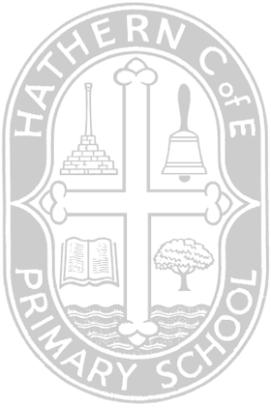


Hathern Church of England Primary School

Prospectus
2021-22

Learning
and Caring
Together





Prospectus

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1. Leicestershire Authority

Any information regarding matters of welfare, general enquiries, choice of school, allowances, etc, can be obtained from:

The Director of Children and Young Peoples Services (CYPS)
County Hall
Glenfield
Leicester
LE3 8RF

Telephone Number: 0116 2323232

OR

Leicester Diocese Board of Education
St Martin's House
7 Peacock Lane
Leicester
LE1 5PZ

Telephone Number: 0116 2615350



General Information

1.1. The School

Hathern Church of England Primary School was founded by the Church at Cross Street in 1849. Today the Cross Street site houses two Classrooms, a breakout /small group workspace, an ICT Suite and a children's kitchen. The School was extended in 1973 when a second building was erected on Pasture Lane, and was remodelled in the Summer of 2013. This houses three Classrooms and a shared ICT/Library workspace. This is also where the School Hall, School Office and School Kitchen are situated.

The site was further extended in 1981 when the Community Lounge was added and once again in 2005, when the School Office was extended and the Conference Room was added. More recently (in 2017), an additional two classrooms have been created along with an extension to the Hall and hard play areas.

The school enjoys extensive and attractive grounds, including a Sports field, a Foundation Stage outdoor learning area, a Spiritual Garden and a Forest School area with pond.

1.2. School's Mission Statement: 'Learning and Caring Together'

How well are our pupils doing?

- Our school will offer **all** pupils the opportunity to achieve to the very best of their ability.
- We will promote an enjoyment for learning that will enable them to enhance their future personal, social and economic well-being.
- We will prepare our pupils to face the challenges of living in a 'changing world' where making a positive contribution to the wider community is valued.
- We will encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer.

Teaching and Learning ('Provision')

- We aim to provide high quality, innovative teaching and learning in a caring and supportive environment within the context of Christian belief and practice.
- Knowledge of each pupil will ensure that the highest possible standards are achieved in this phase of their lifelong learning journey.
- We will engage our pupils in their learning by providing a stimulating and enjoyable skills-led curriculum which encourages creativity and ownership.

Leadership and Management:

- The views of parents, pupils and other stakeholders will be actively sought to help shape our school as it continues to evolve.
- We will provide a safe and secure place of learning where the effective deployment of staff and resources ensures quality first teaching, targeted support and timely intervention.
- School management, leadership and governance will be rigorously focused upon the pursuit of improved provision and standards.
- The school's historic foundation will be recognised, and its religious character will be preserved and developed in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The Foundation Stage:

- Through quality teaching and focused leadership we aim to provide opportunities for **all** our pupils to become capable, confident and self-assured learners; this will take place within a Christian context.
- The uniqueness of each child will be recognised from the start through effective communication and partnership with the family, integrated care and pre-school education.



Overall Effectiveness:

- The school will recognise where it has capacity to further improve, and will strive to do so based upon sound, considered and measured judgements made in a climate of honest and professional self-evaluation.
- It will tackle weakness and find ways of overcoming barriers to improvement. Targets will be set that both challenge and inspire.
- Staff and governors will have access to high quality professional training and enrichment in the pursuit of improved knowledge, quality and standards but with due regard to the well-being of the individual.

1.3. Staff

Hathern School is a co-educational Church of England, controlled school that aims to provide your child with a high level of education in a stimulating and happy atmosphere.

Headteacher	Mr Stephen Dunn
Deputy Head	Mr Stuart Bailey
<i>Curriculum Staff:</i>	
Year 6	Mr Stuart Bailey
Year 5	Mrs Lizzie Blackwell
Year 4	Miss Natasha Nicholls
Year 3	Miss Maria D'Andrea
Year 2	Mrs Zoe Dryden
Year 1	Mrs Sarah Kurnatowski
Foundation (F/KS1 Manager)	Mrs Zoe Dryden
SENDCo	Mrs Penny Bratton
Classroom Support:	Mrs Kathy Bunn (ELSA)
	Mrs Jayne Collier
	Mrs Anna Kalawsky (HLTA)
	Mrs Jane Stenhouse
	Miss Leisl Johncock (S&L/NELI)
	Mrs Joanne Graham
	Miss Kirsty Berridge
	Miss Chloe Parsons
	Miss Maisie Hanson
	Miss Megan Potts
	Miss Niamh Harrison
	Mrs Kimberley Halford
	Mr Ben Hanford, Hanford Sports
	Mr Joe Edwards, Hanford Sports
	Ms Cath Watson
	Mrs Sharon Williams
	Mr Harry Lakin
	Mrs Kinga Skowronska
	Mr Manjit Heer, Primaryworld (IT Technical support)
	Mrs Sheila Motyl (Bursar)
	Mrs Kira Moore
	Mrs Kinga Skowronska
	Mr Ben Hanford
	Mrs Nannette Kirkman-Graham
	Mrs Sue Bulmer
	Mrs Jane Stenhouse
	Mrs Jade Taylor
	Miss Liesl Johncock
Support Apprentices:	
HLTA	
Sports Coach	
Sports Apprentice	
Office Manager	
Administrative Officer	
Premises Officer	
Cleaner	
Visiting Specialists	
Kitchen Assistants	
Middy Manager	
Supervisory Assistants (Lunchtimes)	



1.4. Welcome from the Chair of Governors

Dear Parents and Guardians,

On behalf of all the children, staff and governors of Hathern Church of England Primary School, I would like to welcome you and your child to our school community.

We aim to ensure that all our pupils receive the best possible education to meet their individual needs and help them achieve their full potential.

Your child will be taught the National Curriculum by dedicated, committed and experienced staff in well-managed and stimulating classes in a school which is committed to learning in a friendly and caring environment.

The Head Teacher, staff and governors work as a team and your partnership with us is vitally important in the process of learning and the development of your child's skills, knowledge and understanding. We hope that together we can give your child the support and encouragement to make the most of their time with us.

If at any time you wish to discuss your child's education and welfare, the staff will be pleased to help you and answer your questions.

Together, we will endeavour to ensure that your child's time at Hathern Church of England Primary School is happy and successful.

Tim Farthing
Chair of Governors

1.5. Welcome from the Headteacher

Dear Prospective Parent/Carer,

Welcome to Hathern Church of England Primary School.

You may already know something of our school or you may be finding out about us for the first time, whichever the case, I hope that you find this Prospectus helpful and hope that it provides a useful overview of our school.

We are a small, village primary school that is a member of the Loughborough Primary Academy Partnership (LPAP). Small in size does not however mean small in outlook, opportunity or provision. As a small school we have the same demands placed upon us as all of our larger neighbours. The education that *we* provide *is* as focused, relevant and stimulating as you might hope to find in any other school, *but* we have the added benefit of fewer pupils, where every child *really does* matter and where the need of the individual learner is given every consideration.

The school is an important part of the village; part of a community that is vibrant and active. We recognise the benefits of developing effective relationships within our village community – as the village 'reaches in', we reach out, understanding that close liaison promotes cohesion within the community and enrichment to our wider curriculum.

I am proud to be the Head of a school that has come along way in a relatively short amount of time; a school that has embraced change and has, in my opinion, the capacity to further develop and embrace the challenges that lie ahead in education. I work alongside good



teachers delivering good teaching, assisted by a support staff that continues to develop and grow in skills and experience. It is a staff that is delivering 21st Century education in a bright, welcoming and ever-improving learning environment, where individual effort and achievement is both recognised and celebrated.

From entry in to the Foundation Stage through to the transition from Year 6 in to Year 7, we are privileged to take the children on a learning journey, providing them with the skills they need to develop academically, socially, personally, morally and spiritually. Our principle aim is to enable our children to succeed in their future lives in an increasingly technological, culturally-diverse and fast-changing world where economic and personal well-being can only be achieved if the education we provide, at this primary level, is appropriate and 'fit for purpose'. Provision must be based upon sound educational practices and principles where the needs of the child are at the centre of the decision-making process; we believe we are well-placed to provide this for your child.

Should you now feel that you would like to know more, then read on! Visit our website (www.hathernprimary.org) where you can find out more information about us. Better still, come and visit us when the children are here, learning in their classes, in the ICT Suites or in the outdoor environment. The best advert that we can write is what you will see every day in the school – happy children engaged in relevant learning, delivered in stimulating teaching spaces, by skilled practitioners in partnership with parents, the church and the wider community.

Stephen Dunn
Headteacher

1.6. The Governing Body

All schools have governing bodies and our purpose is to help the school to provide the best possible education for every pupil and help them reach the highest standards of achievement. School governors come in a variety of types. At Hathern we have five governors who are parents or carers, and are elected by all parents and carers. We have one governor who represents the teaching and support staff in the school, and that is also an elected post. Two governors represent the local community, two are foundation governors representing our local church as we are a voluntary controlled school and two governors are appointed by the local authority. The Head Teacher also serves on the governing body.

Governors are any age – young and old - with qualifications and experience from many walks of life including commercial and business activities, teaching and education and the church with a wide variety of outside interests. Our broad experience makes us a strong and balanced governing body and enables us to carry out our strategic role.

So what precisely do we do? We meet as a full governing body at least once a term, however much of the business is delegated to sub-committees. We have Finance, Personnel & Premises, School Improvement & Safeguarding and Foundation sub-committees. We develop the strategic framework within which the school operates and determine the character, aims, ethos and values of the school. We govern by developing policies against which the school operates.

A school functions best when the governing body and the Head Teacher work together as a team in pursuit of common values. This certainly doesn't mean that the governors are there just to rubber stamp decisions that are made by the Head Teacher. The governors' relationship can best be described as a "critical friend". We monitor and evaluate the work of the school, offering constructive advice, a sounding board for ideas and a second opinion on proposals. We are not there to interfere in the day to day running of the school, or to comment on the quality or methods employed by the teaching staff – those are the responsibility of the Head Teacher.



The fabric of the buildings and the school finances take up a lot of our time. Most of the funding provided by the government comes directly to the school which means we have tough decisions to make about the priorities for spending to achieve the best we can for Hathern pupils. There is never enough!

Governors' work can be challenging and demanding at times but is also very rewarding. It's never boring! If you would like to know more, perhaps with a view to becoming a governor yourself, please don't hesitate to approach any of the governors or the school directly.

Chair:

Tim Farthing Co-opted Governor

Vice-Chair:

Graham Spencer	Parent Governor
Nannette Kirkman-Graham	Parent Governor
Penny De Cock	Co-opted Governor
Annette Harper	Local Authority Governor
Revd Laretta Wilson	Foundation Governor
Sophie Candlin	Parent Governor
Claire Elliott	Parent Governor
Cara Tatterton	Foundation Governor
Stuart Bailey	Staff Governor
Anna Kalawsky	Co-opted Governor
Stephen Dunn	Headteacher

Cath Watson Clerk to Governors

Committees & Responsibilities

Finance, Personnel & Premises:

Tim Farthing
 Annette Harper (Chair)
 Penny De Cock
 Revd Laretta Wilson
 Stephen Dunn
 Nannette Kirkman-Graham
 Cath Watson (minutes)

School Improvement & Safeguarding:

Stuart Bailey
 Anna Kalawsky
 Sophie Candlin
 Graham Spencer
 Claire Elliott
 Cara Tatterton
 Stephen Dunn
 Cath Watson (minutes)

Foundation:

Cara Tatterton
 Revd Laretta Wilson
 Stephen Dunn

Link Governor:

Annette Harper



1.7. The Church and the School in Hathern



Being a Church of England controlled school; strong links are maintained between the church and the school.

Hathern Church is part of a Benefice of 6 churches, including Hathern, and the Team Vicar is an advisor to the Governing Body of the school.

A member of the church currently leads one act of Collective Worship in school each month and the school has a service in church towards the end of each term, and has its own Harvest Festival in church and the class decorations in church are much appreciated by the regular worshippers.

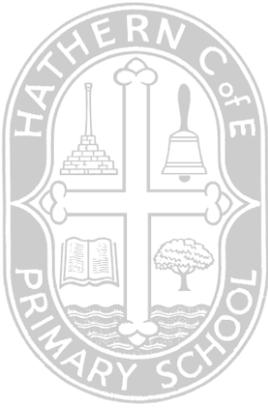
Pupil's written work and artwork is displayed in the church on a regular basis. The school also participates in the church's annual Christmas Tree Festival with each class decorating a tree and the school choir performing at the Festival.

A church notice board in the Main Reception of the school informs parents of church events, inviting the school community into church. A school notice board is on display in the church, further forging the link between us.

1.8. Friends Parent Teacher Association

The Hathern Primary School Friends Parent Teacher Association is a friendly and active association that works hard to support the school in all sorts of ways, both social and financial. We are very proud of our fundraising record as we raise between £3000 and £3500 every year (not bad for a small school) and this provides all those extra bits for the children.

We are ordinary people (all with busy lives and commitments) who get together now and again to arrange fun events for the children and families at Hathern whilst raising much needed funds. Our main event is the Summer Fayre, where the children take part in the traditional and colourful parade around the village before the fayre is opened. The theme of the parade changes every year from "Sporting Heroes" to "Music through the Ages" It is a



testament to the community spirit of our school and involves support from all to make the children's fantastic costumes.

Other events include Pamper Evenings, School Discos and Bingo Nights. We also offer help at school productions, sports days and other events. We have held sponsored events and also raise funds through the Webb Ivory and Yellow Moon catalogues. We are always seeking new fundraising ideas.

What have we bought with all the funds? Well the list is endless, but here are a few; playground equipment, playground marking kit, iPads, books, benches and picnic tables.

All of this has been possible firstly, because of the hard work of the people who give their time to help organise events and secondly (and vitally), because of the huge amount of support given to each event by almost everybody connected with the school. However, we are always looking for extra help from parents, guardians, carers, grandparents and friends of children at the school, basically anyone with a desire to help! Please be assured of a warm welcome. Each person always chooses his or her own level of commitment; there are no pressures at all and you will always have the full support of the rest of the team.

We don't just aim to make money for the school; the FPTA is an important bond between staff, parents, guardians and children. Being part of the team gives people the opportunity to become more involved in their children's school life and encourages good relationships with staff and other parents.

Now you can see why our FPTA is so important. We hope this has inspired you to join our motivated team; we look forward to seeing you soon.

2. School Organisation

2.1. Admission Statement

All parents in Leicestershire have the right to select which school will best suit the needs of their child, providing places are available for them at the school of their choice. Every parent will be asked to fill in a form identifying the school of their choice during the year before their child starts school.

Children are admitted into Hathern CE Primary in line with the Local Authority's admission policy, this is available on our website:

- A child may be admitted to school at the beginning of the academic year in which his or her fifth birthday falls, e.g. a child who is five in April would be admitted in the previous August or September.
- Education at any school is only statutorily offered to children whose parents live in the official catchment area of that school. All other out of catchment applications will be considered dependent upon size of in catchment applications.

Children's dates of birth for admission Sept 2022: children born between 1/9/17 and 31/8/18
Children's dates of birth for admission Sept 2023: children born between 1/9/18 and 31/8/19



Cross Street Site

Parents who are considering sending their children to the school are very welcome to visit. The Headteacher will be pleased to show you round the school and answer your questions. We would appreciate it if you could make an appointment prior to the visit either by calling in or telephoning the School Office on 01509 842569.



All of our younger children are given the opportunity of visiting the school and meeting the staff before being admitted to school. This gives parents and children the chance to get to know school routines and make friends, and is especially helpful to the staff who are anxious to learn as much as possible from parents about the children who will be coming to school for the first time.

A member of the school Foundation Stage Team will also arrange a meeting with individual sets of parents in the term before their child(ren) start school.

We also have a policy of liaising closely with local pre-school playgroups prior to a child's entry to full-time education. We ask all parents to complete admission forms detailing contact phone numbers and addresses, parents' place of work if appropriate, medical information, etc., and it is most important that parents inform us immediately of any change of circumstance in order that we can keep this information up to date. When first starting school, children experience a 'phased introduction' during the first two weeks – half days building into full days.

The school recognises its duty to:

- ***not discriminate against disabled pupils in their admissions (and exclusions) and provision of education and associated services.***
- ***not treat disabled pupils less favourably***
- ***take reasonable steps to avoid putting disabled pupils at a substantial disadvantage***
- ***to produce an Accessibility Plan.***

In performing their duties, governors and staff have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

- ***setting suitable learning challenges***
- ***responding to pupils' diverse learning needs***



- **overcoming potential barriers to learning and assessment for individuals and groups of pupils.**

The school has a schedule for reviewing, revising policies, plans and procedures that will promote accessibility, increasing access to schools for disabled pupils, e.g.

- School Development Plan
- Single Equality Plan
- Asset Management Plan
- SEND Policy
- Inclusion Policy
- Curriculum policies and any associated Annual Action Plans

2.2. Attendance, Absence and Punctuality

It is important that children attend school every day unless they are ill. Schools are required to keep detailed records of children's attendance which are used by staff to report to parents, the Governing Body and, if required, the Department for Education, (DfE). Parents are requested to notify school by letter or telephone if a child is to be absent. Telephone the school between 8.30am-9.00 am or send a note or message with another adult or another one of your children. If we don't know why your child is absent we will telephone on the first day of absence, as part of our safeguarding procedures.

Regrettably, failure to do this will result in an unauthorised absence being recorded in the attendance registers. Home visits are sometimes made by Education Welfare Officers, whose role is to investigate the causes of unauthorised or prolonged absence and to advise parents accordingly. Should parents need to take children out during the school day, staff must be notified and the child's name entered in the "Signing In and Out Book". Should parents return the child to school; an entry will need to be made in the same book, which is kept in the School Reception areas at Pasture Lane and Cross Street.

Times such as this should be in emergencies only. Doctors and dentists appointments should be made after school where possible.

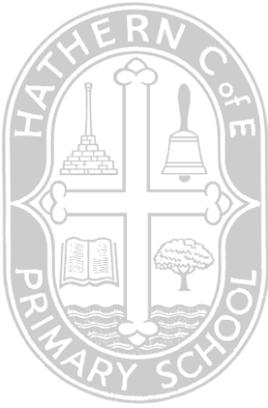
School Hours:

08.40am	School Opens at Cross Street Site (Registration is at 8.50am)
08.45am	School Opens at Pasture Lane Site (Registration is at 8.55am)
10.30am	A 15 minute mid-morning break is scheduled at/around 10.30am but the exact start time is variable dependent upon Curriculum and pupil needs.
12.00pm	Lunch Begins
1.05pm	Lunch Ends
3.15pm	School Finishes at Pasture Lane
3.20pm	School Finishes at Cross Street

Punctuality

We request your support in ensuring your child arrives at school on time (see previous section for Opening Hours). The first half an hour of the day is vital in setting the scene for the day, introducing lessons and setting children to their work. The register is called at 8.55am or 8.50am; dependant upon site (see above) and any children arriving after this time will need to be signed in at Reception as 'late' and a record will be kept of their lateness.

Children should not arrive before 8.40am (Cross Street Site) or 8.45am (Pasture Lane Site) and, if they go home at lunch time, they should not return until 1.05 pm. Teachers are not available to supervise before these times. Children are permitted to enter the building before



school only if they have a specific task to complete under supervision, or if weather conditions require it and staff are available to supervise.

In the event of a child/children not being collected from school at 3.15pm (Pasture Lane) or 3.20pm (Cross Street) by the person designated to do this, staff will supervise children until 3.30pm and will endeavour to contact home.



Pasture Lane Site

If a child has not been collected by 4.00pm and we are unable to make contact with a named parent/carer/guardian then our policy is that Loughborough Police or Social Services are contacted, as appropriate, to assist.

Special Absences

Headteachers have the discretionary power to grant leave during a school year if there are special circumstances relating to that application. Authorised Absence request forms are available from the school office. In line with national policy there is no statutory right for holiday absence. All holidays taken during term time will be recorded as unauthorised absences and may be reported to the Local Authority who may issue fines to parents.

2.3. Valuables

Please do not allow your child to bring items of personal value (such as watches or jewellery) to school because we cannot accept responsibility for loss, theft or damage. Money should not be brought to school unless for an agreed reason and should be handed to the teacher as soon as possible.

We do not encourage the wearing of jewellery in school. It must not be worn during P.E lessons. Rings, necklaces, bracelets, watches, earrings should be removed. This might seem unnecessary, but should accidental contact with an item of jewellery (*i.e.* an earring) occur, a harmless action may be turned into a serious injury. For similar reasons we also ask that long hair be tied back.

If you are planning to have your child's ears pierced, it would be advisable to do this in the first week of the summer holidays so that the ears will be healed in time for the start of the new term. Only small studs may be worn in pierced ears at school, no other types are permitted. Children must be able to remove their own earrings.

2.4. School Uniform

Our School Uniform consists of:

- White polo shirt (with or without school logo) or white shirt/blouse.
- Crew-neck sweatshirt/sweatshirt cardigan with school logo. **(Not knitted/woollen cardigans or sweaters)**
- Grey or black trousers, shorts, skirt, pinafore, culottes



- White, grey or black socks
- Black shoes (not trainers and no raised heels)

A Royal Blue Book Bag will be provided on first entry into the school – as a gift from the Friends Parents and Teachers Association. Subsequent Book Bags will need to be purchased.

PE KIT

- Crew-neck white t-shirt (with or without school logo)
- Black shorts – sports shorts or lycra cycle shorts
- Black Plimsolls (indoor PE)
- Training shoes (outdoor PE)
- Black jogging pants and black or blue sweatshirt (outdoor PE)
(Black or Dark Blue Tracksuit permissible)
- Royal Blue Gym Bag

OPTIONAL EXTRAS

- Baseball Cap or Legionnaires Cap (Royal Blue)
- Blue/white checked Summer School Dress
- Blue/Black woollen hat

Uniform is supplied by Rosebuddies of Loughborough.

All children are permitted to wear non-uniform on their birthday if it falls on a school day, or if it falls in a period of school closure (weekend or holiday) on the nearest school day.

3. The Curriculum

The school aims to provide a broad and balanced curriculum for each child to ensure that the requirements of the National Curriculum are met. This National Curriculum is the backbone of our own School's Curriculum which is regularly reviewed in our endeavour to accommodate a variety of learners and their learning requirements.

Opportunities are provided for children to work both independently and collaboratively. Great importance is placed on engaging our pupils on 'a learning journey', informing them of 'the bigger picture' and the marker of success and achievement along the way. Both success and achievement are recognised and celebrated within school and we acknowledge and applaud effort, determination and commitment.

All work programmes have built-in progression, and children develop new skills and concepts according to their age, ability and aptitude.

We value each child's contribution and individuality and consider it important to satisfy educational, social and personal needs and to encourage a sense of self-worth/self-esteem and pride in all our pupils.

The National Curriculum states that the following Subjects must be taught as part of a school's broad and balanced provision:

1. Mathematics
2. English
3. Science



4. Computing
5. Religious Education (RE)
6. Physical Education (PE)
7. Geography
8. History
9. Music
10. Art and Design
11. Design Technology
12. Personal, Social and Health Education (& Citizenship)
13. Modern Foreign Languages

3.1. Collective Worship

The ethos of the school, encompassing all that we stand for, is reflected in and expressed through Collective Worship; it derives from the Christian tradition and seeks to activate our beliefs and values.

Collective Worship, within a Christian context, plays an important part in the life of our school. It is part of the school day when children meet together with members of staff in a calm and peaceful atmosphere and where all present are given the opportunity to reflect and participate. It is regarded as 'quality' time and represents something special or separate from ordinary school routine.

The objectives of our Collective Worship are to:-

- affirm the Christian faith (as a Church of England School)
- introduce pupils to the practice of religious worship through music, art, story, poetry, movement and prayer;
- create a warm, caring and respectful atmosphere in assemblies, conducive to worship; including the manner of entry and exit;
- encourage, in children, a thoughtful and reflective attitude;
- help pupils experience a sense of awe, wonder, reverence and inner stillness;
- enable pupils to use silence for reflection and contemplation;
- raise pupil's curiosity about the ultimate mysteries of life;
- enable pupils to learn about and consider in depth Christian teaching, Christian festivals and biblical material;
- help pupils appreciate that we are 'stewards' of God's world;
- enable pupils to reflect upon their own beliefs in relation to those of others;
- enhance pupils' spiritual, moral, social and cultural development;
- help children distinguish between right and wrong;
- affirm pupils' personal worth and responsibility;
- celebrate individual and collective achievements;
- develop a sense of community within the school;
- celebrate religious festivals and special occasions both within and beyond the Christian faith.

All pupils have equal opportunity to take part in Collective Worship and to benefit from the experience. However, parents do have the right to withdraw their child(ren) from Collective Worship on grounds of religious belief and faith. Such pupils would be fully supervised in another part of the school. However, before such a decision were to be reached dialogue with the Head Teacher would be required. Withdrawal cannot be made on grounds of 'educational needs' in another part of the Curriculum.

3.2. Relationship, Sex and Health Education

Our Relationships, Sex and Health Education has three main elements:



Attitudes and Values

- learning the importance of personal values
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding the basics of human reproduction
- knowing that there is always someone to talk to

Our Relationship, Sex and Health Education is also part of our PSHE and Science Curriculum.

3.3. The Foundation Stage

On entering formal schooling, children start in the Foundation Stage; this developmental stage of learning is guided by the Early Years Foundation Stage Curriculum.

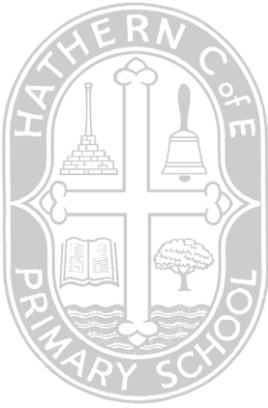
It is our aim, at Hathern Church of England Primary, through interpretation of the guidance, for our Foundation Stage children to:

- have an enjoyment and pleasure in learning
- develop self-esteem, a sense of achievement and self-confidence
- share and take turns: to care and be friendly with each other
- acquire knowledge, skills and practical abilities which will become a firm foundation for later learning
- take part in Forest School, and adhere to its principles
- become independent learners, developing a sense of responsibility
- develop language and reasoning skills
- acquire a reasoned set of attitudes and values, including a respect for other children's cultures, beliefs and religion.

'Learning Through Play' is one of the core Foundation Stage principles; this learning is 'facilitated, guided learning' and is supported by clear, objective-led planning and teaching provision.

3.4. Assessment, Reporting and Recording

Currently, children undertake some National Curriculum testing at the age of 11. These tests, referred to as SATs (Standard Assessment Tests) at Key Stage 2 are undertaken during May each year. Year 2 pupils are assessed against National Standards using Teacher Assessment



judgements, this is a statutory process. Pupils in the foundation stage are assessed against the foundation Stage Profile (FSP).

However, Staff are constantly assessing children, tracking and monitoring their progress; assessment is, after all, the process of forming judgement based upon information.

At school we assess pupils' work in order to:

- plan and manage the learning experiences of the child. (Formative Assessment)
- identify difficulties which are impeding learning. (Diagnostic Assessment)
- identify the stage that learning has reached. (Summative Assessment)

It may involve reference to:

- the learner's previous achievements.
- the achievement of others.
- externally prescribed levels of achievement.

It may be carried out on behalf of:

- the learner
- the learner's parents
- the teacher
- other interested parties (Headteacher, Governors, Inspectors, ...)

An Individual Pupil Annual Report is provided at the end of each academic year. The report contains pupils' attitude to learning and attainment gradings, notable achievements and possible future learning needs.

The report also gives a summary of the child's attendance and any associated social or behavioural issues together with any special achievements to parents of Year 6 pupils. Statutory test results are reported giving the statutory detail required. Teachers also provide Teacher Assessed Levels for Reading, Writing and Maths based upon National Curriculum descriptors.

In Years 1 to 5 Teacher Assessed levels are provided for Reading, Writing and Maths. In Foundation stage progress towards the Early Learning Goals are reported.

3.5. Standards

All data on 'Standards' and 'Attainment' is analysed by senior staff and all Class Teachers, and outcomes are used to review/amend future learning, teaching practices and provision. Data for our most recent end-of-year assessments in the Early Years Foundation Stage (EYFS), Phonics (Year 1), Key Stage 1 (Year 2) and Key Stage 2 (Year 6) can be found on the school website.

3.6. Special Educational Needs and Disabilities

Some children may be identified as having Special Needs at some point in their school life; the extent of support required, and the duration of it, will vary considerably from child to child. Those children with complex learning or social and emotional difficulties may require formal Statutory Assessment which may result in a 'Statement of Educational Need' – but these are few and far between.

At all times, parents will be consulted with regard to the best way of helping their child, and information regarding relevant support agencies is always available. Regular review meetings between teachers and parents are held to discuss progress and identify new targets.



Our main aim is to provide support whereby the child's recognised needs are met in the most appropriate manner, through the use of relevant resources and staffing support.

3.7. Gifted and Talented Pupils

We are committed to providing an environment, which encourages all pupils to maximise their potential and this includes pupils who display some form of 'giftedness' or talent. We recognise a 'gifted pupil' as one who has the capacity for, or demonstrates, high levels of performance in the 'academic areas of study *ie*, English, Maths, Science, *etc*.

Talented Pupils demonstrate:

- Visual/Performing ability
- Design skill and particular ingenuity
- Physical skills
- The ability to think laterally with depth and reflection.
- Creativity in 'the arts'
- Outstanding leadership and social awareness

A gifted or talented pupil may be identified using a variety of methods. The specific procedure will vary according to the 'gift' or 'talent', but will include elements of the following:

- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Specialist teacher identification
- Self nomination

Gifted pupils can be:

- Good all rounder's
- High achievers
- Of high ability but low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities.
- Everyone in school has a responsibility to recognise and value pupils' abilities.

3.8. Behaviour and Discipline

Our school Code of Conduct is called our **CARE Code**.

Cooperation
Awareness
Respect
Enjoyment

It forms an important part of our school approach towards behaviour and discipline reflecting the aims and ethos of our school.

In support of this we have our **School Rules**, these are:

1. **Follow instructions given by our staff straight away.**
2. **Listen carefully when some-one else is talking.**
3. **Use only polite, kind and appropriate words.**
4. **Keep your hands, feet and other objects to yourself.**



These are accompanied by a series of 'consequences'. However, each day at school starts afresh and a new opportunity is presented; we encourage our children to make sure that each day is a day to be proud of.

Our overriding aim is to 'catch them being good'! We do not set out to discipline a child but to acknowledge good behaviour and attitude and to reward as appropriate.

3.9. Parents in School

Parents are encouraged to become involved in the life of the School through a variety of activities. The school has a thriving and supportive Friends P.T.A, of which parents are automatically members.

Parents' evenings are held in the Autumn, Spring and Summer terms for parents to discuss their child's progress and to look at developments made in relation to previously agreed targets between pupil and teacher.

There are also curriculum evenings which introduce parents to particular aspects of their child's education such as the teaching of reading, writing or aspects of Numeracy. We hope to listen to suggestions which parents make and demystify the processes of teaching and learning for them, so we can all work together with greater understanding.

Parent helpers are welcomed in school in all classes and are required to sign, and adhere to our school's Confidentiality Agreement. Regular parent helpers also require an enhanced DBS – Disclosure and Barring Service – check for Safeguarding purposes.

3.10. Complaints

Under the Education Reform Act, parents have the right to make a complaint regarding the curriculum provided at the school or, indeed, other matters. A full copy of the procedures for making such complaints is held at the school for parents who wish to consult it.

Under normal circumstances it is hoped that parents who have concerns about their child's education would wish to discuss the matter fully with the Teaching Staff and Head Teacher, with a view to satisfactorily resolving the matter without invoking the official complaints procedure.

We aim to be an open and friendly school and encourage parents to talk with teaching staff about any worries as they arise. All situations that may seem to be problems are tackled immediately once we are fully aware of them. Please talk to us!

4. Health and Safety and Pupil Well-Being

We have an extensive Health and Safety Policy within School, supported by a range of associated Policies, e.g. Administration of Medicines, Anti-Bullying and Sun Safety; Copies can be requested through the School Office.

4.1. Accidents

There are occasions, both inside and outside the building when children have accidents. Most of these are minor and are dealt with by school staff who may, if it is felt necessary, send you a letter outlining what has happened and advising you to monitor your child's condition. However, in the event of a more serious accident/injury, we may need to contact you



immediately and, for this reason, your contact telephone number is essential in order that your child is taken to hospital as quickly as possible, if necessary by ambulance.

Our school policy is such that **all bumps to the head** are reported to parents/carers, even if seemingly minor and inconsequential and parents are asked to assess their child and decide upon their 'course of action' (unless the injury clearly requires medical attention)

A record is kept in school of all accidents which are reported to Staff. In the more serious cases, details are forwarded to the Local Authority and the Health and Safety Executive.

4.2. Child Protection

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy: parents may request a copy of this.

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional, neglect.
- In some cases the school is obliged to refer children to children's social care staff, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to children's social care if it is thought that this might put the child at risk.
- Children's social care tries to carry out its enquiries in a sensitive fashion. It has to gather information and can be open with parents about the steps being taken.
- If you think your child may have been abused you can contact the children's social care office to the Local Authority's Allegations Manager, Safeguarding unit direct. If you think abuse may have happened in school, contact either the **Designated Safeguarding Lead (DSL) for Child Protection – Mr Stephen Dunn, Headteacher or either of the Deputy DSL's - Zoe Dryden (KS1 Manager) and Stuart Bailey (DHT)**. If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.
- If school staff need to express concerns about a child or refer a child to children's social care, it is understood that this can cause distress or anger for the child's parents. It is important that all parties – parents and school staff – try to discuss these matters as calmly and sensibly as possible.

For Parents' enquiries please contact: **Mr Stephen Dunn, Headteacher**.

4.3. Fire Drill

A fire drill is carried out every term in order that adults and children know what to do in an emergency. Everyone leaves the building in an orderly manner and assembles at the designated point. A check is then made of all those known to be on the premises. It is for this reason that it is important for all parents and visitors who are on school premises to sign the Visitors' Book at Reception before commencing their activities. Emergency evacuation notices are posted throughout the school and community centre and parents are strongly advised to read them.



4.4. Medicines

On our Staff we have 2 First Aiders ('First Aid at Work' Qualification; 4 –day training and assessment) and all staff are qualified as Appointed Persons First Aiders (1 day training, updated every 3 years)

"A Headteacher and teachers have a duty to take such care of pupils in their charge as a careful parent would have in like circumstances, including a duty to take positive steps to protect their well- being".

No medicine will be administered by staff unless clear, written instructions to do so have been obtained from parents or legal guardians and the school has indicated that it is able to do so (See Section 8:3) It must be understood that **all** staff are acting voluntarily in administering medicines.

All Staff at the school undertake training as required under Health and Safety directives and in response to the school population.

Some pupils will require emergency or reliever medication (*eg* inhalers for asthma or epi-pens); such medication must be with the child, or clearly/readily accessible to the child, at all times (See Appendix 7.3 for Parental/School Permission Form).

We consider it good practice for schools to encourage children with medical needs to participate in the schools broad and balanced curriculum; this includes sporting events and educational visits. However, each pupil and each activity will be subject to an appropriate Risk Assessment prior to any such activity being undertaken. In all cases, close liaison with parents/legal guardian would be sought and guidance from medical services and the Children and Young Peoples Services.

(For more extensive details please request a 'Read Only' copy of our Administration of Medicines' Policy from the School Office').

There are of course many childhood illnesses, some requiring medical intervention, and if in doubt we would always encourage a parent to seek medical care if symptoms persist or are severe. Certain childhood, and adult, ailments /conditions have a time lapse before a return to school is allowed/recommended:

Diarrhoea and Vomiting – Children should remain off school until they have been free of symptoms for 48 hours.

Chickenpox – Children should remain off school until spots and vesicles are crusted over and the child feels well in themselves.

Slapped Cheek – Children may return to school once they feel physically well.

Impetigo – Children should remain off school until the infected area has crusted over or healed and the child is feeling well.

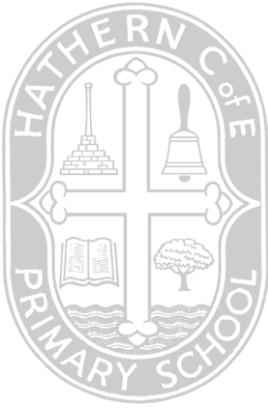
Verrucas – Children are allowed to attend swimming as long as the infected area is covered with a waterproof plaster or rubber sock.

Conjunctivitis – Children should remain off school until eye is treated and appears normal again.

Covid 19 – Please follow up to date government guidance.

4.5. Head Lice

Head Lice are infectious and can be passed from person to person by head to head contact. They do not jump, fly or swim. You do not get them from objects or chair backs. Brushing and combing the hair at night (eggs are usually laid at night) can help prevent the spread of head lice.



Please check with your local pharmacist or school nurse as to which preparation is recommended. Children with head lice do not need to stay off school at all however, it is helpful to inform the school.

4.6. Healthy Eating

KS1 pupils are provided with a piece of fruit daily, as part of the Government's fruit scheme: KS2 pupils need to bring fruit in with them or a fruit based snack. Our snack time policy for KS2 enables the children to bring both fruit and a choice of snack from an agreed range. The agreement was made between the pupils and the school governors and followed an extensive study of snack options by pupils who made the final proposal to the governors. The options include: breadsticks, dried fruit, rich tea biscuits and malt loaf.

We encourage all pupils to bring a water bottle to school each day as plentiful drinking of water has been recognised in improving both behaviour and concentration. Children are regularly reminded to drink water at break times (drinking water is provided at both sites via a water chiller unit).

Fruit juice and squash are not permitted at break time; but may be bought in as part of a packed lunch.

4.7. School Meals

We do not cook our meals on site at school as our kitchen facilities are not large enough for this; our school meals are cooked at a local school and delivered 'fresh' to the school each day.

The content of our menus are closely controlled by our supplier, to ensure a healthy, balanced diet both on a daily, and on a weekly basis. School meals are currently £2.40 per day. All pupils in Foundation, Year 1 and 2 are entitled to a school meal without charge (Universal Infant Free School Meal).

Please note: School Meals should be paid for weekly in advance every Monday Morning. Cheques should be made payable to Hathern CE Primary School or payments can be made online via School Money.

Arrears of more than two weeks will be chased promptly and meals may be withheld until the balance is cleared.

Free School Meals application forms are available online or from the Office on request. Forms should be completed by parents and sent to the Director of Education, County Hall, Glenfield, Leicester. Free School Meals are now only available to families on Income Support, Income Based Job Seekers Allowance or child tax credit (but not working tax credit) with an income below £16,190.

Please note that children who are absent from morning school, but attend for the afternoon are not entitled to a free school meal and should not be on the premises until 1.05pm.

When you are informed by us that your entitlement to Free School Meals is due for renewal, please re-apply immediately. If your entitlement has expired, you will be charged for school meals until the new voucher is received.

Packed lunches may be brought from home if preferred. We suggest that they are kept in air-tight containers, clearly labelled with the child's name. Glass bottles and breakable flasks are not permitted.

Parents of children who bring a packed lunch are encouraged to provide a balanced meal but we do not allow the children to bring in nuts or known nut-based products due to the possibility of choking and serious allergic reaction from individuals.



Pupils may bring in sweets/ treats for their classmates to share on their birthday or in recognition of other personal, family or cultural celebrations; but not routinely as part of a packed lunch.

4.8. Twins and Multiple Births

The school recognises the significant increase in the number of twins and higher multiples being born, with consequent implications for schools and teachers. Twins and multiples are not like brother and sister born even closely together. Their social and emotional development is different because there is always that other person there, exactly the same age, for adults, peers and themselves to compare with.

Before starting school it is advisable for teachers and parents to discuss the pre-school development of the children, their needs, and how they are to be introduced to school.

5. The Extended School

All children are involved throughout the year in making visits to places of educational interest so that they can gain first-hand experiences in their learning. Currently, each year, we organise a residential trip for pupils within Key Stage 2; one locally and one further afield.

A detailed risk assessment is completed prior to every visit and the school has a comprehensive and agreed Educational Visits Policy, managed by our Educational Visits Coordinator. All visits are subject to 'inspection' by the Local Authority.

We also welcome a number of visitors into the school, to enrich the learning provision for the children; these might include: Poets, Musicians, Scientists, Design Technology Technicians, Sports Coaches (Badminton, Rugby, Basketball...), Dance Tutors, Drama Coaches... as well as the many talented and giving parents who support our Curriculum enrichment by providing their time to work with the children.

We also welcome Community Volunteers into school (DBS (formerly Criminal Record Bureau) checks first undertaken) to support reading and craft activities within school.

5.1. Charging

Charging

Schools are no longer allowed to charge for many school activities under the Education Reform Act. (This does not include Residential visits)

We do, however, still ask parents to make voluntary contributions to help pay the costs for activities such as swimming, trips, etc.

We do not exclude any child from the activity should a contribution not be made. However, a 'Feasibility Study' will always be carried out prior to final confirmation of a visit, and unfortunately, should insufficient interest, or financial contributions be received, the activity may have to be cancelled.

Residential Visits:

If parents are facing difficulties in making payments towards a residential visit and are in receipt of the following benefits:

- Income support
- Income Based Jobseekers Allowance



- Child Tax Credit
- The guarantee element of State Pension Credit
- Income related employment and support allowance

Then they should contact the school to see what help we can offer.

Music Tuition:

The law states that charges can be made for all music tuition within school (small group or individual) *if* the teaching is not an essential part of the National Curriculum.

5.2. Clubs

Children are encouraged, with parental permission, to join any of the clubs which are available to our pupils. We have a range of clubs which may be school-run or coordinated by external agencies or organisations. Clubs provided by external providers are likely to attract a charge fully payable by parents.

Provision changes termly but may include, ICT Club, Collective Worship Club, Knitting Club, Drama Club, Cross-country Club, Creative Club, Art/Design Club, Cookery Club and Choir.

Some clubs are held at lunchtimes and others at 3.15/3.30 pm. It is most important for parents to know that responsibility for children's safety, when travelling home from an after-school club/activity, rests with them and we strongly advise parents to come to school to collect children at the end of each session.

If a session is scheduled to run for an hour for example then as soon as the session ends the responsibility for the children reverts to that of the parent/carer.

5.3. Community

The school is central to the community. We have a Community Lounge and large hall which is available for hire in the evening. Please telephone 01509 842569 for further information.

We hope that you have found the contents of our prospectus both informative and of interest. If, having read the information enclosed, there remain unanswered questions that you have – specific areas that we have not mentioned – then do please let us know; we review the contents annually and will give every consideration to your suggestions in our desire to make this a useful document.

6. The Appendices

6.1. Absence Request Form

Name of Child:	Class:
Date of absence: From: (first day not in school)	To: (date of return to school)
<i>Please note:</i> <ul style="list-style-type: none">• Parents have a legal obligation to ensure their children receive a full-time education• Absence for any reason during term time is discouraged	
<i>Absence known to be for the following reasons would be authorised:</i> <ul style="list-style-type: none">• Illness• Religious observance• Attendance at medical appointments which could not be made outside school hours• A family needing to support each other during or after a crisis	
<i>Family holidays during term time</i> <ul style="list-style-type: none">• Holidays during term time are strongly discouraged due to the inevitable disruption caused to learning.• Parents do not have an automatic right to withdraw pupils from school for a holiday. Amendments to the registration regulations (Government regulations) remove references to family holidays and extended leave as well as the threshold of ten school days. The amendments make it clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. No holidays will be authorised during term time. Any holiday taken during term time will be recorded as unauthorised absence.	
Please indicate the reasons why an authorised absence is requested and why arrangements could not be made outside school hours:	
Signed:	Dated:

6.2. Permission to Administer Medicine Form (September 2013)

Appendix A

General Care Plan/ Parent/Guardian/Carer CONSENT FORM

(Request for administration of medicines)

TO: Headteacher of Hathern Church of England Primary School

FROM: Parent/Guardian of.....*full name of Child*

DATE:

My child has been diagnosed as having:
(*name of condition*)

He/she has been considered fit for school but requires the following medicine to be administered during school hours:

(*name of medication*) (strength)

I allow/do not allow my child to carry out self administration (*delete as appropriate*)

Could you please therefore supervise/administer the medication as indicated above in the following

dosage.....(*dosage*) at.....(*timed*) with effect from.....

.....until advised otherwise.

- I undertake to update the school with any changes in routine, use or dosage or emergency medication and to maintain an in date supply of prescribed medication
- I undertake to maintain an in date supply of the medication
- I understand that the school cannot undertake to monitor the use of self administered medication of that carried by the child and that the school is not responsible for any loss of/or damage to any medication
- I understand that if I do not allow my child to carry the medication it will be stored by the School and administered by staff with the exception of emergency medication which will be near the child at all times
- I understand that staff may be acting voluntarily in administering medicines to children and that they will be acting in the best interests of the child

Signed.....

Date:.....

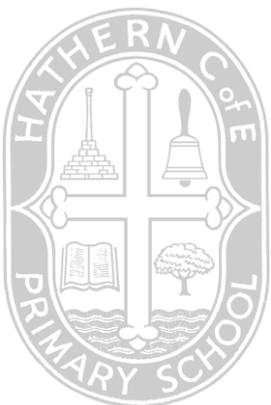
Name of parent (please print).....

Contact Details:

Home.....Work:.....Mobile:.....

v. September 2016





'Learning and Caring Together'

