

The Old School Henstead



Parents Handbook

Contents

1.	Introduction	Page 3
2.	Aims of the School	Page 3
3.	People, Places and Routines	Page 4
4.	Academic Work	Page 9
5.	Sport, Music and Activities	Page 15
6.	Pastoral Care and Discipline	Page 16
7.	Health and Safety	Page 18
8.	School Rules and Routines	Page 21
9.	Complaints Procedure	Page 23
Appendix 1	Safeguarding policy	Page 25

1. Introduction

Welcome to The Old School Henstead

We hope that your child will have a happy and successful time here and that both you and they will feel welcome and an integral part of this exceptional school community. We want you to be fully informed about life here and hope that you find this document useful. In it you will find a huge amount of information about how the school works. It will be issued annually with any changes highlighted and you should keep a copy for future reference.

Newsletters, emails and letters will keep you informed of what is happening at the school as well. The newsletter is issued every Friday and is also available on our website. It includes a list of letters sent out each week so that you can check that you have received everything.

If you have any concerns please do not hesitate to ask at the beginning or end of the day in person. If it is easier to phone or email our contact details are at the bottom of this page. The school needs your help and support as parents to achieve its aims for your child.

Address The Old School
 Toad Row
 Henstead
 Suffolk
 NR34 7LG

Telephone Number – 01502 74 11 50

Office Email - office@theoldschoolhenstead.co.uk

Headmaster's Email - headmaster@theoldschoolhenstead.co.uk

Website – www.theoldschoolhenstead.co.uk

2. Aims of the School

The school aims to provide a balanced education in a happy and supportive environment, for children between the ages of 4 and 11.

The objective is to ensure that all children:

- benefit from a broad academic education, with a strong grounding in reading, writing and mathematics, which enables them to go on to secondary education at an appropriate school of their choice;
- benefit from belonging to a nurturing community where they learn to be mutually supportive and polite as well as responsible and independent;
- develop their creative, aesthetic, practical, physical, emotional and spiritual qualities and talents as fully as possible;
- become confident, well-balanced individuals who are confident in themselves yet are characterised by the empathy that they have for others.

3. People, Places and Routines

Who's Who

The Governors

RICHARD BAXTER

STEPHEN COLE

ROBERT COLEMAN

HEIDI CRICK - Chairman

DAVID BRYANT

LYNN FORD

JIM HAWKINS

NICHOLAS KINGSLEY

NICK TAYLOR

KAREN PHILIPS

The Staff

Headmaster - Mr I. Griffin, BA (Hons), QTS

Deputy Headteacher - Miss S N Sindall, BA

Mr M Butcher, BA (Hons), PGCE

Miss M J Clifton, BA (Hons)

Miss A. Coxon, BA (Hons) Primary Education

Mrs S E Hartley, BA (Hons), PGCE, Hornsby Dipl.

Mr P C Lincoln, BA, BSc (Hons), PGCE

Mrs H Oliver, BA (Hons), PGCE

Mrs L A J Read, B Ed

Mrs P Suffolk, Cert Ed, BEd (Hons)

Mrs F Butler, NNEB FDA

Miss N Goddard

Mrs E Scoggins NNEB

Miss L Butcher

Mrs P Rawlings

Administrator - Mrs L Mills

Visiting Staff – Music and Activities

Mrs C J. Clayton Piano, Flute and Voice

Miss S F Wingham Voice

Mr C Bacon Drums

Mr A Chapman Guitar

Miss K Reynolds Violin

Mrs M Thorby Recorder

Mr A Jordan Tennis

Mr R Rutterford Pottery

Mrs A Freakley Dance

Swimming Mrs J Draper

Miss K Whiting

Mrs White

Catering – Mrs A Jones

Caretaker - Yellow Cleaning Company

Who Can Help?

Your son or daughter's form teacher has the responsibility for overseeing your child's academic and social development. In the first instance it is they who you should turn to if you are concerned in any way. They are available at the beginning and end of each school day.

There may be occasions when you want to discuss another aspect of school life and should this arise, you should speak to Mrs Mills who will put you in touch with the right member of staff.

The Headmaster is always available and can be contacted either through Mrs Mills, on 01502 741150, or by email –headmaster@theoldschoolhenstead.co.uk He is also form teacher for Year 6 and can be contacted for a quick chat in the mornings by popping into the Year 6 classroom.

PTFA

The school has a very active PTFA. It meets regularly to arrange fund-raising activities in support of the school. Parents (or friends) who wish to become involved will be more than welcome, whether as a Committee member or in offering help for a particular activity such as the Christmas Fair. There is a notice board opposite the school office with details of Form Representatives and forthcoming events and meetings.

The Daily Routine

The times of the school day are as follows:

8.15 a.m.	Children may be dropped off at the School Hall for supervision until...
8.35 a.m.	Children go to their classrooms where Form Teachers are available for supervision and reading or another activity.
8.45 a.m.	Registration
8.55 a.m.	Assembly in School Hall (except Tuesdays - House meetings)
9.05 – 10.50	Lessons 1 – 3
10.50 – 11.10	Morning break
11.10 – 12.20	Lessons 4 and 5
12.20 – 12.50	Lunch
12.50 – 1.35	Playtime
1.35 – 2.35	Lessons 6 and 7
2.35 – 2.50	Afternoon break
2.50 – 3.50	Lessons 8 and 9 for the Senior School
2.50 – 3.35	Lesson and Reading time for the Junior School
3.35	Home time for the Junior School
3.50 – 4.10	Reading for the Senior School
4.10	Home time for the Senior School

After School

Activities for R – Yr 3 generally take place between 3.35 and 4.10.

A free, supervised session known as 'Prep' takes place for children who need to stay at school but do not have an activity.

Activities for Y4 – Y6 take place on most days from 4.10 to 5.00 or 5.10 depending on activity

After-school Supervision is available for children from Reception upwards each day until 5.30pm This is charged at £3 for any time up to the 5.10pm and an extra £2 up to 5.30pm

Lunches

Hot lunches or filled rolls are available every day, by prior order, from the school kitchen. Order forms are issued at the end of each half term for the following half term. Lunchtime hot drinks may be ordered through form teachers at the start of each day. The children have lunch in the School Hall with the Headmaster.

The school has a qualified chef who holds a Certificate of Food Hygiene. The kitchen is regularly inspected by the WDC Environmental Health Office.

Those not wishing to use the school's services are welcome to bring their own packed lunches. The school is currently reviewing its lunchtime policy, including packed lunches, to encourage pupils to adopt healthy eating habits. A wider policy will be issued in due course but in the meantime, parents are encouraged to provide a balanced packed lunch including a savoury sandwich or similar and a piece of fruit.

Absence

Only the Headmaster may legally give permission for children to be absent from school for any reason, except illness. Permission must be sought in advance, in writing, for any unavoidable situation.

If your child is ill on a school day, please ring school on 01502 741150 and leave a message before 8.45 a.m. both on the first day and every subsequent day of absence. If your child is away from school for a prolonged period a note should be brought in.

Events in the School Year

The following is a list of some of the major events of the School year and the approximate dates upon which they occur:

- Mid September – New Parent’s Evening – informal social event to meet staff and representatives of the Governors
- Late September – Harvest Festival Service at St. Mary’s Church – Parents are welcome to this and all Church services
- Mid October – AGM of the PTFA – election of committee members
- Late October – Inter House Quiz,
- Early November – Practice examinations for Y5 – Y6
- Early November – PTFA Firework Party
- Early November – Remembrance Service at St. Mary’s Church
- Early December – Advent Service at St. Mary’s Church
- Early December – PTFA Christmas Fair
- Final Tuesday of Autumn Term – Nativity Service at St. Mary’s Church for Reception – Y3 and Carol Service Y4 – Y6, also at St. Mary’s Church.

- January – February - External examinations for entry into Senior Schools
- Mid February – Candlemas Service at St. Mary’s Church
- Late February/March – Music and Poetry Festivals
- Late March – Reception and Year 1 Spring Concert
- End of Term – Inter House Cross Country, Easter Service at St. Mary’s Church, Y4 – Y6 Verse Speaking Competition

- Early May – Y6 Residential Trip to France
- Late May – Ascension Service at St. Mary’s Church
- May / June – PTFA Summer Fair
- June/July – Sports Day and Swimming Gala
- Early July – Summer Musical Shows
- Early July – School Speech Day and Prize Giving
- Early July – Summer Ball
- Last day – Leavers Service

- First full Summer Holiday Week – Holiday Club Week
- Second full Summer Holiday Week – Pony Trekking Holiday in Wales

Charity Work

In pursuit of our aim to encourage empathetic and outward looking attitudes in our pupils, the school actively supports the work of organisations whose work seeks to help those less fortunate than ourselves. From time to time activities will be arranged to raise funds and collections are always taken for our chosen charity at the church services. (Church collections are usually split 50:50 with St Mary's Church.)

Fund raising activities have included:

- Sponsored events, e.g. PE activities etc.
- Sponsored beach walks
- Stalls at PTFA events

Among those charities we have supported in the past are:

- Funding the training of a nurse in Romania
- Blue Peter appeals
- Operation Christmas Child which sends shoe boxes of gifts for children
- East Anglian Children's Hospice
- Barnardo's
- Guide Dogs
- Our sister school in Kaimo in the Gambia
- RNLI
- The Sick Children's Trust
- Shelter Box

4. Academic Work

Form Structure

The school has a one form entry from Reception to Year 6 with a normal maximum of 16 children in each class. In the Early Years and Key Stage 1 children are taught the majority of subjects by their Form Teacher. Exceptions are music and ICT which are taught by specialist teachers. At Key Stage 2 children are all taught by subject teachers but also have Form Teachers as well.

Form Teachers

Reception -	Mrs L. Read
Year 1 -	Miss A. Coxon
Year 2 -	Mrs P. Suffolk
Year 3 -	Miss S Sindall
Year 4 -	Mr P Lincoln
Year 5 -	Miss M Clifton
Year 6 -	Mr I Griffin

Subject Teachers

English -	Mr M Butcher and Mrs S Hartley
Maths -	Miss M Clifton
Science -	Mr P Lincoln
MFL -	Mrs H Oliver
History -	Miss M Clifton and Mr M Butcher
Geography -	Mr M Butcher, Mr I Griffin and Mr P Lincoln
RE -	Mr I Griffin
Music -	Miss S Sindall
Art -	Miss S Sindall
Technology -	Mr M Butcher
Games -	Miss N. Goddard and Mr I Griffin
ICT -	Mr P Lincoln

Curriculum

The school's curriculum will be characterised by

Breadth

- to bring pupils into contact with the elements of learning (knowledge, understanding, concepts, skills and attitudes) and the areas of learning (aesthetic, creative, cultural, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological)
- to enable pupils to acquire skills in speaking and listening, literacy and numeracy

Balance

- to ensure that each element and area of learning will be given appropriate attention

Relevance

- to take account of the previous learning of pupils and their readiness for new experience
- to ensure that subject matter is appropriate for the ages and aptitudes of pupils including any with a Statement of Special Educational Needs
- to prepare pupils for the opportunities, responsibilities and experiences of adult life

Differentiation

- to allow for the different abilities and aptitudes of pupils in the same form
- to acknowledge that pupils learn in different ways
- to ensure that all pupils learn and make progress
- to ensure that all pupils have access to the curriculum
- to ensure that where a pupil has a Statement of Special Educational Needs the education provided fulfils its requirements

Spiritual, Moral, Social and Cultural Development of Pupils

Through its general curriculum and in particular through the PSHE programme, the religious studies lessons, acts of worship and the school's general ethos, the school will ensure that pupils

- are enabled to develop their individuality through self-knowledge, self-esteem and self-confidence
- are enabled to build a framework of moral values which allows them to distinguish right from wrong
- are encouraged to relate well to others, to accept responsibility for their behaviour, to show initiative and to understand how they can contribute to community life
- are provided with a broad general knowledge of public institutions and services
- have the opportunity to acquire an understanding of their own and other cultures in a way that promotes harmony between different cultural traditions.

Teaching and Learning

Teaching and learning processes are as significant as curriculum content in determining pupil progress and achievement. The school will endeavour to

- promote the view that learning should be experienced as something that is enjoyable, engaging, rewarding and confidence-building
- ensure that teaching staff
 - a. enable pupils to acquire new knowledge, increase understanding and develop skills
 - b. encourage pupils to apply intellectual, physical or creative effort, to show interest in their work and to think and learn for themselves
 - c. use effective teaching methods, suitable activities and efficient time management
 - d. show a good understanding of prior attainments, aptitudes and needs of pupils with lessons that are planned accordingly
 - e. demonstrate thorough knowledge and understanding of the subject matter being taught
 - f. use classroom resources of an adequate quality, quantity and range effectively
 - g. regard regular and thorough assessment as an integral and valuable element of the learning process and use information from such assessment to diagnose difficulties and plan teaching so that pupils can progress
 - h. encourage pupils to behave responsibly.

The National Curriculum

Bearing in mind the particular needs and circumstances of its pupils, the school will not necessarily follow the National Curriculum, though individual departments may follow aspects of it.

Homework

The school feels that regular homework is important. It provides children with an opportunity to extend or reinforce their learning as well as providing parents with opportunities to be involved in their children's education and to gauge their child's progress. In general it is the view of the school that homework set should be done by the children with reasonable supervision.

Homework begins in Reception (usually with reading tasks) and gradually builds into formally set subject tasks as well as continued reading, learning of spellings and tables etc.

As a guideline, the homework programme for each class is as follows:

Reception	Daily reading/phonics with an adult
Year 1	Daily reading, weekly spellings, weekly flashcards plus one other activity (literacy or numeracy) each week.
Year 2	Daily reading plus 5 or 10 minutes homework per night
Year 3	Daily reading plus one 15 minute homework per night
Year 4	Daily reading, weekly spellings and art homework plus one other 20 minute homework task per night
Year 5	Daily reading, weekly spellings and art homework plus two other 20 minute homework tasks per night
Year 6	Daily reading, weekly spellings and art homework plus two other 25 minute homework tasks per night

We would ask parents to monitor this and to sign the message book or homework diary to confirm that homework has been completed (after you have seen it!) The above times are a rough guide and we welcome feedback if the children have too much (or too little). The message book or diary also provides us with an effective guide to the child's progress and the quantity of work set by us. An explanation is always required for homework that has not been done, supported by a written note from the parent.

Assessment, Recording and Reporting

In a small school teachers and their pupils know one another very well indeed. Staff assess the children and their abilities and aptitudes every minute of the day. Much of it is informal and often scarcely conscious but its value should never be underestimated. It would be easy for an over-structured assessment, recording and reporting policy to inhibit it. Needless records which simply gather dust achieve nothing other than distancing staff from children and their development. Assessment designed to work efficiently can and should inform all that staff do and enable them to teach more effectively.

Assessment will involve four functions:

Baseline assessment.

Formative assessment, which directly influences children's work. Work will be regularly marked with comments and grades. Regular classroom tests will be set to assess understanding along with questioning during lessons.

Summative assessment, which measures the level of attainment in skills and/or understanding, perhaps at the end of a significant period of study. Summary tests will be set within subjects along with examinations.

Diagnostic assessment, which highlights specific needs of individual children. This may lead to further testing by educational psychologists, at the expense of the parents if deemed appropriate.

Examinations

Formal school exams will be taken by children in Years 1 to 6 in the Summer Term and in Years 5 and 6 in the Christmas Term as well. These include the standardised tests in English and mathematics. Pupils will not sit SATs.

Recording

All work will be kept by staff for the duration of the child's career at the School. Files containing copies of exam results, standardised test results, grades and reports will be kept for at least two years after the child has left the school.

Monitoring

The Headmaster will periodically collect the entire work undertaken by selected children in order not only to check the consistency of grading but also to monitor consistency of expectations across and within subjects.

Reporting

Regular written reports will be sent to parents three times a year. In October a general report will be written by Form Teachers. In February and July a full report will be issued for each subject, together with a Form Teacher's report detailing extra-curricular activities and commenting on social development and any relevant aspects of pastoral care. Gradings which assess effort and attainment will be issued at the end of the Christmas Term and at half term in the Summer Term. Exam results will be communicated to parents. Meetings with parents to discuss their child's progress will be held twice a year and at other times if required.

Awards

Praise and encouragement are recognised as a valuable motivator. Any particularly good work or activity, attitude or approach, in any area of the curriculum is rewarded with a house point also known as a 'gold'. Outstanding achievements are recognised with an A1. If a pupil gains five A1's they are awarded a Headmaster's Commendation - a certificate formally presented in school assembly.

Throughout the school, awards, certificates and other prizes are presented annually on Speech Day as follows:

For each Year Group: a Reading prize and one or more "Form Prizes" for progress, achievement or effort.

Subject prizes are awarded each year for pupils in Year 4 and above, with special prizes in mathematics, English, art, recorder and general academic achievement available to younger pupils.

Other rewards recognise sporting, musical or dramatic success.

Special awards are made to any pupil who has made an outstanding overall contribution to the life of the school, who has triumphed in the face of adversity or who demonstrates good citizenship.

Personal, Social and Health Education (PSHE)

Personal and social education is by definition at the heart of the school's educational philosophy. The ethos of the school as shown in the pastoral system, assemblies and Form periods as well as everyday work in the classroom and expected behaviour around school, all contribute to the PSHE of our children. However there is a need for some explicit teaching of topics that are not necessarily covered within the subject based school curriculum, especially in the senior part of the school. The school is developing its work in this area with the introduction of specific PSHE lessons in Years 4, 5 and 6. This development is on going and was only started in September of 2009. At the end of each academic year we will evaluate the work completed and continue to develop a more structured approach to this important part of the curriculum.

Equipment Requirements

A variety of equipment is required during the day. Below is a list of the main items:

- Own writing materials (pencil, ruler, pen etc)
- Hand towel (with hanging loop and name)
- Overall for Art/Science (must have long sleeves with elasticated wrists)
- Descant recorder from Year 1
- Hymn book from Y2 (obtainable from the office)
- Coloured felts or crayons
- Wellington boots

All items must be clearly named, and checked regularly.

Learning Support

We are very aware that some children require extra specialist help with their learning. In discussion with you the parents, Mrs Hartley takes responsibility for this and works with individuals and small groups to help children with specific learning difficulties. Should the need arise, we may recommend that children are assessed by an Educational Psychologist in order to diagnose any specific problems and to help see a way forward. This would be at the expense of the parents. The school's SEN policy is available from Mrs Mills in the school office.

Communication with Parents

Good communication between home and school is a vital ingredient in the success of the educational and pastoral role of the school. We have a number of methods. The list below is a summary:

- The message book (juniors)
- The homework diary (seniors)
- The weekly newsletter (usually sent by email)
- Occasional letters home

One important benefit of a small school is that day-to-day contact with the form teacher at the beginning and end of the school day is always possible. A quick word at the start of the day can often be helpful. If you would like a longer meeting please phone Mrs Mills at any time to arrange a mutually convenient time. In addition, the headmaster's door is always open and please rest assured that, at all times, we are only a telephone call away!

5. Sport, Music and Activities

Sport and Games

One of the advantages of a small school is that all children have the chance to be part of teams in all sporting areas, should they wish to. In the junior part of the school children have PE lessons with their class teacher. In the senior part of the school the children have sports lessons. The girls play hockey, netball and rounders. The boys play rugby, football and cricket. The children also participate in cross country running and athletics competitions. All children go swimming at Bungay pool on Thursday mornings. Parents are welcome to come along and parents of Reception and year 1 children are actively encouraged to come along to help with changing.

Matches are organised against other schools. These are noted in the calendar and the weekly newsletter, and letters are sent to those participating to seek permission and to highlight timings. We are always pleased to see parents supporting both home and away matches. Children will not be allowed to travel to and participate in away matches unless the slip has been returned.

As well as matches against other schools we also take teams to the ISA regional and National competitions in swimming and cross country.

If your child is not well enough to take part in games or swimming please make sure you speak to either the form teacher, Mrs Mills or the games teacher. If this is not possible, a note in the homework diary or message book is perfectly acceptable.

Music

As well as class music lessons, children have the chance to take part in a variety of musical activities. Individual instrumental lessons are available in singing, piano, flute, recorder, clarinet, guitar, drums and violin. If you want your child to have a lesson in one of these instruments, please speak to Miss Sindall. Informal concerts are arranged throughout the year as a showcase for the skills learned in these lessons.

In the senior school all children are either in the choir or the verse speaking choir. As well as the normal school events, both groups enter the local and national festivals, as do the junior choir. This has led to groups performing at the Royal Festival Hall and Birmingham Symphony Hall.

Activities

There is a variety of after school activities on offer. A list is sent out the week before the activities begin and places are offered on a first come first served basis. Should an activity be over subscribed we will endeavour to start a waiting list for the next half term. Requests should be handed in to Mrs Mills in the school Office.

In the past these are the sorts of activities we have offered:

Cookery	Board games	Junior & Senior Science Clubs
Badminton	Wire sculpture	Golf
Tennis	Modelling	Gymnastics
Sport	Sewing	Chess Club
Ballet	Kite making	Pottery

6. Pastoral Care and Discipline

Pastoral Care

One of the great strengths of the school is that everyone knows everyone else. Each September, when the new intake arrives, is not long before all staff know all the children by name. Children also know one another well and in particular the senior children and prefects take particular pride in looking after the younger members of the school. The more formal pastoral structure revolves around the form teacher who has overall care for the development and happiness of the individuals in his/her form. The form teacher should be the first person for a child or parent to speak to in the event of any concern. However, consistent with our aims we do all look out for each other and children are encouraged to speak to any member of staff or prefect should they be concerned or worried or unhappy

House System

All children are placed in a house when they join the school. There are four houses, named after rivers in the area. They are Deben, Orwell, Yare and Waveney. Each house meets every Tuesday morning during assembly and the house captains take a vital role in organising activities to encourage house spirit and learning. Every house has at least two members of staff attached to it.

The houses compete in many areas of school life, not least for house points that are awarded for good deeds and good work in any area of school life. There is also a variety of house competitions including sports day, cross-country and the house quiz.

Bullying

The school does not tolerate any form of bullying.

At The Old School Henstead it is our intention to do all we can to prevent bullying, and to deal with it effectively should it occur. We welcome and value children as individuals. We emphasise positive relationships and the need for people to treat others with respect, courtesy and consideration. Our aim is to give all children a sense of security and self worth.

We define bullying as 'words or actions used repeatedly which are intended to threaten, frighten, abuse or hurt'.

1. It is made very clear to pupils that bullying will not be tolerated. Teachers and their pupils discuss issues such as bullying and the importance of positive relationships is continually stressed. Assemblies and PSHE lessons often deal with issues such as positive behaviour and respect for others.
2. Teaching staff are advised as to how to prevent, detect and deal with bullying.
3. All school staff members are asked to report any unacceptable behaviour that they come across and children who seem anxious or unhappy.
4. All children, but especially those in Year 6 who have a weekly meeting with the Headmaster, are encouraged to speak out if they feel that another child is being unkind.

What Parents Must Do If They Suspect That There Is A Problem Relating To Bullying

1. Do all you can to give your children confidence and belief in themselves.
2. Talk to your children about the subject. Let them know you will be supportive, and encourage them to confide in you.
3. Be alert for any signs of bullying.
4. Support our policy by informing someone at school as soon as possible, trusting us to deal with the matter in a sensitive way.

What Pupils Must Do

1. "If someone is being unkind to you, don't be embarrassed to talk to someone about it."
2. "Tell someone if you know of anybody who is being made miserable by someone else."

Safeguarding

The school works in partnership with the Suffolk Safeguarding Board to ensure that our children are safe. All staff are trained in child protection procedures. The Headmaster, Mr Stephen Cole (school governor) and Mrs Lynsay Read (for EYFS) are the senior designated persons in our school. Safeguarding our children is everyone's responsibility and thus any member of the school community should feel comfortable to speak to one of the senior designated persons in the school if they have a concern of any kind.

The school's safeguarding policy is available as an appendix to this document and on the school website.

7. Health and Safety

Medical Needs and Medicines

If children are unwell and not fit for school, and if they are still suffering from an infection which may be passed to others, children should remain at home to be cared for. Children should not return to school for at least 48 hours into a course of antibiotics to avoid infecting others.

If a child becomes ill whilst at school, staff will make every effort to make the child comfortable. Staff will contact parents in order for the child to be collected. Medical facilities are available in the school office, where children will be supervised until parents are able to collect them.

Prescription Medicines

- Medicines should only be brought into school when essential i.e. where it would be detrimental to the child's health if the medicine was not given during the school day.
- Medicines should be given by a responsible adult directly either to Mrs Mills for children in Years 1 to 6 or to the paediatric first aider – Mrs. Read for those in the Reception class.
- Medicines should be in the original container as dispensed by the pharmacist and with the prescriber's instructions for administration.
- The medicine should be clearly marked with the child's name.
- The appropriate dosage spoon should be included with medicines sent to the school.
- Any medicine administered will be recorded by the staff member.
- **MEDICINES WILL ONLY BE ACCEPTED FOR ADMINISTERING IN SCHOOL ON THE COMPLETION OF THE APPROPRIATE FORM BY A PARENT/CARER**

Non Prescription Medicines

- We will not give paracetamol or ibuprofen routinely as their primary use is to control a raised temperature for which a child should be at home.
- We do not allow cough/throat sweets in school.

Parents' Responsibility

- Parents of children in need of medication must ensure that the school is accurately advised about the medication, its usage and administration.
- Parents must complete the parental agreement form kept in Reception or the school office before a medicine can be administered.
- Parents are responsible for ensuring that all medication kept in school e.g. asthma pumps, epipens etc. are kept within date.
- Parents are responsible for notifying the school if there is a change in circumstance e.g. if the child is no longer diagnosed to be asthmatic.

Long Term and Complex Needs

Where a child has significant or complex health needs parents should give full details prior to the child starting school, or as the child first develops the medical need. If and

where appropriate, a health care plan may be put in place involving parents and relevant health care professionals.

Safe Storage of Medicines

- The school is responsible for ensuring that all medicines are stored safely.
- Medicines should be stored in the supplied container, clearly marked with the child's name, dose and frequency of administration.
- Medicines are stored in the Office or the Reception classroom out of the reach of children.
- Certain types of treatments such e.g. eczema cream, inhalers are stored in the Reception classroom.
- Where medicines need to be kept refrigerated they will be kept in the staffroom fridge.

School Trips

- On school trips the class teacher is responsible for taking, looking after and administering medicines.

First Aid

The school has a qualified first aider and all staff have completed a one day first aid course. In addition to this the reception class teacher is a qualified paediatric first aider.

Accidents

Should an accident occur at school first aid will be administered by a qualified member of staff. Parents will be informed either in writing or in person for all accidents other than minor cuts and bruises. Should the qualified first aider consider that hospital treatment is required the school will make every effort to contact you the parents before they are taken. However, in an emergency the school will act in loco parentis if it has been impossible to contact a parent.

Health, Safety and Fire

The school has an official Health and Safety policy. Risk assessments are carried out for all areas of school life including all trips off site. Pupils are made aware of the importance of following rules which are in place to reduce the risk to themselves and others.

For any trip off site, parents are asked to complete a permission slip and children will not be taken unless this has been completed.

The school has regular fire drills at least once a term in order that all children know the procedure.

Smoking

Smoking is not permitted on any part of the school premises.

Closure of the School

In the event of the school being closed because of bad weather (or any other cause) the following procedure will be followed.

1. The Headmaster or his representative will telephone each Form Teacher as soon as possible (ideally before 7.30 a.m.)
2. Each Form Teacher will telephone his or her pupils immediately excluding siblings of older pupils
3. This procedure will operate on each and every day the school is closed.
4. All parents and staff are reminded, in writing via the weekly newsletter of this procedure in late autumn every year.
5. Information regarding the closure will be posted on the school website (www.theoldschoolhenstead.co.uk) as early as possible on each morning of closure.

8. School Rules and Routines

Principles

The school rules are characterised by common sense, kindness, courtesy and consideration to all. There are however certain things we would like to draw your attention to so that everyone knows where they stand. We need your support in these areas in order that we can give your child a solid framework in which to grow and develop.

Personal Belongings

We encourage children to bring in the following items:

- Resources relevant to classroom topics
- Appropriate books
- Sports equipment for games and playtimes
- Equipment for after school activities
- Younger children may bring in a toy for use at playtimes

Please be aware that staff will do everything possible to ensure that such items are looked after but accidents do happen!

The following items are not allowed in school

- Knives
- Fireworks and the like, including stink bombs
- Chewing gum
- Make-up
- Spray deodorant
- Mobile phones (except with the Headmaster's permission)
- Electronic games (except with the Headmaster's permission)
- MP3 players (except with the Headmaster's permission)

Lost property

Lost property should be handed in to the office. It will then be placed in a labelled box in the room next to the music practice room. Parents are welcome to look in the box at any time to check for lost items.

Snacks

Children should bring in a snack for morning break. We encourage a healthy item if possible such as some fruit or vegetable sticks or some plain biscuits. We do also ask that they should not have a chocolate bar, sweets or crisps for this snack.

Uniform

School uniform is worn at all times unless otherwise notified. A list is kept in the office. Uniform is available by order through the school shop. This is run by parents and includes second hand uniform. The shop is open every Monday morning from 8.30 a.m. to 9.30 a.m. Orders can also be placed with Mrs Mills in the office.

The wearing of uniform helps to ensure a sense of belonging and we encourage our children to take a due pride in their appearance and membership of the school. Therefore it is important to maintain the standard of uniform all the time. Please ensure that children have the correct uniform at all times and that they are appropriately dressed in the cold winter months.

HAIR: Hair must be kept tidy and neatly cut. Girls' long hair (longer than collar length) should be tied back with brown, blue or brown and yellow bands or, in summer, blue and white bands, ribbons and slides. Boys' hair should be conservative in style and no longer than collar length. No styles such as steps, tramlines etc will be allowed.

JEWELLERY: No jewellery to be worn at all, i.e. no rings or necklaces (unless an SOS talisman or other medical identifier). Girls with pierced ears may only wear small gold or silver studs, which should be removed for PE activities. Boys shall not have earrings of any kind.

Make up, transfers, nail varnish, body painting and body piercing are not allowed.

Dropping Off and Picking Up

The children are not allowed in the car park unaccompanied. Therefore we ask that parents of children in Reception to Year 5 accompany their children either to the hall or to their classroom in the morning. Parents of children in Year 6 should drop their child off in the garden unless they wish to speak to the form teacher. This is to encourage independence.

At the end of the day parents should wait for their children in the garden. Staff will bring the children to this area in order to hand them over to parents. If your child is attending an after school activity you may need to go the appropriate room to collect them.

If a person other than the child's parent is to collect a child, the school office must be informed in advance.

Manners

Good manners are very important at our school. All children are expected to behave with respect and courtesy to others. These values are inculcated from an early age and are never taken for granted. At lunchtimes, the Headmaster, assisted by some teachers, eats with the children to spend social time with them and to ensure that table manners are appropriate.

We continually strive to recognize and praise high standards of behaviour. A1's are awarded for particular acts of kindness or courtesy.

Sanctions

Inappropriate behaviour is addressed firmly to ensure a happy, safe and productive environment for all. A series of increasing sanctions is used. In the first instance gentle verbal reminders are used, followed by firmer reprimands if necessary. The next step would be for the child to 'lose' a house point. More serious misdemeanors may warrant a Demerit which counts against the child's house and has to be explained to the House Captain. The teacher issuing the Demerit records details in a book and the Headmaster will speak to the child to discuss the matter. Parents may be informed at this stage, but will certainly be informed if a second demerit is issued.

9. Complaints Procedure

Introduction

The School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the School in accordance with this Procedure.

Stage 1 - Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally.

If parents have a complaint they should normally contact their son/daughter's Form teacher. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form teacher cannot resolve the matter alone, it may be necessary for him/her to consult the Deputy Head or the Head.

- Complaints made directly to the Deputy Head or the Head will usually be referred to the relevant Form teacher unless the Deputy Head or the Head deems it appropriate for him/her to deal with the matter personally.
- The Form Teacher will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within twenty one days or in the event that the Form teacher and the parent fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with Stage 2 of this Procedure.

Stage 2 - Formal Resolution.

- If the complaint cannot be resolved on an informal basis then the parents should put their complaint in writing to the Head. The Head will decide, after considering the complaint, the appropriate course of action to take.
- In most cases, the Head will meet/speak to the parents concerned, normally within one or two days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.
- It may be necessary for the Head to carry out further investigations.
- The Head will keep written records of all meetings and interviews held in relation to the complaint
- Once the Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Head will also give reasons for his/her decision.
- If parents are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure.

Stage 3 - Panel Hearing

- If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to a Convenor who has been appointed by the Governors to call hearings of the Complaints Panel.
- The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the Convenor. The Convenor, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as

practicable and normally within fourteen days.

- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than seven days prior to the hearing.
- The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.
- Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within seven days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. [The decision of the Panel will be final.] The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Head, the Governors and, where relevant, the person about whom the complaint was made.
- Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required in the course of the school's inspection; or where any other legal obligation prevails.

Appendix 1 - Safeguarding Policy

Introduction

Safeguarding Children and Safer Recruitment in Education (Nov 2006) places a general duty on schools to co-operate with other agencies in the protection of children. It also requires that schools have in place policies and procedures, which should be shared with parents and be in accordance with locally agreed inter-agency procedures and made to address concerns about the safety and protection of children.

The school is concerned that all pupils remain safe and free from harm and is committed to playing a full and active part in the multi-agency response to child protection concerns. This document sets out School's position with regard to DfE guidance *Safeguarding Children and Safer Recruitment in Education*, in relation to all aspects of the child protection process.

The Old School Henstead fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee or Local Safeguarding Children Board and take account of guidance issued by the Department for children, schools and families to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role, including bi-annual updates.
- Ensure we have a nominated governor responsible for child protection.

- Ensure we have a designated person within the EYFS responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role. Training must be undertaken at least every three years.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure that there is an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged by the governing body.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Appendix

The following principles underpin the school's approach to Safeguarding Children at School.

Partnership

The school believes that the best outcomes for children generally are achieved when professionals can work effectively in partnership with parents/carers. This belief holds equally in relation to child protection concerns. School believes in open and honest communication and will always share with parents/carers any information or concerns that they have about their children at the earliest opportunity. The only exception to this would be where it was felt that such communication might compromise the child's safety.

If a child is felt to be in need of protection and becomes the subject of a child protection plan, parents/carers should regard School as a source of help and support.

Prevention

The school takes seriously its duty of pastoral care and will be proactive in seeking to prevent children becoming the victims of abuse or neglect. It will do this in a number of ways:

Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds.

By identifying a member of staff (The Headmaster) and a governor who have overall responsibility for child protection matters. They have received training in this field and acts as a source of advice and support to other School staff.

By informing children of their rights to be free from harm and encouraging them to talk to school staff if they have any concerns.

Through PSHE and an ongoing programme of support, at an age appropriate level, which promotes self-esteem and social inclusion and address the issue of child protection in the wider context of child safety in general.

Responding to concerns

If the school receives information about a child which suggests that he/she **has** been actually abused or neglected or that this is likely, it has a **duty to refer** these concerns to the Social Services Department or Police. The school has no discretion in this matter. In these circumstances the Social Services Department's child abuse investigation procedures apply.

In the course of an investigation the Social Services Department or Police might wish to speak to a child, without parental knowledge or consent. The Headmaster, acting 'in loco parentis' has discretion to agree this to allow the authorities to explore concerns and determine whether there are grounds for further action. In these cases the Headmaster will ensure that the child's welfare is secured and he/she has access to a trusted adult.

The Headmaster will **not** allow a child to be removed from School premises without either:

- Parental consent
- An order of the Court or a Police Protection Order

If the school receives information which suggests a child **may** have been abused or neglected or abuse or neglect **may** be likely, then it will **consult** with the Social Services Department.

In these circumstances the Social Services Department may decide to begin a child protection investigation in which case its procedures will apply.

In either case parents will be informed of what has happened at the earliest opportunity consistent with the child's best interests.

NB

It is important to remember that a referral or consultation with the Social Services Department is an **expression of concern** about a child's welfare. It is not an accusation or a presumption of responsibility about a parent/carer.

If the school has general concerns about a child's welfare these will be raised with parents/carers at an early stage in an attempt to work together to remedy the situation. If concerns persist over a period of time, School may consult with the Social Services Department to discuss a way forward.

In all of the above circumstances School will keep a confidential record of its concerns and actions (see later).

Child/child abuse

In the event of physical or emotional abuse of one child by another this will be taken seriously and dealt with through the school's anti-bullying policy.

If it emerges that a child is being bullied by a sibling who may not be a pupil then the school in the first instance will inform the children's parents of its concerns. If the problem persists and the pupil continues to be the victim of abuse then School will refer its concerns to the Social Services Department.

In all matters of suspected sexual abuse, either victimisation or perpetration, the school will refer its concerns to the Social Services Department.

Child protection conferences

If pupils become the subject of child protection conferences then the school will be represented and will provide information about the child and his/her family. Usually this will be in the form of a written report, the contents of which will be shared with parents/carers prior to the meeting. Where School provides a verbal report, again parents/carers will be informed what is to be said prior to the conference.

Occasionally the school may have information which is confidential and which will be shared in a closed section of the conference. If this is necessary the Chair of the conference will discuss the matter with parents/carers.

When any child becomes the subject of a conference, local procedures require all the other children of the family are considered. It may well be therefore that the school will be required to provide information on children about whom there appear to be no direct concerns. In these situations the same procedure on prior disclosure of information will apply.

The school will contribute to the process of risk assessment and the decision about registration of children.

Child protection registration

When a pupil's name is added to the Child Protection Register the school will be represented on the core group and will play an active part in the creation and implementation of the child protection plan.

For as long as a child's name appears on the Register he/she will be supported by the school and his/her progress will be monitored. The school will keep a confidential record of the child's progress and any further concerns (should they arise) and share this information with other members of the core group in order to evaluate the progress of the child protection plan.

If the school receives information that a child whose name appears on the Register already has suffered further abuse or neglect, this will be referred immediately to the child's key worker.

Confidentiality

If the school receives information from any source that a child has suffered abuse or neglect or may suffer in this way, whether the child is a pupil or otherwise, it has a duty to pass this information to the Social Services Department.

If parents/carers wish to share such information with the school they must be aware that it will not be possible to guarantee confidentiality. The school can reassure parents/carers however that if they wish, the source of the information can remain anonymous.

When a pupil's name is added to the Child Protection Register this information will be shared on a 'need to know' basis with the minimum number of staff necessary to ensure the child's safety and welfare. These people will receive the minimum amount of information they need to enable them to implement the child protection plan. They will not have access to all the information shared at the initial child protection conference.

The school will ensure that the confidentiality of information is maintained by keeping records in a safe and secure place with access strictly limited. All records of a child's progress while the subject of registration will be kept similarly secure.

Transfer of records

If a child whose name appears on the Child Protection Register transfers to another school then the key worker will be notified of this change and School will arrange for the transfer of the child's records including information about registration. The key worker will then notify the new school of the next core group meeting so that the responsibility for monitoring the child's progress can be officially transferred.

If a child whose name has appeared on the Register in the past, but is no longer the subject of registration, transfers to another school then information about past registration will **not** be transferred. The information relating to this child will be retained in line with the policy on retaining records.

De-registration

A child's name can only be removed from the Child Protection Register by a child protection review conference. The school will be represented at these meetings and will play an active part in the process of risk re-evaluation and the decision regarding de-registration.

In line with the policy above, the school will share with parents prior to any review the information they intend to present.

Allegations against staff

All allegations against any member of staff which have implications for the safety and welfare of children will be taken seriously and investigated in line with agreed Child Protection and Disciplinary Proceedings Policy.

When concerns come to the attention of school staff they should refer to the procedures on how to progress these.

Senior Designated Persons

The SDPs are: Mr S. Cole, The Headmaster and Mrs L. Read

Members of the public who have concerns should speak to the Headmaster.

April 2010
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