

Hello.



Someries
Infant School

Welcome to

Someries Infant School

Parent and Carer Handbook



Discover.
Explore.
Create.
Achieve.



Welcome from our Head Teacher

Hello and welcome to our school community!

A very warm welcome to our school. I loved school and I still love learning. That is what we aim for at Someries Infant School: a real love of learning, extending beyond school into each child's life.

We want children to be excited about coming to school, engaged purposefully in their learning and able to articulate their views in polite, respectful and positive ways. I expect learning opportunities to be irresistible and will work closely with colleagues to continue to develop and enhance what we do and how we do it.

Our clear vision is built on the principle that anything is possible. Drawing from extensive educational research into high quality learning and teaching, our curriculum intends to provide an education for the whole child and is informed by strong values which emphasise equality, compassion and community in which everyone's voice is welcome and valued. It is through our inclusive, warm and caring approach that we know our pupils will flourish, reach their academic and social potential and move along their learning journey confidently, with courage and with humility.

Being an educator is a privilege and a great responsibility. My team are aware of this and work hard in partnership to ensure that every child is prepared to meet life's challenges. I want Someries Infant School to continually challenge thinking about learning and teaching so that we are a place which inspires learning through the principles of discovery, exploration and creativity and we are respected and admired because our youngsters live our values and embody our two simple rules: **work hard, and be nice to people.**

I am pleased you have chosen to be part of our journey and I look forward to meeting you.

We are Someries Infant School. We discover the new. We explore the world. We create and achieve.

With kind wishes,



Mr. Michael Scott
Head Teacher



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Our **Vision,** **Aims** and **Values**

at Someries Infant School

Every child deserves
the **best** education



VISION

We believe **anything is possible** and children have the right to be provided with a **creative, innovative and exciting education**. We inspire lifelong learners who are confident discoverers, explorers and creators, live our values and embody our two simple rules: **work hard and be nice to people**.

AIMS

We aim to **be the best that we can be** and live our values in all that we do. We aim to meet the needs of the Twenty-first Century child through providing a **rich and purposeful learning environment** which progressively develops children's knowledge and skills. We want to ensure all children know what it means to truly **work hard and be nice to people**.

VALUES

Everything at our school is underpinned by our core values of:

Respect • Determination • Responsibility • Patience
Hope • Belonging • Honesty • Excellence
Cooperation • Courage • Inspiration • Friendship



Someries
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Our values

At Someries Infant School every individual is valued for who they are and what they contribute to our school community. Our values-based provision supports the spiritual, moral, social and cultural development of every pupil throughout the school. Our staff and pupils are involved in promoting values and recognising where others are 'living the values'. Our core values have been selected as those which are important within our school community and which will prove important throughout life.

Learning at Someries Infant School is underpinned by our values of:

respect **determination** **responsibility** **patience** **hope** **belonging**
honesty **excellence** **cooperation** **courage** **inspiration** **friendship**

Through our values-based provision we aim to:

- improve behaviour and conduct by developing strong values within and amongst our pupils
- develop pupils' understanding of what values are and why they are important in life
- encourage pupils to 'live our values' in all aspects of their lives, both in and out of school
- promote values to pupils in every aspect of school life
- promote values in the way in which adults interact with each other and with pupils
- display our school values and encourage all visitors to take account of them during their time in our school
- encourage parents and carers to support our values at home

Values Champions

Every Monday, Mr Scott chooses Values Champions at our weekly Achievement Assembly.

Our Values Champions are those pupils who have been recognised as 'living our values' in all aspects of their life, both in and out of school. Pupils become Values Champions based on nominations from staff.

All of our Values Champions receive a special badge which they wear with pride and a special certificate to display at home.



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Our school uniform

Our uniform is an important part of our school identity and we expect parents to support our high expectations. If you have any difficulties in meeting any of our uniform requirements, please talk to us as we can often help families to resolve this type of issue.

All of the items displayed below can only be ordered and purchased online through your ParentMail app.



Values-based Education
VET Quality Mark



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Our school uniform

Winter uniform	Summer uniform variations
<ul style="list-style-type: none">– Grey trousers, tunic or skirt– White shirt, blouse or polo shirt– White, grey or black socks or tights– Someries Schools sweatshirt or red Someries Schools cardigan– Black shoes	<ul style="list-style-type: none">– Red and white gingham dress– Grey shorts
P.E. kit	Additional items
<ul style="list-style-type: none">– Someries Infant School P. E. t-shirt– Plain black shorts– Plimsolls (or trainers for outdoor lessons)	<ul style="list-style-type: none">– Someries Infant School book folder– Someries Infant School gym bag– Water bottle

Water bottles are available to purchase from the school office.

Children are not permitted to bring rucksacks, handbags or satchels to school. Only Someries Infant School gym bags and book folders are acceptable.

All articles of clothing, including shoes, must be clearly labelled with your child's name. It is important that shoes, especially plimsolls and trainers, are marked. If your child has lost something, please visit the school office.

Shoes

All children should wear black shoes that are strong, safe, practical and sensible. High-heeled shoes or boots are not acceptable or appropriate for school. Similarly, open-toed sandals, slip-on shoes and ballet pumps are **not appropriate** as they leave feet unprotected.

Hair

Long hair must be tied back at all times. We do not permit extreme hairstyles, dyed, gelled, spiked hair or hair with patterns or lines shaved in.

Jewellery

No jewellery is to be worn in school, with the exception of small stud earrings (which must be removed for P.E. lessons). Hooped earrings and larger stud earrings can be very dangerous and are unsuitable and inappropriate for school, as are necklaces, rings and bracelets.



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Homework

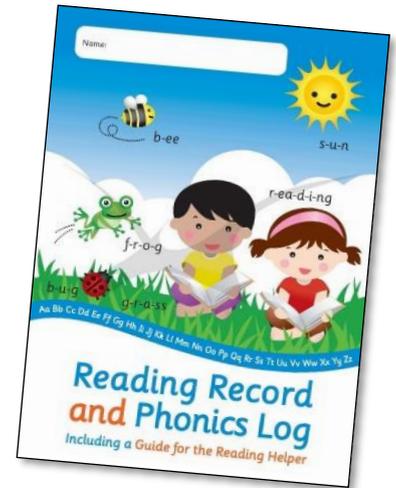
Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.

Reading

Reading attainment and enjoyment appear to strongly predict educational outcomes for children. We ask for your support to ensure that your child reads every day at home and, additionally, being read to is a wonderful way for children to drift off to sleep. We need your support to make sure that your child loves the feeling to reading – it should not be a chore!

As well as reading their home reading book, your child can also practise recalling their letters and sounds and high frequency words which are contained within their reading and phonics log.

It is important you complete your child's reading and phonics log every day so that we can carefully monitor their reading patterns.



Types of homework

In reception, we ask that parents and carers listen to their child read and practise recalling the letters and sounds they have been learning in school every day. We also believe that parents and carers should read books to their child; sharing books is just as valuable in aiding a child's progress in reading as your child reading to you or to their teachers.

We also provide 'Home Books' for parents and carers to complete with their child during school holidays. The work contained within these books is used in school to enable staff to develop their understanding of your child and to develop spoken language skills.

In addition to this, we assign all children weekly online learning tasks on Math Seeds – which are reflective of the learning they have undertaken in school – and expect them to complete these at home.

In key stage one, we ask parents and carers to support their child through home learning.

This includes reading daily for fifteen minutes (this can include sharing books as well as parents and carers reading to their child). We also ask parents and carers to support their child in practising recalling the letters and sounds they have been learning in school every day.

In addition to this, we assign all children weekly online learning tasks on Mathletics and Spelling Shed – which are reflective of the learning they have undertaken in school – and expect them to complete these at home.



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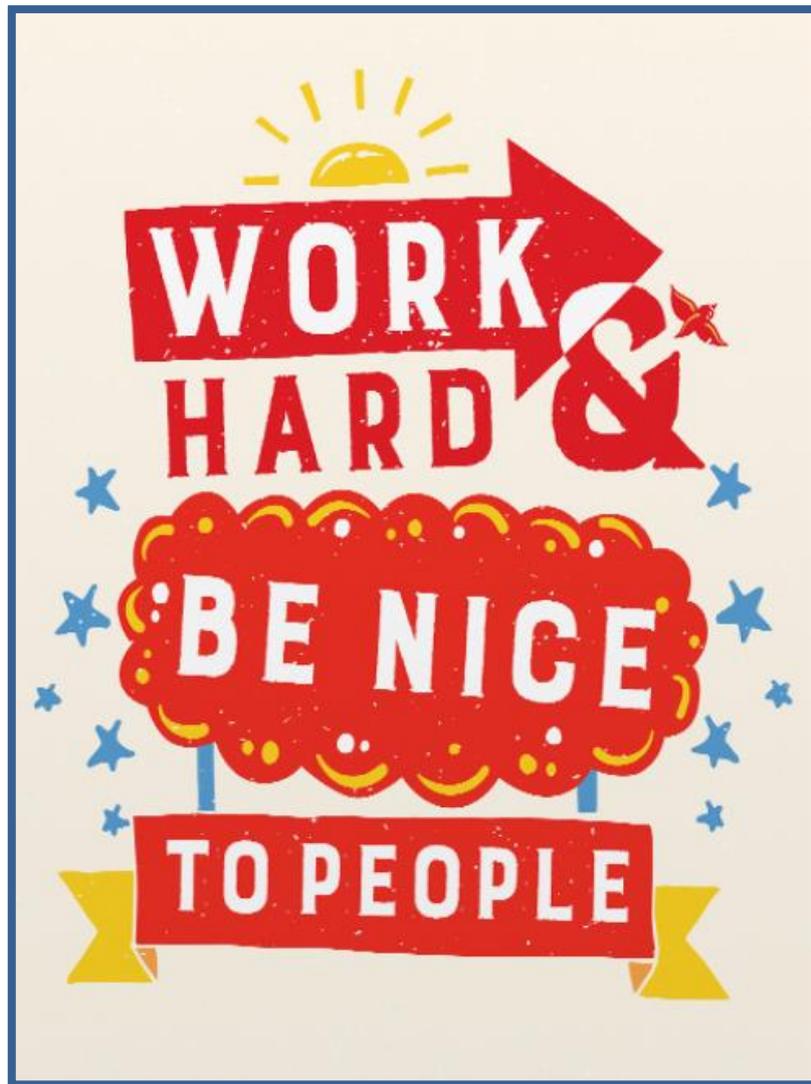
Our school Parliament

At the beginning of each academic year, each class elects two children to act as members of our School Parliament. Pupils take part in a secret ballot, with teachers and teaching assistants having a vote.

School Parliament meetings are held regularly throughout the year and its decisions feed into the school's improvement plan and guide the Senior Leadership Team and Governors. After every meeting, members of the School Parliament give feedback to their class.

Our school rules

At Someries Infant School we have two very simple rules that any person who steps into the school abides by, and that we fundamentally believe are of the utmost importance: **work hard, and be nice to people.**



Values-based Education
IVET Quality Mark



Hub Partner
Member



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Golden Time

Golden Time takes place on a Friday afternoon and is a reward for children who have worked hard and been nice to others during the week.

Achievers

Every week, each class teacher chooses two Achievers. These are children who have achieved something special that week. In our weekly Achievers' Assembly, Achievers are invited to share with the whole school why they have been chosen and what they have achieved.

Achievers are presented with a special certificate which they can take home to display and use to talk about their achievements with the family.

Our Golden Book of Learning

Our Golden Book of Learning is used to celebrate excellence throughout the school.

When class teachers recognise a child has completed a piece of really excellent work, they can send them Mr Scott to share and explain their learning. Their name and photograph are then entered into our Golden Book of Learning.

Each page of our Golden Book is filled with examples of the excellent learning that has been achieved by our pupils so far.

As well as having their name permanently written in our Golden Book, pupils also receive a special sticker to share their good news with their family at home.



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Our House system

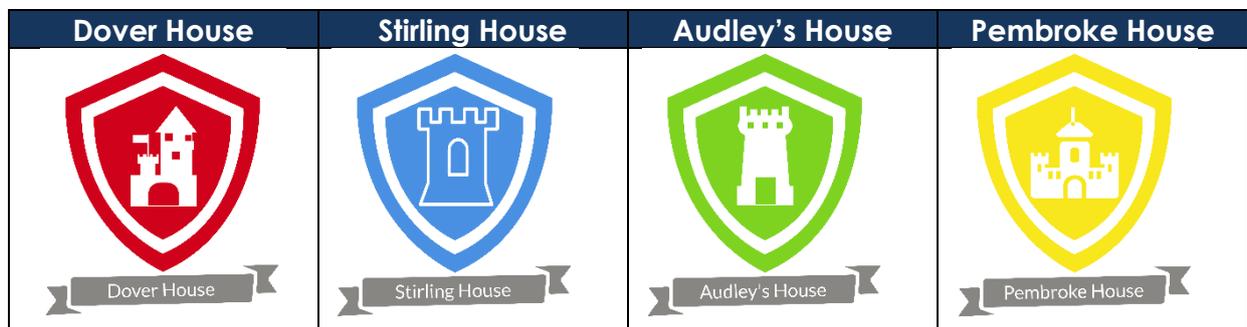
At Someries Infant School, we operate a House system.

Every child and member of teaching and learning staff are allocated to one of our four houses. Each child is placed in a house on entry to school and will remain a member of this team throughout their time at our school. Siblings will be placed in the same House team.

Teaching and learning staff also belong to a house and they encourage and support pupils in positive team building through the house system.

House Teams

Each of our House Teams are named after a castle in each of the British Isles. The theme of castles was decided by our pupils through the work of our School Parliament. It is also fitting that our school is named after a local castle - Someries Castle.



House points

House Points are awarded by all staff to pupils for a variety of positive reasons during the school day.

House Champions

At the end of each half term, House Champions are announced. The winning house are awarded their ribbons on our House Cup.

This system aims to encourage a real sense of pride and achievement for pupils by fostering a community spirit and giving pupils an opportunity to contribute to something bigger, which involves pupils from all year groups.

The focus is on intrinsic merit and not about winning an extrinsic prize or special event.



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Communication

Communication at Someries Infant School takes many different forms and serves different purposes. The following outlines the forms of communication we use as a school, why we use it and the way we do it.

Honest, open and constructive communication is our intention and we will always endeavour to respond to any requested communication within the working week. We would like to highlight to parents and carers that all best efforts will be made to get back in touch in a timely manner, but we ask for your understanding as teachers and school leaders are unable to respond immediately due to their prior commitments and/ or prior engagements.

Rationale for our communication methods

ParentMail: all communication to parents and carers is made via ParentMail in the form of email and text messages. The school also uses ParentMail to inform parents and carers if first aid has been administered to their child.

Payments: all payments made to the school must be done so online through ParentMail.

Email: specific emails and individual emails can be sent to the school office as and when individual contact needs to be made. Parents and carers can email enquiries which are then forwarded to relevant staff members, as appropriate.

Newsletters: newsletters are sent on a weekly basis to all parents and carers and outline the learning which is taking place in each year group and celebrate weekly achievements made by our pupils. These newsletters also outline key dates in advance.

Website: our school website offers comprehensive information that the general public can also access. Our academic calendars and school diary are also accessible via our school website.

Telephone: telephone calls are used for communication which requires a conversation, but not necessarily a face-to-face meeting. We also use telephone calls to discuss a child's behaviour with parents and carers if a child has been asked to talk to a school leader about their choices. Telephone calls will also be used to inform parents and carers of any medical updates concerning their child.

Twitter: Someries Infant School uses Twitter to celebrate snap shots of the school day, but also to communicate research articles or people who align with our vision and ethos. Twitter is a fantastic way for us to demonstrate how reflective and engaged about education we are and how wonderful our school is.

Conversation: at the start and end of each school day, parents and carers are free to speak with their child's class teacher or teaching assistant. However, if conversations require additional time, the class teacher will arrange either a telephone call or an additional meeting with you.



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Our school day

A typical school day at our school looks like this:

Nursery

9.00 a.m. to 9.10 a.m.	Welcome and settling period
9.0 a.m. to 9.25 a.m.	Register and Lead Learner sessions
9.25 a.m. to 9.30 a.m.	Structured transition into child-initiated learning
9.30 a.m. to 10.20 a.m.	Child-initiated learning and adult-led sessions
10.20 a.m. to 10.40 a.m.	Snack time
10.40 a.m. to 10.45 a.m.	Whole group session
10.45 a.m. to 11.35 a.m.	Child-initiated learning and adult-led sessions
11.40 a.m. to 11.50 a.m.	Story time
12.00 p.m.	Home time

Reception

9.00 a.m. to 9.25 a.m.	English lesson
9.25 a.m. to 10.30 a.m.	Child-initiated learning
10.30 a.m. to 10.40 a.m.	Outdoor play
10.40 a.m. to 11.30 a.m.	Child-initiated learning
11.30 a.m. to 11.45 a.m.	Phonics lesson
11.45 a.m. to 1.00 p.m.	Lunch
1.00 p.m. to 1.25 p.m.	Mathematics lesson
1.25 p.m. to 3.00 p.m.	Child-initiated learning
3.15 p.m.	Home time

Key Stage One

9.00 a.m. to 9.20 a.m.	Guided reading
9.25 a.m. to 9.40 a.m.	Assembly
9.45 a.m. to 10.00 a.m.	Phonics
10.00 a.m. to 10.45 a.m.	Core curriculum
10.45 a.m. to 10.55 a.m.	Outdoor Play
11.00 a.m. to 12.00 p.m.	Core curriculum
12.00 p.m. to 1.15 p.m.	Lunchtime
1.15 p.m. to 2.15 p.m.	Prime Learning Challenge
2.15 p.m. to 3.10 p.m.	Prime Learning Challenge
3.15 p.m.	Home time



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Annual learning phases

At Someries Infant School, our academic year is not determined by or divided into the seasons of the year as is traditionally seen in most schools. Instead, our curriculum is divided into three annual learning phases called Discover, Explore and Create. Within each learning phase, planned Prime Learning Challenges form the basis of teaching and learning within the areas of learning within the early years foundation stage and the curriculum subjects taught in key stage one.

Within each annual learning phase, Prime Learning Challenges within the early years foundation stage focus on the areas of learning identified below:

Discover	Explore	Create
	Communication and language Literacy Mathematics Personal, Social and Emotional Development	
Understanding of the world	Understanding of the world	Expressive art and design Physical development

Within each annual learning phase, Prime Learning Challenges within key stage one will focus on the curriculum subjects identified below:

Discover	Explore	Create
	English Mathematics	
Science History Religious Education	Science Computing Design and technology Geography	Art and design Music Physical Education

Our curriculum

Prime Learning Challenges

Our Prime Learning Challenges provide children with the opportunity to take control of their learning.

Prime Learning Challenges, which stem from assessments of the whole child, form the focus for all learning and drive learning forward in manageable episodes. Lessons are provided in response to what children need to learn in order to answer the Prime Learning Challenge and form the foundations of teaching and learning.



You can find further information about our unique curriculum approach by reading our curriculum, teaching and learning policy which is available on our school website.



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Raising concerns

Raising concerns and making complaints responsibly

We strive to be a place in which children can learn happily and enthusiastically and where educators are empowered to be the best they can be. Schools are highly complex organisations and do not function like businesses because they deal with diverse members, from the 220 young children we educate to the 440+ parents, carers and other family members as well as the wider education community.

As with any human community, we will make mistakes. There will be times when you disagree with our approach. You will have your own opinions. However, we are a deeply reflective community and constantly review our work. This was acknowledged as a strength by Her Majesty's Inspector in our most recent Ofsted inspection.

We want to know if you have a concern and we try to resolve matters before they become an informal or formal complaint. It is in both our interests to resolve concerns quickly because we will spend considerable time in investigating and responding to concerns and complaints. We ask, therefore, that you raise concerns responsibly and in a timely way. We have a number of policies to guide this process.

Our procedure is designed so that there is a stepped process – this first point of contact is always the class teacher. The head teacher is usually the last point of contact for both informal and formal complaints. He is, however, often outside in the morning and afternoon and always willing to hear from you. Going directly to the head teacher gives little opportunity for the team to deal with matters 'on the ground'.

We especially ask that you refrain from raising concerns and complaints on social media because we do not hear about these and cannot address any matters that are aired in such a manner. It is also extremely unfair to individual children who are talked about online and to our team who do not have the opportunity to make changes and resolve the matter.

The spirit of our school is one of partnership and collaboration. We aim to be a listening school. We would like to reassure you that, as professionals, we take seriously and reflect on any parental concerns with the utmost importance. Our response and any actions to a concern will be guided by our ethos and values in which the best interests of all children will be paramount. We will not always be able to make changes based on individual opinion, but we will always listen and try to find a way through for the good of all our children.



You can find further information about how to make a complaint by reading our complaints procedure statement which is available on our school website.



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Caring for our team

We are committed to providing an enriching, engaging and supportive working environment for our teachers, teaching assistants and administrators. We need your support with this and you can help us in a number of ways, including:

- trusting that we care deeply about your children and do whatever we can to find ways through for them
- trust that if there is a concern about progress based on our professional judgements, we will contact you
- trust that when mistakes are made, we will reflect, adjust and work hard to improve: for us, this is the sign of an outstanding school
- be mindful that a teacher's work does not finish at 3.15 p.m. and they often have meetings, so we ask that pre-arranged parent or carer meetings are timely and efficient
- **when something is going well, please let our team know**

Our values are important to us and we try to model to our community the importance of being kind, respectful and showing gratitude. As part of our valued community, the way you engage with us significantly impacts on our wellbeing.

Collecting your child

Lateness

Bringing you child to school: Children are expected to be in school between 8.50 a.m. and 9.00 a.m. Any child who arrives in school once the classroom door is locked will have to be taken to the school office to be registered as being late on that day. **Registers close at 9.00 a.m. promptly.**

We collate regular 'late reports' and if your child's lateness is a growing concern then a member of our team will make contact with you to offer support and guidance and discuss what we can do to help.

Collecting your child from school: In the event that a child is not collected by their parent or carer, the Head Teacher will be made aware. Every effort will be made to contact the parent or carer. The emergency contacts supplied for your child will also be telephoned.

In the case of an isolated incident, should successful contact not be made, the child will be supervised at school for a reasonable period of time. If, however, late collections are repeated or frequent incidents, then the school will contact social care according to its protocol in order to take advice as to necessary actions.

Please also note that if you are late bringing your child to school, collecting your child from school or your child is absent from school without explanation, then we may have to refer our concerns to another agency.



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Special educational needs and disabilities

The Special Educational Needs and Disabilities Code of Practice (2015) states that class teachers are responsible and accountable for the progress and development of the children in their class; this includes children who have personalised support plans or an education, health and care plan.

The role of the teaching assistant at Someries Infant School is to supplement the class teacher, rather than replace them. Our expectation is that, first and foremost, all children will experience high quality classroom teaching.

Historically, children with special education needs or disabilities were allocated a one-to-one teaching assistant. This approach not only has a negative impact on the child's attainment, but also creates a barrier between the class teacher, curriculum and, most importantly, their peers. At Someries Infant School there is a culture of shared responsibility. Children will work with several adults and this avoids the child becoming dependent on one adult.

Mrs Nicholson is the school's special educational needs and disabilities coordinator. The responsibility to meet the needs of all children, including those with special educational needs and disabilities is the class teacher and we as that you contact them in the first instance. Mrs Nicholson supports our team and will liaise with parents and carers regarding statutory meetings or to keep in touch about your child's personalised support plan or education, health and care plan needs.

Reporting and absence

To prevent the spread of diarrhoea and vomiting, children should not return to school until at least 48 hours/ two whole days after any occurrence of vomiting or diarrhoea.

Parents and carers should inform the school office by telephone on the first day of any absence and should also inform the school of any infectious illnesses, especially the Rubella virus (German Measles), your child may have contracted.

We would also appreciate it if we are informed of any cases of head lice.



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Attendance

The best place for children to be is in school and every day missed has been shown to impact the learning of a child. At Someries Infant School, our attendance policy is robust and aspirational. Our aim is that 100% of children are at school for 100% of the time. However, we will make contact with you once your child's attendance has reached key triggers throughout the academic year. The table below outlines the steps we take in monitoring and addressing attendance concerns at Someries Infant School:

Half term	Criteria for contact	Follow-up		Timescale
Half term one	child's attendance is below 95%	Parents and carers contacted at the end of half term two to thank them for improvements since half term one	Parents and carers contacted at the end of half term two to arrange a meeting with Deputy Head Teacher and Family Worker to discuss lack of improvements; referral to EWO considered	Letters sent to parents and carers in the first week of half term two Follow up meetings arranged for final fortnight of half term two
Half term two	child's attendance is below 95%	Parents and carers contacted at the end of half term three to thank them for improvements since half term two	Parents and carers contacted at the end of half term three to arrange a meeting with Deputy Head Teacher and Family Worker to discuss lack of improvements; referral to EWO considered	Letters sent to parents and carers in the first week of half term three Follow up meetings arranged for final fortnight of half term three
Half term three	child's attendance is below 96%	Parents and carers contacted at the end of half term four to thank them for improvements since half term three	Parents and carers contacted at the end of half term four to arrange a meeting with Deputy Head Teacher and Family Worker to discuss lack of improvements; referral to EWO considered	Letters sent to parents and carers in the first week of half term four Follow up meetings arranged for final fortnight of half term four
Half term four	child's attendance is below 96%	Parents and carers contacted at the end of half term five to thank them for improvements since half term six	Parents and carers contacted at the end of half term five to arrange a meeting with Deputy Head Teacher and Family Worker to discuss lack of improvements; referral to EWO considered	Letters sent to parents and carers in the first week of half term five Follow up meetings arranged for final fortnight of half term five
Half term five	child's attendance is below 97%	Parents and carers contacted at the end of half term six to thank them for improvements since half term five	Parents and carers contacted at the end of half term six to arrange a meeting with Deputy Head Teacher and Family Worker to discuss lack of improvements; referral to EWO considered	Letters sent to parents and carers in the first week of half term six Follow up meetings arranged for final fortnight of half term six
Half term six	child's attendance is below 97%	All parents whose child has met the school's attendance target are sent a letter thanking them for this	All parents whose child has not met the school's attendance target are sent a letter informing them that their child's attendance will be continually monitored in the next academic year	-



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Term-time leave

All requests for term-time leave should be made in writing using the school's 'Application for term-time leave of absence from school' which are available from the school office.

Written confirmation of authorisation or declination of each request will be provided.

Holidays taken during term-time will never be authorised. Where a request is declined and the holiday is still taken, the absence will be deemed as unauthorised and a penalty notice will be issued (per children, per parent or carer).

Reporting to you

We write an annual pupil attainment and progress report about your child's progress and attainment. We believe that learning will happen best when there is an effective partnership between child, school and parents and carers.

The report you receive in the summer term summarises the progress your child has made throughout the academic year and how far they have achieved curriculum expectations.

Parent and carers consultations are also held twice a year in the autumn and spring terms. There are no parent or carer consultations in the summer term. There is limited benefit in meeting class teachers in late summer term to discuss next steps, but class teachers will handover this key information to your child's next class teachers.

Parent and carer workshops

Curriculum workshops

We host a variety of parent and carer workshops throughout the academic year to support your understanding of what your child is learning at school. We recognise that the vast majority of our parents and carers work so we aim to host workshops across several days and times, including during the evening.

You can sign up for these workshops via your ParentMail app and, in the spirit of working in partnership and developing a consistent approach between home and school, we offer a variety of workshops throughout the year.

There may be limited spaces available on several workshops, so parents and carers are advised to reserve a place as early as possible.

Parents and carers are advised that workshops may be cancelled if there are not enough attendees.

Discovery, Exploration and Creative Mornings

Every term we host a Discovery, Exploration or Creative Morning which is an opportunity for you to spend some time with your child in their classroom to gain an understanding of the types of learning they get up to every day at school. These mornings usually begin with a short information session in the school hall during to inform you about an aspect of our curriculum approach.



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Safeguarding

Safeguarding is of paramount importance at Someries Infant School and underpins all that we do. We are committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults feel confident about sharing any concerns which they may have about their own safety or the wellbeing of others.

We endeavour to provide a safe and welcoming environment where children are respected and valued. All our staff are trained to identify and report any concerns they have to the designated safeguarding officers. This training is updated regularly.

Should you have any concerns about any child please contact one of the school's designated safeguarding leads and/or the school's head teacher.



Michael Scott



David Millington



Ann O'Donnell

Parents and carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. They should make parents and carers aware that records of welfare concerns may be kept about their child. They should be informed that school staff will seek, in general, to discuss concerns with them including referrals to other agencies. However, in situations where the child is suspected to be at risk of harm, the law says that schools may take advice from other agencies without informing parents and carers.



**Extremism and
Radicalisation**

**STOP
FGM**

**Child
Sexual
Exploitation**



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Access to the building

For reasons of safeguarding, general access to the school building for parents and carers is restricted. Please only enter the school via the main entrance if you have an appointment or general enquiry.

Please enter and exit the building via the school gates which are open between:

- 7.30 a.m. and 9.10 a.m.
- 11.45 a.m. and 12.15 p.m.
- 2.55 p.m. and 5.00 p.m.

Outside of these times, you can gain access using the intercom system.

We ask that you leave the school site promptly after bringing your child to school or collecting them from school so that our site agent can secure the grounds.

Children will be dismissed from after-school extra-curricular clubs from the location the club is taking place and you will be notified of this location after your child has secured a place on a club. Please wait outside the area for your child to be dismissed safely to you by the club leader.

The school car park cannot be used by parents or carers.

After school clubs

The school runs a variety of after-school extra-curricular clubs throughout the year which are chargeable. Places on after-school extra-curricular clubs are allocated on a first come, first served basis and can be applied for via your ParentMail app.

You can view the full range of after-school extra-curricular clubs by visiting www.someriesinfants.co.uk/clubs.

The majority of our after-school extra-curricular clubs are led by external sports coaches, including:



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Sports activities

How children are identified and selected for different sports events and activities

There are a variety of opportunities for children to compete in sporting events and competitions throughout the year. Children who are selected to take part in these events are done so on the basis of having attended an after-school extra-curricular club that has prepared them for competitive events. Regular club attendance ensures that children have the opportunity to practise the skills required when competing against other schools. Secondly, children who demonstrate the essential level of sportsmanship needed to represent the school will be selected. Finally, adults will make a professional decision regarding whether competition will be beneficial for the child involved. Equality of provision does not mean that all children will have exactly the same chances; some children require additional opportunities – our approach is about being equitable.

The type of competition will also play a part in this decision making – sometimes there are certain requirements with regards to inclusion. For example, children with special educational needs or disabilities may only be allowed to participate, or we may require a certain number of boys or girls for a particular competition.

The details of our main competitions – and their requirements – can be found on Active Education's website: www.activeluton.co.uk/working-with-schools.



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Volunteering

Without your support in volunteering your time, many of the additional opportunities we have in our school would not be possible.

Our volunteering is as robust as our safer recruitment. Any parent or carer who would like to volunteer their time must complete the following:

Prior to volunteering:

- apply to volunteer online by visiting www.someriesthroughinfants.co.uk/Volunteer
- we will then review applications and see how your skills might be matched to the needs of the children in our school
- we will then contact you to let you know if we need your support as a volunteer at this time

After you have been formally invited to volunteer:

- you will need to complete a successful Disclosure and Barring Service check
- you will need to complete an online safeguarding course
- you will need to complete an induction with a member of our team

School trips or 'one-off' events

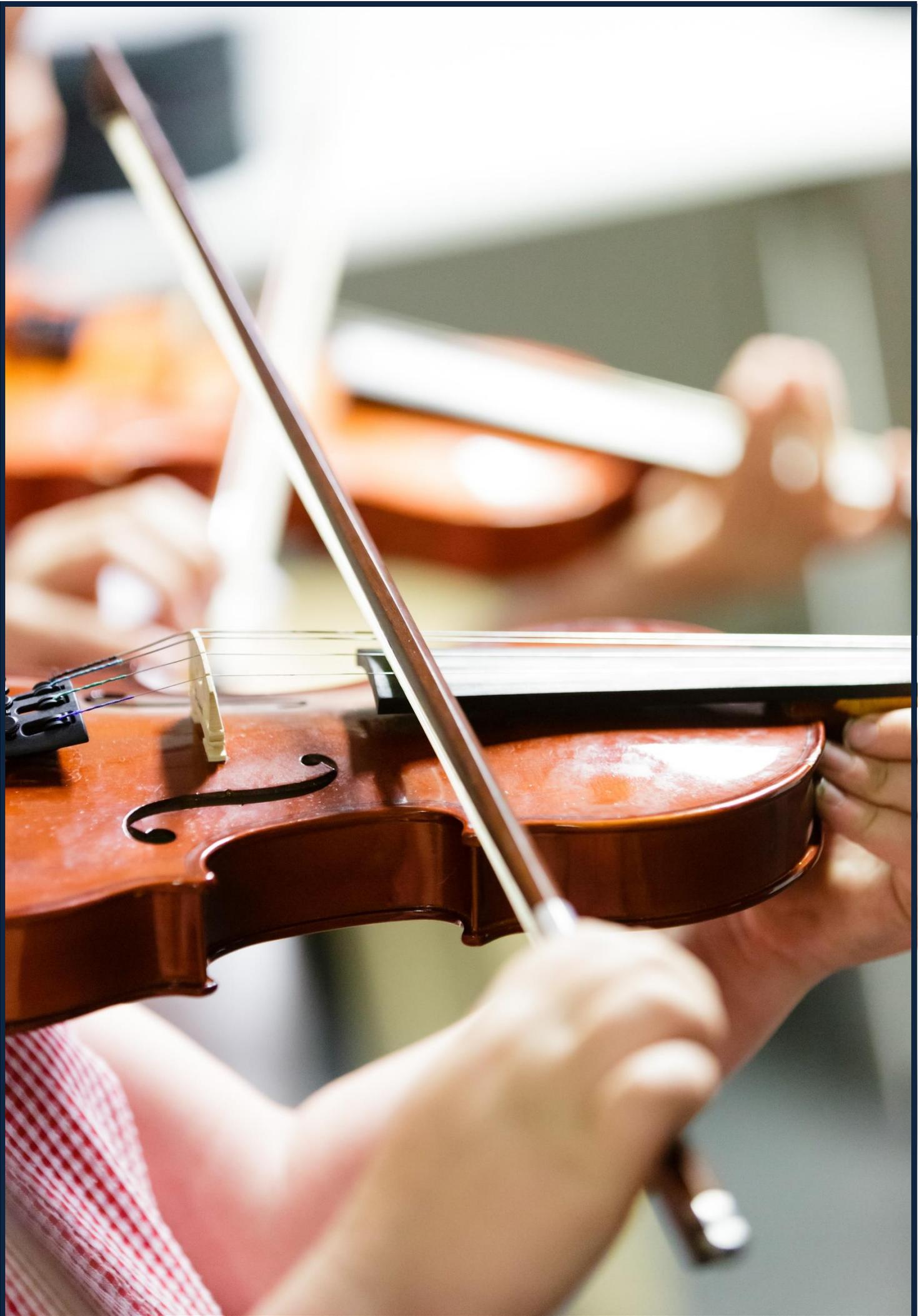
It is not always necessary to complete the process above if we need your support on trips or with one-off events in school. However, if you are on our volunteer database because you have completed the above process, you will be invited to support during these events first.

Although we ask for support, the trip leader will formally invite you to attend if there is a surplus of volunteers. Please note that if you attend a trip, you may not be in the same group as your child.



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What to do if...

Your child is unwell

- Please ensure you telephone our School Office by 9.00 a.m. on the day of your child's absence
- Sometimes our School Office is very busy so, if nobody is available, please leave a message on our answer machine stating the name of your child, their class and the reason for their absence
- You will need to report your child's absence on every consecutive day they are off school
- If your child has vomiting and/ or diarrhoea it school policy that your child will not be able to return to school 48 hours from the last episode of vomiting or diarrhoea

Your child needs time off school in exceptional circumstances, for example medical appointments, religious observance and compassionate leave

- You will need to obtain and complete an 'Application for term-time leave of absence' which are available on request from our school office
- Any parent or carer who takes a child out of school for term time leave of more than six consecutive sessions over a four-week period, not authorised by the school (under the exceptional circumstances rule), may receive a Penalty Notice; such cases will have to be supported by evidence of previous unauthorised term time leave of more than 6 consecutive sessions over a four-week period taken in the last three years and evidence of parents or carers being warned about a potential Penalty Notice
- Term-time leave for all pupils is at the discretion of the Head Teacher
- **Term-time holidays will never be authorised by the Head Teacher**

Your child has a medical condition, including asthma and allergies

- Any long term medicine, for example inhalers and adrenaline auto-injectors (epi-pens), will need to be brought to school in a clear plastic container, **clearly labelled with your child's name and the expiry date** of their medication
- You will need to complete our 'Parental permission for school to administer medicine' form by visiting our school office; you will be able to discuss dosage with them when you fill out the form

Your child has short term medication

- You will need to complete our 'Parental permission for school to administer medicine' form by visiting our school office; you will be able to discuss dosage with them when you fill out the form.
- **The school is only able to administer prescribed medicines in school with a prescribed dosage of four times per day**
- **The school is unable to administer prescribed medicines in school which have a prescribed dosage of three times per day; parents or carers are welcome to visit the school at lunchtime to administer these medicines to their child**



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ParentMail

ParentMail



You will be invited to join Parent Mail when your child is allocated a place at our school.

Through this, you will be able to purchase and sign-up for:

- extra-curricular clubs
- school trips and visits
- parent and carer consultations with class teachers
- parent workshops
- school uniform items

All communication from the school will be sent via ParentMail, Please ensure your email is correct on your account to ensure you receive all communication from the school.

School Calendar

You will find a link to the school calendar on the homepage of our website. As well as having up-to-date information regarding upcoming events in school, our school calendar contains the dates of all school breaks and holidays.

Dropping off and collecting my child

School opening and closing times

- *School begins at 8.50 a.m.*
- *School finishes at 3.15 p.m.*
- *If you are late to drop off your child in the morning you will need to visit the school office to sign your child in*
- *If you are late to pick up your child you will need to visit school office to collect them*

What to do if somebody other than the designated parent or carer will be collecting your child, if it is planned

- *Inform your child's class teacher or teaching assistant that another family member or friend will be collecting them today*
- *Introduce them, if possible*

What to do if somebody other than the designated parent/carers will be collecting your child, if it is not planned

- *For any changes to pick-up during the school day, please ensure you have telephone our school office **by 2.30 p.m.***



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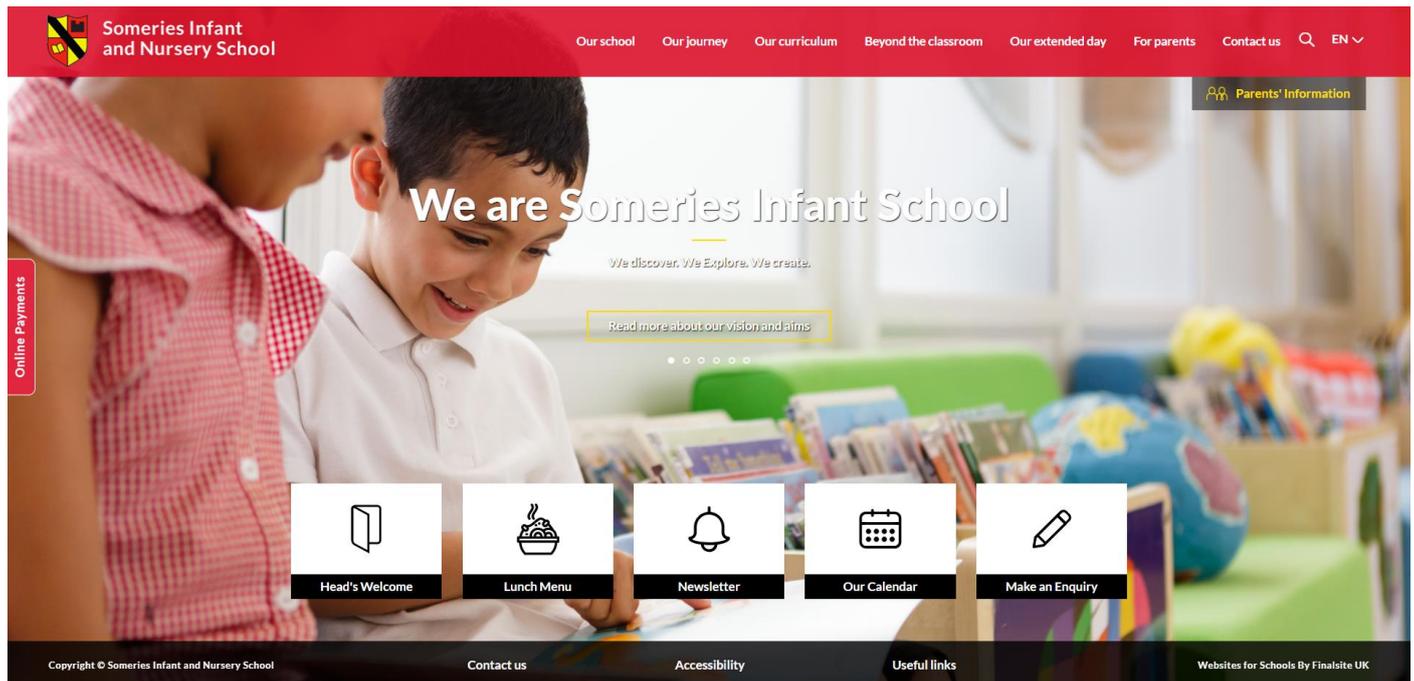
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We hope that you have found this handbook informative.
If you have any further questions, please feel free to contact us in school.



Discover much more at
www.someriesinfants.co.uk



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