



PARENT/CARERS' HANDBOOK

HOLY TRINITY CHURCH OF ENGLAND PRIMARY SCHOOL

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SAFEGUARDING

Holy Trinity School is committed to safeguarding the welfare of our young people. We have a culture where keeping children safe is the responsibility of everyone, where every child has the right to feel safe and protected from harm and to be treated with dignity and respect. Keeping children safe is reinforced regularly through our school values, assemblies, behaviour expectations and through curriculum areas such as: PSHE and e-safety. We aim to provide an environment in which young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

For more information visit our school website choosing the Safeguarding tab under PARENTS.

If you have any concerns please contact the Designated Safeguarding Leader (DSL): Mr Hills (Executive Headteacher) or Deputy DSL: Mrs Ambrose (Head of School) or Claire Taylor (Inclusion Leader)

INTRODUCTION

It gives us great pleasure to welcome you and your family to Holy Trinity CE Primary School and we look forward to a long and happy partnership with you. The aim of this handbook is to furnish parents/carers with a document that clearly outlines school procedure and serves as a reference document, when the need arises. The school website is also a useful place to find information.

Our school is a close and caring community which values each child as an individual within the school group. We aim to be inclusive and provide education of the highest quality within the context of Christian belief and practice. Teachers are committed to encouraging children to work to high academic, physical, spiritual and social standards and have equally high expectations of good behaviour.

Holy Trinity CE Primary School is part of The Alliance Multi-Academy Trust (TAMAT) which was set up in April 2018 to bring together local, like-minded schools within collaborative reach to achieve even greater outcomes for every child than would be individually possible. As a multi-academy trust we have far greater autonomy than we did as maintained schools under the local authority and can focus on the issues important to our communities. The other schools in TAMAT are (in alphabetical order):

- Connaught Junior School
- Crawley Ridge Infant School
- Crawley Ridge Junior School
- Windlesham Village Infant School

Learning is at the heart of our trust as we pool resources for deepening and nourishing education for fullness of life. Each school's unique ethos and values, whether secular or faith, are strengths to be celebrated and each school is led by its own Headteacher. Fundamental to all the schools within our trust is a belief in a child-centred approach to education and a commitment to raising the aspirations, achievements and well-being of every one of our children, staff and local communities.

We anticipate that your children will settle quickly and happily into our school and will feel able to take advantage of the many opportunities which the school has to offer.

We believe that the education of children is a shared responsibility between home and school and hope that this is the start of a close working relationship with you over the next few years. To this end we actively encourage parental involvement in our school and parent/carers assist us in a wide variety of ways. We ask that you take particular note of the home/school agreement on (page 7) which in joining our school we expect parent/carers to follow and which you should expect Holy Trinity to provide as we all play our part in the learning partnership.

We hope you will find the handbook useful, but if you see any further needs or feel it could be improved in any way, the critical friend approach would be appreciated.

Yours sincerely,



Mr J Hills
Executive Headteacher

HOLY TRINITY VALUES

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

JESUS SAID: “There is no other commandment greater than these – you shall love the Lord your God with all your heart.....you shall love your neighbour as yourself.” *Mark 12 v30, 31*

From this statement of Jesus our values arise and they all centre on honouring God and in turn serving others.

FORGIVENESS. I remember what Jesus said. “Forgive as I have forgiven you.” I will choose to forgive even though it might be difficult.

TRUTHFULNESS. I will tell the truth because it is right to do so. I want to act with transparent honesty.

SERVICE. I will remember the needs of others and be selfless and caring.
“Do for others what you wish them to do for you.”

THANKFULNESS / CONTENTMENT / AWE. I gratefully acknowledge and receive God’s gifts and am content with what I have. I stand in awe of God’s handiwork in the world around about us and will do all I can to take care of it.

COURAGE. I will do what is right regardless of what my friends say or do.
I will be courageous and face things I find difficult.

COMPASSION / LOVE. When another hurts, I choose to care. When people are starving it matters to me.
“And look out for one another’s interests, not just your own.”

LIFE IS OF INFINITE VALUE. I know human life is precious. I will value others because I know I am valued by God. I will help others to feel good about themselves.

HUMILITY. Everybody is important. I will not think I am better than others. It pleases me when others are praised.

WORSHIP. I acknowledge and respect God as we gather daily for worship. Worship is central in the life of Holy Trinity School.

HOLY TRINITY SCHOOL AIMS

Nurturing, Inspiring, Empowering Children within a Caring Christian Community - Working Together to Embrace Tomorrow's Opportunities

At Holy Trinity CE Primary School we aim to:

- **Create a stimulating, secure and supportive learning environment** – through an engaging curriculum that motivates all our pupils and instills in them that learning from mistakes is as valued as achieving success thereby **nurturing** them to develop skills of resilience and perseverance.
- **Strive for achievement and celebrate success** – **inspiring** children to set ambitious personal goals and to realise their full potential in achieving high standards socially, physically, spiritually, creatively and academically both as individuals and collectively as part of a team.
- **Develop a rounded individual** – **empowering** our pupils to become: effective communicators, motivated, enquiring, innovative, confident, adaptable and emotionally literate. Encourage them to take ownership of their learning, make choices for themselves, giving them opportunities to voice their opinions and contribute to the further development of the school.
- **Live our Christian values** – recognising that we are culturally diverse and that everyone matters, we place our Christian values at the heart of all that we do. These are embraced by everyone engaged with our school to make for a **caring Christian community** as demonstrated through a selfless attitude, polite manners and exemplary behaviour.
- **Collaborate and support** - parents, children, staff, local community, diocese and the Local Academy Board members actively **working together** in partnership, recognising every individual's rights and responsibilities towards themselves and others to enrich the learning experience of all pupils.
- **Prepare for the future** - to develop the confidence to **embrace tomorrow's opportunities** by: becoming discerning, life-long learners; using technology to solve problems; feeling excited and prepared for what lies ahead with the courage to take the initiative.
- **Raise awareness of the world around us** – **encouraging** pupils to be aware of their responsibilities within the local, national and global community to help create a sustainable future.

To achieve our aims and embrace our values all children will be encouraged and expected to follow the School Code. This has been devised with assistance from children as well as members of staff, Local Academy Board and parent/carers. We assume that parents wishing their child to come to the school will be happy to support us in this respect.

THE SCHOOL CODE

At Holy Trinity we care about ourselves by:

- arriving with all we need for the day,
- keeping ourselves and our work clean and tidy,
- telling a member of staff if we or our friends are worried or upset,
- doing our very best, and persevering until a job is finished,
- asking permission if we wish to leave the classroom or playground.

We care about other people by:

- making sure we don't hurt or upset anyone,
- helping anyone in need,
- willingly doing what we are asked by adults at school, and being helpful to monitors,
- co-operating and sharing,
- respecting other people, their views and the things that belong to them.

We care about our surroundings by:

- putting litter in a bin and removing any we find,
- keeping to footpaths,
- only using what we need (materials, heat, light and water),
- taking care of furniture, books and equipment, and returning anything we have used,
- helping plants and animals to thrive,
- trying to walk, cycle or scoot rather than use the car,
- reusing or recycling wherever we can.

As a Rights Respecting School we put the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. As a rights respecting school we not only teach about children's rights but also model rights and respect in all our relationships: between pupils and adults, between adults and between pupils.

Promoting British Values

The government set out its definition of British values in the 2011 Prevent Strategy, and the DfE has reinforced the need "... to create and enforce a clear and rigorous expectation on all schools to 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."

At Holy Trinity C of E Primary School these values are reinforced regularly through our own school values, ethos, aims and curriculum.

HOME SCHOOL AGREEMENT

At Holy Trinity we respect and care for your child, encourage self-discipline and responsibility and work so that school is a place where your child:

- feels safe
- learns self-respect
- learns to respect others
- takes responsibility for their own actions and belongings
- produces the best work possible
- develops to his or her full potential both academically and socially in a caring, happy and stimulating environment.

We will:

- provide a broad and balanced curriculum for your child
- monitor your child's progress regularly and send you a written report annually
- provide opportunities for you to discuss your child's progress
- share appropriate developments, approaches or initiatives in education with you including relevant and requested training events
- provide extra-curricular enrichment
- provide you with regular news of the activities of the H.T.S.A, of which you are automatically a member
- keep parent/carers informed about school activities through regular letters, news sheets and website and notices about special events
- support parent/carers pastorally when requested.

We ask you to:

- ensure we have up to date information in case we need to contact you
- support our policies on behaviour, uniform and homework
- support the staff in their work for the benefit of your children
- attend parent information evenings
- ensure your child comes to school every day unless they are ill in which case please let us know
- make sure that children arrive in time for registration at 8.45 am (gates open at 8.35 am)
- praise children for good behaviour and work
- keep us informed of anything at home that may affect their approach to school
- read newsletters so that you can talk to them about what is going on
- name all items of school clothing including P.E. kit and any personal other items of clothing bought into school
- show consideration to our neighbours when parking near the school.
- make contact if you are worried about anything concerning school before it becomes a problem.
- treat school staff and other parent/carers as you would expect to be treated.

We ask you not to:

- take holidays in term time
- bring dogs into the school grounds
- smoke on the school premises or grounds
- crowd the doors, corridors and footpaths at the beginning and end of the day
- allow your child to play on school equipment
- have your child’s ears pierced *except during the summer break* as this prohibits them from taking part in physical activities if the earrings cannot be removed.
- use social media to “air” any concerns but speak to the school directly.

March 2018

HOME SCHOOL AGREEMENT

Child’s Name..... Class.....

Please sign to acknowledge your agreement and return this form to the school office

Signed..... (parent/guardian)

Name

Date

RECEPTION INDUCTION

Ensuring we get induction right for our 60 new Reception children is crucial, which is why we start to get to know new families before they start in September. Two stay and play visits are provided in the summer term alongside an induction evening for parent/carers. Towards the end of summer we also make contact with pre-schools to gather as much information as possible to ease transition into 'big' school, particularly useful if children have particular needs. We believe it is not best practice for all children to come in full time right from the start, as it would not provide an effective opportunity for us to get to know the new intake, but more importantly not an ideal way for a new child to get to know us. As a result we have created an induction programme which we know works. Depending on each cohort the induction process can be between 3 and 4 weeks.

Phase 1: Home visits – we get to meet you and your child in a familiar setting and have a chance to get to know you and ease any anxieties.

Phase 2: The children are invited to attend either a morning or afternoon session. These small sessions will be with half the class and provide the perfect opportunity for the children to discover their new environment and learn the routines in a less pressured situation. It also gives the staff valuable time to start getting to know the children.

Phase 3: All the children are in just for the morning, leaving for home just before lunch at 12.00 noon. A shorter session again but with everybody in, the dynamics of the environment will change, so we need to introduce the children to this slowly.

Phase 4: The children stay for lunch after the morning session - collection will be at 1.00 pm from the front of school. More details about school lunch later.

By Phase 5: The children are in all day.

This induction process is all about what is best for your child. We appreciate there is some inconvenience for parent/carers during the induction period but it is worth it. You may also have anxieties as to whether your child will be ready for full time education in September, but we ask that you reserve judgement until they've tried it, work with us, keep us informed about concerns and together we can make sure we do what is best for your child rather than what is best for the school or parent/carer.

SPECIAL EDUCATION NEEDS

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special educational Needs Code of Practice (2014).

We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussion on what can be done to overcome these. We make reasonable adjustments so learners can join in with activities regardless of their needs. We adopt a graduated approach to meeting the needs of the pupils and the first line of intervention begins in the classroom.

Where there are concerns about a child's progress or engagement, the teacher or parent/carer will meet with the Inclusion Leader and key staff. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one page profile being completed; parent/carers are also consulted when the profile is put together. One page profiles are put together with the child so that all staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.

After a one page profile is completed, we set clear and measurable outcomes and we adopt the following cycle to ensure we are closely monitoring the progress of the child and the impact of any interventions.



During our assess, plan, do and review cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution. We invite parent/carers in to offer support and make recommendations on how they can positively engage with their child's learning and all round development.

PASTORAL CARE AND BEHAVIOUR

Children in school are not only learning a variety of academic skills but they are also learning how to work and play together and in so doing establish a mutual respect for one another. Our ultimate aim is self-discipline, but we recognise the need to guide children towards this. A positive approach is used whenever possible, rewarding good behaviour with praise rather than focusing attention on misdeeds. If punishments are used they are related as much as possible to the offence and include, for example, a reprimand, or loss of privilege. As a very last resort a child might be excluded. If we are concerned about an individual child's behaviour, we seek parental involvement to help solve the problem. **We encourage parent/carers to see class teachers if there are any concerns as we would rather nip issues in the bud or clarify any confusion early rather than have parents or a child worrying unnecessarily. Likewise we will contact parents if we feel we need support.**

Children are expected to follow our School Values and Code, showing respect for adults and each other. We expect children to open doors for others, walk calmly and on the left down corridors and speak politely to one another.

ANTI-BULLYING POLICY

Holy Trinity C of E Primary School is a caring community. All pupils, parent/carers, Local Academy Board and staff have a right to feel safe and a responsibility to follow school expectations. Bullying is regarded as totally unacceptable throughout the school. Through the ethos of the school and its Christian character, our aim is to prevent, as far as is possible, any instances of bullying before they occur by discussing the subject freely and openly.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber (texting, social network sites)

We aim:

- To show that bullying is unacceptable behaviour and that firm action will be taken against it
- To create a safe and happy environment where children can learn and play
- To create a culture where children feel confident to talk about their worries, knowing that an adult will listen and will provide support and help
- To have a whole school approach to dealing with bullying
- To have a range of strategies to deal with incidents of bullying that provides support for both the child being bullied and the bully
- To work in close partnership with parent/carers to endeavour to overcome bullying problems

The full versions of our Anti-Bullying and Behaviour Policy can be viewed on the school website. <http://www.holy-trinity-pri.surrey.sch.uk/behaviour/>

SCHOOL LIFE

SCHOOL DAY AND SESSIONS

This is subject to change due to Covid-19

EYFS and KS1 children go directly into class when the school gates open at 8.35 am, KS2 children go the playground. Registration for all children is 8.45-8.55 am

- EYFS and KS1 8.35 am to 12:05 and 1.05 pm to 3.05 pm (Lower School)
- KS2 8.45 am to 12:05 and 1.05 pm to 3.15 pm (Upper School)
- Breaktime 10.20 am to 10.35 am
- Lunchtime 12.05 pm to 1.05 pm

Due to the nature of a curriculum based around play, Reception arrangements will vary from these times.

Lower School children spend 26 hours 40 minutes on the school site with a total teaching time of 22 hours 55 minutes per week; Upper School children spend 27 hours 30 minutes on the school site with a total teaching time of 25 hours.

We cannot be responsible for children on the site before 8.35 am and therefore request that children arrive no earlier. On arrival upper school children may choose to go directly to the classroom or to the playgrounds until 8.45 am. Lower school children go straight to the classroom at 8.35 am.

School finishes at 1.30 pm on the last day of each term, (not half term).

HOUSE TEAMS

As a practical way to organise the children, events and to provide a way for reinforcing positive behaviour, all children and staff are placed in House Teams: Centaurs (red), Pegasus (yellow), Phoenix (green), Griffin (blue).

Children can earn house points in a variety of ways such as demonstrating school values, trying hard, making the right choices, etc... and all staff actively look to notice good behaviour. The winning House Team is presented with a trophy each week and an on-going tally is maintained to celebrate the winning team at the end of each half term. As a reward the winning house team is permitted to wear non-school uniform.

LOST PROPERTY

Parent/carers MUST mark all personal clothing with their child's name so that lost items can be returned easily. We expect children to be responsible for their own belongings including carrying them to and from school. In keeping with our programme of teaching independence, children not caring for their belongings will be given a sanction. Unmarked items will be given to the school second-hand shop or a charity shop.

Children are expected to bring in the correct equipment and the school will work with individuals to become responsible (this doesn't mean ringing parent/carers every time). If parent/carers do bring in forgotten items, please leave them at the school office.

PROCEDURES FOR DEALING WITH PROBLEMS/COMPLAINTS

In such a large school it is vitally important that there is a hierarchical arrangement for dealing with concerns. If you have a concern, most difficulties can be resolved through informal discussion with the class teacher. If, however, they cannot deal with the issue you raise they will pass this on to either the EYFS Phase Leader, Year 1/2 Phase Leader, Year 3/4 Leader, Year 5/6 Phase Leader or Deputy Head Teacher.

Any parent / carers remaining concerned should make an appointment to see the Head Teacher.

Please do NOT use social media to air concerns but speak to the school directly.

Please refer to the School's Complaints Policy, which can be found on the School's website for full details of the school's procedure.

SCHOOL COUNCIL

Holy Trinity School Council is made up of one representative from each class in Years 1 - 6, (Reception children are represented by a Year 6) with the main aim to provide a voice for the children, to try to make things better for the school and to help teachers by solving some of the small and/or larger problems.

Objectives

- To give pupils the opportunity to be involved in improving school life for everyone.
- To give pupils a voice to share their opinions.
- To promote our school values.
- For pupils to work as partners with staff, developing a caring school community.
- To provide pupils with opportunities to develop skills that will be important throughout their lives.
- To involve pupils in solving problems and resolving conflicts.

The school also provides an opportunity for involvement through other pupil groups, each of which has a different focus:

- WHAM Team (We Have A Mission) – focus on school worship and spirituality
- Digital Leaders – support technology across the school
- Eco Warriors – support our environment
- Sports Leaders & Sports Crew – support sport across the school
- Peer Mediators – support behaviour
- Lunchtime Redcaps and Lunchtime Leaders – support purposeful play

SCHOOL POLICIES AND GUIDANCE

PUNCTUALITY

Registration and Lateness

The school day begins at 08:45am. Morning registration will take place at 08:45am. **Any student who arrives after 8.45am and before 9.30am will be marked late.** Any pupils **arriving after 08:55am should accompany their child to school office** and offer an explanation regarding the child's lateness.

It is very important that pupils get into good habits such as punctuality and parents do a great disservice to their children by allowing them to arrive late.

ABSENCES

If your child is ill please ring the school office on the first day of absence and leave a message to explain the reason for the absence.

If your child needs a medical or dental appointment we ask that you endeavour to get appointments after school.

If a child does need to leave school during the school day for an appointment, notify the school in advance and on the day ensure you sign your child out and sign them back in upon return.

APPLICATION FOR LEAVE OF ABSENCE/ EXCEPTIONAL CIRCUMSTANCES

As parents you have a legal responsibility to ensure your child attends school. Holidays should be taken during the school holiday period. During the academic year pupils are at school for 190 days and at home for 175 days.

DfE regulations do not give parents the right to withdraw children from school for holidays or other reasons that are not medical or religious observance. Permission for absence will only be granted in exceptional circumstance, at the discretion of the head teacher and the governing body.

PENALTY NOTICES: From September 2014 schools are now being asked by the Authority to refer unauthorised absences of 5 days or more to Surrey County Council who are responsible for issuing penalty notices. Where a child is taken out of school for 5 days or more and the 'leave of absence' is without the authority of the Head Teacher, **each** parent is liable to receive a penalty notice for **each** child who is absent.

The Penalty Notice is for £60 (each parent, each child) if paid within 21 days and £120 if paid after 21 days, but within 28 days. Failure to pay the Penalty Notice will result in you being served with a summons to appear at the Magistrates Court.

Unauthorised absences will be recorded on the child's annual report. Such absences are discussed with the Educational Welfare Officer who checks the school registers. In line with local schools, and following recommendation from Surrey Educational Welfare Service we have reviewed our policy with the Local Academy Board so no holiday requests from any year group will be authorised unless there are exceptional circumstances. This clarifies that actually every year is important. In addition the school will refer those parents who choose not to follow policy to Surrey Educational Welfare Service who have the power to issue fines. Our attendance policy can be viewed on our website: <http://www.holy-trinity-pri.surrey.sch.uk/attendance/>

Regular attendance is essential if children are to achieve well in school. Much of the learning that takes place in the classroom is by direct teaching and it is not possible for us to provide this in a format that can be supervised out of school. Children enjoy learning through our themes and will miss out on much of this if absent for several days. Children who are absent from school also miss out on maintaining friendships and take some time to settle back again. We thank you for your cooperation.

Please collect and fill in a form if you want to ask the Head Teacher to authorise a leave of absence during term time. You must give a minimum of one week's notice and you are strongly advised to request leave of absence before you confirm your holiday arrangements. Under no circumstances will absences for family holidays in term time be authorised after they have happened. The Head Teacher will consider the reasons for the request carefully, taking into account the effect on the continuity of your child's learning and overall attendance rate. The Head Teacher will notify you of the decision within five days.

DfE Improving attendance at school - Charlie Taylor 2012

There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A* to C including Maths and English.

73 per cent of pupils who have over 95 per cent attendance achieve five or more GCSEs at grades A* to C.

They (children in EYFS) have little chance of catching up their peers if their attendance is bad. If they fail to succeed early on in their school careers they are likely to get further behind; disillusionment with education sets in and they become excluded or begin to truant.

If children are taken away for a two week holiday every year and have an average number of days off for sickness and appointments, then by the time they leave at sixteen they will have missed a year of school.

COLLECTION AND SUPERVISION OF CHILDREN

At the end of the school day a number of problems may arise which relate to the supervision of siblings on and by the Lower School playground.

It is a school rule that **no children** play on the adventure apparatus without school staff supervision. Under no circumstances must any parent allow their children to play on the apparatus. This applies to school and pre-school children.

Lower School children with brothers and sisters in the Upper School should not be instructed to wait in the Lower School playground until parents arrive at 3.15 pm to collect both children. Lower School children come out of class at 3.05 pm and should be supervised from that time.

Parents waiting with younger pre-school children must ensure that their children are supervised. We are concerned for their safety and also about the disturbance caused to classes and school still in session. We encourage the collection of children (except the very youngest children) from outside the school gate, to avoid congestion on the paths as children leave school.

Year 6 pupils may have permission from parents to walk to and from school independently. Please make the school aware so in the event of a child not arriving at school, action can be taken as soon as possible.

Please take care whilst waiting outside the school particularly in crossing the school entrance. Use the crossing patrol to cross the road safely and please do not wait in the 'drop off zone' as this is purely for a quick drop off in the mornings.

Breaktimes

Our large school site with a variety of different areas means there is plenty of space for children to play.

Our talented team of midday supervisors help support purposeful and safe lunch times. Year 6 pupils run clubs for younger children and our Red Caps support lower school play.

FOOD AND LUNCHES

Lunches

School lunches for all children can be ordered and paid for on our Parentmail system. Key Stage One children do not need to pay for their lunches. Lunches must be ordered before midnight the night before and can be ordered up to two weeks in advance. A menu for the week is situated on the outside notice board and also on the school website. Free meals are available if on Income Support (confidential advice is available from the school office). Alternatively children may bring a packed lunch (no cans or glass bottles please, no chocolates or sweets).

Our youngest children go into the dinner hall first. Older children go in for hot meals on a rota system and eat packed lunches in Willow Hall. In warmer weather children may eat packed lunches outside.

Universal Infant Free School Meals

ALL children of infant age (Reception, Years 1 and 2) are eligible to a daily free school meal. We expect all infant children to take up this opportunity as we feel it is a good way for children to try new things together and hopefully ease the peer pressure and burden for parents who make the packed lunches! There will always be a healthy sandwich bag option (provided by Surrey Commercial Services), alongside the hot meal choices. There is always a wide choice and the kitchen will accommodate any allergies. If you have any concerns please let the school know, but I hope - as we have found with the free fruit and vegetables scheme - that you'll find your child will try new things which before they may have rejected. In addition you can be guaranteed that your child will be having a healthy meal. Infant children make their menu choice outside their classrooms and do not need to go the school hall.

Packed Lunches

The Food Standards Agency survey showed that in general children's lunchboxes contained too much salt, fat and sugar and too little fruit and vegetables. We encourage parents to make a balanced meal with plenty of fruit and vegetables, bread and protein. Food not eaten in a packed lunch will be sent home to ensure parents are aware of how much has been eaten. As a Healthy and Eco School we encourage children to bring in a balanced packed lunch which uses as little packaging as possible and that can be reused.

Break time Snacks

Children in Lower School receive free fruit or vegetables as part of the government's scheme. Upper School children may bring in their own snacks but only dried or fresh fruit for break time.

Nuts

Due to the number of children with nut allergies we ask that peanut butter, nut bars and nuts are not brought into school.

Sweets and Food Gifts

We ask that sweets should not be sent into school. This applies to any type of food gift. This policy will also apply to staff and therefore sweet treats will not be given out to children at any time. There are several reasons for this decision:

- ✧ Food allergies
- ✧ Attitudes/expectations
- ✧ Pressure on parents
- ✧ Danger when running with lollipops in mouths
- ✧ Encouraging healthy eating and avoid 'E' numbers
- ✧ Litter

Foods that are eaten as part of a curriculum activity e.g. sandwich making, will be controlled by the class teacher.

SCHOOL UNIFORM POLICY

We expect all parents to provide school uniform and adhere to the school uniform policy. We expect pupils to wear their uniforms with pride and expect shirts to be tucked in and cardigans/sweatshirts not to be tied around the waist. The school uniform is gold.

Purpose of a school uniform:-

- To give a sense of belonging and unity to the school.
- To enable children to concentrate on their education and not be preoccupied with fashion.
- To enable all children to come to school and not be confronted by peer pressure.
- To assist parents so that children do not make a fuss over what they are going to wear for the day.

Availability

All items of Holy Trinity School uniform are available from Valentino's in Knaphill:

<http://www.valentinoschoolwear.com/holy-trinity-school-west-end>

You are also able to purchase grey trousers, skirts, pleated culottes and pinafores from chain stores and children's outfitters. Boys' trousers and shorts should be the classic design (not 'cargo style'). Pinafores / skirts / pleated culottes must not have any form of embroidery on.

Good quality second hand uniform can also be purchased through the Holy Trinity School Association (HTSA).

GIRLS

Girls wear: white blouses or polo shirts (with or without Holy Trinity logo) tucked in, grey pinafore dress, grey trousers or skirt, yellow striped or gingham dresses/including culottes (playsuit), Holy Trinity gold sweatshirt or Holy Trinity gold cardigan, white socks. Grey or black tights may be worn in the winter with grey skirts, (no trainer socks).

Black/navy/dark blue or brown school shoes with laces, slip-on, Velcro or buckle fastening are acceptable. No sandals, as these generally provide poor foot support and protection and are inadequate on wet playgrounds!

- ✧ No fashion shoes of an exaggerated type are to be worn
- ✧ No other colours
- ✧ No suede
- ✧ No boots
- ✧ No high heels or platforms
- ✧ No sandals
- ✧ No trainers (except for use in Games lessons)

BOYS

Boys wear: white shirts or polo shirts (with or without Holy Trinity logo) tucked in, grey trousers or shorts, gold Holy Trinity school sweatshirt, plain grey socks (no trainer socks). Black/navy/dark blue or brown school shoes with laces, slip-on, Velcro or buckle fastening are acceptable. Lightweight

shoes are acceptable for the summer months. No sandals, as these provide poor support and protection and are inadequate on wet playgrounds!

- ✧ No fashion shoes of an exaggerated type are to be worn
- ✧ No boots or sandals
- ✧ No trainers (except for use in Games lessons)

P.E Kit

For Physical Education lessons, boys and girls wear white T-shirts (with or without Holy Trinity logo), and black shorts (not cycle shorts). Children work barefoot indoors unless they have a foot infection e.g. verruca which should be covered, but will need either plimsolls or trainers for school field / playground lessons. Trainers may be worn for games lessons only or at break times when outside but not within the school building. There is no uniform tracksuit. However, a black tracksuit, i.e. jogging bottoms and sweat top is necessary for outside games in winter. A change of socks for children is necessary for outside games. Children should not borrow other children's PE / games kit.

Coats

We do not specify a uniform coat but during the winter it is important that children have their coats in school. As well as break time and lunch time there may be other times when pupils are working outside the classroom and for all these occasions they will require a coat.

Hats

We encourage the wearing of a hat during the summer term for protection against the sun. Children may wear hats to school at other times of the year if they wish to do so.

Art/craft shirts

All children should have protective clothing for use in art and craft sessions. Old shirts are useful for this, especially if elasticated at the wrists.

Jewellery and make-up

Make up and nail varnish may NOT be worn in school and we do not allow the wearing of jewellery except a watch and plain stud earrings. Children who cannot remove and replace earrings themselves should not wear them on P.E days.

Girls should wear (yellow, black, brown or white colours only) regular hair / Alice band or clips and not over-sized hair bands and bows which can be a distraction. Hair that can be tied back should be tied back particularly for PE lessons.

No child is permitted to wear any form of jewellery, including ear-studs and Fitbits, during a P.E lesson. If you are likely to have your child's ears pierced, IT IS ESSENTIAL to have this done at the beginning of the summer holidays so that P.E. lessons are not missed. It is irresponsible if parents allow ear-piercing which prevents their children from fulfilling National Curriculum requirements.

Body adornments e.g. mimic tattoos, hair braids / beads and body piercings are not acceptable in school.

MEDICAL CONDITIONS

It is vital that the school is informed about any medical conditions your child may have. The school has a very sympathetic and understanding attitude to children who have health or medical needs.

If your child has a condition such as epilepsy, diabetes, heart condition, extreme allergies (suffers from anaphylactic shock), it is essential to make an appointment with the Head Teacher to discuss the management of this during the school day.

Parents of children with food allergies must meet with the kitchen staff prior to starting school dinners to complete a dietary request form together. This can be organised through the school office.

MEDICATION PROCEDURE

Many schools already refuse to administer medication due to legal and ethical issues. Indeed some staff unions advise against it due to litigation. However, Holy Trinity School allows for the administration of some medication by staff who are trained annually. This is done on a goodwill basis, without any legal obligation and any member of staff has the right to refuse to do so. We do this to enable the child to remain in school and maintain regular attendance.

We have met with a local GP and a community pharmacist to discuss this matter. Whilst chronic conditions such as asthma, epilepsy, anaphylaxis and diabetes will always be dealt with by the school, the administration of non-prescription medicines, e.g. Calpol, Nurofen, throat sweets and cough medicine etc... will not be given unless they are on prescription and a medical form is completed by the parent/carer.

We will administer antibiotics to a recovering child, but would ask parents to request medication that can be given two or three times a day, thus avoiding the need to be taken during school hours. The same request should be made for eye drops and Ritalin, which may be prescribable for once a day doses, or in slow release form. The office will do their best to remind children to come to the office for their medication, however in a busy office environment there is an onus on the child taking responsibility.

There will always be exceptions to the rule and we want to reassure parents that we will accommodate individual exceptions in the best interests of the child where it is deemed necessary. This would always be arranged with the Head Teacher.

Every encouragement should be given to children to attend school. However, children who are clearly unwell and have, perhaps, been sick; have a high temperature; diarrhoea; have a contagious condition, such as conjunctivitis, impetigo, or chickenpox, should not be sent to school - 48 hours is often recommended by doctors. Threadworm should be treated and then the child can return whilst treatment continues.

I am sure you will understand that medication will only be given at school if the correct form is completed (available from the school office). Medicine must be brought to the school office and collected by a parent/guardian. It has to be clearly labelled with name, dose, duration and storage needs stated. If a spoon is necessary, it must be provided. It is the parent's responsibility to ensure changes to dose are notified to the school.

FIRST AID

Apart from conditions needing hospitalisation or emergency treatment on site, the school is only permitted to administer the most basic first aid.

Schools are not permitted to:

- use antiseptic creams or liquids.
- administer paracetamol for headaches and other conditions.
- probe and remove particles of dirt out of wounds (we will of course wash and seek to clean a wound as far as we are able to.)

Parents whose child comes home with a plaster are advised to remove it that evening, check the wound and re-dress as necessary.

Parents will be notified if deemed necessary, e.g. a knock to the head. An accident report form is completed for accidents and a copy sent home to parents for information. If you later feel the need to send your child to hospital or he/she requires further treatment following an accident at school we do need to be informed to complete our records. Thank you.

Information regarding children on residential educational visits will be notified separately.

HELPING IN SCHOOL

Volunteer help in school is always welcome. Parents/adults have assisted with many different activities including listening to children read, art work, sports, cooking etc...

Please see your child's class teacher if you are able to offer any assistance. A DBS form, which can be obtained from the school office, will need to be completed. To keep your DBS valid, volunteers must come to school at least termly.

Helpers will be given information on how to support in schools as well as reminders on Health and Safety, Child Safeguarding and Confidentiality. Please make sure you are familiar with the school's emergency procedures.

HOLY TRINITY SCHOOL ASSOCIATION (HTSA)

A very important way in which parents help is through the Holy Trinity School Association (HTSA). This is a thriving organisation to which members of staff and the Local Academy Board are automatically given free membership; membership may also be offered to other friends of the school. The Association organises fund-raising and social events and also gives practical help.

The Chairman of the School Association would be delighted to hear from anyone who is willing to become involved in the invaluable work of the Association. For further information, please use the HTSA box in the entrance lobby for correspondence or contact the school office.

HEAD LICE

Head lice have been a problem in schools for many years and we actively encourage parents to check their children's hair and treat as necessary. To help you with this problem we have purchased lice combs which can be obtained from the school office. The following advice should be followed when using the comb: -

After washing the hair use a conditioner to make the hair slippery and comb through with the fine tooth comb removing all live lice. Repeat every three days for a fortnight. This breaks the life cycle by catching new lice which have hatched after 7 days. Injured lice will die and not lay eggs. This does require some commitment to persevere but some parents may find it preferable to using chemicals on their children's hair.

	Comb			Comb			Comb			Comb			Check	
Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14

The following is an extract from a magazine produced by West Hertfordshire Health Authority; it dispels some of the myths surrounding the problem and some sound advice on effective treatment.

'Shocked, swiftly followed by acute embarrassment are common reactions in parents discovering that their child has head lice.

One house-proud young mother immersed the whole family, plus pets, in Dettol baths on receiving the dreaded 'nit notice' from their children's school.

Another recalled lurking red faced outside the pharmacist's shop for 40 minutes before she could brave the counter and ask for the remedial lotion!

In fact, head lice are a common condition in children and are passed on by head to head contact. Their presence does not mean those affected are in any way dirty - it is quite true that head lice prefer clean heads - so there is nothing to feel ashamed or guilty about. It's also a fallacy that the disappearance of the school 'nit nurse' has led to an increase in the problem. Apart from distributing information, school staff can do little to control head lice. The responsibility lies with parents and guardians.

The human head louse is slightly smaller than a match head, grey or brown and feeds on blood. The female lays eggs in sacs (nits) glued to the hairs where warmth of the scalp will hatch them. Eggs take a week to 14 days to hatch. Empty egg sacks are white and shiny. Lice take between one and two weeks to become fully grown and able to mate. The female then begins to lay eggs. Lice faeces resemble black powder and can stick to collars and pillows. After the egg hatches, the empty egg shell, or 'nit' stays glued to the hair and moves away from the scalp as the hair grows. They are harmless and can persist for weeks after the lice have been treated successfully. Lice are difficult to see on the hair as they are the same colour. Only about a third of the children affected will complain of itching which develops some weeks after the hair becomes infected.

Banishing the anti-social creepy crawlies needs dogged patience. It's a good idea to get into the habit of 'wet combing' children's hair twice a week, even when you do not suspect your child has lice. After using an ordinary shampoo, apply ordinary conditioner to wet hair. Use a fine tooth comb and comb from the roots of the hair in sections over a white surface such as a sink or a piece of paper. If you think your child has lice you can buy a special detection comb from the chemist. If you comb out wriggling insects you should treat the child's hair.

By themselves, nits do not indicate an active problem. If you're not sure what you have combed out, catch one when combing using sticky tape and seek advice from the school nurse or health visitor. It's important to check the hair of everyone else in the household if lice are found and to let friends and relatives who have been in contact with your child know so they can check too.

Regular wet comb grooming has proved to be the best prevention and control of head lice.

The alternative is to use Derbac-M lotion which is available from the chemist. It can be used by people with skin problems and asthma but should not be used on babies below six months or pregnant or breastfeeding women without consulting the doctor. Apply the liquid to partings of dry hair made at close (1-2cm) intervals and work drops of liquid into the scalp. You will need a whole 50ml bottle for each head and more than one bottle may be needed if the hair is very long. Let the lotion dry naturally overnight and shampoo the next day. Your child should not go back to school until you have carried out the treatment once. Repeat the treatment after one week and remember, even after the successful treatment itching can persist for several weeks.

After you have used the treatment twice continue to wet comb the hair with conditioner at least twice a week. Nits can persist for weeks and do not mean the treatment has failed but if you continue to comb out lice ask your school nurse for advice.'

Verrucae

We have a number of children in school with verrucae on their feet. In order to prevent these from spreading to other children, they should be kept covered at all times. Children who have a verruca should wear plimsolls during PE, however, when taking part in gym children need to be barefoot for safety reasons and any verruca should be covered with a plaster which has been applied at home.

Please inform your child's class teacher if your child has a verruca and he/she will be able to advise when PE lessons include gym to enable you to ensure that verrucas are covered. Please note the following advice on warts and verrucas taken from the NHS Choices website:

Preventing warts and verrucas

It's difficult to prevent warts and verrucae completely, but the following measures can help stop them spreading:

- avoid touching other people's warts – wash your hands after touching your own wart
- avoid sharing towels, flannels, shoes and socks with other people
- keep your feet and hands clean and dry
- change your socks every day
- don't go barefoot in public places
- cover warts and verrucae with a waterproof plaster or a verruca sock when swimming
- avoid scratching or picking at warts or verrucae – this may spread the infection to other parts of your body

SECURITY

SIGNING IN

In the event of any emergency it is essential that we know who is on the premises. In order to comply with Fire Regulations, all visitors who will be spending time in the school must report to the office on entry and exit and we will ensure they are signed in on the visitors sheet. This will enable us to know who is in the building in the event of a fire or other emergency. Please read the Health and Safety notice and in the event of the fire alarm sounding assemble in the retreat area.

Likewise, children who need to leave the school for such things as a dental appointment are also recorded in the same way. This will also enable us in the event of a fire to know which children are off the school premises when they are entered as present on the register.

Please ensure that you always sign in when assisting in school and DO NOT sign out until you are ready to leave the premises.

VISITORS' BADGES

Please ensure you are wearing a visitor / parent badge if you are assisting in school or visiting at any time. The children have been instructed not to go with anyone who is not wearing a badge. This will act as reassurance for the children and will help us in our efforts towards the overall safety of children in school.

SCHOOL SECURITY

Please ensure you secure all gates as you leave the school premises. School gates will obviously be open at the start and end of the day but if you are visiting the school during the day, could you please ensure that doors are closed and secured when you enter and leave. School gates are shut again once all children have left at the end of the school day (3.30pm) and those children taking part in after school clubs will be escorted to main entrances for pick-up around 4.15pm). See individual club leaders for time and location.

LOCKDOWN

Lockdown procedures may be activated in response to any number of situations but some of the more typical might include:

- A reported incident in the locality with potential to pose a risk to pupils and staff in the school
- An intruder on the school site
- A major fire in the vicinity of the school

At Holy Trinity CE Primary School we have a series of procedures that are put in place in a Lockdown/ Shelter on Site. Much like a standard Fire Drill, these procedures will be practised with the children so the children and staff are familiar with the necessary drill which is designed to keep everyone safe. If the school went into Lockdown we would alert parents and give instructions on what you should do. We will **practise** a parental alert at least once a year during one of the drills we hold in school but it will be clearly labelled '**THIS IS A PRACTICE**' on the Parent Mail that we will send. The Parent Mail will give clear instructions that we ask you to follow precisely.

CLOSURE OF SCHOOL IN AN EMERGENCY

In the event of the need for an emergency school closure, the following is the procedure.

- ✧ The school closure will be broadcast on Southern Counties Radio 104.6FM, County Sound Surrey 1566 MW, Eagle 96.4FM.
- ✧ The school website will be updated.
- ✧ A Parentmail e-mail or text will be sent to parents.
- ✧ Visible information will be at the school site, details posted on the notice board by the Caretaker.
- ✧ A “cascade” system may be used to spread information to parents.
- ✧ The school telephone will be manned to give details and/or a message will be left on the answer phone.
- ✧ Information about re-opening will be broadcast on the radio, as above, and posted on the school website and notice board.

We hope there will be no need for an emergency closure, but it is as well to inform you of the procedure.

In the event of the need to vacate the school site during a school day, the children will relocate to Gordon’s School and we will make parents aware of this change of location using the school website and Parentmail.

Safe Collection of children in an Emergency (e.g. Broadmoor Prison Escape)

- ❖ All class teachers will be notified as soon as the warning is received.
- ❖ Parentmail will be sent to notify parents.
- ❖ The caretaker will be at the school gate to inform parents at the beginning or end of the day.
- ❖ Collection of children will be directly from classrooms by parents or designated collector – staff to note who collected child (if not parent) in order to let parents know where child is.
- ❖ Children not collected will be taken to the hall and individual parents/collector will be contacted by phone.

NB The school day would end as normal and this system refers to collection at the end of the school day.

SCHOOL VISITS

Permission to participate on school visits is sought, in the first instance, when parents complete and sign the Pupil Information form when a child first enters school.

Individual permission is not sought prior to local activities i.e. walking around West End village, although you may receive notification if volunteers are required.

Notification of more distant activities and permission to take part is always sought in advance and contributions to cover the cost of activities and visits are sought on an annual basis. There is flexibility to pay termly as well as annually.

Transportation - in the case of requesting the use of parents' cars, e.g. sports fixtures after school, confirmation of road worthiness and possession of the correct documentation is confirmed using the 'Conveyance of pupils in parents' cars' form. Car seats and seat belts must be provided and those giving lifts to children other than their own must have DBS checks. **See website link.**

CHARGING AND REMISSIONS POLICY

It is the intention of the Local Academy Board to charge a figure enabling the full cost of the activities referred below to be met:

- ✧ Travel, board lodging and incidental costs on residential visits;
- ✧ Activities which take place wholly or mainly outside school hours;
- ✧ Finished products of craft and home economics activities when parents have indicated a wish to keep them;
- ✧ Lost or damaged items of school property (see letter below);
- ✧ A fee will be requested for visits and activities taking place in school hours.
- ✧ The Local Academy Board may, at their discretion, remit charges in individual circumstances and will not charge parents in receipt of Income Support.
- ✧ Parents may be invited to make voluntary donations to support any school activity including those listed above e.g. theatre productions at school, music recitals, rugby training etc...
- ✧ The Local Academy Board reserves the right to cancel activities if sufficient contributions are not forthcoming.

It is the policy of the governing body to request voluntary contributions from parents for school activities in school time, which can run only if there is sufficient voluntary funding. We endeavour to ensure that no pupil is debarred solely on the inability of parents to pay.

There is an opportunity to pay for visits, visitors and activities in one lump sum at the start of the year or to pay in instalments each term.

HOMEWORK

Education is a life process which is shared primarily between home and school. Homework is part of this shared process whereby children return home and use the skills they have developed at school in the home setting.

To be useful homework must be relevant, appropriate and directly related to the curriculum. Homework which is set simply for the sake of it is of little value. Children should not be overburdened with homework and staff should not have the task of spending long periods of time preparing and marking homework. Whilst we believe that homework is an essential part of education, we need to strike a balance.

Purposes of homework:

- ✧ To reinforce and practise what is learnt at school.
- ✧ To gain a degree of independence. To work independently, develop good work habits.
- ✧ To involve the home in the child's schooling.
- ✧ To produce a progressive structure which prepares the child for the next stage of education.

Homework will be set as follows:

Year 6

30 minutes per day, Monday, Tuesday, Wednesday, Thursday

Year 5

30 minutes per day, three days per week or equivalent.

Years 3 – 6

Daily reading, tables and spellings practice is expected.

Year 4

20 - 30 minutes per day on two days per week

Year 3

20 minutes on two days per week.

Years 1 – 2

20 minutes assignment (Maths, English or topic one day per week)

Daily reading and spelling practice

Reception

Daily phonics. Reading starting when appropriate

Regular reading with parents is vital - at least 10 - 20 minutes a day

- ◆ Parents will be informed about the homework arrangements through the Year Group Information Booklet in September.

- ◆ It is important that children are encouraged to do their homework somewhere quiet and away from the TV or other distractions.

COMMUNICATION AND INFORMATION

The school's main method for communication is by email using a system called Parentmail. We endeavour to keep emails to a minimum but wishing to maintain effective communication this is not always possible. Emails are sent at the start of the week so those who don't use e-mail often know to look at least once. For those without an email facility, please let the office know and we'll send a hard copy via the children.

In addition to this handbook, the school distributes a Year Group Information Booklet to parents at the September class meeting, to give important information relevant to that year. In addition Year teams will send termly curriculum overviews for parents to keep you informed and to help you support learning at home.

School Website: <http://www.holy-trinity-pri.surrey.sch.uk>

School Prospectus: <http://www.holy-trinity-pri.surrey.sch.uk/prospectus/>

PUPIL INFORMATION FORM

It is most important that this is kept up to date so that we can contact you in an emergency. On this form are two other items of information we require:

Asthma - details of your child's asthmatic condition if your child suffers from asthma.

Dentist contact number. This may seem a strange item to request but it can be quite difficult to obtain emergency dental treatment from any dentist other than your own (not all children know who their dentist is).

RELATIONSHIPS & SEX EDUCATION

Relationships & Sex Education is taught in an age appropriate and sensitive manner and is threaded through the whole school PSHE curriculum. In Year 4 and 6 the children cover it as a specific unit in more depth but again at an age appropriate level. We aim to prepare pupils for adult life and to encourage them to have due regard to moral considerations and the value of marriage and family life. According to their level of maturity, they are led gently to a deeper understanding of the issues involved in this subject. We hope that our teaching is complementary and supportive to the roles of parents. Teaching is carried out within a clear Christian moral framework in which pupils are encouraged to consider the importance of dignity, respect and responsibility for themselves and others. Parents will be informed in advance when sex education is to be taught and can withdraw their child if they so wish. We seek parental feedback from Year 4 and 6 parents after the lessons to ensure this sensitive subject is taught effectively and also to re-assure other parents. Younger children follow the PANTS programme which has been produced by the NSPCC to help children stay safe from sexual abuse by following the PANTS rule. Parents will be informed when this is introduced. More information can be found at:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

RELIGIOUS EDUCATION & COLLECTIVE WORSHIP

As a Church of England (Voluntary Controlled) school, the main focus of RE is the Christian faith that shapes the ethos and values of our school community. Holy Trinity CE Primary School follows the

Agreed Syllabus in Surrey schools which enables the pupils to pose questions and develop skills relevant to the world today whilst exploring the Christian faith more deeply.

However, we are an inclusive school and we celebrate diversity. Children today grow up in a multi-faith society. As such, we believe that it is important to teach children to understand other religions and to explore the similarities and differences alongside Christianity. Role-play, discussion, art, visits, visitors and close links with the local Holy Trinity Church enable children to learn about and learn from Christianity and other religions.

Daily worship takes place either as a school, key stage or class. This is always of an intrinsically Christian nature and is designed to be relevant, interesting and inspiring. We use prayer and reflection, songs and music, drama and stories to promote a sense of awe and wonder, giving the children opportunities to appreciate the spiritual dimension and to express themselves spiritually.

THE LEGAL REQUIREMENT

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that RE is compulsory for all children although parents retain the right to withdraw their child from RE classes and collective worship if they desire. However, this may only be done following written notice to the school Local Academy Board.

PHYSICAL EDUCATION

We are committed to promoting physical activity and offer a PE curriculum that is both challenging and enjoyable for children of all abilities. We have a well-equipped hall for gymnastics and dance in addition to a large field and playground area for outdoor games. We aim to encourage the children to achieve their personal goals and to feel satisfaction and enjoyment in their physical development. We also want to provide the physical challenges which enable the children to value the importance of determination and effort. It is important that children have appropriate clothing.

Pupils in Year 4 and 5 have swimming lessons at Gordon's School in the summer term.

- ❖ PE kit should not be borrowed from other children for health reasons. Please ensure that your child has his/her kit in school.
- ❖ PE kit must be kept in a small bag to keep the cloakrooms tidier.
- ❖ As with all uniform, PE kit must be labelled.
- ❖ If your child cannot do PE for any reason, please inform us by sending a note.
- ❖ Always let us know of any medical condition that could affect your child in PE work.

Foot Infections

Children take part in indoor PE lessons in bare feet for safety reasons and any verruca should be covered with a plaster which has been applied at home. It is sensible to check your child's feet regularly for foot infections. These infections should be seen by a doctor or nurse and treated according to the advice received.

Jewellery

No child is permitted to wear any form of jewellery, including ear-studs, during a P.E lesson. If you are likely to have your child's ears pierced IT IS ESSENTIAL to have this done at the beginning of the summer holidays so that PE lessons are not missed. It is irresponsible if parents allow ear-piercing which prevents their children from fulfilling National Curriculum requirements. Ear studs do create considerable problems and it is important to recognise that many children have great difficulty

taking out and replacing ear studs and staff should never be expected to assist with this. Young children, therefore, should not wear ear studs on PE days.

ASSESSMENT

The Mastery approach to teaching and learning means spending greater time going into depth about a subject, as opposed to racing through the things that all children should know. Previously, racing through content led to some children having large gaps in subject knowledge because the concept they had just learnt was either too big or learnt too quickly. As a primary school, it is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for secondary school. We therefore take learning at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are above the national age expectation. We focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it.

Teacher Assessment

Teacher assessment takes place in an on-going way throughout the year through a variety of forms. This includes pupil observations, marking of independent work and dialogue with pupils as well as written assessments. Teachers meet with the Senior Leadership Team each term to discuss pupil progress and on-going tracking. All children are assessed regularly as to whether they are on track to meet or exceed end of year Age Related Expectations or still working towards them.

Statutory Assessment

A number of statutory assessments will take place at the following times:

Early Years: Currently staff complete an informal baseline assessment on entry for Early Years to inform internal progress in the three Prime Areas (Personal, Social and Emotional Development, Physical Development and Communication and Language) as well as Literacy and Maths and the important features within the Characteristics of Effective Learning. A statutory 'baseline check' is due to be introduced September 2020 to assess each child's level of development at the beginning of their formal schooling in order to measure how they've progressed by age 11.

Year 1: The Year 1 Phonics Screening Check takes place in the summer term and is a light touch assessment to confirm whether individuals have learnt phonic decoding to an appropriate standard. Parents will be informed as to whether their child has passed or not.

Year 2 – End of Key Stage 1 Tests/Tasks (SATs):

Year 2 pupils will undertake national tests and tasks at the end of Key Stage 1 in maths, reading and English grammar, punctuation and spelling. The results are used to support and inform on-going teacher assessment. We aim to make this as much part of a normal school day as possible. Parents will be notified of the results of their child and the overall school results. Any child who did not pass the Year 1 Phonics Screening Check will be assessed again and this will be reported to parents.

4 Times Table Test: From 2020 all Year 4 pupils will complete a multiplication tables check in the summer term to help ensure children in primary school know their times tables up to 12 off by heart.

Year 6 – End of Key Stage 2 Tests (SATs)

Year 6 pupils will undertake national tests at the end of Key Stage 2 in maths, reading and grammar, spelling and punctuation. Writing will be assessed through teacher judgements. Parents will be notified of the results of their child and the overall school results.

FREQUENTLY ASKED QUESTIONS

What happens if I cannot obtain a dental appointment out of school hours?

Write a letter to inform your child's teacher that you will be taking him/her out of school or, if it is an emergency appointment, phone through to the office. Call in to the office when you need to collect your child and the office staff will collect him/her from the classroom. Sign the "Signing In/Out Book" in the entrance before you leave and on your child's return.

What happens if I want someone else to collect my child?

If you know in advance, write a note to inform your child's teacher. If it is someone unfamiliar to the child's teacher or an emergency, please contact the school office.

What happens if my child loses an item of clothing?

Items of clothing should not be lost for long. Clearly labelled items will automatically be returned to your child. Unnamed items are sent to a charity shop.

What happens if my child is ill whilst at school?

Initially your child will be cared for in the office. If he/she does not soon recover, you will be contacted so that he/she can be collected and taken home.

What happens if my child needs to take medicine during the day?

It is permissible for some medicines to be administered by the school (see Medication policy). Any medicines or inhalers must be handed in to the office at the beginning of the day. They should be clearly marked with the child's name and dosage. We cannot administer any medicines or creams unless they are prescribed by a doctor. For all medication a medication request form needs to be completed, please ask at the School Office for a form.

What happens if my child gets a splinter?

We are not permitted to remove splinters, wobbly teeth or perform any other minor surgery! If your child is in discomfort you will be contacted.

What happens if my child has an accident?

Minor accidents will be dealt with at school but we can only apply limited medication. If there has been a knock on the head, parents will be informed. If a more serious accident happens, an ambulance will be called and you will be contacted.

What happens if my child wets him/herself?

This does happen from time to time, particularly with the younger children. We have a small number of clean, dry clothes which we use on these occasions. Your child's clothes will be sent home in a plastic bag and we would ask you to wash and return the borrowed clothes.

What happens if I am held up by traffic on my way to collect my child from school?

Children are instructed to come back into the school and sit outside the office if the person who is meant to meet them has not arrived when the Crossing Patroller finishes their duty. If you have been unavoidably delayed and are able to notify us that would be helpful, as children can become distressed.

What happens if my child forgets his/her packed lunch?

Parents will be contacted in the first instance and asked to provide a packed lunch. If this is not possible a school meal will be provided and an invoice sent home.

How do I deliver forgotten items to my child?

This should not be a regular occurrence. Please encourage your children to organize themselves and get their belongings ready for school the evening before. We realise that everyone forgets things occasionally. If this happens, drop the item into the office and your child can collect it from there.

How does the school communicate with Parents/carers?

Most year group, team or club communication with parents/carers is sent via Parentmail. Whole school newsletters are sent out usually twice a half term. Year teams meet with parents/carers at the start of the year and send home termly curriculum guides. All class teachers have either a Reading Record Book or Homework Diary to maintain weekly communication between home and school. Staff will telephone or catch parents/carers at the start or end of the day if necessary. The school also operates a texting system for emergency or accident notifications.

What happens if I want to see my child's teacher?

Make contact at the end of the school day to find a mutually convenient time.

How could I arrange to speak to my child's teacher without my child knowing?

Write a note or phone the office to arrange a mutually convenient time for an appointment or telephone call.

What happens if our family circumstances change?

Please notify the school of any changes, either in a letter or through the office. This is important, as children are always affected by such circumstances, and we ought to be aware of any reason for a change in their behaviour in order to be sensitive to their needs.

What can I do to help in school?

There are many ways of becoming involved in school life – helping in class, gardening, helping in the library, becoming a governor, assisting with HTSA events. Just drop us a note or come and ask in the School Office we are always glad of any help.

What do I do if I want my child to learn a musical instrument?

The Surrey Arts service does offer some peripatetic instrumental lessons for pupils in KS2. Please look on the Surrey website or contact the school office for more information.

What happens if my child needs to bring money into school?

If the money is something that has been specifically requested by the school, it should be sent in an envelope clearly labelled with your child's name and class, the amount and what it is for. It should be given to the class teacher. Dinner money is paid through Parentmail. It should not be necessary for other money to be brought into school.

What happens if my child loses or damages his/her reading book?

If this happens, we ask parents/carers to replace or pay for the book in order to maintain stocks.

What happens if my child breaks something belonging to the school or another child?

We understand that accidents happen. However, we believe it is important that children learn to respect all property; their own and that of other people. Wilful damage will be treated seriously. Parents/carers will be informed and a charge made for replacement or repair. The child will be expected to take responsibility for his/her actions in a way appropriate to age and circumstance.

What happens if my child does not hold his/her pencil correctly?

Children are taught to hold their pencils correctly. However, some children do develop and persist with poor grips. If you are concerned, please contact the class teacher so that home and school can work together to correct this problem at an early stage before bad habits become ingrained.

What should I do if I am concerned about my child?

If you have any concerns at all about your child please do not ignore them. Make an appointment to speak to his/her class teacher sooner rather than later, so that home and school can work together.

What colour tracksuit should be worn for outdoor games?

The school PE kit should be worn for all PE lessons both, indoor and outdoor. In cold weather a sweatshirt or tracksuit may need to be worn. We do not insist upon a uniform for this, but would ask you to avoid bright and “trendy” clothing. School colours are ideal but other sensible colours are acceptable (e.g. black, navy, etc).

What happens if the school has to close for an emergency such as bad weather or a power failure?

If the school is going to be closed from the beginning of the day, there will be announcements on the local radio, the website will be updated, a Parentmail message will be sent and the answer phone updated. Children who arrive at school unaccompanied will not be sent home until we are certain that safe arrangements have been made for them.

What happens at wet playtimes?

The children stay in their classrooms and the staff on duty circulate amongst them. It is very helpful if children have their own colouring or puzzle books to use on these occasions. Lower school children have a story or video at playtime.

What happens if there is a fire drill?

Fire evacuation practices take place termly. When the alarm rings, everyone immediately evacuates the building through the nearest door and the children line up in set positions on the playground.

Parent/carers should:

- ✧ Evacuate the building from the nearest exit
- ✧ Assemble in the Retreat
- ✧ DO NOT LEAVE THE SITE

SCHOOL CROSSING PATROL (TRAFFIC AND PARKING)

Please adhere strictly to the school traffic code and voluntary one-way system (see appendix 1).

This will: Ensure the safety of our children

 Show consideration to other road users and our local neighbours.

Please do not:

- Park on footpaths
- Park in the Drop Off/Collection Zone or layby by the Reception gate
- Park opposite the Drop Off/Collection Zone/ school car park entrance
- Park in the front of/block residents' driveways or garages
- Park in the disabled bay

Please do:

- Turn off the engines when parked
- Use the one-way system (see appendix 1) past the school at peak times
- Drive on if your child is not already waiting at the Drop off/ Collection zone
- Park on the school-side of Benner Lane only
- Park a little further away and walk

CYCLING

Cycle facilities are available in the school grounds and parent/carers cycling with their children are asked to adhere to the "Cycling to school safety rules".

Children are permitted to cycle to school independently if (i) they have passed their Bikeability Level 2, (ii) live sufficient distance from school and (iii) have permission from the Head Teacher.

SMOKING

Smoking is not permitted on the school site at any time.

DOGS

For health and safety reasons we would ask parent/carers and visitors NOT to bring dogs onto the school premises at any time. This includes HTSA events on the school field and sports days.

USEFUL ACTIVITIES TO DO WITH YOUR CHILD

Activities in the Home

Encourage the reading of suitable newspapers. Begin with the things which young people will enjoy. Often papers have children's sections, and the TV page is usually interesting for the children. Leave the newspapers open at the fashion and sports pages to encourage your child to browse before they are capable of reading complex text. Discuss the pictures with them. This will get them used to handling newspapers.

If an interest is shown in newspapers, develop it by talking about such things as what item mentioned in the advertisements could be bought for £50, or which car they would choose if they had a budget of £6000.

Discuss shared TV programmes, talk about the plot, the characters and the setting. Introduce these terms as appropriate, and don't expect too deep an understanding of the programmes initially.

Talk about major news items. Young people may sympathise with people affected by misfortune, and may be able to give opinions on clear-cut issues, such as capital punishment. Remember that it is the discussion and thinking which are important, even if you do not agree with their views.

Comics and magazines can be useful. Talk about characters and story lines. Children who are not keen on writing might enjoy producing a comic style picture story.

Scrap-books can be popular. Perhaps a favourite sports team or pop star can provide the stimulus for a child to look at (and cut up) newspapers and magazines.

Word games can improve vocabulary. Obvious ones are:

- Scrabble: a junior version is also available, but many children can cope with the normal version. Give them a chance – double their scores every time.
- Boggle: a spelling game using dice.
- Pictionary: this develops children's vocabulary through picture work.
- Hangman: can be played anywhere.
- Call My Bluff: it can be fun to make up "Call My Bluff" type questions with the use of a dictionary.

Activities at the Shop

Talk about advertising. Why are some slogans easy to remember? Which colours are used to advertise different products?

Look at cans containing food and drink. What information can be read on a can? You may wish to set a task to find which foods came from a particular country, e.g. Spain. This may make the visit to the supermarket more enjoyable for your child. Perhaps a new label for a food container could be designed.

Look out for interesting shop names – hairdressers and florists often have very unusual titles. Talk about the different names for shops. Does your child know what a grocery or a hardware shop is in these days of multi-purpose supermarkets?

Look out for deliberate mistakes in shop and business names. You might see, for example, a business which uses lower case letters for the beginnings of its name, or a spelling mistake, such as “sox” for socks, “U” for you, or even “taksi” for taxi! Finding the mistake and talking about it, reinforces what should be there.

Estate agents. Stop and look at their window displays and look at the advertisements in the papers. Can you write an advertisement for your house?

Talk about the words used to describe places in the travel agents. Involve your child in the choice of holiday. Give them access to brochures so they can read the information themselves.

Asking a child to visit a local, safe shopping area can help develop confidence in speaking. Giving a shopping list, either when you are with the child or when they are with friends, provides much-needed reading practice. Encourage your child to help you to write your list, or their own.

Activities on Holiday and in the Car

Share holiday plans with your children. In a busy household it is sometimes difficult to find time to talk, and an annual holiday with the possibility of long journeys spent in each other’s company can be a great opportunity for sharing time together.

Look at place names. Look for similarities (BlackPOOL, LiverPOOL) and look for words within place names (SCARborough, ScarBOROUGH).

Use car number plates for word games (good for long, boring motorway journeys). Try to make words from the letters on a number plate. For example, PRH can give PeRcH, or approach, or PeRiSH. Take it in turns to see who can make the longest word.

Car Number Plate Cricket. As you pass cars the person in ‘bat’ scores the number of runs from the furthest number on the right e.g. VBP968N would score 8. If you pass a vehicle with a 0 or 5 then you are out and the next player follows. Of course you can change what numbers get you out!

When on a motorway, look out for the towns/cities mentioned on vans and lorries. You might see who can find the most towns, who can find a town beginning with different letters of the alphabet, or you might ask who can see first the name of a city you are approaching.

If you are on a cross-country journey in Britain, away from the motorways, look out for pub names and play “legs”. In this game, take turns to spot a pub name, and score the number of legs in the name. For example, “The Duke of York” would score 2, “The Black Bull” would score 4, “The Crown and Anchor” would score 0. For a pub like “The Coach and Horses” or “The Hare and Hounds”, where there is an indefinite number of legs, the score awarded is 20. This game helps the child to read signs, but also gives younger children a chance, because pubs often have pictures as well as their names on their signs.

Make a list of all the different car and truck names you can think of or spot out of the window. Then try unscrambling them to make new words like those above.

Split into two teams. Each team has to count the number of legs on one side of the road, including bench legs, dogs' legs, statue legs and so on. The winning team is the first to reach 100.

Split into two teams and each take one side of the road. Count the number of people waiting at bus stops on your side. The first team to count to 100 wins.

Use atlases and road maps to talk about your route. Let the children practise using the index or contents and help them try to read the place names. They will be able to suggest routes at a fairly early age.

Write a diary or account. Children may treasure such accounts for years, as it is like having a reading book in which they feature. Make it a joint activity, encourage them to write in or illustrate the account and to include tourist information leaflets.

Use games. Hangman can be played anywhere, and I-Spy is even easier to play. For young children the normal game will be appropriate, and will help with initial sounds. For older children, try making it an "adjective" I-Spy with my little eye something beginning with BBD might be Big Black Dog!

Take turns to say what people want for dinner. The person who starts must choose something beginning with "A". The next person repeats what the first person said and then adds something beginning with "B", and so on until you get to "Z".

"I'm so hungry I could eat an apple"

"I'm so hungry I could eat an apple and a bean"

"I'm so hungry I could eat an apple and a bean and custard"

For this game you need a piece of paper for each player. Start by asking everyone to write a funny name at the top of the paper. Then fold the paper over, to conceal the name. Pass your paper to the person sitting next to you, so they go round in a circle. Continue by writing things which fit the sequence of phrases shown below, folding the papers and passing them round each time.

Went to And met They said And decided to go to But on the way So they decided to

Activities – Writing Letters

Encourage children to write letters, whether it is to thank Granny for her Christmas present, or to enter a TV or newspaper competition. Write a diary, write To Do lists.

OPPORTUNITIES FOR PARENT/CARERS

PARENTING SEMINARS FOR PARENT/CARERS

Every parent/carer benefits from some time to reflect on the management of their child(ren). Our children are not born with a handbook telling us how to raise them, so we feel it important to offer an occasion where we can think through the issues relating to parenting and in particular, social training. This meeting is an annual event for parent/carers usually held on an evening in the Autumn term. We also sign post to termly Parenting Courses running throughout Surrey Heath.

The aims of the meeting are:

- ✧ To encourage you in your parenting
- ✧ To achieve a greater understanding of children's needs
- ✧ To give practical advice on how to manage and support your children

PARENTING OF YEAR 5+ CHILDREN

As we know, there are enormous pressures on children today and the teen years are turbulent times for most youngsters. Teen years are also turbulent times for parent/carers!

We have copies of several books to support parenting which parent/carers are welcome and encouraged to borrow simply by signing the loan book found in the library. We would be grateful if parent/carers could also place an entry in the comments column of the loan book.

Recommended reading: ***60 minute Father by Rob Parsons***

The book is full of memorable examples and can be read in about one hour and could change your child's life forever. *"Being a father is not easy. There is no guarantee how our children will turn out. Yet there will come a time when each of us will look back and want to know that we have given this task our very best effort"*. Rob Parsons.

This is a book for fathers that every mother will want to read.

MARRIAGE SEMINAR

All marriages benefit from time set aside to consider the issues relating to marriage and its maintenance. The school is able to sign post couples to local courses.

"It's important to make time for your children, but it's even more vital to make time for each other. They need you to keep your love alive." Rob Parsons.

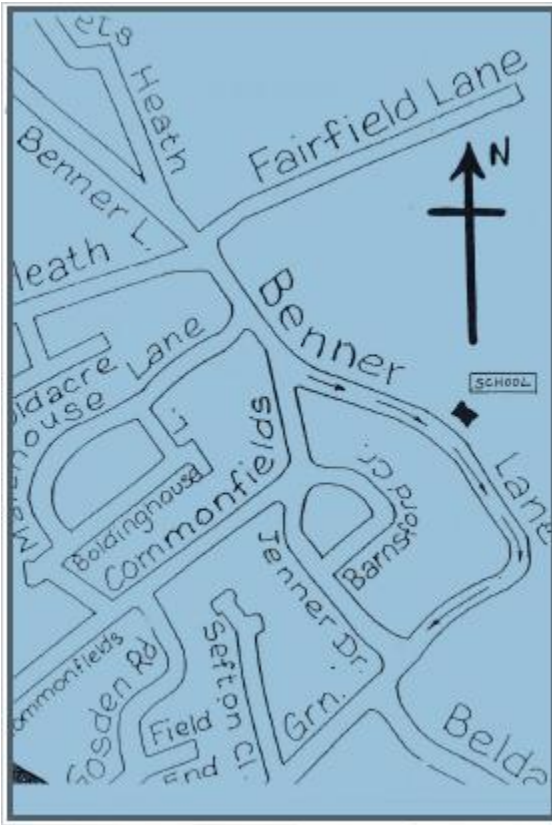
CURRICULUM RELATED SEMINARS

The school also runs workshops / seminars to help keep parent/carers informed. For example:

- How to assist your child with reading – Reception parent/carers
- How to assist your child with reading – Year 2 parent/carers
- How to support your child in Maths – Key Stage 1 parent/carers

Other sessions are provided according to need and parent/carer requests.

APPENDIX 1



Voluntary one way system

SCHOOL TRAFFIC CODE

AIMS

To ensure the safety of pupils
 To show consideration to other road users
 To be courteous to neighbours and community

Sensible ways to ease congestion

DO - Car share as much as possible

DO - Walk to school

DO - Park away from school and walk

Flow of traffic

DO - Use the voluntary one-way system
 Benner Lane North to South only at the
 beginning and end of the school day.
 See map on reverse

DO - Be aware of those who cross the road at
 different points along Benner Lane.

DO - Be aware of the SCHOOL CROSSING
 PATROL

SAFETY – DON'TS

DO NOT - park, turn in or obstruct neighbours drives

DO NOT - do 3 point turns

DO NOT - pollute the atmosphere by leaving engines
 running

DO NOT - allow children to disembark into the road

DO NOT - drive on the pavement

DO NOT - **park in the layby**
 (parking obstructs good visibility for
 pedestrians)

