St Chad's Catholic Primary School and Nursery on behalf of the Governors and staff.

Our school has a strong Catholic ethos and we all try our best to work, learn and grow together, knowing Christ is in our heads, our hearts and our hands. We're very proud of our partnership with our parish and parish priest.

Everyone at St Chad's is dedicated to providing the best possible education and care to every single young person we serve. It's really important to let us know immediately if you have any concerns about your child's happiness or progress – we are here to serve you and your children and we are proud and happy to do so!

We aim to give all our children an exciting and challenging faith-based curriculum so that they discover and develop their God-given abilities and skills during their time at St Chad's. Our curriculum is firmly rooted in the Catholic Schools Pupil Profile that you can read more about on our website.

We are proud of the positive relationships we have with our parents and carers and this is a focus for our work. Our school has a very strong 'family feel' and this is reflected in the good relationships that continue to develop between governors, parents, staff and pupils.

I am grateful to our School Governors and the Board of Directors who are responsible for monitoring our work and helping us to ensure we provide high quality education and care for all of our pupils. Without a doubt, our best asset at St Chad's are the wonderful children we have the pleasure and honour of working with every day.

God bless.



Mrs M Grubham
Executive Principal

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Welcome

Introduction

This handbook has been designed to introduce you to our school and to describe briefly how we work together with you in the education of our children. At St Chad's we aim to provide an inclusive education in a caring Catholic environment. We are an active part of the parish of St Chad's and All Saints and St Peter's and the English Martyrs, Lower Gornal. Good relationships between home and school are vital, and we depend very much on the trust, support, and active help which we receive from parents. The governors and staff welcome you to St Chad's School and look forward to a happy and successful association over the coming years. You are very welcome to contact us at any time to discuss any questions or concerns you may have regarding your child's education.

General Information

St Chad's Catholic Primary School and Nursery is situated in Sedgley, which is at the northern tip of Dudley Borough and just 3 miles south of the centre of Wolverhampton in the Black Country.

Our School is proud to be part of the St John Bosco Catholic Academy Company. St Chad's School provides a happy, caring and safe environment, where Staff and Governors work in partnership with parents and with the parish communities. We provide our children with a broad and balanced, faith based, curriculum, which challenges every child. The quality of teaching and learning is consistently reviewed to maintain a high standard and ensure continuous improvement.

Children learn in a friendly atmosphere the values of respect, truth, equality, forgiveness and kindness. We work to develop children's knowledge and understanding of our Christian faith, teaching them to relate these values to their everyday life. We also celebrate cultural diversity and encourage understanding and respect for others.

Our mission statement is:



At St Chad's we are part of God's family:

We learn from Jesus' teachings in the Gospels
We love Jesus and each other with all our hearts
We show kindness to everyone just like Jesus did
'Christ in our heads, our hearts and our hands'



Our Catholic faith is at the very heart of our school and is evident as soon as you step through our doors in what you will see, hear and feel inside St Chad's. We work very hard to treat everyone in school with care and respect just as Jesus taught us to 'love one another as I have loved you'. Our close link with our Parish is very important to us, and our school chaplain is the Parish Priest, Father Paul. All of our assemblies and prayer services throughout the week are rooted in the teachings of Jesus.

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Welcome

St Chad's serves a vibrant multicultural and multi-faith community and care and respect for individual differences is very much at the heart of our ethos. This is emphasised regularly throughout the day. As well as the daily acts of collective worship our children also pray regularly throughout the day in their classrooms. Our entire curriculum and school culture is based on the teachings of Christ and children are taught to become kind, respectful, forgiving and caring young people. Great care is taken to make links between the Gospels and our day to day behaviour and treatment of others. Jesus is at the heart of our school and as such we welcome and value equally all members of our school community, Catholics and non-Catholics alike.

The Early Years Foundation Stage guidance states that "Every child deserves the best possible start in life and support to fulfil their potential. A child's experiences in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

Early childhood is the foundation on which children build the rest of their lives. At St Chad's we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development.

Our Philosophy

At St Chad's we have developed a shared philosophy where we all believe young children's experiences are crucial in developing confidence, health and wellbeing and laying a secure foundation for future learning and development. Our shared philosophy has enabled us to develop a strong vision where we all believe each child is unique and is a competent learner from birth. Every child can be resilient, capable, confident and self-assured. We are committed to developing positive relationships so that all children learn to be strong and independent from a base of loving and secure relationships with parents and a key person. As a setting we aim to provide enabling environments that support and extend learning and development for all children. We believe children learn in different ways and at different rates, and that all areas of learning and development are equally important.

Our shared philosophy and strong vision provides us with a clearly defined aim that enables us to create principles that underpin our effective practice in the care, development and learning of young children. We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his / her full potential.

Induction Programme

To ensure your child settles into our nursery provision safely and securely we will endeavour to meet their individual needs. Beginning nursery for the first time can be very daunting. Therefore, we introduce children and parents to our nursery firstly through a "Stay and Play" session or a parent meeting at your home. Children are then provided with their start date to begin nursery. Staff will work collaboratively to ensure your child settles happily and comfortably into our nursery.

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Learning

Learning in the Early Years Foundation Stage

The EYFS is based upon four principles. We aim to promote and support the four key principles of the EYFS as described below:

- A Unique Child: Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships: Children learn to be strong and independent through positive relationships.
- Enabling Environments: Children learn and develop well in enabling environments in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- Learning and Development: Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The Nursery and Reception together comprise the Early Years Foundation Stage Unit within the school. They have their own curriculum and assessment. Children learn best by feeling secure, valued and confident and also through quality play. The learning experiences we provide are based on our assessment of each child's stage of development and then matched with the Developmental Stages and Early Learning Goals set out by the Government. Profiles of the children's stage of development are drawn up at the start of the Nursery and these are added to as they progress through the Foundation Stage.

The EYFS Framework explains how children will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development. Children should mostly develop the 3 prime areas first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for children's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

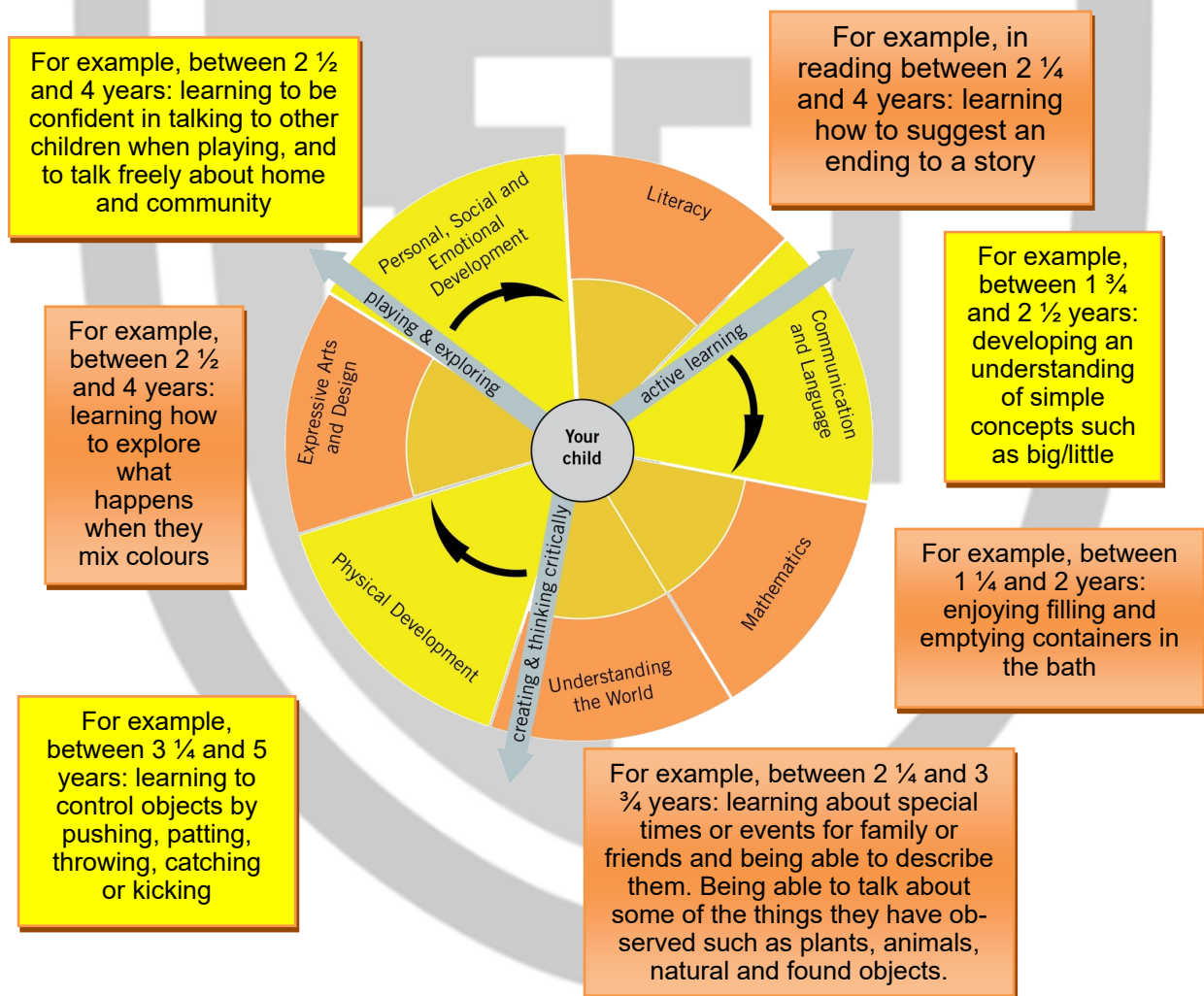
"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

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Throughout our EYFS we plan to ensure our youngest children receive high quality learning experiences that build upon existing knowledge, understanding and skills. We aim to ensure children receive rich and stimulating learning opportunities that support learning and development. Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At St Chad's we support children in using the three characteristics of effective teaching and learning. These are:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- (Taken from statutory framework for the EYFS 2012)

The diagram below gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn.



Planning

Throughout our nursery we plan to ensure our youngest children receive high quality learning experiences that build upon existing knowledge, understanding and skills. We aim to ensure children receive rich and stimulating learning opportunities that support learning and development.

Religious Education



As a Catholic school, our faith is at the heart of all we do. It is embedded in our curriculum and is implicit in all we do. We use the diocesan scheme and assessment procedures. Throughout our practice and provision our Catholic vision also permeates our curriculum as we work, learn and grow together guided by Jesus' teachings. Throughout our Catholic curriculum children develop a knowledge and understanding of the Catholic faith, gospel values and good citizenship. As our children grow and learn together in a faith school we aim to nurture and encourage them to become adults who can transform our world into a more just and loving society. Children are encouraged to become caring, responsible and compassionate individuals.

Assessment

We continually assess children's learning and development to ensure progression. In our setting we observe, make assessments and then plan for further learning experiences and opportunities to support and extend learning and development. All information that is gathered through the tools of observation is collated together in a learning journey to illustrate and celebrate children's learning achievements.

Daily Routine

Parents and children are welcomed at the beginning of each session by all staff for self-registration and welcome time. When parents have left we begin our nursery session with a prayer and a focused learning session. After the focused learning session the children engage in exploration time and continuous provision. Children are encouraged to engage in a wide range of high quality planned learning experiences in both the indoor and outdoor learning environments. Children are encouraged to move around the learning environments independently choosing different activities. Staff support and facilitate children's learning and development by encouraging children to engage in active learning through play.

Activities are planned in the unit following the Foundation Stage Curriculum (EYFS). Learning and development opportunities are planned around the needs of the individual child and are assessed and reviewed regularly.

Active learning encourages young children to:

- Be with other people
- Be with adults
- Explore
- Talk
- Communicate
- Represent ideas and experiences
- Meet physical and mental challenges
- Model how to do things
- Practise, repeat and apply skills

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Children will also experience opportunities that encourage exploration, creativity and critical thinking.

During the session, children will also have snack-time when they will be able to choose a piece of fruit and some milk. At the end of each nursery session we always end with a focus learning session and a prayer. When a session has ended parents are invited into our setting to collect their children.

Parents as Partners

We recognise that parents are children's first and most enduring educators. At St Chad's parents and practitioners work together and the results have a positive impact on children's development and learning. Positive parental partnerships are crucial for providing the most effective teaching and learning strategies. Equally they are vital for personalising learning opportunities effectively. We aim to develop positive relationships with parents that enable us to share information about children's interests and learning. This information is used to personalise learning opportunities and provide continuity and progression. We work together and support learning through warm and trusting relationships. The implications of this ensure knowledgeable adults support children's learning more effectively.

We develop positive parental partnerships that support learning when a child accesses our provision through:

- Talking to parents about their child before their child starts in our school;
- The children have the opportunity to spend time with their teacher and support staff before starting Nursery.
- We have a staggered transition into Nursery. This ensures the needs of our children are met.
- Inviting all parents to a stay and play session and a parent meeting at the home.

We continue to build and maintain positive parental relationships through;

- Offering parents regular daily opportunities to talk
- Encouraging parents to discuss any worries or concerns.
- Parent Drop ins
- Parent Workshops
- Involving parents in the curriculum
- Story mornings
- Learning Journeys
- PEEP
- Parent Notice Boards
- Home school link books
- Newsletters / Questionnaires
- Parents' evening
- Multi-cultural notices
- Bilingual Support

Key Person

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen and value responses and contributions. At our school all children in the EYFS are assigned a Key Person. A key person is an important person in a child's life whilst at school. Their role is to help ensure that every child's care is tailored to meet their individual needs. This person should help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. Parents/carers should take the time to build on relationships at any given chance, for example, discussing any important events in the child's life.

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Staffing and Organisation

The Nursery and Reception together comprise the Foundation Stage Unit within the School. They have their own curriculum and assessment. Children learn best by feeling secure, valued and confident and also through quality play. The learning experiences we provide are based on our assessment of each child's stage of development and then matched with the Developmental Stages and Early Learning Goals set out by the Government. Profiles of the children's stage of development are drawn up at the start of the Nursery and these are added to as they progress through the Foundation Stage. In Nursery, there is one nursery teacher and one highly-experienced practitioner who are committed to providing your children with a secure foundation.

Learning environment

The Early Years Foundation Stage guidance states that "a rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging indoor and outdoor spaces."

We provide a secure, safe and happy environment which ensures that the children learn and develop well and are kept healthy and safe. We promote a strong partnership between practitioners and parents/carers to support children's experiences and respond to their individual needs.

Within our setting we recognise that an enabling learning environment is vital to provide children with rich and stimulating experiences where learning can flourish. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, learn and investigate through first-hand experience. Also we aim to make it a place where children feel secure and confident and are challenged to develop their independence.

Our learning environment is organised to allow children to explore and learn securely and safely. We develop and organise learning areas that are responsive to the curriculum and individual needs. Our learning environment consists of an indoor and outdoor learning environment that offers opportunities that inspire and engage children. Outdoor provision has a positive impact on children's health and sense of wellbeing. It provides them with the freedom to explore, to be physically active and exuberant, to work on a larger scale and experience the natural world. Therefore children are provided with the opportunity to learn outside every day. The learning environment also provides children with secure emotional provision where learners can grow and flourish as confident and creative learners.

Behaviour

In order for St. Chad's Nursery to be a happy and effective setting we believe that the highest standards of behaviour must be expected of all our children. As a team we adopt positive behaviour management strategies. Positive recognition, descriptive praise and encouragement are crucial tools we use in the Foundation Stage to reinforce, reward or improve behaviour. Tools used to ensure this are positive, descriptive praise, smiley face system, stickers, certificates, merit certificates, postcards home etc. Professional strategies are continually used to redirect behaviour.

Race Equality

St Chad's Catholic Primary School is committed to the promotion of race equality in all areas of school life and to the elimination of unlawful racial discrimination.

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Equal Opportunities

At St Chad's we aim to provide all children regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability equal access to all aspects of school life and work to ensure that every child is valued fully as an individual.

Equality, inclusion and diversity are all matters that are crucial to providing high quality care and education. At St. Chad's we are aware that underlying inequality may occur through different policies, adult interactions, displays, planning and the curriculum. We have developed a strong awareness that in early years children are vulnerable and adults have the power to affect children's future actions, behaviour, intentions, learning outcomes and beliefs. Equality has enormous implications for inclusion and diversity. We have a firm awareness of how each child is entitled to practice and provision that reflects the unique characteristics, fascinations, enthusiasms and individual needs of all children. Inclusion is not optional and children have defined entitlements and settings have a legal responsibility. We value and celebrate diversity as we differentiate play as a tool for learning, the learning environment, resources, the role of the adult and activities effectively to support individuals, groups of learners, individuals with additional needs, individual with EAL and individuals from diverse social, cultural, ethnic, religious and linguistic backgrounds.

We adopt an inclusive approach aiming to support all children to reach their full potential and celebrate children's uniqueness, gifts and talents. Inclusion also involves us listening to children's voices and giving them a sense of ownership in their learning.

Anti-bullying

We believe that all children, staff, parents and governors have a right to learn and work in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour and relationships. It is made clear that bullying is a form of anti - social behaviour. It is wrong and will not be tolerated.

Child Protection

At St. Chad's Catholic Primary School we are committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. We recognise our duty of care and we work closely together to keep our school safe.

Pupil records for emergencies

Please inform the school of any changes in circumstances such as a change of address, telephone, parents' works telephone, access/custody arrangements (if any), doctor, etc. A "Pupil Records" form must be filled in for school records, so that parents can be contacted quickly in an emergency. Please ask at the school office.

Contacting parents - SchoolGateway App

Sometimes we need to pass on information to you, e.g. if the school is closed because of snow or to remind you to bring something into school. In these instances we are able to send you a message through a special service for school. It is important therefore that you keep us informed of any changes to telephone numbers. Please see the next page for more information. You can only download and register your details once your child has enrolled with us.

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Reporting of Accidents

All accidents in Nursery are recorded in the "Accident Register". If your child has an accident, first aid will be administered with your permission, details of the accident will be recorded and you will be handed a report slip. If your child has a bump to the head, they will receive a report slip and have a sticker on their jumper to notify you of the head bump. In the event of a more serious accident all parents / carers will be contacted immediately.

Nursery Uniform and Appearance

Boys Uniform	Girls Uniform
Green crew neck sweatshirt Green polo shirt Grey trousers Grey socks Black school shoes	Green crew neck sweatshirt Green polo shirt Maroon tartan kilt or Grey skirt or grey trousers Grey tights/grey socks Black flat school shoes

Nominated Supplier

Crested School Wear

Unit 14 Churchill Shopping Centre, Dudley, DY2 7BJ
Tel: 01384 918330

Trainers, sports shoes, boots are not acceptable as school dress. If a child does come to school in trainers, he/she will be asked to change into their PE pumps. The Foundation Stage unit is an exciting place, with lots of fun activities. We hope you share our enthusiasm for play, and please understand that sometimes your children may come home with messy clothes. Whilst we take every opportunity to remind your child to wear a protective apron, it is very likely that they might come home wearing the fruits of their creative labour!

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Illness

If your child becomes ill at school we will contact you and ask you to collect your child. If specialist help is needed you will be contacted and arrangements made to take your child to hospital. Please contact the school each day if your child is to be absent from Nursery.

First Aid

With your consent, first aid will be administered to your child as and when required. In the event of a serious accident parents / carers will be contacted immediately.

Attendance

Please contact us if your children will be absent from nursery. Attendance at nursery is very important for your child's learning and progression. Nursery places are highly sought-after and we urge parents to ensure their attendance remains high.

Jewellery

As a safety precaution and to prevent accidents, the wearing of any item of jewellery in Nursery or Main School is strictly forbidden without exception.

Hairstyles

The Academy Committee request that all children attending school must do so with a standard and acceptable hairstyle, and that hair longer than shoulder-length (for both boys and girls) is tied back.

Labelling

All items of school uniform and footwear must be labelled with the child's name. This makes it easier to identify lost items. The school accumulates a lot of "Lost Property", which if unlabelled, is very difficult to return to its owners.

Cloakroom Facilities

Your child will be allocated a cloakroom peg with a picture and their name on it.

Bathroom

Children are encouraged to be independent in the bathroom before coming to nursery. If you have any concerns regarding this matter please come and talk to us.

Sunny Days

UV from the sun can be harmful, especially to young children's skin. On hot and sunny days please remember to:

- Provide a sun hat for your child.
- Apply sun lotion before coming to Nursery.
- Dress your child in light, cool clothing.

We will ensure your child:

- Has plenty to drink.
- Has access to shade during outdoor play.
- Avoids strenuous exercise.

With your consent sun cream will be kept in school and children will be supported to apply sun cream to their face, neck shoulders and arms.

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When can my child start coming to Nursery?

If your child turns 3 in	They can start in our Nursery from
April, May, June, July, August	The September after they are 3 or at any point from then until they are due to start school
September, October, November, December	The January after they are 3 or at any point from then until they are due to start school
January, February, March	The April after they are 3 or at any point from then until they are due to start school

Fully funded places and eligibility

Type of provision	Hours available	Eligibility Criteria
Part time 15 hours fully funded	Monday to Friday mornings 8.30am to 11.30am	For all children who are 3 or above – see the table above.
Part time 15 hours fully funded	Monday to Friday afternoons 12.15pm to 3.15pm	For all children who are 3 or above – see the table above.
30 hours per week fully funded	Monday to Friday 8.30am to 3.15pm (small top-up fee to be paid)	For children who are 3 or above – see the table above – where both parents or the sole parent work and earn at least the equivalent of 16 hours at national minimum wage and less than £100,000 per year.

We also offer full wraparound care from 7.30am to 5.30pm each day. Parents can also book their child in for additional sessions. So, if for example, your child is eligible for 15 hours of funded nursery time, you can book and pay for additional hours.

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Additional options – paid for by parents

If you are receiving working tax credit you may be able to claim up to 70% of these fees back. Phone the tax credits helpline to find out about this.

How do I access my funded place?

For the **15 hours** provision offered to all children in the term after their 3rd birthday the school will automatically receive the funding. There is no need to apply online for funding.

If you wish to access the **30 hours funded provision** you will need to obtain your **eligibility code** and provide us with it **BEFORE** the start of term your child will start Nursery. See below for the latest date you need to give us your eligibility code.

If your child starts 30 hours funded.....	We need your eligibility code.....
In September	ASAP in the summer term before they start
In January	ASAP in the autumn term before they start
After Easter	ASAP in the Spring term before they start
<i>We cannot offer you a 30 hour funded place unless we receive your eligibility code in the term before your child starts accessing the 30 funded hours</i>	

How do I obtain my eligibility code?

Go to the government website: <https://www.childcarechoices.gov.uk> and apply online for 30 hours childcare for 3 and 4 year olds. Obtain your eligibility code and contact us straight away. We will check your code and then offer you the place. We cannot offer a confirmed 30 funded hours place until we have received and verified your eligibility code.

IF YOU WISH TO ACCESS 30 FUNDED HOURS IT IS **ESSENTIAL** THAT YOU OBTAIN AND GIVE US YOUR ELIGIBILITY CODE AS SOON AS POSSIBLE IN THE TERM BEFORE YOU WISH TO ACCESS THE 30 HOURS. **WE CANNOT OFFER YOU 30 FUNDED HOURS UNLESS WE RECEIVE YOUR ELIGIBILITY CODE IN THE TERM BEFOREHAND!** This is because Government rules state that you must apply for your 30 hours in the term before you wish to start.

How do I pay nursery additional fees?

Fees are due one month in advance. Payments are made through Schoolgateway our online payment system. Information on how to download and use the app are enclosed. There is no charge made for bank holidays, teacher training days or school holidays as the school is closed at these times. Fees must be paid one month in advance – unfortunately failure to pay the fee on time has to result in the place being withdrawn with immediate effect.

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What if my child is sick?

If your child is sick we are unable to refund the session.

What happens if I need to increase or reduce my child's nursery hours?

The nursery will require one-month's notice if you wish to change your arrangements.

Please try to be punctual at the beginning and end of each session. It is also important that all parents are available during the Nursery sessions to be contacted if necessary.

Collecting children

If anyone other than yourselves is collecting your child parents / carers must let us know. Parents / carers will complete an authorised adult collection consent form. This form will list the adults which you give consent to collect your children from Nursery.

Helping your child's learning

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner.

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Helping your child's learning



We hope this Information is beneficial to you. If you have any worries, concerns or queries please do not hesitate to contact us.

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School Information

Positive Behaviour

Positive behaviour is something which we pride ourselves on in school. We always give children the highest care and support in all situations. Our policy can be found on our website.

Manners

Children are encouraged to have good manners. Words and phrases such as, 'please, thank you, good morning, good afternoon, excuse me,' are actively promoted.

Parking

In the interest of the safety of everyone on site please DO NOT drive onto the school car park. The electronic front gates are closed at 8.30am to prevent access into the car park by any vehicle at this very busy time of the school day. Parents have permission to use the Asda car park - 2 hours free. Please do not use the Church car park as children and families walk through this area to access school.

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Safeguarding

Keeping Children Safe

If you are a parent or visitor to our school and are worried about the safety or wellbeing of a child or a family you can ask to speak to one of our Designated Safeguarding Leads.

The Designated Safeguarding Leads at St Chad's are:

Miss Polito
DSL

Mrs Grubham
DDSL

Mrs Dunne
DDSL

Miss Clarke
DDSL



Catholic Lane, Sedgley, Dudley, West Midlands, DY3 3UE
Telephone: 01384 889423 Email: info@st-chads.dudley.sch.uk
Website: www.st-chads.dudley.sch.uk

We are here to help

Nursery and School Management

In the event of a problem arising please contact us as soon as you can so that we can look into the matter for you. Mrs Grubham and Miss Polito are always available to speak to you.

Complaints Procedure

At St Chad's Catholic Primary School, we are keen to ensure that all pupils and parents are content with the education provided by the school. However, if as a parent, you have reason to make a complaint about the school, please make an appointment to speak to the Headteacher first. We aim to treat all pupils equally regardless of gender, race or religion. Every effort is made to ensure effective partnership between school and home. Most problems that arise are dealt with through discussion with the Headteacher. However, should this not be the case, there is a formal complaint procedure which can be initiated by parents. The Complaints Procedure can be found on the school's website.

School/Nursery Closure

There are occasionally times when the school may need to close due to exceptional circumstances such as severe weather, lack of heating or water supply etc. We will always do all that we can to keep the school open. Messages regarding closures will be sent out via our school communication systems, and on social media where appropriate.

In the very extreme case of school needing to close EARLY, no pupil will be released unless the adult who normally collects them arrives. Staff will always supervise children until they are collected so please do not put yourself at risk by rushing to school.

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Contact Information

Address: St Chad's Catholic Primary School and Nursery
Catholic Lane
Sedgley
West Midlands
DY3 3UE

Telephone: 01384 889423
8.30am - 4.30pm Monday to Thursday
8:30am- 4:00pm Friday

Website: www.st-chads.dudley.sch.uk

Email: info@st-chads.dudley.sch.uk

Executive Principal: Mrs M Grubham

Head of School: Miss T Polito

THE OFFER OF A PLACE IN ST CHAD'S NURSERY DOES NOT GUARANTEE A PLACE AT SCHOOL WHEN YOUR CHILD REACHES SCHOOL AGE.

THE SCHOOL'S ADMISSION POLICY AND ADMISSIONS CRITERIA CAN BE FOUND ON THE SCHOOL WEBSITE

Read snippets of news on our School website, Twitter and Facebook accounts.



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st Chad's Catholic Primary School and Nursery



**Part of St John Bosco
Multi Academy Company**

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