



As the roots spread so the tree grows

Alwyn Infant School

Parent/Carer Handbook

WELCOME TO ALWYN!

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ALWYN INFANT SCHOOL

The school is a Local Authority community school for boys and girls aged between 4 and 7 years old. There is space in the school for over 300 children, with places for 101 children to be admitted into each year group.

Children are admitted into the Reception Year in the September after their fourth birthday and stay with us for three academic years.

OUR AIMS:

At Alwyn we believe that the first stage in school education needs to foster a love of learning. We aim to ensure achievement of potential; enabling our children to take advantage of all opportunities in their future. Alwyn values the strengths of each individual child and focuses on their all-round development; recognising that academic progress, social skills and self esteem are important and allow our children to achieve and enjoy life to the full. We believe in equality of opportunity and set high expectations that are appropriate to each child. Our partnership with parents/carers is a vital element in supporting children to take their place in the world with confidence. Our school community has clear expectations of all children to treat each other with consideration, tolerance and respect - regardless of race, creed, colour, age or ability. We actively promote values that encourage children to play an active role in the wider community.

We will provide an educational environment which is stimulating and caring, within which each child has room to grow and develop confidence, intellectual curiosity and a positive sense of identity.

OUR SCHOOL VISION STATEMENT:

**Together
we build the future**



As the roots spread so the tree grows

OUR CORE VALUES:

We will all:

- ☺ Do our best
- ☺ Respect everyone
- ☺ Learn and grow together
- ☺ Share, care and value each other
- ☺ Look after ourselves
- ☺ Take pride in our school
- ☺ Celebrate our achievements and successes
- ☺ Enjoy challenge
- ☺ Have fun!!

THE SCHOOL DAY:

In the **Reception Year** children continue to follow the Early Years Foundation Stage Curriculum that they began in their previous EYFS settings (nurseries, play groups, child minders). The curriculum is offered through a carefully planned indoor and outdoor learning environment, teacher and teaching assistant led activities and planned opportunities for independent play, as well as self chosen activities. Children's performance and participation in these activities is monitored and assessed regularly. Their development and attainment is reported to parents at parent interviews and it is recorded in the Early Years Foundation Stage Profile.

The Reception school day runs as follows:

8.50	Doors open
9.00	Registration in classes
9.10	Lessons begin
12.00	Lunch
1.00	Registration in classes and lessons start
3.20	End of school day

In **Year One** children start to follow the National Curriculum. The curriculum is offered initially in a similar way to that experienced in Reception i.e. through carefully planned Teacher or Learning Support assistant led activities or through planned opportunities for independent play. As the year progresses the way in which the curriculum is taught will become more formal.

The Year 1 school day runs as follows:

8.50	Doors open
9.00	Registration in classes
9.10	Lessons begin
10.10	Break
10.30	Lessons resume
12.00	Lunch
1.10	Registration in classes and lessons start
3.20	End of school day

In **Year Two** children continue to follow the National Curriculum in a more formal manner. Literacy, Numeracy and Phonics are generally taught in the mornings. Through careful assessment, children are organised into ability groups for Numeracy and Phonics. These groups are fluid and children occasionally change groups. Computing, Science and non-core subjects are taught on a weekly basis in the afternoons. Geography, History and Technology are delivered as termly themed weeks.

The Year 2 school day runs as follows:

8.50	Classroom doors open
8.55	Registration in classes
9.00	Lessons begin
10.30	Break
10.50	Lessons resume
12.20	Lunch
1.30	Registration in classes & lessons start
3.20	End of school day

QUESTIONS:

What happens if my child is crying at the start of the day and doesn't want to go into the classroom?

If your child is distressed stay calm, reassure your child, give them a cuddle and hand them to a member of staff then leave. We are very experienced at dealing with young children. They will stop crying almost as soon as you have gone and will settle down very well. TRUST US!

What happens if you can't pick up your child and you have to ask another adult to pick them up from school?

We have a very strict policy relating to the collection of children from Alwyn Infant. This policy is in place to protect your children. The collection procedure is outlined as follows:

Collection from School Policy:

Parents/Carers

The class teacher must be informed if someone different is to pick up your child from school. If a person other than the parent is to pick up a child regularly from the school then the parent is to inform the class teacher as soon as the arrangement is put in place and fill in the appropriate paperwork.

Please inform the class teacher in the morning, in writing, if someone else is picking your child up from school.

Any person collecting your child from school **MUST** be aged 16 years or over.

Please note that this procedure **MUST** be followed if anyone other than the child's parent/carer or known child-minder is to collect them from Alwyn Infant School. This includes other relatives (ie. grandparents, siblings, aunts, uncles etc.), neighbours, friends and anyone else.

If someone tries to pick up a child and the teacher hasn't been informed, we will only allow that child to be taken by that adult once we have checked with the child's parent/carer.

After School Child Care Clubs

Alwyn will ask the after school child care club to supply them with a copy of their current Child Protection Policy and Safeguarding Procedures.

Alwyn will request that documentation be sent, either in writing or by e-mail, informing them of the names of the employees who will be collecting children and their DBS numbers.

The after school child care club employee is to wear photo identification, with their DBS number, when picking up a child from Alwyn Infant School. After school child care club employees not wearing their photo ID will not be allowed to collect children from our school until their identity has been verified.

If an after-school child care club employee leaves the employment of the after school child care club, the school is to be informed immediately so records can be updated.

Parents who have arranged for their child(ren) to be picked up from Alwyn by an after school child care club will complete a permission form:

What happens if you are late to pick up your child?

Please try to avoid this as it can be upsetting for children. If your child is not collected from school on time the class teacher or another member of staff will look after them until you arrive. Please phone the school to let us know if you are going to be late. On arrival you will need to sign your child out in the "Late collections" book stating the reason for the lateness.

What happens if I have any worries about my child in school?

If you have any concerns at all about your child in school speak to the class teacher. We would rather sort out a little problem before it becomes a big problem! Equally, if we have any concerns about your child in school we will speak to you!

THINGS TO REMEMBER:

- Dress children appropriately for the weather i.e. if it is raining ensure they are wearing a waterproof coat, if it is sunny ensure they have a hat. Shoes/sandals with high heels are NOT suitable for school. If we feel that your child is not suitably dressed we will ring you to bring in a change of clothes or shoes.
- Write your child's name on every item of clothing including underwear, PE kit etc. Remember it will need to be re-written after a few washes!
- Ensure that your child brings their book bag to school every day.
- Ensure your child brings a water bottle, containing water only, to school every day.
- Check your child's book bag everyday; this is where we put newsletters and other important communications for you to read.
- Read with your child every day. Please ensure they complete their homework.

ATTENDANCE:

Parents have a legal obligation to ensure that their child receives their entitlement to education. Please see our school attendance policy at the back of this document.

SAFEGUARDING:

At Alwyn the health and safety of all children is of paramount importance. Parents/carers send their children to school each day with the expectation that we provide a secure environment in which their children can flourish. We therefore have to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place. Please see our Safeguarding Policy Statement at the back of this document.

PARENT/CARER CONDUCT:

Our parents understand that they are expected to model the very high standard of behaviour we expect from children who attend Alwyn Infant School. Therefore we expect all parents to abide by the following code of conduct:

- No swearing on school premises
- No arguing or aggressive behaviour toward other parents/ family members on school premises
- No smoking on school premises
- NEVER attempt to sort out a problem your child has had with another child. If there is a problem, speak to the class teacher they will deal with it
- Do NOT touch other peoples' children, this includes picking them up
- We do not tolerate aggressive behaviour towards staff. If there is any kind of problem, make an appointment to speak to the class teacher or Head Teacher.

HEALTHY EATING:

Healthy Snacks

The school provides your child with a piece of fruit or baby vegetable everyday. Children may NOT bring sweets, crisps or biscuits into school for playtime.

Fresh, cool water is provided via our water machines and the children can fill their water bottles up whenever they need to.

School Dinners

The school offers a healthy lunch menu for the children, which gives a choice of a meat/fish or vegetarian dish daily. There is also a dessert. All of these meals are cooked fresh daily on site.

In September 2014, the Government introduced the Universal Free School Meal initiative which means that all children up to the age of 7 qualify for a free school meal.

However, if you are claiming certain benefits, this also means that the school could receive additional funding to help support your child's education including funding for free school trips, free swimming and free before/after school clubs. Please note that parents receiving Working Tax Credit are NOT eligible for this funding.

If you think you may be eligible, you can apply using the link <https://www.cloudforedu.org.uk/ofsm/mwschools/>. This link is also on our website: www.alwyn.org.uk under the Menu section. Alternatively, if you cannot access the internet, please speak to Mrs McCarthy in the School Office who will explain the process.

Packed Lunch

If you wish your child to have a packed lunch please ensure that it is balanced and healthy. Please see the information at the end of the document for hints and tips. Please do not include fizzy drinks, chocolate or sweets.

COMMUNICATION:

At Alwyn we pride ourselves on the strength of our communication with parents/carers. It is widely recognised that the more involved parents/carers are in their child's education, the better the pupil performs at school. Students respond very well to parents/carers participating in their schooling – whether that's just being aware of their progress and understanding their achievements, or whether its when parents/carers decide to take a more active role and become involved in the school itself. Either way, greater parental engagement often motivates the child to do well. In order to establish and maintain this interest, there needs to be regular and reliable communication and sharing of information between the school and pupils' families.

A good understanding of a child's interests, ability and progress in school, as well as information about school events and developments, will put parents/carers in a stronger position to help their child's learning, and will help children get the most out of the education system. Good communication between the school and the home is essential. Children achieve more when schools and parents/carers work together. Parents/carers can help more if they know what the school is trying to achieve and how they can help.

Here at Alwyn we aim to have clear and effective communication with parents/carers, as this will enable us to share our aims and values and keep parents/carers well informed about school life. This also reinforces the importance of the role that parents/carers play in supporting the school in educating their children.

We communicate with parents/carers through a range of different strategies. Some of our communications are the result of a statutory requirement, while others reflect what we believe is important to our school.

Our Communication Strategies:

Text messaging service. Brief messages and reminders are sent to parents/carers via their mobile phone as a text message.

Electronically through our website. Our website; www.alwyn.org.uk will include our latest newsletters, policies we feel appropriate and relevant to the children's day to day life at Alwyn, links to associated school groups, the school prospectus, curriculum resources, dates, copies of letters to parents/carers, information about special events and updates.

Dates letter. As frequently as necessary, a sheet with dates and events is produced to allow parents/carers time to plan for different events and activities.

Regular newsletters are sent from the Headteacher reporting events and discussing different matters. These letters contain general details of school events and information about activities.

Additional letters are sent home when further opportunities become available to the children. Letters for trips and school clubs are sent giving adequate notice and contain any relevant information e.g. clothing requirements. These letters are also sent as consent forms. Individual letters are sent home when the school is responding to incidences of non-attendance or as a response to a letter from home asking a specific question or raising a concern. The importance of this will be judged and responded to by letter, e-mail, phone or meeting within an appropriate time frame. Children may come home with a yellow slip/letter

informing the parent/carer of a minor injury and the treatment given. A red slip indicates a minor injury to the head or face.

Informal meetings with the class teacher, Headteacher and SENCo. We operate an open door policy. At the end of the day, each teacher 'hands' children back to their parent/carer. This is an opportunity for them to discuss matters of the day with parents/carers and they may ask the parent/carer to come inside for this discussion. The parent/carer may also at this time approach the teacher to discuss something. The teacher assesses whether they can deal with it instantly or whether they need to book an appointment at another time. This may be because of the teacher having another school commitment straight after school (e.g. staff meeting, twilight course or school clubs). Parents/carers may request by phone, letter or in person, to make an appointment to see the class teacher, or Headteacher. Appointments to see class teachers are either before school or after school. The Headteacher can see parents/carers during the school day if that is their preference.

Bi-annual formal meetings at Parents/Carers' Evenings. There are parents/carers evenings in the Autumn Term and the Spring Term. On these occasions parents/carers have an opportunity to look at their child's work to celebrate their child's successes and support the child with any areas of development, and to talk to the teacher for ten minutes. This is a time for a general discussion. If there is a concern that the parent/carer or teacher has with a child, meetings will have been instigated before this meeting.

Each year teachers provide a **written report** to parents/carers on each child's progress in the various areas of learning of National Curriculum subjects. This report also identifies areas of strength and areas for future development. Teachers also give parents/carers of children in Year 2 details of their performance in the national tests.

Throughout the year parents/carers are invited to **curriculum afternoons** to learn about how we teach reading, writing and maths. These sessions last about an hour and a half. We also provide shorter **bite-size sessions** with a focus on a particular area of the curriculum, e.g. pure sounds, handwriting, addition and subtraction. Both these sessions allow for a dialogue between the presenters and the audience. Questions and feedback are encouraged. Parents/carers are also asked at these sessions to request the focus of future sessions.

Regular IEP (Individual Education Plans) meetings

Parents/carers of children on the SEN (Special Educational Needs) register are invited to attend meetings where their child's IEP (Individual Education Plan) is discussed. These meetings take place before or after the school day. Parents/carers of children with statements of Special Educational Needs are also invited to attend annual review meetings.

Notices on classroom windows informing parents/carers of current events. These notices include reminders of what is happening in the near future. These events will have already been advertised via newsletters, the website and text message.

Telephone calls will be made where immediate contact with a family member/carer is required, i.e. for pupil injury or pupil incident. A member of staff will call the first named emergency contact as listed. Where no contact is made, a call will then be made to the second then third named contact. In the event that no live contact can be made, the member of staff will either leave an answer phone message (ascending order as before) or ensure that repeat calls continue to be made to the contact numbers, where possible. Parent/carers are asked to contact the school by phone if their child is unwell on the first day the child is absent from school with subsequent calls if the absence is prolonged, followed by a written

note on the child's return. Parents/carers are welcome to phone the school and speak to the class teachers before and after the school day. They are welcome to phone and speak to the Headteacher at any time she is available. When unavailable there may be another person who can help or the details will be taken and passed to the Headteacher at an appropriate time. The class teacher or Headteacher may phone the parents/carers to discuss a concern if they have been unable to see the parent at the end of the day.

The school holds emergency contact details for all pupils. Families are encouraged to alert the school immediately in the event that contact information needs to be revised. Depending on the nature of the communication, the school will use the most practicable means to contact a parent/carer.

Home-School Agreement Our Home-School Agreement is a requirement of the School Standards and Framework Act 1998. It explains the school's aims and values, the school's responsibilities towards the children, the responsibilities of parents/carers, and what the school expects of the children. We ask parents/carers to sign this agreement when their child starts in our school, which is enclosed in the welcome pack. The key points of the agreement are:

As a school we will:

1. Deliver a balanced and carefully planned curriculum which meets the needs of your individual child.
2. Ensure your child works hard and encourage them to always do their best.
3. Keep parents/carers informed of their child's progress at regular meetings and through annual written reports.
4. Provide a range of after-school extra-curricular activities designed to enrich your child's experiences.
5. Actively welcome parents/carers into the life of the school and to ensure that teaching staff are always available, by mutual agreement, to discuss any concerns you might have about your child's progress or general welfare.
6. Celebrate our diverse backgrounds.

As a parent/carer I will:

1. Make sure that the child attends school. I will be aware of the school attendance policy and will telephone as soon as possible on the same morning with an explanation if my child is absent, or is going to be late. I will follow up with a written explanation.
2. Make sure that the child is accompanied safely to and from school. I will be there to see them enter the classroom at 8.50 am and will be on time to collect them from the classroom at 3.20 pm. I will be aware of the school collection policy.
3. Support the school rules and guidelines for behaviour.
4. Support the child by hearing them read and by writing in their Reading Record Book and by helping with any other homework activities.
5. Attend Parents' Evenings and discussions about my child's progress at school.
6. Let the school know if there are any issues that may affect my child's welfare or progress in school.
7. Help my child to understand that everyone is of equal importance and encourage them to appreciate and respect the views and religions of others.
8. Make sure the school always has an up-to-date emergency contact number.

As a pupil at Alwyn, I will follow the Alwyn Aims and:

1. Keep my hands and feet to myself
2. Look and listen
3. Be careful and kind
4. Always do my best

Information for **new parents/carers** is provided when they are invited to the evening information meeting towards the end of June and to visit the school in July to meet the staff and other parents/carers of pupils in the reception year. Parents/carers will receive an intake pack which is updated regularly. Parents/carers of children transferring to us at other times are able to visit the school by appointment and are offered a guided tour. Additionally, our prospectus is available on our website. For some pupils there is a need for more extensive transfer arrangements involving parents/carers; these are based on individual needs.

Alwyn communicates with **outside agencies** as children have a fundamental right to be protected from harm and their protection is a shared responsibility. All adults at Alwyn should provide a safe and secure environment for the children. They are also in a position to identify and help abused children. When any member of staff has concerns about a child, these will be passed onto the Headteacher, who has the responsibility for child protection in the school. This information may be shared with social services/education welfare.

There are a range of **public access documents** the school makes available for parents/carers. We keep a master set in the school office, and we make this available on request. It contains copies of all school curriculum **policies**, minutes of governing body meetings and copies of policies that the governing body are required to have in relation to charging and remissions, sex education, health and safety, curriculum, performance management, admissions and action planning following inspection.

At the beginning of each term, all KS1 teachers will display a **curriculum web** (parents/carers are encouraged to order a copy from their child's teacher) of the work to be covered during the forthcoming term. We invite parents/carers to support their child's work through a range of suggested activities to be shared with the child at home.

Foundation Stage teachers give out a **topic web** each term with the **Foundation Stage newsletter** informing parents/carers of what their children are doing in the Foundation Stage.

Children in all classes have a **home-school reading diary**. This enables parents/carers to read comments from the adult hearing their child read in school and allow them to record their comments.

Our **Parent Council** provides an excellent forum for parents/carers to come together, share ideas and put forward their views to the Headteacher. Our Parent Council allows us to have a greater regard to the views of parents/carers. The Parent Council advises the school on parental views and provides a forum through which school can consult parents/carers, a place for parents/carers to learn more about the school and a place for the school to learn more about parents.

The joint Alwyn and Courthouse **PTA** (Parent Teacher Association) is a parent-led voluntary body whose primary function is to fundraise for both schools. The activities organised and regular meetings of the committee provide an additional opportunity for communication between the school and the parent/carer body.

Parents/carers who are kind enough to be **volunteers** here at Alwyn are in the position of being able to communicate directly with members of staff. We all value their contribution to the children's learning and appreciate their help.

COMPLAINTS:

These are the strategies that you should follow should you wish to make a complaint

1. Talk to the Class Teacher
2. Talk to the Headteacher
3. Make representations to the Governing Body personally , or in writing to
Helen Pagett
Chair of Governors
C/o Alwyn Infant School

SCHOOL RULES:

The children are involved in setting the classroom rules and are encouraged to follow the 'Alwyn Aims' which are:

Alwyn Aims:

- ***Keep my hands and feet to myself***
- ***Look and listen***
- ***Be careful and kind***
- ***Always do my best***

The children are also encouraged to follow the playtime and lunchtime rules as follows:

Playtime Rules

1. Play kind and sensible games
2. Stay in the playground – not in school or in the bushes
3. Keep your feet on the ground – no climbing or jumping off things
4. Use the toilets properly
5. Listen to the grown-ups
6. Be quiet in the quiet area
7. Leave creatures alone and leave the bark where it is
8. Stand still when the whistle blows then walk to your line and stand sensibly
9. Walk to your class
10. Have a good playtime

Lunchtime Rewards and Sanctions

Rewards:

- Happy playtime
- Mini playtime certificates
- Golden time

Sanctions:

- 1 Verbal reminder
- 2 Equipment removed, for period of time
or
Children not allowed to play with each, other for period of time
- 3 Hold adult's hand sensibly, for a period of time
or
Stay near adult, for a period of time
- 4 'Time Out' in hall, for a period of time
- 5 Teacher informed and time taken from 'Golden Time'
- 6 Be sent to the Headteacher or Deputy Headteacher
- 7 'Time Out' for next day's lunchtime playtime and parents informed
- 8 Parents to pick up child immediately
- 9 Child excluded for a number of lunchtimes

We expect parents to support us in encouraging children to follow the rules. Please speak to your child and let them know how disappointed you are when they aren't following the rules and when they do follow the rules let them know how proud you are!



CELEBRATIONS:

Throughout the week there are opportunities for Key Stage One children to earn 'Golden Smilies' for excellent behaviour, work and effort. At the end of the week those children with sufficient 'smilies' enjoy 'Golden Time' activities in their classroom for part of Friday afternoon. It is usual for all children to participate in these activities which are chosen by the children themselves. These activities could include playing with lego, drawing pictures, playing board games etc.

Throughout the week children are also sent to Miss Cale to be placed in the Golden Book. Again this is for children who demonstrate excellent behaviour, work and effort. The children tell Miss Cale about their achievements and are rewarded with a special golden sticker. Their achievement is then recorded in the Golden Book. During Golden Book Assembly, on a Friday afternoon, all the children in the Golden Book have their names read out to the whole school. Their achievements are commented upon and they receive a round of applause.

The teacher and the children decide upon weekly goals for the whole class to work towards and tell everyone in assembly on Mondays. During Golden Book assembly Miss Cale asks each teacher if their class has achieved their goal. If the class has been successful their class football is placed in the goal painted on the wall. Sometimes the ball hits the post or misses entirely! Should this be the case the class is encouraged to achieve their goal the following week. All successful goals are recorded on a league table and the winning class is able to choose a 'treat' for the end of the term. The children very much enjoy working together to achieve their class goals.

We also have a beautiful 'Kindness Tree' painted on another wall in the hall. Throughout the week the teachers look out for children demonstrating acts of kindness. Those children then receive a kindness certificate during Golden Book Assembly and place a golden leaf on the Kindness Tree.

Children also hear a great story about Pip the Polite Parrot at the beginning of the school year. Children observed being polite in school will receive a certificate in Golden Book Assembly and place a feather on a painting of Pip.

Children very much benefit from the examples of good behaviour demonstrated by their peers.

PARENTS EVENING:

Parents' evenings are held two times a year, in the Autumn and Spring terms. If you are unable to make those times speak to the class teacher to make an alternative arrangement. Please make every effort to attend as this is your chance to find out how well your child is progressing at school.

HOMEWORK:

At Alwyn the homework given is of a collaborative nature, requiring adults to work with children. This may take the form of reading, games or activities. To help you to help your child we regularly run curriculum workshops for parents. You can also always ask your child's teacher for advice.



Reception:

During their first weeks in Reception, wordless books are available in the cloakroom for you to share with your child. These books are a precursor to reading and give your child storytelling skills necessary for reading. Your child will be regularly assessed and observed by their class teacher and when your child is ready he/she will be sent home with a worded book. We ask that you read with your child for 10 minutes **every** night if possible. Short, regular reading sessions are more beneficial than one long reading session a week. This gives your child the opportunity to practise their story telling skills, build their vocabulary and apply the word recognition and phonic skills they have learnt in school. At the back of the reading diary there is a list of key words for you to practise with your child. In addition to hearing your child read and practising keywords it is important to continue reading **to** your child as this provides an excellent role model and gives them an opportunity to build their imaginations, vocabulary and retelling skills.

Year 1 home work will consist of:

- Ten minutes reading every night.
- Weekly sets of High Frequency words (Key Words) and phonics to be learnt. Once these have been consolidated children will receive weekly reading comprehension tasks and spellings to learn.
- After the October half term each child will receive a weekly Numeracy task set by their Maths Teacher. These will take the form of worksheets or games that you can complete with your child, consolidating or extending their learning from that week.

Year 2 homework will consist of:-

- Please continue to read daily with **and** to your child, ask them questions to ensure that they understand what they read.
- Weekly numeracy activity
- Key words for children who are learning the Key Stage 1 high frequency words
- Weekly reading comprehension and spellings when the class teacher feels that the child is ready

Other ways in which you can help your child develop a love of learning

Read the topic of the term documentation and encourage your children to find out more about it. For example, if the topic is on penguins encourage them to find out more information on the internet, borrow books from the local library, visit the zoo to see real penguins...the possibilities are endless! We will give you a curriculum booklet at the start of every term which tells you what topics the class will cover each term.

Handwriting

If you wish to help your child improve their handwriting please use the school's handwriting style. A copy of the way in which we teach children to form letters is at the back of this document. We also run handwriting sessions for parents/carers. Please see the calendar letter.

SCHOOL UNIFORM:

All items of clothing should be named.

For main lesson times children wear:

- Grey or black trousers – boys or girls (elasticated waists for Reception children)
- Grey skirt or pinafore dress
- White polo shirt
- Alwyn sweatshirt or cardigan
- Green and white check summer dress
- Grey summer shorts (elasticated waists for Reception children)

In P.E. Lessons Year 1 and Year 2 children must wear:

- Tee-shirt
- Shorts
- Plimsolls

P.E. clothes should be kept in school in a named bag, available for use on a regular basis.

Reception children do not have a PE kit.

Alwyn sweatshirts/cardigans can be purchased from the school office.

All other uniform can be purchased from many different outlets e.g. Tesco, Asda, Marks and Spencer.

Children should wear **sensible outdoor shoes**, not heeled shoes or sandals, as they have daily access to outdoor climbing and balancing apparatus and need to be able to run, skip and jump safely at playtimes.

No jewellery may be worn in school, other than stud earrings and items of particular religious significance.

PLEASE WRITE YOUR CHILD'S NAME ON EVERY ITEM OF CLOTHING

MEDICAL NEEDS:

Children with medical needs have the same rights of admission to our school as other children. Most children will at some time have short-term medical needs, perhaps entailing finishing a course of medicine such as antibiotics.

Some children, however, have longer term medical needs and may require medicines on a long-term basis to keep them well, for example children with well-controlled epilepsy or cystic fibrosis.

Others may require medicines in particular circumstances, such as children with severe allergies who may need an adrenaline injection. Children with severe asthma may have a need for daily inhalers and additional doses during an attack.

Most children with medical needs can attend school regularly and take part in normal activities, sometimes with some support. However, staff may need to take extra care in supervising some activities to make sure that these children, and others, are not put at risk.

Parents/carers have the prime responsibility for their child's health and should provide us with information about their child's medical condition. Parents/carers should obtain details from their child's GP or paediatrician, if needed. Additional health professionals may be asked to provide further information.

It should be noted that there is no legal duty that requires school staff to administer medicines, but that we, at Alwyn Infant School, are willing to undertake this task to enable regular attendance, under the following conditions:

- Parents/carers should keep children at home when they are acutely unwell.
- Medicines should only be taken to school where it would be detrimental to a child's health if it were not administered during the school day.
- Only prescription medicines will be administered.
- We will only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber.
- Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration and the child's name.
- We will not accept medicines that have been taken out of their original container
- Parents/carers are welcome to come in and give their child medicine if they so wish.

Parental Responsibilities

Children must not keep medicines anywhere in school. They must be taken to the office at the start of the school day by the parent/carer so the permission form can be completed. It is the parent/carer's responsibility to collect the medicine at the end of the school day.

Medicines must not be administered by the child themselves.

A parent/carer must complete the appropriate form before medicines can be administered to their child.

It is the parent/carer's responsibility to ensure inhalers and epi-pens are in date. Out of date medicines will not be administered.

Administration Staff Responsibilities

All medicines will be kept in the School Office on a high shelf or on a high shelf in the staffroom fridge.

Medicine will be administered by the Office Manager in usual circumstances. This role may be delegated to another member of staff for specific children or in the Office Manager's absence. Anyone administering medicine will first check with the school office to avoid too much medication being taken.

Medicines required to be taken when a child is on a school trip will be administered by the child's class teacher in accordance with the written instructions given by the parent on the appropriate form.

If the administration of prescription medicines requires technical or medical knowledge, then individual training will be provided to staff from a qualified health professional.

If a child refuses to take medicine, staff will not force them to do so. Parents will be informed of the refusal on the same day. If a refusal to take medicines results in an emergency, an ambulance will be called and the parents/carers will be informed.

Long Term or Complex Medical Needs

Consultation with the parent/carer will take place prior to the administration of long term or complex medical needs medicine. Specialist professionals will be consulted if necessary.

Written description of the medical condition and needs will be produced by the school, having been provided and then checked by the parent/carer.

A copy will be kept in the medicine box on the high shelf in the school office. A copy will be posted on the staffroom wall and, if necessary, on the wall in the kitchen. A record of these children will also be kept in the front of the class register.

Sporting Activities

Most children with medical conditions can participate in physical activities and extra-curricular sport. There will be sufficient flexibility for all children to follow in ways appropriate to their own abilities.

Emergency Procedures

An ambulance will be called in all emergency situations. A child will not be taken to hospital in a staff car except in very exceptional circumstances.

In the parent/carer's absence, a member of staff will accompany the child to hospital and stay with the child until the parent/carer arrives. Health professionals will be responsible for any decisions on medical treatment when parents/carers are not available.

Disposal of Medicines

Medicines will be returned to the parents/carers and it is their responsibility to ensure that date-expired medicines are returned to a pharmacy for safe disposal.

ALWYN INFANT SCHOOL ATTENDANCE POLICY (Dec 2013)
Information for Parents
“Attendance matters...”

Regular and punctual attendance is an essential prerequisite to effective learning. When children are not in school they are deprived of the educational opportunities which school has to offer them and they are at much greater risk of subsequently becoming socially excluded and disadvantaged. High attendance is certainly possible, but in the event of your child being away from school it is essential that you inform the school of the reasons for absence.

Levels of attendance are a key indicator of a school's overall performance and all schools are now required to set annual attendance targets. (The Ofsted benchmark for a primary school's attendance is 95%.) Schools are also required not just to improve levels of overall attendance, but to reduce the numbers of persistent absentees (a persistent absentee being defined as a child whose attendance rate is below 85%).

As a school we aim to:

- Maintain an attendance rate of a *minimum* of 95%
- Maintain parents' and pupils' awareness of the importance of regular attendance

Good attendance is important because:

- Statistics show a direct link between under-achievement and poor attendance
- Regular school attendees make better progress, both socially and academically
- Regular school attendees find school routines and school work easier to cope with
- Regular school attendees find learning more satisfying
- Regular school attendees have an easier transfer to their next school

As a parent you can help us by:

- Ringing on the first morning of all absences with the reason and saying when the child will return
- Arranging dental and doctor's appointments out of school hours or during school breaks
- Sending in a note explaining the reason for absence on your child's return to school after an illness
- Keeping us updated by telephone or letter if your child has an extended period of absence due to illness

We shall:

- Follow up unexplained absences by phone calls as soon as possible
- Remind parents of the importance of regular attendance and punctuality in newsletters, the school Prospectus and the Home-School agreement
- Publish your child's attendance rate on her/his annual school report
- Let you know if we have concerns regarding your child's attendance
- If we continue to have concerns, we will make a referral to the School Education Welfare Officer, who visits the school regularly to review and support attendance matters.

Definitions:

Authorised Absence/Term Time Leave of Absence

The Education (Pupil Registration) (England) (Amendment) Regulations 2013 explanatory note states: Regulation 7 of the 2006 Regulations is amended to prohibit the proprietor of a maintained school granting leave of absence to a pupil; except where an application has been made in advance and the proprietor considers that there are exceptional circumstances relating to the application.

Leave of absence taken without authorisation may be referred to the Education Welfare Service. This may result in prosecution proceedings, or a Fixed Penalty Notice. If a Fixed Penalty Notice is issued, a separate Notice would be issued to each parent for each child.

Due to these recent changes to the Education (Pupil Registration) (England) Regulations 2006 from the Department for Education our Governing Body has been compelled to implement the following changes to our Attendance Policy to help improve the attendance of all of our children and to give them the best chance of achieving well and enjoying their Education:

In-term time, family holiday and extended holiday as well as the statutory threshold of ten school days have **had** to be removed. Therefore holidays in term time may no longer be considered as exceptional and if taken would be recorded as unauthorised.

These amendments make it clear that Head Teachers may **not** grant any leave of absence during term time unless there are **exceptional circumstances**. The Head Teacher has the discretion to allow leave in **exceptional circumstances** and the Head Teacher's decision is final.

For leave of absence to be considered as exceptional the parents/carers will need to complete and return a 'Request for Exceptional Leave' form. All such requests will be considered in conjunction with current achievement in class and current and previous year's attendance percentage levels which would need to be at **95%** or better.

Holidays

Under new DFE legislation as from 1 September 2013, Head Teachers **may not** grant any leave of absence during term time unless there are **exceptional circumstances**. Family holidays are not regarded as exceptional circumstances.

Only schools can authorise absence. Should school staff have reason to doubt that the explanation offered about a particular absence is genuine; the absence will be treated as unauthorised.

Unauthorised Absence

Unauthorised Absence: is when the school has not received a 'Request for Exceptional Leave' form or has not approved a child's absence from school after a parent's request.

Absence will not be authorised in the following circumstances:

- no explanation is offered by the parent/carer.
- explanation offered is not in accordance with exceptional reasons for authorised absence (e.g. holiday, shopping, waiting on a delivery, going shopping or for a haircut, going for a family day out, because it is your child's birthday, sleeping in after a late night etc.).
- lateness when the child arrives after the register has closed and the explanation offered is not in accordance with exceptional reasons for authorised absence.

Leave of absence taken without authorisation may be referred to the Education Welfare Service. This may result in prosecution proceedings, or a Fixed Penalty Notice. If a Fixed Penalty Notice is issued, a separate Notice would be issued to each parent for each child.

Persistent Absence

Persistent absence is absence of 15% or more. An individual child is, therefore, deemed to be a persistent absentee if his/her attendance is less than 85% (regardless of whether or not the absences have been authorised).

Informing Parents of their child's absence rate and Persistent Absence

Attendance rates will be reviewed at the end of a child's first ½ term in school and every half term thereafter.

Attendance rates will be recorded.

Action will be taken after the third half-term (February time) or earlier if appropriate/necessary.

90% – 100% attendance – no action taken by the school.

89% and below attendance – letter to be sent and information about what further action could be taken if the rate doesn't increase (Letter 1).

85% and below attendance – letter sent from the school with information of this percentage. It may be necessary for the parents to meet with the school EWO to discuss concerns (Letter 2).

Exceptional circumstances will be treated appropriately and sensitively

Registers

Schools are required by law to call attendance registers twice daily - once at the start of the morning session and at some stage during the afternoon session. The class register is of paramount importance. Registers are legal documents. Should the parents of a persistent non-attendeer be prosecuted by the Local Authority under Section 444 of the 1996 Education Act, then the information which the register contains will be the main source of evidence presented to the court. The regulatory requirements placed on schools with regard to the keeping of registers are to be found in the Education (Pupil Registration) Regulations 2006.

Lateness

- Morning registration is at 8.50am. This is the time the classroom doors are opened and you see your child into their classroom
- It is important to be on time. If your child misses this short but vital session, their work may be affected. Late arrivals are disruptive to the whole class and can be embarrassing for your child. We take the view there are no late children, only late parents
- Arrival after the register has been taken but before registration closure time (9.20am) will be marked as late (L) and the child will be recorded as present
- Arrival after the close of registration (9.20am) will be marked as an absence and will be recorded as an Unauthorised Absence (U) unless the reason for lateness is as a result of medical/dental appointments and the absence will be recorded as authorised (M). Exceptional circumstances e.g. severe weather conditions, will result in an extension of this time
- We will let you know if we have concerns about your child's punctuality

We are always concerned about the amount of school time pupils' miss as a result of family holidays. There is no entitlement to time off in term time. Leave of absence is only allowed at the discretion of the Head Teacher.

Please remember that the more time your child misses from school, the more difficult it is for them to catch up with their work. Valuable learning time is lost. A good understanding of the work can only take place when the pupil is in the classroom.

“Every day counts...”

GOVERNORS

It is the Governors legal responsibility to monitor and evaluate the attendance in their schools. The schools attendance figures are presented to the Governing Body on a termly basis.

Legal Note

Parents have a legal duty to ensure the regular and full time attendance at school of registered pupils (Education Act 1996). This policy is based on the law and on Best Practice guidance produced by the Department for Education and Skills and the Local Authority. The School Attendance Service aims to work with schools and families to promote good attendance and avoid legal action. However in some cases, parents are prosecuted (taken to court) or have to pay a Fixed Penalty (fine) if unauthorised absences continue.

Safeguarding Children Policy Statement

At Alwyn the health and safety of all children is of paramount importance. Parents/carers send their children to school each day with the expectation that we provide a secure environment in which their children can flourish. We therefore have to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place:

The Health and Safety Policy

The school has a health and safety policy included in the Health and Safety file, which is monitored regularly by the relevant committee of the school Governors. The Headteacher and Governors oversee the policy. Any concerns from staff are reported to either the Headteacher or the Governors who carry out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the buildings. The Site Controller conducts an annual Fire Risk Assessment. There is also an Emergency Procedures for Evacuating the School plan that details what staff and children should do in the case of emergencies.

First Aid

In school there are always trained members of staff who oversee first aid. There are a number of first aid kits situated around school. When a child is unwell, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- A note (yellow slip) is issued for the parent/carer to receive at the end of the day
- For head/face injuries a note (red slip) is always issued
- If there is any doubt at all a parent/carer is contacted.
- An ambulance will be called if necessary.

School policy is that members of staff will only give doctor prescribed medicines when the parent/carer has completed and signed the appropriate form requesting that staff administer medicine; the decision to meet the request is at the discretion of the Headteacher.

For matters of an intimate nature, staff, are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or Assistant Headteachers. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. If there is a first aid procedure necessary of an intimate nature the parents/carers will be informed, if possible, and a second member of staff will be in attendance. See also: policies for First Aid, Medicines

Medicines in School

See Medicines in School Policy

Site security

Alwyn provides a secure site, but the site is only as secure as the people who use it. Therefore all people on the site adhere to the rules, which govern it. Therefore:

- All gates to the playgrounds are locked after children are dropped off at school and are opened to allow Parents/carers to pick up their children at the end of the day.
- Visitors must only enter through the main entrance and after signing in at the school office.
- Children will only be allowed home with adults (16 years and older) with parental responsibility. (See collection policy) or confirmed permission.
- Children are not allowed to leave school alone.

Attendance

Excellent attendance is expected of all children. (See attendance policy)

Appointments of staff and induction of newly appointed staff and work placements

All staff appointed to work in school have a criminal records search undertaken called a DBS check. This search highlights people who have a criminal record or if previous allegations have been made them. If staff are found to have a criminal record, their appointment is reconsidered by the Headteacher and the Governing Body. The LA is informed directly by the Disclosure and Barring Service. The Headteacher sits on all appointment panels where the candidates are external applicants. The Headteacher has undertaken the NCSL training on Safer Recruitment. All staff are inducted into safeguarding practices.

Induction of volunteers

All of our regular volunteers must have been cleared by the Disclosure & Barring Service (DBS). A certificate is issued to the individual to produce in school. If a DBS check is not 'clear', it will be the responsibility of the Headteacher to decide whether the offences shown make the person unsuitable to work with children in school. Where a volunteer helper is engaged in a 'one-off' off-site activity, e.g. helping supervise a group of children as part of a class visit, a LIST 99 police check is carried out. These volunteers are under the constant supervision of school staff. (See volunteer's policy)

Welcoming visitors

Visitors with a professional role i.e. representatives from RBWM, the School Nurse or members of the police already have relevant clearance. Workpeople will be accompanied at all times by the site controller.

Child Protection Policy

The designated adult for Child Protection is the Headteacher and there is also a designated governor for Child Protection. It is the duty of the Governing Body's to ensure the Child Protection policy is reviewed annually. Certain governors and all staff have had appropriate child protection training, which is updated at least every three years. This school follows DfES guidelines 10/98 which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment. A number of staff have received Positive Handling training. All allegations of abuse by or complaints of a teacher will be dealt with following the Local Safeguarding Board procedures. For any complaints about the Headteacher the Chair of Governors should be contacted directly.

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there is appropriate staffing levels and when the curriculum is taken out of school appropriate risk assessments are undertaken and pupil/adult ratios are maintained.

Internet Safety

Children should be encouraged to use the internet as and when appropriate but at all times in a safe way. (See Internet Safety Policy)

Equal opportunities

Alwyn ensures that equal opportunities are available for everyone, regardless of sex, class and ethnic group or ability range. Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this.

Behaviour policy

Good behaviour is essential in any community and at Alwyn we have high expectations for this. (See Positive Behaviour Management policy)

Anti Bullying Policy

DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). It is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The school's response to this is unequivocal. Adults must be informed immediately and action will take place. (See Anti Bullying policy)

Race Equality

Along with the equal opportunities policy there is also a Race Equality Policy. We want our children to be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated then the school welcomes and values a response. Racism is tackled in both the RE and in the PSHE curricula.

The children take part in discussions designed to raise awareness and address prejudices. All racist incidents are reported to the Local Authority on a termly basis.

Photographing and videoing

There has been controversy about adults photographing and filming young people. The concerns are genuine, however we have taken a sensible, balanced approach, which allows parents/carers to photograph and film providing they focus on their child. Parents/carers consent to school taking photographs by signing a permission slip. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.

Whistle-blowing


If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

Prevent

Safeguarding children is about keeping children safe. We are required, by law, to be able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is part of our wider safeguarding duties, and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences. We also build pupils' resilience to radicalisation by promoting fundamental British values. Every member of staff participates in 'Prevent' training.

Alwyn Infant School Handwriting Letter Families

Every letter begins on the line with lead ins and lead outs.

Curly letters/2 o'clocks		Loopy loops (revision of descenders below the line)		
c	suggested joins to practise letter family: co ca oo oa do cod odd dad add dog sad quad gag ee ea see sea	f	suggested joins to practise letter family: yell yes you jam jog foot fin by bye	
a		y		
o		f		
d			Extras	
s			N	suggested joins to practise letter family: van net have live gave with went saw swim zip zap buzz zoo fox fox exit
q qu			W	
g			Z	
e			X	
Straight letters		<p>Capital letters and numbers 0 to 9 are also to be taught alongside the lowercase letters</p> 		
i	suggested joins to practise letter family: ill lit till lilt to cat sat cot eat heat old cold is us sun yell yes you jam jog			
l				
t				
u				
y				
f				
Tunnel letters				
r	suggested joins to practise letter family: hum run hill mill nil nit mit him tin mum thin kit kilt but bad bill bit bell pit pin pad put			
n				
m				
h				
k				
b				
p				

Ensure curly letters, straight letters and tunnel letters are secure before moving onto loopy loops and extras.

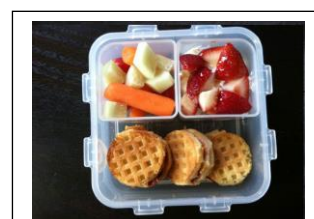
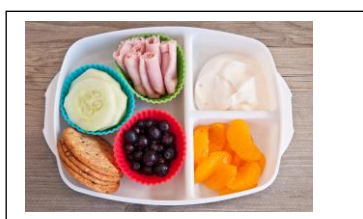
Packed Lunch Information



Alwyn is a healthy school and a nut free school and we want to encourage your child to grow up understanding good dietary practice. We have gathered together some information to help you in deciding what to put in your child's lunch box.

Top Tips:

- Involve the child in deciding some of the content of the meal.
- Think Small! – Small portions of foods such as a half slice sandwich, cut up carrots and grapes are good.
- Too much food can stop your child eating healthily.
- Cut sandwiches into shapes
- Variety – try not to do the same thing every day, if you want to be inventive, have a look at the BBC website; www.bbcgoodfood.com/howto/guide/school-packed-lunch-inspiration



Preparing your child's lunchbox

A balanced packed lunch should contain:

- starchy foods – these are bread, rice, potatoes, pasta and others
- protein foods – including meat, fish, eggs, beans and others
- a dairy item – this could be cheese or a yoghurt
- vegetables or salad and a portion of fruit

Starchy foods are a good source of energy and should make up a third of the lunchbox. But don't let things get boring, instead of sandwiches, give kids bagels, pitta bread, wraps and baguettes.

Fruit	Vegetables	Bread, rice, potatoes, pasta	Meat, fish, eggs, beans	Milk and dairy foods
½ an apple	slices of cucumber or salad leaves in a sandwich	1 slice of bread (thinly sliced)	1 slice of ham	1 matchbox size chunk of cheese
½ a banana	3 cherry tomatoes	1 mini pitta bread	1/3 tin of tuna	1 pot of fromage frais
2 teaspoons of raisins	a child's handful of chopped carrots	1 mini soft roll	1 egg	1 pot of yoghurt
½ of an orange		2 big spoons of pasta salad	1 tablespoon hummus	
grapes		½ of a chapatti or wrap	1 small slice of quiche	
			1 slice of chicken	

Don't forget a healthy drink. Such as water or sugar free juice.

