



# Prospectus and Parents' Handbook 2019

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**WIMBORNE**  
Academy Trust

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## WELCOME TO HAYESWOOD FIRST SCHOOL:

‘Enjoying Learning and Growing Together’

We are a community school for children aged 4-9 years. Since 2015 we have been part of Wimborne Academy Trust: a multi-academy trust of 12 schools serving the Wimborne and Verwood areas of East Dorset.



Hayeswood is a happy school where children can flourish, feeling safe and inspired to learn. Our broad, balanced curriculum is designed to be exciting and stimulating and is delivered utilising a wide range of teaching and learning approaches. We aim to develop the skills and interests of each and every individual so that, by the time they leave us, they are confident, resilient and responsible learners and citizens.

We believe that the most effective way to achieve these outcomes is through effective partnership and communication between parents and school. Families and members of the community are encouraged to participate in the life of our school, helping to enrich children's experiences.

## HAYESWOOD FIRST SCHOOL AIMS

### We Aim For Our Children To:

- Feel safe, secure, happy and valued.
- Take pride in themselves and all that they achieve.
- Demonstrate high standards of behaviour.
- Be confident, enthusiastic and resilient learners.
- Learn to socialise and interact co-operatively with one another.
- Show respect for the cultures, values and opinions of others.
- Make healthy lifestyle choices.
- Respect and care for their environment.
- Develop skills and attitudes to be lifelong learners and responsible citizens.

### OUR CORE VALUES

[under review Spring 2019]

- RESPECT
- SELF-BELIEF
- RESILIENCE
- RESPONSIBILITY
- COLLABORATION

### OUR ETHOS

We believe that happy, enthusiastic and well-motivated children will make the best progress, and so, from the very beginning, we encourage children to take responsibility for their own learning and behaviour, developing independence and self-discipline as they move through the school. We emphasise co-operation and collaboration, as we believe these are essential skills in preparing children to take their part in the wider world of work and leisure beyond school. We are proud of the learning progress which our children make, and of the high standards which they achieve. Teaching staff design learning experiences that are motivating and rewarding, involving first hand experiences whenever possible. The school has a number of reward systems, enabling all children to know how well they are doing, and receive positive, constructive feedback to build confidence and self-esteem.

We have a thriving School Council that enables Hayeswood children to have a voice and play their full part in the life of the school. Representatives are elected by each class to speak on their behalf at council meetings. The School Council members discuss and make decisions about all aspects of school life including learning, play and extra-curricular activities. We have high expectations of behaviour, and children are expected to follow the School Charter (see overleaf).

## OUR SCHOOL CHARTER

### We agree that we will:

- Always try our best and take pride in everything that we do.
- Approach challenges confidently with resilience and self-belief.
  - Work collaboratively and co-operatively with others.
    - Use equipment safely and responsibly.
    - Value and care for our environment.
    - Be honest, fair, polite and considerate.
  - Treat other people with kindness, tolerance and friendship.
- Listen to what other people say and respect their ideas, opinions and beliefs.
  - Behave in a way that allows others to listen and learn.
  - Celebrate successes and learn from mistakes.

## ENVIRONMENTS FOR LEARNING AND PLAY



The school originally opened in 1972, serving the Colehill East community. It has been well maintained and successfully adapted and extended to meet changing needs over the years. We are lucky enough to have a generous allocation of outside space, including a large tarmac playground with seating and picnic benches, a playing field with an outdoor classroom and play equipment, a nature trail, a fenced pond area and a wildlife area.

The Reception Class have a further large outside space with a covered area, so they are able to play and learn outside at all times of the year. This area is also accessed by the Year 1 children. There are raised beds to enable the children to grow vegetables.

Inside, we have 5 classrooms, an IT suite, a well-stocked library, a hall and a room which is used for group work, cookery and music lessons. We also have 'The Den', a small, quiet space to support pupils with additional needs, as required.



## SCHOOL ORGANISATION AT HAYESWOOD

Our published admission number, or PAN, is set at 30 Reception pupils per intake year. We have five single age group classes – one for each year from Reception to Year 4:

- Reception Class are known as 'Frogs';
  - Year 1 Class are known as 'Rabbits';
  - Year 2 are 'Squirrels';
  - Year 3 are 'Hedgehogs';
  - Year 4 are 'Badgers'.

We meet together every day for assembly and at playtimes and lunchtimes.

## THE WIMBORNE PYRAMID

Hayeswood First is part of the St. Michael's Mini-Pyramid of schools:

HAYESWOOD FIRST (4 – 9 YEARS)



ST. MICHAEL'S MIDDLE, COLEHILL (9 – 13 YEARS)



QUEEN ELIZABETH'S SCHOOL, WIMBORNE (13 – 18 YEARS)

Pyramid schools work closely together to ensure continuity and progression. Teachers regularly liaise to ensure that transfer from first to middle school is as smooth as possible for every child. Before transferring, Year 4 Hayeswood children meet their year 5

leader and some former pupils before spending a full day at St. Michael's with their new teachers. In some cases, it can be beneficial for individual pupils to experience a more personalised transition from first to middle school. We ask parents to discuss their child's needs with us well before transition in order to plan for this. Please do talk to us if you have any questions about transfer to middle school.

## WIMBORNE ACADEMY TRUST

Hayeswood First School is proud to be a founder member of Wimborne Academy Trust. This is a growing multi-academy trust of 12 schools, currently comprising seven first schools, four middle schools and one upper school, all in East Dorset. The Trust was founded in March 2015.

Other member schools are:

- Colehill First School, Colehill;
- St. John's CE First School, Wimborne;
- Merley First School, Wimborne;
- Witchampton CE First School, Wimborne;
- Hillside First School, Verwood;
- Verwood CE First School;
- Allenbourn Middle School, Wimborne;
- Lockyer's Middle School, Corfe Mullen;
- Emmanuel Middle School, Verwood;
- St. Michael's CE Middle School, Colehill;
- Queen Elizabeth's School, Wimborne.

For more information about our Trust, please visit [wimborneacademytrust.org](http://wimborneacademytrust.org)

## THE CURRICULUM

### EARLY YEARS

Frogs class follow the Early Years Foundation Stage Curriculum. This follows on directly from the curriculum followed by pre-schools and nursery schools and leads into the National Curriculum which children follow from year 1 onwards.

### NATIONAL CURRICULUM

Although the National Curriculum is organised subject by subject, we recognise that first school age children do not always separate their learning into neat subject compartments. That's why we carefully organise learning around themes or contexts that are meaningful and relevant to the children and that enable subjects to be combined effectively together. At Hayeswood First School, we ensure that the basic skills of literacy and numeracy are given high priority and that children have the opportunity to use and apply these skills in all of the other subjects taught. The same high priority is given to the skills of ICT and computing.

## AGE RELATED EXPECTATIONS

The new National Curriculum, launched in 2014, is structured around the notion of age related expectations for each year group for the core subjects of English and mathematics. Pupils in years 1 to 4 are assessed at the end of each year in reading, writing and mathematics, and placed within one of the following categories:

- \*Working below age related expectations;
- \*Working towards age related expectations;
- \*Securely achieving age related expectations;
- \*Achieving greater depth within age related expectations.

## ENGLISH

This covers speaking and listening, reading and writing.

**Speaking and Listening** ~ As language is the basis for all learning this is given a very high priority. Children are encouraged and supported in becoming confident and clear speakers who can also listen and respond effectively to one another. Talk partners, drama lessons, circle time, concerts and other school events all play their part in creating an articulate school.

**Reading** ~ We use a range of approaches to the teaching of reading, placing strong emphasis on phonics. In school we have a wide variety of books from a range of reading schemes, as well as non-scheme books by well-known authors. We encourage children to take books home to read each day, and ask parents to join with us in this most important aspect of children's learning by reading with your child and / or hearing your child read as often as possible. Reading record books facilitate home-school communication on a regular basis, and we ask that parents use these to give feedback to staff in school.

**Writing** ~ We know that children gain greatest satisfaction from writing when they have a strong sense of purpose and audience. As part of their learning, they will be asked to write to entertain, to create, to describe, to explain, to inform, to instruct, to persuade, to recount or to respond, depending upon the context. They may write for themselves, for the teacher, for other children in school as well as for a wider audience. We encourage children to be confident writers and spellers by identifying strengths in their writing as well as pinpointing areas for development.

## MATHEMATICS

We promote learning through understanding, rather than learning by rote, in every aspect of mathematics. We want our children first to develop a secure grasp of the value of number and of number operations and to build up a range of mental and written calculation strategies, including formal written methods. We place emphasis on children learning number bonds and multiplication tables by heart to enable quick and efficient problem solving. We ask for parents' support in helping children to learn mathematical facts and develop mathematical skills.

We emphasise reasoning, problem solving and investigation as these provide opportunity for children to use and apply their mathematical skills in a variety of situations across the curriculum. We develop confidence in mathematics by giving children opportunity to talk about how they have used mathematics to solve problems, explaining their strategies to others.

We do recognise that the teaching of mathematics has changed since parents were themselves at school. Please ask your child's teacher if you have any questions about the strategies that your child is learning.

## SCIENCE

At Hayeswood First School there is an excellent outdoor environment for scientific learning, and we make full use of the facilities on offer. In science, children learn to ask questions, compare, look for cause and effect, and investigate under fair conditions. The programme of study is broad, and covers natural, physical and material sciences. We believe that all children learn a great deal from first-hand experience and there are many opportunities planned for this. We make educational visits, and invite guests to school, all of which enhances their learning.

## COMPUTING AND INFORMATION TECHNOLOGY

We have a suite of 34 networked personal computers, supplemented by a set of Android tablets, enabling access to a wide range of educational applications. There is a broad range of learning themes, including simple coding, graphics, word processing, control technology, data handling and information research. Children make full use of their ICT skills to access learning across the whole curriculum. Every classroom has a 'Smart Board', making learning interactive and visual. Internet access is safe, being carefully filtered and monitored by Fortinet Filtering Systems. A programme of E-Safety education is included within the curriculum so that our children know how to be safe users of the technology available to them, not only at school but also at home and in the wider world.

## RELIGIOUS EDUCATION

We have our own scheme of work based on the Dorset Agreed Syllabus. This is broadly based on Christianity, but also develops an awareness and respect for all other major world religions. It contributes greatly to the spiritual, moral, social and cultural aspects of learning. We encourage our children to respect and care for others, by showing fairness and celebrating diversity. Parents have the right to withdraw their children from R.E. and assemblies should they wish to do so: any such request should be made in writing to the Headteacher. Opt-outs, if requested, can be for R.E. (all elements), collective worship, or both.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

We believe that the vast majority of children have individual needs which can be met in class as part of a differentiated curriculum. A child with special needs and / or disabilities is likely to experience specific additional barriers to learning. In this case, adjustments to provision are made in order to address these barriers and ensure effective access to the full range of learning opportunities. We write 'Individual Learning Plans' for each child with SEND, detailing the support in place and any required adjustments to the provision of

learning. Parents and children are invited to contribute towards the process of setting learning targets and reviewing progress. If your child has SEN or disabilities, you are always welcome to discuss the provision made for them with school staff. The school's policy on Special Educational Needs is updated at least annually, and may be viewed via our website.

### **SEX AND RELATIONSHIPS EDUCATION (S.R.E.)**

This is taught as part of our personal social and health education (PSHE) curriculum. Children learn about sex in the context of families and relationships, with a strong emphasis placed on healthy lifestyles. Due regard is given to children's ages and stage of development when answering their questions. The school is careful to ensure that S.R.E. is taught with due regard to fundamental British values. If you have any questions about this aspect of the curriculum, please speak to the Headteacher.

### **EDUCATIONAL VISITS**

Educational visits greatly enrich children's learning. We organise offsite visits at various times during the school year to link to the topics the children are studying in their classes. We do seek voluntary financial contributions from parents/carers as otherwise these valuable visits would not be possible. We endeavour always to secure best value for coaches and venue costs.

## **PARENT – SCHOOL PARTNERSHIP**

Parents are encouraged to be active partners with us in support of all children's learning.

### **Home School Agreement**

In line with long-standing national policies, we have a home school agreement which parents and children are asked to read and sign up to. This sets out the responsibilities of the school, the parent and the child in making our home-school partnership successful.

### **Home Learning Policy**

A copy of the school's home learning policy will also be made available to you when your child starts school. Home learning gradually increases year on year. The school is mindful of the need to allow children time for extra-curricular activities, and home learning expectations are never onerous. However, home learning is essential to consolidate learning that has taken place in school, and we value the contributions made by parents to support their children's learning in school. Please come and talk to us if you have any queries or concerns.

## **Parental Help in the Classroom**

We welcome parental help in the classrooms, on some educational visits and at special events. Many areas of school life are greatly enhanced through parental support. If you would like to help, even if it is only occasionally, please let us know. For safeguarding purposes, we ask all regular parent helpers to complete a Disclosure and Barring Service (DBS) enhanced level check. This is free of charge but essential. We also ask all parent helpers to read and sign a Code of Conduct which sets out clearly our expectations of all adults in school.

## **Finding Out About Your Child's Progress**

We aim to keep parents fully informed, and teaching staff are always happy to discuss your child's learning and progress. Please do share with us any queries or concerns, however small, straight away. Likewise, staff will contact you if they have any reason. The Headteacher is available to meet with parents either informally or by appointment. In October each year we hold parent consultations to discuss how the children have settled into their new classes. At this meeting, targets are shared with parents. During the Spring Term, there is a further parent consultation to discuss learning progress and new targets are shared. A written report is sent out at the end of the Summer Term, with a further opportunity for parents to discuss this with their child's class teacher.

## **Assessment**

Teachers continually monitor children's progress in order to plan appropriate learning. In addition, more formal assessments are carried out periodically to check progress. There are statutory end of Key Stage 1 assessments made in the Summer Term of Year 2. These are not solely centred around tests, although tests do form one key aspect of the assessment, but are based on the teacher assessment of learning over time. Our teacher assessments are moderated for accuracy by Wimborne Academy Trust and also externally by Dorset Local Authority. This means that parents can trust the accuracy of our assessment information.

## **Newsletters**

These are sent out very regularly throughout the year, and keep parents informed about school events, dates for the diary, and reports on all aspects of school life. Each newsletter is sent home by email and also posted on our school website [www.hayeswood.dorset.sch.uk](http://www.hayeswood.dorset.sch.uk).

## **Hayeswood School Association: H.S.A.**

We have a thriving school association which organises many fund raising and social events. All funds raised add significantly to resources available to the children and to the provision of an enriched curriculum. The HSA committee is always ready to welcome interested parents, whether they would like to join the committee or simply contribute to a

school event. All parents are automatically members of the Association and new members are always welcome on the committee. Meetings are held in school every 6-8 weeks during the school year.

## **EXTRA CURRICULAR ACTIVITIES**

There is a wide range of opportunities for children to participate in lunchtime and after school clubs. The choice varies from year to year with individual expertise, but we always offer a variety of sporting, musical and other activities. Please enquire at the School Office for details of this year's programme.

## **PARENT MAIL**

We operate a system called Parent Mail which allows us to communicate with parents / carers via email. Payments for educational visits can also be made by Parent Mail.

## **SCHOOL NOTICE BOARD**

A notice board displaying the most current newsletter and other correspondence, posters, flyers etc. is displayed on our notice board, which is situated in the school playground.

## **SCHOOL WEBSITE AND POLICIES**

Information about our school, including policies on all aspects of school life, can be found on our school website [www.hayeswood.dorset.sch.uk](http://www.hayeswood.dorset.sch.uk)

Any information from the website can be made available in paper copy on request to the school office.

## **STARTING SCHOOL FOR THE FIRST TIME IN RECEPTION YEAR**

### **PARENTS MEETINGS**

All parents of prospective new pupils are invited to meet the Headteacher or Deputy Headteachers for a tour of the school.

There is also a welcome meeting before children begin school, when we will let you know about our Induction Sessions, the pattern of the school day and the learning that the children will be involved in.

### **INDUCTION SESSIONS**

These help children transfer into school from pre-school or nursery. They take place in the Summer Term prior to children starting school in September, and are led by the Reception class teacher with their classroom assistant. They give opportunity for children to sample an afternoon in school, to get to know the adults, discover the learning and play environments and follow some key school routines.

### **ADMISSIONS POLICY**

The School Admissions Policy is available on our website. All children start school in the September of the school year during which they become 5 years of age.

## ROUTINE MATTERS

### THE SCHOOL DAY

School Hours are:                   \*Morning session: 8.45a.m. – 12.15 p.m.;  
  \*Afternoon session: 1.15 p.m. – 3.20 p.m.

### BEFORE SCHOOL

The pedestrian gate to the playground opens at 8.35 a.m., from which time the playground will be staffed. The playground gate will be locked promptly and parents should exit the site by 8.55 a.m.

Children should make their way to their classrooms via the playground from 8.45 a.m. and should arrive in class by 8.50 at the latest.

We encourage pupils in years 1 to 4 to make their way independently into class, saying goodbye to parents on the playground. Reception children can be accompanied up the slope to the classroom door. When staff feel that children in Reception are ready, parents will be asked to say goodbye to the children at the gate at the top of the slope, and, later on, again when they are ready, eventually to say goodbye at the bottom of the slope. This independence helps Reception pupils to develop their confidence and to settle more quickly to their activities.

Class teachers are not routinely available to see parents before school, as they are preparing lessons and classrooms for the pupils. A member of staff is available on the playground to take messages to be passed on to class teachers. The School Office is also open from 8.35 a.m. each day.

Any children arriving late i.e. after 8.50, should be brought into school via the main front entrance. Parents are required to sign their child in at the office to ensure that he or she is registered as being present in school so that our records are accurate.

### PLAY TIMES

Children have a playtime of 15 minutes mid-way through the morning. There are always adults on duty in the playground to supervise and to cover first aid duty. Children are encouraged to visit the WCs during playtimes.

Reception children stay in the top playground for playtimes initially each year, until staff feel that they are confident enough to join the other children in the main playground.

There is a Quiet Area in the main playground so that those children who prefer quiet activity have access to a 'no run' zone where they can either sit and chat or play with games which are provided.

The children sit or stand at the sides of this playground area while they eat/drink.

In the event of wet play, the children have their snacks and drinks in the classroom, where they can access construction toys, colouring etc.

## LUNCHTIME ARRANGEMENTS

Children can either stay for a cooked school lunch or bring a packed lunch. Hot lunches are currently provided for us by Chartwells, the Dorset Local Authority chosen school meal provider. All meals are prepared freshly each day to strict nutritional standards set down by the School Food Trust. Meals are ordered via the website [www.dorsetmealselector.co.uk](http://www.dorsetmealselector.co.uk) and there is no requirement to order the same pattern of hot meals each week.

All children in Reception, Year 1 and Year 2 are entitled to a free hot meal each day. Hot meals for year 3 and 4 pupils are available at a cost of £2.50 per day. Menus are sent out in advance so that parents can decide which choice of food they would like to book for their child. The free hot school meal does not have to be taken every day but we do hope that parents / carers will encourage children to try the food on offer and to take lunches on as many days as possible.

Whilst we encourage, and never force, children to eat all of their lunch, we will inform parents / carers should we have concerns that a child is not eating enough lunch, whether it is a hot meal or packed lunch.

All the children eat in the hall in one sitting and are supervised by our experienced team of lunchtime supervisors. In the first few weeks, the Reception children go into lunch just after 12.00 mid-day, which gives them time to settle before the other children join them in the hall. All children are given a sufficient amount of time to eat their lunch and have a drink.

Our lunchtime supervisors are responsible for supervising different areas of the playground. The children have the option to play in different zones and also to sit quietly if they wish. In the summer, they play on the field. If the weather is wet, all children eat lunch first in the hall and are then supervised with construction toys, colouring etc. in their classrooms.

## DRINKS AND SNACKS

All children are required to bring a bottle of water each day to be kept in class. Fruit is supplied daily, free of charge, for children in Reception, years 1 and 2. All children may also bring a fruit snack to school in a named container (if necessary). In line with our healthy eating policy, we do not encourage other types of snack or drink.

Milk is available for all children to drink at break time. Milk is free of charge for children under 5, and chargeable for ages 5+. If you would like your child to have milk you can register by calling the providers, **Cool Milk For Schools** on 0800 195 7945 or by visiting their website, [www.coolmilk.com](http://www.coolmilk.com)

## PACKED LUNCHES

Hayeswood is a 'healthy school' and we rely on the support and partnership of parents / carers to reinforce important healthy eating messages. We are also a **nut-free** school, so please ensure you do not send in any foods that contain any form of nuts – please do check ingredient labels as these are not always obvious! We encourage well balanced packed lunches that include a drink of water or juice. Sweets and chocolates should not form part of children's packed lunches, even on birthdays or special occasions!

Children with packed lunches are encouraged to eat their sandwiches / savoury contents first and lunchboxes are checked before children are given permission to leave the table and go out to play.

## **END OF THE SCHOOL DAY**

Each teacher brings their class out to the playground at 3.20, and children are carefully matched up with their parents/carers or whoever is collecting them. Any children not collected by 3.30 will wait in the Reception Area adjacent to the School Office. The playground gate will be locked at 3.30pm.

## **EMERGENCY TELEPHONE NUMBERS**

It is vital that we have the telephone numbers of relatives or friends to contact, in an emergency, if unable to get hold of you. Please do keep us informed immediately of changes to these details. Problems can occur when we are unable to make contact in an emergency. At the beginning of each new school year, a contact sheet is sent out to every parent or carer, and we would ask that all telephone numbers and contact details are carefully checked to ensure that they remain accurate. The school cannot be held responsible for failure to make speedy contact in an emergency if the details held on our records are not up to date.

## **ATTENDANCE**

We always strive for children to attend school very regularly and pride ourselves on our high attendance record, achieved through close partnership between school and families. Regular attendance is key to every child achieving his or her learning potential.

We do recognise that, on occasions, children can become unwell. If this is the case for your child, please telephone by 9.00 a.m. on the first day of absence if your child cannot attend school. Messages can be left on the school answerphone. We also ask that you keep us informed on a daily basis if the illness is protracted. If we do not hear from parents / carers, school will telephone each morning of absence to ascertain the reasons for absence.

Persistent absence is followed up by letter and reported to the Local Authority, who have statutory oversight of school attendance in all schools, including academies.

## **HOLIDAYS DURING TERM TIME**

Requests for term-time holidays can no longer be authorised under government regulations which came into force in September 2013. Term time leave can only be granted in 'exceptional circumstances'. For more information, please consult the school website which has 'Attendance Guidance for Parents'.

## **HEALTH AND SAFETY**

The school has comprehensive Health and Safety policies and procedures, with due regard to all legal requirements. These are available for reference via the school office and via the website.

## MEDICINES IN SCHOOL

All medicines must be clearly labelled with your child's name, dose and frequency of administration, and handed into the school office (not to the class teacher). If medication needs to be administered during the school day, parents are invited to come into school to do this. If this is not possible, parents need to complete a permission form (available from the school office) enabling staff to administer medication on their behalf. This is usually done at lunchtime. We can only give medication once written consent is received. Pupils with inhalers or auto-injectors will have ready access to these during the day, wherever in school they may be.

## ILLNESS

If your child is ill please do not send them to school. This will reduce the risk of infection being passed around school. We will always contact you promptly if your child is unwell during the day. In cases of sickness and/or diarrhoea, children should be clear of symptoms for 48 hours before returning to school.

ADVICE TO SCHOOLS AND PARENTS FROM NHS ENGLAND		
TYPE OF ILLNESS	RECOMMENDED PERIOD TO BE KEPT AWAY FROM SCHOOL	COMMENTS
Diarrhoea and/or vomiting	<b>48 hrs from last episode of diarrhoea or vomiting</b>	Exclusion from swimming should be for 2 weeks following last episode of diarrhoea
Flu (Influenza)	Until recovered	
Chicken pox	5 days from onset of rash	
German Measles (Rubella)	5 days from onset of rash	
Hand, foot & mouth	None	
Impetigo	Until lesions are crusted or healed	Antibiotic treatment by mouth may speed healing and reduce infectious period.
Measles	5 days from onset of rash	
Ringworm	Until treatment commenced	Treatment is important and is available from pharmacist. N.B. For ringworm of scalp treatment by GP is required. Also check and treat symptomatic pets.
Slapped cheek / fifth disease. Parvovirus B19	None.	
Shingles	Absence from school only if rash is weeping and cannot be covered.	
Warts and Verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms.
Conjunctivitis	None	

Headlice	None	Treatment is recommended only in cases where live lice have definitely been seen. Close contacts should be checked and treated if live lice are found. Regular detection (combing) should be carried out.
Threadworms	None	Treatment is recommended for the child and household contacts.

## **LONG TERM HEALTH NEEDS**

For children with very specific longer term medical needs, parents are asked to complete with us a Medical Care Plan to give detailed information and instructions. Each care plan is reviewed annually.

## **MEDICAL APPOINTMENTS**

If your child requires a dental, optical or GP appointment, we ask parents / carers to arrange this whenever possible outside of normal school hours. For any urgent appointments during school hours, we may need to ask for supporting evidence so that we can code the child's absence as 'medical – authorised'.

## **PHYSICAL EDUCATION**

If your child is, for any medical reason, unable to take part in Physical Education, please let the school know, either by telephone or by letter, before the P.E. lesson is due to take place. Unless we hear to the contrary from parents, all children are required to participate in P.E. as it is part of the National Curriculum.

## **CHARGING POLICY**

The Education Reform Act 1988 prohibits charges for school activities except in clearly defined circumstances. However, without financial support from parents/carers, it would be extremely difficult to finance many of the activities which enrich the core curriculum. Therefore parents are usually asked for voluntary contributions towards the cost of educational visits, theatre groups or materials (e.g. for cookery). Whilst not compulsory, these contributions make a huge difference to the school's ability to cover costs. The School Association subsidises the cost of coaches for educational visits, thereby reducing the contribution sought from parents to below cost price.

## **COMPLAINTS PROCEDURE**

If you are unhappy about any aspect of your child's school life please speak in the first instance with your child's class teacher. If this does not resolve matters, parents should arrange to see the Executive Headteacher or Deputy Headteachers. If the concern still remains, parents have the right to take complaints to the Chief Executive Officer of Wimborne Academy Trust.

## **MONEY**

If children need to bring money to school for any reason, please put it in a sealed envelope with their name and class clearly marked. This will ensure it is handled quickly and efficiently.

## TOYS

We do not encourage children to bring toys to school as it can cause problems; particularly when there is a craze' and many children bring the same type of toy. From time to time teachers may invite children to bring something 'special' to share at speaking and listening time, however, this would not normally be a toy.

## UNIFORM

The school uniform is grey skirt, pinafore dress, trousers or shorts, grey socks or tights, navy blue cardigan, jumper or sweatshirt (with logo), and white polo shirt (plain or with logo). Hayeswood sweatshirts and cardigans are available to purchase from Bartlett's in Wimborne (tel. 01202 882945). Summer options include blue (check or striped) summer dresses.

Shoes should be smart, black school, shoes, enabling children to play safely (trainers or open-toed sandals are not suitable). We do not encourage the wearing of jewellery in school for health and safety reasons, although simple stud earrings are acceptable. Watches are also acceptable, providing they are not of the 'novelty' kind that could detract from learning.

It is essential that all items of clothing are clearly named.

## PE KIT

This comprises white T-shirt and navy shorts. Logo PE T-shirts are available from Bartlett's of Wimborne, although a plain white T-shirt is equally acceptable. For outdoor games lessons, children will need sturdy trainers and a sweatshirt plus jogging bottoms for the winter months. Children will also need a suitable PE bag to keep their kit in. P.E kits should be brought into school on the first day of every term. They will be sent home before each half term or end of term holiday to be washed but must be returned immediately after the holiday. It is essential that all items of PE kit, including the PE bag, are clearly named.

## LOST PROPERTY

**Please make sure all items of clothing and other belongings are named.** Sew-on or iron-on name labels are far preferable to written labelling that fades in the wash. Most named property does find its way back to its rightful owner but we are frequently amazed at the volume of high quality un-named lost property that remains unclaimed.

A **Lost Property Box** is kept in school for any unclaimed items. Parents / carers can access lost property at any time on request to the school office. The box is emptied at the end of each academic year and often more frequently if overflowing. We will put out all Lost Property items to view at pick up time before emptying the Lost Property Box.

## WHAT YOUR CHILD WILL NEED TO BRING TO SCHOOL EACH DAY

- A book bag – these are supplied by Bartlett's in Wimborne, together with all other Hayeswood logo uniform items.
- A plastic bottle so that they can bring fresh water each day. This can be a recycled bottle with a push up / pull down top. We encourage the children to drink plenty of water throughout the day as keeping hydrated can aid concentration. Sugary drinks are strongly discouraged.
- A fruit snack. All children should start the day with a healthy breakfast before coming to school but they do use up a lot of energy in school and a piece of fruit mid-morning helps keep those energy levels up – that has a knock on effect to their mood and performance. These snacks should only be pieces of fruit or vegetable or a small packet of raisins. For practical reasons, yoghurt, fruit tubes or smoothies are not encouraged. Please help us by naming break time fruit clearly. N.B. Children in Frogs and Key Stage 1 are entitled to a free piece of fruit every day as part of the government's 5 a day scheme. It is important that parents / carers inform us of any allergies each child may have so that we can ensure they are not given anything that might harm them.
- P.E kit, as detailed above, is required every day in school. It can be left in school until the half term or end of term holidays, when we ask parents / carers to wash and refresh it!
- A Packed Lunch if your child is not having a hot school meal.

## OUR BEHAVIOUR REWARD SYSTEM

We have a whole school Behaviour Reward system based on a 'weather line'. All children's names start the day on the 'sunshine'. If a child is not responding to prompts and/or requests from the teacher they will be given a verbal reminder and the opportunity to reflect and make an appropriate choice. If this is not successful, the child's name will be moved from the 'sunshine' and to the 'cloud' with 'time out' to consider and reflect on the choices they have made, and the consequences of those choices. Further inappropriate choices will lead to the child's name being moved to the 'storm cloud' with the sanction of missing some playtime and /or some Golden Time (reward time on a Friday afternoon). All children's names are put back to the 'sunshine' at the end of the day, as each day represents a new start.

Children with specific behavioural, emotional and social needs will have their needs met through a personalised plan. This may include bespoke rewards and sanctions based on achieving personalised targets.

## UNACCEPTABLE BEHAVIOUR

The school has local behaviour guidelines, available from the website, which align with our Trust Behaviour policy. These state that unacceptable behaviour is dealt with promptly and fairly. Whenever necessary, the school will contact parents so that we can work together to address behaviour effectively. Sometimes pupils may have special educational needs of

a social, emotional and / or behavioural nature. In the case of these children, the school will adopt a personalised or bespoke approach to the management of these needs.

## **COLLECTIVE WORSHIP**

Assemblies for collective worship are held every day from 10.15 until 10.30 am. Our assemblies follow termly themes and are mainly led by members of staff. On Thursdays, a volunteer group from the local Church lead 'Open the Book' assemblies which tell Biblical stories through drama with the help of some of the children.

As a community school, our collective worship is strongly values-based. Parents / carers have the right to withdraw their children from collective worship should they wish to do so: any such request should be made in writing to the Headteacher.

## **PARKING AND SCOOTER RACKS**

Our car park is for the use of staff and delivery vehicles only. We encourage parents / carers to walk to school wherever possible as parking is limited in the neighbouring roads. Please show respect for the residents by parking considerately and not blocking drives or parking on junctions.

For children whose parents would like them to scoot to school, we have provided a scooter rack in the area between the playground fence and the edge of the school buildings. This is a vehicle free area (except for occasional delivery vehicles) but we ask parents / carers to accompany children when placing scooters in the rack.



It is hoped that we have answered all the questions that you may have.  
However, please do not hesitate to contact us should you have any further questions.

This revision: November 2019