

Heronshaw School



**School Prospectus
2023-2024**



CONTENTS

Main text

Introduction from the Chair of Governors	3
Introduction letter from Head of School	4
School Details and Extended School Facilities	5
Important Attendance Information	6
Open Door Policy	7
Aims of the School	7
Behaviour	8
How do I Enroll my Child?	8
Healthy Schools	9
The School Day	9/10
What do Children Wear to School?	10
The School Curriculum	11-15
Homework	15
Assessment and Reporting	15/16
Extra Curricular Activities	16
Health and Safety	17
Illness	18
Journey to School	19
Safeguarding and Child Protection	20
Staffing	20
Constitution of the Governing Body	21
Governor's Charging Policy	21
Complaints Procedure	21
Additional Information	22

WELCOME LETTER

JESS ELFORD, CHAIR OF GOVERNORS

On behalf of the Governing Board and all Staff of Heronshaw School, I want to welcome you and your child to our school.

I have been a Governor here at Heronshaw for almost two years, but I previously worked at Heronshaw for 8 years, starting out as a newly qualified teacher, before becoming Key Stage Lead and then Assistant Headteacher. I am now the Head of another infant school within the IFtL family. I am very proud of Heronshaw school; the dedication, enthusiasm and commitment of the staff to continue the development of all children and ensure that a warm and welcoming atmosphere is experienced by all who attend or visit Heronshaw. Heronshaw is an extremely special place for children to learn.

The Governing Boards role with the Executive Head and Head of School is to ensure that Heronshaw continues to provide an excellent education to all our children. Part of being a Good school is having an active and involved Governing Board and we are always keen to welcome new members or provide more detail about what we do. If you would like to know more about being a member of the Governing Board, please ask at the office as we are very keen to bring new members on board.

The Governing Board and every member of staff are very proud of Heronshaw and the excellent education that we provide for your children, every child matters to us and our aim is for every child to achieve their full potential. We hope that you will support us as your child begins their educational journey into Heronshaw life and that you will be able to share with us some of the many exciting adventures your child will undertake.

We pride ourselves on our open and friendly approach and hope that you will always feel comfortable talking and engaging with us. We always like to hear from parents on how their child is progressing and enjoying life within our school community, likewise if you think we can improve anything at the school or for your child please talk to a member of staff.

I look forward to meeting you and want to wish you and your child every success at Heronshaw School.

Jess Elford

INTRODUCTION LETTERS



KIRSTY OUTTRAM, HEAD OF SCHOOL

Heronshaw may be a small school, but it has a big personality and our wonderful staff know our children extremely well. We are a warm and caring community, where children feel comfortable and confident to be challenged in order to achieve endless possibilities. Together we aim to maintain the school's vision of "Inspire, Grow, Achieve" providing an exciting and innovative curriculum rooted in outstanding Early Years principles. We aim to grow our little people into independent, confident, and successful little learners, who believe that they can achieve anything.

"Staff know each pupil well and put them at the heart of everything they do. Leaders have high expectations for all. The school motto of 'Inspire, Grow, Achieve' is woven seamlessly into every aspect of school life. Pupils' strong academic achievement goes hand-in-hand with the wealth of personal skills and qualities that staff support pupils to nurture and develop." OFSTED Nov 2022.

Our school ethos is based around our school values and our children are rewarded and celebrated for 'living our school values' and developing into positive future citizens.

Our dedicated and passionate staff work together to provide our children with the very best education. Our children start their journey in Foundation, where they are immersed in high quality learning experiences both inside and outside. A rich learning environment is developed by skilled staff who focus on the interests of the individual children, whilst broadening their experiences. This culture of high aspirations and child led learning is developed as the children move into years 1 and 2. Our curriculum challenges and engages children in their learning while deepening and extending their knowledge. We place

language at the heart of learning, supporting children with developing vocabulary that enables them to access all subjects.

We firmly believe that the key to promoting successful learning for every child lies in the strong partnership we form with parents and this is important to us.

We are open from 7.45am every day, with our Breakfast Club, In addition, we have extra-curricular after-school clubs including football coaching, multi skills, dance, lego club, yoga and art club.

In January 2019, Heronshaw joined IFtL (Inspiring Futures through Learning), a growing academy trust in Milton Keynes. As part of this family of schools we continue to develop innovative and inspirational learning experiences for the children. Staff collaborate across the trust schools, sharing best practice, moderating children's work and learning from experts in education.

The very best way to find out about our school is to visit us while we are at work. If you would like to do so or require any further information, please contact us. We are always proud to show people around our school.

Kirsty Outtram

SCHOOL DETAILS

Heronshaw School

Lichfield Down

Walnut Tree

MK7 7PG

01908 608380

www.heronshawschool.co.uk

office@heronshawschool.co.uk

SCHOOL DAY

Breakfast club: from 07:45

Gates open: 08:30

Registration closes: 08:40

End of day: 15:10

Total of 32.5 hours per week

COMMUNICATION WITH PARENTS

Our school website contains important information that parents and visitors will find useful, such as holiday dates, forthcoming events, newsletters and curriculum summaries. Some information is posted in the windows around school and on noticeboards by classrooms. Our app, My Child At School (MCAS) allows us to send messages and e mails to you.

Heronshaw School has a website, www.heronshawschool.co.uk, that we hope you will use to find out more about the school. We also have social media accounts with Facebook, YouTube and Twitter. These forms of social media are used to promote the learning that

takes place in school and to showcase special days and events. By accessing these social media accounts, all users agree to the strict code of conduct.

BREAKFAST CLUB

A breakfast club is run on site from our school hall each morning. Children may attend daily or ad-hoc depending on parental needs. Children at breakfast club can choose from a small selection of options and activities are also provided to enjoy.

A charge operates for breakfast club as it operates outside normal school hours and is part of our extended childcare arrangements. Please see the website for details of charges. Any parent requiring their child to attend our Breakfast Club needs to read, sign and return the agreement available from the school office.

AFTER SCHOOL CLUBS

After school clubs also form part of our commitment to extended school hours. These run from 3.10pm and are run by external providers and the children are taken of the premises at the end of the day. Parents need to make arrangements directly with the after-school clubs themselves. Details of these are kept in reception and are available on request.

There is also a range of extra-curricular activities, details of which can be found in this prospectus.

ATTENDANCE

It is the responsibility of all parents to ensure that their child is in school for registration in the morning and collected on time at the end of the day. The school has a duty to follow up continued lateness, absence and late collection of children. Regular lateness impacts considerable on a child's education and is to be avoided please. Please note that if we are unable to contact you then we will carry out a home welfare visit.

If your child is absent from school, please ring the school office every day so we can record your child's absence. Failure to do so may result in the absence being recorded on your child's records as unauthorised.

TIMEKEEPING

ARRIVAL & COLLECTION

Being in a good routine and having a settled start to the day is very important for young children. Please ensure that your child arrives at school by 08:40 at the latest. We record all incidents of lateness and report these figures to the appropriate authorities, therefore punctuality is essential. Occasionally families may be delayed and arrive late. Access to the

school from 08:40 will then be via the main entrance where parents will be requested to sign their child in via our digital system at reception.

It is equally important that you collect your child promptly at 15:10. If you are detained for any reason, please try to arrange for someone else to collect your child and let us know in advance who this person will be to avoid delays. If you are delayed and cannot arrange for your child to be collected, it is essential that you inform the school office. We will do our best to supervise your child until you arrive, but we do not have the resources to do this except in exceptional circumstances.

OPEN DOOR

The school has an 'open door policy' first thing in the morning where parents and carers can drop children at the classroom doors. During this time access is available to hand over children to the class teacher. At this point the class teacher takes over responsibility. Please do not leave children to arrive at school without full supervision. If you are accompanied by younger children, please make sure that they stay with you and do not allow them to wander off on their own.

The parent and staff relationships are placed at the heart of what we do. The contributions made by parents to the school are valued and we want to hear from parents immediately if they feel that something has gone wrong, when we can improve something or if parents are pleased with something. Please do speak to any member of staff and they will always listen carefully to what you have to say.

AIMS

INSPIRE – GROW – ACHIEVE



Our mission statement for Heronshaw School:

We **INSPIRE**, nurture and support our children to LOVE learning and understand the value of reaching their full potential.

We are fully committed to aid our little people to **GROW** and develop into well-rounded, happy children who think 'BIG' and progress onto the next chapter of their lives, with the skills, knowledge and experience to **ACHIEVE** their dreams.

HERONSHAW VALUES

At school we focus on our 7 'Heronshaw values' to support children when learning about themselves and others. All schools teach British values, so with that in mind and considering the needs of our young children our own values are used to focus on them. Our values underpin the way that we work in school and are referred to daily both inside the classroom and out on the playground. Each half term we focus on a new value to the children and theme our assemblies around this. We teach the children the meaning behind each value and promote that throughout the school.



BRITISH VALUES

Teaching children British values provides strengthened guidance on improving the spiritual, moral, social and cultural development of pupils to ensure that they leave school prepared for a life in modern Britain. The values underpin what it is to be a British citizen in a modern and diverse Britain and promotes moral and cultural understanding to celebrate the diversity of the UK.

The four main British Values are Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance of Those with Different Faiths or Beliefs.

BEHAVIOUR

We have high expectations of children's behaviour here at school so that everybody is able to enjoy school, focus on learning and feel safe and happy. Positive behaviour is extremely important to us and underpins everything that we do. We have a positive approach in which the children are able to achieve success and we aim to develop positive self-esteem. We plan for and reward good behaviour using *Trackit lights*, which is an online reward system where the children earn points. All incidents of unacceptable behaviour, whether reported by children or adults, are taken seriously and followed up. Wherever possible, parents will be informed at the end of the school day if their child has not followed the school rules.

ENROLLING YOUR CHILD

For new starters to Foundation – parents are advised to go to Milton Keynes council website and follow the admission process. School applications are made centrally (admissions cut off date annually is mid-January). Council then communicate the list to schools.

As part of the Inspiring Futures through Learning, we manage our own in-year admissions. For families wishing to transfer their child or children to Heronshaw the following process is followed.

- Contact the school office on 01908 608380.
- An application form will be sent from school for completion by parents and the child's current school/childcare provider.
- When completed and stamped this should be brought to the school office along with proof of ID and address.
- The school office team will then manage the transfer and will confirm a start date with the family.

HEALTHY SCHOOLS

Our aim is to support schools to help their children and young people to grow healthily, safely and responsibly. The school encourage healthy eating habits and focus on eating balanced diets, including fruit and vegetables. Snacks and lunches provided from home should be balanced and sweets and chocolate are to be avoided.

School snacks are also available for the children to enjoy. Milk for Foundation children is available. It is free for 4 years olds and a small charge is made for children aged 5.

SCHOOL DAY

Here are some examples of a typical day at Heronshaw school.

Timings	Foundation Stage
8:30	Gates open – arrival
8:40	Registration closes. Morning welcome
9:00	Phonics
9.30	Continuous provision
10:30	Writing
10:50	Continuous provision
11:30	Lunch
12:20	Afternoon sessions begins
12:20	Maths
12:50	Continuous provision
14:15	Tidy up
14:30	Assembly
14:50	Singing/rhyme time/story
15:00	Home time
15:10	End of school day

During continuous provision in the Foundation Stage some children will be involved in intervention groups and the children will have a PE lesson once a week.

Timings	Year 1 and 2 (Key Stage One)
08:30	Gates open - arrival
08:40	Registration and welcome
09:00	Phonics
9:30	Writing
10:30	Break time (<i>including snack</i>)
10:50	Maths
12:00	Lunch (Year 1) Book talk (Year 2)
12:20	Lunch (Year 2)
12:50	Year 1 lunch finishes. Non-core subjects (Year 1)
13:10	Year 2 lunch finishes.

13:30	Non-core subjects
14:30	Assembly
14:45	Story time
15:10	End of school day

Non-core subjects for Key Stage 1 include one PE lesson every week.

UNIFORM

The expectation at Heronshaw is that all children come in uniform, this creates a feeling of community within school. Our school uniform is a yellow polo shirt with a navy cardigan or sweatshirt. Grey, navy or black skirt, pinafore, trousers or shorts and shoes need to be flat and not trainers or open toed sandals.

On your child's PE day, they come into school PE ready in their kits. Our PE kit is a navy t-shirt and navy shorts or navy joggers when it is cold and suitable trainers. A warm navy top is a good idea when it is colder and the children are doing outdoor PE.

Our school uniform is available from www.kedaphschoolwear.co.uk and they have a shop at Lennox Road, Bletchley, MK2 2HH. Telephone 01908 417142. School clothing without a logo can be purchased from most supermarkets. If you are having any trouble with uniform, please call the school office and let us know.

JEWELLERY

To help keep all the children safe in school small studs are the only type of jewellery that children are allowed to wear. Children are not allowed to wear bracelets, necklaces, rings or other kinds of earrings. Exemptions due to religious reasons may be made through agreement with the Head of School. This will prevent damage and loss of jewelry and will protect children and staff from any injury they may cause.

HAIRSTYLES

At Heronshaw School we ask that children have their hair styled in a sensible and appropriate way for school with no extreme hairstyles. The extreme hairstyles we do not allow at Heronshaw include patterns shaved on children's heads, Mohican type styles and dyed hair of any kind. If you are thinking about a new hair style for your child and would like to know if it will be allowed please contact the school office.

HOW SCHOOL IS ORGANISED

Heronshaw School is organised in mixed ability classes according to children's age. The sizes of the classes may vary and are dependent on how many children are in each year group. All classes in Foundation Stage and Key Stage 1 are restricted to 30 children by Government legislation. Children may move around during the school day and be taught by other teachers. Our phonics sessions are taught in ability groups to ensure children are

getting the support they need, on these occasions children may be taught by another member of staff. Some children will be identified as benefitting from small intervention groups, at these times children will be taught by other support staff, teachers and student teachers. Intervention groups are usually small groups or sometimes children will work on a 1:1 basis.

CURRICULUM

The curriculum of the school is what is taught and how it is taught. The Early Years Foundation Stage and National Curriculum is followed to ensure that there is a broad and balanced approach.

Early Years Foundation Stage

Children coming into Foundation are offered an inviting and comforting environment, with rich and varied opportunities to learn through play. The Early Years Foundation Stage focuses on the seven areas of learning;

- communication and language.
- physical development.
- personal, social and emotional development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design

The day in foundation is separated into times for whole class teaching, times for group teaching and plenty of time for the children to be following their own interests and learning through play. At these points our skilled staff know when to move learning forward and although they may look like they are just 'playing' with the children, they are carefully observing, listening, watching, noticing and modelling.

Transition into Key Stage One

Here at Heronshaw we believe strongly in the from foundations of the Early Years Foundation Stage and our ethos and curriculum has been developed from this. Children moving into Year One are provided with a rich, inviting environment and opportunities to learn through play, which allows for a seamless transition from Foundation. Over the year, our skilled staff

carefully plan more challenge into the provision, allowing the children to continually practise, rehearse and embed new skills and knowledge. Although Year 2 is structured differently, this same methodology of allowing children independence and creativity in their learning, is used.

ENGLISH

Writing

At Heronshaw, we want all children to be able to communicate their knowledge, ideas, and emotions confidently through their writing. We believe that all children should experience an abundance of quality, engaging texts that foster a love for reading and stimulate children to write. We want all children to be immersed in a rich, creative and carefully planned curriculum that provides real life contexts for writing. We recognise the importance of nurturing a culture where children take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. We believe in setting high standards in the presentation of writing along with setting the important foundations in spelling and grammar.

At Heronshaw we use a program of ideas called “The Write Stuff” by Jane Considine. This program brings clarity to the mechanics of writing and provides clear systems through which to focus the writer’s attention. From EYFS to KS1 children complete a unit of work based on fiction, non-fiction, and poetry texts. Each unit starts with an **inspirational** lesson which sparks the curiosity and imagination of the children. Throughout the unit the children **grow** their knowledge and skills and apply them into their independent practice. We want all children to **achieve** and excel as independent and confident writers at Heronshaw.

Reading

Reading is at the heart of our curriculum at Heronshaw, as we believe that once a child can decode independently, they will be able to access a range of other subjects and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a love of reading that will **inspire** children for the rest of their lives. Our curriculum is rich with high quality texts which the children are exposed to daily. We celebrate our love of reading in our provision throughout the school, in displays, assemblies, classrooms, author visits, our school library, book day celebrations and our own passion for books. A reading spine is developed for each year group which is constantly updated to reflect the ever-changing climate and to fit the needs of our school. This consists of a broad range of literature which we feel provides a sustainable, imaginative, and thought-provoking text. We dedicate daily story time to our children to stimulate the children’s imagination and expand their understanding of the world. It builds many foundation skills, introduces vocabulary, and provides a model of fluent and expressive reading.

To help our children **achieve** the ability to read independently we use the Read Write Inc. (RWI) program to get children off to a flying start. Read Write Inc. Phonics is a systematic synthetic phonics program which enables all children to accurately and fluently read whilst developing a love of reading. The program is centered around children learning the letter-

sound correspondence and then learning to blend the sounds together in order to read words. Children will continue to receive daily phonics lessons at Heronshaw until they can accurately decode and blend a range of words. Once they have completed the RWI program the children will move onto a range of age-appropriate texts which they can access to further their reading development, fluency, and comprehension.

All children take part in daily 'Book Talk' sessions, whereby the skills of being a reader are developed through the six main reading skills. These skills fit into the acronym VIPERS. These are key areas which we feel children need to know and understand in order to improve their comprehension of texts. A large focus of 'Book Talk' is the development of reading for pleasure and the sharing of different reading materials and genres to engage all children. Children can share stories, review and compare genres, and authors. We want our reading opportunities across the school to be ambitious to allow all our children to **grow** into confident, capable, and excited readers who take their passion for reading with them for the rest of their lives.

Mathematics

All classes have maths lessons based on the Early Years Foundation Stage and National Curriculum for mathematics. There is a strong emphasis on the understanding of number and making rich connections across the mathematical ideas to develop fluency, mathematical reasoning and competence in problem solving and increasing difficulty. Our teaching programme contains practical activities and games with recording work gradually introduced as appropriate. The children explore shape, space and measure, number, calculations and in Year 2, data. Children are encouraged to discuss their strategies, express their ideas and explain what they are doing as this helps to further their understanding, promotes an engaging and interactive approach and helps them to become independent learners able to select appropriate mathematical strategies.

Project lessons-Non-core subjects

The majority of our non-core subjects are taught through our 'project' based curriculum. We have designed an exciting and innovative curriculum, which has been carefully crafted to allow children to make meaningful links in their learning and between subjects. We use subject 'mantras' to encourage the children to think like scientist, designers, artists, historians, geographers. Staff have carefully chosen projects which capture children's interest and imagination and inspire them to be whatever they want to be and to continually grow their knowledge and develop their skills. Through our projects, we ensure that the national curriculum subjects of science, computing, geography, history, art and design technology are thoroughly covered and re taught, to enable children to remember more. We also offer a wide range of enrichment opportunities which support the projects, such as trips and visits.

Physical Education (PE)

PE is vital to children's well-being and health and we aim for all children to experience a sense of achievement from PE; we want them to develop their enthusiasm for a healthy and

active lifestyle. The children participate in dance, gymnastics and games activities to develop skills, improve coordination and fitness and develop their ability to work cooperatively with others. Some PE lessons are taught by specialist providers who have designed programmes especially for young children.

PSHE including SMSC and RSE (Relationships & Sex Education)

In this area, we discuss issues such as friendships, relationships and keeping healthy, both physically and mentally. We also deal with more complex issues such as teasing and bullying as well as looking at our place in the wider community of a multicultural society and how we can all play and work together to the benefit of us all. We seek to foster positive attitudes, reinforce our school values, emphasise the importance of individuals and their responsibilities within society and boost confidence and self-esteem. We also encourage a sense of community throughout the school. We have links with the wider community such as Kent's Hill church. Children also participate in charity events to encourage a sense of empathy and respect for others.

Music

Music includes listening, singing, playing and composing. Children learn about music from different periods and cultures and are encouraged to discuss their opinions. We aim to foster an interest and enjoyment of music and hopefully engender and lifelong interest in listening to music; hopefully we can also foster a desire to play musical instruments and to sing. Some music is taught by specialist teachers from 'Junior Jam' who have great expertise and provide the children with enhanced activities. We also offer music enrichment through external companies, such as 'RockSteady', where children form rock bands and learn how to play collaboratively, as well as 'Strum into Music', where Mr Finch teaches acoustic guitar lessons.

RE

Heronshaw is a non-denominational school and our work in RE is based on the agreed syllabus for Milton Keynes. Children share knowledge and understanding of Christianity and other world religions. We teach the children about religious traditions and beliefs and give them the opportunity to reflect and develop personal values. Very importantly, we encourage a caring attitude to one another, respect for all and a tolerance and understanding towards all faiths and beliefs. Our assemblies aim to develop the philosophy of caring for, understanding of and respect for others. Visitors to the school, such as theatre groups, also help us to reinforce the concepts of caring and sharing.

Special Education Needs and Disability (SEND)

We are committed to inclusion and giving every child the opportunity to success. Work is planned to cover the diversity of needs and give additional support to children who may need it. Through assessments and observations, we try to identify any individual child's difficulties as early as possible and plan how these can be overcome. Whenever possible, we meet these needs within the context of the classroom. Parents are involved and consulted at all

times, and we have strong links within the IFtL trust and the local authority support services. We make good use of their advice and resources.

Any children with specific strengths are identified and are challenged at an appropriate level through extension tasks and differentiated programmes where appropriate. Parental support is always encouraged and highly valued.

HOMEWORK

Between the ages of 4 and 7 years old, we believe that it is extremely important for children to read as much as possible at home and to learn to read and spell some key words. All children will have a reading book to take home. There is a reading record where we ask that parents sign each time their child reads at home with them.

We strive for any homework activity to be useful and relevant to what the children are currently doing in class. Children in Foundation receive a 'Fab Phonics' book with sounds and simple words to focus on. In year 1, the children will focus on reading in the Autumn term and then homework will be based in response to their learning needs. In Year 2, the children have a homework book with maths tasks to focus on during the half term. Parents are able to share the work that has been happening in the classroom and it gives the children a little more practice to reinforce this learning. Spellings also form part of the weekly homework in Year 2. We do not believe in giving young children excessive amounts of homework.

ASSESSMENT, REPORTING & RECORD KEEPING

We aim to reflect the development of the whole child and success of each child at school. We set targets in different subjects areas and share these targets with the children and parents. We mark work sensitively using 'live marking' to show children what they have done well and also what could be improved next. Not all mistakes are corrected in a piece of work, but rather the work is marked and discussed with the children in accordance with the learning intention for that particular lesson. We assess the children continually and we aim for parents and the child's next class teacher to find information clear, relevant and useful. Parents receive information about their child's progress and attainment during parent teacher consultation meetings (autumn and spring terms) and through a written report in the summer term. However, we ensure that our school and parent links are strong so any concerns will always be shared early to ensure that the support is there.

Your child's first year in school is part of the Early Years Foundation Stage. The children are assessed throughout the Foundation year against the Early Learning Goals (ELGs) criteria.

Year 1 children are formally assessed in phonics and they complete their phonics screening check in May.

The language for assessments across the school is 'working towards the level expected' (WT), 'working at the level expected' (WA) and 'greater depth' (GD).

These levels will be reported to you at each parent teacher consultation meeting and then again on the end of year report. The Foundation children will receive a report with their ELGs.

We recommend that you arrange to see your child's class teacher at any time if you have concerns or queries about progress and attainment.

EXTRA CURRICULAR ACTIVITIES

At Heronshaw School our curriculum is enriched through additional extracurricular activities that run before and after school. Our clubs are provided by school-based staff and in addition to this we are supported by several external agencies. Our clubs cover sports, the arts, STEM themes and lots more. We welcome parental involvement with our programme of clubs as a support or in a leading capacity.

At the start of each year our half termly clubs are made available for parents to sign up to electronically. Clubs are assigned on a first-come, first served basis. Please do sign up quickly to secure a place for your child. Prices for clubs vary depending on the nature of the activity and to cover the costs of materials or external coaches. Payment for these is to be made before the place is secured. If your child changes their mind and no longer wants to attend a club, no refund will be given as clubs are very popular and another child could have used their space.

BREAK TIMES

Time outside is extremely important to children and regular breaks are essential in their development. We aim to make break times an enjoyable, social and relaxing time for both children and for staff. We provide a variety of small play equipment during lunch breaks and the children are taught and encouraged to share and play together. We do expect that they will care for this equipment. We ask that children do not bring their own toys and games from home in case they get lost or broken.

HEALTH AND SAFETY

We have a comprehensive Health and safety policy. As with all our school and trust wide policies, you may ask at the school office if you would like to see a copy.

We ask that children remove any items of jewellery for PE lessons. The only jewellery allowed in school is a named watch and small stud earrings (see *Jewellery* section). If parents wish, they can send tape for their child to cover studs with; however the child must do this themselves as staff are not allowed to.

There is a strict **NO SMOKING** policy within the school and the school grounds. Smoking at events such as Sports Day on the field behind Heronsgate is **not** permitted. Adults will be asked to leave if they do not adhere to this.

Dogs must not be brought or carried into the school grounds at any time. If you have a dog, we would ask that you do not bring it near to the school gates at all when children are arriving or leaving because many children (and some adults) are frightened of them and we want to ensure the safety of everyone using the school. Please do not bring dogs to school and tie them up outside as they become distressed.

LUNCHTIMES

The children may have a hot dinner (provided by Chartwells) which is prepared on site. Hot school dinners are free of charge for all children attending Heronshaw school as per government guidelines. Some parents select for their child to have a packed lunch provided by school or to bring in their own packed lunch. Please ensure that lunchboxes are named and that drink containers do not leak.

The children are supervised while they eat and have reasonable time to eat. They are all encouraged to eat at this sociable time of the day. We are a 'Healthy School' so please try to provide your child with a healthy and balanced meal.

"Healthy"

A healthy packed lunch should include



"Unhealthy"

A packed lunch should avoid



Source: Food Standards Agency

If you wish for your child to receive a school dinner then please order online using Parent Pay. The staff in the office will be happy to support you if required. The order forms must be completed in advance, so look out for the cut off dates.

In December, a Christmas dinner is served for those parents wishing for their child to participate.

In the interests of health and safety we do not allow fizzy drinks, glass containers, sweets or nuts. There are children in school with a variety of nut allergies, so we ask for all parents to be aware of this.

It is important for children to have access to water to drink at any time. We are happy for children to bring their own named water bottle to school. They will have access to this throughout the day. Please only fill these bottles with water (not juice or fizzy drinks).

MEDICAL MATTERS

SICKNESS

If your child falls ill, we care for them until adults listed on their emergency contact sheet have been called during the school day. It is essential that the office has four contact numbers and that any changes are immediately shared so that our records are accurate.

Please inform us by telephone on the morning that your child is sick or as soon as possible so that we can record the absence in the register. Failure to do so may result in the absence being recorded as unauthorised.

If your child is sick or has diarrhea they must not return to school until 48 hours after the final bout to help prevent the condition from spreading to other. For infectious diseases such as chicken pox, please consult your GP. There are some other conditions that may require your child to be kept at home during the infectious period and we will inform you if your child should be kept at home during their illness. Please call and ask if you are unsure whether to keep your child at home. If your children is unwell at school, we will call you to come and collect them.

We do not actively search for headlice, although should we see them, we will inform you and ask you to initiate treatment. Headlice are common in schools, especially amongst younger children. It is better for children with long hair to have it tied back to avoid close contact. Regular combing is best done when the hair is wet and is the best long-term treatment and prevention.

Cuts, bumps and other minor needs are dealt with by a trained first aider on site. A record is made of any medical treatment given and a note will be sent home with the child at the end of the school day. In the event of any bumps to the head or other more serious injuries, a telephone call will be made to inform parents.

If you need to take your child out of school during the day then the electronic sign out system must be used at the school office. Upon returning to school we ask that you sign your child back in.

HEALTH CHECKS

Each term the school nurse visits to carry out health checks on our younger pupils. You will be informed if your child is affected by this and you will be invited to attend if you wish.

You may also request sight or hearing checks to be made by the school nurse on the visits. Staff may also make these requests in response to events in the classroom, although staff will inform you of this in advance.

MEDICATION

We can administer prescription medication to the children if required to do so. If your child requires this then we have a medical folder at the school office where parental permission is granted each day. Medication must always be signed in and out each day.

Named inhalers are kept in the medical room and are available on demand. Please ensure that these are kept in date.

JOURNEY TO SCHOOL

Lichfield Down and the surrounding streets get very busy at the beginning and end of the school day. Wherever possible, we ask that parents walk their child to and from school in order to reduce the congestion. This is the healthier option, and it is better for residents who live nearby as well as being more environmentally friendly. There are bike and scooter racks available at the school entrance. Please remember to lock any items.

If you do bring your child to school by car at any time, please be mindful of the busy roads. We provide a 10-minute window to drop off in the morning to ease this issue. The car parks are for school staff only and parents are not permitted to drop off inside the car parks, unless agreed by the Head of School. There are car parks across the road, near the shops (2 minute walk from school). Please do consider our neighbours and other parents when dropping off and picking up.

Please, never park in a dangerous or illegal place. Our school priority is the safety of our children and families and will report to the police any registration plates or adults who put others at risk. We ask that parents do not walk children across the car park. There is a pedestrian path to the school entrance.

SAFEGUARDING

CHILD PROTECTION

We pride ourselves on our partnership with parents and carers to support your children in school. Safeguarding and Child Protection is paramount and we are fully committed to ensuring the welfare and safety of all our children and expect all staff and volunteers share this commitment.

We believe that all pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the processes to avert and alleviate any such problems.

Designated Safeguarding Lead – Kirsty Outtram

Deputy Safeguarding Leads – Gemma Langford, Nicole Zastron, Jamie Ainscow

SCHOOL STAFF

2023-2024

SENIOR LEADERSHIP TEAM (SLT)		
Executive Headteacher: Jamie Ainscow Head of School: Kirsty Outtram Assistant Head: Gemma Langford Phase leads : Anne Andrews & Nicole Zastron		
FOUNDATION	YEAR 1	YEAR 2
Anne Andrews Chloe Wilson Shunad Orr	Kate Moor Megan Bolger Theresa Batey Gemma Langford Natalie Thompson	Nicole Zastron Jenny Calder Emma Ravilious
TEACHING SUPPORT		SCHOOL SUPPORT
Marnie Bruce Faye Rozzier Helen Pearce Charlotte Thomson Kylie Johnston Emma Parker-Lynn Lisa Putnam Sara Wells Mouna Tayaridert Beckie Bonnar		Jennie Smith (Office Manager) Bridget Nicholls (Pastoral Lead) John Canham (Caretaker) Sophie Lake (<i>Breakfast Club Lead/Cook</i>) Val Craig (<i>Cleaner</i>) Kathy Smith (Midday Supervisor) Helen Akers (Midday Supervisor) Louise Fisher (Midday Supervisor)

GOVERNANCE

The Governing Board's role with the Executive Head and Head of School is to ensure that Heronshaw continues to provide an outstanding education for all our children. Part of being a Good school is having an active and involved Governing Board and we are always keen to welcome new members or provide more detail about what we do.

GOVERNOR CHARGING POLICY

In general, no charge can be made for admitting pupils to academy trust schools. Where education is provided wholly or mainly during school hours, it must be free. However, the school may charge for activities outside of school hours where these are not a necessary part of the national curriculum.

OUT OF SCHOOL ACTIVITIES

There are a number of additional providers for out of school activities. Please refer to our breakfast club provision and extra curricular activities. Some external providers collect children from the end of the day. The school office can pass on contact details for providers that are commonly used by families.

BREAKAGES AND DAMAGES

If, in exceptional circumstances, something was to be damaged or broken then school would contact the family to make them aware of such incident. The cost of replacement would be communicated from school.

COMPLAINTS PROCEDURE

We want all pupils and their families to be happy with the education we offer and the policies and procedures we follow. The school aims for all concerns raised to be dealt with promptly, openly, fairly and without prejudice. Most queries or concerns can be resolved satisfactorily through discussion or by providing clarification or further information. However, when a more serious concern is raised, the school has adopted a procedure that explains how to complain and what to expect in response.

The purpose of this procedure is to ensure, for all parties, a fair and consistent approach to dealing with complaints.

SCHOOL DATA/SATs RESULTS

Full details are available on the school website under 'Performance Reporting'.

LATEST ADDITIONAL INFORMATION

CAN BE FOUND VIA OUR SCHOOL WEBSITE

www.heronshawschool.co.uk

- Latest Ofsted report (2022)
- Pupil Premium spending and outcomes
- Key documents
- School policies

- IFtL trust policies