



Haslington Primary Academy and Nursery

New Starter Information Pack



Welcome!

Welcome to Haslington Primary Academy. We are thrilled you have decided to join us. We believe the partnership between home and school is vital for the successful education and welfare of young children. By working together, we can ensure that your child learns and grows in an exciting, challenging, happy and caring environment.

We are very proud of our school. We aim to develop the academic abilities of our pupils to the full, and also place great emphasis on teaching and mastering the basic skills of learning. Practical, sporting, musical and artistic abilities are all developed and recognised as being part of the total potential of the whole child.

This booklet is intended to provide you with the information you will require when your child starts school. We know this is a very exciting time, but we also understand that making the transition into school can be worrying. The information in this booklet is what we aim to provide in September.

Should you need more information, please contact us by telephone, email, or make an appointment to see a member of the school team. We very much look forward to working with you.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'D Mitchell'.

Mrs D. Mitchell
Principal

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Preparing for School

What should my child be able to do for him/herself?

The difference between a play-group, nursery setting and primary school is that school-age children are encouraged to be more independent and self-reliant. We therefore encourage you to help your child achieve this goal before starting "big school". Examples of independent behaviours are:

- Getting dressed on his/her own; the undressing/dressing routine, being able to do up buttons, zips, shoe buckles (or velcro fastenings which make life easier!)
- Using the toilet independently, wiping, cleanliness, flushing a toilet, washing and drying hands. **Independent toileting is an essential life-skill to encourage before school commences.** If your child has a particular medical problem with toileting, please discuss this with a member of the Early Years team during the home visit.
- Mealtimes: children are expected to be able to use a knife, fork and spoon and to control a cup. Those who have packed lunches should be able to access their food with minimal adult intervention, so consider the packaging you use carefully.

What Your Child Needs

School Uniform

If you wish to purchase a school jumper/ cardigan with our school badge this can be purchased directly from the school's supplier 'Badged,' Cockayne House, Love Lane, Betchton, Sandbach, Cheshire. Telephone: 01270 747525.

Our uniform is:

- Dark blue sweatshirt or cardigan (with or without the Academy logo)
- Grey (not black): trousers/shorts(no culottes)/skirts/pinafores
- White: polo shirts/shirts/blouses (with or without the Academy logo)
- Light Blue/white check dresses
- Grey socks/grey tights when wearing grey uniform
- White ankle/white knee length socks with summer dresses
- Black school shoes (no trainers please)
- Sandals can be worn but these need to have some toe protection and a strap around the heel.
- Please avoid 'branded' sandals or shoes – e.g. Frozen theme.
- Blue and/or white hairbands

PE Uniform

The children will come to school in their PE uniform on their designated PE day and will wear their PE kit all day. Because the children wear their PE kits all day, it is classed as part of their school uniform and essential that it is in line with school policy.

Our PE uniform is as follows:

- A round-necked navy T-shirt [you can purchase T shirts with the Academy logo, this is optional]
- Plimsolls or trainers
- Dark coloured shorts [blue or black]
- When the weather is cold, the children can wear a dark coloured tracksuit [blue or black]. Please ensure that this is a plain tracksuit without large logos or patterns.

Please send spares, accidents do happen!

As children get used to their new school routine, it is inevitable that we will have wetting accidents or sometimes sickness. This can happen to any child in our experience and it can be very distressing if your child does not have clean clothes to change into. Sometimes children just can't tear themselves away from an activity until it is just too late. Please ensure that your child always has a bag at school with a spare set of uniform in it, with multiple changes of pants if you think they may need them. The bag will stay on your child's coat peg throughout the year, so they will always have spares to hand if needed.

Labels, Labels, Everywhere!

We strongly urge you to put labels on **absolutely everything**, including clothing, shoes, PE kit, lunchboxes, snacks, water bottles, wellington boots and any other personal belongings. Items can occasionally be mislaid in school and labels are the best way to ensure they get back to the correct person. Make sure you order personalised labels or invest in a good waterproof/laundry marker pen in good time! Also please check uniform over time to ensure that labels have not washed off over time.

Jewellery

Jewellery should not be worn in school as it is a safety hazard, especially in PE, to both the child wearing jewellery and other children. This includes rings, earrings, watches and metal hair ornaments. If, for cultural reasons, you wish your child to wear jewellery, we cannot take responsibility in the event of an accident.

Lunch and Refreshments

Many children look forward to the mid-morning snack; although some children do not want or need one. We are keen to promote healthy eating and ask that snacks consist of fresh fruit or vegetables. Any snack sent in needs to be clearly named; it can be in a named bag or container or labelled with a marker pen [e.g. on a banana] or with a sticker. Please do not put snacks into lunch boxes; children can confuse their snack and lunch items. The children are provided with fresh fruit or vegetables each afternoon and this is free of charge.

Children can choose to enjoy either a packed lunch from home or have a school lunch. Each child in EYFS, Year 1 and Year 2 is entitled to a Universal Free School meal. For more information about school meals, please see information within your Welcome Pack. If you pack your child's own lunch, please do not include sweets, large chocolate bars, other confectioneries or fizzy drinks. **Please avoid nut products** as some of our children have allergies. If you would like additional information regarding healthy packed lunches, please refer to the following NHS link:-

<http://www.nhs.uk/Livewell/childhealth6-15/Pages/Lighterlunchboxes.aspx>

We also ask you to provide a bottle of plain water that is clearly labelled. The children will place it in the water bottle box when they arrive in school/class and have access to this all day. They will also be able to refill it if needed. Please do not send squash, juice or flavoured water; as these are bad for children's teeth when consumed between meals.

Please do not put water bottles in book bags. There have been occasions when we have lost some expensive reading books due to leaking water bottles. If this does happen, we may ask parents, carers and guardians to fund a replacement reading book.

If you are on a low income or claiming certain benefits, the school may be able to claim 'Pupil Premium Funding' on your child's behalf, which will be spent directly to support your child's learning. Once your child moves into Key Stage 2 (Y3-6), this will also entitle them to a free school meal. You will find an information leaflet in this pack. Please complete and return the form if you feel you may qualify. All information is completely confidential and no other child or parent in school will be aware that your child is entitled to this funding.

The Daily Routine

Starting school is an exciting time but sometimes both children and parents may feel a little anxious. Rest assured, the children will get accustomed to their new routine very quickly and it will become second nature to them in not time at all. This section takes a look at what you will do every day.

Getting to School

Crewe Road can get very congested in the morning before school, so we encourage parents to walk their children to school wherever possible. If you drive, please do not park on the staff car park, on the zigzag lines or blocking any driveways of houses near the school. We are very fortunate that Ego at the Fox across the road from the school allows us to use their car park with the understanding that we cannot block the entrance and must park safely.

The Start of the Day

We open classroom doors at 8.50 am to allow time to settle before a prompt 9.00 am start to our school day. While waiting for the doors to open, we would ask that children stay with their parents, carers and guardians until they are greeted.

The teachers will come out onto the playground when the doors open and greet the children. They will then take the children into their classrooms.

Children place their water-bottle and snacks in designated trays outside the classroom door and once inside, are encouraged to hang their coats and bags on their named peg in the cloakroom area. If they have a lunchbox, it should be placed on the shelf under their peg. The children will then go on to the carpet in readiness for registration and will often be asked to take part in a morning activity.

Envelopes containing trip monies or other letters are given to the teacher. Please ensure that any items brought from home, such as lunch boxes, are clearly labelled on the outside.

A Typical School Day

08.50 - 9.00	Arrival at School & Registration	
09.00 - 10.15	Teaching Time	Includes indoor and outdoor provision
10.15 - 10.30	Play/Snack	10.00-10.30 Rolling Snack for EYFS Children
10.30 - 11.40	Teaching Time	Includes indoor and outdoor provision
11.40 - 12.45	Lunch	
12.45 - 12.55	Registration	
12.55 - 15.15	Teaching Time	Includes indoor and outdoor provision

The End of the Day

At 3.15pm, the teacher will open the classroom door and children will leave to meet the appointed person who is collecting them that day. It is essential that you advise the school office if someone else will be collecting your child on any particular day and introduce them to the teacher where possible. Please note that due to safeguarding reasons, no child will be released from school unless contact has been made by the primary carer prior to collection.

Make sure you check the book bag for any school notices or homework when you get home. Most letters will be sent electronically using the school's messaging system Class Dojo. You will receive login details for this.

Bed Time

Starting school can be an intense experience for a child and can leave them very tired. We strongly encourage you to have a consistent night time routine and an early bedtime which provides for a good night's rest.

Supporting Your Child's Learning

Haslington Primary Academy maintains a strong tradition of parents, carers and guardians being involved in their children's education. Here are some of the key ways the school helps you support your child at home:

Homework

Early Years Foundation Stage (Reception)

Reading and Phonics: Children will bring a book home weekly. This may be linked to their Read, Write Inc programme or reading for pleasure. Please share this with them and note in their reading diary. In the diary, we would ask that you put comments about your child's response to the book or any other books that you have shared at home. We value your comments and will check the reading diaries over the course of the week. Reading is linked to our Positive Behaviour Policy and the children will earn additional smileys for reading at home. Reading is a valuable skill and one which we strongly promote in school. We encourage reading times at home to be special and enjoyable for the whole family. In addition to this, once children start to learn their letter sounds through our phonic programme - 'Read Write Inc', they will bring sheets home with letter sounds to practise, along with ideas for you to support your child at home. When they become confident readers, they will also bring books home to read to you – always a special moment!

Topic Projects: The children will also have a topic-based project to complete during each half term holiday. This will be based on what the children have been learning in class.

We will provide you with booklets giving guidance on how to help your child once he/she has started school. Throughout the year there will also be information evenings for parents, carers and guardians to help you support your child's learning at home.

The Early Years Foundation Stage Curriculum

There are seven areas of learning and development that shape the early years provision. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language

- physical development
- personal, social and emotional development

The school also supports children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small

pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive arts and design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Activities during the day encompass a number of skills and concepts and will not be limited to just one area of learning. In the Reception class the learning is a mix of teacher-led and child-initiated activities; both are vital to a child's development.

School trips

We enrich the curriculum by inviting special visitors into school, including theatre groups and musicians as well as taking our children out of school on trips.

We cannot always fully fund the trips or visits, which we plan, without financial support from parents, carers and guardians and so in these instances, we will write to you explaining the purpose of the trip, or visit into school, and ask for a 'voluntary contribution.' Although the payments are voluntary, there can be a significant negative impact on the school budget if we do not receive enough contributions for a trip or visitor. Unfortunately in some cases, this may result in cancellation.

We appreciate that some families are in financial hardship and we are always happy to talk to individuals to arrange a system for managing payments. For some trips, we can offer an instalment plan. The FOHS [PTA] can also make contributions towards trips – especially the Year 6 residential trip.

Social and Emotional Skills

At Haslington Primary Academy, we strongly believe that "successful personal, social and emotional development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other aspects of their learning." (Curriculum Guidance for the Foundation Stage)

We are aware that for many young children, primary school is their first encounter with large groups of peers and adults and from time to time, small disagreements between children do happen. As part of our PSED (Personal, Social & Emotional Development) work, we try to encourage children to look at their friendships in a positive way. We feel it is very useful if you are aware of the strategies we promote at school and are able to support your child in a similar constructive way, as these approaches take time to learn. Children need to understand that conflict can never be resolved through anger. Below are the strategies we teach:

- Be able to control your anger.
- Be willing to apologise.
- Be willing to listen to each other.
- Be willing to discuss the problem.
- Be ready to make a plan together.
- Be ready to compromise and meet in the middle.

- Be able to ignore unkind words.
- Be able to walk away and try something new.

Staff will always work with children in order to address any issues that may arise during the school day and encourage the children to follow the Positive Behaviour Policy.

Communication

We operate an open-door policy, so if you need to contact the class teacher, you can speak to them first thing in a morning before school to pass on a quick message. Alternatively, you can phone the school to make an appointment or send your child's teacher a message through the ClassDojo system explained below. Please be mindful that staff will only monitor their Dojo messages between 8am and 5pm and that messages are not checked during teaching time.

'ClassDojo' is an online school communication platform. It is a fantastic way for us to share news from our classes and information from the school office and Mrs Mitchell. We will be asking all parents to sign up to use this. There are instructions on how to access ClassDojo within this New Starter Pack.

Our website is also a useful information point and is regularly updated. If you would like to see specific information there which would be useful, please let us know and we can make it even better.

We have events such as class assemblies, music assemblies, performances and sports days throughout the year for parents, carers and guardians; information is in our weekly newsletter, including diary dates for forthcoming events.

Typically, we invite EYFS parents, carers and guardians into a parent workshop in the Autumn Term as well as to an EYFS nativity assembly close to Christmas time. During the year, other events are planned, such as class assemblies which you can enjoy with your child.

How We Assess Your Child

The National Curriculum defines four stages through which all children of compulsory school age (5 to 16 years) must progress. Early years' settings follow the "Early Years Foundation Stage" curriculum framework and are assessed against the Early Learning Goals at the end of their Reception year.

From Year 1 onwards, pupils then follow the National Curriculum. More information on the contents and objectives of these stages can be found at <https://www.gov.uk/government/collections/national-curriculum> and also on our website.

A child will leave a pre-school setting, or our Reception class, with an Early Years Foundation Stage Profile which covers the areas of learning outlined above. This profile acts as a baseline assessment of your child's abilities, developmental level and accomplishments as he/she enters Year One and is used to plan individualised learning through Key Stage One. We assess children against curriculum objectives continuously throughout their time with us in order to decide upon their next learning steps. In addition, formal assessments take place towards the end of Year One with a phonics check and towards the end of Year Two in the areas of English, Maths and Science. These are largely based on teacher assessments of levels achieved, taking in evidence from the entire year's work and backed up with testing. More formal testing takes place throughout Key Stage Two with the children taking the End of Key Stage 2 SATs in the summer term of Year Six. These formal tests are supported by Teacher Assessments which also assess standards in writing and science.

Progress and Feedback Sessions

As parents, carers and guardians, we understand that it is really important to know how your child is progressing with learning in all areas. We operate an open-door policy, so if there are any concerns, please feel free to talk to member of staff either before or after school or contact us in the ways specified above.

In addition we hold Parents' Evenings as follows:

Autumn and Spring Terms

This is an opportunity to view your child's work and discuss progress with your child's teacher.

Summer Term

We provide you with a written report at the end of the school year, summarising your child's achievement and attainment.

At the end of the Summer Term we aim to make the transition to the next class informative and worry-free. Therefore, we also provide a Meet the Teacher evening where you will have chance to meet your child's new teacher for the following year. They will: share expectations, examples of work, the Character Building Curriculum, the daily timetable and you will leave with a transition booklet, explaining everything. You may also request an individual appointment with your child's class teacher if you feel this would be helpful.

You are entitled to see any data held in school about your child's attainment. This request must be made in writing and the school is allowed a reasonable period to collate the information before passing it on to you.

The way in which we communicate progress throughout the year is an area which we strive to improve continuously, so if you have any ideas or feedback then please do not hesitate to let us know via your class teacher, a governor, direct to the Head of School, the Principle or at our Annual General Meeting where the school's annual report is discussed in an open forum. There is also a suggestions box in the school entrance hall.

Do you like the idea of being involved in school life?

There are many ways in which you can be more involved in the life of the school and over the coming weeks and months you'll find out more about what's happening in school.

Friends of Haslington School (FOHS)

We have an active PTA who support the school in many ways. They provide financial support through fundraising and have purchased items such as reading books, a 5-a-day Fitness Programme, iPads, WeDo's, as well as subsidising Educational Visits by paying transport costs and much, much more. The committee meet regularly in school and they always appreciate new volunteers to help support the school.

Attendance at FOHS events not only supports the school in raising money for projects but it also creates a feeling of community in the local area.

The Parent Voice Group

Every half term, the school meets with parents, carers and guardians to discuss school improvements and additional things that they feel they wish to raise. Historically, this group has enabled us to redesign the school uniform, consider trips and visits and inform our Healthy Schools work. We will send out information about these meetings throughout the term.

Volunteering in school

Many volunteers help out in school – for example listening to readers or helping with trips and visits. We will not place volunteers in the same class/group as their child as this can cause upset, but any support is very much appreciated. If you are interested in becoming a regular volunteer, please ask at the school office for information on a DBS check, prior to commencing any class support in school.

School Governors

Some parents choose to be involved with the school's Local Governing Board. We do not have any Parent Governor vacancies at present, but when they arise they are advertised within school. If you would like to know more about the work of the Local Governing Board please check out the Governors' section of the school website.

Appendix 1: Health

It is essential that the school has all appropriate emergency contact telephone numbers in case a child becomes ill or has an accident during the day. We need to be able to reach you or a designated family member. This information should be provided on the School Admission form. Please let us know as soon as any contact details change.

If a child does not feel well, they should not attend school that day. If they have an illness that is contagious, they may risk passing on infections to other children and staff. We understand this can sometimes be difficult to arrange, but strongly advise that you keep your child at home and let us know that they will be absent. If your child has vomited or has had a bout of diarrhoea, please allow **48 hours** before sending them back into school. If we discover a child is poorly whilst at school, you will be asked to come and collect them immediately. It would be useful if you used the same mantra as we use in school in order to familiarise your child with the same routine of 'catch it, bin it, kill it' and recommend that children cover their face when sneezing or coughing, using tissues to blow their nose and wash their hands regularly.

Covid 19

If a child has Covid 19, they should not come to school for 3 days and additional days if a temperature remains or they do not feel well enough.

Head Lice

Head lice are common and easily spread from child to child, it is not a sign of poor hygiene. Lice eggs have an incubation period of two weeks, it takes great diligence to rid a child of them. We strongly encourage a regular regime of head lice precautions. This primarily involves combing your child's hair daily with a very fine-tooth lice comb and conditioner - typically during bath time. We aim to let the class know if there has been a case of head lice reported. More advice can be found on the NHS website:

<http://www.nhs.uk/Conditions/Head-lice/Pages/Treatment.aspx>

Medication

In school, we are only able to administer prescribed medication, including creams, if a signed Medication Form has been received. This form can be obtained from the school office. Medication cannot be administered without a form being completed.

Under no circumstances should you give your child unprescribed medications to bring to school to take themselves

Any medication must be brought into school by a parent, carer or guardian. Medication **must** be clearly labelled with the child's name and **must** be in date. If the medication is needed at home, this can be collected from the school office at the end of the school day by a parent, carer or guardian.

Allergies & Asthma

If your child has asthma please complete the Asthma Information and Care Plan Form and for allergies, please complete the allergy information form in the New Starter Pack otherwise, you may be required to complete the Request for the Academy to Administer Medication Form, which can be obtained from the school office.

Nuts

We are a nut-free school as we may have children with severe and life-threatening nut allergies. Therefore, we ask that any snack or packed lunch that is brought into school **does not** contain nuts.

Accidents

If your child is hurt during school, the incident is recorded on a school accident form. Any minor cuts and grazes are given immediate treatment by a first aider, but you may not receive a letter home for something minor. However, for anything more serious, including head bumps, you will be telephoned and a copy of the accident form will be sent home. A large number of adults at school have been trained in First Aid and specific Paediatric First Aid.

School Nurse

We share a nurse among local schools. She visits regularly and monitors the children's development and acts as liaison with the school on all health issues. If you wish to discuss any specific health concerns about your child, you can make an appointment to see her.

Appendix 2: Behaviour

Positive Behaviour Approach

At Haslington Primary Academy we follow a positive behaviour system that celebrates good behaviour. We use a traffic light system as a positive encouragement for children during the day. If children stay on green all day they will receive 2 smileys. 1 additional smiley can be earned each day for showing a quality linking to our RESPECT values. Children are able to earn rewards, that we call smileys, for lots of different reasons including reading every night, wearing the correct uniform and PE kit and remembering their school diary. Each class has their own smiley reward chart and at the end of each term, if they have collected enough smileys, they will be able to attend the termly bronze, silver and gold reward parties. Each class will have an interim Golden Time Reward to ascertain if the children are on target to attend the class parties and enables any discussions to take place regarding behaviour with parents, carers and guardians. If a child moves down the traffic lights (Amber or Red), they could still earn 1 smiley if they work their way back up the traffic lights to green.

Any serious, worrying or repeated incidents will be discussed with the parents, carers or guardians of both the affected child and those responsible for the problem. Our Positive Behaviour Policy is supplemented by an Anti-bullying Policy and together they lay out the processes and consequences that apply in the event of unacceptable behaviour.

We use our online safeguarding and behaviour system (CPOMS) to record any more serious incidents. Any incidents of bullying, including racist or homophobic bullying, are reported to the Governors.

With approximately 260 children in school, many of whom are still learning social skills, we will inevitably have minor incidents, but these will be dealt with and communicated to parents, carers and guardians if appropriate.

Stress

There are often stressful events or situations in a child's home life. Many children express the emotions that they feel in uncharacteristic and sometimes disruptive behaviours. If you have any information which you feel you would like to share which is having an impact on your child's behaviour, please let the class teacher know. Alternatively, if you feel that you need additional support, please speak to Mrs Mitchell.

Rewards

At the end of the week a pupil in each class will be given a Star of The Week certificate by the class teacher for working above and beyond and following our RESPECT values. This is celebrated with the rest of the class. Children can also receive a Respect Certificate from the Principal or Executive Head of School for showing exemplary behaviours and achievement in and outside of school. In addition to this, we celebrate achievements in many other subjects including Handwriting, History, Geography and Maths. We also encourage children to bring in certificates or medals that they have achieved out of school in order for us to celebrate with them.

Appendix 3: Attendance

Attendance Aims

Our primary aim is that every child in our school receives the highest level of education. This can only happen if children are actually at school. Parents have a duty under the Education Act 1996 to ensure that their child attends school on a regular and full time basis.

Average attendance at Haslington Primary Academy is more than 97%, a figure we aim to maintain. Many children have attendance much higher than this and we celebrate attendance with special certificates for those who have particularly high attendance of 100%.

The Government deems absenteeism to be persistent when it falls below 90%. Non-attendance at school is an offence and we aim to avoid any situation occurring that could lead to action being taken against parents or guardians.

Types of Absence:

Authorised: Some absence is almost inevitable during a pupil's life in school. When absence is unavoidable, or permission has been granted, it is recorded as authorised. It is possible to achieve high attendance despite having time off school during the year.

Unauthorised: Absence is recorded as unauthorised when a child is absent with no reason given, when he/she is away for a specific reason that falls outside the criteria for authorised absence.

Absence due to illness:

Parents, carers and guardians are expected to provide a full explanation for any absence due to illness or a medical condition. Evidence should be presented to the school such as a doctor's appointment card or a copy of prescription details. If no evidence is provided, it will be the Principal's decision whether to authorise the absence. Parents, carers and guardians will be informed if the school decides not to authorise the absence. Any child who accumulates 20 absences attributed to medical appointments or illness in an academic year will be required to provide evidence of illness as detailed above for any further absences. Parents, carers and guardians will be invited to a meeting with the Principal to discuss how the school can help to improve attendance levels. Failure to produce medical evidence to support an absence will mean the absence will automatically be unauthorised.

Authorised Term-Time Leave of Absence:

The school has fully implemented amendments in The Education (Pupil Registration)(England)(Amendment) Regulations 2013. The Principal will not grant any leave of absence during term time unless there are exceptional circumstances.

Parents, carers and guardians are advised not to book holidays during term time. Leave of absence in term time **will not** be authorised unless there are exceptional circumstances. The Principal will determine the number of school days a child can be away from school if leave is granted due to exceptional circumstances. A child who is absent longer than 10 sessions after an agreed return date, can legally be removed from the school roll and may be liable to prosecution.

In considering whether or not to authorise leave of absence the Principal will meet the parents, carers or guardians to discuss the specific exceptional circumstances. In some cases the parents, carers or guardians will be asked to provide evidence, such as a letter from an employer for example.

The school **will not** authorise leave of absence during any statutory examination or assessment periods and affect Y1, Y2 and Y6 in the summer term.

Fixed Penalty Notices:

The Local Authority advises heads to consider issuing a fixed penalty notice when:

- ✚ At least 10 sessions (5 school days) lost due to unauthorised absence in any 2 consecutive half terms
- ✚ Unauthorised absences of at least 10 sessions (5 school days) due to holidays in term time or delayed return from extended holidays
- ✚ Persistent late arrival at school, i.e. after the register has closed, in any 2 consecutive half terms. "Persistent" means at least 10 instances of late arrival

We would like to take this opportunity to remind you to think very carefully before booking your holiday during term time.

What to do when your child is absent from the school

If the absence is unplanned i.e. through illness, you should telephone the school on the first day of absence. The date and reason will be logged and kept in the school. Absence confirmation can also be sent electronically to admin@haslington.cheshire.sch.uk. All attendance information is held on the school Arbor system and is returned to the DFE termly.

What to do if children are late into school

Parents, carers or guardians who bring their children into school late (i.e. after the classroom doors are closed) must bring their child through the main entrance and sign their child in with a reason for absence on the electronic system in the school entrance. Children arriving after 9.00am are marked as having unauthorised absence for the morning session unless a satisfactory reason is given.

Monitoring and reporting attendance

On your child's report, you will see information regarding your child's attendance for the current year. The school has a named Education Welfare Management Consultant who works in partnership with the school to monitor attendance matters. The Education Welfare Management Consultant will arrange a meeting for parents, carers or guardians to discuss:

- 1) Unusually long periods.
- 2) Frequent short term absence e.g. Mondays or Fridays as a recurring pattern.
- 3) Reasons that appear to the school as suspicious. In the last case, teachers should be alerted to the possibility of child abuse.
- 4) Persistent lateness.

Homework and Absence

If a child is taking holiday in school time, school will not provide work for the child to take with them, but children are encouraged to keep a diary. If a child is absent due to health reasons then the school will not usually provide work. However, in the event of a broken limb where the child is clinically well but immobile, the class teacher may supply ideas for work which can be carried out at home.