

Welcome
to



Our School

INTRODUCTION

Welcome to Hawkesley Church Primary School.

Starting school is a major step in the life of you and your child. We hope this booklet will help you to understand what we are trying to do for the children and families at this school.

We aim to have high standards of work and behaviour, and believe in developing the skills of each individual child.

It is important that Parents are familiar with our aims so that we can work together to provide the best possible quality education for our children. Every effort will be made to ensure that each child is happy and secure at Hawkesley.

We look forward to meeting you.

Mrs J Bailey

Mr G Gill

Chair of Governors

Acting Head Teacher

HAWKESLEY CHURCH PRIMARY SCHOOL

Acting Head Teacher: Mr G Gill

**376 Shannon Road
Kings Norton
Birmingham
B38 9TR
Telephone: 0121 459 6467
Fax: 0121 459 6468**

A Voluntary Aided Anglican/Methodist School

240 places in the Juniors

180 places in the Infants

39 places in the Nursery Unit

Age range 3 years to 11 years

Two form entry Primary School

60 pupils admitted each September

Chair of Governors: Mrs S Bailey

Chief Education Officer: Tony Howell

**Education Department: City of Birmingham
Margaret Street
Birmingham
B3 3BU**

Telephone Number: 0121 235 9944

**Diocesan Director of Education: Mrs J Hughes
Church House
Harborne Park Road
Birmingham
B17 0BH**

Telephone Number: 0121 427 5141

HAWKESLEY CHURCH PRIMARY SCHOOL STAFF
SEPTEMBER 2011

Acting Head Teacher

Acting Deputy Head

Teacher

Mr G Gill

Mrs B Butterworth

Assistant Head Teacher

Mr P Nash

Teaching Staff

Mrs J Slade (P/T)

Mrs R Moseley (P/T)

Mrs P Bellamy (P/T)

Mrs A Higgins

Mrs J Adams (P/T)

Mrs L McRoy

Miss L Hudd

Miss C Brush

Mrs C Ray

Miss Lynch

Miss Bevington

Mrs Onions

Mrs Lokenath

Miss Garratt

Pastoral Manager

Mrs D Johnson

Teaching Assistants/General Assistants

Miss V Hasker

Mrs C Styler

Mrs T Johnson

Mrs H Kenny

Mrs V Bromley

Mrs J Prendergast

Mrs A Parker (P/T)

Mrs J Chidler

Mrs H Abbott

Mrs S Ray

Mrs R Allport

Miss S Willetts

Miss R Piggot (P/T)

Mrs D Grainger

Miss M Sumpter

Administrative Staff

Mrs L Allison

Mrs P Tierney

Miss E-J Evans

Cook

Mrs C Kilmartin

Building Services Supervisor

Mrs D Malone

Dinner Supervisors

Mrs P Foyle

Mrs A Thomas

Mrs R Pigott

Mrs S Tarpey

Mrs M Round

Mr W Bourne

Mrs S Harris

Mrs S Belcher

Mrs J Clarke

Miss A Brewster

Mrs E Cooper

Miss C O'Neil

Mrs D Grainger

Mrs K Gough

Mr M Butcher

Foundation Governor Representatives

Mrs S Bailey (Chair)

Canon Rob Morris (Vice Chair)

Mr David Brown

Mrs Linda Mann

Reverend John White

Mrs Muriel Eden-Tetley

Mrs Gail Rogers

Mrs Liz Power

Mr John Richardson

Mrs M Fleming-Froy

LA Governor

Mrs Sandra Bailey

Staff Governor Representatives

Mrs Helen Kenny

Mr Graeme Gill

Parent Governor Representatives

Mrs J Stone

Miss Sarah Perry

School Nurse

Mrs M Conway

ADMISSIONS POLICY

Proposed Admission Arrangements for Primary Schools September 2011: Primary Voluntary Aided and Foundation Schools

Proposed Birmingham School Admission Criteria September 2011

| | | | |
|------------------|--|--------|---------------|
| School Name | Hawkesley Church of England – Methodist (Voluntary Aided) Primary School | | |
| School Address | 376 Shannon Road, Kings Norton, Birmingham, B38 9TR | | |
| Head Teacher | Mrs Gill James | Tel No | 0121-459-6467 |
| Admission Number | 60 | | |

It is the agreement of the Governing Body that school places will be offered to children who meet the following criteria in rank order:

Criteria

| | |
|----|--|
| 1. | Looked after children |
| 2. | Children who have siblings, as defined by the Local Authority, who will be attending school at the date of the applicant's admission. |
| 3. | Children who either *regularly attend or whose parents *regularly attend Hawkesley Anglican/Methodist Church or another church of the Kings Norton Team Ministry. (A letter from one of the Team clergy will be required as proof of entitlement.) |
| 4. | Children who live on the Hawkesley, Primrose or Pool Farm estates. (A map is provided in the school and in Hawkesley and St Nicolas churches.) |
| 5. | Children who have attended Hawkesley Nursery Unit. |
| 6. | Children either *regularly attend or whose parents *regularly attend worship in another religious tradition. (A letter from one of their religious leaders will be required as proof of entitlement.) |
| 7. | Children who live nearest the school. (Distance measured according to the Local Authority definition.) |

If within any one category above, there are more children than places available, the Governors will give priority to those living closest to the school, as measured by the Local Authority.

| | |
|--|---|
| Shared Responsibility | Where Parents have shared responsibility for a child, and the child lives with both parents for part of the week, then the main residence will be Proposed as the address where the child lives the majority of the week. Parents may be requested to supply documentary evidence to support the address used. |
| Separating the "final qualifier" applications (twin, blocks of flats etc.) | In a very small number of cases it may not be possible to decide between the applications of those pupils who are the final qualifiers for a place, when applying the published admission criteria. If two or more applicants share the same distance to a school and a place is available the applicant to whom the place will be offered will be determined by the Local Authority by random selection. |

* Regularly means once a month over a twelve month period.

HAWKESLEY CHURCH PRIMARY SCHOOL

All children are entitled to quality education, and at this school we aim to set standards of excellence in the quality of teaching and learning experiences that we offer to our children.

The children will always be at the heart of the educational process, and we celebrate success in all areas of achievement. Children will be encouraged to develop enquiring minds, initiative, confidence in themselves and respect for each other, laying a Christian foundation and preparing them for life in a multi-cultural society.

Such values are at the heart of our aims:

1. To ensure that every child has appropriate access to the E.Y.F.S and National Curriculum in order to reach the highest possible standard of achievement.
2. To provide a curriculum that is broad, balanced, relevant and of the highest possible quality in order to develop the skills, knowledge and attitudes that will offer each child the broadest possible opportunities both now and in the future.
3. To provide an exciting and stimulating curriculum for each child in order that he/she has the opportunity to develop an enthusiasm for learning and an appreciation of the arts and sports.
4. To encourage each child to acquire the skills and attitudes that will enable him/her to become an independent learner.
5. To encourage each child to acquire the confidence to develop and hold to a set of spiritual and moral values which are in accordance with Christian beliefs.
6. To help each child to develop a sense of self-respect, the capacity to live as an independent, self-motivated adult and to have the ability to function as a caring and contributing member of the community.
7. To promote a sense of worth and self-esteem which will enable each child to develop an understanding of, and a respect for, others, regardless of individual differences.
8. To enable each child to communicate and interact clearly and confidently, to the best of their ability, in ways appropriate to various occasions and purposes.
9. To help all children to explore and care for their environment and the wider world in which he/she lives, and to understand the interdependence of individuals and groups of people.

To provide a happy, secure and safe environment in which every child has a sense of involvement and belonging.

INFORMATION ABOUT SPECIAL EDUCATIONAL NEEDS

Some children may experience difficulties with their learning and will need extra help for part of their time in school. This is provided by delegating a Senior Member of Staff to act as the Special Educational Needs Co-ordinator. This means that children with special needs can be given some opportunities to be taught in small groups or on an individual basis, following a specific education plan.

If a child does not make satisfactory progress the Local Authority has a number of agencies to provide further support or advice.

These include:

Pupil/School Support, Visiting Teacher Service, Behaviour Support Service and Educational Psychologist.

A child may be identified as having special educational needs if a concern is expressed by his/her Class Teacher, by the Parents, or by another service such as the Health Authority.

Parents will be informed of any such concerns at Parents Evenings or by letter and are invited into school to discuss their child's needs, programmes of work and progress made.

Parental views and involvement are highly valued and encouraged. They will form part of the child's records to be completed during meetings with the SENCO. Parents can arrange a meeting by contacting school at the beginning or end of the school day or by letter.

Outside Agencies will not be involved without permission from parents.

Lists of local and national voluntary organisations can be made available on request.



RELIGIOUS EDUCATION



Religious Education is a legal requirement and is based on Christian teaching, whilst being mindful of the multi-cultural society in which we live.

It is broadly based, building on the children's existing experiences and knowledge, helping them to learn FROM and ABOUT Religion.

1. To provide a foundation of Christian teaching.
2. To address fundamental questions of life.
3. To respond to these questions with reference to the teachings and practices of Christianity.
4. To reflect on their beliefs, values and experiences.
5. To begin to develop the ability to make reasoned and informed judgements about religious and moral life.
6. To develop positive attitudes towards other people, respecting their rights to hold positive beliefs different from their own, enabling them to live in a world with many diverse religions.
7. To begin to develop some knowledge and understanding of the faiths, practices and values of the religious traditions found within our city.

Parents have the right to withdraw their children, on religious grounds, but parents may be asked to make arrangements for their children during this period. Please discuss this with the Head Teacher.



COLLECTIVE WORSHIP



In accordance with the 1988 Education Act, Collective Worship takes place every day, and is broadly Christian. This may involve the whole school, in the hall, or may be class based.

Parents have the right to withdraw their children, on religious grounds, but as all staff and children are included, then parents must make arrangements for their children during this period. Please discuss this with the Head Teacher.

TIMES OF THE SCHOOL DAY

The morning session begins at 8.55 a.m. and ends at 12.20 noon in the Infants and Juniors.

The afternoon session is from 1.20 p.m. until 3.20 p.m. in the Infants and until 3.30 p.m. in the Juniors. Nursery and Reception sessions are from 8.55-11.50 and from 1.00-3.15 p.m.

When the bell rings at 8.55 a.m. children are to enter school **by themselves** using the various entrances.



END OF THE DAY

School closes at 3.20 p.m. in the Infants and 3.30 p.m. in the Juniors and children should be collected promptly please.

We use different exits for safety reasons to avoid overcrowding.

Reception: Please wait in the Reception playground and your child will be sent to you. Parents please stand well back so that staff can be sure that the children are handed over safely to their parents.

Year 1: Please wait below the slope by the Front Entrance and your children will come to you. If you stand well back from the door you can be seen more clearly than if you crowd at the Entrance.

Year 2: Please wait in the infant Playground and your children will come to you, walking on the path around the Conservation Area.

Years 3: Please wait in the upper Infant/lower Junior playground and your children will come out to you.

Year 4-6: Please wait in the junior playground and your children will come out to you.

All Junior children are reminded frequently that they should return to school if no-one is there to meet them.

We do not allow children less than 16 years of age to bring and collect children.

Unfortunately, we cannot allow you to wait inside the School Building as there is insufficient room.

PASTORAL CARE

The Class Teacher is responsible for the welfare of all the children in his/her class, and in turn is responsible to the Head Teacher.

The staff are committed to establishing a policy of mutual support between Parents and School. Any problem will receive our consideration. Please do not hesitate to seek help and advice.



ATTENDANCE AND ABSENCE

We rely on your co-operation for the children to be punctual, and to attend regularly.

If your child is not well enough to come to school please make sure you phone the school before 9.30, on the child's return a letter of confirmation is appreciated this is to be given to the class teacher.

All attendances and absences are recorded and the details are sent to the Department for Education.

The latest return to the Department stated for January to April 2011

| | |
|---|--------|
| Children of compulsory school age (i.e. 5 years by September 2010) | 192 |
| The percentage of half day sessions missed through authorised absence | 3.86% |
| The percentage of half day sessions missed through unauthorised absence | 2.25% |
| The percentage of attendance | 93.89% |

Authorised absence includes illness, doctors and hospital appointment or agreed with the Head Teacher.

Unauthorised absence includes shopping, having hair cut, dentist and opticians.

Please remember that extended absence will be detrimental to your child's progress.

Holiday Authorisation

Holidays are only authorised by the Head Teacher, in order to request a holiday all parents are asked to fill in a Holiday Form. Holidays are only authorised if children have achieved 95% attendance and above, no more than 10 days in one academic year will be allowed. We follow the policy of the EAZ which is available on request.

COMPLAINTS PROCEDURE

Any concerns you have should, at first, be discussed with the Class Teacher or Head Teacher. However, if not satisfied, a parent can contact the Governing Body via the school or the L.A. at Margaret Street, Birmingham. A full copy of our complaints procedure is available on request.

CURRICULUM

To achieve the aims of the school, the curriculum we offer is

- child centred
- broad and balanced
- developed in consultation with all staff
- clear, with common aims and objectives, and fulfils the requirements of the National Curriculum

This means that all children are taught the three core curriculum subjects of Literacy, Numeracy and Science.

Literacy and Numeracy are both delivered in a cross-curricular manner, but also through the daily Literacy Hour and Mathematics lesson as prescribed by the National Literacy Strategy and National Numeracy Strategy.

The foundation subjects are taught either weekly or in blocks so that all children receive their entitlement in

History, Geography, Information Technology, Design Technology, Art, Music and P.E.

R.E. is taught in accordance with the Birmingham Diocese scheme of work.

Detailed curriculum policies and schemes of work are available on request.

Children who are at the Foundation Stage (Nursery and Reception) work towards Early Learning goals in a range of areas, including structured play activities.

Other Curriculum Areas

As part of our broad and balanced curriculum, we also include aspects of personal, social and health education, together with environmental studies. This will include an element of sex education in Year 6, as agreed by the Governing Body.

Children also benefit from regular swimming lessons from Year 2 onwards, and a range of extra curricular activities are available of both a sporting and musical nature.

ASSESSMENT

Children are constantly assessed throughout their time at school. Much of this occurs in a planned, yet more informal, manner. However, more formal assessments take place in the Foundation Stage (E.Y.E Profile) and then at the end of Year 2 and Year 6 (Key Stage 1 and Key Stage 2 SATs). These results are then published both individually in Annual School reports and as a school summary.

SCHOOL MEALS

Meals are cooked and served on the premises. As there is a choice of food on offer, we encourage the children to eat a reasonable amount. We do not force them to clear their plates, but we do try to encourage healthy appetites!



Dinners are supervised by our Lunch Time Supervisors and children do need to be experienced in using knife, fork and spoon!



Children can alternatively bring a healthy packed lunch to school in a **named box**.

Half a Term's notice needs to be given for children changing to or from a school meal.

Dinner money, currently £1.85 daily for Infants and Juniors and £1.55 daily for Nursery, is payable on Monday morning for the week. If your child is absent in the previous week, please deduct any credit owing to you. Please send the money in a clearly labelled envelope!

If you are eligible for Free Meals, please collect the appropriate form from the school office.

HEALTH

Children should not be in school if they are not well. They become very distressed, cannot learn, and nothing can replace a parent's love and attention at such a time.

No child should attend school until **AT LEAST 48 hours after vomiting and diarrhoea has stopped**, i.e. all of the following day, to help prevent the spread of these viruses to staff and children.

Please contact the school if your child is poorly before 9.30.



MEDICATION

It should be the exception rather than the rule for medicines to be brought into school.

Parents should ask their Doctor to prescribe in such a way that any medication can be administered at home, not in school.

Any request for medicine to be administered should be made to the Head Teacher on a form obtained from the office. Teachers cannot be asked to administer medicines. **We can only keep medication prescribed by a doctor in school.**

If a child brings medicine into school without the agreement of the Head Teacher, the school will not be responsible.

We would like to inform you that the following procedures will be carried out on all the children at some time during their attendance at school.

1. Medical Interview with the School Nurse, i.e. Parents and child.
2. Eye tests. (Parents must follow-up)
3. Hearing tests.
4. Hygiene survey.
5. Checks of height and weight as necessary.
6. Immunisation and Vaccination (at senior levels).
7. Health education.

Should you (or your child) have any queries or concerns regarding their health while in attendance at school, please do not hesitate to contact the Head Teacher.

EMERGENCY INFORMATION

Please keep emergency contact telephone numbers up-to-date.



This is vital as there may be times when we need to contact you as a matter of urgency.

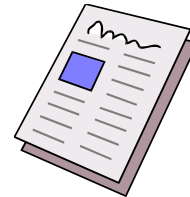


PARENTAL INVOLVEMENT

At Hawkesley we believe that the education of the children should involve a partnership between Teachers and Parents.

Parents and friends are invited into school for Parents Evenings which are held each term, Curriculum meetings, Harvest Festival, Easter, Mother's Day and Christmas celebrations. Birthdays and Achievement Assembly is held every Friday morning.

A vital communication link is The Hawkesley Herald Newsletter; this comes out every Friday with the children and gives you all the updates and information around the school.



There are many ways that Parents and Friends can help in school. Teachers always appreciate offers of help in the classroom, even if you can only stay for the odd half hour. If you would like to volunteer, please speak to individual Class Teachers.

UNIFORM

Governors and staff would like the children to wear the school uniform. This gives us a sense of identity and belonging to the school, especially as this now incorporates our school logo.

School colours are Royal Blue and Gold.

| | | |
|----------------------------|---|---------------|
| Shirt/blouse/T-Shirt | - | white or gold |
| Cardigan/jumper/sweatshirt | - | royal blue |
| Trousers/skirt | - | grey/black |

Sweatshirts, polo shirts, cardigans and T-Shirt and shorts for P.E can be bought from the School Office.

DRESS

Please do not allow your child to wear jewellery or fashion shoes. Jewellery may be lost, and fashion shoes are not always suitable for play-time.

P.E. KIT

All children must be provided with a P.E kit in order to take part in physical education. The kit should contain a t-shirt, shorts and pumps.



In the **Summer Term** P.E. is often held in the playground and **pumps are essential.**

P.E. kit must be in school every day.

ALL CLOTHING MUST BE MARKED WITH THE CHILD'S NAME.

Please be assured that we do all in our power to protect your child and their clothing, by talking to the children about the use of paths, keeping away from muddy areas, not playing rough games, etc.

Unfortunately, however, some children do not listen!

LITTER

Bins are provided for litter inside and out of doors. Please help us to teach your children not to throw litter on to the floor.



CHILDREN'S SAFETY AND CAR PARKING

Old Portway is a very busy road, with two bus stops situated on the road. The Governors have campaigned over a period of years to obtain a crossing warden, and will continue to request this. Please help us to teach the children to cross the road safely.

Car parking on the school site is for staff cars only.

Cars must not be parked within 15 metres of the school entrance.

Dogs and smoking are not allowed in the school grounds.

Involvement of Parents

The effect of rewarding behaviour in school can be enhanced and improved by the involvement of the child's parents. The school has a range of certificates which may be sent home with a child to signify that an outstanding standard of behaviour has been achieved. Complementary rewards from the child's parents will assist in reinforcing the school's own efforts to encourage such behaviour. This might be in the form of the parent recognising that the child has merited special mention by asking the child about their good behaviour and praising him or her. The parent may speak to the class teacher about the child's good behaviour and praise the child's efforts. Parents may wish to grant the child a particular privilege at home by way of reinforcing the positive behaviour.

SANCTIONS

From time to time, it is important that children are reminded that some behaviour is undesirable, antisocial, or even dangerous to themselves and others. In such instances the school has a set of consistent sanctions it may apply. The application of any of these is explained to the child in the context of the behaviour that caused it to be applied, and in an effort to persuade the child to alter, modify or cease such practices.

INVOLVEMENT OF PARENTS

The application of any sanction is unlikely to be completely successful without the co-operation of parents. The school requires that parents of children attending Hawkesley Church Primary School read this brief summary of the Behaviour Policy and sign to show that they will support it. Parents will be informed early on in any extreme or persistent cases of misbehaviour unless parents have requested in writing more frequent reports.

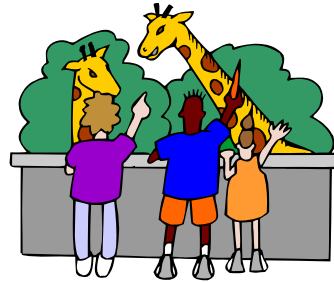
EXCLUSION

Certain forms of behaviour will not be tolerated under any circumstances as they represent extreme and dangerous acts likely to cause very real damage to other children or the child itself. In addition, children who persistently abuse the sanctions system and refuse to modify their behaviour in any way whatsoever, despite the best endeavours of the teachers involved, may require more intrusive sanctions. In these circumstances, the Head Teacher may talk with the child's parents and exclude the child from school for a specific period of time. The child will be allowed back to school after a re-entry agreement has been reached; clearly stating the conditions under which the child may resume study at school and after the Head Teacher is satisfied that there will not be a recurrence of the behaviour that led to the exclusion.

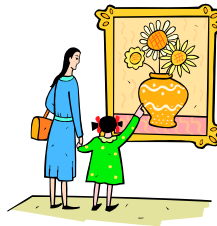
The Governing Body will be informed of exclusions of more than five days.

EDUCATIONAL VISITS AND CHARGING POLICY

Many visits are organised as part of the Curriculum, so a great deal of time is spent in the classroom in preparation and follow up work. It is important, therefore, that all children take part in such visits.



Many of these are of a local nature, and we make considerable use of our immediate environment. We are also lucky to have such a culturally rich city, and we do make visits to the City Centre as well as other more distant places of interest.



We are not able to charge for Educational trips that take place during the school day, as laid down in the 1988 Education Reform Act. We, therefore, ask parents for voluntary contributions for such outings, but clearly these can only take place if sufficient contributions are received.

We must stress that all money received does not subsidise the cost of other children going who do not pay.



Hawkesley Church Primary School **Charging and Remission Policy Statement**

RATIONALE

The Governing Body of Hawkesley Church Primary School recognises the valuable contribution that the wide range of additional activities, including trips, clubs and residential experiences can make towards pupils' education.

The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

CONTEXT

The law states that education provided during school hours must be free. This definition includes materials, equipment and transport provided in school hours by the Local Authority or the School. No pupil may be left out of an activity because their parents cannot or will not make a contribution of any kind.

AIMS

- To make school activities accessible to pupils regardless of family income.
- To provide a process which allows activities to take place at a minimum cost to parents, pupils and the school and;
- Which acknowledges the cost of such activities to the school's budget.

CHARGES

The governing body reserves the right to make a charge in the following circumstances for activities organised by the school.

Residential Activities Taking Place Largely During School Hours

The full cost to each pupil of board and lodging. Parents have the right to claim free activities if they are in receipt of the following state benefits:

- Income Support
- Income based Job Seekers Allowance
- Support under section V1 of the Immigration and Asylum Act 1996
- Working tax credit and an annual income that does not exceed the published Inland Revenue threshold

Activities outside School Hours

The full cost to each pupil of all approved activities deemed to be optional extras that are not a necessary part of the national curriculum.

Individual Instrumental Tuition

The full cost to the pupil for providing and instrumental tuition if the cost is not an essential part of the national curriculum or examination syllabus.

REMISSIONS

There will be no obligation for any parent to make a voluntary contribution towards the cost of school activities and to the School Fund. Pupils will not be treated differently whether or not their parents have made a contribution.

The Governing Body may wish to remit in full or in part the cost of other activities for particular groups of parents, for example, in case of family hardship. When arranging a chargeable activity such parents will be invited in confidence for the remission of charges in full or in part. The Head Teacher in consultation with the Chairman of Governors will make authorisation for such remission.

VOLUNTARY CONTRIBUTIONS

Voluntary contributions may be requested from parents to cover the cost of the following activities:

Cost of materials, bus fares, entrance fees, school visitors etc and insurance

GENERAL

The Governing Body may from time to time, amend the categories of activity for which a charge may be made. Nothing in this policy statement precludes the Governing Body from inviting parents to make a voluntary contribution towards the cost of additional activities, which take place in school time. Parents may be advised that the continuance of an activity may depend upon voluntary contributions, but once it has been decided to run such an activity no qualifying child will be excluded on the grounds of voluntary contributions.

Date agreed by the Governing Body: 24th January 2008

Signed:

Canon R Morris

BEHAVIOUR POLICY

Hawkesley Church Primary School recognises that the key to successful relationships is positive rewards for acceptable behaviour. An overwhelming emphasis is placed upon ensuring that children have a great many opportunities to receive praise, encouragement and recognition for positive contributions to school life.

School Rules

Ethos

At Hawkesley Church Primary School it is our aim to be a safe, secure and stimulating learning environment where all are able to achieve and where we embrace Christian values.

The children are encouraged to take responsibility for their own behaviour and the consequences of choosing to misbehave.

The adults in this school use the policy fairly and consistently thereby contributing to a positive ethos where praise and recognition for work and personalities is common place.

**ALL CHILDREN AND ADULTS ARE AWARE OF AND
HAVE AN UNDERSTANDING OF WHAT IS
APPROPRIATE AND WHAT IS INAPPROPRIATE AND
UNACCEPTABLE BEHAVIOUR.**

To see a full copy of the behaviour policy please speak to the office staff.

We need parents to support school with this policy in order for behaviour to be 'outstanding'.

Behaviour Chart

HAPPY SIDE REWARD

Ticks and stamps are given for good behaviour. When a child has completed a good behaviour card they receive a badge in assembly. The first card is red and is exchanged for a red badge and yellow card which when completed is exchanged for a yellow badge etc. Then green, then blue then purple. The child then needs 20 stamps on a red card to get a red card and gold badge. Then yellow and gold, then green and gold etc.



SAD SIDE CONSEQUENCE

- X1 Verbal reprimand.
- X2 Work alone for 10 minutes.
- X3 Time out in another classroom: send with work to paired teacher until the end of the lesson.
- X4 Time out with senior teacher for the rest of the session. The class behaviour diary must be filled in and sent with the child.

A child who is consistently getting into X4 will be referred to the Behaviour Coordinator.



EACH SESSION IS A NEW SESSION

Please let school know if you have concerns about your child's behavior as soon as possible.

HOMWORK POLICY

Children's education and development is a partnership between home and school, with both partners having an equally important role to play. Children's regular and punctual attendance at school is of paramount importance, in order to develop good work habits.

Throughout their time at Hawkesley, children will be encouraged and expected to complete work within school lesson time. Nevertheless there is an expectation that parents will support their children's education through a range of activities at home. These should, however, not become stressful to either child or adult, and opportunities for extra curricular activities (uniformed organisations, sports clubs, music lessons, art, dance, drama etc.) should be positively encouraged.

Homework will increase in quantity as the child moves through the school, but will always consist of reading, spelling and tables work. Reading will involve the sharing of a book, adult reading to child, child reading to adult, child reading independently according to the individual's ability.

Spellings and tables work will also depend, in terms of quantity and difficulty, on the age and ability of the individual.

In the Early Years (Nursery and Reception) in particular, it is vital to develop the child's love of learning, and parents are encouraged to talk with their child about their time in school, to share their experiences and generally support their rapidly increasing inquisitiveness.

In the later stages of the child's Primary Education (Years 4, 5, 6), children will be asked to complete work at home, to enhance the presentation of a piece of work or to research individual projects or tasks to develop the necessary independent learning skills.

In conclusion, homework should be seen as opportunity to enhance the work children are undertaking at school and to further develop that crucial home-school partnership which will lead to academic achievement and personal fulfilment.

Legal background

The Disability Discrimination Act (as amended by the Special Educational Needs & Disability Act 2001) requires all school and LEAs to plan to increase the accessibility of the schools for disabled students. LEAs must prepare an accessibility strategy covering all maintained schools in their area, and each school must produce its own accessibility plan. From September 2002 schools and LEAs are required to start formulating accessibility strategies and plans. They must have written documentation covering an initial period of three years phase two being in place by July 2007. Both schools and LEAs are required to plan for:

1. Improving access to the physical environment of schools

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

2. Increasing access for disabled students to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LEAs may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

3. Improving the delivery of written information to disabled students

This covers planning to make written information normally provided by the school to its students available to disabled students. Information should take account of students' disabilities and parents' preferred formats and should be made available within a reasonable timescales. LEAs may help schools by organising central support services to provide information in alternative formats. LEAs may also encourage schools to share information and expertise. The LEA must consult with schools and dioceses when preparing its accessibility strategy. LEAs and schools have a duty to review their strategies and plans, revise them if necessary, and to implement them. LEAs and schools should prioritise resources for implementing their strategies and plans.

Maintained schools must make their plans publicly available. LEAs are required to make their strategies available for inspection to interested parties at reasonable times.

Definitions

The Disability Discrimination Act describes a disability as ‘a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities.’ Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many disabled students will have, or may be eligible for, statements of Special Educational Needs, not all disabled students have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.

This Accessibility Plan has been drawn up in consultation with the Local Education Authority, students, staff and governors of the school and covers the period from June – September 2007.

This statement sets out the ways in which Hawkesley Church Primary School provides ‘access’ to education for students with a disability.

At Hawkesley Church Primary School, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Hawkesley Church Primary School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:

1. Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits.
2. Improve access to the physical environment of the school.
3. Improve the delivery of written information to students, staff, parents and visitors with disabilities.

SUMMARY OF CHILD PROTECTION INFORMATION FOR VISITORS, VOLUNTEERS AND PARENTS

Hawkesley Church Primary School is committed to the highest standards in protecting and safeguarding the children entrusted to our care.

Our school will support all children by:

- Promoting a caring, safe and positive environment within the school
- Encouraging self-esteem and self-assertiveness
- Effectively tackling bullying and harassment

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff working with children are well placed to identify such abuse.

At Hawkesley Church Primary School in order to protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly, appropriately and effectively to cases of suspected abuse

If you have a concern that a child is being harmed, is at risk of harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible.

Designated Senior Person name:

Mr G Gill

If this person is not available please contact
Deputy DSP name:

Mrs D Johnson

Governor:

Mrs L Mann

Everyone working with our children, their parents and carers should be aware that:-

- Their role is to listen and note carefully any observations which could indicate abuse.
- They should not attempt to investigate once the initial concern is raised.
- They should involve the Designated Senior Person (DSP) immediately.
- If the DSP is not available the Head or the Deputy DSP should be contacted.
- Disclosures of abuse or harm from children may be made at any time.

