



**Highover JMI School & Nursery**

Enjoying and achieving together

Head: Lisa Hayes

Deputy Head: Marie Michaelides



**Cambridge Road, Hitchin, Hertfordshire, SG4 0JP**

 [highover.herts.sch.uk](http://highover.herts.sch.uk)

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## Highover JMI School Brochure



***Ofsted***

*“In this good school, many things are done  
outstandingly well. At the core of the  
school’s success is the outstanding level  
of care, guidance and support provided  
for the pupils”*



## **Highover's Vision**

***"Enjoying and Achieving Together"***

At Highover, we are **independent and confident learners.**

We rise to any challenge and **never give up**, even when it seems impossible.

**We work together as a team** and look after one another, showing kindness and respect.

**We love learning creatively** and we know we all learn in different ways.

We are **part of a bigger community.**

# Welcome to



## Highover JMI School & Nursery

Dear Parent,

The Governors and Staff of Highover JMI School & Nursery extend a very warm welcome to you and your child.

Highover is an exciting and stimulating learning environment. Everyone at Highover will strive to work in partnership with you to ensure that your child's educational, social, emotional and physical needs are met and developed as fully as possible.

We hope this booklet will give you some idea of our life at Highover, what we aim to achieve and how we go about our work.

We look forward to getting to know you and your child and forming a happy and constructive relationship over the coming years.

Yours sincerely,

A stylized, handwritten signature in black ink, appearing to read 'Lisa Hayes'.

Mrs Lisa Hayes  
Headteacher

## CONTENTS

Welcome	Page 3
School Details	Page 5
Admissions	Page 5
Staff list	Page 6
Governors of Highover School	Page 7
Term Dates	Page 7
Our school day	Page 8
The School	Page 8
Present Organisation	Page 9
The Nursery Class	Page 9
Aims and Values	Page 9
Vision Statement and Motto	Page 10
Pastoral Care and Discipline	Page 10
The Curriculum	Page 11
English	Page 12
Mathematics	Page 12
Science	Page 12
Religious Education	Page 13
Sex Education	Page 13
Assessment	Page 13
Special Educational Needs and Disabilities (SEND)	Page 13
Sport	Page 14
Extra-Curricular Activities	Page 14
Trips	Page 15
School Uniform	Page 15
Hair and Jewellery	Page 15
Medical Information and Medicines	Page 16
School Meals	Page 16
Milk and Snacks	Page 17
Money	Page 17
Homework	Page 18
Absence	Page 18
Child Protection	Page 18
Behaviour	Page 18
Parental Engagement	Page 19
Highover School Association	Page 20
School Governors	Page 20
Appendix 1 SATs Results	Page 21
Appendix 2 Home School Agreement	Page 22
Appendix 3 Policy on Class Mixing	Page 23
Appendix 4 Behaviour Policy	Page 24
Appendix 5 Complaints Procedure & School Documents	Page 32

## School Details

**Postal Address** Highover JMI School and Nursery  
Cambridge Road  
HITCHIN  
Herts SG4 0JP

**Telephone:** (01462) 622333  
**Fax:** (01462) 622444  
**Email:** [admin@highover.herts.sch.uk](mailto:admin@highover.herts.sch.uk)  
**Website address:** [www.highover.herts.sch.uk](http://www.highover.herts.sch.uk)

**Headteacher:** Mrs Lisa Hayes  
**Deputy Headteacher:** Miss Marie Michaelides  
**Assistant Headteacher:** Mrs Sophie Driver  
**Chair of Governors:** Mr Nigel Pollard

## Admissions

Highover is a Local Authority (LA) maintained Community School for children aged from three to eleven years. We are now a two form entry school for 420 children plus a 30 place nursery class. There is one intake in Reception and Nursery and all children start in September.

Admissions to the Primary School and in year admissions are managed by Hertfordshire County Council (HCC). More information on applying for a school place within Hertfordshire can be found at the HCC website at [www.hertfordshire.gov.uk/admissions](http://www.hertfordshire.gov.uk/admissions)

Admissions to the Nursery class from September 2018 onwards have been decentralised. The maintained nursery schools and classes within Hitchin form part of the Hitchin Partnership which has agreed a process to ensure consistency for parents. More information regarding the admission process and the over subscription criteria can be found on the school website.

Please note that a separate application is needed to move to the main school and allocation of a Nursery place does not guarantee your child a place in our Reception class. For clarification or further information please contact the school.

## Staff List

### Teaching Staff

Headteacher - Mrs L. Hayes  
 Deputy Head - Miss M. Michaelides  
 (maternity leave)  
 Assistant Head - Mrs S. Driver (Acting  
 Deputy)  
 Inclusion Coordinator & Senior Leader - Mrs  
 D. Nisbet  
 Acting Assistant Head - Miss A. Page

Nursery (EYFS Leader) - Mrs C. Turner  
 Reception - Miss C. Sue-A-Quan  
 Reception - Mrs P. Walker  
 Year 1 - Mrs G. Osborne  
 Year 1 - Mr O. Tilbury  
 Year 2 - Mrs C. McShane (KS1 Leader)  
 Year 2 - Miss M. Ford  
 Year 3 - Miss H. Griggs  
 Year 3 - Mrs E. Holman  
 Year 4 - Miss F. Clarke (Lower KS2 Leader)  
 Year 4 - Mr J. Rogan  
 Year 5 - Mrs V. Atha & Mrs A. Turner  
 Year 5 - Miss A. Page (Upper KS2 Leader)  
 Year 6 - Mr T. Bennett  
 Year 6 - Mr A. Haig  
 PPA Cover - Mrs J. Marlow

Digital Enrichment Leader & Senior Leader -  
 Mr A. Mariconda  
 Mr J. Beeson Sports Coach  
 Mr. M. Pickett I.C.T. Support  
 Mrs M. Wonham Art Tuition

### Administration

Mrs L. Laing Business Manager  
 Mrs R. Hurley Admin Assistant  
 Miss C. Brookes Admin Assistant

### Teaching Assistants

Mrs K. Amaratunga (HLTA)  
 Mrs S. Bundock (HLTA)  
 Mrs K. Cooper  
 Mrs N. Davidson  
 Miss J. Green  
 Mrs S. Jarman  
 Mrs H. Marchant-Hawes  
 Mrs S. Monaghan  
 Mrs K. Pennie (SEND)  
 Mrs L. Pledge  
 Miss J. Sandell  
 Mrs M. Sangha  
 Mrs E. Smith  
 Mrs C. Nash  
 Mrs J. Varley  
 Miss V. White  
 Mrs C. Wood

### EAL Teaching Assistants

Mrs B. Parmar

### Senior Midday Supervisor

Mrs H. Watson

### Midday Supervisory Assistants

Mrs S. Begum, Mrs S. Begum, Mrs E.  
 Berwick, Mrs H. Brown, Mrs S. Khatun, Mrs  
 S. Kanwal, Mrs P. Minhas, Mrs T. Pollard

### Site Manager

Mr B. Worbey

### Cleaners

Mrs S. Begum, Mrs C. Chivers, Mrs S.  
 Khatun, Mrs P. Minhas

## Governors of Highover JMI School

### Local Authority (LA) Governor

Mr. Nigel Pollard - Chairman

### Co-opted Governors

Rev. Melanie Crowley

Mr. Richard Defraigne

Mrs. Liz Haygreen

Mrs. Laura Laing

### Staff Governor

Miss. Marie Michaelides

(maternity leave)

### Parent Governors

Mrs Sarah Burl

Mrs. Lee Clarke (Vice Chair)

Mr. Matt Cox

Ms. Sara Crow

Mr. Jon Kirby

Mr. Frank Tully

### Highover 2018/19 Term Dates

<b>Autumn Term 2018</b>	Monday 3rd September 2018	Inset Day (school closed for students)
	Tuesday 4th September 2018	School reopens for students
	Monday 29th October to Friday 2nd November 2018	Half Term (school closed for students)
	Friday 21st December 2018	End of term (2 pm finish)
<b>Spring Term 2019</b>	Monday 7th January 2019	Inset Day (school closed for students)
	Tuesday 8th January 2019	School reopens for students
	Monday 18th to Friday 22nd February 2019	Half Term (school closed for students)
	Friday 5th April 2019	End of term (2 pm finish)
<b>Summer Term 2019</b>	Tuesday 23rd April 2019	Inset Day (school closed for students)
	Wednesday 24th April 2019	School reopens for students
	Monday 6th May 2019	Early May Bank Holiday (school closed)
	Monday 27th to Friday 21st May 2019	Half Term (school closed)
	Friday 21st June 2019	Inset Day (school closed for students)
	Monday 24th June 2019	Occasional Day (school closed for students)
	Tuesday 23rd July 2019	End of term (2 pm finish)

**Hertfordshire term dates can be found at [www.hertfordshire.gov.uk](http://www.hertfordshire.gov.uk)**

## Our school day

### EYFS

8.45 am	Classroom entrances open and children come into class.
9 am	School day starts with attendance and lunch registration. Anyone arriving after this time needs to sign in at the school office.
11.50 am-1.10 pm	Lunch break.
3.15 pm	End of the school day. Children prepare for home time.

### KS1

8.45 am	Classroom entrances open and children come into class.
8.55 am	School day starts with attendance and lunch registration. Anyone arriving after this time needs to sign in at the school office.
10.10-10.25 am	Morning break.
12.15-1.15 pm	Lunch break.
3.15 pm	End of the school day. Children prepare for home time.

### KS2

8.45 am	The bell is rung and KS2 children line up quietly until staff bring them into school.
8.50 am	School day starts with attendance and lunch registration. Anyone arriving after this time needs to sign in at the school office.
10.10-10.25 am	Morning break.
12.30-1.30 pm	Lunch break.
3.20 pm	End of the school day. Children prepare for home time

## The School

Highover JMI was opened in 1950 and over the last six years has grown to become a 2-form entry school.

There are two buildings and both are on a single level with disabled toilets available in all areas. An automatic gate enables wheelchair access from the school car park.

### **Ofsted February 2016**

*"This is a school where standards are high, pupils behave well and there is a constant focus on further improvement."*

As well as the additional building, we continue to improve the original school. The dining room has been extended and a medical room and Design and Technology room have been created. The school library is well stocked with reference and fiction sections and is a well used resource which each class visit on a weekly basis. Our large hall is used for assemblies and indoor PE lessons and includes a staged area for school performances.

At Highover, computing runs through all areas of learning and is not treated as a stand alone subject. Because of this, we do not have a traditional separate ICT suite. Instead we use iPads, Chromebooks and laptops that can be taken into the classrooms for staff and children to use.



We have boys and girls changing rooms for PE in Key Stage 2 and there are 2 playgrounds each with large play equipment. Despite our expansion, we are very fortunate to still have large, mature grounds which offer an ideal natural environment to complement the work of the school as well as an outdoor stage area and extensive games facilities.

**Ofsted February 2016**

*"Pupils achieve well at the end of KS2, both in terms of attainment and the progress they make. This is the result of the persistence and determination of school leaders."*

## **Present Organisation**

The school has 14 classes, plus the Nursery. In addition to the class teacher every class is supported by a number of other adults. These may include Teaching Assistants, Special Educational Needs Assistants, Higher Level Teaching Assistants and English as an Additional Language (EAL) Teaching Assistants.

## **The Nursery**

Children attend Nursery from 9.00am to 12.00pm on Monday to Friday. The Nursery staff also offer a lunch club (for nursery children only) from 12.00pm to 1pm. The current cost is £3.00 per session and parents provide a packed lunch from home.

In the Summer term before children join our Nursery, we send out all the relevant information to parents and invite them to a meeting where Nursery staff explain the daily routine. If requested, the Nursery staff also visit the children and parents at home prior to them starting.

The Early Years Foundation Stage (EYFS) has a separate brochure, with further information.

## **School Aims and Values**

We aim to work in partnership with parents and pupils in order to:-

- ◆ create a high quality learning environment which is happy, caring and stimulating allowing all children to thrive;
- ◆ realise each child's full potential by providing a wide range of learning opportunities for academic, social, emotional, moral, spiritual, cultural and physical development;
- ◆ provide a broad and balanced curriculum appropriate to the children's needs, and in accordance with the Early Learning Goals and the National Curriculum;
- ◆ raise self-esteem and confidence by helping each child to gain a sense of achievement and to take a pride in that achievement;
- ◆ develop high standards and quality work across the curriculum;
- ◆ develop self-discipline and mutual respect for all members of the school and the wider community;

- ♦ develop skills that the children will need in order to be active citizens and take their place in a multi-cultural society;
- ♦ promote and encourage a caring, thoughtful attitude towards others;
- ♦ foster a sense of responsibility for the environment in which we live.

## **Vision Statement and Motto**

### **Highover School** ***Enjoying & Achieving Together***

#### **Our Vision**

***At Highover, we nurture independent pupils who value and respect each other. They thrive on challenge and engage in learning with confidence and resilience to become lifelong learners. We work in partnership with our school community to provide a safe, inclusive learning environment where pupils' wellbeing is paramount. We promote global citizenship by innovatively tailoring a skills-based curriculum that encourages children's creativity; fostering high aspirations for all.***

## **Pastoral care and discipline**

We do all that we can to ensure that your child is happy in school. The organisation and atmosphere of the school is designed to help children develop self-discipline. Consideration and respect for other people and property are given a high priority and good behaviour is expected at all times, both within and outside school. We believe this leads to a positive learning environment. At Highover we do not tolerate bullying or racial harassment.

Good behaviour is promoted through a variety of strategies, with the emphasis being placed on positive behaviour. The children are expected to be courteous and thoughtful towards others.

## **School Rules**

At our school we follow the whole school rules both inside school and outside in the playground. They are displayed in classrooms and corridors and can be found on the school website.

1. We are gentle  
(We don't hurt others)
2. We are kind and helpful  
(We don't hurt anyone's feelings)

#### **Ofsted February 2016**

*"The headteacher provides strong and effective leadership. Pupils achieve very well at Highover because they are taught well and expectations are high."*

3. We listen and show respect to everyone  
(We don't interrupt or react rudely to others)
4. We care for our school  
(We don't damage or spoil anything)
5. We are honest  
(We don't cover up the truth)

Every effort is made to ensure that everyone understands the reason for these rules. They can generally be summed up by saying that if what you are doing will disturb or cause discomfort, danger or a problem to another person, then it is probably wrong to do it. Many reward schemes are run within the school to recognise achievements of children.

- Star Challenge Award – one child is selected from each class each week. This is a celebration of their ability to challenge themselves over the week and show perseverance. They receive a certificate and wear a “star of the week” medal which is presented in whole-school celebration assembly
- Child of the Month – at the end of every month each teacher nominates a ‘child of the month’. This can be for academic or personal and social achievements.
- They receive a certificate and wear a “child of the month” badge which is presented in whole-school celebration assembly
- Attendance certificates are awarded each week and each half term to the class with best overall attendance.

Where the children have shown inappropriate behaviour teachers will discuss the incident with the child and if necessary impose sanctions in line with the school's behaviour policy. Should serious problems arise, parents are invited in to discuss the matter and work together to plan the best course of action.

The school council meets with representatives from all classes and this enables children to participate in school decision making at an appropriate level.

Our knowledge of the children in our care helps to create a secure atmosphere where all children can be helped by any member of staff.

Please see Appendix Four for the whole school behaviour policy.

## **The Curriculum**

The school aims to provide a broad and balanced education for all pupils in keeping with the requirements of the National Curriculum and LA policy. The National Curriculum defines four 'core' subjects: Mathematics, English, Science and Computing and six 'Foundation' subjects; History, Geography, Technology, Music, PE and Art. In addition all children receive religious education (RE) and personal, social, health and emotional (PSHE) education. At Highover the foundation subjects are taught through a cross-curricular, creative approach, which includes a focus on the Global Learning Goals.

Work is carefully planned by the class teachers to ensure work is suited to the needs and abilities of children in the class. Children work in pairs, groups, as a whole class and individually and work to the highest standard of attainment.

**Ofsted February 2016**

*"Disadvantaged pupils achieve well overall."*

**English**

All pupils undertake daily English lessons based on the National Curriculum. Phonics, spelling, grammar, speaking and listening and handwriting are all an integral part of English and pupils are taught to apply these in a range of writing genres and across a range of subjects. At Highover we use a variety of approaches to develop reading skills including individual, shared and guided group reading. Younger pupils are taught phonics daily. Children have the choice of a wide variety of books as part of our school reading scheme and they have timetabled use of the library as well as access to books in class reading corners. Parents are encouraged to be actively involved in their child's development, including listening to them read at home and practising spellings and handwriting. We hold annual meetings for parents to help them support their children in phonics, reading and writing.

**Ofsted February 2016**

*"Pupils attainment in writing has been well above national averages for several years."*

**Mathematics**

At Highover we encourage children to become confident mathematicians. We provide a challenging and enjoyable curriculum for all pupils which allows children to develop mathematical understanding and skills. Learners develop fluency and confidence in number as well as written and mental strategies. Lessons, which are based on the National Curriculum, include an emphasis on children's ability to solve problems by carrying out investigations and linking their learning to the world around them. From Nursery to year 6, children will be provided with opportunities to use age appropriate 'concrete' resources, such as Numicon, to develop their contextual understanding before moving onto pictorial representations and finally the abstract maths. We encourage parents to be actively involved in their child's maths learning through annual maths events and collaborative homework.

**Science**

Science in our school is about developing children's ideas and encouraging ways of working scientifically to help children make sense of, be curious about and explore their world. Practical science activities are designed to stimulate curiosity, provide opportunities to develop skills and concepts and to learn how to use equipment safely and cooperatively. Children are encouraged to talk about their work, to reason, to question and to experiment. By learning to ask scientific questions, children will begin to appreciate the way science will affect their future on a personal, national and global level.

## **Religious Education (RE)**

The teaching of RE received by all children follows the guidelines laid down in Hertfordshire's Agreed Syllabus. The children will be involved in learning about many religions of the world, including celebrating world festivals such as Christmas and Diwali. Much of the work will be of a comparative and moral nature. Parents have the right to withdraw their children from RE and collective worship - those wishing to do so should consult the Headteacher.

The daily school assemblies are mainly of a community nature. Sometimes the meeting is of the whole school, sometimes separate Key Stages. Our weekly Celebration Assemblies allow us to celebrate children's recent achievements and birthdays. Parents are invited to join us for class assemblies during the Spring and Summer Terms.

## **Sex and Relationships Education**

During their time at school the children follow a programme of health education of which sex and relationships education is a part. Much of the content relates directly to the attainment requirements of the National Curriculum (Science). The work is incorporated in cross-curricular themes and specifically in Personal, Social and Health Education (PSHE). Health education includes safety in the home, accident prevention, personal hygiene, nutrition, etc.

All these incorporated subjects gradually lead to a programme of specific sex and relationships education. The sex and relationships education programme is led by class teachers and NSPCC representatives. The children follow online video programmes recommended by the school health service.

Parents who do not wish their child to be involved in the Year 5/6 sex education programme may discuss this with the Headteacher. Every effort is made to encourage parents to support the school curriculum.

## **Assessment**

Throughout your child's schooling he/ she will be assessed and their progress will be monitored. In the Reception classes, staff assess children against the Early Years Foundation Stage (EYFS) curriculum. This assesses key skills, including social and physical development. Your child's progress will be shared with you at parent consultations. National assessments (SATs) take place when your child is in Year 2 and Year 6. Year 2 tests are teacher assessment led and in Year 6 pupils will sit written tests. At the end of Year 1 children take part in a National Phonics screening check. All results will be reported to you along with your child's annual report. In addition to national assessment there will be continual, regular assessment by the teacher. A table of SAT results is shown at the back of this booklet.

## **Special Educational Needs and Disabilities (SEND)**

Please read the SEND policy and the SEN information report, on the school website for information about SEN at our school.

The SEND Code of Practice (2014) defines a pupil as having SEND where *‘their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’*

Highover is an inclusive school. We treat each child as an individual, with their own journey to success. We support each child by providing high quality teaching within the classroom. Classrooms at Highover are inclusive and we strive to ensure resources closely match children’s abilities by careful differentiation which challenges children to meet and exceed their targets. If we feel your child needs something more, we assess, and liaise closely with other professionals to make sure each child accesses the most appropriate support.

If you think your child might have special educational needs then please talk to us about it. We are a very open and friendly school and do our best to ensure all parents feel well supported. We all want the same thing for your child – the very best and we aim to work together to give them the best possible chance we can.

### ***Ofsted February 2016***

*“Pupils enjoy coming to school. Relationships are very strong within the school.”*

## **Sport**

Sport and physical activities are important for children’s health and well being. Through sport we aim to build on personal physical stamina and achievement; enjoy pursuits which can be continued out of school; work together as a team; and learn how to accept winning and losing.

All children have the opportunity to take part in class sports activities. We have a hall with large and small PE equipment, two large fields and two playgrounds for sporting activities.

In KS2 the children go to Hitchin Swimming Centre for swimming lessons. Parents are invited to make voluntary contributions towards these lessons to cover transport costs and to help towards the tuition fees.

We have been awarded the Activemark which recognises the school’s exceptional delivery of the National School Sport Strategy. The PE specific Ofsted in December 2008 judged our PE provision as ‘Outstanding’.

## **Extra Curricular Activities**

Children have the opportunity to take part in several voluntary school activities which take place during lunchtimes and after school. Some of these run by staff and others by external providers. There may be a charge for some activities and parents are responsible for collecting their children if activities are held after school hours.

We take pride in our sporting achievements and inter-school football and netball teams compete in various matches and tournaments. Both boys and girls are encouraged to participate.

Other activities may include;

Recorder	Dancing	Art	Choir
Sewing	Athletics	Cricket	Multi-activities
Drama	Board games	Gardening	Tennis

## **Trips**

Educational visits are often arranged by class teachers to enhance and support work being carried out in school.

We organise two residential trips for children during the year, one in Year 4 to Phasels Wood and one for Year 6 to the West Runton Kingswood Centre. These trips give children a chance to learn about different environments and contribute greatly to the social and personal development of the children. In order to help prepare pupils for staying away from home, we hold a sleepover in school for the Year 3 pupils.

## **Uniform**

The school colours are dark green, yellow and grey. Sweatshirts, cardigans, fleeces polo shirts, PE t-shirts, shorts, PE bags and book bags may be purchased from the school office.

<b>Tops</b>	Dark green or yellow sweatshirt/ cardigan, fleece White or yellow polo shirt or shirt
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<b>Bottoms</b>	Plain grey or black trousers, skirts or shorts
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<b>Indoor/outdoor shoes</b>	Plain dark shoes or plain dark trainers
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<b>PE</b>	A t-shirt with the school logo or a plain white t-shirt with no logo and plain green or black shorts (no logo) to be kept in an appropriate drawstring bag. Tracksuits and trainers are needed for outside PE. No tights are allowed to be worn for PE.
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Please ensure that every item of clothing is clearly marked to aid identification of any lost property.

## **Hair**

In the interests of safety, girls and boys with long hair must have it tied back at all times. We do not allow over-sized hair accessories or hairstyles that follow trends or crazes e.g. tramlines, mohicans, colour or logos.

## **Jewellery and watches**

For safety, only simple ear studs may be worn and children must be able to remove these for PE lessons. Jewellery worn for religious or medical reasons should be kept to a minimum and children may be asked to remove them for PE activities if appropriate.

## **Medical information**

To help us support your child, please let us know any relevant medical history including asthma, medically diagnosed allergies etc.

During the Reception year, nurses from Herts Community NHS Trust carry out medical reviews including hearing and eyesight tests. If any problems are indicated, the nurses will inform you to enable you to take your child for a more detailed examination.

Minor illnesses or accidents during school hours are checked by qualified first aiders and we will contact parents if necessary or speak to you at the end of the school day.

If a child requires additional medical attention, paramedics will be called and you will be contacted immediately. If required, a member of staff will accompany the child until the parent is able to get to the hospital.

As always, please ensure that the office are advised of any changes to your contact details so we can get in touch with you quickly.

## **Medicine**

Most medications can be taken before and after school so medicine should only be taken in school when absolutely essential. For short term medical needs, school is only able to administer prescribed medication, in the original, labelled packaging, where the dose is clearly detailed. School will only administer medication if it has been prescribed 4 times per day or more unless we have a specific letter from the doctor stating otherwise. Parents may visit the school to administer medication during the day.

For long term medical needs including asthma and medically diagnosed allergies, children will have immediate access to prescribed medication. The first aiders will issue specific medical forms to enable us to store and administer the medication.

## **School Meals**

Herts Catering Ltd (HCL) provide a pupil choice school meals service and children choose their lunch at morning registration. Copies of the menu are sent home and are also available on the school and HCL websites. If a child has a medically diagnosed allergy, HCL will liaise with parents regarding special menu requirements.

Please visit the HCL website at <https://specialmenu.hcl.co.uk/> for more information including details of the medical evidence required.

All meals are cooked to order and the daily menu includes hot and cold meals with a vegetarian option.

Please be aware that if your child will be missing morning registration but requires a school lunch, it must be ordered before 10.30am via the school office.

Children in the Reception and KS1 classes are currently entitled to a daily free school meal under the Universal Infant Free School Meals (UIFSM) scheme. However, if you register for Free School Meals (FSM), the school can get extra money which we use to support the teaching and learning at Highover.

The cost for paid meals for KS2 pupils is set by HCL and is currently £2.50.



You can check whether you are eligible for FSM by following this link:

<https://www.hertfordshire.gov.uk/services/schools-and-education/at-school/free-school-meals/free-school-meals.aspx>

Payment for meals must be made in advance and this may be by cash, cheque (to be made payable to Herts Catering Ltd) or online through Schoolgateway.

If you prefer, you may provide your own packed lunch in a suitable container marked with your child's name. Please support our healthy eating policy by providing a healthy, balanced packed lunch.

Children eat in the dining hall with the rest of the school and a drink of water can be provided. If you bring a drink as part of the packed lunch please help us by not providing fizzy drinks, glass bottles or hot drinks.

We also operate a strict policy of no nuts of any kind including peanut butter.

Children who stay in school for lunch are supervised at all times. If you make an arrangement for your child to go home for lunch, they should not return until after 1.05 pm for KS1 pupils or 1.20pm for KS2 pupils.

## **Milk**

Milk is available to children in EYFS and KS1. There is no charge for children in Nursery and for those in Reception classes who are four years old for the whole term. Milk is also free to pupils who are registered for FSM (not UIFSM).

Where payment is required, it must be received before HCC will accept the order. The price is set by HCC and varies depending on the length of each term.

## **Bottled Water**

Children should bring in a water bottle to drink throughout the day. This should be clearly marked with their name and class and can be refilled during the day if required. Please note juice, squash or anything other than water should not be brought in.

## **Snacks**

Under the School Fruit and Vegetable Scheme, fruit is provided free of charge to EYFS and KS1 children.

KS2 children are encouraged to bring in a healthy snack of fresh fruit or vegetables. Please be aware that sweets or chocolate are not allowed in the school.

## **Money**

Children do not need money in school. Payments for school dinners or activities including music lessons or trips can be made online via the School Gateway link on the school website. Cash or cheque payments should be placed in an envelope clearly marked with your child's name, class and activity, and handed to the teacher at registration.

If a cheque is submitted, payee details are as follows:

- School meals: Herts Catering Limited or H.C.L.
- School milk: Herts County Council or HCC
- All other payments: Highover JMI School

## **Homework**

Homework is a very important part of a child's education and can add much to a child's development as well as playing a positive role in raising attainment. Homework is an important example of cooperation between teachers and parents/carers and we set a variety of age appropriate homework activities which are planned and prepared alongside all other programmes of learning.

Overviews for each year group is detailed in the school's policy on homework.

## **Absence**

Attendance at school is a legal requirement. Unless we have been notified in writing beforehand, you must telephone the school office by 9.30am to provide a reason for their absence.

All reasons for absence are recorded and reported to the Attendance Improvement Officer (AIO). We do not authorise holidays during term time except in exceptional circumstances. Permission for any absence must be sought from the Headteacher in the form of a letter or email giving all relevant details. An unacceptable level of absenteeism could result in legal action being taken by the authority.

Although we do like to see the best attendance possible, the welfare of the individual, classmates and the staff is an important factor to be considered. You are asked to keep your child at home when they are unwell and unable to cope with the school day. If your child has suffered from sickness or diarrhoea they need to have 48 hours free of symptoms before they return to school.

## **Child Protection**

Highover staff and governors understand that they have a duty to safeguard and promote the welfare of children attending our school. In accordance with our Child Protection policy, the school will keep appropriate records, share and pass on information and work in partnership where there are concerns about a child's welfare.

Debbie Nisbet is the Designated Senior Person (DSP) for Child Protection and she will be happy to discuss any questions or concerns parents/carers may have about Child Protection Policies and Practice. Antonio Mariconda is the E-Safety DSP and will deal with any online safety issues. Deputy DSPs are Lisa Hayes, Marie Michaelides and Sophie Driver.

The school's child protection policy and whistle blowing procedure may be found on the school website.

## **Behaviour**

Staff in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

Staff treat every child fairly and enforce the school code consistently. All staff and children in our school are treated with respect and understanding. The school's behaviour policy (Appendix Four) stresses positive behaviour and is supported by the school rules.

## **Parental Engagement**

At Highover we believe that parents are a child's first and enduring teachers. They play a crucial role in helping their children learn. Where parents are involved with their children's education and learning both at home and in partnership with the school, their children do better and achieve more. Your contribution enriches the life of the school and helps to foster the vital partnership between home and school.

All parents are given a copy of our Home-School Agreement (Appendix Two enclosed) when their children join the school and teachers will discuss it regularly in parent information meetings. Our Home-School Agreement sets out the role of parents, pupils and teachers in ensuring the best learning experiences and outcomes for our pupils.

There is the opportunity once a term to come and share your child's work with them in class in our termly 'Book Showcases'. The children are rightly proud of what they have achieved and enjoy sharing and discussing what they have learnt. This is very important as it allows your child to revisit their learning and is a great way of helping to embed it. It is also a very good way of raising your child's self esteem. This time also allows you to discuss what your child thinks they need to work on next. In EYFS, parents are invited into the classes to view their child's learning journals half-termly.

During the year class teachers hold a number of workshops/curriculum meetings for each year group to help keep you informed about the curriculum and what and how your child will be learning.

In addition to these, we run other workshops/curriculum meetings for phonics, reading, grammar and maths to help parents support their child in their learning.

We also hold evenings for parents to come in for meetings if their child is going on a residential trip.

Thorough transition systems are in place for each year group where all teachers have timetabled meetings to meet with next year's teacher to pass on information, data, overall teaching and learning issues as well as individuals. Pupils use passports to pass on to next teacher which incorporate each child's interests, what helps them learn and things they need help with in class. Additional support is given for transition through 1:1 meetings for pupils who need extra support when moving from one class to the next.

We have parent representative for each class in the school. The purpose of having a 'class rep' is to support the link between teachers and parents and to help with communication regarding class matters. Class reps liaise with new parents as they join the school, helping them to settle in and meet other parents where possible. They may also send messages to parents as reminders about school/class events.

We gather feedback from parents regular to ensure our parent partnership is truly a partnership and to adapt our practice accordingly when appropriate. We respond to any queries from parents promptly and thoroughly.

### **Highover School Association (HSA)**

We are very fortunate to have an active parents' association who work hard to raise funds to support the school. Recent events have included school discos, movie nights, cake sales, Easter egg hunt, Christmas fair and the musical festival 'Overfest'.

All parents automatically become members of the HSA and your support for their events and activities is very much appreciated.

Each class has an HSA Class Rep who support the link between teachers and parents and help with communication regarding class matters.

### **School Governors**

The school's Governing Body (GB) currently consists of one representative of the LA, six parents, one teacher, and four other co-opted members who represent the wider community. Full GB meetings are held at least once a term. Each summer term the GB invite parents to Annual Parent Meeting (APM). The Governors welcome your interest in the school and are available for discussion with parents.

#### ***Ofsted May 2011***

*"The Headteacher's dynamic leadership enthuses others to have the highest possible aspirations for all areas of school life. In this inclusive environment, equality of opportunity and diversity are promoted well. The school is a harmonious place"*

## APPENDIX ONE

### KS2 Data 2018

- TA = Teacher Assessment
- RWM= Reading, Writing, Maths

	<b>Highover</b>	<b>National</b>
Reading (test) % expected standard	86%	75%
Reading (test) % greater depth	54%	28%
Writing (TA) % expected standard	89%	78%
Writing (TA) % greater depth	61%	20%
Maths (test) % expected standard	81%	76%
Maths (test) % greater depth	26%	24%
RWM combined % expected standard	76%	64%
RWM combined % greater depth	22%	10%
Average Scaled Score Reading	109	105
Average Scaled Score Maths	106	104

### KS1 Data 2018

- RWM= Reading, Writing, Maths

	<b>Highover</b>	<b>National</b>
Reading % expected standard	82%	75%
Reading % greater depth	25%	26%
Writing % expected standard	75%	70%
Writing % greater depth	17%	16%
Maths (test) % expected standard	73%	76%
Maths (test) % greater depth	18%	22%
RWM combined % expected standard	65%	65%
RWM combined % greater depth	12%	12%
Phonics Test (Y1)	93%	83%



## **APPENDIX THREE**

### **Policy on Class Mixing**

#### **Rationale**

- To ensure that the classes remain balanced in response to pupil transfer and transition
- To create opportunities for children to learn and play with a wider variety of peers
- To enable greater social interaction between children as they move through the school
- To promote a greater sense of community in a large two-form entry primary school

#### **Principles**

- The arrangements for class mixing are based on the professional judgements of Class Teachers, Senior Leaders and the Headteacher
- We will always consider what is in the best interests of individual children and classes as a whole when making decisions.
- We will communicate the criteria for class mixing in an open and transparent way
- If the year group is working well as it is no changes will be made.

#### **The process:**

- Class Teachers and Teaching Assistants observe the children at work and play
- Class Teachers meet to ensure that a good balance of, educational, social and personal needs, gender and maturity and friendships are represented in each class
- Senior Leaders meet with Class Teachers to discuss and finalise groupings
- Headteacher and Senior Leadership Team meet and approve classes
- New Classes are shared with parents and children at the end of June

#### **Criteria for Class Mixing**

Classes will be mixed to achieve a good balance according to the following criteria:

- Gender
- Range of educational, social, emotional and personal needs
- Level of maturity
- Friendships\*

##### **\*Friendships**

Over the course of their Primary years children will have a range of friendship experiences. We find that some friendships can be very fluid, whilst others can stand the test of time. With that in mind and as we prepare to draw up the class lists we will use observations of the children in the classroom and at play to inform our decision making.

#### **Review**

The Senior Leadership Team and Headteacher will review the process and criteria for each year's class mixing arrangements at the beginning of each Summer Term ahead of the following year's class mixing.

## **APPENDIX FOUR**

### **Highover JMI and Nursery Behaviour and Discipline Policy**

#### **1 Aims and expectations**

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2** The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### **2. The role of the staff**

- 2.1** Staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability
- 2.2** Staff treat every child fairly and enforce the school code consistently. Staff treat all children in our school with respect and understanding.
- 2.3** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 2.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Leadership Team and headteacher.
- 2.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.



- 2.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **3. The role of the headteacher**

- 3.1** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 3.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 3.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- 3.4** The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **4 The role of parents**

- 4.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 4.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- 4.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement (Appendix One). We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 4.4** If the school has to use sanctions to address behavioural issues, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Phase Leader, followed by the deputy or headteacher. If the concern remains, they should contact Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **5 The role of Governors**

- 5.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 5.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## 6 School Rules

**6.1** At our school we follow the rules both inside school and outside in the playground. They are displayed in classrooms and corridors and can be found on the school website.

1. We are gentle  
(We don't hurt others)
2. We are kind and helpful  
(We don't hurt anyone's feelings)
3. We listen and show respect to everyone  
(We don't interrupt or react rudely to others)
4. We care for our school  
(We don't damage or spoil anything)
5. We are honest  
(We don't cover up the truth)

**6.2** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

## 7 Rewards and Sanctions

**7.1** We congratulate, praise and reward children in a variety of ways (see section 7.5)

**7.2** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately and fairly to each individual situation (see section 7.5)

**7.3** We expect children to listen and fully participate in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

**7.4** We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

### **7.5 Highover's Agreed Rewards and Sanctions**

Rewards	Sanctions
<ul style="list-style-type: none"><li>• Verbal praise</li><li>• Comments to parents in reading diary</li><li>• Postcard to parents</li><li>• Stickers/Stamps</li><li>• Sharing good work with other teachers</li><li>• Certificates: Merits Star Challenge</li></ul>	<ul style="list-style-type: none"><li>• Verbal reminders</li><li>• Names on whiteboard/visual chart (KS1)</li><li>• Time out in another class</li><li>• Phone call home to parents</li><li>• Letter home to parents</li><li>• Sent to Key Stage leader</li><li>• Loss of playtime</li></ul>

<p>Child of the Month Reader of the Month Attendance</p> <ul style="list-style-type: none"> <li>• Sharing good work with the head</li> <li>• Headteacher stickers</li> <li>• Wow Wall</li> <li>• Positive lunchtime behaviour</li> <li>• Celebration assemblies</li> <li>• Year 6 Prefects</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking Chair (EYFS)</li> <li>• Sent to Deputy or Headteacher</li> <li>• Reflection Time with Deputy or Headteacher</li> <li>• Pulled away from representing the school in competitions</li> <li>• Pulled away from attending fun after school clubs</li> </ul>
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- 7.5.1** Star Challenge Award – one child is nominated as from each class each week. This is a celebration of their ability to challenge themselves over the week. They receive a certificate and wear a star of the week medal which are presented in a whole-school celebration assembly.
- 7.5.2** Child of the Month – at the end of the month, each teacher nominates a 'Child of the Month'. They receive a special certificate and a badge which are presented in a whole-school celebration assembly.
- 7.5.3** Dojos - We distribute Dojos (using Class Dojo app) to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; Children receive a certificate for every ten Dojos achieved.
- 7.5.4** The Headteacher has a 'Wow Wall' in her office where 'wow' pieces of work and achievements are displayed. This wall is renewed termly and all work that comes down off the wall is placed in a 'Wow Wall' book.
- 7.5.6.** Attendance certificates are given out weekly and half termly to the classes who have the highest attendance. In addition, individual children with 100% attendance are rewarded with a certificate at the end of the academic year.
- 7.5.7** Prefect badges are awarded to year 6 pupils who demonstrate exemplary behaviour and attitude in school. Prefect duties include meeting and greeting visitors, representing the school at events and are often asked to take on extra responsibilities.
- 7.5.8** Reflection time with the head or deputy is a sanction given to a child for inappropriate/disruptive behaviour, for repeated misconduct or for a serious incident. (See section under Serious Incidents).

## **8. Assemblies**

- 8.1** Celebration Assembly – this is a weekly whole school assembly. The school acknowledges all the efforts and achievements of children both in and out of school. Children are encouraged to bring certificates and awards received outside school.

- 8.2** All classes have an opportunity to lead a class assembly where they are able to show examples of their best work.

## **9. Loss of Playtime**

- 9.1** A child may be sanctioned for their inappropriate behaviour through loss of playtime at break or lunch time.
- 9.2** Examples of where this sanction would be appropriate would include hurting other children through inappropriate play or rudeness at lunch/break time.
- 9.3** If class teachers choose to keep children in at playtimes or lunchtimes to complete work, it is the teachers' responsibility to supervise the children in their own classrooms.

## **10 Dealing with disruptive/inappropriate behaviour**

- 10.1** If a child is disruptive in class, he or she is given a verbal warning.
- 10.2** If a child misbehaves again they are given a second warning and their name is placed on the whiteboard or visual chart (KS1).
- 10.3** If a child continues to misbehave they will be sanctioned through loss of playtime (see separate sections).
- 10.4** If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. This may be within or outside of the classroom.
- 10.5** If more appropriate, a child may be sent to work in the classroom of a member of the Senior Management Team. If they continue to be disruptive they will be sent to the Headteacher.
- 10.6** The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- 10.7** If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time', PHSCE sessions or philosophy.
- 10.8** If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

## **11. Serious Incidents**

- 11.1** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 11.2** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our

school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

**11.3** All serious incidents are reported to an appropriate member of the SLT.

**11.4** If a child is referred to a member of the SLT, details of the incident are recorded on a Serious Incident Form (Appendix Two) by the adult who has made the referral and/or member of the SLT carrying out investigation. This will be filed in the child's file and/or in the Incident File in the Headteacher's office.

**11.4.1** Reports of serious incidents are fully investigated and recorded appropriately by a member of the SLT.

**11.5** If the Key Stage Leader/SLT decides the incident is serious enough then the headteacher or deputy will be informed.

**11.6** Children should only be sent to the head or deputy for serious incidents or for repeated misconduct.

**11.7** Reasons for sending children to the head or deputy may include:

- A physical fight where children have physically hurt each other
- Racism, sexism, homophobia and discrimination against disability
- Serious incidents of bullying or threatening behaviour
- Swearing, using abusive or inappropriate language towards an adult or another child
- A serious incident of defiance towards a member of staff
- Continuous disruptive behaviour
- Refusal to follow reasonable requests with implications for health and safety of the child and others.
- Vandalism etc.

## **11.8 Reflection Time with Head or Senior Leader**

**11.8.1** Reflection time with the head or deputy is a sanction given to a child by the head or deputy for inappropriate/disruptive behaviour, for repeated misconduct or for a serious incident.

**11.8.2** The purpose of this intervention is to ensure that children are supported in reflecting upon the choices they have made, the consequences of their actions and what they should do differently next time.

**11.8.3** Where appropriate a child will be asked to record their reflections in writing during their lunch break.

## **12 Lunchtime Behaviour Procedures**

**12.1** Good behaviour is rewarded with positive praise, Dojos and stickers.

**12.2** Exemplary behaviour in the dining hall is rewarded through the 'Gold Award for Positive Lunchtime Behaviour'.

- 12.3** We expect children to follow the school rules during lunchtime break both in the dining hall and in the playground.
- 12.4** If a child breaks a school rule, a verbal warning about their behaviour will be given by the MSA together with an explanation of what they should be doing instead.
- 12.5** If the misbehaviour continues the child may be given an appropriate sanction. This may include time out or loss of golden time.
- 12.6** Continuous misbehaviour is reported to the senior MSA and/or class teacher. The class teacher will keep a record of the incident, if appropriate.
- 12.7** All serious incidents of misbehaviour are reported to a member of the SLT and a Serious Incident Form is completed by the relevant party.
- 12.8** In the event of a serious incident which poses threat or danger to the individual or others, the emergency bat is sent into the staffroom and a member of the SLT will attend the scene immediately.

### **13 Fixed-term and permanent exclusions**

- 13.1** Only the headteacher or deputy (under the instruction of the headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 13.2** If the headteacher/deputy excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher/deputy makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 13.3** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 13.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 13.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 13.6** When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 13.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

### **14 Behaviour Support Programmes**

- 14.1** Some children need extra support for their behaviour and will be placed on a behaviour support programme.

- 14.2** All relevant people will be informed of the plan. The class teacher and INCo closely monitor the plan and assess and review its impact and effectiveness.
- 14.3** This plan will be personalised to each individual child's needs and interests and may include a home-school book, an individual sticker or a merit chart.

## **15 Behaviour Care Plans**

- 15.1** On very rare occasions it may be felt that a child is at risk of permanent exclusion during to inappropriate behaviour being displayed. In this circumstance the school will put a Pastoral Support Plan (PSP) into place in order to support the pupil and try to prevent this occurring.
- 15.2** A PSP will involve the pupil, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and at school) needed to achieve this.
- 15.3** Once a PSP is in place, regular reviews will be set up to assess progress and make amendments as needed.
- 15.4** Where appropriate, other agencies including Behaviour Support service will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the pupil.

## **16 Monitoring**

- 16.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 16.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher/deputy records those incidents where a child is sent to him/her on account of bad behaviour including play and lunch times. During lunchtimes, lunchtime supervisors give details verbal/written of any incident to the Senior MSA and/or class teacher. These are recorded by class teacher or on a Serious Incident Form.
- 16.3** The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 16.4** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **17 Review**

- 17.1** The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **APPENDIX FIVE**

### **COMPLAINTS PROCEDURE**

We hope that you will maintain a regular contact with the school and with your child's teacher. In doing so points of concern can be discussed and dealt with as they arise. Recent legislation provides for complaints to be dealt with:

- a) By discussion with the Headteacher
- b) In writing to the Governors
- c) In writing to the LEA addressed to the Chief Complaints Officer,  
County Hall, Hertford.

### **SCHOOL DOCUMENTS**

Documents which refer to the work of the school are available to parents. They are kept by the Headteacher. A request should be made to see or discuss these documents.

Governors' Policy Statements  
LEA Curriculum Advice  
National Curriculum Subject Files  
Published Minutes of Governors' Meetings  
Ofsted Inspection Reports and Action Plan.