

# Hardwick Primary School



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Headteacher Mr Peter Dewhurst BEd Hons NPQH

Thank you for your interest in Hardwick Primary School.

We believe our school is a happy, "family school" with high expectations, a caring atmosphere and an exciting, challenging curriculum, but above all, a school that children really want to come to. Just ask them!

We also believe strongly that children should have opportunities to develop a wide range of skills and interests beyond the school curriculum. In Year 4, all children learn a musical instrument as part of the national 'Wider Opportunities' programme. Our extensive range of clubs includes gymnastics, multiskills, singing, gardening, chess, calligraphy, puzzle, football and tag rugby, to name but a few!

We have a strong staff team with a wide range of talents and a great deal of experience. They are enthusiastic and committed to the school. The school has positive links with the local community and we actively encourage parents to work in close partnership with us.

Hardwick Primary School opened in 1969. A new Early Years Foundation Stage outside learning area was completed in September 2007 and the newly remodelled Early Years Foundation Stage, Key Stage 1 and Language Unit classrooms were completed in January 2010. In September 2011, a brand new Children's Centre, including Southgate Pre-school, opened on the school site.

We cater for children aged 4 - 9 years old, serving Hardwick Lane, Sicklesmere Road and the Nowton, Home Farm and Bury Park Estates. Suffolk County Council is responsible for admissions to the school. Full details of policy and procedures are set out in the 2011/2012 'Admissions to Schools in Suffolk' booklet, copies of which are available from the school office or directly from Suffolk County Council. Please note that the admissions procedure for Reception places will be changing, in line with the system which is already in place in most areas of the country. As of September 2011, children will be offered a full time place in a Reception class at the beginning of the academic year in which they have their 5<sup>th</sup> birthday.

At present we cater for approximately 220 pupils and classes include in the region of 22 – 30 children. We also have one of the three Specialist Speech and Language Units in Suffolk, which specialises in educating children with specific speech and language disorders.

The majority of our pupils transfer to Hardwick Middle School at the end of Year 4 and we work in close partnership with the middle schools to ensure a smooth transition for every child.

We hope that this brochure provides you with the information you require. *If English is not your first language and you need help translating this document, please ask at the school office.* We also have a school website [www.hardwickprimarysuffolk.co.uk](http://www.hardwickprimarysuffolk.co.uk) which gives further information about the school. However we firmly believe that there is no substitute for seeing the school at work. So, if you'd like to come in and visit, preferably along with your child, you'll be very welcome. Please don't hesitate to contact me through the School's administration team, should you wish to discuss any matter further.

Yours sincerely

P S Dewhurst  
Headteacher

#### DISCLAIMER

The information and particulars contained in this brochure relate to the current school year and are correct at the time of publication. It should not be assumed that there will be no change affecting the relevant arrangements or some matter particularised, either –

- a. before the start of, or during, the school year in question, or
- b. in relation to subsequent school years



## **SCHOOL AIMS**

We aim to create a warm, stimulating and challenging atmosphere where all children and adults will feel valued and welcomed. We want every child in our school to reach their maximum potential, to be happy and confident, adventurous and determined to succeed, ready to become healthy global citizens. Everyone contributes creatively to the life of the school, striving together for improvements. School and home co-operate to foster the development of the children, not only through the curriculum but also through personal and social dimensions.

### Curriculum Studies

In their curriculum studies, we endeavour to develop children who:

- have enquiring minds and enjoy learning;
- are motivated and increasingly independent;
- are aware of their own strengths and weaknesses;
- are happy and confident enough to ask for help;
- set themselves personal challenges and use their initiative;
- strive for high achievements;
- take pride in the achievement of others.

### Personal and Social Development

We aim to provide a happy, secure environment where each child:

- develops academically, physically, emotionally, aesthetically, socially and spiritually;
- is made aware of our changing world, its diversity of people and the individual contribution made by each and every person;
- is encouraged to be reflective and thoughtful;
- is respectful of others' individuality;
- recognises and respects beliefs of other religions and cultures;
- understands that trust and honesty are built on mutual respect;
- takes responsibility for their immediate surroundings and adopts a caring attitude for the wider environment;
- is valued equally and all effort and achievement is celebrated.

A child's version of the school Aims and Values is displayed around the school and is discussed regularly with the children.

## **STAFF LIST**

Senior Leadership Team	Headteacher: Senior Teacher: SEN Co-ordinator	Mr P Dewhurst Mrs K Harries Mr M Coombs
Teachers:	Mrs H Corbell Miss N Grayson Mrs N Khan Mr J Tottie	Miss G Basham Mrs S Grover Mrs G Sexton
Nursery Nurses:	Mrs J Bailey Mrs T Bowden	
Learning Support Assistants:	Mrs V Biddulph Mrs J Cobbold Mrs J Hollingsworth Mrs S Senior Mrs J Smith Mrs D Dulieu Mrs S Whiting	Mrs T Baker Mrs S Hammond-Bray Mrs M King Mrs S Williams Ms A Smith-Andrews Mrs D Fayers
Office Manager/Bursar:	Mrs S Place	
Administrative Assistant:	Mrs D Fayers	
Administrative Apprentice:	Miss C Baker	
Speech Therapist:	Mrs V Woodbridge	
Speech Therapy Assistant	Mrs T Symonds	
Resident Caretaker:	Mr J Moriarty	
School Cleaners:	Mrs L Bedwell Ms D Edgeley	
School Cook:	Mrs J Sturgeon	
Senior Midday Supervisor:	Mrs J Hollingsworth	
Midday Supervisory Assistants:	Mrs T Baker Mrs E Hart Ms A Smith-Andrews Ms W Stone	Ms D Dulieu Ms T Crouch Mrs B Redfern Mrs S Whiting

## **SCHOOL GOVERNORS**

The majority of Governors were elected and appointed for a four year term of office and meet termly.

LA Governors:            Mr R Heavisides (Chairman)  
                                 Mr L Mitchell     (Vice Chairman)

Parent  
Governors:                Mr C Myers  
                                 Mrs M Sorenson  
                                 Ms Y Tsang  
                                 Mr A Abbott

Community  
Governors:                Mrs A Burgess  
                                 Ms L Gembis  
                                 Mrs H Harrington

Staff:                        Mr P S Dewhurst  
                                 Mrs K Harries

Non-Teaching Staff:    Mrs S Place

## **THE FRIENDS OF HARDWICK PRIMARY SCHOOL OFFICIALS**

Chairman:                 Mrs L Lewis  
Treasurer:                Mrs D Fayers

## **SCHOOL HOURS AND THE START OF THE SCHOOL DAY**

Morning session 9.00 am - 12.15 pm

Afternoon session 1.15 pm - 3.15 pm

The school doors open at 8.50 am. Children should not be in school before 8.50 am as staff cannot be responsible for their safety before this time. The main school office entrance should only be used when a child is late and arrives after the official start time of 9.00 am.

In the Nursery, parents may accompany their children into their classroom. In Reception classes parents accompany children whilst they settle into full time school, however, in the interests of developing independence and personal organisational skills, we do not recommend that parents do so beyond the first half term. Throughout the rest of the school parents drop children at their allocated door so that children enter class independently. The school bell rings at 9.00 am and all parents then vacate the premises so that the school day starts promptly. The start of the school day is probably the busiest period for teachers. We request that where possible, parents who have a matter they wish to discuss, arrange to see the teacher at the end of the school day. Alternatively a letter or note in the home/school diary can be effective, or an appointment can be made via the school office directly or by phone or email. For very urgent issues, parents should speak to the school office staff so that the teacher can be released from class. The Headteacher is usually available to speak to parents at anytime. If he is not available then a mutually convenient appointment will be made as soon as possible.

## **OFSTED INSPECTION**

Government inspections of the school take place regularly. Our most recent inspection took place in October 2008. We were very pleased with the outcome of the inspection and you will see quotes from the report in this prospectus. A full copy of the report is available upon request from the school office, or can be downloaded from the OFSTED website at:

**[http://www.ofsted.gov.uk/oxedu\\_reports/display/\(id\)/101455](http://www.ofsted.gov.uk/oxedu_reports/display/(id)/101455)**

## **THE NURSERY CLASS**

Our Local Authority funded Nursery offers up to 39 places, split over morning and afternoon sessions (Caterpillar Class and Tadpole Class). Most of the children are drawn from our own immediate area, but a small number come from other parts of Bury St Edmunds and outlying villages.

The majority of our children transfer to main school, after three terms in our Nursery. Sometimes children are offered an early placement in the Nursery if space is available, meaning they may attend for four terms. The Local Authority Early Years Adviser meets with Nursery staff to discuss any spare places and once places have been agreed the school contacts parents directly to inform them. Once a parent has been notified of a place in our Nursery they receive further details about our induction arrangements and we work closely with the parents to ensure each child gets the best possible start to school life.

We see the Nursery as an extension of home, providing a happy and secure environment where children continue to develop socially, emotionally, physically and intellectually through play, and begin the foundations of good learning practices. Nursery hours are; morning sessions 8.45 – 11.45 am. Afternoon sessions 12.20 – 3.20 pm.

***NB - it is anticipated that there will be changes to Nursery admission arrangements once all children are offered a full time Reception place from September 2011.***

***“Children thoroughly enjoy their time in the EYFS classes. The children work and play happily together, form constructive relationships and develop confidence” OFSTED 2008***

## **THE LANGUAGE UNIT (HEDGEHOG CLASS)**

Hedgehog Class is one of three specialist Speech and Language Units across the County. It caters for a group of up to 15 children, aged approximately 4 – 7 years, with specific speech and language disorders. These are children who have severe problems with one or more areas of spoken language, i.e. understanding, finding words, forming sentences, producing sounds and using language. A specific language disorder is not a result of hearing loss or general learning difficulty, but requires intensive language teaching and therapy. The children follow the National Curriculum through individual programmes carried out in 1-1 and small group work.

Children in the Language Unit also integrate with the other children in the school, as and when appropriate, and all teaching staff work with them at various times during their time here.

***“Pupils with specific speech and language needs also make good progress towards their individual targets” OFSTED 2008***

## **HARDWICK B & A (BEFORE AND AFTER) SCHOOL CLUB**

The before and after school club is run by a committee of volunteers in order to provide affordable, enjoyable and friendly childcare before and after school. Sessions run from **7.50 am – 8.50 am** and **3.15 – 5.15 pm** every week day. The facility is open to all of our pupils and is currently based in the Multi-use Room, next to the Nursery.

A range of activities are available at each session, e.g. art/craft, simple cookery and games as well as child determined activities. Children may choose to participate or simply 'chill out'. This is an ideal opportunity to make new friends or meet with existing ones.

Fully qualified staff support children in an atmosphere of respect and tolerance and staff escort children to and from their classes. Nutritional snacks are provided at every session and special dietary needs are fully catered for.

For further information about session times and charges, please contact them on: 07858 471676 between the times of 7.50 - 8.50 am and 3.15 – 5.15 pm.

## **RELIGIOUS EDUCATION**

Religious Education in this school is provided in accordance with the Suffolk Agreed Syllabus. We will foster the development of attitudes and values which will promote self-respect, respect for others, a willingness to accommodate other faiths and cultures and a respect for the natural world. We will neither promote nor discourage any particular faith outlook, but will encourage an attitude of fair-minded enquiry.

## **ASSEMBLIES**

At Hardwick Primary School, assemblies are an important part of the daily life of our school. They may take various forms, be led by different people, and parents may be invited to attend from time to time. The recurring thread running through them all is that of caring and sharing within a framework of a non-denominational act of worship.

Arrangements for the act of collective worship and for Religious Education are made by the school in accordance with the requirements of the 1944 Education Act and the Education Reform Act 1988. Parents may, if they so wish, withdraw their children from the arrangements for worship and Religious Education. Such requests should be made to the Headteacher in writing.

## **SPECIAL EDUCATIONAL NEEDS**

The Governing Body of Hardwick Primary School maintains a strong commitment to special educational needs provision. The aim of the Special Educational Needs Policy is to ensure that all children with special educational needs are recognised and have the opportunity to access the full curriculum. Regular discussions between the Special Needs Co-ordinator, teachers, learning support assistants and parents facilitate the provision of valuable support for individual children.

The key principles of the policy are:

1. Teachers will recognise that special educational needs include learning difficulties, behaviour problems, language disorders and physical disability. It is acknowledged that the needs of gifted children should also be recognised.
2. Teachers will monitor the children in their class to assess strengths and weaknesses. Children will be encouraged to develop strengths and overcome weaknesses to the best of their ability. Each child will be helped to gain confidence in his ability and will be valued as an equal member of the class.

3. The School's Special Educational Needs Co-ordinator (SENCO) will be involved in identification, assessment and planning from an early stage.
4. Parents will be regularly consulted and advised about their child's progress.
5. Other experts, e.g. Special Educational Needs Advisory Support Team, Educational Psychologist, Medical Service and Speech Therapy Service will be consulted when necessary and their help and advice sought.
6. Governors will receive an annual report on children with special needs.

The responsibility for meeting special educational needs is shared by all those involved with the children – parents, teachers, governors and the Local Authority. Parents are encouraged to be involved in their children's education particularly when the child has special educational needs. At all stages parents will be informed about the progress their children are making and invited to become involved in helping them. Parents are welcome to discuss any concerns they may have about their child's difficulties, or the support provided, with their child's class teacher, the SENCO or the Headteacher.

***"Learning benefits considerably from the skilled input of support staff. They play a valuable role, particularly when working with pupils who need extra guidance." OFSTED 2008***

## **INCLUSION**

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. Our Behaviour Policy aims to support our Inclusion Policy. Where possible the response to a child's behaviour should not prevent the child from accessing learning, nor should the child's behaviour prevent others from learning. *Where appropriate, 'reasonable adjustments' to the implementation of this policy will be made to allow for specific individual needs.*

## **MIXED AGE CLASSES**

Due to the number of pupils in each year group, the number of teachers the school can employ and the number of classrooms available, we may have mixed age classes at varying points throughout the school.

### An example of this is:

Children move through from part time Nursery to full time Reception each term, at the beginning of the term in which they have their 5<sup>th</sup> birthday. This may mean that in September there are not always enough Reception children to make a class viable and the Reception pupils may combine with some Year 1's for a term. When a further group of pupils come through from Nursery the following term this may then necessitate an additional class being set up and we revert to a single Reception class and a single Year 1 class for the remainder of the academic year.

Decisions about which children stay with a particular class and which children move on are discussed by all the staff involved and based on a professional judgement about the individual emotional, academic and pastoral needs of the pupils. Teachers in every class ensure that the work the pupils do is differentiated according to their ability and that all children are suitably challenged.

## **BEHAVIOUR MANAGEMENT & DISCIPLINE**

***"The pupils behave exceptionally well at all times, attend regularly and their relative maturity and consideration for each other adds much to the school's calm, positive and purposeful atmosphere" OFSTED 2008***

We believe discipline is based on self and community, a self-discipline arising from awareness of:

- the individual in the community;
- others' needs and our responsibility to them;
- a desire to please and be pleasant;
- an understanding and acceptance of the consequences of our actions.

All staff are responsible for behaviour and discipline throughout the school and praise and encouragement are given by all staff. Equally when a child is disciplined, we do so in a caring but firm manner.

Below is an extract from our policy which is reviewed by staff, pupils and governors annually. A full version is available from the school office upon request and is available to view and download via the school website ([www.hardwickprimarysuffolk.co.uk](http://www.hardwickprimarysuffolk.co.uk)).

- 1 The school operates a reward system where pupils can earn team points, weekly Star Pupil awards and whole class awards. In addition to the above, staff also use their own behaviour and discipline strategies, such as 'table points', stickers, stamps, marbles/marble treats, Golden Time, etc. All these strategies support and encourage children to follow the agreed class and school rules.
- 2 All teachers use their skills of class management, praise and rewards to encourage good behaviour and we are fortunate at Hardwick that we very rarely need to use a formal system of discipline. However, where a pupil fails to meet school/class expectations of behaviour and prevents the teacher from teaching or pupils from learning then the following sanctions will be taken, according to the age of the pupil.

Warning	Action	Punishment/Further action
1	Child is given 1 <sup>st</sup> verbal warning OR the child's name is written on the board (OR both). Refer to class/school rules and explain why the behaviour is unacceptable.	No action is taken if warning is heeded (their name is removed from the board).
2	Child is given 2 <sup>nd</sup> verbal warning OR a mark/tick is put against name on board (OR both). Explain to the child what receiving a 3 <sup>rd</sup> warning will result in (see below).	Pupil is given 'time out' for a pre-agreed period at discretion of teacher.
3	Third verbal warning OR second mark/tick against name.	Pupil is sent out of class to Headteacher/member of Senior Leadership Team (SLT), with brief note explaining inappropriate behaviour, OR a responsible child or member of support staff is sent to fetch Headteacher/member of Senior Leadership Team.

*Poor behaviour or incomplete/poor work may result in a child/class being 'kept in' for part of break/lunchtime (at the discretion of the teacher/headteacher). However, the pupil/pupils MUST BE SUPERVISED, NB - all children should receive a comfort break or opportunity to go outside, regardless of sanction. (Research suggests that the first **2 minutes** of detention has the most impact on pupils.)*

Pupils who regularly receive sanctions may be considered for entry onto the SEN register. An Individual Behaviour Plan may also be drawn up for specific behaviour targets. Although very rare, if the following behaviour should occur repeatedly, it would be dealt with by the Headteacher or member of the Senior Leadership Team:

- *Any form of aggression/violence*
- *Rudeness to staff*
- *Swearing*
- *Bullying*
- *Deliberate damage to property*

All of the above will be formally noted and parents informed via the class teacher or by letter or phone. In extreme cases of bad behaviour pupils may be excluded for either a fixed term or permanently.

### **LUNCHTIME BEHAVIOUR**

**Yellow and Red cards.** Each Midday Supervisor has access to Yellow and Red cards. If a member of staff has warned a pupil about a particular behaviour once but the behaviour is repeated then the pupil receives a *yellow card* and spends one minute on the *timeout bench* to think about their actions. If they repeat the behaviour a third time then they receive a *red card* and are escorted in to school to sit at the designated desk in the foyer area where they complete a *4W's sheet*. The member of staff informs the Head/Senior Teacher/Class Teacher that the child is in the foyer completing the sheet and then returns to the playground.

The **4W's sheet** consists of 4 boxes in which children write responses to the following questions:

- What did you do?*
- Which rule did you break?*
- What should you have been doing?*
- What will you do next time?*

This helps the child to focus on their actions specifically and also keeps them occupied. If a child completes a 4W's sheet then a letter may be sent home (at the discretion of the teacher/Headteacher) explaining the sanction and requesting that the parent/carer discusses the issue with their child in support of the school.

### **THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS**

At Hardwick Primary School, the use of reasonable force (restraint procedures) are an absolute last resort, however, in accordance with the Education and Inspections Act 2006, Hardwick Primary School staff who are authorised by the Headteacher, have the right to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

1. committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
2. injuring themselves or others;
3. causing damage to property (including the pupil's own property);
4. engaging in any behaviour prejudicial to maintaining good order and discipline in class/school, where all other strategies have been applied.

It is very rare for these measures to be necessary. Any incidents would be recorded and parents informed. Designated staff are fully trained by Suffolk County Council appointed trainers in the use of restraint procedures.

## **UNIFORM**

Children are actively encouraged to wear school uniform every day and we believe it develops a stronger sense of identity and belonging as well as creating a positive image among parents and the wider community. We appreciate the support of parents with this issue and encourage you to ensure that your child always wears uniform.

The school uniform consists of:

- Burgundy jumper/sweatshirt (*sweatshirts, embroidered with the school logo may be purchased from the office at a cost of £8*)
- White shirt/polo shirt
- Grey skirts/pinafores or trousers/shorts
- In summer, girls may wear red/burgundy gingham dress
- 'Sensible' footwear, e.g. black shoes (not high heels)
- For indoor PE – t-shirts, shorts and plimsolls (*Burgundy PE t-shirts with the school logo are available to purchase from the school office at a cost of £4. White shorts are also available to purchase at a cost of £3*)
- For outdoor PE - trainers and warmer clothing, such as a track suit

We are fortunate that for Year 3 and 4 pupils, the Local Authority provides swimming instruction. When your child starts school swimming please ensure that maximum benefit may be gained by providing a named costume and towel. A swimming cap is also essential for any child with long hair.

**NB - jewellery should not be worn to school and all earrings and sleepers must be removed for PE and swimming lessons.**

## **SEX AND RELATIONSHIP EDUCATION**

Sex and Relationship Education (SRE) in this school is delivered as part of Science and Personal, Social and Health Education. It involves developing the children's confidence in talking, listening and thinking about feelings and relationships. They learn about how their bodies work. The policy for SRE is updated every two years, in consultation with staff, parents and governors and is available from the school office for inspection, upon request.

Parents/carers have the right to withdraw their child from some, or all, Sex and Relationship lessons, but not statutory Science lessons. You should contact the Headteacher if you are considering exercising this right to withdraw.

## **HOMEWORK POLICY**

At Hardwick Primary School we aim to improve the quality of learning by the use of homework. The partnership between home and school is of paramount importance and if pupils and parents can work together and enjoy learning experiences then everyone benefits.

### Early Years Foundation Stage (Nursery/Reception)

Pupils do not receive formal homework, however they may undertake activities at home with their parents to expand an interest from school, e.g. looking at books about a topic, collecting and bringing in objects, practising phonics etc. The early development of reading and literacy skills is greatly enhanced by the opportunity to share and enjoy books with parents and older brothers/sisters. Parents are strongly encouraged to read to their child and to hear their child read.

### Key Stage 1 (Year 1 and Year 2 pupils)

The early development of reading and literacy skills is enhanced greatly by a pupil's opportunity to share and enjoy books with parents and older brothers and sisters. In Key Stage 1 reading is, therefore, the main homework. Children take home a book that they can tackle (at first this is probably a "scheme" book) and a book to have read to them. The latter is important in maintaining an enjoyment of literature. A school/home reading record is used to record books read and to provide a means of communication between teacher and parent. Parents are also encouraged to talk about maths with their child, practising simple tables/number bonds or looking at examples of real life maths whilst out shopping. Children also receive one other piece of work. This may be research about a topic, a simple piece of maths reinforcement work, spellings or a spelling related 'challenge'.

### Key Stage 2 (Year 3 and Year 4 pupils)

In Key Stage 2 reading continues to be an important homework task. In addition, structured spelling lists, linked to other literacy work, are learned. A homework notebook in which tasks are recorded with a time guide and the day by which the task should be completed is provided. This helps both the child and the parent. We appreciate parents taking an interest and checking that tasks are:

- a) understood
- and
- b) completed

In addition to reading and spelling, some children may be asked to practise certain skills such as handwriting or recorder playing. Older children should practice instruments, provided through the County Music 'Play On' programme, every week.

From time to time a task relating to a specific subject may be set, e.g. a small historical research task, a simple scientific experiment or a fitness survey. Often a homework task of this nature will not require written work but occasionally a worksheet will be provided for completion. These tasks are not obligatory but national guidelines suggest about one and a half hours per week of homework for Key Stage 2 children, in addition to regular reading. We do not always give as much as this. We try to allow plenty of time for tasks to be completed in recognition that families have many demands on their time.

Homework is given out at intervals as agreed by the teacher with the pupils/parents. It is hoped that homework will develop a child's self discipline and responsibility. It can provide a useful link between one lesson and the next and provide communication between school and home. Where some tasks are concerned the real context of home can enhance learning, e.g. finding the capacity of containers in the pupil's own kitchen.

The use of homework can frequently provide reinforcement and revision which is essential to the learning process. We hope that children will enjoy doing this homework and that their individual contributions may sometimes even increase their enjoyment of lessons.

### **HEALTH, SAFETY AND WELFARE**

Health and Safety is of utmost importance for everyone associated with the school. The school has regular Health and Safety inspections carried out by a member of staff and a governor. Risk assessments are put in place where necessary. Fire drills are carried out on a termly basis and all our alarm systems are regularly checked and maintained by specialist contractors. Staff receive regular First Aid training. *We have a strict NO SMOKING policy which applies to the whole site, both internally and externally.*

***We have a rigorous Safeguarding Policy to ensure procedures are in place to protect all children. This is based on the Suffolk County Council recommended policy and is reviewed annually by staff and governors. A copy of the policy is available for inspection in the school office and on the website.***

***“Procedures for safeguarding pupils' welfare are thorough and effective. Close links with a wide range of health and other professionals and external agencies help the school to provide all pupils with strong support.” OFSTED 2008***

When your child joins Reception you will receive a permission form for a health check which is carried out by the School Nurse. This check includes growth, weight, vision and hearing tests.

From time to time children have head lice. There is no shame attached to this, they love clean hair! We ask that parents keep a regular (weekly) check and inform us (in strictest confidence) of any you find, so we are able to send out explanatory leaflets.

Local authority guidance states that following a sickness bug, a child should be kept at home for a full 48 hours after the last sign of vomiting/diarrhoea, in order to reduce the spread of infection.

### **EMERGENCY CONTACT**

Emergency contact telephone numbers are given to us when you register your children, but circumstances may change and a distressed child is further stressed if we are unable to contact you at a time of need. May I, therefore, ask you to try to remember to inform us of any changes such as new work arrangements or telephone numbers, etc. We expect parents of pupils who become unwell to collect them and take them home or to the doctor as you feel appropriate.

### **ABSENCE, ILLNESS AND MEDICATION**

If you are unable to advise us beforehand, please telephone, on the first day of absence, to let us know the reason. If we have not heard from you by 10.30 am we will contact you to verify the absence. We also require a note explaining the absence when your child returns from an illness. This note is an essential part of record keeping.

In line with government guidance, we do not authorise absences during term time except in exceptional circumstances. The school will not authorise absence for day trips, visiting relatives, shopping, birthdays, family treats or long weekends away. Where a pupil has been identified for the first time as having a total of 10 sessions or more of unauthorised absence (1 day = 2 sessions) over a period of 12 weeks, the parents will be subject to a penalty notice warning issued by the Local Authority. This applies whether the sessions were consecutive or not. If you require further information about this, please ask at the school office.

A Holiday Absence Form, available from the office, should be completed for any absence, except illness, and all absences should be notified to the school in advance. Authorisation cannot be given retrospectively.

We are advised by the Local Authority that, if in the parents' view, children are well enough to attend school, but have a course of medication to complete, that generally the administration of medicines may safely take place before and after the school day. In exceptional circumstances and if children need repeated medication for a long term condition (e.g. asthma), with the specific *written* permission of parents we may supervise a child while they 'self administer' medicine or we may administer basic medicines where a child is unable to self administer e.g. eye drops. In such cases, please complete and return a Permission/Instruction form, obtainable from the school office.

The full Attendance Policy is available from the school office or on our website.

## **LABELLING OF POSSESSIONS**

Another worry for some children is Lost Property – a problem which reduces significantly if all clothing and possessions are **clearly named**. Jumpers, trousers and jackets become totally anonymous when their owners aren't wearing them.

While in school, your children will handle messy materials and they will be asked to wear protective clothing. Please provide an apron for your child, alternatively an old shirt with elastic at the wrists and a loop for hanging up is very useful.

## **PHOTOGRAPHY OF CHILDREN**

There may be times when children are photographed as part of normal school activity, including by the local press. From time to time, students completing work experience within the school may photograph the children for inclusion in their projects, they will always be anonymous. When children join the school parents receive a photo permission form to complete. This is kept in the school records for reference.

## **SCHOOL MEALS**

We have our own on-site kitchen which is run by Suffolk County Catering. They provide a hot, healthy, tasty meal which meets the latest nutritional standards. The current charge is £2.10 per day (£10.50 per week). Dinner money may be paid online – please ask at the office for details. If paying by cash/cheque this should be brought in **ON MONDAY** in an envelope, labelled with the child's name, class and clearly stating the number of meals required for the week. We do appreciate it if the exact money is sent. *We have specially labelled 'Money envelopes' which can be purchased from the school office for £1.00 for a pack of 50. Many parents have found these useful.* If paying by cheque, these should be made payable to 'SCC HARDWICK PRIMARY SCHOOL'.

As an alternative to a cooked meal, children may bring a packed lunch. Please send this in a **clearly labelled** container. For obvious reasons, glass bottles or ring-pull tins cannot be allowed in school.

Free school meals allow your child to have a meal at school without charge. To qualify for free school meals for your child, you must be receiving one of the following: a) Income Support; b) Job Seekers Allowance (Income based)/ESA (Income related); c) Guarantee Element of State Pension Credit; d) Support Under Part VI of the Immigration and Asylum Act 1999 or e) Child Tax Credit but no Working Tax Credit and a joint annual income less than £16190. Application can be made at any time.

If you would like more information, please ask for a leaflet at the school office, or contact Customer Service Direct on tel: 08456 066067 and ask to speak to someone about Free School Meals.

As part of our Healthy Schools Policy and through the school curriculum we encourage all pupils to bring healthy snacks, e.g. fruit, seeds, nuts, cereal bar, etc for school morning break. Crisps or chocolate are strongly discouraged. Sweets are **not** permitted. We participate in the School Fruit and Vegetable Scheme, which provides a piece of fresh fruit or vegetable daily to our Early Years Foundation Stage and Key Stage 1 children, free of charge. Therefore, children in these Key Stages do not need to bring in additional snacks. In Key Stage 2 children can buy reasonably priced snacks from the KS2 HEALTHY TUCK SHOP which is run by members of the School Council. This is a convenient way to make sure your child gets a healthy snack, which meets national nutritional standards, at a subsidised price. Alternatively pupils may bring in their own healthy snack if they wish. *We would remind parents that pupils are responsible for their own money and should keep it somewhere safe in class and should only bring the necessary amount.*

***"Pupils are very keen to lead a healthy lifestyle. They enjoy sport and Year 4 pupils help to run the healthy tuck shop." OFSTED 2008***

## **CHARGES**

The following is an extract from the Governors' Statement of Charges Policy. The full text may be seen on application to the Headteacher or school administration staff.

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

1. The board and lodging element of the following residential activities deemed to take place within school hours – any residential course organised for any purpose in any year group or curriculum area.
2. The full cost to each pupil of the activities deemed to be optional extras taking place outside school hours.
3. The cost to the pupil for providing:
  - Purchase or hire of instruments, materials, equipment or clothing for activities, which take place outside school hours and which are purely voluntary and optional. (It remains the parent's responsibility to supply school uniform including PE kit). The Governing Body may charge for materials or require them to be provided if parents have indicated in advance that they wish to own any finished product produced in school, e.g. Design Technology work;
  - Music tuition - Any costs associated with individual tuition in the playing of a musical instrument whether in or out of school hours (unless it is provided as part of the syllabus for a prescribed public examination or is required by the National Curriculum).
4. General
  - The cost of repairing damage and replacing equipment (lost, defaced or damaged) remains the responsibility of the parents when this damage or loss is the result of their child's behaviour or negligence.
  - The cost of school uniform items purchased at school will be charged.
  - The cost of items purchased through any school shop which from time to time may operate will be charged.
  - The cost of school photographs will be charged.
  - The Governing Body may, from time to time, amend the categories of activity for which a charge may be made.
  - Nothing in this policy statement precludes the Governing Body from inviting parents to make a voluntary contribution towards the cost of providing education for pupils.

## **LOCAL ARRANGEMENTS FOR THE CONSIDERATION OF COMPLAINTS**

The Local Authority (LA) has established procedures so that the concerns of parents and others about the school curriculum and related matters may be considered and whenever possible, resolved locally. The arrangements apply to complaints relating to the curricular responsibilities of the LA or Governing Body of a county, voluntary or maintained special school: that is, that the authority or Governing Body has acted, or is proposing to act, unreasonably or has failed to comply with the requirements or duties imposed by the Education Reform Act 1988.

In the first instance, problems should be referred to the class teacher or Headteacher who will endeavour to achieve a satisfactory outcome by informal means, if necessary through discussion with appropriate members of staff and the complainant. If, however, the issue cannot be resolved in this way, it may be referred first to a panel of governors of the school and, as a last resort, to an LA panel for formal consideration. Further details of the authority's procedures may be obtained from the Headteacher or the Area Education Manager.

## **FRIENDS OF HARDWICK PRIMARY SCHOOL (FOHPS)**

The main aim of FOHPS is to provide additional resources or activities that benefit all pupils, through events which bring together the whole school community. Over the years FOHPS has raised thousands of pounds which has been used for a wide variety of activities. Examples of these are: visits by touring theatre companies; specialist educational workshops; sports coaching; subsidised class outings/visits; playground equipment; computing equipment; class play equipment; Christmas gifts from Santa; etc. To provide these, FOHPS runs a number of functions throughout the year at which parents, staff and children can all join together in a relaxed way and make money that benefits every child. The events usually include Christmas and Summer Fairs, but social events such as dances, barbecues and children's discos are very popular too. Come along to the next one and see for yourself.

Every parent with a child at the school is a member of the Friends of Hardwick Primary School. FOHPS is managed by a Committee, elected at the Annual General Meeting held during September or October. Any parent can be nominated for the Committee, which usually meets once a month. The Committee meetings are informal and FOHPS is always looking for new members to help in any way they can.

FOHPS exists to help and support the school, but to operate it needs the help and support of the parents. Do consider joining, whether as a committee member or as a helper at one of the events. If you are not able to do this, come along and join in one of our functions as by doing so you are helping your child's education. We look forward to meeting you!

## **HOME SCHOOL AGREEMENT**

In common with all other schools, we operate a Home School Agreement. The exact form and wording was agreed after a wide ranging and lengthy consultation exercise. This involved parents, governors, staff and pupils. We see this agreement as a formalised statement of the schools aims and objectives and the school's joint commitment with parents and carers to high aspirations for all of our pupils. We very much hope that all parents will feel able to subscribe to this Agreement.

## **EMERGENCY SCHOOL CLOSURE**

If the school is forced to close due to bad weather or for any other emergency, e.g. heating failure, we will send a text as early as possible via the Teachers2Parents messaging system. Please ensure your contact details are up to date so that you receive the information. Notification of the closure will also be made:

- On local radio stations, BBC Radio Suffolk 95.5, 95.9, 103.9 or 104.6 FM & Heart FM 96.4 or 97.1FM.
- On the Suffolk County Council school closures website: <http://schoolclosures.suffolk.gov.uk/>

If possible, we will also put a notice on the school website: [www.hardwickprimarysuffolk.co.uk](http://www.hardwickprimarysuffolk.co.uk) .

*Please note that Suffolk County Council has issued guidance to schools regarding closure meaning that we will expect to remain open except in the most severe of conditions. It may be that we have to open or close earlier during bad weather but we will do all we can to maintain business as usual.*

## **TERM DATES ACADEMIC YEAR 2010/2011 & 2011/2012**

<b>Spring Term 2011</b>	Thursday 6 January to Friday 8 April 2011 Half Term: wk com 21 February 2011 (School closed - staff training Tues 4 January & Weds 5 January 2011)
<b>Summer Term 2011</b>	Wednesday 27 April to Friday 22 July 2011 Half Term: wk com 30 May 2011 (School closed - staff training Tues 26 April & Fri 27 May 2011)
<b>Autumn Term 2011</b>	Tuesday 6 September to Friday 16 December 2011 (Half Term: week commencing 24 October 2011) (School closed for staff training Mon 5 Sept 2011)
<b>Spring Term 2012</b>	Wednesday 4 January to Friday 30 March 2012 (Half Term: week commencing 13 February 2012) (School closed for staff training Tues 3 Jan 2012)
<b>Summer Term 2012</b>	Tuesday 17 April to Friday 20 July 2012 (Half Term: week commencing 4 June 2012) (School closed for staff training Mon 16 April, Fri 1 June 2012 & Monday 23 July 2012)

*These dates may be subject to minor amendments. Please check the newsletter for up to date information.*

We do hope that this booklet has succeeded in its aim of giving you an introduction to our school.

The size of our school means that all staff and pupils know each other well and we believe that this adds to the unique ethos. Equally important however is ensuring that children receive good quality learning and teaching in every class and that all pupils make excellent progress and attain the highest possible standards. We have high expectations and alongside a wide range of opportunities we believe the school is an exciting and enjoyable place for all the children.

We hope that parents will feel welcome and encouraged to take a full and active role in their child's education. This help and support is a vital and effective factor in a child's overall educational and social development.

We hope parents will feel able to contact us at any time to discuss concerns or other issues and parents can be assured that everyone on the staff and Governing Body will do everything possible to ensure that each child's education is one of real quality, characterised by enjoyment, interest, and success.

***"The headteacher, staff and governors are accurate in their view that this is a good school. It is particularly successful in extending pupils' experiences and promoting their personal development through the rich and vibrant curriculum and in the provision of a wide range of additional activities and clubs. Parents share this view and are very happy with the school and all that it does for their children. 'Quite simply a lovely family community school' is one parent's view, shared by many." OFSTED 2008***

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**Please note**

***If English is not your first language and you need help translating this document, please ask at the school office.***

DISCLAIMER

The information and particulars contained in this brochure relate to the current school year and are correct at the time of publication. It should not be assumed that there will be no change affecting the relevant arrangements or some matter particularised, either –

- a) before the start of, or during, the school year in question
- or
- b) in relation to subsequent school years.