

HURSTHEAD INFANT SCHOOL

Kirkstead Road
Cheadle Hulme
Cheadle
Cheshire
SK8 7PZ
Telephone 0161 439 2238

Headteacher: **Mrs J Driscoll**

Chair of Governors: **Mrs B Oxley**

Mission Statement

*In pursuit of excellence and enjoyment we
work together for all the children in our care.*

*We provide a family environment where each
individual is valued and can achieve their potential*

HURSTHEAD INFANT SCHOOL PROSPECTUS 2018/2019

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1.1 A MESSAGE TO PARENTS FROM THE HEADTEACHER

Dear Parents

We welcome you and your child to Hursthead Infant School and look forward to sharing with you these early and very important steps in their education.

At Hursthead Infant School we aim to lay the foundations for future learning and create an environment where the whole school community can learn and develop together.

We regard Home/School partnership as an essential part of the learning process and intrinsically linked to pupil progress and achievement.

We look forward to working with you and ensuring your child's education is both enjoyable and rewarding.

Yours sincerely

Mrs J Driscoll
Headteacher

Unity

*I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher; the tools he used
were books and music and art;
One a parent with a guiding hand
And a gentle, loving heart.
Day after day the teacher toiled
With a touch that was deft and sure,
While the parent laboured by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought,
For the things they had moulded into the child
Could neither be sold nor bought.
And each agreed he would have failed
If he had worked alone
For behind the parent stood the school,
And behind the teacher, the home*

1.2 Information for 2018/2019

The information in this booklet relates to the school year beginning in September 2018.

Stockport MBC
Corporate Director:

Children & Young People's Directorate
Metropolitan Borough of Stockport
Stopford House
Town Hall
Stockport
SK1 3XE

Hursthead Infant School
Headteacher:
E Mail:
Web site:

Mrs J Driscoll
headteacher@hursthead-inf.stockport.sch.uk
www.hurstheadinfant.co.uk

Governing Body

Chair of Governors:
Vice Chair:
Parent Governor:
Other Governors:

Mrs B Oxley
Dr R Benton
Mrs E Ward
Mr D Boxall
Mr N Smith
Mr B Bagnall
Mrs D Moody
Mr M Hilditch
Mrs S McLennan
Mrs J Driscoll

Hursthead School is a Community Infant School.

1.3 Details of the Catchment Area

The following are roads in Hursthead Infant & Junior Schools Catchment Area

Ack Lane West (Nos.2-138 & 1-111)	Lansdown Close
Acre Lane (Nos.1 – 109)	Longmeadow
Bath Crescent	Lyncombe Close
Beechfield Road	Malmesbury Road
Bolton Avenue	Moelfre Drive
Brock Drive	Oak Drive
Buckfast Close	Orchard Close
Byland Avenue	Roche Gardens
Chapel Walks	Ramsey drive
Cherry Walk	Rowan Drive
Church Road	Sawley Drive
Cleave Way	Selby Gardens
Crowland Gardens	Selwyn Drive
Dennison Road	Seymour Road
Eastby Close	Sherbourne Close
Fountains Road	Shrewsbury Gardens
Furness Road	Summerlea
Glandon Drive	Tewkesbury Gardens
Glastonbury Avenue	Thornley Drive
Granby Road	Thornway (90 - 94 & 59 -77)
Grove Lane (2-60 & 1-7)	Tintern Road
Hilltop Avenue (20-80 & 25-95)	Tollard Close
Hollythorn Avenue	Upton Avenue
Holmefield Drive	Vicarage Avenue
Hulme Hall Avenue	Waltham Drive
Hulme Hall Crescent	Waverley drive
Hulme Hall Road (68-126 & 79-157)	Westminster Drive
Hursthead Road	Woodfield Road
Kirkstead Road	Yew Tree Park Road

1.4 Admission Arrangements into the Reception Year

Hursthead Infant School has an admission limit of 90 places each year. In Community and Voluntary Controlled schools it is the Local Authority who decides the policy for school admissions and processes all applications. For details of how to apply for a place please visit the Local Authority admission's website:

www.stockport.gov.uk/schooladmissions (select primary education)

Alternatively, you can directly contact the Local Authority's Admissions Team on 0161-217 6028.

Parents considering their child's admission can make an appointment with the Headteacher to view the school. Children born between 1st September 2014 and 31st August 2015 will begin school in September 2019.

When the offer of a Reception place is confirmed, children beginning school in September are invited to spend some time in their reception class prior to the end of the summer term. A meeting for New Parents is held in the Summer Term at which parents are informed of class organisation, school routine, information required and curriculum matters. Subsequently parents are encouraged to visit school to discuss any concerns or further information school may require regarding their child's progress, behaviour or needs. Close co-operation between home and school is greatly valued.

2. THE SCHOOL AND ITS AIMS

2.1 The School and its Organisation

The school is an infant (4-7) community school. There are nine classrooms, one resource room, a library and a pupil baking kitchen. School meals are served in the multi-purpose hall.

Number on roll in June 2018	267
Admission limit in each year group	90
Number of classes	9
Teaching Assistants	12
Administrative Staff	2
Caretaker	2
Mid-day Assistants	15 part-time staff
Canteen Staff	2 staff

In 2018/2019 the school will have 9 class groups, each being organised on a mixed ability basis. Children are taught with a balance of class, group and individual teaching.

2.2 The School Day

8.55 - 9.05	Registration
9.05 - 10.10	First Session
10.15 - 10.30	Assembly/Collective Act of Worship
10.35 -10.50	Break

10.50 -12.00	Second Session
12.00 - 1.15	Lunch break
1.15 - 1.20	Registration
1.20 - 2.30	Third Session
2.30 - 2.45	Break
2.45 - 3.15	Fourth Session

2.3 Aims of the School

At Hursthead Infant School we aim:

- to create a positive atmosphere in all aspects of school life, in which everyone is clear about the expectations of themselves and others
- to provide a happy, stimulating and purposeful environment
- to provide a commitment to the highest standards of teaching and learning, underpinned by a continuing programme of staff development
- to offer a range of teaching and learning styles, to enhance the children's development and enable them to achieve their maximum potential
- to encourage individuals to become self-confident and independent learners
- to ensure equality of opportunity by nurturing an awareness and respect for the beliefs and values of others
- to maintain a welcoming, safe and secure environment
- to cultivate a partnership with parents, Governors and the wider community.

2.4 OFSTED Report

The school was inspected by OfSTED in May 2008. We received Grade 1 Outstanding for all areas OfSTED inspected - Overall Effectiveness, Achievement and Standards, Personal Development and Well-being, Quality of Provision and Leadership and Management. An interim assessment is undertaken by OfSTED each year during which the School's leadership and results are judged and a decision taken whether an OfSTED inspection is required.

A synopsis of the OfSTED report 2008

In the report's 'Overall Effectiveness of the School' section it states:

"...outstanding leadership has created a thriving community where every pupil really matters so all pupils make excellent progress."

"...Throughout the school, achievement is outstanding and standards are exceptionally high due to the excellent quality of teaching."

"...Pupils' personal development and well-being is excellent. The very high priority placed on developing pupils' confidence and self-belief ensures that they become successful learners and caring, responsible individuals."

"...Staff know their pupils very well and the quality of pastoral care is outstanding."

The report makes reference to the very good relationships existing between pupil, parent and school and that children on entering school feel secure:

"...very good relationships with parents and sensitive induction procedures ensure that children feel safe, secure and eager to learn. Every child makes excellent progress in their learning, personal and social skills due to teaching and care of the highest quality."

The Inspectors were particularly impressed by our pupils stating that *"Behaviour is exemplary, both in class and around school."* They commented on the *"calm atmosphere"* and *"the respect pupils show others and their environment."*

Finally we were very proud of the OFSTED findings in regard to the care, guidance and support given to our pupils:

"...in this very caring school, each child is treated as an individual. Excellent pastoral care contributes considerably to pupils' learning. Parents spoke warmly of the high quality care their children receive."

This wonderful outcome reflects the existing and essential teamwork evident in the school between staff, parents, pupils and governors. In the words of one of our five year old pupils we are successful in creating a *"family of friends."*

2.5 Inclusion

Special Educational Needs

At Hursthead Infant school we value the skills and talents of all our children. We have pupils of all levels of ability. Some children are identified as having Special Educational Needs and to these children we offer skilled support and

small group teaching, where appropriate. We always involve parents in discussions about their children's special needs and, where appropriate, seek the advice of other expert professionals. We are a fully inclusive school and pride ourselves on the success of all our pupils.

Please find further information about the School's offer under our Parental Information link on the School's website.

Equal Opportunities

At Hursthead Infant School we aim to ensure equality of opportunity by nurturing an awareness and respect for the beliefs and values of others. We believe in equal access and rights for all and seek to remove discrimination against people on the basis of gender, disability, special educational needs, religion, ethnicity and social background.

Disability Discrimination Act

At Hursthead Infant School we are committed to providing a fully accessible environment and curriculum which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion. The School is working in partnership with the local authority in developing and implementing its Access Plan and Disability Equality Scheme. The school has worked hard to improve the physical environment, increasing access to the school. A copy of the Accessibility Plan can be requested from the Headteacher and is on the School's website.

3. The Curriculum at Hursthead Infant School

The curriculum consists of everything planned, implemented and encouraged by school to promote the development of pupils and to prepare them for the opportunities, experiences and responsibilities of life.

At Hursthead Infant School we aim to lay the foundations for future learning by planning and providing a curriculum which:

- Is broad and balanced introducing children to a range of interesting experiences.
- Includes a wide range of first hand experiences and encourages active involvement in learning
- Delivers the requirements of the National Curriculum.
- Promotes physical activity and a healthy lifestyle.

- Promotes the growth and development of the child as a whole person, educationally, socially, emotionally, physically and spiritually.
- Caters for children's individual needs and requirements.

The Curriculum at the Foundation Stage

The Reception Year is part of the Early Years Foundation Stage which sets the standards for the learning, development and care of children from birth to 5 years old. There are seven key areas of learning which are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

By the end of the Reception Year most children are expected to achieve the Early Learning Goals for each area, therefore, providing a secure foundation for learning within the National Curriculum in Key Stage 1.

The National Curriculum at Key Stage 1

When the children enter Year 1 they follow the National Curriculum. The curriculum the school offers include:

Core Subjects:	English Maths Science
Foundation Subjects	Computing History Geography Music Art, Craft and Design Design and Technology Physical Education Personal, Social & Health Education Religious Education
Additional Subjects	French Forest Schools

The basic curriculum subjects listed above are set in the context of the Whole Curriculum. The dimensions listed below are woven throughout every area of the curriculum.

Cross curricular links:

- Equal Opportunities
- Special Educational Needs
- Personal, Social and Health Education and Citizenship (including sex and relationships education and drugs education)
- Environmental Education
- Multicultural Education

There is an integrated thematic approach to teaching and learning in the school with a balance of teaching styles to allow individual, group and class teaching, as appropriate to the needs of the children and the subject matter being taught.

3.1 English

We feel that English, both spoken and written, is of prime importance to enable children to communicate in all aspects of life. In Reception the children follow the Early Years Foundation Stage Curriculum for Literacy and in Key Stage 1 (Years 1 and 2) the National Curriculum. The National Curriculum for English covers the areas of Spoken Language, Reading and Writing. The school uses Letters and Sounds for the teaching of phonics for reading and writing.

Spoken Language

Our children are taught to listen and respond appropriately to adults and their peers and to ask relevant questions in order to extend their knowledge and understanding. They are taught to participate in discussions, presentations and performances speaking audibly and fluently with an increasing command of Standard English.

Reading

In school our children are surrounded by and exposed to a wide range of literature to enable them to enjoy books, become reflective readers and read for a purpose. Through regular Phonics sessions the children are taught the skills to become fluent at decoding words and alongside this comprehension skills are taught through reading and discussing a range of stories, poems and non-fiction. Our approaches to the teaching of reading include shared reading, guided group reading and individual reading. For individual reading, the school currently use the "Oxford Reading Tree" scheme as our core scheme alongside a wealth of other schemes colour banded according to ability, to allow breadth and extension as the children's reading develops. These books are taken home to be shared with parents. The children also regularly borrow books from our well stocked library to take home and share.

Writing

We believe our children should be encouraged to foster a confident, independent approach to writing. The school environment of interactive displays, notices and labels provides examples of communication through writing. We encourage adventurous use of vocabulary that suits purpose and the reader. We also encourage the development of children's understanding of spelling patterns and some grammatical features of written English. Beginning in Reception, the children have regular sessions to practise the correct formation of letters. Handwriting skills are further developed through Year 1 and Year 2 when most children achieve a joined handwriting script. The teaching of creative writing, spelling and handwriting encourages children to write with confidence, fluency, understanding and most importantly, enjoyment.

3.2 Mathematics

Mathematics is important in everyone's life, in employment, science and technology, medicine, the economy and the environment. Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.

We aim to develop a sound understanding of the number system with the emphasis on the development of mental arithmetic and applying mathematics to real life situations. We provide all children with a varied range of opportunities to enjoy and have fun investigating numbers and solving problems.

From the start of Reception, in line with the early learning goals and the EYFS framework, children explore numbers through planned practical experiences and more formal numeracy sessions as the year progresses.

In Year 1 and Year 2 we follow the National Curriculum to develop mathematical understanding, skills and confidence. We aim to develop mathematical fluency and develop skills that will enable children to reason about numbers and apply those skills to problem solving activities. There is a daily mathematics lesson in which children learn to develop and apply their skills and mathematical knowledge.

3.3 Science

We teach Science with an emphasis on an investigative approach, which gives the children the opportunity to study and learn about the world around them through their immediate environment. We encourage our children to observe, investigate, question and predict for themselves. Science-based

and cross-curricular activities enable them to develop a secure and practical understanding on which to base future scientific learning.

3.4 Computing

In our teaching of computing we seek to encourage the children to become digitally literate with the ability to use and express themselves through information and communication technology. Through computing the children will develop computational thinking as well as learning how to create, review and modify digital content including text, images and music. They will start to understand more about how computers and the internet work and what the impact of these technologies is on our daily lives. The children start to learn how to code and we also teach them how to communicate safely online.

3.5 History

History gives children the opportunity to start to appreciate the differences between past and present. They learn about things that have happened and about the lives of people in the past. The children have the opportunity to gain knowledge and facts about the past whilst developing their historical enquiry skills. We use a cross-curricular approach which allows the children to have the opportunity to experience a variety of activities. These include role play within the class, historical drama sessions, museum visits and special events, such as a workshop spent making traditional toys.

3.6 Geography

Geography encourages the children to develop their skills to gain an increased understanding of the rapidly changing world in which they are living. They learn about their immediate surroundings in school and our local area, as well as other places within the UK and in other countries. Using a range of technology, the children interpret and draw maps, undertake field studies and collect and interpret data. We look at the quality of our environment and encourage the children to think about how they can look after our world. The children's Geographical knowledge is also expanded through the discovery of the British Isles, continents and oceans.

3.7 Music

Music is part of everyday life and is a powerful focus for creative energy. At Hursthead Infant School we encourage understanding and enjoyment of music through an active involvement in listening, composing and performing. Through music we develop imagination, attentive listening and the ability to express personal thoughts and feelings. There are strong cross-curricular links with P.E, Literacy, Mathematics, Drama, R.E and I.T. The children have the opportunity to experience 'live' music and enjoy vocal and instrumental

music making. We host a Music festival every year so that local schools can join together to sing. We also hold after school recorder groups for children in Year 2.

3.8 Art, Craft and Design

We develop children's creativity and imagination through a variety of art, craft and design activities. Children are encouraged to regularly explore the visual elements of colour, pattern, texture, line, shape, form and space to represent their ideas and feelings. They experiment with a range of materials creatively including paint, graphite, charcoal, pastel, fabric, ink, clay and recyclable materials. They learn to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Children learn about the work of great artists, craft makers and designers and investigate the historical and cultural development of their art forms. They are encouraged to visit art galleries and investigate art by extracting information from books and the internet. Children discuss and compare their art and through this begin to evaluate and improve their work.

3.9 Design and Technology

We have a very practical and 'hands on' approach to Design and Technology. The children design purposeful and functional products, selecting and using a range of tools and equipment. They build structures, explore and use mechanisms such as leavers, sliders, wheels and axles. Where possible these are linked to their topics. Children have also an opportunity to look at healthy and varied diets and begin to understand where food comes from.

3.10 Physical Education and School Sport

Physical Education and school sport plays a vital role in laying the foundation for lifelong participation in sport and recreation. Our PE programme is designed to promote physical activity, the development of skills, a healthy lifestyle, positive attitudes and an awareness of safety. We teach a balanced programme of gymnastics, dance, indoor and outdoor games. We also offer a variety of after-school clubs to develop the children's interest in sports and to teach basic skills.

3.11 Personal, Social & Health and Economic Education and Citizenship

Through our PSHE and Citizenship work we aim to promote the well-being of all our children. We do this by encouraging independence, confidence and responsibility. We aim to equip our children to make healthy choices, develop and maintain positive relationships and play an active role in school life, making the most of their abilities. We are committed to safeguarding and promoting the welfare of all our children. Much of our safeguarding work

involves direct teaching in how to stay safe and how to seek help from trusted adults when needed. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and for those without faith in an age appropriate way. These values flow through all our work in school and can be seen particularly through the use of our classroom Golden Rules, School Council meetings and Circle times.

3.12 Sex & Relationships Education

SRE is taught as part of our PSHE education. It is about developing the understanding of the importance of stable relationships, respect, love and care within family life. Children are taught SRE in an age-appropriate way through the themes of friendship, our feelings, growth and change.

3.13 Religious Education and Collective Worship

Our lessons are based on Stockport's 'Agreed Syllabus for Religious Education'. In RE we learn about religions by finding out what people believe and how they express this through their religious practices. We encourage pupils to reflect upon, explore and express their own responses towards religious ideas. Throughout the school, learning is based on the Christian faith with comparisons to other world religions.

The children attend a daily whole school assembly where our collective act of worship takes place. This consists of a simple thought for the day, singing, reflecting on music and a school family prayer.

Parents have the right to withdraw their children from Collective Worship, RE or SRE. Alternative arrangements will be made as appropriate.

3.14 Modern Foreign Languages

Every class has the opportunity to learn French. Through songs, games and role play the children learn about both the language and culture of France.

3.15 Creative Forest Schools

Every class has the opportunity to enjoy Creative Forest Schools. They den build, forage and play games in the school's extensive grounds. They also use their imagination and creativity to produce naturally resourced art and design work.

3.16 Assessment

Regular assessments are made of the children's work by the class teacher. These assessments are recorded throughout the child's three years at Hursthead Infant school and progress of all pupils is closely monitored. Parents are informed of pupil's attainment and progress at Parent Consultation Meetings, through the use of "next challenge cards" and in the end of year report.

4. PARENTAL INVOLVEMENT

4.1 Assessment, Recording and Reporting to Parents

Parents are encouraged to communicate with school regularly, particularly regarding children's progress. Parent Consultation Evenings are held regularly, Open Evenings are held termly and informal opportunities, such as "Thumbs up Time" are offered to inform parents of their child's progress and attainment. Parents of pupils in Reception will be given regular updates on their child's progress through the Early Years Foundation stage. Towards the end of Year One pupils will undertake a statutory Phonics Screening Check. The pupil's scores of this check will be reported to parents. Towards the end of the year, school will give written reports to parents on the attainment of their children against the end of year expectations. Year Two pupils' reports will include end of key Stage One Teacher Assessment against the National Curriculum's Programme of Studies expectations.

Early Years Foundation Stage Profile 2017

School Report

For each Early Learning Goal, these tables show the percentage of pupils in the school at each level in 2017.

Percentage of all pupils at each level for each Early Learning Goal

	Emerging	Expected	Exceeding	At least expected
Communication and language				
Listening and attention	0	44.4	55.5	100
Understanding	0	42.2	57.7	100
Speaking	0	58.8	41.1	100
Physical development				
Moving and handling	2.22	34.4	63.3	97.7
Health and self-care	1.11	21.1	77.7	98.8
Personal, social and emotional development				
Self-confidence and self-awareness	0	53.3	46.6	100
Managing feelings and behaviour	0	54.4	45.5	100
Making relationships	0	64.4	35.5	100
Literacy				
Reading	4.44	52.2	43.3	95.5
Writing	10	60	30	90
Mathematics				
Numbers	4.44	58.8	36.6	95.5
Shape, space and measures	0	52.2	47.7	100
Understanding the World				
People and communities	0	68.8	31.1	100
The World	0	60	40	100
Technology	0	0	100	100
Expressive arts, designing and making				
Exploring using media and materials	0	55.5	44.4	100
Being imaginative	0	65.5	34.4	100
Achieved a Good Level of Development				88.0

Percentage of pupils not assessed: 0

1. Calculations of percentages are based upon the number of results, not the number of pupils in the group.
2. Percentages may not add up to 100 due to rounding.
3. The 'At Least Expected' column is based upon 'Expected' and 'Exceeding' grades.

Year 1 Phonics Screening Check 2017

National Results

The following table compares the percentages by phonics result for the school in 2017 with the national results for 2016.

		Wa	Wt	A	D
All Pupils	National	81	19	0	0
	School	93	4	0	2
Boys	National	77	23	0	0
	School	91	7	0	2
Girls	National	84	16	0	0
	School	97	0	0	3

Figures may not add up to 100 because of rounding and because percentages for L and Q marks and missing marks are not included.

End of Key Stage One Assessment Results 2017

School results compared to National at Expected level plus

	School Expected level plus	National Expected level plus
Reading	92%	76%
Writing	85%	68%
Maths	87%	75%
Science	99%	83%

The School's overall performance – Reading/Writing and Mathematics combined – compared to the National average is below:

	School	National
Reading/Writing/Maths combined at Expected plus level	81%	62%

4.2 Parent Staff Association

The Parent Staff Association arranges a variety of activities for parents and children throughout the year. Every parent is automatically a member of the Association. As well as raising funds for the school, the activities organised by the PSA are an important part of the School's community.

4.3 Parent Governors

Since the Education Reform Act 1988, powers previously held by the Local Education Authority have been given to the Governing Body of the school, who, consequently have an increased responsibility in the running of the school. Parents and local people have the opportunity to become involved in the running of the school.

4.4 Parent Helpers

Parents are invited and indeed are most welcome to help in school during term time to assist with reading, language and mathematical games, craft activities and to accompany children on outings. Do let us know if you would like to become involved.

5. ADMINISTRATION

5.1 Discipline

A basic aim of the school is to develop self-discipline and to encourage children to be responsible for their own actions. In young children this is developed by a kind, yet firm and consistent pattern of expectations. Children need to know that self-control and consideration for others is essential for the smooth working of the community. A positive approach of encouragement, praise and the raising of the child's self-esteem is the basis of the school's behaviour policy.

5.2 School Uniform

There is a school uniform which children are requested to wear. Sweatshirts or cardigans are red bearing the school logo and polo shirts are white; these can be purchased from Zenith Childrenswear by completing a school order form which is available from the school office or the school VLE. Alternatively, uniform can be purchased online on www.zenithchildrenswear.co.uk. Smart trousers, pinafore or skirts should be grey and shoes are requested to be black. Consideration should always be given to styles which allow children independence in dressing and undressing. A white t-shirt and black shorts and trainers are also required for PE.

5.3 Dates of Terms: 2018/19

The dates of the terms/half terms for the academic year 2018/19 are available from the school office and form part of our School Welcome Pack.

5.4 Complaints Procedure

The procedure for dealing with complaints is set out below:

- Minor complaints should be dealt with informally by your child's class teacher. If you are not satisfied with the outcome, you should contact the Headteacher.
- Serious complaints should be addressed to the Headteacher. The complaint will be investigated and a meeting arranged to try and resolve the problem. All complaints will be dealt with as quickly as possible.
- If you feel that a complaint has not been dealt with satisfactorily by the Headteacher, you have the right to complain to the Governing Body, via the Chair of Governors in the first instance. If it is necessary your complaint will be heard as soon as possible by the appropriate committee of the Governing Body.
- Complaints may also be made to the Local Authority by contacting the Education Officer (Schools' Management) at the Children & Young People's Directorate, Town Hall, Stockport, SK1 3XE. All complaints will be referred back to the Headteacher and Governing Body if they have not already been involved.
- If you are unhappy with the way the Governing Body has dealt with your complaint, you have a further right of appeal to the Director of Stockport Children & Young Peoples Directorate. In some circumstances you may be able to complain to the Secretary of State or appropriate ombudsman.

A full Complaints Resolution Procedure document for parents can be obtained from the school office.

5.5 Public Access to Documents

Documents relating to Local education Authority, Governing Body's Curriculum Policies and Department for Education Circulars are available from the school office in the Infant School. Additional information is available on request.

5.6 Charging Policy

The Governing Body does have a Charging Policy which is reviewed annually. Where the school does not have the resources to provide particular activities, visits or services for pupils, parents will be invited to make a voluntary contribution towards part, or all of the total cost of the activity, visit or service. Further details of the policy are available on request.

6. ARRANGEMENTS FOR PASTORAL CARE

6.1 Welfare of Children

Responsibility for care lies with the class teacher. Basic first aid will be given by suitably qualified members of staff as necessary. Parents are informed immediately if there is cause for concern with their child. At lunchtime mid-day assistants overseen by a senior member of staff have responsibility. At all times during school hours the children are under the overall supervision of the Headteacher, the Deputy Headteacher and teaching staff.

6.2 Medical Conditions in School Policy Statement

At Hursthead Infant School we are an inclusive community that aims to support and welcome children with medical conditions. We aim to provide all pupils with medical conditions the same opportunities as others at school. We ensure staff understand their duty of care in the event of an emergency. The school understands that certain medical conditions are serious and potentially life threatening. The school ensures staff receive training on the impact medical conditions can have on pupils. Staff receive additional training about any children they may be working with who have more complex health needs supported by an Individual Health Plan.

6.3 Child Protection

Because of day to day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. As such all the staff in school have a duty to safeguard and promote the welfare of our children. The school has a Designated Safeguarding Officer – Mrs Jane Driscoll (Headteacher) and a Governor with responsibility for safeguarding – Mrs Dawn Moody. If the school is concerned that a child may be at risk from significant harm (abuse) or is being abused we are required to refer our concerns to Social Services and the police, if necessary. In some cases this may happen without the consent or knowledge of parents/carers. The school has a Safeguarding Policy which explains all of the above in much more detail. If you would like to see the policy please do contact the Headteacher.

6.4 Acceptable Use Policy

The school has an Acceptable Use Policy which gives guidance on the safe use of IT and good practice to be followed by staff governors and pupils when using IT. We ask parents/carers to support us in our efforts to teach e-safety to their children both in and outside of school. Parents/carers are required to sign forms giving their consent for images of their children being used in the public domain.

6.5 Attendance

School follows a “first day call” policy for pupil absence. We ask parents to inform school promptly if their child will be absent or will not be in school for registration. Prompt and regular attendance is encouraged. We ask parents not to take pupils out of school during term time.

6.6 Additional Information

SCHOOLS ARE REQUIRED BY LAW TO HAVE ON RECORD THE NAME AND ADDRESS OF EVERY PERSON WHO IS A PARENT OF A PUPIL, WHETHER THEY RESIDE WITH THE PUPIL OR NOT. THIS WILL INCLUDE ANYBODY WHO HAS PARENTAL RESPONSIBILITY AND ANYBODY WHO HAS CARE OF A PUPIL.

The following people will have **parental responsibility**:

- (i) The mother
- (ii) The father:
 - If he was **married** to the child’s mother when the child was born.
 - Or if he was **not married** to the child’s mother when the child was born but **subsequently has a residence order**.
 - Or he now has a **court order** which gives him parental responsibility.
 - Or he now has a **formal “Parental Responsibility Agreement”** with the mother.
 - Or he has since **married** the mother.
- (iii) A guardian of the child
- (iv) Someone who holds a custody or residence order.
- (v) A Local Authority which has a care order.

- (vi) The holder of an Emergency Protection Order.
- (vii) Any man or woman who has adopted the child.

(Parents will only lose “Parental Responsibility” if the child is adopted.)

If he/she is living with the following people, they will be deemed to have **care** of a pupil:

- (a) Unmarried fathers who do not have one of the orders outlined in (ii) above
- (b) Step-parents
- (c) Foster parents
- (d) Grandparents

If there are others apart from yourself who fit into the above categories in relation to your child, the school should be informed of their names and addresses.

It is important that you understand that the school is required by law to provide information and reports on your child’s education to such people unless there is a court order denying them access to such information and reports.

If you are not happy that, for example, an estranged parent should have such access to information about your child, you should take legal advice on the ways available to you to prevent it.

6.7 Changing a Child’s Surname

With the exception of the unmarried mother, one parent cannot change a child’s name without the consent of the other.

If, for example, a mother re-marries, she cannot change the name of her child(ren) to her new surname without the consent of the father.

In such circumstances the school will ask the mother to produce a letter of consent from the father, or provide a signed statement that the father’s whereabouts are unknown and attempts to obtain his consent have thereby been unsuccessful. In this case parents should be made aware that should the father subsequently make contact, he can demand that the child(ren)’s name revert to his own.

6.8 Out of School Club

On-site facilities are available at Elm Cottage for child care before and after school and throughout school holidays including In-Service days. This is a privately organised company accommodated in school. Elm Cottage can be contacted on 07848 437983.

6.9 Childminder Network

For parents who would prefer a 'home environment' for their children the school office holds details of childminders associated with Hursthead Infant School. The school is, of course, not able to recommend any individual childminder and parents should contact the Family Information Service at <https://stockport.fsd.org.uk/kb5/stockport/fsd/home.page> to confirm registration details.

6.10 National Healthy School Status

The school has received the National Healthy Schools' Award in recognition of the experiences and opportunities the children are given within the curriculum to learn and understand how to keep and stay healthy. The award also recognised the schools' work in promoting healthy eating, encouraging a breadth and variety of physical activity and providing excellent pastoral care.

6.11 Non-Smoking Policy

Hursthead Infant School has a clear and defined non-smoking policy. Smoking is prohibited on the premises during any school activity undertaken.

6.12 Nut free school

The school currently has pupils who have a severe nut allergy which is life threatening. As a consequence Hursthead Infant school is a nut free environment. Parents and carers are asked to help us uphold this policy by ensuring they and their children do not bring nuts on to the school's premises.

7. ADDITIONAL INFORMATION

This information was correct at the time of printing, but changes may have occurred since. Please read this prospectus carefully and retain for reference. Up to date information is sent to parents regularly via Parent's Newsletters. If you have any queries or problems, please do not hesitate to contact the Headteacher.

An additional "Welcome" booklet including further information about the school and its organisation will be given to parents at the Pre-Admission Meeting.

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