



# HEYHOUSES ENDOWED C.E.PRIMARY SCHOOL

## MISSION STATEMENT

*"We seek to enable children to reach their full potential educationally, spiritually and socially so that they may become all that God has created them to be"*

## **The Aims of our School.**

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for spiritual, mental, moral and physical development, growth and well being of all our children.

The Church of England ethos in our school is displayed in our acts of worship, celebrations and our times of prayer together. Our presence in Church is a regular feature of our school life and extends the strong links between school, church, parish and community.

Alongside the above our aim is:

- To develop the potential of each child to the full.
- To be aware of the differing needs of all our children.
- To be aware of their varying speeds and stages of development and to ensure that no child is disadvantaged or neglected in our school.
- To encourage our children to develop self discipline and initiative and grow in independence while at the same time being aware of the needs of others.
- To have high expectations for all our children and strive to achieve them.
- To instil attitudes of perseverance, diligence and application into our children.
- To assist children to be responsible members of the school and wider communities, mindful of their duty to use their skills and talents for the benefit of others.
- To provide an environment where everyone, children and staff feel valued, welcome and able to contribute.
- To create an environment where children can develop in a happy, supportive yet hardworking and purposeful atmosphere.

- **School Location and Site**

### **How to find us**

Our Infant Department building is on St Annes Road East directly opposite St Annes Parish Church. Travel east from St Annes Square over the railway line, on the Crescent go straight over the junction at the traffic lights. The Church is at the junction with the next set of traffic lights and you will see the infant department building in front on your left.

The junior department building is located on Clarendon Road North. Passing the infant building on your left take the first turning left.

When you are visiting our school please park with consideration for our neighbours.



## The Life of our School

We are a Church of England School and this is shown in all that we try to do and achieve. The daily acts of worship, in part led by the staff, and in part by the children, provide opportunity to re-emphasise the Christian values we seek to promote. Heyhouses serves two parishes, the Parish of St Anne, St Annes-on-Sea and the Parish of St Margaret, St Annes-on-Sea. The children visit both churches for special occasions and the Choir attends special services in both parishes. The Vicar serving the Parish of St Anne, Fr. David Lyon makes frequent visits as well as leading services in Church on major festivals and anniversaries. We have a close link with the church in our local community it is a key part of Heyhouses.



Our religious education lessons follow the Diocesan guidelines. Children are invited to prepare for confirmation and we encourage the active involvement of the children's families. All these events and activities become occasions of joy in the life of our school.

As a school, we seek to put into practice our Christian values, so that our Christian ethos is something that permeates the whole life of our school. It finds expression not only in our support for local and national charities and our increasingly strong links with the community, but also in using all our talents to the full.

Parents may withdraw their children from Collective Worship. The worship and Religious Education provided by the school is in accordance with the Church of England Foundation. This Foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate pupils from the religious life of the school.

## **Governors**

The governing body for the school is an elected body made up from parents and representatives of the church, the local authority, the diocese and Lytham Schools Trust.

The school's Governors work with the Headteacher, Deputy Headteacher and Assistant Headteachers in the administration of management responsibilities such as target and budget setting, the development and implementation of the school development plan as well as supporting staff in curriculum and policy setting. Governors are responsible for the appointment of teaching staff and for setting and implementing the school's admissions policy.

The names of the current Governing Body are displayed and available in school. The Chairman of Governors is Mr Mike Wiseman.

## School Hours

Children should arrive at school between	8:45 – 8:55 am		both departments
The school days begins at	8:55 am		both departments
Morning break	10:30 am	10:45 am	Infants
	10:25 am	10:40 am	Juniors
Lunch	12:15 pm	1:15 pm	Infants
	12:20 pm	1:20 pm	Juniors
Afternoon break	2:15 pm	2:30 pm	Infants
	2:20 pm	2:30 pm	Juniors
The school day ends at	3:20 pm		Infants
	3:30 pm		Juniors
	3.25pm		Reception

Children in all year groups are asked not to arrive at school before 8.45 a.m. The school accepts responsibility for children on the premises for 10 minutes before the school day begins and for 10 minutes after the school day ends. Parents should ensure that children are in school at 8.55 a.m. In cases of emergency in collecting a child at home time, parents are asked to telephone the school.

## In-Service Days

In each school year there are several days when teachers are involved in in-service training and children are not in school. These dates are circulated well in advance.

## Complaints Procedure

If parents are dissatisfied with the curricular arrangements, or any related matter, and have been unable to resolve their complaint by formal discussion with the teacher and Headteacher, they may under the terms of the Education Act 1988 take their complaint further. Details are available from the Clerk to the School Governors, c/o the school.

## Access to documents.

The school makes provision for inspection of documents concerning the curricular provisions of the school. Enquiries should be made at the school office.

**Useful Information.**

Chief Education Officer  
County Hall  
PRESTON  
PR1 8RJ  
Tel No. 01772 254868

Education Welfare Service  
PO Box 10  
Rear College House  
73 Breck Road  
Poulton  
FY6 7AW  
Tel No. 01253 742174

Area Education Office (North)  
PO Box 607  
White Cross Education Centre  
Quarry Road  
Lancaster  
LA1 3SH  
Tel No. 01524 581215

Clerk to the Governors  
Care of School

Chairman of the Governing Body

Mr. M Wiseman  
c/o the School

Dear Parents

We are delighted to welcome you to the PTA at Heyhouses. Everyone who has a child in the school automatically is a member and their support for the PTA is sought by a very active and persuasive group of parents who form the Committee.

We are primarily a fund raising association but our efforts take on many different forms during the course of the year. This year we are holding a Summer Fair which hopefully will be our biggest single fund raising activity. We work in partnership with the teachers to support our children in all their activities, both in and out of school, making a real contribution to their education and well being.

Please accept our warm welcome and come and support us.

Best regards

Claire Sutcliffe  
Chairman of the PTA



The PTA funded the stage and sand pit for the infant children and every year fund the Music Arts and Drama Festival.





## PARENTS IN SCHOOL

The school receives a lot of help from parents in various aspects of school life. Parents come in to assist regularly in listening to children read, helping with the sports activities, working in the school library, assisting with cycling proficiency or helping on school educational visits. In many ways parents are supporting and positively re-inforcing the education of children at Heyhouses.

Often parents and friends are invited into school to support class assignments. In this way the skills and expertise of the wider community can be brought into the classroom. If you have an hour (or more) to offer on a regular basis, or a specific skill or hobby, please contact school and you will be well received. All helpers have to undergo a CRB clearance before coming into School.



## HEALTH AND WELFARE

At Heyhouses the staff endeavour to create a secure and happy environment for all children. The 'Health and Welfare' information set out in the following paragraphs is based on showing genuine Christian care and concern for individuals and is one of the main aims of the school applied to children and adults alike.



### School Meals

#### **Universal Free School Meals for Infant children**

We operate universal free school meals for all infant children.

All pupils may stay at school at lunch time. If you would like to have them home please do. Children who stay can either have a packed lunch or a school dinner.

Children staying for school dinners in the junior year groups should bring the appropriate amount (currently £11.00 per week) each Friday in an envelope marked with their name and give it to the class teacher. Payment for a half-term in advance by cheque is also acceptable. Credits will be carried forward. Cheques are payable to 'Lancashire County Council'. Please try to help the smooth running of the school by sending any money being collected on the day requested as time and staff are made available on these days for that purpose.

If you think your child may be entitled to free school meals you can apply by asking the school secretary for a form.

Children whose behaviour in the playground or dining hall at lunchtime is of an unacceptable nature may, following consultation with parents, be excluded from school during the lunch hour. Parents will be asked to provide alternative arrangements.

Milk is available for morning break in the Infants through the firm Cool Milk. Details are provided in the Reception pack.

Children may bring one item to eat at mid morning break (biscuit or fruit). Sweets, nuts and chewing gum are not allowed.

## **IMPORTANT INFORMATION**

### **Contacting Parents**

If your child is unwell or injured during the day it is important that the school is able to contact a parent as quickly as possible. On admission to school you will be asked to provide emergency contact telephone numbers. It is obviously important that the school is kept aware of any changes of home address, work place or emergency contact on a regular basis.

### **Medicine**

Parents are responsible for the administration of medicine to their children and should arrange to give their child a dose of medicine at lunchtime, if required. We prefer not to give medicine but if it has been prescribed by a doctor and is unavoidable, it should be clearly marked with the doctor's name, the child's name and the time and amount of the dose. All parents will be asked to complete a form before any medicines are given in school.

The school has a medical register where we note any serious conditions, complaints or allergies that a child may have. On a regular basis we ask for this information to be updated and reviewed. Please keep us informed. A number of asthmatic children bring inhalers to school and keep them in the classroom for ease of access and emergency use.

### **Road Safety**

Please make use of the road crossing patrols and if your child comes to school on their own remind them to cross only at these points.

When delivering or collecting children please respect the zig zag lines outside the school gate at all times. Not even a momentary stop in this area is acceptable. The safety of our children must come before parental convenience. Parents should not bring their cars into the school grounds without permission of the Headteacher. Please respect the feelings of our neighbours and do not obstruct access to their driveways.

### **Site Safety**

On arrival at school children should wait in the playground until the main school doors are opened. Once inside the school boundaries children must not leave unless accompanied by a parent or with the knowledge of the teacher. Access for Infant children is through one of the two doors from the playground. Access to the school for Junior children is through the doors at the lower and upper junior sections of the school. Junior children must not walk through the car park to gain access or leave the school grounds, they

must always use the footpaths. Similarly at home time parents are requested not to cut across the car park as this sets a poor example and encourages children to do the same, with obvious safety implications.

Security systems are in place on main doors in both Infant and Junior Departments. Parents are requested to remain outside at the close of school, until after the bell to avoid congestion. Teachers will then be available.

We do not like to have dogs or bicycles in the school grounds at any time. This also applies to all school activities such as Sports Day and Fairs.

### **Points of Safety for Children**

School rules are few but are discussed with the children at regular intervals and they are reminded of how important they are for everyone's well being. The most important ones are:

- All children are expected to respect their teacher and their fellow pupils.
- Respect and look after school's, other people's and your own property and play your part in keeping the school clean and tidy.
- Always walk on the left of corridors and never run inside the building and when moving about the site during lesson time.
- Do not climb on walls, fences, gates, roofs, trees etc.
- Stay inside the school grounds at all times during school hours. Under no circumstances are children to leave the school site without permission.
- If you are expecting your parents to collect you and they do not arrive go straight back into school and inform a teacher.
- Leave your money, jewellery and toys at home.
- Tell a teacher if you see any unknown adult in school not wearing a visitor's badge

## **Our Code of Behaviour**

Expectations of behaviour are built into the supportive Christian ethos of our school, where everyone is treated with respect and consideration in a happy, secure environment. Praise, encouragement and rewards are our main and preferred tools in dealing with all aspects of school life, including behaviour and discipline. Self discipline is our ultimate goal. If there are problems we will initially deal with them in school, but where there are continuing behaviour problems, parents will be asked to come and discuss the situation and together a decision will be made about the best course of action for the child.

Bullying will not be tolerated. It will always be taken seriously and dealt with as the situation demands. The school has an anti-bullying policy.

Children whose general behaviour in the classroom or playground is of an unacceptable nature may, following consultation with parents, be excluded from the school for a period of time. In severe cases, exclusion may be immediate. Parents will always be informed.

## **Policy on Care and Control of Pupils**

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request

## THE SCHOOL CURRICULUM

The National Curriculum consists of the following subjects which all children must study at school.

English	Music	Physical Education
Mathematics	History	Geography
Science	Art	Design Technology
Computing		
Modern Foreign Languages		
Personal, Social and Health Education		

These subjects are called "Foundation" subjects.

English, Mathematics and Science, which help children in studying all other subjects, are also known as the "core" subjects.

Religious Education - schools must offer this and provide daily collective worship. This aspect of our school life is of central importance to us.

The teaching of the Foundation subjects will be guided by the Programme of study defined by the National Curriculum. The National Curriculum is seen as setting certain minimum targets which we aim to exceed. Consequently, while working within the framework, children are encouraged to have meaningful and worthwhile experiences, whether or not it is specified by the national guidelines. Some subjects are taught individually, others alongside each other within projects, depending on the age of the children and the nature of the subject. Sometimes during the week a teacher who is a specialist in one subject may take over the class.



*Henry VIII visits Heyhouses*

Specialist teachers are employed for Dance, Drama, ICT, Modern Foreign Languages, Music and various aspects of school Sport.



*Reception children acting out the Nativity*

## **The Curriculum Areas**

The importance of language, both written and spoken, cannot be overstressed as it comprises basic skills that influence performance in many other subject areas. The main areas of speaking and listening, reading, writing, spelling, and handwriting are taught through a structured and relevant approach. Great emphasis is placed on reading and the love of books, through the use of our expanding school and classroom libraries. The teaching of English follows the National Literacy Strategy and ensures that the different abilities of the children are recognised and developed.

Our work in mathematics centres round number, algebra, measures, shape and space and handling data. Children are expected to learn their tables and to have a quick recall of number bonds and other mental work.

In science our children are taught to develop the scientific skills of observing, communicating, measuring, recording, classifying, predicting, controlling variables and investigating. Science is taught in a lively and practical way and made relevant to the children's lives, wherever possible.

In design technology children are encouraged to take part in a wide range of activities in the area of design, construction and problem solving, using a variety of materials, including paper, card, wood, fabric, textiles and food. Word processing, data bases and controlled technology all feature strongly in the work undertaken in information technology.

Units of study undertaken in historical work include Invaders and Settlers, Ancient Egypt, Ancient Greece and Tudor times and Britain since 1930.

Geography involves children in a wide range of areas covering local and world issues. The locality, Britain, Europe and distant parts of the world are studied in varying degrees of depth.



Where there are natural and obvious links between subject areas such as Mathematics and Science, and Geography with History, the opportunity is taken to use these links to make the learning more meaningful and relevant.

In Art children are introduced to our artistic heritage and given an insight into the history of Art. Children are given the opportunity to explore and experiment with a variety of media and materials, including paint, paper, fabrics and clay.

Music has always been a central pillar of the life of our school and continues to be so, through class lessons, small groups and performances. Music is currently provided by two specialist teachers. The school choir is very active, meeting after school and performing regularly.



Physical Education is an integral part of the timetable. Gymnastics, games, dance, music and movement, athletics, outdoor pursuits and swimming all play an important part. A positive attitude to sport is encouraged through football, cricket, rounders, athletics, netball and swimming. The voluntary involvement of children in after school activities is not surprising and is most encouraging. It is through sport that children can travel to other schools and in turn act as hosts for a return visit. These shared activities with other primary schools provide opportunities to socialise and we participate fully in all local leagues and inter school events. Extra curricular activities currently taking place, according to season, are football, netball, table tennis, athletics, chess and cricket.



Our school is concerned with the development of the whole person and has an important role in guiding the development of personal relationships and growing sexual awareness among our children. Sex education is seen as part of the broader cross curricular theme of Health Education and is presented in a way appropriate to the needs of the child. Copies of our Sex and Relationships policy which was devised following consultation with parents are available for inspection.



## **Children with Additional Needs**

### Special Educational Needs and Disabilities

We at Heyhouses School make provision for pupils with Special Educational Needs in the Infant and Junior Departments.

If we have concerns about a child's performance we monitor the pupil's progress and staff make arrangements in the classroom for children to have work matched to their needs.

If a child has ongoing difficulties, the Special Educational Needs and Disabilities Co-Ordinator (SENCO) may become involved and after discussions with parents and class teacher the child may receive support within the school or help from outside Agencies, if considered necessary.

Should you have any concerns about the Special Educational Needs of your child, you should in the first instance discuss these with the class teacher. If the concerns are of a more significant nature they should be brought to the notice of the Special Needs co-ordinator.

In the unlikely event of a parent having concerns about the provision made at Heyhouses this should be brought to the notice of the Headteacher. If it cannot be resolved at this level, the concern should be put in writing to the Special Educational Needs governor.

Should a parent wish to have a full copy of the Special Educational Needs policy they should contact one of the school secretaries.

### Able, Gifted and Talented Children

There is also an Able Child Policy which provides information about our provision for children with special abilities.

### **Assessment and Reporting**

Good parent-teacher relationships are vitally important at all stages of school life. It is very much hoped that all parents will keep in touch with school to learn of their child's progress and to discuss how we can best support each other. Parents are most welcome in school at any time, but we find that after school is usually most convenient, when the teacher is free from other distractions and duties. If it is literally a 'two minute' chat please just call in. If it will require longer discussion, please contact school to make an appointment with the teacher after school.

Parents are provided with an overview of the curriculum in advance of each term, so that they are aware of the areas of focus for their children's work.

Naturally we want to keep parents informed of their child's progress. In addition to the written tasks which are part of the National Curriculum there is an on-going system whereby each teacher continuously assesses the child's work and progress.

A written report is given to parents in the July of each academic year. Great importance is placed on our Parents' evenings held in the Autumn and early Spring Term. These provide an opportunity for parents formally to meet teachers and discuss their child's progress. Open Evenings in the Summer term gives parents a chance to see the work of the whole school.

Parents who have a particular anxiety concerning their child may arrange an appointment with the Headteacher to discuss the problem.

### **Homework**

Parents are encouraged to participate in the child's development of reading, and reading books are expected to be taken home most evenings. It is crucial that children learn to love books from their earliest years.

Homework in a variety of forms is provided on a regular basis, when tasks are set to be completed at home. These may range from the more formal and routine e.g. the learning of spellings and tables to more research based assignments linked to project work or science and other investigations. We anticipate co-operation from parents to ensure that tasks given are completed. As the child progresses through the school there is a greater emphasis on this in order to prepare Year 6 pupils for the demands made on them in terms of homework at the secondary school. Year 3 to Year 6 are given a planner to record their homework in and have their reading record signed by parents.



### **Educational Visits**

Much of the child's education is prepared and delivered within the classroom by the teacher. However, it is recognised that inviting adults with particular experiences or expertise into school can be of great help e.g. an old person talking about their childhood, or a theatre group performing for or with the children.

Similarly, it is vital that our children explore and investigate the real world in a purposeful and structured way and for this reason educational visits are

encouraged e.g. to Liverpool World Museum, Walker Art Gallery, Ribchester Roman Museum, Martin Mere Wildlife Park, Blackpool Zoo, Manchester Museum of Science and Industry.



*Year 6 go on a Residential Visit each year.*

In order to ensure the safety of our children, the school has a designated Educational Visits Coordinator, whose responsibility it is, to check and validate all school visits off site.

During the course of a year, the children will be encouraged to undertake educational excursions requiring transport to theatres, Art galleries, Museums and other sites of Educational value. For these visits parents will be sent a consent form to be completed and returned to school.



There are other visits off site which occur on a fairly regular basis, i.e. going to Church, the local park, shop surveys.

Safety and our children's well being will as always be our main concern on visits of any kind.

## **Policy on Charging for Additional School Activities**

Our policy is based on the statutory requirements of the Department for Education statements (D.E.S. 2/89) and also accepts the principles of the policy adopted by Lancashire Education Authority. There is no compulsory charge for activities occurring within the school day, although a voluntary contribution may be necessary for that activity to take place. However, a charge may be made for certain activities which take place out of school hours.

## **Equal Opportunities**

The Governors and staff of the school are committed to equality of opportunity in education for all pupils regardless of sex, race, culture or religion and a policy exists to this end.

We seek to promote in our pupils an awareness of, and a respect for, the beliefs and needs of others and thereby prepare them for integration in a pluralist society.

## **Charter Award**

The Heyhouses Charter Award Scheme was established in 1998 and is now the focus of our School Reward system. We are very proud of the contribution the Charter scheme has made to the life and work of our school and in particular the impact on the children's self esteem and confidence. All children in school work towards achieving an award.

## **Aims of the Charter System**

- ✍ Reward effort and achievement
- ✍ Increase motivation
- ✍ Encourage the children to contribute to school and community life
- ✍ Develop commitment in the children
- ✍ Promote self esteem and independence
- ✍ Develop life skills

The Heyhouses Charter Award is designed for use in the Foundation Stage, Key Stage 1 and Key Stage 2

The children work towards an award in each year group. These are colour coded for each age group:

- Reception: Rainbow Award
- Year 1: Amber Award
- Year 2: Green Award
- Year 3: Bronze Award
- Year 4: Silver Award
- Year 5: Gold Award
- Year 6: Diamond Award

Junior Level.

At each Junior level the children have to complete 4 tasks to achieve the award. They then collect credits in order to qualify for an award with either a Merit or Distinction.

### TEST RESULTS AT KEY STAGE 1 AND STAGE 2

Heyhouses School Results for 2014 are shown below. Our results are consistently high both locally and nationally however, the Governors wish to point out that, impressive as these results are, they represent only a small part of what Heyhouses School achieves.

#### Key Stage 1 SATs Results 2015

Subject	Level 2	Level 3
Reading	94%	39%
Writing	93%	22%
Maths	96%	28%

23% of the cohort had Special Educational Needs.

#### Key Stage 2 SATs Results 2015

Subject	Level 4	Level 5	Level 6
Reading	97%	61%	0%
Writing	94%	42%	12%
Grammar, Punctuation and Spelling	94%	64%	7%
Maths	96%	54%	7%

26% of the cohort had Special Educational Needs.

% Achieving Level 4+ or above in English and Maths	83%
% Making expected progress-2+ levels progress	
Maths	93%
Reading	86%
Writing	96%

The Governors are aiming to provide all our children with a secure, happy, Christian environment where hard work is the norm and the development of every aspect of a child's potential is explored. We aim to offer a broad and balanced curriculum, catering for the uniqueness of each of our children.

Our results are very pleasing and are due to the hard work of children, staff and parents but they do not record the whole of our school life at Heyhouses. It is tempting to compare one year's results with the previous year's and to make a quick judgement. Parents should realise that a variety of factors come into play, and year on year comparisons can be misleading.

Year groups differ in their abilities and personalities. Variations in the balance of boys and girls within a given year group can also make a great difference to results. Comparisons between neighbouring schools also need careful evaluation. Each school's intake, although only a few miles apart, can differ dramatically with varying numbers of free school meals, special needs children, children's absences from school and significantly diverse catchment areas.

Whilst we are extremely pleased to have achieved such a high level of attainment in our SATS results year on year, education at Heyhouses School involves much more than a few statistics.

### **Attendance**

Heyhouses is a successful school and your child plays their part in making it so. We aim for an environment which enables and encourages all members of the community to reach out for excellence. For our children to gain the greatest benefit from their education it is vital that they attend regularly and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable. Heyhouses Primary takes seriously its responsibility to monitor and promote the regular attendance of all its pupils. We acknowledge that irregular attendance seriously disrupts continuity of learning, undermines educational progress, can lead to underachievement and low attainment and impedes the child's ability to develop friendship groups within school.

### **Promoting Regular Attendance:**

Helping to create a pattern of regular attendance is everybody's responsibility - parents, pupils and all members of school staff.

#### **To help us all to focus on this we will:**

- Promote a culture across the school which identifies the importance of regular and punctual attendance;
- Give you details on attendance in our regular newsletter;
- Report to you twice a year on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments. If your child's attendance is of concern we will report to you more frequently.
- Celebrate good attendance, both individually and class achievements through attendance trophies, certificates and taking into account of individual circumstances.
- Run promotional events when parents, pupils and staff can work together on raising attendance levels across the school.
- Further develop positive and consistent communication between home and school
- Make attendance a priority for everyone associated with school, including parents, pupils, staff and governors.
- Strive to improve whole-school attendance.

### **Understanding types of Absences:**

Every half-day absence from school has to be classified by the school as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required. **The Headteacher has the ultimate say** to what codes are used.

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.



***Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause. School should be notified each day of the absence by 9-30am.***

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been given. This type of absence can lead to the Authority using sanctions and/or legal proceedings. See Appendix A.

This includes:

- parents/carers keeping children off school unnecessarily
- truancy before or during the school day
- absences which have never been properly explained
- children who arrive at school too late to get a mark
- shopping, looking after other children or birthdays
- day trips and holidays in term time
- trivial absence – see Appendix B

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If your child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually make things worse. School should be notified of any issues regarding attending school.

### **Absence Procedures:**

#### **If your child is absent you must:**

- Contact us on the first day of absence, preferably before 9-30am.
- Or, you can call into school and report to reception.

#### **If your child is absent we will:**

- Telephone you on the first day of absence if we have not heard from you.
- If we are concerned about your child's absence we will invite you in to discuss the situation with our Attendance Support Team and/or the Headteacher.

- If the absence is still a concern we will refer the matter to the PAST (Pupil Attendance Support Team) linked with school.

### **Lateness:**

Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and do not spend time with their class teacher getting vital information and news for the day. Late arriving pupils also disrupt lessons, which can be embarrassing for the child and can in turn, encourage absence. Being 10 minutes late every day throughout the academic year is the same as missing two weeks of school.

### **How we manage lateness:**

The school day starts at **8:55am** and we expect your child to be in class at that time.

Registers are marked by **9.05am** and your child will receive a late mark if they are not in by that time.

At **9.10am** the registers will be closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

If your child has a persistent late record you will be asked to meet with the Headteacher and/or a member of the Absence Support Team to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

### **Extended Leave in Term Time:**

Only in 'exceptional' circumstances will 'leave' be authorised by the school. Parents risk losing their child's place on the school roll if the pupil does not return to school on the agreed return date, and readmission cannot be guaranteed.

Lancashire County Council guidelines state:

"It should be recognised that visits to extended family members living overseas can be very rewarding experiences for pupils, both educationally and culturally, whilst for Muslim families, Hajj is regarded as a religious obligation. These experiences can also have direct relevance to various

areas of the curriculum as well as enhancing both personal and cultural identity and self-esteem, e.g. they can offer an opportunity for pupils to develop their skills in their home language. Schools should endeavour to build on these experiences in a positive way."

*(Lancashire County Council – 'Guidance for Schools on Registration and Attendance' January 2005: p19)*

Parents will be asked to attend a meeting to discuss educational opportunities for their child whilst on extended leave.

### **Religious Absence:**

The school will authorise one day 'leave' per religious festival, e.g. Eid, but no more than 3 days in any one academic year. Parents must request this leave in advance.

### **Roles and responsibilities for attendance matters in our school:**

#### **Parents:**

- Ensure children attend regularly and punctually
- Contact school on 1<sup>st</sup> day of absence by 9-30am
- Discuss any concerns with the Pupil Attendance Support Team.
- Attend meetings in school regarding your child's attendance.
- Participation in Parenting Contracts and Common Assessment Framework, and cooperate in support and interventions offered by school or other agencies

#### **Pupils:**

- Acknowledge behaviour needed out of school, e.g. early bedtime
- Attend school/registration punctually
- Speak to parents/teacher or PAST if issues arise that may have an effect on school attendance
- Cooperate and participate in interventions and support offered by school or other agencies

The minimum level of attendance for this school is **96%** attendance and we will keep you updated regularly about progress to this level and how your child's attendance compares.

Our target is to improve on this because we know that good attendance is the key to successful schooling for a child to become the best that they can be.

Through the school year we monitor absences and punctuality to show us where improvements need to be made.

Information on any projects or initiatives that will focus on these areas will be provided in newsletter and we ask for your full support.

The full attendance policy is available in school and on the website.

# Heyhouses School Uniform List

## Winter Uniform (Reception to year 6)

### Infant and Junior Boys Infant and Junior Girls

- Grey Shorts Navy Pinafore Dress or Skirt
- White Tailored Shirt White Tailored Blouse
- School Tie School Tie
- School Jumper School Jumper or Cardigan
- Grey Socks White or Navy Socks

### P E Kit Infant Children

- Infant P E Kit is the same all year for both boys and girls:
- Black P E Shorts
- White T-Shirt
- Black P E Pumps (for outside games)

### Summer Uniform Infant Children Infant Boys Infant Girls

- Grey Shorts / Blue Summer Dress
- White Polo Shirt
- School Jumper School Jumper or Cardigan
- Grey Socks White Socks

### Summer Uniform Junior Children Years 3-5 Boys Girls

- Grey Shorts/Blue Summer Dress
- White Tailored Short Sleeved Shirt
- School Jumper School Jumper or Cardigan
- Grey Socks White Socks

### Summer Uniform Year 6 Boys Girls

- Grey Shorts Navy Skirt
- White Tailored Short Sleeved Shirt White Tailored Short Sleeved Blouse
- School Jumper School Jumper or Cardigan
- Grey Socks White or Navy Socks

### P E Kit Years 3 & 4 Boys and Girls

- T- Shirt in House Colour
- Black Shorts
- Black Pumps (indoor P E)
- Trainers (outside games)
- Fleece for winter games (optional)

### P E Kit Years 5 & 6 Boys and Girls

- T-Shirt in House Colour
- Black Shorts
- Black Pumps (indoor P E)
- Trainers where applicable
- Football Boots and Shin Pads where applicable
- Sports Top in House Colour (outdoor games)
- Sports Socks in House Colour (outdoor games)
- Fleece for winter games (optional)

## Heyhouses CE Primary School



### Holidays 2016/2017

**CLOSE after school on**

**RE-OPEN**

**AUTUMN HALF-TERM 2016**

Tuesday 25<sup>th</sup> October 2016

Monday 5<sup>th</sup> September 2016

**CHRISTMAS 2016**

Tuesday 20<sup>th</sup> December 2016

Monday 7<sup>th</sup> November 2015

**SPRING HALF-TERM 2017**

Friday 10<sup>th</sup> February 2017

Wednesday 4<sup>th</sup> January 2017

**EASTER HOLIDAY 2017**

Tuesday 4<sup>th</sup> April 2017

Monday 20<sup>th</sup> February 2017

**MAY DAY 2017**

Friday 28<sup>th</sup> April 2017

Tuesday 18<sup>th</sup> April 2017

**SPRING BANK HOLIDAY 2017**

Friday 26<sup>th</sup> May 2017

Tuesday 2<sup>nd</sup> May 2017

**SUMMER 2017**

Friday 21<sup>st</sup> July 2017

Wednesday 7<sup>th</sup> June 2017