

HOLY TRINITY



C. E. PRIMARY ACADEMY
(HANDSWORTH)

We work, we play, we care, we pray

**School Brochure
2016 / 2017**



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1. ALL ABOUT HOLY TRINITY C.E. PRIMARY ACADEMY

Mission Statement

We believe that all people are made in God's image which is most fully shown in Jesus Christ. We wish to nurture that image in our children and thus to develop their human potential to its fullness. Accordingly we celebrate the meeting of different cultures in our community and in the school.

We still consider each of the 5 strands within the "Every Child Matters" agenda to be of significant importance. They are:

- 1: Being healthy
- 2: Stay safe
- 3: Enjoy & achieve
- 4: Positive community contribution
- 5: Economic well being

With this in mind, Staff and Governors work together with parents and children to create a happy and secure family environment. Our purpose is to educate our children academically, spiritually, socially, physically and culturally. We aim to develop their values, attitudes and skills so as to fit them to be responsible, generous, caring and co-operating citizens in school and in the community.

We aim to give children a vision and positive purpose in living, based on faith, hope and love so that they are able to withstand the negative influences in life.

We regard faith as an integral part of life: the Christian ethos of the school respects the great faiths and cultures of the world and seeks to inform the children about them, so as to enrich their own. We encourage an enquiring spirit.

Ethos

At Holy Trinity C.E. Primary Academy we believe in lifelong learning. As a Christian school this forms the foundation upon which we build respect and commitment to our school family and the wider community. Our philosophy revolves around motivating and inspiring our school community through instilling values and facilitating progress and achievement. This is accomplished through the co-operation and teamwork of staff children, parents, Governors and other co-educators.

Core Values and Vision

Core Values	Vision
To educate and enable	At Holy Trinity Academy we will ensure that all children make the best possible progress and achieve the highest standards, in order that they can grow up to be confident about their rights, take responsibility for their actions and be creative enough to make a difference for the better as citizens of the future.
every member of the school community	We value each member of our academy community for what they bring as a positive offering to academy life, including culture, religion and values, recognising that each individual has their own unique ability for physical, intellectual, emotional, moral and spiritual development.
to feel valued and able to positively contribute	We actively encourage and enable all members of our academy community to be lifelong learners who feel valued and inspired to fulfil their full potential in our academy and beyond.
as a member of a team	Our staff, parents and Governors work together as a team and encourage the children to work in teams with each other. Together we promote a positive, responsible learning environment.
and as a child of God	As a Church Academy it is important to us that everyone in our academy community has opportunities to explore and extend their own spirituality, to develop and reflect upon their God given skills and talents in order to play their unique part in the future.

Our Academy Aims

It is our overall aim that everyone at Holy Trinity should have the opportunity to develop to their full potential, through equality of access to a well structured programme of learning and personal growth.

We have built and maintain a learning environment where both pupils and adults have the confidence to enjoy challenge and celebrate success.

Our aims for everyone at Holy Trinity C.E. Primary Academy are:

- to develop confidence through learning opportunities which have been appropriately planned and are paced to ensure progression and continuity;
- to enjoy an equal entitlement to the Core Curriculum through a range of teaching methods and styles to suit the needs of learners;
- that through encouragement pupils take responsibility for their learning and are supported and challenged as appropriate;
- that opportunities are provided for pupils to work in a variety of learning situations - as an individual, as a member of a pair, group, class and in the indoor and outdoor environment;
- that learners have their progress monitored and recorded and are encouraged to become fully involved in this process;
- to make purposeful use of available learning time;
- to have the appropriate use of all available resources;
- to encourage everyone to recognise themselves as unique children of God;
- to value and respect religious beliefs, achievement and aspirations from different cultures;
- to provide a happy and secure environment in which to nurture joy of learning, promote independence and perseverance and develop a positive self image;
- to show responsibility, compassion, thoughtfulness and respect for others;
- to develop lively, motivated and enquiring minds through the ability to question, argue rationally, investigate, prove, observe and process information;
- to promote sensible choices in support of a healthy life style;
- through our international focus to promote knowledge of and concern for the local and global environment.

Our Academy Community

Holy Trinity is a Church of England Academy that educates children from a variety of religious backgrounds in a multicultural and multiracial community. We work together to promote tolerance and respect for others and to break down prejudice and mistrust.

The children are educated within the Christian values of the Church of England and in our collective worship we seek to proclaim that Jesus is Lord. All the major Christian festivals are celebrated, sometimes at school and on other occasions at Holy Trinity Church. It is hoped that parents will bring their children to join in worship at Holy Trinity Church at other times, but especially when children from school are taking part.

There is no intention to compromise or undermine the faith in which the children are being brought up. Our aim is to develop in all children an awareness, acceptance and appreciation of others through learning about each other's customs and beliefs.

We encourage parents to join us at assemblies and celebrations.

History of our School & Academy

There has been a Holy Trinity School in Handsworth since 1869. It was first opened in Finch Road. In 1877 it moved to Wilson Road. Both these early buildings still exist today. Each pupil paid two pence until 1891 when free schooling was introduced but pupils still had to pay for their own books. The school remained at the building in Wilson Road until the present site was opened in November 1971.

The school was founded by the Church of England and has always sought to serve all the children of the surrounding community. Faith in God is a cornerstone of our school life. Today, children of many different religious backgrounds attend the school. There are Christian, Muslim, Hindu, Sikh and Buddhist families represented within our school community. This brings a wonderful variety and richness of experiences to our life and learning together.

After much thought, prayer and discussion between governors, staff, parents and children we became a non-sponsored convertor Academy on 1st December 2013.

Accommodation

The Academy building is modern and attractive. It has eight rooms designated as class bases. The Nursery class has its own self-contained unit with its own playground, toilets and other amenities. The Reception class uses a double size classroom as its base to enable the staff to have sufficient space to deliver the Foundation Stage curriculum. In addition we have 2 Community Rooms; the Community Playroom is mainly used as a base for “School’s Out” Club (before and after school facility). Two classrooms have been converted into Computer Suites to keep the profile of ICT as high as possible. One room is designated as the “Nurture Room” and is the base from which staff work with all classes and with individual children according to need and identified priorities. We also have a Conference Room where important meetings such as the Student Council and Governing Body meetings are held.

There are two halls which can be opened up to make one large room if required. The halls are used for assemblies, P.E. and dinners.

Outside there is a separate playground for the Nursery class. There are 2 other distinct play areas which we have completely re-structured within the last 5 years. We are continuing to establish our Nature Area which is available to all the children in order to extend their outdoor learning. We hope that we will be able to do a lot more work there. All the Outside play and learning areas have been completely changed with a much more exciting aspect overall.

SCHOOL ORGANISATION

From September 2014 our school has been divided into 2 Phases with 2 Key Stages in each Phase.

Phase 1

- Foundation Stage (FS) - Nursery & Reception
- Key Stage 1 (KS1) - Years 1 & 2

Phase 2

- Lower Key Stage 2 (LKS2) - Years 3 & 4
- Upper Key Stage 2 (UKS2) - Years 5 & 6

These groups are used for internal administration and so that staff can plan effectively together.

In terms of curriculum delivery the classes fall into the following groups:

Foundation Stage (FS)

Nursery Class (Foundation Stage 1)

The Nursery can take up to 26 children who will be 4 years of age in that school year. Birmingham has recently changed its policy on offering full-time Nursery places in line with Government legislation. At Holy Trinity C.E. Primary Academy we believe that it is very important to offer full-time places as this is what we believe to be educationally sound for the children and also is fulfilling the needs of parents in our community. The Local Authority has only agreed to fund part-time places which means that from September 2016 we will not be able to offer full time places. Nursery will run for 3 hours every morning, five days a week. The Nursery provision will be reviewed again for September 2017 dependent on any Government changes. The Nursery is staffed with one full-time Classteacher and one full-time Teaching Assistant. Places must be applied for in writing and are now offered in April for the following September.

The Nursery classroom is a purpose built unit, divided into several small areas. The class has its own toilets and cloakroom. It has its own secure playground area and garden.

Children in the Nursery are very much a part of the Main School and we like to think that it is the starting point for their school career in Holy Trinity C.E. Primary Academy. The Nursery and Reception classes work very closely together to form the Foundation Stage in school. The Nursery class takes full part in all school activities including assemblies, Hymn Praise and all relevant areas of the curriculum.

‘Schools Out’ will offer a child care facility based at Holy Trinity for any families who require additional care. This will start straight after the close of the school Nursery and will run in the Community Rooms. ‘Schools Out’ will charge £50 a week for this service. If you wish your child to attend the child care provision you will need to make arrangements via Dorothy Dixon who can be contacted on: 07788 831 874.

Reception Class (Foundation Stage 2)

Children are admitted to the Reception Class in the school year in which they are 5 years old. The Reception Class is staffed with one full-time Classteacher and one full-time Teaching Assistant. The Reception classroom is made up of 2 classrooms opened up into one large open room divided into four main areas. The toilets and cloakroom are very close by. During morning playtimes and at dinnertimes Reception children play in the Infant playground with Year 1 and Year 2 children. They also have their ‘own’ playground for afternoon play where they can share outdoor resources with the Nursery.

Applications for a place in the Reception class are dealt with centrally through the Local Authority. ALL parents must apply for a Reception place even those parents whose children have been members of our Nursery Class.

Key Stage 1 (KS1) – Years 1 and 2

Lower Key Stage 2 (LKS2) – Years 3 and 4

Upper Key Stage 2 (UKS2) – Years 5 and 6

We aim to have a maximum number of 30 children in these classes. Each class has a full-time Classteacher and most a full-time Teaching Assistant.

All year groups will be taught in age-specific classes.

“School’s Out” Club (Out of School Care)

“School’s Out” Club is run independently on the school premises. The Manager is Miss. Dorothy Dixon who can be contacted on 07788 831 874.

<u>Session times</u>		<u>Cost</u>
Morning	7.00a.m. to 8.45a.m.	£8.00 per child
Afternoon	3.30p.m. to 4.30p.m.	£4.00 per child
Long afternoon	3.30p.m. to 5.45p.m.	£8.00 per child
Friday afternoon	1.15p.m. to 3.30p.m.	£8.00 per child
	1.15p.m. to 5.45p.m.	£16.00 per child

As places are limited in the School’s Out Club, they must be booked and allocated at the beginning of each academic year. Changes to bookings may be requested at the end of each term in preparation for the new term. Parents must pay at least one week in advance by the Wednesday of the previous week. No credit is given for children who do not attend for their “School’s Out” session as staff have to be paid regardless of how many children attend each session.

Parents who do not keep up regular payments can have the facility withdrawn.

2. OUR ACADEMY GOVERNORS

The Governing Body

Every school has a Governing Body. The Governing Body takes a keen interest in all aspects of school life and is responsible for the general oversight of the conduct and the curriculum of the school.

Holy Trinity C.E. Primary Academy is a non-sponsored Converter Academy. This means that we are mainly funded directly by the Department for Education, although currently some of our funding is still provided by Birmingham Local Authority. We maintain extremely strong links with the Diocese of Birmingham which were established when we were a Voluntary Aided School. The Governing Body is responsible for employing the staff and the control of Admissions and Religious Education.

Since December 2013 this school's Governing Body consists of:

8 Governors appointed by the Academy Trust;
plus
Two Parent Governors (elected by the parents);
Up to two Staff Governors (elected by the staff);
The Headteacher (if s/he opts to be a member of the Governing Body).

The Governors have an important job to do. They are involved in:

- deciding what is taught
- setting standards of behaviour
- monitoring attendance and punctuality
- interviewing and selecting senior staff
- deciding how the school budget is spent
- maintaining the school building

In September every year a list of the Governors is sent out to every family so that any changes can be noted.

Complaints

A complaint by a parent or member of the public should be made to the class teacher initially. If it is felt that the complaint has not been resolved the next stage is to see the relevant Phase Leader. After that, the parent or member of the public needs to refer their complaint to the Headteacher in writing or during a formal meeting.

If the matter is not resolved at that stage the person may make a written statement to the Chair of Governors who will decide when and whether to refer it initially to an appropriate sub-committee such as the Curriculum and Community Committee or directly to the full Governing Body. Any complaint not resolved at a sub-committee can subsequently be referred to the full Governing Body. The decision of the full Governing Body is final.



3. ADMITTING YOUR CHILD TO OUR ACADEMY

Admission Criteria 2016/17

Holy Trinity C.E. Primary Academy is different from neighbouring Local Authority schools because it maintains strong links with the Diocese and as such has a distinctive Christian ethos. We provide for children of Christian parents seeking a Christian education and welcome parents of other faiths or of no particular faith.

Admissions Policy

The Admissions Policy of the Governors seeks to maintain the Christian character of this Church of England Academy while offering opportunities for children of different faiths and cultural backgrounds to learn together.

If you would like your child to be considered for a place at Holy Trinity C.E. Primary Academy, you should send your Supplementary Information Form to the Headteacher. You must also complete the Local Authority Preference Form. If you do not complete the Local Authority preference form you cannot be considered for a place at Holy Trinity C.E. Primary Academy even if you have completed the Academy's Supplementary Information form. Copies of both these forms are available from the Main Office.

Christian Ethos Statement

Holy Trinity C.E. Primary Academy is a Church of England Primary Academy with a distinctively Christian ethos. This underpins the values of our Academy and reflects its nature. We ask all parents applying for a place here to recognise and support this ethos and its importance to our Academy. This does not affect the rights of parents who are not of the faith of our Academy to apply for and be considered for a place here.

Criteria for Admission

The criteria used to allocate places have been set by the Governing Body of Holy Trinity C.E. Primary Academy and are as follows:

1. Children who are looked after by the Local Authority (in line with section 22 of the Children Act).
2. Children with a brother or sister currently attending this school (as defined by the Local Authority) who will be at the school at the date of admission. See Note 3.
3. Children who with their parent(s) or carer(s) are regularly involved in the worship and work of Holy Trinity Church, Birchfield. The written support of the vicar will be required. See Note 2.
4. Children who have attended Holy Trinity CE Primary Academy Nursery class. See Note 4.
5. Children who with their parent(s) or carer(s) are regularly involved in the worship

and work of any Christian Church in the ecclesiastical parish of Holy Trinity Church, Birchfield. The written support of the vicar or minister will be required. See Note 3
6. Children who with their parent(s) or carer(s) are regularly involved in the worship and work of any Christian Church in an ecclesiastical parish sharing a boundary with that of Holy Trinity, Birchfield. The written support of the vicar or minister will be required. See Note 2
7. Children who live within the ecclesiastical parish of Holy Trinity, Birchfield, (maps showing the Parish boundary are available in the school and the Church) of any faith or none and who are in sympathy with the ethos of this Church Academy.
8. Other children.

<p>Notes:</p> <ol style="list-style-type: none"> 1. Children with a Statement of Special Educational Needs that names Holy Trinity C.E. Primary Academy will be offered a place first. This will reduce the number of places available to other applicants. 2. For those applying under the faith criteria the Supplementary Information Form must be completed. The Vicar/minister/pastor of the church must complete that part of the form specified with the name of the church attended. Regular attendance means attendance at church worship at least once a month. 3. Under priority 2 a brother or sister must live at the same address and could be: <ul style="list-style-type: none"> o A brother or sister sharing the same parents; o a half-brother or half-sister, where two children share one parent; a stepbrother or stepsister, where two children are related by a parent's marriage or civil partnership o the separate children of a couple who live together; o an adopted or fostered brother or sister. 4. There is no guarantee of transfer from nursery to reception class. Parents must apply on the Local Authority Common Application form for a place in a Reception class. 5. If offering places within any one of the criteria would cause the schools admission number to be exceeded, then children living nearest will be offered places first. Distances are measured by the Local Authority admissions system using ADDRESS-POINT®. ADDRESS-POINT provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metre (10cm). The accuracy of each ADDRESS-POINT is such that each point will fall within the addressed building. If two or more applicants share the same distance to a school and a place is available the applicant to whom the place will be offered will be determined by the Local Authority by random selection. 6. Waiting lists are produced in strict order of priority, against these over-subscription criteria and are managed by the Local Authority. Waiting lists are kept until the end of the Autumn Term. After this a Local Authority change of school application form will need to be completed.

7. Applications or changes to your application received after the closing date will be deemed to have been made late, but will be considered if possible.
8. If possible places will be offered at the same school to twins, triplets and children from other multiples births, as long as this would not result in a breach of Key Stage 1 class size legislation. If only one place can be offered the parent will choose which child should have the place.
9. The home address is the place where the child is permanently resident with his or her parents. When a child lives between two addresses, the address used for offering a school place will be where the child lives for most of the school week (Monday to Friday). Documentary evidence may be required. If care is split equally, parents can choose which address will be used.
10. Applications for a school place at any time other than the normal time for admission (in-year admission) should be made directly to Holy Trinity C.E. Academy. If there is a vacancy in the relevant year group a place will be offered.
11. The Governing Body recognises its duty to comply with the Local Authority Fair Access Protocol to provide fair access to school for pupils who need a school place because they have missed, or are at risk of missing, education.
12. Parents who wish to appeal against the decision of the Governors to refuse their child a place in the school may appeal in writing to the Chair of Governors. Appeals will be heard by an independent panel.

Supplementary information forms are available from the Academy.

Parents/Family members

A parent is any person who has parental responsibility for or is the legal guardian of the child. Where admission arrangements refer to “parents attendance at Church” it is sufficient for just one parent to attend. Family members include only parents as defined above and siblings.

The Nursery

For the academic year 2016/17 the Governing Body has offered up to 26 part-time places in the Nursery. For a place in our Nursery class parents must fill in an Admission form before the set date in March/April if they wish their child to be considered for a place in the following September. We also ask to see the child’s Birth Certificate and take a copy of this for our records. If the Birth Certificate is not British, we are obliged to ask to see proof of eligibility to be in the country. Children are considered for the Nursery in the academic year in which they become 4 years old.

A child in the Nursery **MUST** be brought and collected at the appropriate time by an **ADULT**. This is a condition of accepting a place in the Nursery.

Doors to school are opened at 8.45a.m. for children to come in for the ‘Meet & Greet’ Session. School starts at 9.00a.m.

Nursery times are 9.00a.m - 12.00p.m Monday to Friday.

Children who are accepted into the Nursery class are not guaranteed places in the Reception class the following year. All Reception places must be applied for centrally (see next section). Nursery children fall into Criterion 4 on the Admission Criteria.

Reception Class

We currently offer up to 30 places in the Reception class. Parents must fill in an Admission Form for the Local Authority **AND** a Supplementary Form for the School before a set date in November if they wish their child to be considered for a place in the following September. We will ask to see the child's Birth Certificate and take a copy of it for our records. If the Birth Certificate is not British, we ask to see proof of eligibility to be in the country. We will also need to see proof of the address at which parents live with the child e.g. a current utilities bill. Children are considered for the Reception Class in the academic year in which they become 5 years old. Children who have attended our Nursery class still have to complete the Local Authority Admission Form to be admitted to the Reception class.

The Admission Policy will be applied by our Academy but places will be offered by the Local Authority. Families will receive forms from the Local Authority to be completed and returned to them by a stated date in November. In order to be considered for a place at Holy Trinity C.E. Primary Academy, applicants must also complete an Admission Form for the Academy itself.

A child in the Reception class **MUST** be brought and collected at the appropriate time by an **ADULT**. This is a condition of accepting a place in the Reception class.

Doors to school are opened at 8.45a.m. for children to come in for the 'Meet & Greet' Session. School starts at 9.00a.m.

Reception Class times are 9.00a.m. - 3.30p.m. Monday to Thursday.
9.00a.m. - 1.15p.m. Friday

Nursery and Reception Parents

The parents of new children being admitted to both Nursery and Reception **must** attend an Induction meeting in May/June prior to the children starting in September. It is very important that parents attend the meeting because a great deal of information about the school is given out and it is an opportunity to meet the child's Class Teacher and discuss any important issues with them. Children attend on the same day and spend some time in their new classroom and with their new teacher.

At the beginning of the Autumn Term and before the children start school, the two Nursery staff will make home visits to all the children who will be starting in the Nursery class in September. These meetings are set up to help with the information gathering process for the Foundation Stage Profile and are an important part of helping your child settle into school. At the Induction Meeting parents will receive an Appointment Card giving details of the date and time of the appointment for the home visit. Unless this visit has been completed, your child will not be able to start in the Nursery class and the Nursery place may be withdrawn and offered to another child on the Waiting List.

Parents of children starting in the Reception class must attend a meeting in school with the two staff from the Reception class. The Appointment cards will be given out at the Induction Meeting giving the date and time of the appointment. These meetings are set up

to continue the information gathering process for the Foundation Stage Profile. Unless this appointment is kept, your child will not be able to start in the Reception Class.

Years 1 - 6

Parents who wish their children to move here mid way through their Primary schooling must fill in an internal Academy Admission Form for this Academy if they wish their child to be considered for a place here. This Form is available from the Main Office. We also ask to see the child's Birth Certificate and take a copy of it for our records. If the Birth Certificate is not British, we are obliged to ask to see proof of eligibility to be in the country. We will also need to see proof of the address at which parents live with the child e.g. a current utilities bill. If children are moving from another school or academy then parents must understand that the Headteacher will contact the other school or academy to find out any relevant information about the child/ren. Children will be admitted to a class if there is a vacancy in the year group. We will not take in more than 30 children in any year group. If there is a vacancy in a year group, the child will normally be admitted on the following day in order to give the class teacher time to prepare for a new pupil in the class.

4. WHAT YOUR CHILD WILL BE LEARNING

Our Curriculum

The staff have worked together to develop a curriculum framework which covers the whole school from Nursery through to Year 6. Each class teacher prepares a detailed planning document for each term and from this, English, Mathematics & Science are planned in further detail on a weekly basis.

Under the terms of the 1988 Education Act every child from the age of 5 years must follow the National Curriculum which consists of four Core subjects (because we are a Church Academy we include R.E. as a Core Subject) and seven Foundation subjects.

Our Core subjects are:

- English (Reading (including phonics), Writing, Grammar, Punctuation and Spelling)
- Mathematics
- Science
- Religious Education

Our Foundation subjects are:

- ◆ History
- ◆ Geography
- ◆ Computing
- ◆ Art & Design
- ◆ Music
- ◆ Physical Education
- ◆ Design & Technology

Wherever possible these subjects are taught across the year through a series of cross-curricular topics.

The curriculum also includes cross-curricular subject areas including:

- Environmental Education
- Life Skills which includes Personal, Social and Moral Education, Citizenship, Health Education and Circle Time

Holy Trinity has policies under continual review and development for each of these areas of the curriculum. Each Policy contains knowledge, skills, and concepts of learning based upon the National Curriculum and Primary Frameworks. Each Policy takes into account the needs of our children.

Topic based, cross-curricular curriculum

At Holy Trinity C.E. Primary Academy we deliver the curriculum for the Foundation subjects through a thematic and skills based, cross-curricular programme. This not only helps our children to learn in a broader context, continually building upon personal skills acquisition but also develops their understanding of global issues and the difference we can make as citizens of the future.

Foundation Stage Curriculum

Children in the Foundation Stage (Nursery and Reception classes) are taught within each of the seven learning areas identified in the Early Years Foundation Stage Profile Handbook. These are:

The Prime Areas of Learning

Communication and Language
Physical Development
Personal, Social and Emotional Development

Specific Areas of Learning

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

The children learn through carefully planned and structured topic-based activities. This allows them to play and explore at their own level of understanding, whilst being actively encouraged to become increasingly independent and able to develop and transfer all the basic skills across each of the subject areas.

Their progress is carefully tracked and recorded using 'Development Matters' in the Foundation Stage.

Sex and Relationships Education

The Governors of Holy Trinity believe that there should be a programme of Sex Education taught within a Christian framework and linked closely to the Science and Health Education Curriculum. This is planned and taught throughout the school with a specific focus in Upper Key Stage 2.

Parents of Y5 & Y6 children are invited to view resources and discuss the current teaching programme at an informal Workshop session which is held annually in the Summer Term. The Governors have recently discussed whether to invite the parents of children in Y4 to opt into this programme as it is widely thought that children are approaching puberty at a younger age. Parents are given the opportunity to attend these sessions with their child, if they wish, during the Summer Term.

Parents have the right to withdraw their children from any part of the Sex Education programme that does not form part of the Statutory National Curriculum in Science but it is essential that they attend the Parent Workshop and make an appointment to see the Headteacher or Deputy Headteacher before making any decision to withdraw their child as

they need to understand clearly what will be taught and how. It is also essential that they understand that parts of this teaching form a statutory part of the Science and Health Education Curriculum from which no child may be withdrawn.

Collective Worship (Assemblies)

An act of Collective Worship takes place each day at 9.05a.m. Parents are welcome to join us for any of our assemblies which follow this pattern:

Monday:	Worship assembly and class awards
Tuesday:	Classroom based assemblies
Wednesday:	Hymn Praise
Thursday:	Class assemblies or staff assemblies (see Newsletter for Class assemblies)
Friday:	Phase Merit assemblies

We all attend Holy Trinity Church to celebrate Harvest, Christmas and Easter and also in July at the end of the school year.

Parents have the right to withdraw their child from all or part of the Religious Education and Collective Worship provided. Please inform the Headteacher if you wish to exercise this right. Alternative provision can be arranged for children at these times.

Child Protection Issues

All members of staff have received training in understanding Safeguarding and Child Protection issues and procedures.

Should you have any concerns about Child Protection issues please feel that you can come into school and discuss them with members of staff. There are 3 members of staff designated to deal officially with these issues. The staff are Mrs. Burns, Mrs. Page and Miss. Edwards.

Equal Opportunities

The Governors and staff of Holy Trinity C.E. Primary Academy value the multicultural nature of our community. We are fully committed to educating all pupils for life in a multicultural society.

We believe:

- ◆ that all children, staff and parents should be treated with dignity and should respect each other's culture,
- ◆ that all aspects of school life will reflect the different language and cultural background of the children,
- ◆ that all children will be given equal opportunity to develop to their full potential.

We oppose racism in all its forms.

Special Educational Needs

It is the aim at Holy Trinity to meet the special educational needs of every child. As a team, the staff have developed careful planning procedures to ensure that the curriculum meets the needs of the children by providing continuity and progression. Regular

monitoring and assessment ensures that detailed individual records are kept to indicate the progress of each child.

At Holy Trinity we follow the Special Educational Needs Code of Practice which seeks to support children with special educational needs. This may take the form of special work given by the class teacher or extra support given by a member of the school staff. Parents of children who are being put on to the Code of Practice will be informed by the school and be invited to and expected to attend regular meetings to discuss their child's progress.

Inclusive Provision

At Holy Trinity C. E. Primary Academy we are committed to providing every opportunity for all children regardless of age, gender identity, faith, ethnicity, ability, language and social background, to develop to their full potential. Holy Trinity has a range of provision to meet the diverse needs of all our pupils. All children are taught in mixed-ability classes. Individual pupil targets are set, monitored and reviewed by Class Teachers using Early Learning Goals, National Curriculum age-related expectations and P Levels, where appropriate. To ensure consistency, samples of work are moderated and standardised.

Children with Special Educational Needs are supported by the Inclusion Manager which incorporates the role of SENCO (Special Needs Co-ordinator) and by T.A.'s (Teaching Assistants).

The role of Inclusion Manager also incorporates the role of Behaviour Co-ordinator and s/he assists other staff in supporting children with emotional and behavioural difficulties, together with outside agencies where appropriate.

Pupils who are new to the country and those learning English as an additional language, are supported by Class Teachers and T.A.'s.

Additional support is also given to individuals and groups of pupils through intervention programmes developed in school.

Home-School Agreement

We have a Home-School Agreement that all parents are asked to sign. It also has a section which each child can agree to and sign. Parents are asked to sign the Agreement for the following academic year at Parents' Evenings in July. Parents of Nursery and Reception children admitted to school in September will be asked to sign the Agreement at the initial meeting with staff during the first week in September.

The Agreement is reviewed every year by the Curriculum and Community Committee of the Governing Body.

Educational Trips and Residential Visits

The staff and Governors at Holy Trinity Academy believe that educational trips and residential visits are an essential part of delivering a full curriculum. They expect all parents and carers to support the hard work and organisation that goes into arranging these events by signing and returning consent forms immediately and making arrangements for the suggested contribution to be made to school.

All classes go on educational trips throughout the year and these are based on the curriculum areas that are being taught.

Homework

At Holy Trinity we believe that the best learning takes place when home and school are working together to support each child. We ask and expect all parents to be involved with their children's school work. We have a Homework Policy, which is included at the back of this Brochure.

Children in Y2 – Y6 who do not hand in their homework on time (Wednesday morning) or completed to a sufficiently high standard, are expected to stay for an after school detention on Thursday from 3.30p.m. to 4.15p.m. to complete the homework that has not been handed in or completed properly. We always attempt to send a text message to parents of children who will be in detention on Thursday. If you have changed your mobile number we accept no responsibility for the message not arriving.

Assessment Procedures

The classwork each child produces is continuously assessed and their progress in each of the Phases is carefully tracked and monitored by the Class Teachers and TAs.

Progress is discussed with parents and children at termly Parent/Pupil Consultations. Details of pupil Attendance, Punctuality, Behaviour and Homework that has been completed is also discussed at these meetings.

An Annual Report is sent out at the end of the academic year giving a comment on the effort, attainment and progress each child has made in all subject areas. Parents have the opportunity to discuss their child's Report with the class teacher at Parent/Pupil Consultations at the end of the Summer term.

Teachers also keep on-going records of each child's progress in Reading and Spelling using phonic knowledge and Key Word skills.

SATs (Standard Assessment Tests)

All the children in Year 2 and Year 6 are formally assessed during the Summer Term of each year.

Key Stage One

In Year 2 teacher assessments are based on the following;

- written, practical and oral classwork for each pupil
- results of the statutory KS1 tests for each pupil
- homework completed by each pupil

The statutory tests for each pupil are;

- English Reading Paper 1: Comprehension

- English Reading Paper 2: Comprehension
- English Grammar, punctuation and spelling Paper 1: spelling
- English Grammar, punctuation and spelling Paper 2: questions
- Mathematics Paper 1: Arithmetic
- Mathematics Paper 2: Reasoning

PLEASE NOTE: For the 2016 year only, pupils in KS1 will NOT be required to sit the English grammar, punctuation and spelling tests.

Teacher Assessments for Writing and Science are also submitted for each child to the L.A.

From 2016, scaled scores will be used to report national curriculum test outcomes instead of Levels. For the KS1 tests a scaled score of 100 will always represent the ‘expected standard’.

Key Stage Two

In Year 6 the children are tested in:

- English Reading: Comprehension (3 texts and questions)
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- Mathematics Paper 1: Arithmetic
- Mathematics Paper 2: Reasoning
- Mathematics Paper 3: Reasoning

Teacher Assessments will also be submitted to the L.A. based on:

- Pupils’ written, practical and oral work in class
- Pupils’ completed homework

Writing and Science will be assessed by teachers based on a wide range of pupils’ work over time in class.

Each child’s S.A.T.’s results are sent home with the End of Year Report for parents to see and the school’s overall scores are presented to the Governing Body and will be available to parents through the School Website or on request, in hard copy.

Year 1 Phonic Screening Test

In June every year, children in Year 1 will take part in a national phonic screening test in which they are asked to use their phonic skills to read 40 real words and non-words.

Children who fail to achieve the pass score in the Phonic Screening test will re-take the screening in the following June in Year 2.

Parent/Pupil Consultations

During the school year parents are expected to come into school specifically to talk about the progress their child is making. We expect parents to attend all 3 Parent/Pupil

Consultations as this is part of the Home School Partnership Agreement. Since the success of the Parent/Pupil Consultations begun in January 2013 where parents **and** their child/ren attended the appointment together, all consultation meetings will now include parents **and** their child/ren.

In October the first Parent/Pupil Consultation is an opportunity for parents to discuss how their child has settled into their new class and to discuss with the Class Teacher the targets for their child to work towards during the coming months. (We allow 10 mins. per appointment for these Consultations)

In February 2017 we will continue with this system where one day is set aside for meeting with parents and children on an individual basis. School will be closed for the children except when they come in with a parent for their consultation. This is a one-to-one opportunity to meet with the staff and look in depth at your child's individual Assertive Mentoring Folder, review the targets set and to discuss his / her progress with the Class Teacher. (We allow 20 mins. per consultation appointment in the Spring Term)

At the end of the academic year (July) there is an opportunity to discuss your child's Annual School Report and look at his / her work for the year. Parents will also be asked to review the targets for the year and consider whether they have been successfully met. (10mins. will be allowed for these appointments)

It is absolutely essential that parents **and** children meet with Class Teachers on all these occasions in order that they can be kept up-to-date with their progress. This way the continuing link between home and school can be developed and strengthened to benefit the learning of our children. Staff will make every effort to arrange appointments at a suitable time during Parents' Consultations and we offer 2 or 3 sessions for each Parents' Evening so that parents can choose either an earlier or later session that is convenient for them.

Parents in School

We welcome parents into Holy Trinity C.E. Primary Academy. If you have some time to spare and would like to help in school, please let us know. There are often occasions when teachers would welcome a helping hand with cooking, sewing, art, hearing children read or just an extra pair of hands around the class.

If parents have any concerns at any point during the year the staff will make every effort to see you as soon as possible. It is best to come in after school i.e. 3.30p.m. as before school, teachers are very busy preparing for the school day.

It is always best to discuss every-day problems with the class teacher in the first instance as they are most likely to be able to deal with any problems. It is inappropriate to try and deal with problems with a class of children or other parents around. Please be aware of other children and adults in school at all times.

At the start of the Autumn Term parents of Nursery and Reception class children are encouraged to come into school in the morning and settle their children down and start them off on the task that they are expected to do first thing in the morning. Parents should bring their children into school in a calm and orderly manner so that they are ready to start work as soon as they get into the classroom. As soon as children are able to do so, parents

should say goodbye at the door so that the children can become independent in their routines as soon as possible. Every minute is precious.

As soon as the Reception children are confident in coming into school on their own, parents should say goodbye at the top of the ramp. They should be encouraged to be independent as soon as possible and therefore we encourage them to take responsibility for hanging up their coats, getting into class and starting their work, handing in their homework and starting their day's learning as soon as possible.

Staff are available by their classes or in the playground for a few minutes after school every day. We see these times as a positive chance to sort out concerns as soon as possible. Please make use of this time.



5. ROUTINES AND PROCEDURES

The School Day Reception-Year 6

Monday - Thursday

Doors open 8.45a.m.

Lessons start 9.00a.m.

School day ends 3.30p.m.

Friday

Doors open 8.45a.m.

Lessons start 9.00a.m.

School day ends 1.15p.m.

Arrival at school

It is the responsibility of all parents to ensure that their child/ren are on time for school. The school day for most children is between five and five and a half hours long. During that time the teachers have a tremendous amount of work to achieve with the children. It is essential that none of this time is wasted and so we would remind you that at the start of the day, school is open from 8.45a.m. for children to come into school and settle into the class, have a chat with the adults and children and be ready to start their formal learning promptly at 9.00a.m. We call this time “Meet & Greet.”

Children who are not in the classroom at 9.00a.m. will be marked as late. All children who are late come in through the main door and must always report to one of the Admin. Team in the Main Office.

Children who are late not only lose time themselves but also cause distraction to other children and take the teachers away from what they should be doing in order to explain a lesson for a second or maybe third or fourth time to late arrivals.

Children who are persistently late may not be allowed to join their class until a suitable break in the school day. This is for the benefit of the majority of children in the class who are ready to work and are constantly interrupted by latecomers.

Children who are marked as late more than 10 times may have the late marks changed to “Unauthorised Late” marks. These will count as an absence from school and may result in parents being taken to Court.

Nursery and Reception children should be brought to school by a responsible adult (not an older brother or sister). At the start of the Autumn Term, parents should bring their child into school and make sure that they are settled in class before leaving the premises. Once children are settled into the classroom routine, children should be brought to the classroom door where they should be encouraged to come in on their own in order that they can develop the skills of independence as early as possible.

The time children arrive at school is monitored and a careful record is kept by Class Teachers. Children are asked for the reason why they are late. Parents are kept informed about unsatisfactory time keeping and serious cases are referred to the Community Committee of the Governing Body. If children are persistently late their record will be passed to an Educational Social Worker for his / her attention.

Children who have a good punctuality record (no lates) receive a Certificate on a termly basis.

End of the day

School finishes for children in Reception-Year 6 at 3.30p.m. on Monday to Thursday and at 1.15p.m. on Friday and these are the times that they should be collected from school. Nursery will finish at 12.00p.m. every day and the children must be collected then unless they are going to 'Schools Out'. In rare emergency situations it is essential that parents contact school before the end of the school day to inform us of the alternative arrangements they have made for the collection of their child/ren. Where the child/ren are not collected and we have not been informed of an emergency situation, we are obliged to follow the L.A. guidelines stating that we should contact the local Police, or Social Care and Health (Social Services) to hand over the child/ren as this would be regarded as a case of abandonment.

Nursery and Reception class children should be collected by a responsible adult who is known to the members of staff concerned. Older brothers and sisters will not be allowed to collect children from Nursery or Reception classes. It is important that children are collected by a known adult. If a member of staff is not happy about the adult collecting a child, the child will be kept at school until it can be confirmed that the person sent to collect the child is known to and has been sent by the parents / guardian.

Attendance

If your child is absent from school it is important that we know the reason why. Please send a letter to the class teacher or phone the school administration staff and give your explanation. Failure to do this will result in a first day absence phone call from the school office which will be recorded in the Absence Book. If there is no answer to this call and a satisfactory reason given, the absence will be marked as unauthorised.

For any period of absence during school time it is essential that you complete a 'Leave of Absence Request' form. This form, when completed, gives the school all the relevant information about the reason for absence. Any absence for any reason other than sickness will be recorded as unauthorised. The Governing Body and staff cannot condone taking children out of school during term time and have agreed that children will be taken off roll after 2 weeks absence from school. Applications for absence for a family holiday will not normally be authorised unless there are exceptional circumstances. Holiday prices and requests to visit families overseas will not normally be considered as exceptional.

Any parent who takes their child out of school having been refused permission by the Headteacher, is liable for a £120 fixed penalty fine and prosecution by the local authority.

If your child has to go out of school during school hours (e.g. a clinic appointment), a letter should be sent to the class teacher. The child must be collected from school by an adult who must report to the Main School Office in order that the child can be signed out before leaving the premises.

Attendance is closely monitored. Please check that your child's attendance does not drop below 95% for each term. In cases of persistent and/or regular absence the Governors' Community Committee will arrange an appointment to see parents and discuss the issues. In serious cases, the children will be referred to an Educational Social Worker, and parents will be contacted by him/her about the problems that have been identified.

Children who have 95% attendance and above receive a certificate on a termly basis.

School Uniform

The Governors, staff and a large majority of parents support the fact that at Holy Trinity Primary Academy we have a school uniform. We believe that all children should wear the our school uniform and we would encourage parents to do their best to send their children in uniform and always have their P.E. kit in school.

We feel that uniform gives the children a feeling of belonging and also means that there is no competition with designer clothes.

The uniform is:

Winter

Navy blue sweatshirt or cardigan or jumper
Navy, black or grey trousers or skirt
Pale blue or white shirt + tie
Pale blue or white polo shirt
Black or navy shoes (no trainers)
Grey or white socks

Summer

Blue & white check dress
Navy, black or grey shorts or trousers
Pale blue or white short sleeved shirt
Black or navy shoes or sandals (no trainers)
Grey or white socks

Uniform for Foundation Stage

For children in the Nursery and Reception classes, the uniform is:

Winter

Navy, black or grey jogging bottoms
Navy blue sweatshirt or cardigan or jumper
Pale blue or white polo shirt
Black or navy Velcro shoes (no trainers)
Grey or white socks

Summer

Blue & white check dress
Shirt as in winter uniform
(can be short-sleeved)
Navy, black or grey shorts or joggers
Black or navy Velcro sandals (no trainers)
Grey or white socks

It is possible to order uniform directly from Gognas in Rookery Road. School also has a few items of uniform which can be purchased through the year. However, it is possible to purchase items elsewhere, as long as they reflect the school colours as mentioned above. These will be perfectly suitable. **Please make sure that all items of uniform are clearly labelled with your child's name.**

JEWELLERY IS NOT ALLOWED FOR SAFETY REASONS.

If children have pierced ears they should wear closed studs not hooped sleepers. If children come into school wearing jewellery, they or their parents will be asked to remove it and it will be placed in a sealed envelope which can be collected by the child at the end of the day. Persistent breaking of this rule will mean that jewellery is kept until it can be handed to a parent or responsible adult.

Watches are allowed but must be taken off for P.E.

Please remember to make sure that all items of clothing are named. It is very difficult to search for lost or mis-placed items if they are not clearly identifiable.

Physical Activities

All children must take part in P.E. as part of the National Curriculum. It is very important that all children have a white tee-shirt or polo shirt and navy or black shorts to change into and a pair of pumps, without laces, when necessary. P.E. kit should be brought into school on the first day of every school week, usually Mondays and should be kept in school until Friday when it should be taken home to be washed ready for the start of the next week.

All children know which days they have P.E. and should make sure that they have P.E. kit in school on those days. Nursery, Reception and Infant classes display a notice saying which days are P.E. days. We hope this helps parents.

If there is a medical reason why your child cannot take part in P.E. or Games a letter should be sent to the class teacher to let them know the reason in advance.

Swimming

I am pleased to be able to tell you that we will be continuing with swimming lessons for children in Year 3 and Year 4. These lessons will take place at Perry Beeches Leisure Centre where there will be 2 trained instructors in addition to the teaching staff from school.

All children in these classes should go swimming as part of the National Curriculum for P.E. Swimming is a statutory part of the P.E. National Curriculum and a Doctor's note is required if there is a reason for your child not taking part in these lessons. Children in these classes will need to have a swimming costume or trunks, a swimming cap and a towel.

In order for these children to go swimming we ask for a contribution of £2.00 per week per child for each week that they go swimming. This contribution goes towards the cost for the coach to take the children to the Swimming Baths. The cost of the lessons is paid from the School Budget.

Valuables in School

Mobile phones, MP3 players, electronic games and large amounts of cash are strictly forbidden in school. Children who are found to have brought in any of the above items will have them confiscated and placed in a named envelope in the Main Office for collection by a parent at the end of the day. If a child is found to have brought in such items on a second occasion the items will be kept in the Main Office until the end of the term. It will be the responsibility of the parent to collect the item at the correct time.

School takes absolutely no responsibility for any of these items in school. Staff have been instructed not to waste any time dealing with issues arising from this rule being broken.



C.E. PRIMARY ACADEMY
(HANDSWORTH)

6. DISCIPLINE AT SCHOOL

At Holy Trinity C.E. Primary Academy we promote a positive learning environment. We do this by being:

<ul style="list-style-type: none">• Honest	We will be honest with ourselves about our behaviour and our actions. We will learn from being honest.
<ul style="list-style-type: none">• Caring	We will be caring in the way that we speak and act.
<ul style="list-style-type: none">• Fair	We will be fair and involve people in issues that affect them. We will listen to children and adults in our community.
<ul style="list-style-type: none">• Responsible	We will be responsible and expect people to do the right thing and we will help them when they do not.
<ul style="list-style-type: none">• Respectful	We will be respectful of each other and in our community at all times

Everyone models these values and behaviours.

At Holy Trinity C.E. Primary Academy we believe in positive discipline based on praise and rewards. We are committed to restoring and maintaining positive relationships when things go wrong.

The staff and children have worked together and agreed on seven School Rules. Parents have also been consulted. The rules are consistently and fairly applied by all the staff and encourage the children to build up their own self-discipline. There was a full review of the Behaviour and Discipline Policy in the Summer Term of 2014 and it will continue to be reviewed and monitored by the Governing Body, Student Council and parents every other academic year.

The rules are:

1. I will do as I am told the first time.
2. I will speak to and treat everybody with respect.
3. I will not disturb others who are working.
4. I will put my hand up when I want to speak to an adult.
5. I will keep my hands and feet to myself.
6. I will help to take care of our school and its environment.
7. I will work to the best of my ability at all times.

The aim of our Positive Discipline approach is to provide a clear structure for both staff and children. Everyone concerned knows the School Rules and the rewards for keeping them as well as the consequences for choosing not to keep our school rules.

Our children are rewarded for doing good work and behaving well. They receive verbal praise, have stickers, are sent to see other teachers or the Headteacher and can have their name put on the “Happy” board.

Every Friday there is a Merit assembly where children who have done some good work or behaved well are encouraged to tell the other children about what they have done. These children are given an Achievement Certificate to take home.

A group of children or the whole class can earn cubes to put into a jar. When the jar is full, the class is given the opportunity to have a “treat” such as 5 minutes extra playtime.

Sanctions

If the rules are broken there are consequences for the children. The consequences for breaking the rules are:

1. Name on the “Sad” board.
2. Time out in partner class (10 mins. maximum)
3. Time out with the Headteacher or Deputy Headteacher + Detention the following day
4. Exclusion (Internal & External)

Rules 3 & 7

1. Work not completed within a specified target time will be completed at playtime and / or dinnertime.
2. Continual breaking of this rule
3. Sent to Headteacher with unfinished work to discuss the situation.

The Discipline Policy also states that there are situations which are too severe to be covered by the above sanctions. These occasions are extremely rare. Children behaving in this way will be sent directly to the Headteacher and may be excluded from school if it is considered appropriate.

Information sent home

We believe strongly that parents want to be kept informed about problems that happen during the school day.

Children who are sent on detention are always given a letter to bring home with them the same day. Since we have found that some of these letters do not reach home we explain to each child that a copy is also being sent in the post. Copies of letters are always kept by the class teacher and by the Headteacher for reference.

If you are asked to contact the school to discuss an issue please do so as soon as you possibly can. We understand that parents are busy people and we will be as flexible as we possibly can be about times. Please believe that we would not ask to see you if we did not consider it to be important.

Class Council and Student Council

In order that the children take as full a part as possible in the running of the school, each class holds a Class Council meeting on a fortnightly basis. The children are given an opportunity to bring up issues which they feel are important and which can either be dealt with in the classroom situation or if necessary are sent forward to be discussed at the Student Council.

Each class elects two members (one girl and one boy) to represent them on the Student Council. The Student Council meets fortnightly and a Chair and Secretary are chosen for each meeting so that all the children have the opportunity to lead and to minute the meetings. It is the responsibility of the Student Council Representatives to report back to their own class on any issues of concern.

Student Council has the right to ask children to attend a meeting if there are issues they wish to discuss with them.

Mrs. Page, the Deputy Headteacher, attends Student Council Meetings in an advisory capacity.

Peer Mediators

Some of the children in Upper Key Stage 2 are trained every year to act as Peer Mediators at lunchtimes. The Peer Mediators are available to any child who is encountering difficulties such as a minor dispute with a friend. The children are able to request a mediation appointment where they can discuss any issues and come to an agreed resolution.

Playground Crew

Some of the children in Upper Key Stage 2 are also trained to be play support partners in the KS1 playground each lunchtime.

7. INFORMATION FOR PARENTS

Administrative Staff

The Administrative staff play a vitally important part in the running of the Academy and are an immediate link between home and school. These staff will be able to help you with details regarding school meals and many other things.

When your child is admitted to school and at the beginning of every school year we send out a Contact Form for each child. It is **essential** for this form to be completed every year so that we have a contact number for you and a close relative or friend should there be an accident at school.

We have a system set up in school where we can contact parents with an emergency message using their mobile number or an e-mail connection. At the beginning of the year you will be asked to complete a form giving your permission for this and the up to date mobile number or e-mail address. This is a very quick way of sending out reminders e.g. about trips or consent forms or emergency information e.g. school closure in bad weather. I would recommend that you help us by agreeing to this facility.

If you change address or your home telephone number or mobile telephone number or place of work, please call the Main Office and ask for a new Contact Form.

Please note that there may not always be a member of staff in the school office. We will do our best to guarantee that a member of the office staff is available from 8.00a.m. in the morning until 4.30p.m. in the afternoon. In some instances there may be Y6 monitors answering the phone. Office staff are sometimes busy taking messages or correspondence round to classes, please leave a message on the answer phone or phone back after a few minutes. Please remember that if the answer phone is on, messages may not be dealt with until after school.

Child's Illness at School

Please do not send your children to school if they are ill as it is very difficult to look after them as much as they will need to be looked after. If in an emergency your child is taken ill we will try to contact you by telephone. If we cannot contact you we will contact the emergency number you have given us.

It is absolutely vital that you keep telephone numbers and addresses up to date. Please keep the Office informed about any changes.

Medicines in School

It is school policy not to have medicines in school. If your child is ill and needs medication you should ask the doctor for medicine that can be administered 3 times a day i.e. before school, after school and at bedtime. If your child needs medicine more frequently then they should be at home until they are well enough to return to school.

Parents may, if they wish, come to school at lunchtime to administer the medicine.

Exceptions to “Medicines in School” rule

We can sometimes make an exception to this rule for children suffering from long term diagnosed medical conditions. In this situation parents/carers will need to make an appointment so that a multi-agency meeting can be arranged at which an Individual Care Plan can be set up and implemented.

Children who are medically diagnosed as suffering from asthma are also an exception to this rule as they will need to have their inhaler with them. These children should be able to administer their own inhaler with the minimum help from a member of staff. It is the parent/carer’s responsibility for any child on the Asthma Register to have a named inhaler that is in date and kept in school as well as the one they use at home.

We are also prepared to keep Epipens in school for those children who are likely to have a severe allergic reaction to certain items such as peanuts, bee stings etc. Please note that this can only happen when a meeting has been attended by the parent/s, specialist nurse and school staff and an Individual Care Plan has been drawn up. Named Epipens are always kept in the Main Office in a cupboard accessible to all staff. Epipens can only be administered in school when an Individual Care Plan has been drawn up.

Please note that Epipens are only available on prescription for life-threatening allergic reactions. They are not available over the counter.

Accidents at School

If a child is involved in a serious accident at school we try to inform parents immediately. It is important that information about contact numbers is updated regularly.

The Governing Body wishes to inform all parents that no personal accident insurance is provided for pupils on school property. If you wish to provide insurance cover for your child and property you should take out a private insurance.

School Dinners

The provider of our School Meals is Churchill Contract Catering Services. School meals are prepared on the premises and the quality of the food and the choices of meals are carefully monitored by the kitchen staff and by the staff and children.

Children have a choice of several main courses which always includes at least one vegetarian choice. There is usually a choice of vegetables and hot and cold puddings. We also offer a sandwich or snack (jacket potato + fillings) type lunch as we believe some of the children prefer this choice of meal.

Children who are on paid dinners must bring the full amount of dinner money on the first day of the school week (normally a Monday). Each child should bring their money in a sealed envelope with his / her name, class and the amount written on the front of the envelope.

Families who fall behind with dinner money payment will be referred to another agency for collection and the children will have to bring a packed lunch.

From September 2016, school meals will cost:

Reception	No cost	
KS1 (Y1 & Y2)	No cost	
KS2 (Y3 – Y6)	£2.30 per day	£11.50 per week

Free Meals

Families who claim Income Support, Job Seekers Allowance or Child Tax Credit are entitled to claim Free Meals. In order for school to receive its maximum finance it is essential that all parents who are entitled to free school meals should apply even if your child/ren are in Reception, Year 1 and Year 2. If you need help filling in the form please see a member of the Admin. Team in the School Office.

Packed lunches

All children in Reception, Year 1 and Year 2 will be provided with a school meal. If your child/ren have an entitlement to Free School Meals you will still need to complete the appropriate application process which will soon be completed in school electronically with members of our staff even if your child/ren are in these classes.

This means that children will not be allowed to bring a packed lunch until they move into Key Stage 2. If children in Key Stage 2 wish to bring a packed lunch, a request must be made in writing. Each child should bring their packed lunch into school with them at the start of the day. If a child does not bring their packed lunch or has to be offered a school meal for any reason, then there will be a charge for the school meal as stated above.

Packed lunches should provide a balanced meal for the child. They should consist of sandwiches or equivalent, salad, some yoghurt and fruit. No sweets, crisps, chocolate, or nuts are allowed!

Changing to a different type of meal (only applies to Key Stage 2)

For administrative reasons children are not allowed to change from one type of meal to another except at the beginning of a new half-term. If children wish to change to a different meal provision, a letter must be sent in **before** the end of the half-term requesting permission to change. Letters received at any other point in the term will mean that the child/ren cannot change until after the next end of term or half-term holiday.

Drinks

All children are allowed to bring their own drinks to have at dinnertime but only if they are sent in a child's flask of the type that has an in-built straw or a bottle with a non-spill top such as cycling drink bottles. Screw top / cup topped flasks or any other kind of containers (bottles/cans/cartons/sachets) are not allowed for safety reasons as spillages can cause problems when children are doing P.E. in the afternoon.

The children are allowed to have the bottles on their table so that they can have a drink of water at any time during the day. This policy has been agreed by the staff so that children do not become dehydrated and can work to the best of their ability at all times. The bottles can only be filled with water but children are allowed to re-fill the bottles in school at a suitable time.

At no time should fizzy drinks be sent into school.

Playtime Snacks

All children are allowed to buy a playtime snack to be eaten at morning playtime. This must be ordered through the class teacher at the beginning of the week. For £1.50 per week children are offered a drink of low sugar fruit squash and a choice of biscuits or a

piece of fruit. Parents who wish to pay for the term can do so by consulting the class teacher as to how many weeks there are in a term and working out the appropriate amount.

Children are not allowed to bring their own tuck to school as this could be dangerous for children suffering from specific food allergies.

Educational Visits and Activities

Educational Visits (Trips)

At Holy Trinity, visits are arranged for children throughout the school and are linked closely to curriculum topics that are being taught in each year. The staff feel that visits to places of interest in the immediate locality and also further afield are important to develop in the children an appreciation and understanding of the world around them and of activities which they might not otherwise experience.

We expect all children to go on all educational visits that are arranged as they always have an element which is essential to the full delivery of the National Curriculum.

Charging Policy

It is the policy of the school that for activities which take place wholly or partly during school hours and for which money is not available from other sources, invitations for contributions from parents will be made on the basis that if parents are reluctant to support a particular activity then the activity will have to be cancelled.

Visits that take place as part of the “Wow Days” for cross-curricular topics are funded from within the School Budget and many other visits are subsidised by school.

Parents who have difficulty with finding voluntary contributions should speak confidentially to the class teacher or Headteacher in order to reach a compromise which is agreeable.

School Fund

The school tries to raise money for many things needed for the day to day running of the school e.g. funding for Christmas parties and entertainment, prizes for children, additional equipment for use in the playground etc.

Children are asked to bring in a small amount of money (50p per week) to put towards the cost of these and other items. Parents who wish to pay for a half-term may do so by asking the class teacher how much it is per term and paying the appropriate amount at the beginning of the term. This information is also published in the newsletters towards the end of each half-term



8. OUR ACADEMY AND ITS COMMUNITY

Visiting school

Parents are welcome to visit school at all times. If parents wish to discuss a particular matter it is best to make an appointment to see the Class Teacher or Headteacher, preferably after school. Please report to the Main Office when you arrive in school.

Security in School

In order to ensure that the children and staff are as safe and secure as possible in the school buildings and grounds please would parents make sure that on leaving the building that they do not leave doors unlocked and leave through the main doors at the front of the building.

If you need to come to school during the day please make sure that you always come to the front door, use the door entry system and report to the Main Office. We need to know who is on the premises at all times.

The drive and car park is for the sole use of staff and delivery vehicles. **PLEASE DO NOT COME DOWN THE DRIVE IN YOUR CAR TO BRING OR COLLECT YOUR CHILD FROM SCHOOL** as it can cause problems with safety. By prior arrangement with the Headteacher children or parents who have a physical disability may be allowed to come onto the premises by car.

Parents of children attending the “School’s Out” Club can only come down the drive (at no more than 5mph) until 8.30a.m. in the morning.

Please would parents also note that blocking the drive and parking on the pavement or on the zig-zag yellow lines along Havelock Road is very dangerous. There are a lot of children coming out of school at the same time and although we remind them constantly about road safety, accidents are very likely to happen if parents do not park sensibly. Blocking the entrance to the drive could also prevent access for fire engines and other emergency vehicles in the event of a fire in school.

Newsletters and information

Newsletters are sent home on a regular basis to keep parents informed about dates, events taking place at school, special events etc.

Letters about specific events e.g. the photographer’s visit or an event relating to a specific class are also sent out at an appropriate time.

Please read these letters so you can keep up to date about things that are happening around school as these are important for you as parents as well as important for the children.

Church

We maintain strong links with Holy Trinity Church which is on the corner of Birchfield Road and Trinity Road. Rev. Eve Pitts is the vicar at the Church and has been in post since September 2009. She maintains contact with school by visiting us regularly to take assemblies.

The whole school goes across to church at least four times a year (weather permitting) and we always welcome parents, friends and members of the church community to join us. We celebrate the main festivals of Harvest, Christmas and Easter. We also try to go to church toward the end of the Summer term each year. All children are expected to come to church with their class.

Parents and children are kept informed of any special events taking place at Holy Trinity Church and are always warmly invited to join in with special services or fun events.

School Assemblies

Parents are welcome to join us for any of the assemblies that take place in school. See page 23 for details.

INSPIRE Workshops

For a number of years each class has held an INSPIRE Workshop. The Workshops have been held on a Wednesday morning starting at 9.05a.m. and finishing between 10.00a.m. and 10.15a.m. Children in the class can only attend the Workshop if they are accompanied by an adult. The adult can be a parent, or any other suitable adult who is known to the child and agreed with the parent.

During the Workshop a game is made with the adult and child working together. At the end of the Workshop, the child can take the game home and is also given a small prize for attending the Workshop.

From September these Workshops will continue for all classes, including Nursery.

Fund Raising for Charity

Every year we look further than raising money just for use in school. We look to set up an event or events where, while having a fun time in school, we can also raise money for a charity which will help others less fortunate than ourselves.

Every two years we set aside a day to raise money for "Red Nose Day". We encourage parents to take part in this and children are also encouraged to come up with ideas of how to raise money for this event. Last year we raised in excess of £1200 for the charity work carried out by Mrs. Burns and Miss. Burns in Kenya.

On other occasions the suggestion comes from a group of children who have decided that they want to raise money for an organisation they have seen on the television or heard about on the radio.

We try to concentrate on one main effort each year so that it does not put too much pressure on parents in supplying extra “pocket money”. However, we also try to respond when we can to international tragedies such as earthquakes, floods etc.

We are always very grateful for all the support we receive for these events.

**HOLY TRINITY C.E.
PRIMARY ACADEMY**

(HANDSWORTH)

POSITIVE BEHAVIOUR POLICY

June 2014

POSITIVE BEHAVIOUR POLICY

INTRODUCTION

In order to develop our pupils’ academic and personal qualities there need to be high expectations of good behaviour throughout the academy.

We believe in promoting good behaviour as a means of securing high standards of pupil attainment, and of developing our pupils’ personal and academic qualities to the full.

A Code of Conduct and Rules for our academy have been drawn up, defining acceptable and unacceptable behaviour and stating values being promoted. They have been drawn up with the full involvement of pupils, all staff and governors and are communicated annually to parents through the brochure and Home School Partnership Agreement.

A Holy Trinity CE Primary Academy we promote a positive learning environment.

We do this by being:

<ul style="list-style-type: none"> • Honest 	We will be honest with ourselves about our behaviour and our actions. We will learn from being honest.
<ul style="list-style-type: none"> • Caring 	We will be caring in the way that we speak and act.
<ul style="list-style-type: none"> • Fair 	We will be fair and involve people in issues that affect them. We will listen to children and adults in our community.
<ul style="list-style-type: none"> • Responsible 	We will be responsible and expect people to do the right thing and we will help them when they do not.
<ul style="list-style-type: none"> • Respectful 	We will be respectful of each other and in our community at all times.

Everyone is expected to model these values and behaviours.

At Holy Trinity C.E. Primary Academy we believe in positive discipline based on praise and rewards. We are accepting of the fact that sometimes things go wrong and that people of any age may find themselves in dispute with others at times.

However, we are committed to providing the opportunity for restorative conversations and practices where people are listened to, valued and where breakdown in relationships can be restored and built upon positively for the future. We encourage our pupils and staff

to share their feelings, thoughts and ideas through regular Circle Time sessions and weekly Check-In and Check-Out times in class. Our Peer Mediators are trained pupils who are available on a daily basis at lunchtime to support pupils who have encountered disputes in resolving problems through shared discussion and agreed strategies to repair relationships. Class Councils are held regularly enabling Staff to be aware of any issues perceived by pupils in their class and our Student Council meet regularly to discuss any wider issues that pupils would like to address.

The Code of Conduct, the School Rules, and Guidance for staff and parents are attached to this document.

1. THE AIMS OF THE POLICY

- 1.1 To promote spiritual, moral, social and personal development.
- 1.2 To ensure that expectations of the pupils' behaviour by the whole staff are consistent.
- 1.3 To promote an ethos of high expectation/standards of behaviour, i.e. that everyone is attentive, courteous and respectful of others/themselves and the school environment.
- 1.4 To ensure that classrooms are calm places where purposeful learning is carried out in a supportive atmosphere.
- 1.5 To ensure that pupils feel safe and secure.
- 1.6 To discourage and deal effectively with any incidence of bullying.

2. GENERAL PRINCIPLES

2.1 Responsibilities of Pupils and Parents

Behaviour will be of a consistently high standard, in accordance with the School's Rules and Code of Conduct, both at school, inside and outside classrooms, and also outside the school, including educational visits and external sports and cultural activities and while travelling.

2.2 Responsibilities of Staff

Teaching needs to be lively and interesting. Work set ought to be well matched to pupils' differing needs and abilities. Pupils will be involved in worthwhile, purposeful activities and be encouraged to take increasing responsibility for their own learning.

- 2.3 The emphasis for managing pupil behaviour will be on motivating them by praise and encouragement. Teachers need always to commend pupils' successes and emphasise their potential rather than focusing on their shortcomings.
- 2.4 A careful balance will be maintained between rewards and sanctions. The various ways in which the school promotes acceptable behaviour will be widely understood by the whole school community. Any punishment will always be

proportionate to the offence reflecting the need to respect pupils' dignity and self-esteem.

3. BULLYING

- 3.1 Lines of action and support for pupils who bully or are bullied will be clearly set out and widely known through the Anti-Bullying Policy. The culture of the classroom should be conducive to pupil disclosure of anxiety e.g. name calling in the playground, social exclusion.
- 3.2 Issues relating to bullying will be addressed jointly through the Life Skills curriculum, and through the positive school ethos as promoted by the staff.

4. SPECIAL EDUCATIONAL NEEDS (SEN)

- 4.1 Any child experiencing an emotional or behavioural difficulty will be identified by the class teacher as early as possible in his/her school career. The child will be placed at Stage 1 of the SEN Code of Practice and there will be differentiation of the social curriculum in the classroom and/or the playground. All staff should be aware of the child's problems and act in a consistent manner, so that if the child needs to move to Stage 2 an action plan for behaviour modification can be implemented.
- 4.2 The Governors recognise that in exceptional circumstances it may become necessary for the Headteacher to exclude a pupil. It is likely that the child would be at Stage 3, 4 or 5 of the Behavioural Code of Practice. The child's parents would have been involved at each of these stages and extreme concern expressed that despite increased school provision the child was unable to conform to the academy's agreed Code of Conduct. Parents would have been warned that there might be no alternative to exclusion in these circumstances and the academy would aim to maintain their support and understanding for the benefit of the child.

Appendices:

- Appendix 1 OUR CODE OF CONDUCT
Appendix 2 OUR SCHOOL RULES
Appendix 3 PROMOTING ACCEPTABLE BEHAVIOUR
Appendix 4 DISCOURAGING UNACCEPTABLE BEHAVIOUR
with suggested strategies for dealing with unacceptable behaviour
Appendix 5 ANTI-BULLYING POLICY

OUR CODE OF CONDUCT

Everyone has the right to:

- feel safe everywhere
- be accepted, recognised and valued as a unique individual
- be treated with respect and kindness
- be able to work hard and do their best at all times
- be able to express their feelings and opinions politely
- be happy
- be trusted

This means that **everyone** will have to:

- try to be friendly and kind to others
- treat others as they wish to be treated
- respect and care for other children, all adults, their property and the school
- be honest, polite and always tell the truth
- listen to others and respect their point of view

EVERYONE IN OUR SCHOOL HAS THE RIGHT TO BE HAPPY AND SAFE

Appendix 2

HOLY TRINITY C.E. PRIMARY ACADEMY

The staff and children have worked together and agreed on seven School Rules. Parents have also been consulted. The rules are consistently and fairly applied by all the staff to encourage the children to build up their own self-discipline.

OUR ACADEMY RULES

Holy Trinity C.E. Academy has seven rules for pupils. They are:

1. I will do as I am told the first time.
2. I will speak to and treat everyone with respect.
3. I will not disturb others who are working.
4. I will put my hand up when I want to speak to an adult.
5. I will keep my hands and feet to myself.
6. I will help to take care of our school and the environment.
7. I will work to the best of my ability at all times.

There are also rules for the Teachers and Support Staff. These are:

- praise positive behaviour and achievement
- always impose sanctions automatically when children break the rules after an initial warning has been given
(Y6 will be reminded “given a warning” at the start of each day only)

These rules are clearly displayed in all classrooms and corridors.

OUR STATEMENT OF VALUES

Our academy will promote honesty, fairness and courtesy and promote caring, co-operative behaviour.

All teachers in our academy have a right to teach and all pupils have a right to learn.

We reject negative behaviour especially dishonesty, cruelty and bullying.

PROMOTING ACCEPTABLE BEHAVIOUR

Holy Trinity C.E. Primary Academy uses a Positive Behaviour Policy.

Each classroom has a wipe-clean Happy Board and Sad Board. Each child is rewarded for good behaviour or good work. The class also collects cubes in a jar to earn a whole class reward for whole class or group good behaviour. Sanctions are given when children choose to break a rule.

We reward children in the following ways:

1. First and foremost we give praise and encouragement.
2. We show work to the class, to another adult, teacher, Deputy Headteacher or Headteacher
3. Positive written feedback is given relating to learning objectives and pupil effort
4. Work is displayed in classrooms, halls, corridors or parents' waiting areas
5. Names are put on the Happy Board
At the end of the day the number of times each child has had his or her name on the Happy Board is recorded by the class teacher. Each Thursday the weekly total is reported to the Headteacher. Pupils receive certificates from the Headteacher when they reach milestone totals of Happy Sides.
6. Class treats can be earned
 - i. Each child, group of children or class can earn 'Brilliant Bricks' for their class jar.
 - ii. When the jar is full (about 80 - 100 cubes) the class negotiate a treat with their teacher.
 - iii. Treats can include parachute games, extra playtime, board games, etc. These rewards can be of up to 30 minutes.
7. Table Points can be given
In some classes teachers choose to use table points. Each table of children can earn points and compete against other tables to see who can collect the most points during each week. This helps to develop corporate responsibility and a positive class ethos.
8. Rewards are given
Whole classes can earn rewards in the following ways:

Weekly

- Class 'Brilliant Bricks' for highest percentage of school attendance (plus trophy).
- Class 'Brilliant Bricks' for the class with the highest percentage for punctuality (plus trophy).

- Class 'Brilliant Bricks' for every class with 100% of all Homework completed and returned on time (plus trophy).
- Class 'Brilliant Bricks' for the class that collects the most School Fund (plus trophy).

Half-termly Certificates

- Following the School Rules (not put on Sad Board).

Termly Certificates

- Completion of all homework
- 100% attendance
- Punctuality (no late marks)

Annually

- Attendance (100% attendance)
- Punctuality (no late marks)
- Reading Diary (100% completion)
- Maths. Homework (100% completion)
- Science Homework (100% completion)
- Following the School Rules (not being on the Sad Board)

Other certificates are given out as and when necessary.

Parents and Governors are always welcome to attend our dedicated Certificate Assemblies.

DISCOURAGING UNACCEPTABLE BEHAVIOUR

Each class has a Sad Board. If a child chooses to break one or more of the school rules, the following sanctions are used in the order written:

1. A child should always be given a verbal warning referring them to the appropriate school rule. In younger classes more than one verbal warning may be given if appropriate. In Year 6 a reminder about the School Rules will be given at the beginning of the day. This will be the one and only warning for children in this class. Y5 will also follow this during the Summer Term.
2. His/her name is written on the Sad Board. This is a warning to the pupil.
3. If a pupil is put on the Sad Board twice, they spend a time-out in a partner class for no longer than ten minutes.
4. If the pupil chooses to break the rules 3 times, a pro forma letter is completed immediately and the child is sent to the Headteacher (Deputy Headteacher or Key Stage Co-ordinator, if the Headteacher is in a meeting or out of school) to discuss the situation. The child brings with them the pro-forma letter explaining which rules have been broken. A copy is given to the child to take home and a second copy is posted to ensure that it reaches home. The child should be brought to the Office by another child or by an adult if that is more appropriate. The Child should be told to report to the Main Office and explain what has happened. One of the Office staff will then photocopy the detention letter, giving one to the child to take home and one to hand to the class teacher; one copy is sent in the post and the other copy is filed by the Headteacher. They then complete their time out by the Main Office and do a detention the following day during morning break time.
5. If a pupil is put on the Sad Board a fourth time the pro-forma letter is added to by the class teacher and sent, together with the child, to the Headteacher (Deputy Headteacher or Key Stage Co-ordinator if the Headteacher is in a meeting or out of school). The Headteacher talks to the child and logs the visit. The child will be kept out of the class on an internal exclusion for the rest of the day. If a child is sent more than once a week to the Headteacher the parents are requested to come into school to discuss the problems.

The Happy and Sad Boards are wiped clean at the end of each day to allow each pupil a new start. However all information is logged by the Class Teachers so that pupil support interventions can be put in place if they are needed.

If unacceptable behaviour continues, the teacher will inform the Behaviour Co-ordinator and the pupils' name will be put on the SEN register or moved onto another stage as appropriate.

If a pupil continually reaches “times two” or “times three” on the Sad Board, the teacher needs to alert the Behaviour Co-ordinator and other short-term measures may be used as such as starting a pupil at “times two” or “times three” as their first sanction.

If a pupil is continually sent to the Main Office other strategies will be used. These may include:

1. Timetable

A child will be given a copy of the weeks’ timetable. Each session of the day will be given a star/smiley face if all the school rules have been kept. At the end of each day or week, the child will go and see the Headteacher or Deputy Headteacher and be given a sticker if the majority of the week has been successful. Parents must be involved in this through regular meetings with the teacher.

A child may be put on the Happy or Sad Board if this system is adopted.

2. Home-school Diary

The Class Teacher writes in the diary giving a synopsis of the pupil’s day. This is sent home each night and a comment filled in by the parent. This should be supplemented with discussions with the parent and be supported by regular meetings between the teacher and parents.

A child may be put on the Happy or Sad Board.

3. Putting a child on a separate table for a period of time

If a child continually disrupts others on their table they can be moved onto a table on their own. This should be a temporary measure.

4. Record of pupil’s successes and failures

This is kept by the teacher in the form of a record sheet and may be used as evidence if referred to other agencies in the future.

5. Internal exclusion

This involves a child being excluded from the other children in their class by spending the day (or part of a day) in another class (but away from the children in that class) or in the Headteacher’s Office.

6. Involvement of Behavioural Support Services

Where behavioural problems persist children may be referred by the Inclusion Manager to external Behaviour Support agencies for advice and assistance.

Discouraging unacceptable behaviour means that you sanction the behaviour NOT the child.

A child can be on the Happy Board and Sad Board on the same day.

SEVERE CLAUSE - CHILDREN WHO PUT THEMSELVES OR OTHERS IN DANGER WILL BE REFERRED IMMEDIATELY TO THE HEADTEACHER or her DEPUTY.

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

1. Children who say “no”
 - find out why - is it to do with another child?
 - stay calm
 - avoid confrontation
 - time-out
 - put on the sad side
 - with younger children tell them they will!
 - “jolly” them along
 - repeat the instruction
 - deal with the incident in your own time

2. Children provoking another child or children
 - take them away from the incident
 - talk to the provoker
 - sad side
 - be fair if the provoker has been provoked
 - move them or the other child or both
 - discuss it in circle time
 - use role play - work on role reversal

3. Children having a “tantrum”
 - isolate
 - ignore (check for safety)
 - send for help
 - don't give in
 - talk to the rest of the class and bring them on your side

4. Children with a poor attitude to school
 - positive reinforcement and praise
 - match them up with a child who will help them
 - set out to build a positive attitude
 - set achievable targets
 - give them responsibility
 - find something they are interested in
 - talk to them and their parents
 - send to another teacher for praise
 - identify their strengths and work to them
 - build up their self-esteem
 - find out why?

5. Children who are “victims”
 - give them special jobs
 - role play in class lessons
 - circle time discussions
 - raise the "victim's" self-image
 - constant praise
 - deal with all incidents fairly and consistently using Happy/Sad board
 - pair up with a confident, popular child
 - talk to parents

6. Children who leave the classroom

- alert the Headteacher
- stay with the class
- involve parents immediately

7. Children who say their parents told them to do something contrary to the school rules

- talk to parents immediately

ANTI BULLYING POLICY

Definition

Bullying can be described as being ‘a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child’s life, or a series of such incidents.’

At Holy Trinity C. of E. Primary Academy, staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

- Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Strategy for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at this school.
- If they own up then follow the procedure outlined below and in the Positive Behaviour Policy
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of bully and victim.
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition

- As the behaviour of the bully (hopefully) improves, then favoured activities etc. can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

In order to identify incidents of bullying and the identities of bullies, at Holy Trinity C.E. Primary Academy, we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- Student Council boxes in each class where children can put written notes if they feel they cannot speak about their problem
- Posters in school dissuading children from bullying

Approval and Review

There was a full review of this Positive Behaviour Policy in the Summer Term of 2014 and it will continue to be monitored by the Governing body, Staff, Student Council and Parents, with a full review every other academic year.

It was agreed by the Academy's Governing Body at their meeting on _____.

Holy Trinity C.E. Primary Academy

Home-School Partnership Agreement

Child's Name _____

For the academic year 2016/2017

Aims of the School

Our aims for everyone at Holy Trinity C.E. Primary Academy are:

- to develop confidence through learning opportunities which have been appropriately planned and are paced to ensure progression and continuity;
- to enjoy an equal entitlement to the Core Curriculum through a range of teaching methods and styles to suit the needs of learners;
- that through encouragement they take responsibility for their learning and are supported and challenged as appropriate;
- that opportunities are provided for pupils to work in a variety of learning situations - as an individual, as a member of a pair, group, class and in the indoor and outdoor environment;
- that learners have their progress monitored and recorded and are encouraged to become fully involved in this process;
- to make purposeful use of available learning time;
- to have the appropriate use of all available resources;
- to encourage everyone to recognise themselves as unique children of God;
- to value and respect religious beliefs, achievement and aspirations from different cultures;
- to provide a happy and secure environment in which to nurture joy of learning, promote independence and perseverance and develop a positive self image
- to show responsibility, compassion, thoughtfulness and respect for others;
- to develop lively, motivated and enquiring minds through the ability to question, argue rationally, investigate, prove, observe and process information;
- to promote sensible choices in support of a healthy life style;
- through our international focus to promote knowledge of and concern for the local and global environment.

Staff and Governors

The staff and governors will do their best to:

- Provide a welcoming, caring and safe environment for your child.
- Provide a full and appropriate curriculum and enable your child to work to the best of his or her ability.
- Assess, record and report on your child's progress for academic, personal and social development.
- Set appropriate targets to encourage your child's continued progress.
- Let you know about any concerns or problems that affect your child's work or behaviour.
- Keep you informed about general school matters, the National Curriculum and the way in which we focus on and emphasise certain key curriculum issues.
- Arrange termly Parent Consultation appointments during which information on your child's progress can be discussed.
- Provide homework for your child that will be marked or followed up in class lessons.
- Be accessible to listen to your concerns and answer questions before and after school and if necessary, make an appointment for a longer discussion.

Signed _____ (Chair of Governors)

Signed _____ (Headteacher)

Parents and Carers

As a parent who has chosen to send my child to Holy Trinity Church of England Primary School, I will:

- Support my child by ensuring that he/she attends the 4 acts of school worship which are held at Holy Trinity Church.
- Make sure that my child gets to school on time ... 8.45 a.m. to 9.00a.m. every school day.
- Make sure that my child is collected from school on time ... 3.30p.m. every school day.
- Make sure that my child attends school regularly and inform the school by phone or by letter if my child is absent.
- Avoid taking my child out of school during term-time for any reason other than their illness.
- Establish a routine during term-time which ensures that my child is rested and alert.
- Make sure that my child is dressed appropriately for school activities sensible shoes, P.E. Kit etc.
- Inform school staff of any concerns or changes in circumstances at home or school as they may affect my child's behaviour and attitude.
- Inform school staff of any medical condition/s that may affect my child in school.
- Attend termly Parent Consultation appointments, Curriculum Meetings and Workshops to keep informed about the curriculum and my child's progress in particular.
- Support the school's policies and behaviour guidelines.
- Make sure that my child is enabled to go on day trips and residential visits as arranged by the school to supplement the school curriculum.
- Support my child when he/she is in Phase 1 by hearing them read or by reading to them and helping him/her to complete his/her Reading Record. When my child is in Phase 2 I will support their progress by checking that they are reading at least 4 times every week.
- Support my child with their weekly homework (e.g. English, Maths., Science) and other opportunities for home learning (e.g. learning phonic sounds and times tables).
- Provide my child with books and other learning resources such as pencils, crayons, paper etc. at home, which will help to support the learning process.
- Support my child or make arrangements for my child to be supported by another adult at the one hour Inspire Workshop held once a year for my child's class.

Signed _____ (parent / guardian)

Signed _____ (parent / guardian)

Pupils

As a pupil at Holy Trinity Primary School, I will do my best to learn, remember and follow the school rules which are:

1. I will do as I am told the first time.
2. I will work to the best of my ability at all times.
3. I will not disturb others who are working.
4. I will speak to and treat everyone with respect.
5. I will keep my hands and feet to myself.
6. I will put my hand up when I want to speak to a teacher.
7. I will help to take care of our school and the environment.

Signed _____ (pupil)

This agreement will be reviewed every year and sent out to parents for agreement with the end of year report (Y1 – Y5) or at the Parent / Teacher meeting (Nursery & Reception).

Holy Trinity C.E. Primary Academy

Homework Policy

Approval and review

This policy statement reflects the consensus of the whole staff. It has been written following consultation and discussion with the whole staff in October 2015, presented to the Curriculum and Community Committee in January 2016 and was agreed by the school's Governing Body at their meeting in February 21016. The effectiveness of this policy will be discussed and reviewed at a staff meeting bi-annually and presented to the Governing Body for their information.

PB /HD/POLICIES/November 2015/HOMEWORK

1. Purpose of Homework

A reasonable amount of homework should be set by the class teacher because:

- 1.1 It encourages a partnership between home and school.
- 1.2 Parents have the opportunity of becoming involved with their children's learning.
- 1.3 Homework is closely linked to the curriculum so that learning is reinforced and consolidated.
- 1.4 It encourages children to develop a routine and helps them to take some responsibility for their own learning.

Homework is not set to keep children occupied
nor is it set to be done as an isolated activity
completed without the support or interest of parents.

2. Different types of homework to be set

Homework should include:

- 2.1 work which reinforces the curriculum taught in class.
- 2.2 English activities, including reading, writing and spelling.
- 2.3 Mathematical activities, to support and reinforce the work carried out in class.
- 2.4 Science activities that give the children a choice and allows them to investigate and present their work in their own way.
- 2.5 (at times) work which may need to be finished off at home.

4. Amount of time spent on homework each week

5.

Guidelines are:

Nursery and Reception	10 minutes daily	Basic English and Maths. work
Years 1 & 2	1 hour per week	English work to include reading and spelling Mathematics. work Science work
Years 3 & 4	1.5 hours per week	English, Maths. and Science as for Years 1 and 2 with occasional assignments in other subjects.
Years 5 & 6	30 minutes per day	Regular weekly schedule with continued emphasis on English, Maths. and Science but also ranging widely over the curriculum.

4. Other Guidelines (in line with advice issued by the Government) :

- 4.1 All children will be given homework from Nursery through to Year 6. It will vary according to the age and ability of the children.
- 4.2 Homework not brought to or handed in at school on the correct day will be recorded as incomplete even if it was completed at home.
- 4.3 All homework is sent home on Thursdays and should be handed in on or before Wednesday on the following week (7 days). On Thursdays after school there will be a catch up session. All children who have not completed their homework must attend this session.
- 4.4 Completed homework will be recorded.

5. English

"Regular reading is vital. It is recommended that all primary age children should either read to their parents or carers, listen to them reading or, if they are fluent readers, read on their own for at least 10 to 20 minutes each day."

- 5.1 Reading should take place at home for at least ten minutes every day. This may be a shared time for parent/adult and child together or may be a time where the child reads independently. Pages read will be recorded in the Reading Diary either by parent/s or by the child, as appropriate.
- 5.2 Each week children will be given a set of words from their Keywords (N/R/Y1/Y2), their Word Challenge (Y2 – Y6) or linked to the spelling pattern looked at in class which has been planned by the school. Children will be tested on these words the following week. Children should practise reading, writing and spelling these words every day.
- 5.3 Each week, children, supported by parents will complete an entry in their Reading Diary which must be signed by a parent or carer. This homework will be set on a Thursday and will be expected to be completed and handed in by the following Wednesday morning.

6. Mathematics

- 6.1 Each week, a piece of Maths. homework will be set and sent home on a Thursday, to be completed and handed in by Wednesday of the following week. This task is most likely to support work done in class the previous week.
- 6.2 The work set should extend or consolidate the work completed in class. The presentation should be consistent so that parents and children are used to it and understand it. From 2 digit upwards, set out should be in columns. Children should be encouraged to learn tables by rote and at speed.

7. Science

- 6.3 In order to raise standards in Science, children in Y1 – Y6 will be issued with Science homework on a weekly basis. Science homework will be set and sent home on a Thursday and should be completed and handed in by the following Wednesday morning.
- 6.4 The homework is based around '6 ways to be smart'. The children will be set at least 6 different activities at the start of the half term linked to the topics covered during the half term. Each week the children choose which piece

of work they want to complete and how they want to present it. All work is based around investigation. The children will be reminded of the different activities on a weekly basis. The children will also be given a written task each week to complete **if** they don't wish to carry out one of the investigative tasks.

8. Other Curriculum Areas

In addition, other homework may be set, as appropriate, connected with the main class topic.

9. The role of staff

As part of the ethos of the school and in line with the Home School Partnership Agreement, we believe that homework is essential in order for progress to be made and that staff have a vital part to play in that process. Staff should:

- 9.1 Provide a differentiated piece of homework in English, Maths., and Science each week for each child.
- 9.2 Support and encourage the children and explain the value of homework.
- 9.3 Praise children when they have completed their homework tasks.
- 9.4 Encourage the children to return their homework by the stated time. The expectation is that pupils will complete the homework set and that if they regularly fail to complete homework tasks, a written reminder will be sent home.
- 9.5 Each class teacher keeps a register of completed homework. This helps to monitor children's attitudes and achievement and helps inform discussions with parents at Parents' Evenings.
- 9.6 Go through the homework with the children so that they understand the value of doing their best in completing and presenting their homework.
- 9.7 Inform the parents if homework is not being brought home on a regular basis so that parents/carers and school can work together to tackle this issue as soon as possible.
- 9.8 Staff will take it in turns on a weekly basis to run a drop in session for all children who have not completed their homework on a Thursday after school. The intention is that all children will complete their homework during this time.

10. The role of parents and carers

As part of the ethos of the school and in line with the Home School Partnership Agreement, we believe that homework is essential in order for progress to be made and that parents/carers have a vital part to play at home. Parents/carers should:

- 10.1 Provide a suitable place in which children can do their homework (quiet, with a table and suitable pens/pencils etc.).
- 10.2 Support and encourage their children and explain the value of homework.

- 10.3 Praise children when they have completed their homework tasks.
- 10.4 Ensure that children return homework by the stated time. The expectation is that pupils will complete the homework set and that if they regularly fail to complete homework tasks, a written reminder will be sent home.
- 10.5 Understand that additional homework will not be set because a child has been taken out of school.
- 10.6 Inform the school if homework is not being brought home on a regular basis so that school can tackle this issue as soon as possible.