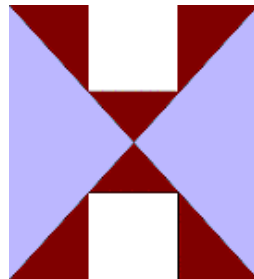


Handcross Primary School

Safe happy and aiming high



Prospectus 2016 - 2017



Handcross Primary School

London Road, Handcross, Haywards Heath,
West Sussex RH17 6HB

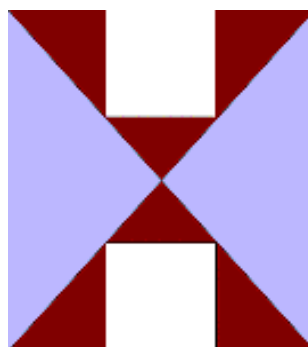
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Headteacher: Mrs Gill Pedersen
Chair of Governors: Mrs Jan Elliott



The information in this prospectus relating to Handcross Primary School is published in accordance with the Education (School Information) Regulations 1998 for the school year 2016/2017.

The particulars contained in this document were correct at October 2016. It must not be assumed that there will be no change before the start of, during or in relation to subsequent years.

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Welcome

Dear Parents and Carers,

If you are thinking of sending your child to Handcross Primary School I hope that this prospectus will answer some of the questions you may have. Hopefully, our excellent SATs results year on year will inspire your confidence in the school but we offer very much more than these.

All the staff who work at Handcross Primary School are passionate about their work and totally committed to the aims of the school which are set out clearly below. Please read them! Everything we do stems from our unshakeable belief that *every* child is special and that because children only have one chance, they deserve the best possible education.

We want every child to feel safe, happy, respected, cared for and to have a sense of belonging. We take a pride in our in depth knowledge of each child. In a nurturing atmosphere, we build the confidence of each individual so that they thrive and are able to achieve their absolute best in every aspect of a broad and balanced curriculum. We have very high expectations of the achievement of every individual and take particular pride in the additional provision we make for very able and gifted children. The children enjoy a very rich and exciting curriculum based on their interests and first hand experiences. We also provide a very full range of extra-curricular activities and good quality wrap around care.

The best way to find out more about us is to visit the school. Please make an appointment with me and I will take you on a tour of the school. We will give you a warm welcome – people always comment on this!

Yours sincerely,

Mrs Gill Pedersen
Headteacher

At Handcross School, every child is special



Our Aims

At Handcross School, every child is special

- To make all children and staff feel safe, happy, respected, cared for and have a sense of belonging. To create a trusting atmosphere in which the spiritual life and personal qualities of the children will flourish and their growing confidence and independence nurtured.
- For there to be high expectations which inspire, motivate and challenge **every** child to learn in every aspect of a broad curriculum. For the children to learn how to think independently, develop their imaginations and have fun. For every day to be used to the full.
- To have good working relationships between all who work in the school and a strong partnership with the parents, other schools and the community.
- To create an in/outdoor environment which is attractive, lively, stimulating, informative and which supports the children's learning.
- For the learning to be based on our knowledge of *how* children learn, the preferences and interests expressed by the children themselves and from stimuli within the locality.
- For exciting and memorable lessons to be well planned and resourced, with plenty of rich, satisfying, enjoyable, multi-sensory experiences, and for lessons to be suitably differentiated to meet every individual need.
- For the good and relevant use of IT to be fully exploited.
- To set short, medium and long-term goals which challenge and stretch each individual, and for progress to be carefully tracked.
- For teachers to accurately assess individuals at every stage of the learning so that the resulting interventions have a direct *impact on the children's learning*.
- For the children to be able to talk about their progress towards their targets, and for their achievements to be celebrated.
- For the children to be prepared to lead a life within a diverse and constantly changing society, in which they will respect British values, adopt a healthy lifestyle, achieve economic well-being, and make a positive contribution.

Home School Agreement

September 2016

The Staff and Governors will:

- ☺ Adhere fully to the Aims of the School (see attached)
- ☺ Do the best they can for your child
- ☺ Ensure your child feels valued, safe and secure
- ☺ Encourage your child to do his/her best at all times
- ☺ Share with you your child's achievements and successes
- ☺ Let you know about any concerns or problems that affect your child's work or behaviour
- ☺ Keep you and your child informed about school activities and initiatives
- ☺ Inform you and your child of the teaching aims for the term
- ☺ Expect and encourage good behaviour

I/We parent(s) of _____ will:

- ☺ **Take our concerns to the class teacher or Headteacher and NOT post on social media.**
- ☺ **Not take our child out for holidays in term-time**
- ☺ Ensure that he/she comes to school regularly, **on time** and with all the equipment he/she needs
- ☺ Send him/her in the agreed uniform
- ☺ Support and encourage the completion and prompt return of homework
- ☺ Support the school in maintaining high standards of behaviour
- ☺ Do our best to attend school events and find out about our child's learning
- ☺ Let the school know about any concerns or problems that might affect his/her work or behaviour

I (pupil) _____ will try to:

- ☺ Keep our Golden Rules
- ☺ Come to school each day on time
- ☺ Bring the things I need every day and look after them properly
- ☺ Wear my school uniform and be tidy
- ☺ Work as hard as I can, and let others learn and teachers teach
- ☺ Behave well, and be polite and helpful to others
- ☺ Help to look after the school
- ☺ Achieve what is expected of me

Signed: _____ Class teacher on behalf of the Staff & Governors

Signed: _____ Parent(s)/Carer(s)

Signed: _____ Child

Dated: ___ / ___ / _____

Accommodation

We think that the learning environment should be attractive and stimulating for the children and we work hard to achieve this. The school building is well equipped with a wide variety of resources, including a very favourable ratio of new IPADs and PCs for children. There are interactive whiteboards in every classroom. All the classrooms are light and airy, and perfectly equipped for the full and exciting curriculum. Our beautiful new Assembly Hall is used for assemblies, drama and music performances, dance, gym, musical activities and whole school events. It also serves as a dining area for hot lunches. There is wheelchair access to most of the building and we are always seeking to improve access for the disabled. Outside we have a large play-ground area and a field that can be used in fine weather. We have an exciting adventure playground designed to stimulate imaginative, cooperative play as well as encourage the development of agility, balance, strength and stamina. There is easy access to our well-resourced Outdoor Classroom from the infant classrooms. The children grow flowers and vegetables in raised beds and they enjoy preparing and eating the healthy organic vegetables when they are harvested. We enjoy our beautiful flower garden which was planted by Nymans National Trust Gardens. Every child has a personal locker in which to keep their belongings.



Organisation

We now are now working at full capacity with our numbers on roll at about 240. The grid below shows you the details of the organisation of classes this year.

Class Name	Class Teacher(s)	Year Group(s)	Teaching Assistants
Hedgehogs	Miss Pattinson	Year R	Mrs Greany, Mrs Goodwin
Robins	Miss Ralph	Year 1	Miss White Mrs Grant
Squirrels	Miss Jones	Year 1/2	Mr Dunkerton Mrs Whale pm
Caterpillars	Miss Doherty	Year 2	Miss Davis
Badgers	Miss Halliwell	Year 3	Mrs Fewster
Roedeer	Miss Stratton	Year 4	Miss Young
Foxes	Miss Warsap	Year 5	Mrs Guiver, Mrs Aylett
Kestrels	Miss Sturkey	Year 6	Mrs Powell, Mrs Cribb (pm)

Mrs Turvill: Advanced Year 6 Maths and additional Literacy in Year 5

Mrs Cozens: additional teaching in Upper Juniors and curriculum responsibilities

Additional teachers for other subjects: Mrs Morris (Music Juniors); Miss Davis (Music, Drama and Dance, Infants); Steve (PE); Miss Havenne (French).

Additional TAs: Mrs Bancroft will be leading Forest School with Tom Hill at Nymans

We have an excellent reputation with the local universities for training teachers. This year, we are undertaking the teacher training of 3 graduates. Most of our teachers have been trained via this route and in this way we can ensure the high calibre.

Most of the time, the children are taught by their class teacher, but there are other arrangements in place when the teachers have their non-contact time for planning. At this time, each class is taught by our excellent specialist music teacher and excellent specialist PE teacher.

In every class there is a Teaching Assistant who will frequently teach small groups and individuals under the direction of the class teacher.

There is a rich programme of special extension activities for our **Very Able children** including a special daily express Maths set for 6-8 children when they reach the top of the school. This is taught by a specialist maths teacher. If the children have the ability, they achieve the expected level of attainment of a 14 year old. Daily Maths, Phonics, Spelling and Reading take place at the same time across the school so that children can be placed in the group that best suits their ability. If children show a particular aptitude for maths, they attend the daily maths lessons of the year above so that their progress is accelerated.

The Curriculum

We believe that every day should be used to the full and we want every child to be challenged and keen to learn. In our constantly changing society, we recognise the need to teach the children *how* to learn. We want the children to strive for excellence in every aspect of our child-centred curriculum which is wide, balanced and cohesive. Our plans draw on the interests of the children. We base the learning on exciting, multisensory experiences and we involve the children as much as possible in the setting of their individual targets and in the evaluation of their progress. We want the children to think for themselves, exercise their imaginations and, very importantly, develop a love of learning.

The programme that each child follows from Year R to Year 6 meets the statutory requirements of the Foundation Stage, new National Curriculum and West Sussex Religious Education Guidelines.

The Foundation Stage

In the Foundation Stage learning is organised into seven areas (3 prime areas and 4 specific areas):

Prime 1 - Personal, social and emotional development

Prime 2 – Communication and language

Prime 3 - Physical development

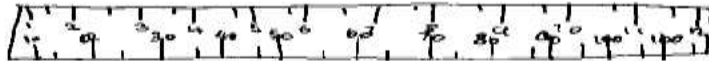
Specific 1 - Literacy

Specific 2 - Mathematics

Specific 3 - Understanding of the world

Specific 4 – Expressive arts and design

Our youngest children work towards 'Early Learning Goals' in each of these areas. They are assessed against these goals by the teacher on entry and again at the end of their first year in school and the parents and children are involved throughout the year in setting appropriate targets to ensure their continued progress. Year R children work on many activities through the day, some adult directed, some independent. They have a daily Literacy lesson and Mathematics lesson which prepares them well for the next stage. Much of the learning takes place outside.



Key Stages 1 & 2 and the National Curriculum

Once your child has achieved the Early Learning Goals, they are ready to start work on the new National Curriculum. This is a statutory requirement and provides a clear framework for the teaching of:

English
Mathematics
Science
Information Technology (IT)
Design & Technology (DT)
History
Geography
Art & Design
Music
Physical Education (Gymnastics, Dance, Games and Swimming)
A Modern Foreign Language (we teach French)
Personal, Social, Health and Citizenship Education (PSHCE)
We follow the West Sussex Guidance on Religious Education (RE).



The National Curriculum is divided into 'Key Stages'. Key Stage 1 and 2 are taught in the primary school. (Key Stage 3 is followed by 11-14 year olds in their secondary school). Key Stage 1 is followed by the Year 1/2 children and Key Stage 2 by the Juniors, Years 3-6. We ensure that there is a smooth transition between each of the three stages, with plenty of opportunity for catch-up or extension, as appropriate.

We do music and drama productions every year. At Christmas the Infants perform and at the end of the summer term the Juniors take their turn. Last year, they performed an excellent musical/drama production of A Midsummer Night's Dream. These productions are of a high quality – parents are always amazed by what the children manage to do. Where possible, the productions link in with our cross-curricular themes and further enhance our children's learning.

A Cross-Curricular Approach – Topic Time

English and Maths are mostly taught as separate subjects every day and most of the other subjects are taught in a cross-curricular way at 'Topic Time.' At Topic Time, different aspects of subjects are grouped around a theme which we know the children will enjoy and inspire their interest. Over the course of several days the children participate in whole class and focus group sessions and complete independent tasks on subjects related to the theme. Our feedback from the children about Topic Time is very positive: they love it!

Assessment and Grouping

The teachers plan lessons thoroughly and ensure that the work is differentiated to cater for the needs of all groups of children and individuals within the class. They also make thorough assessments of children's progress and set individual targets to ensure they remain on track. Children participate in the process of assessment and target setting to further involve them in their learning and we believe their involvement is the key to our success.

High Achieving Children

We identify **High Achieving** children and arrange for them to have extra provision both in and out of the classroom. Good mathematicians are accelerated by attending the daily maths lesson of the year above. In Year 6, they are then taught in an exclusive group of 6-8 children by a specialist maths teacher and many achieve the expected attainment level for a 14 year old. We also run master classes for our gifted writers every half term. Our year 4/5 able mathematicians have half termly extension investigation work led by our specialist maths teacher. Our Locality of schools has a very successful and full programme of special events and courses for High Achieving children and our High Achieving children attend these regularly. They also attend excellent courses for the Gifted & Talented at Burgess Hill School for Girls. We keep a record of activities provided for our most able children to ensure that they regularly receive the additional challenge they need.

Special Educational Needs

We are committed to meeting the needs of every individual child, whatever their needs are. We will always implement our best endeavours to ensure children who have learning difficulties have access to the support they need. Children with SEND (Special Educational Needs and Disabilities) have an Individual Learning Plan (ILP) which is specifically tailored by the class teacher, the child and Special Needs Coordinator to meet their needs. ILPs contain appropriate and specific targets which children work towards throughout the term. We recognise that needs change and so all ILPs are reviewed regularly. We take great care to bolster the self-esteem of SEND children. We encourage parents of children with SEND to become involved with support programmes and we actively seek feedback through the ILP process and ask parents to support the work done with children at school in the home environment. All details regarding our provision for SEND children can be found in the Local Offer which can be viewed on our website.

The Pupil Premium

Pupil Premium funding is allocated to schools to enable them to support children from low-income families who are eligible for free school meals, and looked after children. Pupil Premium is also made available for pupils who have been eligible for free school meals (FSM) at any point in the last 6 years ('Ever 6') and children from families in the Armed Forces. The intention is that the grant will be used to enable all children to make good or better progress in comparison with their peers – to 'close the gap' through whatever means is most effective for individual children. The spending and impact of this grant is monitored by the Governor committee with responsibility for finance.

Objectives in spending Pupil Premium funding at Handcross Primary School

- to raise attainment in key skills, in particular reading, writing and maths
- to enhance the curriculum, and to ensure that all children are able to participate
- to aid inclusion and support each child's well being
- to break down barriers to learning such as low self-esteem or anxiety

Please contact the office if you think you may be eligible to apply for pupil premium. We can only spend the funding on them, if you apply!

NEARS/Locality Working

We have particularly strong links with our local network of 10 rural schools (NEARS); through NEARS we provide pupils with a wide range of enrichment and sporting activities, including extension opportunities for the Very Able; there are regular joint CPD events, shared projects and numerous opportunities for a healthy exchange of ideas for every stratum of the staff from bursars and TAs, to teachers, SENCOs and HTs; the teachers have had particularly constructive meetings over the last few years as they grapple with the implementation of new statutory practice.

NEARS also works as part of a Locality. This is a larger group of 20 schools (including 2 secondary schools) and we work together on highly successful shared projects. The projects are designed to remove barriers to learning for many groups of children from those with social and emotional difficulties through to provision for the High Achieving.

English and Mathematics

A good proportion of each day is given over to English and Mathematics. The daily Maths lesson is taught at the same time across the school so that children can be placed in the class that best meets their needs. Children showing a particular aptitude for maths attend the daily maths lesson of the above year group so that their progress is accelerated. This practice is known as 'setting'. We also set every day for our provision of Phonics, Spelling and Reading.



Daily Phonics and Spelling Programme

We follow the *Read Write Inc. Phonics* programme to teach phonics reading and spelling to our infant children. It is also used for children in older year groups who have significant difficulties in learning the basic skills of reading and spelling. *Read Write Inc. Phonics* is widely used in many schools and has proved to be hugely successful in getting children to read and write quickly and easily. The programme is taught daily in a very lively, highly interactive manner and children enjoy their sessions. They are taught in small groups, closely matched in ability, and make very good progress. The children are continually assessed so that as soon as they have outgrown one group, they move on to the next.

Homework

Homework is an important link between home and school. It allows parents to see work in progress, gives children the chance for interesting, independent study, and allows time for practising important skills.

The children are expected to complete the following homework each week. RWI stands for Read, Write, Incorporated, our early Literacy scheme.

Year	Reading	Spelling	Maths	Other
R	Daily	RWI/letter sounds daily		
1	Daily	RWI/ Spellodrome daily	Specified online games and/or worksheet	
2	Daily	RWI/Spellodrome daily	Specified online games and/or worksheet	
3	Daily	Spellodrome daily	Specified online games and/or worksheet xTables	Topic or Literacy 30 mins
4/5	Daily	Spellodrome daily	30 min weekly Specified online games and/or worksheet xTables	Topic or Literacy 30 mins
6	Daily	Spellodrome daily	30 min weekly	Writing task to be specified

Year 6 are also expected to complete some of their ongoing project work.

Homework will be given out on Thursdays. Spelling homework will be set by the person leading the RWI or Spelling Group. Infants must give in all homework by the following Monday; Juniors must give in all homework by the following Tuesday. All children will have their spellings tested on Monday.

Attitudes towards homework varies enormously amongst parents, ranging from those who do not wish their children to do any to those that think there should be an hour or two every evening. We try to aim for the middle ground and ensure that homework is important, meaningful and beneficial to your child's learning. If you have any concerns, please see your child's classteacher.

Religious Education and Collective Worship

The school follows the West Sussex Agreed Syllabus for Religious Education. We aim to develop an awareness and understanding of Christian values and beliefs as well as those of other major world religions.

Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and to the world around us. Several assemblies each term are taken by the local Vicar.

Parents should contact the Headteacher if they wish to withdraw their children from all or part of the RE and collective worship provided by the school. However, the assemblies are very inclusive so that no-one feels the need to do this.

Personal, Social, Health Education (PSHE) and Citizenship

PSHE and Citizenship is not taught in isolation but is firmly embedded in all curriculum areas. All teachers follow a well-planned and progressive scheme of work which meets the West Sussex guidelines. Our comprehensive programme is enhanced by SEAL (Social and Emotional Aspects of Learning) and our Anti-bullying and Positive Behaviour policies.

All PSE themes are introduced in whole school assemblies before being addressed in the classroom. Emphasis is placed on active learning through discussions, problem solving, role-play and games activities. Circle-time is also highly valued at Handcross, allowing the children to take part in discussions, resolve conflicts or agree set rules of behaviour. We encourage the children to take part in practical activities that promote active citizenship e.g. fundraising for charity. Our school's 'School Council' initiates many of these activities, which are then discussed throughout the school. We also provide many opportunities for the children to listen to outside speakers e.g. Police Liaison Officer to help with the safeguarding agenda and the School Nurse to help with health issues..

The children have the opportunity to earn two awards that aim to develop their personal qualities. A 'Kindness Leaf' is awarded to children that show an act of kindness to their peers or adults within the school. A 'Golden Leaf' is awarded to children that demonstrate a high level of personal effort, perseverance and determination, children that never give up.

Our annual prize giving further rewards children for sustained and outstanding achievements in a wide variety of areas.

Sex and Relationships Education

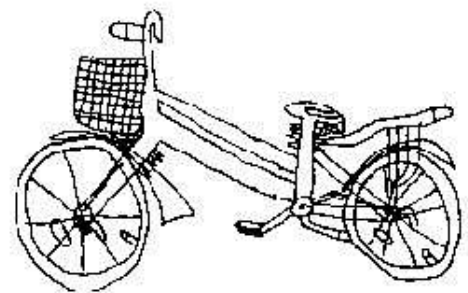
Sex and Relationships is taught within the Personal, Social, Health, Citizenship Education (PSHCE) and Science programme. Parents are invited to view the DVD shown to the Juniors and ask any questions they may have before the start of these lessons. Parents have the right to withdraw their children from Sex and Relationships education and should see the Headteacher if they wish to exercise this right. Please ask for a copy of our Sex & Relationships Policy if you would like to read it.

Extra Curricular Activities

We are keen to develop and extend learning through a wide range of after-school clubs. These clubs are offered by staff and parents every term. The School Council ensures that there is a sufficient selection of clubs to choose from so that all Year 1-6 children are happy to attend at least one physical activity club. This year our sports clubs include: Netball, Dance, Cyber Sport Coach, Kinball, Football and Multisports.

Bikeability

Every year we organise a Bikeability course in association with the County's Road Safety Officers for children in Year 6.



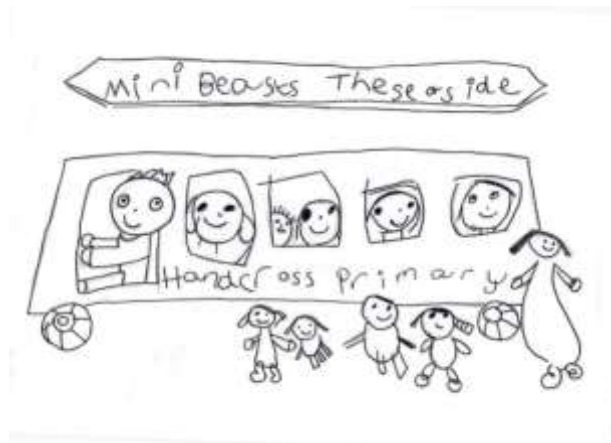
Trips & Residential Visits

Every term, teachers plan a number of local trips to stimulate interest and support work within their class. This gives children hands-on experience on which further learning can build.

We believe strongly that children benefit educationally and socially from spending time together on residential trips. The children in Year 6 go on a residential trip to the fantastic PGL site at Osmington Bay in Dorset to undertake a programme of activities e.g. abseiling, quad biking, dragon boating as well as field studies e.g. historical enquiry at Corfe Castle and costal formation at Lulworth Cove and Durdle Door. We are looking at extending these opportunities to other Junior Classes.

Such opportunities are primarily funded from parental contributions without which we could not undertake the trips. If this proves to be difficult, you are invited to discuss the matter with the

Headteacher in complete confidence and we may be able to make arrangements to subsidise the cost of your child's visit. The school reserves the right to cancel any trip where funds do not match the cost of the trip.



Charging Arrangements

While most activities and resources are funded from School accounts, there are some activities that can only take place if additional funds are found. Parents are asked to contribute towards things such as swimming, trips, visiting educational theatre companies, authors and cookery supplies. Contributions are voluntary, but if all parents who are able to pay do not do so, activities may have to be cancelled. Subsidies are available for parents with children who are in receipt of the pupil premium. Parents should contact the Headteacher for details.

The Governors may charge parents for avoidable losses and damage to school equipment by their children.

Equality of Opportunity

The school promotes equality of opportunity and is pleased to discuss the needs of all its pupils, including those with disabilities, and will endeavour to meet their requirements. The school's Special Needs Policy and register of pupils with special needs are reviewed annually.

Safeguarding Children

Handcross School is committed to the safeguarding of the children, young people, their families and staff. All recruiting panels include somebody who has undergone Safer Recruiting Training and we operate a vigorous recruiting procedure to ensure that risks are minimised. All staff and people who come into regular contact with the children are DBS checked.



The School Day

Children must not arrive on the premises before 8.40am.

8.45 School doors open.
8.50 Register.
8.55 Learning begins.
Children have a 15 minute morning break.
12.15 Lunch break.
1.15 Lessons continue.
(2.30-2.45 Afternoon break – occasionally for Infants only)
3.15 End of school day.
Teaching time Juniors – 25 hours 50 minutes.
Teaching time Infants – 24 hours 30 minutes.



Lunch

Lunchtime is from 12.15pm to 1.15pm each day. Children eat either a packed lunch or are provided with a hot lunch which is paid for in advance. All 4 – 7 year olds receive a free hot lunch. If you wish to buy hot lunches please order them at www.mealselector.co.uk. Application forms for free meals for those families receiving Income Support are available from the School Office.

Packed lunches should be brought to school in a lunch box, clearly labelled with the child's name. Non-fizzy drinks may be brought to school in non-breakable, leak-proof bottles. Water is always available.

We aim to create a calm, well-mannered atmosphere in which our children can enjoy their meals together, as we believe that it is an excellent opportunity to help children to develop social skills and good manners.

Lunchtime play is an exciting and well organised time at Handcross School and is run by an excellent team of Playtime Organisers who love their job. There is a wide variety of activities and equipment available and many of the older children run clubs for the younger children, making sure that no one is left out.



We are a Healthy School

We actively encourage the children to eat healthily and adopt a healthy lifestyle. The infants receive free fruit and vegetables daily. Juniors are allowed to bring their own fruit or vegetables in from home for snack time. Whenever we eat in school we always consider the nutritional value of the food e.g. Christmas Lunch and Easter Breakfast and Food Technology. However, we do have sweets occasionally as treats e.g. Easter Egg Hunt, end of term rewards and fund raising events. Some children like to bring in a 'little something' for each child in their class to celebrate their birthdays. **Sweets and cakes are NOT permitted** but if you wish, very inexpensive, suitable items can be bought instead e.g. balloons.

Terms and Holiday Dates

Autumn Term 2016

Friday 2nd September – Friday 16th December 2016

Half-term: Monday 24th – Friday 28th October

INSET Days: Thursday 1st September & Friday 25th November

Spring Term 2017

Thursday 5th January – Friday 7th April 2017

Day in Lieu: Tuesday 3rd January 2017

INSET Day: Wednesday 4th January 2017

Half-term: Monday 20th – Friday 24th February

Summer Term 2017

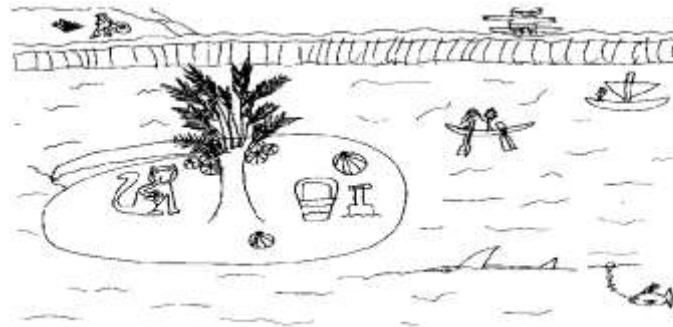
Monday 24th April – Tuesday 25th July 2017

Half-term: Monday 29th May – Friday 2nd June

Day in lieu: Monday 5th June

INSET days: Mon 3rd July & Tuesday 4th July

Autumn Term 2017 CHILDREN RETURN FRIDAY 1ST SEPTEMBER



Uniform

We have a school uniform which all children wear. Each item needs to be marked with your child's name.

Uniform is available from Sussex Uniforms

Buy in-store: Units 1&2 Bridge Road Business Park, Bridge Road, Haywards Heath
RH16 1TX

Buy on-line: www.sussexuniforms.co.uk/collections/handcross

Buy over the phone: 01444 227066

If you do not live local to Haywards heath, Mrs Goodenough in the office can collect your orders for you if you let her know when the order is ready for collection.

ALL INFANTS

Year R, Year 1 and Year 2 children

Maroon, elasticated jogging bottoms
Maroon sweatshirt or cardigan with school logo
Maroon polo shirt with school logo
School jacket with school logo
Plain black, grey or white socks
Black trainers with Velcro straps
(jogging bottoms only - no leggings)

Summer option

Maroon polo shirt with school logo
Maroon, cotton shorts with maroon polo shirt (with logo) and maroon sweatshirt (with logo)
Maroon sweatshirt or cardigan? with school logo
Short grey or white socks (no tights to be worn with shorts)
The idea behind this infant uniform is that the children are always dressed for action and that no separate PE uniform is required. When the Infants wear the uniform outlined above, it requires no changing time for PE and valuable curriculum time is gained.

Please note that leggings may not be worn instead of jogging bottoms.

ALL JUNIORS (Years 3-6)

Owing to the large numbers of parents and children who like the wearing of stiff collars and ties, it has been decided that the continued use of these remains an option. Junior children may wear either:

ONE

Blue shirts with stiff collars and cuffs worn with a tie: maroon with narrow blue stripes
Light grey school trousers or light grey school skirt (not charcoal grey)
Wool-look, polyester V neck jumper or cardigan with school logo
Black, grey or white socks or grey tights
Sensible black shoes
School jacket with school logo
or:



TWO

Maroon polo shirt with school logo
Maroon sweatshirt or cardigan with school logo
Grey school trousers or grey school skirt
Black, grey or white socks or grey tights
School jacket with school logo
Sensible black shoes
Juniors should wear strictly Option One OR Option Two, not a mixture of both.

Summer option

Light grey shorts or pale blue gingham dress
PE Uniform for Juniors (to be brought in every Monday in a drawstring bag clearly marked with the child's name)

Maroon polo shirt with school logo
Maroon cotton shorts
Short white or grey socks and black plimsolls/trainers

Hair bands and grips in school colours only.
Children are not permitted to wear makeup.
Jewellery and trainers are not suitable for school wear.
If ears are pierced only studs may be worn. (These should not be worn on PE and swimming days.)

For Swimming:

Swimming costume (one piece for girls, trunks for boys)
Swim hat
Towel

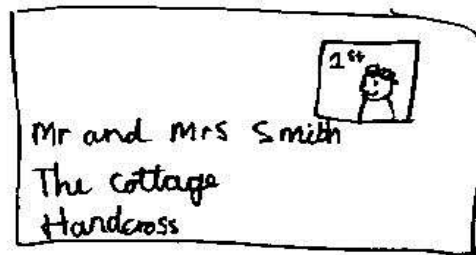
Children also need to bring in an old baggy T-shirt to cover themselves during messy activities.

IMPORTANT: Children should only bring essential belongings to school - we do not have much storage space!

Lost Property

All **named** items that are lost are quickly returned to their owners. Any other lost items are kept in the office and periodically displayed at picking up time. Any unnamed, unclaimed items will then be disposed of. Please feel free to assist your child in claiming their lost **property**.

Communication between Home and School



Our partnership with parents is crucial to the working of the school and for this reason it is very important to us that you are fully informed about your child's progress and events at school. We do this in the following ways:

- Regular texts and emails for quick and urgent messages
- Regular letters from the Headteacher and Teachers which can be sent by email if preferred
- Messages on display in front entrance
- Curriculum forecasts and letters from your child's class teacher at the beginning of term
- Weekly Celebration Assemblies on Friday mornings
- Class celebration and presentation of work in each class at the end of each term
- Annual Reports issued in July
- Parent Evenings in the Autumn and Spring terms and in the Summer term for parents of children with SEND
- Regularly updated website with newsletters and Diary Dates
- Regular talks on the curriculum to explain how we work and how you can help support your child
- Annual Parent Survey to hear your views (usually undertaken at the Autumn parent consultation evenings).
- The Headteacher is available at the beginning and end of most days for messages and consultation. On those few occasions when she is not, an appointment can be made within 24 hours (if you are flexible about the meeting times).
- Class teachers are available at the beginning of the day for quick messages, but cannot speak at length at this time because they need to teach! They will always be prepared to make an appointment to meet after school.
- The Special Needs Co-ordinator or Learning Mentor is always happy to make appointments with parents of children with SEND to discuss concerns.

We welcome parents into the school. There are many ways in which you can help in the classroom, e.g. reading, cooking, and making. Many parents also help with transporting children to various events. All parents who help on a regular basis are DBS checked.

Positive Behaviour Policy

Reviewed: September 2016

Date of next review: September 2017

Aims

1. To develop a calm and happy working environment
2. To develop friendly, co-operative attitudes where children treat others as they would like to be treated themselves
3. To help children understand and manage their emotions and be responsible for their behaviour at all times
4. To help children understand the consequences of antisocial behaviour, so that they can make good choices about how to behave
5. To teach children to be polite

This policy underpins our policies on Child Protection, Equality and Anti-bullying and should be read in association with it.

Guidelines

A. Our Golden Rules

To keep us safe, happy and learning we will:

Do as asked by adults

Good sitting, good looking, good listening and good thinking

Work hard and let others work

Keep hands, feet and objects to yourself

No rude or hurtful words or body language

Look after things

Be polite and kind

Tell the truth

Include everyone and share.

B. Golden Rules in the Classroom

At the beginning of each year, Teachers discuss the Golden Rules with their individual classes. Children discuss and agree what these might mean within the classroom environment. The children and teacher discuss consequences and sanctions for breaking these rules.

C. Personal, Social, Health and Citizenship Education (PSHCE) and Circle Times

During PSHCE and Circle Time the children are encouraged to:

- Discuss their relationships with others
- Talk about and understand emotions in order to learn how to make good choices about their behaviour
- Discuss the thoughts and feelings of other children and adults
- Recognise ways in which they need to behave in school to maintain a safe, working atmosphere
- Build up self esteem
- Cooperate with others
- Learn about good listening and good learning
- Learn how to be polite to one another, and to other people

D. Rewards

As far as possible, we have a positive approach. All staff **praise** children who behave well and follow school rules. There are many reward systems within the school, including whole school schemes as well as those special to each class. Certificates are awarded in Celebration Assemblies to children who have achieved their curriculum targets. We also award children leaves on the 'Kindness Tree' for acts of kindness and Gold leaves for effort'. Reading Certificates are awarded to children who have read 4 times a week for 6 weeks. Children who reach milestones for learning Times tables, Number Bonds and High Frequency Words, receive certificates in the Infants and a treat from the Treat Box in the Juniors. Various sports certificates are awarded for children representing the school in sports events.

E. Procedures for dealing with poor or inappropriate behaviour

Through example, powerful stories and discussion we actively promote the moral development of the children. We try to work with the children in a friendly, positive and encouraging way. Children need approval and we praise and reward good behaviour whenever we can. However, when a child misbehaves, there are measures to deal with it, of which children are aware.

There are various procedures for dealing with poor behaviour:

- If a child misbehaves by breaking a golden rule, s/he is warned (except in the case of a serious incident in which case the Headteacher becomes involved immediately).
- If the child breaks the rule again, her/his name is written on the board.
- If the child continues to misbehave s/he is sent to the Headteacher (or senior teacher) who keeps a record of incidents of poor behaviour.
- On the first or second occasion in any term that a child is sent to the Headteacher the parents are informed. This maybe a quick message or a meeting maybe arranged. The meeting with parents gives Staff and parents the opportunity to develop strategies to help the child overcome the problem. This may involve a Behaviour Diary being kept for a limited time for the child, or a behaviour chat with accompanying rewards/sanctions.
- Sanctions may include Children missing playtime(s), writing a letter of apology or undertaking some chores for the benefit of others or doing extra spelling practice.
- If the poor behaviour persists, the child will be given a fixed term exclusion and/or the Local Authority Behaviour Management Team will be consulted in order to devise a programme of improvement.
- In very severe cases of poor behaviour a child may be permanently excluded. This only happens in rare instances.

F. Peace Pals

Children are elected by their peers and trained to be Peace Pals. The Peace Pals intervene to help children resolve their own disputes. This system helps the children to learn how to resolve their differences independently. However, this is only for minor incidents e.g. falling out with a friend and adults always become involved if more serious matters arise.

G. Bullying

There are many forms of bullying, including physical, verbal (name calling etc.) and nonverbal (e.g. taking belongings). An individual or a group may carry out the bullying. Bullying is not one off incidents and not a dispute between 2 children of equal size and weight. We do not accept any form of bullying.

We encourage children to tell us if they feel they are being bullied. Staff are aware that bullying can take place and may go unreported. We ask parents to inform the school if they suspect their child is being bullied. **All** allegations of bullying are thoroughly investigated and acted upon.

Parents will be notified if their child bullies another child or is bullied by another child. (Please see Anti-Bullying Policy for more detail.)

Every child in the school has what the children have called a 'Worry Warden'. This is an adult within the school that the children have chosen because s/he is someone with whom they feel they can share their worries. They meet regularly to ensure that contact is maintained.

H. Off-Site Visits

The Positive Behaviour Policy will be applied on off-site visits.

I. The Use of Force to Control or Restrain Pupils

Staff should only use physical restraint as a last resort, in extreme circumstances and the force used must always be the minimum necessary in the circumstances. (See Use of Force to Control or Restrain Pupils Policy.)

J. Search

If the need arises children are asked to empty the contents of their bags and pockets.

For children with SEND who have a condition which will affect their ability to behave in line with our Positive Behaviour Policy, we make adaptations. These are made within the spirit of the Positive Behaviour Policy and we implement our best endeavours to ensure that, with appropriate support, we enable the child with SEND to participate in the life of the school. If the poor behaviour continually disrupts the workings of the school and therefore the safety of other children and staff, the child may have to be permanently excluded but this will only be the case when every avenue has been explored including support from the Local Authority.

The Positive Behaviour Policy is reviewed each year to ensure it is proving effective. The Positive Behaviour Policy is followed by the whole school, applied by ALL staff, supported by parents, staff and children, and is based on a sense of community and shared values. We will strive to ensure that the policy is applied fairly and consistently. It is only by working together and following the agreed policy that it will work in practice.

Appendix

Examples of additional reward systems operating in some classrooms:

- Stickers are given out regularly for good work and good behaviour.
- Classes can 'earn' **Golden Time** (free choice) by behaving well/working hard. This is awarded at the teacher's discretion e.g. when whole class behaves especially well, CT draws smiley face on w/b. *One* smiley = 1 minute. Extra play is awarded when class has been awarded 10 smiles. Some classes use marbles in a jar instead of smiles.
- **Chance Cards** These are given out for good work or behaviour. Child's name is written on the card. Once a fortnight the chance cards are added up and there is a prize for the child who received the most. There is also a prize for the child whose name is pulled out of the box by chance.
- Children *are* awarded stars or stickers for good listening, good work or good behaviour in class. When they have won three stars, they *are* allowed to choose a little prize from the **Treat Box**.

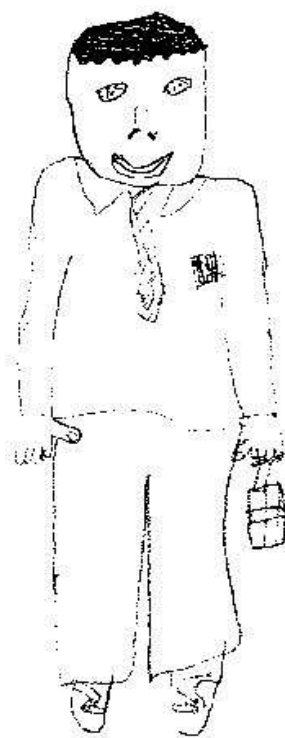
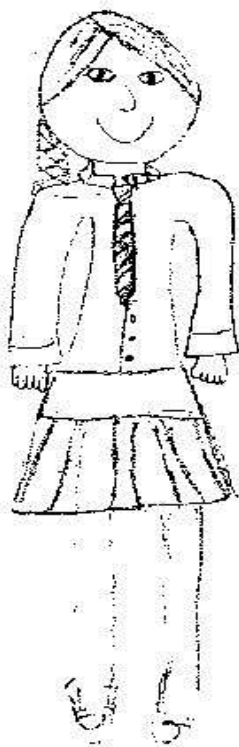
Absence

If your child is ill and unable to attend school, please notify the school by telephone or in person at the beginning of the first day of absence. The school has a policy of ringing parents if children have not arrived at school at the designated time and notification of absence has not been received. This ensures the safety of your children.

In line with the other schools in the Locality, the Governors and Staff will not allow holidays in term time **because they seriously disrupt the learning programmes of the children**. We ask parents to confirm that they agree with this policy when they sign the Home School Agreement. Holidays during term time will not be authorised unless there are extenuating circumstances. Please would you see the office if you need to request an absence and they will provide you with the necessary form to complete. This will be sent to the Governors and they will consider requests that involve 'extenuating circumstances'.

We take a pride in our very good attendance rates. Last year, 26 children achieved 100% attendance. This is an unusual achievement. One child achieved 100% for all 7 years!

Percentage of sessions (half days) missed through absence in the year 2015/16: 3.41%
This places us in the top category for good attendance.



Medical Welfare

On admission, parents are asked to complete a form giving any medical information about their child that they think the school should know. Parents are also asked to ensure that the school has **up-to-date telephone details** of three contacts in case of illness or emergency.

If a child is taken **ill** at school or has an **accident** we will always make every effort to contact you immediately. If we are unable to do so, your child will be cared for at school until you arrive, or in serious circumstances taken to hospital.

Parents are **always** notified by phone/leaflet if a child has had a head injury which requires treatment. A child with a head injury wears a sticker so that all staff and parents are aware of the incident. Whenever a child is badly hurt, the parents are notified immediately and if we are in doubt about the seriousness of the injury, we contact the parents.

In hot weather, the children may bring in some **suncream** to use at lunchtime. The cream must be clearly labelled with the child's name and must be stored in their locker. Children must be able to apply their own suncream, if they bring it in to school.

West Sussex County Council and the local Health Authority advise that medicines are not to be administered by school staff unless they have been prescribed by a doctor. Inhalers may be administered by the children and should be held at the school office. They should be clearly marked with the child's name and, where possible, dosage. Please see the office staff that will provide you with a consent form for administering medicine. Please refer to our Administration of Medicine, First Aid and Accident Policy for further information.

Special arrangements are made for children to be given their prescribed medicines on residential trips.



Admission Arrangements

In common with most primary schools in West Sussex, admission to Handcross School is co-ordinated by a team based in Horsham. Application should be made in writing or by telephone to:

Pupil Admissions Office
Adults & Children's Learning
County Hall North
Chart Way
Horsham
West Sussex
RH12 1XA

Telephone: 033 301 42903
Fax: 01403 276460
Email: admissions@westsussex.gov.uk

Children are normally admitted to the school at the beginning of the school year in which they will be five. However, parents now have the right to decide if their child will start school in a Reception class on a full-time or part-time basis or defer entry to the term after they are 5 years old. It must be made clear though, that if a parent decides to defer entry until Year 1 they will have to reapply and probably lose the place. Schools may recommend to parents that it may be appropriate for some children to start on a part-time basis e.g. children with summer birthdays, as long as they receive the full entitlement of 15 hours a week. Other children are ready for full time school from the start. We operate a flexible system of entry very much based on the needs of each child; the Early Years Teacher and Headteacher are happy to consult with you on this matter after your child has made the initial visits to the school in the Summer term prior to September entry.

Please keep the Admissions Team advised of any changes to your children's circumstances (change of name, address, school etc.) to assist in the forward planning of school provision in West Sussex. Further details relating to admissions can be found on the West Sussex Grid for Learning – <http://wsgfl.westsussex.gov.uk>.

Liaison with Pre-School Settings and Secondary Schools

Continuity between phases of education is extremely important for successful learning. At Handcross we have very close links with the pre-school facilities in both the village and Colgate and with the local secondary schools.

The Headteacher and Year R teacher visit the local pre-school group and some other feeder pre-school settings to enable new children to the school to get to know us on familiar ground. This is followed by several visits to Handcross School for the children and a home visit from the Reception Teacher. Meetings are also held in June for parents of children entering school so that questions and concerns can be answered.

Staff from local secondary schools visit us in the Summer Term to discuss the needs of children who will be transferring in September. They also meet the children and answer questions. Parents of children in Year 6 are invited to attend Open Evenings at the schools and to meet the staff. The children get the opportunity to experience life in secondary school first-hand by spending a day at the school in July.



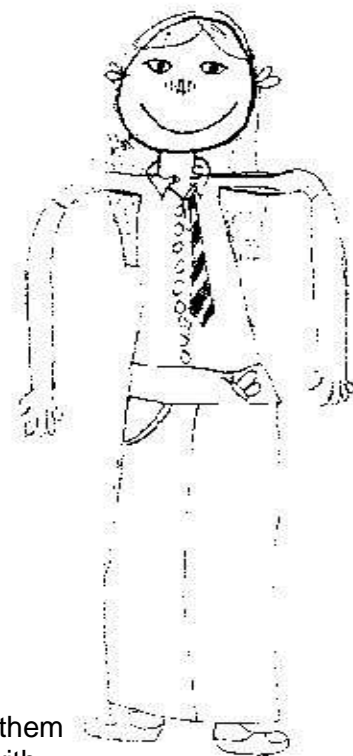
Governors

Behind the scenes, there is a hardworking team of Governors committed to making Handcross School as good as possible. Many of them are parents who are often available at the beginning and end of the day. If you have any concerns, you are very welcome to make an appointment to meet with a Governor at any time.

The composition of Handcross' governing body is set out below:

Mrs J Elliott	Community (Chair)
Mrs S Fowler	Community (Vice Chair)
Mrs E Duarte	Community
Mr S Laing	Community
Mr R Yates	Parent
Mrs C Ikin	Parent
Mrs G Pedersen	Headteacher
Miss C Sturkey	Staff
Miss Lin Stockwell	Local Authority Governor

Clerk to the Governors: Mrs M Vallance



The School Council

All the older children in Kestrels are school councillors and 3 or 4 of them are allocated to each class. They lead weekly/fortnightly meetings with their respective classes in which they pass on current information about the school and find out if there are any issues which the class wishes to raise. The Kestrels then have a follow up meeting altogether to finalise decisions about the wishes of all 8 classes and act upon them.

All pupils are encouraged to pass ideas and suggestions to their representatives and to share in the decision making process. The staff believe very strongly that the children should have a voice that their views should influence the development of the school. All children also undertake an annual questionnaire so that they have the opportunity to give us feedback on every aspect of the school. We refer to this when we plan developments for the school to ensure that our plans reflect the wishes of the children.

If you have a Complaint or a Compliment

We do our very best to educate your children properly, but part of our commitment is to work to improve standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

Our policy for resolving issues or concerns that Parents may have about any aspects of their children's education or treatment in School is that these should be discussed first with the class teacher. Any unresolved problems may then be taken to the Headteacher. If still no resolution is found, the matters may be referred to the Governors' Complaints Committee. The complete policy document is available from the School Office.

P.S. Compliments are also gratefully received!



Further Information

In line with the Freedom of Information Act 2000 the school operates a Publication Scheme regarding information that is available under this Act.

The categories of information that can generally be made available to parents and the public include:

- Governors' Documents
- School Policies and information that relates to the school in general such as:
 - Any statutory instruments (including orders for National Curriculum subjects), circulars and administrative memoranda relating to powers and duties under Chapter One of the Education Reform Act which are sent to school by the DfE.
 - Any published inspection reports which refer expressly to the school.
 - Any schemes of work currently used within the school.
- Information about policies that relate to pupils and the school curriculum.
- Information available on the school's or West Sussex websites.

Some information under the above categories may be exempt from publication and parents will be informed if this is the case on request for the information.

The school may need to seek clarification on the publishing of any information from West Sussex County Council.

Please see our website for a list of all available policies.

