
Handbook for Parents

Making the most of your child's time at Sir Edmund Hillary Primary School



Table of Contents

Handbook for Parents

Table of Contents

Handbook for Parents

Welcome	3
<i>Our Values</i>	3
<i>Equality of Opportunity</i>	3
Attendance	4
<i>Before School</i>	4
<i>After School</i>	5
<i>Walking, Cycling, Car Parking & the Drop-Off Zone</i>	6
<i>Lateness</i>	6
<i>Absence</i>	6
<i>Term Time Holidays</i>	7
<i>Leaving School Early</i>	7
<i>Late Pick-up</i>	7
<i>Emergency Closure</i>	8
Organisation	9
<i>Class Groupings & New Classes</i>	9
<i>3/4 year old 15 and 30 Hours Entitlements</i>	9
<i>Colour Team Groupings</i>	11
<i>School Council</i>	11
<i>The School Staff</i>	12
What To Wear	14
<i>PE Kits</i>	14
Curriculum and Learning	15
<i>The Early Years and Foundation Stage and the National Curriculum</i>	15
<i>Pupil Progress</i>	16
<i>Targets</i>	17
<i>English</i>	17
<i>Mathematics</i>	18
<i>Music</i>	18
<i>ICT</i>	20
<i>Special Educational Needs & Disability (SEND), & Able, Gifted & Talented Learners</i>	20
<i>Homework</i>	21
<i>Religious Education</i>	21
<i>Relationships and Sex Education</i>	22
<i>Assembly</i>	22

<i>Out of School</i>	22
<i>Club Ed- Before & After School Club</i>	24
Behaviour And Social & Emotional Health	25
<i>Ethos</i>	25
<i>Rewards & Sanctions</i>	26
<i>Emotional Health</i>	26
<i>Bullying</i>	27
Care and Welfare	28
<i>Food In School- Nut Free School</i>	28
<i>Lunchtimes</i>	28
<i>Paying For Food in School</i>	29
<i>Accidents and First Aid</i>	29
<i>Illness</i>	30
<i>Sun Safety</i>	30
<i>Health Visitors & School Nurse</i>	32
<i>Child Protection</i>	32
<i>E-Safety</i>	32
Supporting the School	35
<i>Parent Helpers</i>	35
<i>Communication</i>	35
<i>School Fund</i>	36
<i>The Friends of Sir Edmund Hillary Primary School</i>	36
<i>Governors</i>	37
Other Things That Are Really Really Important	38
<i>Special Events</i>	38
<i>Lost Property</i>	39
<i>Photograph Policy</i>	39
<i>Data Protection Regulation</i>	40
<i>Parents and Visitors Code of Conduct</i>	41
<i>Complaints Procedure</i>	43
<i>Charging and Remissions Policy for School Activities</i>	44

Handbook for Parents

Making the most of your child's time at Sir Edmund Hillary Primary School

WELCOME

Dear Parents,

I hope you will find this booklet useful. It brings together most of the information you need to know about Sir Edmund Hillary Primary School. We are committed to making this school a place of excellence and happiness, but in order to do this we need your support. This handbook is designed as a reference guide to the school and in some cases, a summary or distillation of some of the policies that we run, that are available to you but in much longer form. The majority of your queries will hopefully be answered in the following pages, but should you require any further information, please don't hesitate to contact us.

Yours faithfully,

Chris Guest

Head Teacher

January 2023



Our Values

Our values were designed by key groups involved in the schools future; the children, the governors, all staff and the Parents' Association. They fit within our aspirations to achieve, and celebrate the character of our namesake, Sir Edmund Hillary, under the mnemonic 'CLIMB' :

Courage to initiate and embrace challenge

Learning and achieving

Including everybody and inspiring individual

Mindful and reflective

Building a safe and loving community

These values inspire us all, adults & children alike, and nurture us in both our personal growth and our development as an institution. If Inspiring Minds and Nurturing All is our mountain, then our values are what binds us together as we climb & hold us fast to the mountain. Each value has its own 'Spotlight' throughout this Handbook.

Equality of Opportunity

To help communicate your needs with the school we have supplied an access survey form at the back of this document for you to detach and return to us to keep us informed of you or your family members access needs around using the school.

ATTENDANCE

School Hours

what	who		from	to
School Day Session Times	Foundation 1 (3-5 yrs olds) & Nursery (2 yr olds)	Mornings	8.30 am	11.30 am
	Foundation 1 (3-5 yrs olds)	Afternoons	12.30 pm	3.30 pm
	Foundation 2		8.50 am	3.20 pm
	KS1, KS2		8.45 am	3.30 pm
Lunch Breaks	Foundation 1 & 2		11.30 am	12.30 pm
	KS1, KS2		12.00	1.00 pm
Break Times	KS1 & KS2	Morning	10.15 am	10.30 am
	KS1	Afternoon	2.30 pm	2.40 pm
	KS2	Afternoon	2.20 pm	2.30 pm

Other timings, such as for Club Ed sessions are to be found in their respective sections within this handbook and their specific, separately available, Parent Handbooks.

Before School

Children in Nursery & F1- Parents are to arrive for 8.30 and hand children over to staff within the class bases. There will be activities to do with your child until they are settled.

A member of staff will be meet and greet the children and parents as they arrive.

Children in F2- Parents are to wait in the Foundation playground until the doors open at 8.50 am.

Children in Key Stage 1 & 2 are to start school via the Main Playground and should not arrive before 8.30 am when the main playground gate is unlocked. Parents sending their children to school prior to 8.30 do so at their own risk. The driveway will be open for traffic and access to the office, but children must not wait or play on the drive.

A Senior Leader will meet and greet the children at the Drop Off Zone at the main entrance. Another Senior Leader will supervise the playground and the sloped path down to the playground. A member of the Breakfast Club staff will meet and greet children and parents on the path and gate to the rear entrance of the school.

There is a staggered start for children from 8.40 am with sets of year groups being called in at a time to ensure there is an easy flow through the locker areas. There will be staff on duty at the entrances to the school to pick up any messages from parents. Parents are expected to make a swift exit from the playground so that we can lock the gates by 8.50 and register the pupils.

Parents need to make their own risk assessment as to how they bring their child to school, depending on their child's capabilities & needs. In general, we would encourage parents of children aged 7 and under to support their child by being with them at the start of the school day. It's also a very good social opportunity for parents and children alike. However, parents can choose to use the Drop-Off Zone for children in KS1 and 2. This is if they have no cause or need to catch a teacher before school and if they feel they can trust their child to comply with the school rules on the play-ground until the bell goes.

Parents are advised to help their child use the site safely in the morning. Pre-school and nursery age children require close supervision; the school site does have some hazards eg trim-trail. Please do not bring dogs to school when leaving or collecting children. Smoking is illegal on site and using e-cigarettes is not acceptable on educational premises.

Children arriving on scooters and bikes must not ride around on site, rather they should get off and walk their bike/ scooter to 'park up' straight away, using the racks provided. It helps if they are locked as well to reduce any temptation for them to be ridden during the school day.

If the morning is wet KS1 & 2 children are allowed through to their classrooms from 8.30 am, where either their teacher or a teaching assistant will supervise them.

After School

KS1 & 2 work right up to the bell at 3.30pm. It is likely therefore, to be 3.35 pm before the children are out of their classrooms. Foundation and KS1 children are dismissed from the classroom door only when the teacher sees their parent or carer. F2 children are dismissed at 3.20 to all parents flexibility time to get to other entrances. If your arrangements change unexpectedly and someone who is unknown to us is picking up, then we will expect a Password to have been set up between yourselves and ourselves.

As the children progress through KS2 they are given more independence to self- manage home time. For children walking themselves home from school, please inform the teacher, through a note, that this is permissible. If you are over 15 mins late to pick up your child, we may put them into Club Ed and you will be charged for this. For older children, if they cannot see their parent as expected at the end of the day they are expected to return to their teacher.

Walking, Cycling, Car Parking & the Drop-Off Zone

We recognise that our families come from the entire breadth of Worksop and that coming by car is therefore a necessity. Most however live within a 10 to 15 minute walk. It is not unreasonable to expect this distance to be walked, cycled or scootered rather than driven.

If coming by car, parking can easily be found at 5 minutes walk away on the surrounding streets. Please be good neighbours and considerate to local residents, giving clear access to their driveways.

Do not park on Double Yellow or Zig-Zag Lines – these are present to make crossing roads safe and to park on them is illegal, and make our children and families unsafe.

Drop-off Zone:

Parents can choose to use the Drop Off Zone for children in KS1 and 2 under their own risk assessment of their child's capabilities and needs, if they have no cause or need to catch a teacher before school and if they feel they can trust their child to comply with the school rules on the play-ground until the bell goes. So, it's entirely a parent's choice as to when they use it or not. It is not suitable therefore for Nursery drop-off.

You must not get out of your car – unless it is to undo the door from the outside because of child locks.

You must not leave your car (EVER) just to nip to the office, or some other such quick errand. If you need to come in to school for any reason, please park at a distance and walk in.

Be patient- impatience can sometimes make poor decisions to be made. If traffic seems stuck, remember they will start flowing again in time.

Make several attempts- It does get very busy, so going round the block is preferable to parking on the cross-hatchings and zig-zags.

Pulling off- indicate & check your Blind Spot - just starting to pull off is not sufficient.

Be aware, the traffic camera vans do tour the local schools in a morning and tickets are issued for parking on double yellow lines, cross hatching and zig-zag zones, and for cars that do not have a driver in the driver seat that have stopped within the Drop-off zone.

Lateness

Our Attendance Registers close at 8.50 am. After that time children are registered as late. Parents are expected to bring in children who are late to the office and sign-in using the Late Book. Being late for school can upset children and make them anxious. Persistent lateness is harmful to a child's education. If parents do not change organisation & morning habits to ones that promote punctual attendance we may request the involvement of the County Council's Family Service.

Absence

If a child is unable to attend school for any reason, such as illness or a doctor's appointment, it is vital that you ring into school **before 8.45 am**, giving the reason and when you expect the child to return to

school. This is an important procedure to protect children as without it the school is not to know whether they have been sent to school or not and effectively nobody is clear about the child's whereabouts. We prefer certainty, so if you have not left a message we will text you to ascertain the child's whereabouts. **Please respond to that text immediately.**

Absences without a strong enough reason will be recorded as Unauthorised Absence- in effect, truancy.

We monitor our registers for children whose attendance drops below 94% and we will inform you if, through repeated absence, your child's attendance is suffering. The school will do all that it can to help parents fulfil their legal obligations to ensure good attendance, including engaging the Family Service, but may issue Penalty Notices if parents do not comply.

Term Time Holidays

It is not acceptable to take children away from their schooling. A lot of time, energy, effort and public resource goes into providing children's education and this should be valued. There is a danger of taking education for granted and every day at Sir Edmund Hillary is an important day. Parents do not have the right to take their child out of school for such a holiday, but the school, in exceptional circumstances may choose to grant a leave of absence of up to 5 days in any school year. In the event that makes it necessary for longer planned absence, cases should be discussed with the Head Teacher, as a child who is absent longer than 5 days after an agreed return date, can legally be removed from the school roll.

If the holiday taken is within the first four weeks of the academic year or during the Assessment weeks in May and June, they will be automatically recorded as Unauthorised Absence (in essence, truancy). Other factors that are taken into consideration when authorising holiday is a child's attendance, the income of the family, religious festivals and the nature of the holiday but an **exceptionality must be evident**. Applications must be made in writing using the form available from the school office or website.

Leaving School Early

Parents collecting children in order to attend medical or other valid appointments should first report to the school office before taking them from the main reception area. No child will be allowed to leave the premises unaccompanied or with someone we do not know or recognise. This is in the interests of the children's safety. In Nursery, no child will be sent home with any other adult, regardless of whether they are known to us or not, unless we have been expressly informed of the arrangement. Exceptionally, a password arrangement can be set up to manage this.

Late Pick -up

In case of your late arrival at the end of the school day, or if you are not where you have previously arranged to meet your child, the children are to go to the office and inform a member of staff. If no carer has arrived by 3.40 pm then we will make a phone call to ascertain the arrangements for home time. We reserve the right to place your child into the After School Care facility and make charges accordingly. We may also contact the Police and Social Care to ensure your child's safety.

Emergency Closure

The school may need to close for the following reasons:

- Extreme weather conditions or any general emergency resulting in children being put at risk by venturing from home.
- Failure of local transport systems/ dangerous road conditions making it impossible for a viable number of staff to be available.
- Disruption of the local power supply or the ability to provide water or heat within the school.

If this occurs before school starts then decisions are made between 8.00 and 8.15 am. We contact the 'Snow Lines' of the local radios- Trax FM, BBC Radio Nottingham and Capital FM for the Nottingham area. Signs would be placed on the school gates and the school would be shut until further notice. If the internet is working then a text will be issued by 8.15 am. Do not contact the school directly.

In the event of an emergency during the school day such as a fire, the children will be taken to an appropriate place of safety such as St Augustine's School, and you would be contacted by a member of staff informing you of where and when you needed to collect your child. Children for whom a parent cannot be contacted, we would use the emergency contacts stated on the data checking forms. We may ask parents to cascade information to each other for a speedier response.

ORGANISATION



Class Groupings & New Classes

The school profile changes from year to year with different numbers of children in different year groups. Some classes, therefore may be single year groups, some may be mixed.

We re-organise class groupings from year to year to give the children new opportunities to work with different children and allow the opportunity to form new friendship groups. In late May we start planning for what the new class structure and groupings for September might look like. We make decisions on where children are placed based on three factors; ability, personality and pre-existing friendship groups. However, it is to be emphasised that your children come to school to work and because we have such a strong social atmosphere, with an emphasis of working together, who the children are with in class often has low bearing on who they play with.

Your child will sometimes have the same teacher for more than one year in their school career because of the professional development of teachers, involving their changing year group.

We are keen to seek the views of parents when constructing new year groups and therefore if there is information about your child that you think will be useful for us to know, then please do not hesitate to have a word with Mr Guest or your child's class teacher to help keep us informed. This is especially useful around May time when we start constructing classes.

3/4 year old 15 and 30 Hours Entitlements

We offer both 15 hour and 30 placements to children following entitlements that start in the term after a child turns three.

We believe that children need strong daily routines and we therefore specify that a daily session, Monday to Friday, morning OR afternoon, is maintained. A minimum amount of 3 hours should be taken on a daily basis, so that we have space to see all our children and so that those children have a regular weekly routine.

Values Spotlight- Courage to Initiate & Embrace Challenge

Inspiring
Minds,
Nurturing
All



Inspired by the life of Sir Edmund Hillary, this value leads us to challenge ourselves as individuals.

If we never experience the need for having courage then we have not put ourselves into situations where we are challenging ourselves.



Why own an Ice Pick if we never have to climb a wall of ice?
Our learning is diminished if we do not put ourselves in challenging situations.

**Courage To
Initiate and
Embrace
Challenge**

**C
L
I
M
B**



Our lives are enriched when we resolve to try; even when we know it will be hard and we are uncertain of the potential outcome, and not necessarily have success. The success is in the giving-it-a-go.



Parents with a 30 hour entitlement can use more of their funding with us as long as there is a regular weekly routine. This can be used for Breakfast Club, Lunchtimes, and Club Ed after school and Holiday Club provision as well, but in Foundation we will not run part sessions or have irregular start/finish times.

Colour Team Groupings

The children are also placed into Houses which we call our Colour Teams; Red, Yellow, Green, Blue. They are also named after significant people within the expedition that saw Sir Edmund Hillary be the first person to reach the summit of Mount Everest

Red - Hunt - Colonel John Hunt was the overall Team Leader of the 1953 expedition.

Blue - Tenzing - Sherpa Tenzing Norgay had previously saved Hillary's life in a climbing accident and together with him reached the summit on May 29th 1953. The previous year he had been within 200 metres of the summit, climbing with a Swiss expedition.

Green - Evans - Sir Charles Evans was the deputy leader of the expedition and got within 100 metres of the summit when an equipment failure meant that he had to turn back, returning exhausted.

Yellow - Stobart - Tom Stobart was the official photographer and cameraman documenting the expedition

School Council

Each class elects two representative members to the School Council. They meet every fortnight to discuss issues around school. They generate a particular project or issue that they work towards to improve their environment or their community and conduct this over a term or year. Certain projects like our support for the local Food Bank has become a standard part of our school life. Previously they have also worked on improving children's standards of hygiene, litter picking and tidiness around school.

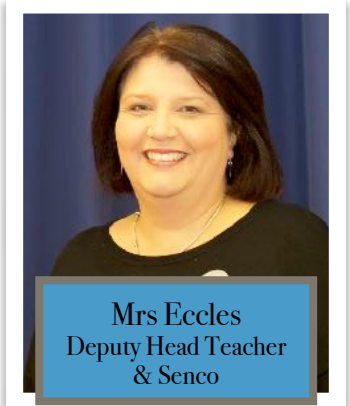
The School Staff



Mr Guest
Head Teacher



Office Team



Mrs Eccles
Deputy Head Teacher
& Senco

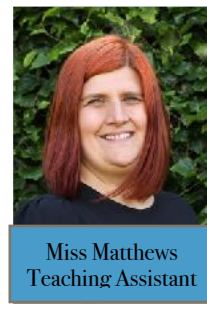
Foundation and Nursery Team



Mrs Miller
Nursery Lead



Mrs Bennett
Teaching Assistant



Miss Matthews
Teaching Assistant



Ms Lawton
Teaching Assistant



Mrs Newton
Foundation Phase
Leader



Mrs Gregory
Teacher



Miss Fielding
Teaching Assistant



Mrs Elmore
Teaching Assistant



Miss Snowden
Teaching Assistant

Key Stage 1 Team



Mrs Traczykowski
KS1 Phase Leader



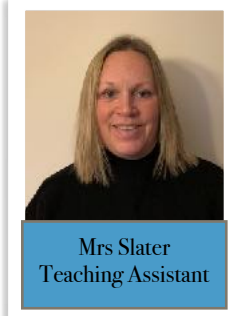
Mrs Bates
Teacher



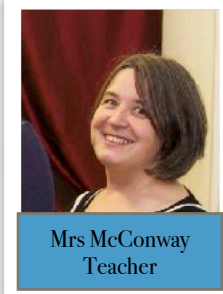
Miss Ward
Teacher



Mrs Cresswell
Hibbert
Teaching Assistant



Mrs Slater
Teaching Assistant



Mrs McConway
Teacher



Miss Tinker
Teaching Assistant



Mrs Playfoot
Teaching Assistant

HLTA Team



**Mrs Cairns
Teaching Assistant**



**Mrs Goy
Teaching Assistant**

**Lower Key
Stage 2 Team**



**Ms Howard
Lower KS2 Phase
Leader**



**Mr Plant
Teacher**



**Miss Freeman
Teacher**



**Mrs Arrand Lacey
Teaching Assistant**



**Mrs Wright
Teaching Assistant**



**Mrs Clarke
Teaching Assistant**

**Upper Key
Stage 2 Team**



**Mrs Craik
Upper KS2 Phase
Leader**



**Mrs Powell
Teacher**



**Mrs Smith
Teaching Assistant**



**Club Ed
After School Care Team**



**Mrs Pollard
Teacher**



**Mrs Hardy
Teaching Assistant**



**Kitchen
Team**



**Site Management
Team**



**Lunch Time
Team**

WHAT TO WEAR

Uniform

Uniform is worn from F2 onwards. We keep our uniform list as simple as possible, and all the items are readily available from children's clothes suppliers:

- White, navy blue or light blue blouse or shirt, including polo shirt,
- Grey or black trousers,
- Grey, navy blue or black skirt or pinafore dress,
- Navy blue and white checked dress,
- Navy blue sweatshirt, cardigan or fleece,
- Flat, black shoes (not trainers or open-toed sandals).

Sweatshirts, cardigans and fleeces with the school logo are available for purchase online from the School Trends website, our official provider. It is essential that all items of clothing be named.

We do not allow the wearing of jewellery apart from ear-rings which can only be simple studs. These **must** be removed for P.E. If children are to have their ears pierced then please have it done at the start of the summer holiday so that there is a chance for them to heal and they can become self-managing by the time they return to school in September. Watches are allowed, but not Fitbits or any items that are internet linked, have cameras or function as tracking devices.

We do not expect our youngest children in Nursery or F1 to wear uniform, though some parents choose to do so. Clothing, especially in Early Years, may get messy, so children need to be dressed appropriately because whilst we make every effort to provide the right overalls or protection, accidents can still happen.

PE Kits

Some form of physical activity takes place most days. This may be PE or Games, inside or outside, or swimming. Your child must have a change of clothing for these activities kept in a draw-string bag and kept in school, so it can then be sent home for washing at the end of each term. We expect children to have the following:

- Black/navy blue shorts
- White T. shirt
- Tracksuit/warm top for cold weather.
- Trainers may be brought in for outdoor P.E.



Kit should be clearly labelled. It will not stop it from getting lost but at least the owner may get it back! Other clothing, appropriate to the activities being undertaken, may be needed. Teachers will keep parents informed of these needs as they arise.

Swimming

- Boys - swimming trunks (not baggy shorts) and a towel
- Girls - a 1 piece swimming costume and a towel

The Local Authority discourages the wearing of goggles on safety grounds. Children will only be allowed to wear them following a letter giving permission by parents. Long hair must be tied back. Shorts are not allowed as they create drag, making the process of learning swimming more difficult than it needs to be.

CURRICULUM AND LEARNING

The Curriculum means 'everything that is taught and learned' in school.

The Early Years and Foundation Stage and the National Curriculum



In the Nursery & Foundation Unit we follow the Early Years and Foundation Stage curriculum. This has a whole view of child development covering seven areas; Personal Social and Emotional Development , Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World, Expressive Arts & Design.

The National Curriculum is delivered to children from KS1, Year 1, onwards. The subjects are; English, Maths, Science, Design Technology, Information and Communication Technology, History, Geography, Physical Education, Art, Music and, as part of the Locally Agreed Curriculum Religious Education. We complement the National Curriculum with Spanish as a second Language in KS2, and a Personal Social and Health Education Programme which includes age appropriate Relationships and Sex Education. There are currently many changes occurring within the National Curriculum; we will maintain an ethos of fun and pleasure in learning whilst these changes take root.

Pupil Progress

Children are assessed within their first 6 weeks within the school, be it on the Early Year's Framework or National Curriculum. At certain points within your child's education we report to you formally their levels of attainment in their end of year report. These are:



- 1) *at the end of the Foundation Stage, in the year in which children start full time education at age 5.* Throughout the Foundation Stage children's progress is monitored using an age related scale of development. At the end of Reception/F2 the children are assessed in all 7 areas of learning, those who are functioning at or above age related expectations in all 7 areas are described as having a 'Good Level of Development'.
- 2) *at the end of Year 1.* Children are assessed on their ability in reading phonically regular words- both real and nonsense words. In the child's end of year report you will be told whether they meet or do not meet the nationally expected standard and what the next steps in phonics are in their learning. Children are tested again in Year 2 if they did not meet the standard in Y1.
- 3) *at the end of KS1, National Curriculum Year 2-* at the end of the academic year in which your child turns 7. We make a teacher assessment of the children's performance in English and Maths in the summer term and your children will sit some short tests. These inform the teacher assessment but do not dictate it. We report on your child's attainment as to whether they have met the Age Related Standards expected within the National Curriculum and on their progress from entry into Key Stage 1. Again, you will receive this information in the end of year report.
- 4) *at the end of KS2, National Curriculum Year 6.* The children sit a variety of National Curriculum tests in English and Maths commonly called SATs (Standard Assessment Tests) In Maths there are written and mental maths tests. In English the children's unaided writing over the year is assessed, and graded by the teachers. The Children sit a Reading test and a Grammar, Punctuation and Spelling test. The three formal tests are externally marked. Your child will receive a Teacher Assessment for Reading, Writing and Maths- i.e: what the teacher believes the child can do away from the test environment and within the areas of the National Curriculum that cannot be tested. They will receive a test result in Maths, Reading, Grammar, Punctuation and Spelling test. Test results come in the form of a 'Scaled Score': a score of 100 or above meets the expectations set within the curriculum and anything below this is below the standard.
- 5) Throughout KS2, but especially at the end of each year, we run simple tests that help to inform teacher judgements on children's progress. Scores are not given as a matter of course but the results inform the end of year report. Teachers are always willing to share actual scores should you wish to know. Teachers report on where children are in relation to Age Related Expectations

We meet with you at least twice a year to discuss your child's progress through Parents' Evenings. At the end of the academic year you will receive a written report covering all areas of the curriculum. However;

the door is always open to discuss your child's learning and development as this is what excites us most in our job as educators. It is helpful to book appointments with teachers in advance as we have a busy CPD programme after school.

Because we have such a regular assessment programme in English and Maths we will inform you if we believe your child is performing "6 months" behind their age related expectations or development. This does not necessarily mean that your child may have a Special Educational Need (see below) but it may mean that we need to double efforts, expectations and demands or start investigating further the way in which your child learns.

Targets



There is a really fine line and balance to be met with telling children a grade and understanding their capacity to learn and make progress. At a young age we believe it detrimental to children's progress to be given levels of attainment as this dictates too rigidly the way in which they see themselves as learners and therefore more likely to have a negative impact on their self-esteem and further capacity to learn. Increasingly as the children move through KS2, grades are shared with them as a way of understanding the learning that is in front of them and what they need to achieve. This is known as target setting.

In September, February and May we have a formal target setting assessment and review process across the school. This results in extracting some simple statements for the children to be

working upon. You are informed of these in the Home/School book.

English

The school seeks to develop a passion for reading in children, so we use the Little Wandle Letters and Sounds system of teaching phonics complemented by the fun and drama of story.

We expect all children to read at home every day. For all children this can be sharing a book with an adult where the adult reads. For children who have started decoding in phonics lessons (F2) we will provide a book that they should be able to read successfully to you- but they still need to hear other fun story books. And for children towards the end of Y2 and above they need stamina and experience of reading for twenty minutes every day. This will help them get through longer texts that are appropriate for their age and develop significant skills of concentration.

Please organise your children's bedrooms for this as this is usually the best place to read before sleeping. Certainly do not have televisions, computers, gaming consoles, phones, iPads in children's bedrooms as they can become obsessed with them and distract them from the business of going to sleep. (see e-Safety). A simple bookshelf by a child's bed with a range of fact & fiction books for them to browse & entertain themselves with is ideal.

Children's confidence and their ability to progress in writing is greatly influenced by their ability to express themselves verbally (talk) and their fine motor control (hold a pencil). Encourage your child with lots of story- listen to them retell a favourite fairy tale, talk to them about things in the news and ask their opinions.

We strongly discourage the use of dummies for two year olds and above during day time. To help with fine motor control, do lots of drawing or colouring activities at home. Again, making a simple notebook and pen accessible to your child is great. Model making and craft activities are also really important for developing skills with fingers that will help with writing and children are never too old for these.

Mathematics

The school is in the process of adapting and changing its approach to mathematics. We would like to enlist your support in helping us secure with the children their 'Number-Bonds' and Times Tables.

Year 2 Count order and recognise numbers up to 20. Know one more and one less.

Year 1 Add and subtract numbers to 20. Rapid recall +/- to 10. Skip count 2,5,10,3. Know 1/2, 1/4, 3/4.

Year 2 Rapid recall of addition & subtraction facts to 20. Know 1/3s. Recall \times and \div facts of 2, 5, 10 tables.

Year 3 Mentally calculate +/- using all numbers under 100. Recall \times and \div facts of 2, 3, 4, 5, 8 & 10 tables.

Year 4 Mentally calculate +/- with numbers under 1000. Recall all \times and \div facts to 12×12 .

Year 5 Mentally calculate +/- with numbers up to 2 decimal places. Multiply & divide by 10, 100, 1000.

Year 6 Mentally calculate using multiple steps & mixed operations. Multiply & divide by decimal fractions.



Whilst English and Maths are 'priority subjects' - essential for functioning in society, we ensure a well balanced curriculum covering all areas of the National Curriculum. Here are some particulars to note about some of the curriculum areas:

Music

All children receive music lessons. We have regular trumpet lessons in Years 5 and 6. We have chosen brass instruments because of the colliery band heritage of the area. There are many local bands that have divisions for young people that

you could get your children to join and learn to play their instruments in a group.

Physical Education

Physical Education is an important part of our curriculum which we take very seriously. If there are times when children are unable to take part they will be excused only



Values Spotlight- Learning and Achieving

**Inspiring
Minds,
Nurturing
All**



The core activity of the school is to progress in our learning, and to do so in the most effective ways.

We know this requires practice and dedication; sheer hard work. It requires us to apply ourselves in taking on new knowledge,



and then to show that we understand this knowledge by applying and using it. We value all learning, but the very best learning is when an individual finds their own intrinsic motivation:

**Learning
And
Achieving**



because the learning is enjoyable and interesting in its own right, and not for extrinsic rewards or validation. We will end up with a kit bag of resources; things we know and things we can do.

**C
L
I
M
B**

if parents have notified us either in writing or by telephone.

Children go swimming in Years 3&4. We depend on parental help enormously to be able to offer our swimming programme. We are always looking for parents or other adults to act as safety observers at the pool.

ICT

We offer the children a wide variety of ICT experiences and are constantly looking at what the future our children will be working in with respect to technology. Our belief is that we need to be laying foundation skills for children to be in control of technology and not just competent 'end users'. We coach the children in online safety through the 'Think U Know' Resources- more about this on page 25.

Special Educational Needs & Disability (SEND), & Able, Gifted & Talented Learners

We don't really believe that there is an 'average' learner and we treat all children as individuals on their learning journey. Some children need extra support and adaptations to their environment to help them learn in the way that will fulfil their potential. Our regular pupil reviews identify those children who have special educational needs and therefore placed on our Special Educational Needs Register. We do not put children on our Special Needs Register just because they may be behind their peers. If they are then we investigate for potential causes for this, such as dyslexia, and only then, if it creates a great discrepancy with the way their peers work, may it be recorded as a special educational need. Children with a special educational need will often be part of smaller working groups with appropriate learning objectives. or have a highly individualised programme. We call this a 'Graduated Response' according to need. Parents will be provided with a Pupil Passport which details how the child's provision may look different to that of other children and showing how we are meeting the child's needs. These are reviewed termly through a pupil/ teacher/ parent interview. The Special Educational Needs Co-ordinator (SENCO) or a member of the Senior Leadership Team may also attend these meetings. When children are in transition to other schools we also work very closely with the SENCO of the receiving school.



We use four principal categories to describe a Special Educational Need- **Sensory &/or Physical Health**, which includes auditory & visual impairments; **Social, Emotional and Mental Health**, which can also include attachment disorders; **Cognition and Learning** which can include Specific Learning Difficulties such as dyslexia, dyscalculia, dyspraxia (developmental co-ordination disorder) as well as global delay; and **Communication and Interaction**, which can include autistic spectrum disorders (ASD) and attention deficit disorders ADD/ ADHD). All of these require us to work more intensively with parents as our aim is to get children functioning to the very best of their ability - which requires more

input than most. Some children may require funding that is beyond the capacity of the school's own resources, in which case the school is able to access funding from the Local Authority, initially through the local Family Of Worksop schools to promote inclusion. There is equal access to all activities of the school, both curricular and extra-curricular for those children with SEND.

Children work and learn at different paces and levels and we seek to always be introducing them to the next step in learning. If your child has a particular strength that we may not have found out about, then please let us know. We consider the needs of the most able in each year group, often providing some different stimuli and direction to their work.

Children who are behind their expected progress, but not necessarily with a Special Educational Need may be asked to join an 'intervention group' or have one to one work. These sometimes happen before or after school, just as much as within school time.

If you have any concerns about your child's learning or progress then please do not hesitate to talk, firstly with the class teacher; but both Mr Guest and Mrs Eccles, who has responsibilities for co-ordinating Special Educational Needs, (Senco), will always be available to talk if you wish to make an appointment.

Homework

Homework is set to support the children's learning. For younger children, this is usually related to learning to read, however, as we are implementing a new maths scheme there will also be some Maths supports to complete. As the children progress through the school the tasks also support other areas of the curriculum, and are designed to encourage good study skills, and independence. We request the full co-operation of parents in encouraging learning at home: both formal tasks and informal activities. Teachers will inform you in their termly newsletters of the pattern homework will take over that term.

Religious Education

The school is not affiliated to any particular religious domination. Religious Education is taught in accordance with the Nottinghamshire Agreed Syllabus (2021) which follows a multi-faith approach with an emphasis on Christianity. Children are encouraged to express ideas and insights into key questions which face all human beings as we travel through life. They will take part in in-school lessons, visits and trips (including trips to places of worship).



By following the Agreed Syllabus, RE will contribute to a whole range of school priorities. Their study will promote spiritual, cultural, social and moral development, as well as enabling them to consider British Values such as tolerance and respect for other who hold different world views.

Where required, the school will make arrangements for parents to exercise their right to withdraw their children from religious education, though it must be understood that our RE teaching is entirely consistent with our equal opportunities policy and categorically does not proselytise or seek to include children in a particular way of thinking other than educational exploration and enquiry. **We will rigorously scrutinise any such application as there is sometimes an implicit racism within such requests which we categorically reject.**

Relationships and Sex Education

Sex education is part of the Personal, Social and Health Education curriculum (PSHE) in our school. Within sex education we inform children about sexual issues in a progressive, age appropriate manner, leading up to reproduction in Y6. We support this with a context of individual moral responsibility, personal choice, and in a way that allows children to ask and explore moral questions. We will sometimes defer children's questions up to parents- "You'll have to ask your mum or dad about that.", if we feel it not appropriate to answer in the school setting. We fully embrace our legal duty to pay due regard to equalities within our Relationships Education- Families of every different constitution are accepted and honoured and protected characteristics such as sexual orientation and gender identification are understood positively and not discriminated against.

Sex Education is taught in accordance with the DfE Statutory guidance document Relationship & Sex (RSE & Health Education (ref DfE Publications 25th Jun2019 updated 2021) as part of the wider field of health education. Here again, parents may exercise a right to withdraw their children from Sex Education lessons, except where these form part of the Science National Curriculum.

Assembly

Because the school hall does not accommodate all the children easily we meet separately in Key Stages on one day and only come together on Fridays for whole school assemblies. Sometimes the assembly is taken by a local church minister.

Out of School

A range of activities is provided for the children outside normal school hours. These complement the learning that goes on within the school day and can change from term to term, depending on the season and availability of providers.

Some activities are organised by teachers and staff on a purely voluntary basis. If your child chooses to join in some of these we ask that they attend regularly in fairness to the staff who are giving up their own time, and that children are picked up promptly.



Some clubs and lessons are provided by professionals not employed by the school. For most of these a small charge is made. Children in receipt of free school meals need not pay this charge. This needs arranging at the school office and children are expected to attend.

Values Spotlight- Including Everyone & Inspiring Individuals



Inspiring Minds, Nurturing All

We create our community by ensuring every member is valued for who they are and what they can become. We treat people with respect and show good manners to make sure that everyone knows that they are welcome and



considered equal within our team. Sometimes we need to adapt what we do to make sure that we function well as a community of learners.

Including Everyone and Inspiring Individuals



Sometimes we need to identify when someone's voice is not so strong and therefore advocate for them. We do this best when we think how we can inspire each individual to reach their own mountain top.

C
L
I

Club Ed- Before & After School Club

Breakfast Club runs every morning from 7.30 and is there to help make early mornings run smoothly for families and to ensure that the children have a good breakfast before school. Foundation children do need booking-in to ensure we have the correct adult : child ratio around them. Whilst it is better for us to know when children are coming, older children can be brought in without booking.



After school, Club Ed offers child care for children up to 11 yrs. It is based within the Nursery Building but also uses the rest of the school grounds. It includes facilities for homework and study as well as play.

Club-Ed is open daily 3.30pm-6.00pm term time and some INSET Days.



Further information is available from the School Office.

BEHAVIOUR AND SOCIAL & EMOTIONAL HEALTH



Our School Rules:

- Show Good Manners and Respect at All times
- Follow Instructions with Thought and Care
- Care for Everyone and Everything

We maintain a very positive environment. Right from Foundation, children are encouraged to play together well and learn the language of how to achieve this.

Ethos

We operate a positive based discipline policy; that is that firstly children should behave simply for the sake of good behaviour and the pleasure that brings in its own right. This is complemented by a substantial number of positive rewards which function on daily, weekly, termly basis. We ask all involved in the school to talk to children using the concept of *"Identify the behaviour, not the child"*. So any admonishment is phrased as, "That was a naughty thing to do.", rather than, "You naughty girl". This works for positive praise as well- always giving reasons for the good that has been identified.

We expect our children to learn appropriate self-assertiveness and an ability to communicate their feelings. We do not accept parents encouraging children to "hit back", but we whole-heartedly encourage children to, "Stand up for themselves".

The main point is that all behaviour should encourage good learning, so we emphasise both personal and co-operative ambition to be and do great things.



Rewards & Sanctions

Minor breaches in behaviour will be dealt with directly by the class teachers who will use their professional judgment in deciding the appropriate sanction. It may vary from just a reminder with disapproval or the loss of a privilege like part of break time, but could escalate as far as a requesting a child move their name down the Good Choices Board. This is a means for the child to reflect on the possible consequences of their behaviour and an opportunity to think how issues should have been resolved. It usually accompanies loss of some break time. We always insist on apologies being made.

If minor breaches continue to escalate, or if there is a more major breach of behaviour, parents are informed, usually through private interview; your support is insisted upon. If appropriate, a daily or weekly monitoring system will usually ensue until the issue has resolved and the child has proved their trustworthiness. There are usually reasons for poor behaviour from children and we believe in tackling these in as comprehensive way as possible. This, we have often found, requires engagement with children in a different way at home.

Repeated incidents of extreme behaviour may result in temporary suspension or permanent exclusion. This is a very serious step to take but will be applied, particularly if the safety and / or the general well being of the school community is at risk.

Some children do have Special Educational Needs with respect to social and emotional learning and therefore need a different approach that is tailored to them to help include them in school.

Emotional Health

Recognising that our community needs resources to manage anxiety and develop resilience we use a scheme called Take 5 that is based on a calming breathing technique. The children train each other in developing this practice of stilling, reflection and energising the body and mind. It is a practice to draw upon when we recognise that we are getting stressed or anxious, or need to be a bit mindful or reflective. All children access this.



Sometimes children need specific support; they may have had a bereavement, there may be something that is affecting their self-esteem, parents are separating, or there are other stresses at home, and so we employ a school counsellor from Think Children, for a day a week. We often think that even then we do not have enough spaces for the level of need within the school and the Children's Bereavement Centre (they don't just work with bereavement issues) that works out of Kilton Sure Start Centre is a place we sometimes direct parents to if our Counsellor is fully booked.

Bullying

Bullying is extremely rare within the school but the principle point is that we never deny its potential to



exist as it is, almost by definition, a hidden thing. Too often the word bullying is misapplied to a situation where a child has felt a bit threatened or upset by another. We maintain the definition of STOP- Several Times On Purpose, and try and in any given situation will try and determine the degree to which one child may have power over another within the relationship dynamics. Parents are often the best people

to spot any changes in their child's behaviour which may be a sign that bullying is taking place. However, if bullying comes to light, or if there is even a whiff of a possibility that it might be about to happen or start occurring, then it is handled swiftly and decisively. Potential incidents are recorded and monitored, and children are encouraged to ensure they have a voice and know that they are safe.

Racism, Sexism, Homophobia and Abilities Discrimination

The school opposes racism and prejudice in all its forms. We want the school to be a place where everyone is treated with respect; where the richness of the multi-cultural community is valued and reflected and where the children can learn in a happy, caring and interesting environment. We challenge prejudice, including gender stereotyping, and aim to develop a positive approach in every area of school life.

Any incident that contravenes this will be dealt with by the member of staff on the spot and discussed with the whole class if necessary. The issue will then be reported to the Head Teacher and recorded on a Racial / Equalities Incident Form. Parents will be informed where relevant. All incidents are reported annually to the Local Authority. The Governors also receive information about the number of incidents within a term. Yes, we take it that seriously. Please support the school, the wider community, and our nation, in regarding this with a similar level of importance.



CARE AND WELFARE



Food In School- Nut Free School

Because we have children in school who have a life threatening allergy to nuts we are a 'Nut-Free School'. The reaction can occur through simple skin contact with a product containing nuts. and therefore we ask parents to minimise the risk to children who have this allergy by:

- Avoiding giving children nuts in school lunches
- Avoiding giving spreads containing nuts such as Nutella, Peanut Butter and snacks/bars containing nuts or labelled "may contain nut traces" in packed lunches
- Reminding children not to share their lunches.

Due to the severity of the problem, it is important that all parents carry out the suggested measures and reduce the risk of allergic reaction to children in our school.

Lunchtimes

School dinners are cooked on the premises with a varied and balanced menu throughout the week. The school kitchen is a completely nut-free environment.

Special Diets

Children who have specific dietary requirements- either on medical, ethical or religious grounds can be accommodated. Please inform the school office of all the relevant particulars and the school cook will communicate back how the necessary requirements can be fulfilled.



Free School Meals

Some parents are concerned that their child may be identifiable as having a Free School Meal (see section on Pupil Premium) because that's how it was when you went to school. However, we absolutely maintain full confidentiality around this issue.

Packed lunches

Sandwich meals may be brought from home, but we ask parents to maintain a good nutritional base to these. (Some children see it as a way of getting a bag of crisps and a chocolate bar every day- please ensure that what you provide is varied and is of a nutritionally high standard, so nothing that would be considered sweets.) We do not let the children bring in hot food in flasks nor fizzy drinks. Please also avoid pottery or glass containers because of the obvious breakage issue. Again, no nuts, please - so beware of children making their own sandwiches with Nutella, for instance!

Snacks, Milk and Fruit

At KS1 the children have access to fruit every day and if you choose, by signing up on Cool Milk, the children can have free milk until the age of five. This can continue after then for the small charge payable via the Cool Milk website. The kitchen runs a snack bar at morning break. If children at KS2 bring in a snack it must be a piece of fruit, or dried fruit and not sweets, crisps or similar. For more details please contact the school office.



Paying For Food in School

The school office is now cashless, and all payments must be paid online via Squid, in advance. Remember, children in F2, Y1 and Y2 do not need to pay for dinner as they have a Universal Free School Meal.

- Squid – online system. Your child will be issued with a registration for Squid once they start school. To complete registration Parents need to visit [Squidcard.com](https://www.squidcard.com) to best set up the account to suit. There is the option to auto top-up which ensures that your child's account will not go into arrears. Parents can use Squid to pay for breakfast club, snacks and dinners, school trips.

Accidents and First Aid

There is a graduated response according to the age of the pupil and the degree of either the injury or treatment required.

For the youngest children in the Foundation Unit, all accidents will be reported upon and a signature required from the parent via the Accident Reporting Book.

For KS1 children requiring first aid either a sticker will be given to alert their parents that a minor incident has occurred. They may also be given a note to take home, informing the parent of their injury and treatment; depending on the reliability and language capability of the child.

For KS2 children requiring first aid, either a sticker will be given to alert their parents that a minor incident has occurred but they too may also be given a letter to take home, informing the parent of their injury and treatment; depending on the severity of the accident.- *For instance having a cold compress for a*

bang to an arm may just receive a sticker- the child will be able to explain how the incident occurred and what was done; whilst an application of a plaster or a dressing for a wound or graze, the child will still be able to verbalise the nature of the incident but the school is informing parents as longer lasting First Aid was applied.

For all children, we indicate a head bump, and therefore potential concussion, with a wrist band that should be kept on for at least 48 hrs. Please inform us, likewise, of head-bumps received away from school, so that we can likewise be vigilant for the potential signs of concussion.

Illness

If your child falls ill whilst at school, sufficient that he or she could not see the day out, we will ring for you to collect your child. If the first person on your contact list is not available, we will work through them in order until we find someone who is available. Please make sure your contact list is up to date. We do not do this lightly and try to build children's resilience and keep them going as long as possible, fully aware that sometimes children feel symptoms that are symptomatic of other causes that are not necessarily to do with illness.

Please keep children off school for 24- 48 hours after having had a stomach upset involving vomiting or diarrhoea. Head lice can also be a problem from time to time, but they are not a reason for keeping a child off school. Regular inspection of hair and weekly combing with a fine toothed comb is the only really effective way of resolving this issue. Head-lice are not a sign of poor hygiene, but they can be a nuisance and parents do need to keep on top of this one.

We only routinely administer non-prescription medicines if there is a specific medical requirement to do so; ie there has been some advice from a medical professional for a specific purpose. For this there is the Medication Form (available from the Office or off the Website) to be filled in. We often get asked to give children non-prescription medicines like Calpol, at lunchtime. This is usually if the child has been under the weather, has a cold or sniffle coming on, or has complained of a headache. We believe in building a child's resilience when they are experiencing this level of illness. They are best off in school- we often find that once they get engaged in the busyness of the day, the strength of the symptoms wear off. In the majority of cases a second dose of Calpol isn't necessary.

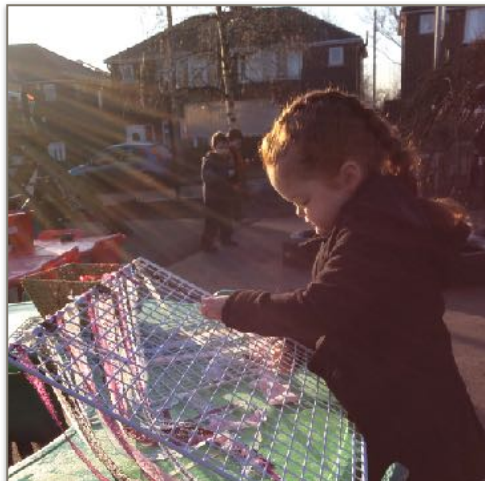
Be confident that we would contact you in the event of a child not faring well in school. We would either ask your advice whether or not we try to 'keep your child going', or advise you that your child needed collecting as soon as possible. Give them the confidence that they will be all right & to speak up if they are not.

Sun Safety

Please provide hats in sunny weather and put long lasting sun-cream on the children in the morning before coming to school. We will not apply sun cream, nor wish the children to have tubes of cream in their bags unless they are going on to Club Ed after school. Children should also be provided with water bottles- but this is a matter of course regardless of the weather- just even more important at these times. They have access to water throughout the day and this is easier to manage if they have their own water bottle.



**Inspiring
Minds,
Nurturing
All**



We want our school to reflect a holistic understanding of what it is to be a person. We endeavour to engage with the full capabilities of our minds as a place to be as this allows us to also engage with significant qualities such as humility, kindness and patience.

**Mindful
and
Reflective**

When we are mindful we are helping to plan the route ahead, enjoy the scenery as it passes and reflect on where we have been; so a map is useful at every stage of our journey. We are able to follow instructions for good reason and purpose.



We know that to evaluate and to reflect are a crucial part of the process in securing progress within any part of a learning journey.

**C
L
I
M
B**

Health Visitors & School Nurse

We work in close co-operation with the local health visitors and school nursing team. The services have combined and they are now known collectively as Community Health Practitioners within the Healthy Families Team. They are there to support you with health and also mental wellbeing issues. They commonly provide good advice on bedwetting and nutrition. The most effective means of contact is via the NHS Single Point of Referral number -01777 274 422.

Child Protection

The school is committed to safeguarding children. The Governing Body is responsible for ensuring the appropriate procedures are in place for the protection of children from abuse of any kind. The Head Teacher is the Designated Person, to whom anybody can bring concerns, and ensures that Nottinghamshire Child Protection and Safeguarding Board's agreed procedures are in place. We operate the Local Authority/Government guidance for staff recruitment; Disclosure and Barring Service checks are carried out before any appointments are made. We also operate a whistle blowing policy if any members of staff have concerns about a pupil's safety. All staff regularly undergo child protection training.

In keeping with the Nottinghamshire Child Protection and Safeguarding Board expectations, we run a graduated response in line with Nottinghamshire County Council's Pathway To Provision. We record incidents and observations about children and often we will discuss these with you to keep you informed or to clarify and help you in the care and safeguarding of your children.

If we have concerns about your child and need to make a referral to Social Care we will always inform you first, unless we believe that to do so puts your child at further risk or danger; or we have tried to contact you and not been able to get through.

If you have concerns about a child's safety or well being, sufficient that you think Social Care needs to be involved then you can make contact with them through the MASH (Multi-Agency Safeguarding Hub) by ringing: 0300 500 8090

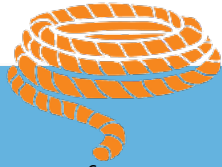
E-Safety

Parents need to start talking with their children about e-safety as soon as the children start using electronics and not just computers. Periodically they need to make sure that this communication remains open: asking what they are doing, looking at their activity, and helping them understand the dangers of online activity.



Values Spotlight- Building a Safe & Loving Community

**Inspiring
Minds,
Nurturing
All**



When we care for everyone we meet and everything around us we are ensuring strong bonds between our selves and our environment. We want our school to reflect a big family so we will work across year groups and generations



and build quality relationships to keep each other safe. We will learn about ourselves and how we can manage our emotions, our resources and our time,

**Building A
Safe &
Loving
Community**



**C
L
I
M
B**

but we understand that we must help others to do this too. That's what being a family is about; nurturing, and sometimes challenging each other, without letting go.

We especially need your support in making sure that appropriate behaviours are encouraged with respect to electronic messaging and posting. One guiding principle that we teach the children is, "would you say that in a conversation if all the people it may affect were there?" Another is that there is no such thing as 'private' on the internet - its like sticking the message on your house walls.

The internet and electronic messaging is a huge positive force but children should lose their right to access it if they use it in a negative or inappropriate way, until they have regained trust. At least twice a year we have to manage a problem where the children have put themselves at risk of compromising their safety.

More specific guidance is to be found within the Reading Log. Parents should familiarise themselves with the resources from CEOP on the following link- available also from the school website.

<https://www.thinkuknow.co.uk/parents>

We believe that the current climate around Social Networking, access to platforms like SnapChat, YouTube, Facebook, Instagram, is a huge experiment with our children's psychology. Our anecdotal evidence is that children under the age of 11 do not have the emotional maturity to handle these environments well and our very generalised advice would be to not give them access. We often find ourselves unpicking issues that have started at home in online environments in which no-one seems to have any control. (See earlier request about parent's monitoring their child's internet based activity)

Whilst mobile phones are the latest 'must-have' accessory, we can see no purpose to children having them at primary school. There is an exception around after school and child care arrangements - for instance if they spending that night at a different parent's house or with their grandparents and further arrangement may need to be made. In these circumstances the class teacher needs a note of explanation and the phone should be handed to the class teacher for safe-keeping until the end of the day.

Be careful of the amount of 'Screen Time' children have and develop procedures and rules to manage and limit this- it can spiral exponentially very quickly and there is a lot of evidence building up to show that it is not necessarily a good thing for young brain development and social interaction. Books give fewer dopamine hits and are therefore less addictive, but better for children.

Moving On

Most of our children move on to Outwood Valley Academy. We have good contacts with the school and visits are made by teachers and children to help the transfer take place smoothly. If you consider sending your child to a different Secondary School you will need to seek information and advice from Year 5 onwards.



SUPPORTING THE SCHOOL

Parent Helpers

The school really welcomes parents coming in to help. There are many ways to do this, but principally these are by arranging a regular day/ time with your child's class teacher to hear children read or run some small group activities like cooking, or help with some classroom chores. Alternatively- you may have a particular skill that may pertain to a topic being covered- electricians are great to have in when we are doing electricity or seamstresses when we are doing textiles. If you can commit a little time we will try and make a way to make it work.

We need help on a regular basis for swimming: supervising the children getting changed and on the poolside. We will also need some help to make school visits function.

If you do come in and help we will need to run a check under the Disclosure and Barring Service. Please always come into school via the main entrance, sign in to the visitors book and pick up a helpers badge from the office.

Communication

We run an open door policy within the school so all teachers are available to talk with informally, before and after school. Make arrangements to book an appointment if a

conversation is likely to last more than a couple of minutes. A response to parent's questions will usually be made within 24 hours, by a phone call or note delivered by pupil post. If a request is of a more complex nature then an acknowledgement will be given with some explanation of the process to be undertaken and timescale of response.

Within Foundation parents can chat with teachers at the class door at the start and end of the day. In KS1&2 some staff are usually available on the playground in a morning to pass over any information that may be pertinent to the day ahead and in KS1 the teachers hand over children directly to parents at the end of the day. Mr Guest is also usually on the main gate & Mrs Eccles on the playground before school.

The Home/School book must go from home to school and back everyday. Our commitment is to read and write in this at least once a week. The children use it as a reading record and so parents should also use it when hearing children read. The box at the bottom of each page is an excellent place to jot any comment note or question that you want your teacher to know that day. If you do so then the children needs to be told to bring it to the attention of the teacher; who will do their best to respond that day.

Some parents, because of work, or other constraints may prefer to contact staff on email, just request this from a teacher. Please note that staff keep copies of all electronic communication.



Letters home can often get lost. We endeavour to supervise the children putting them in their book bags and there are probably at least two, sometimes three, letters sent home each week. We often send email copies of school newsletters which come out monthly and these can also be found on the school website. We also use a texting service to deliver quick reminders or prompts.

The school office is open from 8.00am - 4.00 pm during the school year, and whilst teaching staff are often in school from 7.00 am to 5.00 pm they are often not near a phone. You can usually get through after 8.00 am, however.

Normally the phone is attended throughout the day- but the school is rather large and when a message is being taken it can take a little while to get back to the phone. If there is no answer then please try again after a few minutes.

Sometimes a problem may arise or a parent may become aware of something after school having not been contacted by the school. This may be because the teachers have not been informed of an issue and are therefore unaware. It has been known for parents to present information on social media of which the school has no understanding. We have a policy of never engaging with rumours that we hear of via social media and expect parents to address issues with us either face to face, by letter or by phone. We do not think that Social Networking sites such as Facebook are an appropriate place to engage in debate or problem solving- especially if this means that children (implicitly or explicitly) events, or staff can be identified. We do have a Parents (and visitors) Code of Conduct within this document for your reference. We request that if you need to 'Sound off', talk to us directly.

School Fund

The School Fund exists to raise funds separate to the funding we get from the Local Authority/ Government. School Photographs and Book Fairs and are the principle ways in which we raise money for the fund, but most trips are processed through the school fund account. We use it to pay for prizes and awards, and occasional items like plants.

The Friends of Sir Edmund Hillary Primary School

All parents are automatically members of the "Friends". This Association is primarily concerned with fund raising and social events to assist in the provision of additional school resources and educational aids. We have an elected Committee with other volunteers being co-opted as necessary when an event is being organised.

It is hoped that parents of children new to the school and parents of existing pupils will continue to support the events to ensure the future success of the Association and the provision of extra equipment for the school.



Social events for families, children & adults are held throughout the year and money raised so far has provided a whole variety of items. If you are interested in helping, contact them via the school office.

Governors

Updated

The Governing Body is made of 12 different representatives.

The following are some of the parent governors elected by the parent body who you may bump into in the playground. They will always make the time to talk to you should you have any questions about the school.

The rest of the governing body is made up as follows (accurate at time of printing- up to date version available on the web).

Mr Michael Marsh	(co-opted)Community	Mr Adam Cocking	Parent
Mr David Warsop(Chair)	(co-opted)Community	Mr John Gregory	Parent
Vacancy	Local Authority	Mrs Louise Baxendale	(co-opted)Community
Mrs Hannah Holmes	Parent	Vacancy	Staff
Mrs Jodie Stafford	Parent	Mrs Debbie Eccles	Staff
Mrs Elaine North	Parent	Mr Chris Guest	Head Teacher

Broadly speaking the governors act as overseers of the school. Termly meetings are held that scrutinise the procedures the school uses and the governing body helps to determine the future direction of the school. A second series of sub-committee meetings are held in the second half of each term pertaining to Finance & Personnel, and Strategic and Pupils related matters. Some governors take specific responsibility for a particular area, for instance the SEND Governor monitors and evaluates the provision for pupils with Special Educational Needs and Disabilities.

A standard term of office is 4 years and there are elections for parent governors most years. Community governors come from within the local community and are always the hardest to source. So if you know someone living locally that would be interested in the formal/legal proceedings of the school then please be in touch with either Mr Guest or the Chair of Governors.

Benefits & Free Stuff- Help the School help your Child via the Pupil Premium

Rules constantly keep changing around benefits so don't assume you won't qualify. This can be more than just Free School Meals, but it is only by registering for Free School Meals that further benefits are unlocked. Your child does not even have to actually eat the meal! It is the registering that is important.

Because all Reception and KS1 children are now entitled to a Free School Meal, parents still need to register with Free School Meals service if they are in receipt of Income Support or equivalent benefits.

Please ring 0300 5008080 CHECK THIS NUMBER!!!!!!

Every little helps in these very difficult times- the cost of living is very high and school budgets are being pinched too. Our funding is supported by the number of children we have registered through something called the Pupil Premium, so please check.

If you are in receipt of Job Seekers, Income Support, State Pension, Disability, Child Tax Credits and have not already done so, then please ring the above number.

THIS APPLIES IN NURSERY TOO- even if your child is not stopping for lunch.

OTHER THINGS THAT ARE REALLY REALLY IMPORTANT

Special Events

During the year we have a number of special events that enliven what we do and enrich our experiences sometimes as a community socialising together & others to widen our experiences in an educational way.

Harvest

Just before we break up at autumn half term we have a special assembly dedicated to giving back and saying thanks. We make a collection of non-perishable items that goes to local charities - recently this has been especially the local food bank.



Plays and Performances

We believe that every child should get the chance to perform to parents at least once a year. Foundation and Key Stage 1 classes do performances of the Nativity at Christmas to celebrate the season appropriately. Years 3, 4 & 5 perform at different points through the Spring Term and Year 6 do an end of year Leavers Celebration in the last few weeks of the summer term.

Inter School Competitions

We value competitive activity and take part in as much as we can organise ourselves for. We do try to give everyone a chance to play competitively if they wish but we do also make teams up depending on children's ability, their attitude to team play and their commitment to the after school clubs.



Educational Visits



We make trips out to support work being undertaken in class. We try to keep the costs of these down to a minimum. However, with recent inflation rises some trips have gone through this ceiling. The children are expected to wear uniform-

unless they are doing something messy where old clothes are more appropriate, or dressing up, for historical visits, for instance. We do one big high profile trip a year and lots of small trips making the most of our locality.



Sports Day

Our Sports Day runs on two levels- a team based competition using small skills, followed by competitive races. Again, every one is expected to take part, because that is the main point of having fun this way. The Sports Day Cup is awarded in the final assembly to the winning Colour Team.

Lost Property

All staff do their utmost to safeguard property, but children do put personal property down and forget to pick it up! You can help by ensuring that property is properly named. Please ensure that your children's names are on all items of clothing, including PE kit. When lost property is found if it is named it will be returned to the child, if not named it is stored in the lost property box outside the internal doors of the Foundation Unit.

Photograph Policy

Photographs and video clips add colour, life and interest to school activities and initiatives and help the school community to identify and celebrate the school's achievements. We recognise that images must be used in a responsible way.

Photos and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998.



For this reason we require the consent of either the individual concerned or in the case of pupils, their legal guardians before we can display images in the media, in publications, on websites or in public places. This will be done on entry to school with the expectation that parents inform us if the position changes during their child's career within the school.

Child Protection Issues related to Photography Risk occurs when individual pupils can be identified by their names alongside photographs. Therefore we will only name the children in photographs that are displayed within classrooms. We will not provide names for any other purpose unless special parental consent has been received. Also, the content of the photograph can be used or adapted for inappropriate use. Therefore only images of children in suitable dress will be taken.

We are often asked whether parents may take photographs at sports days, nativity plays or school concerts. These are considered public events and therefore photographs taken at these times are not classed in the same way. **However, we must insist that any such photographs are for private use only and are expressly not to be distributed or uploaded to the internet- especially social networking sites.**

Data Protection Regulation

Sir Edmund Hillary Primary School respects you and your child's privacy when you use the Organisation's services and is committed to complying with privacy legislation. We hold the legal right to collect and use personal data relating to pupils and their families. We may also receive information regarding them from their previous school, LA and/or the DfE. We collect and use personal data in order to meet legal requirements and legitimate interests set out in the GDPR and UK law, including those relating to the following:

Article 6 and Article 9 of the GDPR

Education Act 1996

Regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013

We collect and use personal information in accordance with the above, for the following reasons:

- deliver services and support to you;
- to access and manage the quality of those services;
- train and manage the employment of our workers who deliver those services;
- help investigate any worries or complaints you have about your services;
- keep track of spending on services;
- check the quality of services; and
- to help with research and planning of new services.
- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to safeguard pupils

Sir Edmund Hillary Primary School has a Data Protection Officer whose role it is to ensure that any personal information processed by the Organisation is processed fairly and lawfully. If you have any concerns or questions regarding how we look after your personal information, please contact the Data Protection Officer Cheryl Traczykowski, at dpo@siredmundhillary.notts.sch.uk or by calling 01909 473982.

Further information, such as Privacy Notices and Policy and is kept up to date on our website or is available from the School Office.

Parents and Visitors Code of Conduct

At Sir Edmund Hillary Primary School we are very fortunate to have supportive and friendly parents. Our parents recognise that educating children is a process that involves partnership between home and school and understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we welcome and encourage parents/carers to participate fully in the life of our school. The purpose of this final section is to provide a reminder to all parents and visitors to our school about expected conduct so that we can work together to ensure a safe and positive school environment for our children.

We expect parents and carers to show respect and concern for others by:-

- supporting the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community;
- working together with teachers for the benefit of children. This includes approaching the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution;
- correcting own child's behaviour, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour;
- demonstrating courtesy and respect for staff, pupils and other parents in response to comments placed on social media;
- following the parking rules and doing the right thing when delivering and collecting children from school.

In order to support a peaceful and safe school environment, the school does not tolerate:-

- disruptive behaviour which interferes with the operation of a classroom, an office area or any other part of the school grounds;
- using loud and/or offensive language or displaying temper;
- threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss or chastise them and physical punishment against your own child on school premises. (Some actions may constitute an assault with legal consequences.);
- damaging or destroying school property;
- using social networking sites to make derogatory comments about pupils, staff members, governors, the school, or the wider community;
- the publication of images of pupils to social networking sites;
- abusive or threatening emails, phone or social network messages ;
- bringing dogs onto the school site;
- smoking and consumption of alcohol or other drugs or accessing the school site whilst intoxicated;
- deliberate intimidation of the children, visitors or staff;

Our promise to parents is:-

- We will meet with them and use Governing Body policy and procedures to resolve concerns;
- Work hard to resolve any concerns in the best interest of the whole community and honour our duty of care to our pupils;
- We will never conduct business through social network sites.

We trust that parents and carers will assist our school with the implementation of this policy and thank you for your continuing support. However, in a very small minority of cases, the behaviour of a few parents can cause

disruption, resulting in abusive or aggressive behaviour towards staff, other parents or visitors. This will not be tolerated. All members of the school community have a right to expect that their school is a safe place.

Schools are not public buildings. To safeguard children, visitors are permitted onto the premises by permission only and the appropriate visitors onto the premises must be regulated by the school. Parents and visitors are invited onto school premises unless their conduct requires this permission to be withdrawn by the Headteacher to safeguard our school community.

If a parent's or visitor's behaviour is unreasonable, and leads to the permission for them being on the school premises is withdrawn, they will become a trespasser.

Complaints Procedure

The following is a brief summary of the Complaints Procedure that can be found in full on the school website.

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We aim to provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

How to Share a Concern If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem so that they can take action before the problem seriously affects the child's progress.

What to do if the Matter is not Resolved Through Informal Discussion Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head or Deputy Head Teacher. However, it can also be done in writing or by telephone. It may help to record the complaint on to a Complaint Form, a copy of which is available from the school office or online. The Head Teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are resolved by this stage. A complaint may be escalated through the Senior Leadership Team and still be considered an Informal Complaint.

How to Take the Matter Further Only if an informal complaint fails to resolve the matter should a Formal Complaint be made to the Head Teacher or if it relates to the Head Teacher, the Governing Body. This complaint should be made in writing but a request can be made for the person receiving the complaint to record it for you if need be. The complainant will need to state the nature of the complaint and how the school has handled it so far. It should be marked Private & Confidential and addressed to the Head teacher or Chair of Governors. This is understood as Stage 1 of the Complaints Process.

The outcome of a formal complaint will be given in writing.

If after Stage 1 has been completed and still no satisfaction can be found, the complainant can ask for the complaint to be considered by a Governors Complaint Panel. This must be done within 10 days of receiving the outcome at Stage 1. This is a formal Process and the ultimate recourse at school level. The Governors must consider what has happened at Stage 1 and a request to move to Stage 2 will either be agreed or refused. The complainant will be advised in writing by the Chair of Governors and the decision will be final.

After hearing all the evidence, the governors consider their decision and inform the parent about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.

Who to Appeal to Next If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education at the Department of Education. The DFE does not normally re-investigate the substance of complaint or overturn decision, but they will consider whether the school has adhered to education legislation and statutory policies.

Vexatious Complaints The majority of complaints are handled in an informal manner and are resolved quickly. However, there are occasions when complainants behave in an unreasonable manner when raising and/or pursuing concerns. The consequences are that the actions of the complainants begin to impact negatively on the day-to-day running of the school and directly or indirectly the overall well-being of the children or staff in the school. If such a scenario occurs then a Co-Opted Governor or the Chair of Governors will be engaged and will ascertain whether or not the complainant is being vexatious to the school and if so could determine that the school no longer give credence to the complainant(s). A course of action would be established to ensure the school is allowed to maintain its efficiency whilst dealing fairly, honestly and transparently with those who may have made persistent or vexatious complaints.

Charging and Remissions Policy for School Activities

- summary of Policy that can be found on the School Website

General Principles

The School Governing Body like the Education Committee is committed to the general principle of free education. In determining the charging and remissions policies which are set out in this document the Governors have been mindful of the policy statement produced by the Nottinghamshire Education Committee and have also taken account of the Committee's Entitlement Curriculum.

The Governing Body recognises the valuable contribution that a wide range of activities, including school visits, residential experiences and clubs, can make towards all aspects of pupils' education. The Governing Body would accordingly wish to promote and provide as far as possible such activities as part of a broad and balanced curriculum for the benefit of pupils of the school.

Charges

The Governing Body reserves the right to make a charge for the following activities which may from time to time be organised by the school.

Residential Activities held during school hours: charges may be made for the board and lodging element of those residential activities which take place during school hours. Parents will be notified in advance of any such activities which the school proposes to organise and the estimated cost. Parental consent will be obtained for their children's participation in any such activities for which a charge may be made.

Any charge for a particular activity will be calculated by reference to the actual cost of providing the board and lodging for each pupil; no other costs will be covered by the charge. Any remission arrangements for such activities will be at the discretion of the Governing Body EXCEPT in the circumstances described below.

Activities held outside school hours: the school will endeavour to provide a range of such activities from time to time. These will sometimes include day and residential experiences, and are known generally as 'optional extras'. Charges may be made for these activities EXCEPT where they are provided to fulfil any requirements specified in the syllabus of a prescribed public examination or are required in order to fulfil statutory duties relating to the National Curriculum or to religious education in which case they are not regarded as optional extras as such and charges cannot be made. (Board and lodging charges may still however be made for any residential activities subject to the remission arrangements described below.)

Parents will be notified in advance of any 'optional extras', which the school proposes to organise and the estimated cost. Parental consent will be obtained if their children are to participate in any activities for which a charge may be made.

Any charge for a particular activity will be dependent upon the type of activity and its cost and the number of participants. This charge will not exceed the actual cost of providing the activity, divided equally by the number of pupils willing to participate. The cost of other pupils participating in the visit will not be included in the charge. The charge may however include an appropriate element for such things as:

- (i) the pupil's travel costs;
- (ii) the pupil's board and lodging costs;
- (iii) materials, books, instruments and other equipment whereby the parent wishes their child to own the item;
- (iv) non-teaching staff costs;
- (v) entrance fees to museums, castles, theatres, etc;
- (vi) insurance costs;
- (vii) the expenses only of participating teachers engaged on a separate contract for services to provide the 'optional extra'.

Any remission arrangements for such activities will be at the discretion of the Governing Body, EXCEPT in the circumstances described below.

Materials and Ingredients: a charge will only be made for any materials and ingredients relating to activities taking place during school hours where parents have indicated in advance a wish to own the finished product, e.g. in home economics or CDT. Alternatively parents may, in these circumstances, be asked to volunteer to provide the ingredients and materials prior to the activity taking place.

Remissions

Where the parents of a pupil are in receipt of Income Support; income-based Jobseeker's Allowance; income related Employment Support Allowance; Child Tax Credit (without Working Tax Credit) and with a taxable income of below £16,190 per annum; or support provided under Part VI of the Immigration and Asylum Act 1999, the Governing Body will remit in full the cost of board and lodging for any residential activity the school organises for the pupil if the activity:

- (i) takes place within school hours, or
- (ii) forms part of the syllabus for a prescribed public examination or fulfils statutory duties relating to the National Curriculum or religious education, irrespective of whether the activity takes place within or outside school hours.

Any other remission arrangements for a particular activity or pupil will be entirely at the discretion of the School Governing Body. Any subsidy provided by the Governing Body will be met from the funds at its disposal.

Voluntary Contributions

Nothing in this policy statement precludes the School Governing Body from inviting parents to make voluntary contributions for the benefit of the school or in support of any school activity, whether during or outside school hours. Any contributions sought will be entirely voluntary and pupils will not be treated differently according to whether or not their parents make a contribution in response to any invitation.

Breakages and Damage to School Property

The School Governing Body reserves the right to seek reparation from parents where their children cause breakages or damage to school property.

Refunds

Request for refunds for activities will be considered on an individual basis and may be rejected if the school is unable to recoup the costs incurred for such as transport.

In all cases of withdrawal, either voluntarily or otherwise, applications should be made in writing by emailing office@siredmundhillary.notts.sch.uk
If approved, refunds will be processed via the original payment method except if the payment was made via bank transfer, then the refund will issued by a school cheque.

Review

The School Governing Body reserves the right to review and amend this policy statement from time to time, as appropriate.

At Sir Edmund Hillary Primary School we pride our selves on the way we include all our children in the activities we do as a school. We wish to extend this accessibility to all our activities involving parents and families. We recognise that our building with its stairs and high thresholds may not be the most accessible and there may be other limitations because of the activities that we do -such as during parents evening or school performances.

Please answer the following on behalf of any members of your family who may attend such functions, in support of your child, within the school. The information will remain confidential to the school and is to support our objective of meeting the Disability Equality Duty requirements.

1. Have you any mobility issues?

2. Do you have any mobility issues arising from a visual impairment? (for instance a need for high visibility strips on steps)

3. A lot of our communication is achieved through letters; do you have any issues accessing written media? And how would you prefer to receive communication from school?

4. Do you have any auditory issues?

5. Do you have any long term health issues that we may need to be aware of so as to best care for your child?

6. Is there any other issue that has not been addressed in this survey that you would like us to be aware of?

This information **will** be used to help improve our provision so as to give you and your family the best possible experience of Sir Edmund Hillary Primary School.

Please tear out this sheet and return to the school office.