

Prospectus

Welcome to Hyde Park Infant School



Our aim is to provide an inclusive, warm, caring and stimulating environment where every child can gain self-confidence and learn to become independent. It is important that the children are not only encouraged to have self-respect but that they are given the opportunity to appreciate the value of others. Each individual child is helped to develop his/her own personality within a secure environment whilst always being aware of the needs of others.

We are fully committed to the safeguarding of our children and firmly believe that they learn effectively in a secure, caring atmosphere where they have access to a wide range of first hand experiences. We aim to develop in the children a sense of responsibility, self-discipline and a thoughtful attitude towards others. We deliberately create situations in which they can show initiative, self-reliance and consideration. Opportunities are given for working co-operatively with other children and adults as well as on individual tasks.

We have high expectations of the children and encourage them to set themselves high standards of work and behaviour. Our broad and balanced curricula meet and extend the requirements of the Early Years Foundation Stage and the National Curriculum, providing continuity and progression; this means that we are concerned with the acquisition of knowledge, the understanding of concepts, the skills of problem solving, aesthetic appreciation, physical development and the application of these to every day situations. We are committed to a child-centred educational approach, which enables the individual to develop their own potential so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.

This list is by no means complete but might go some way to show the enormous task we willingly undertake. It is important to remember that children are individuals and do not all develop at the same pace and that they must be valued for what they achieve as well as the contributions they make. We recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process in a partnership style.

Dear Parents

We would like to welcome you and your child to Hyde Park Schools. The Federated Governing Body plays an active role in all aspects of school life, and positively welcomes the view of parents.

We hope you find this Prospectus both useful and interesting. It will tell you something about the way the school works, and what we should all expect from each other. From time to time some of the information here will be updated and you may find it helpful to keep this as a reference file.

We pride ourselves on being an inclusive school. Every child and every adult in the school community makes a special contribution to the shared experience of everyone else, regardless of ability, creed, gender or ethnicity.

Your child's learning will greatly benefit from a working partnership between you and the school.

Yours sincerely

The Federated Governing Body

The names of Governors currently serving the children and the schools are as follows:-

C/O Hyde Park Infant School Tel 225493

Mr A Greenfield– Co-opted Chair of Governors
Mr P Hart- Co-opted
Mrs E A Hill – Head Teacher
Miss T Jackson – Head Teacher
Mrs H McNamee – Staff Governor
Mr G Price – Co-opted Parent Governor
Mrs D Razey – Co-opted Staff Governor
Mr D Ring – Co-opted Governor
Mr M Briffa-Co-opted
Mrs Laura Faith– Clerk to Governors

Governors' meetings are held at least once per term at the school.

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HYDE PARK INFANT SCHOOL
Hyde Park Road
Mutley
PLYMOUTH
PL3 4RF

Tel: Plymouth 225493
E-Mail hpis@horizonmat.com
Website www.hydepark-inf.plymouth.sch.uk
Head Teacher - Mrs E A Hill

SCHOOL SESSIONS:

Foundation Stage

9.00 a.m. - 11.45 p.m.

1.10p.m. - 3.15 p.m.

Years 1 and 2

8.55 a.m. – 11.45 p.m.

1.10 p.m. - 3.25 p.m.

Excluding the daily act of collective worship, registration, playtimes and lunch break, a total of 22 hours 5 minutes are spent in actual teaching per week. This figure is in line with DfE guidelines.

SCHOOL TERMS 2019/20

AUTUMN TERM 2019

4 September 2019 - 18 October 2019

(Half Term holiday: 21 October - 25 October)

28 October 2019 – 20 December 2019

(Christmas Holiday: 23 December 2019 - 3 January 2020)

SPRING TERM 2020

6 January 2020 - 14 February 2020

(Half Term holiday: 17 – 21 February)

24 February 2020 – 27 March 2020

(End of term holiday: 30 March – 14 April)

SUMMER TERM 2019

15 April 2020- 22 May 2020

(Half Term holiday: 25 May- 29 May)

1 June 2020 - 17 July 2020

(Summer holidays: 20 July - September)

Non - pupil days:

2 / 3 September 2019

3 January 2020

14 April 2020

20 July 2020

Bank Holidays

25 & 26 December 2019

1 January 2020

10 April & 13 April 2020

4 May 2020

25 May 2020

31 August 2020

HORIZON MULTI ACADEMY TRUST

CEO Mr David Bradford. Contact ceo@horizonmat.com

TEACHING STAFF:

Mrs E A Hill
Mrs D Razey
Mrs S Blackmore
Miss C Brown
Mrs C Crawley
Mrs S Degg
Miss N Easton
Miss A Lynes
Miss E Martin
Mrs M Rose
Mrs S Smith
Miss H Strong

Head Teacher
Deputy Head Teacher

TEACHING ASSISTANTS:

Mrs L Hodgins
Mrs E Gillard
Mrs H Mayes
Mrs K Horne
Mrs S Evans
Mrs C Allchin

Mrs K Rayment
Mrs J White
Mrs A Furniss
Mrs K Gerson

SENIOR ADMINISTRATOR/ PA TO THE HEAD TEACHER:

Mrs V Rhodes

ADMINISTRATOR:

Mrs K Matthews

SITE MANAGER:

Mr S Bouch

SCHOOL LIAISON OFFICER: PC Claire Bull

MID- DAY SUPERVISORS:

Mrs J Mayes– Whole school play supervisor (mid day)

Mrs R Tarafder
Mrs L Hurley
Mrs A McTaggart
Mrs D Ranford
Mrs A Penny
Mrs K Rayment
Miss Louise
Mrs L Mashhadi
Mr G Horne

SCHOOL COOK:

Mr P Dye

SCHOOL NURSE:

Nicky Freer

Can be contacted through school
or on 07500097234

GENERAL ORGANISATION

Admissions

A planned admission level of ninety children has been set for the 2019-2020 academic year. The Governors abide by the admission level set out in the Local Education Authority admissions policy. Copies are available from the school.

The classes are organised into three classes per year group. The school when full has a maximum of 270 pupils. They are of mixed ability and in general children are taught by one teacher for most curriculum subjects. The structure changes gradually in order to meet the developing needs of the children. The three reception classes work together to form the Early Years Foundation Stage working toward the Early Learning Goals of the Foundation Curriculum, which prepares the children for the National Curriculum in Year One.

Safeguarding and child protection

At Hyde Park Infant School the staff and governors make every effort to ensure that children are safe and feel safe. We have a number of policies relating to children's safety and welfare and these can be found on our website or borrowed as a paper copy from the school. The safeguarding Policy details The Designated Persons for child protection as Mrs Hill (Head Teacher) and Mrs Razey (Deputy Head Teacher). The Behaviour Policy is consistently applied across the school and sets out clearly our sanctions and rewards systems and how we actively and quickly deal with bullying. We have a gated and secure site which is only accessible via an intercom system supported by CCTV. All staff and parent volunteers are subject to checks through the Disclosure and Barring Service. We ask for your help in ensuring that children's learning opportunities on and off site support all children's safety and wellbeing. Safeguarding procedures for use of multi media resources are rigorously applied in school in school and guidance is given for home I.T. use.

Infant / Junior Liaison

Children remain at the school until the end of the summer term of the year in which they are seven years of age, on or before August 31. They then transfer to Hyde Park Junior School following completion of the Local Authority transfer request forms. Throughout their time at the school the children make visits to the juniors for a wide variety of purposes, which helps them to become familiar with the layout of the building and the staff.

Teachers from both schools work together on curriculum development to ensure that there is continuity and planned progression in each area. A carefully planned programme of visits for the children and meetings for the teachers is organised in the summer term of Y2 to enable the children to transfer smoothly and happily to the Junior School in the September. Each year the parents of children who are transferring to the Junior School are invited to a meeting at the school and they may also make individual appointments to see the Head Teacher of the Junior School if they wish.

For Parents of New Entrants

All applications must be made through Plymouth City Council School Admissions Team on Plymouth 307170 or online at www.plymouth.gov.uk/schooladmissions

All matters relating to the child and the family background are dealt with in strictest confidence on a professional basis. It is important that the school is given as much relevant information as possible so that we can effectively meet the needs of your child.

Parents of new children are asked to attend a meeting with the Head Teacher and reception teachers during the first half of the term preceding their child's entry into school. At the meeting parents will be given dates for their child's pre-school experience and an opportunity to talk to the teachers. This meeting is very important so please make every effort to attend.

Parents are asked to help their children become as independent as possible before starting school, particularly in the following:

- Encourage them to express themselves politely to make their needs known.
- Encourage them to put on their own coats, shoes etc.
- Encourage good habits such as table manners, personal hygiene and proper use of the toilet
- Encourage them to be confident playing the games and activities in your 'literacy welcome pack'.

- Discourage the bringing of toys to school - these can get lost or broken. We do not wish to deprive the child of something that might bring comfort but the loss of a much-loved toy is very upsetting.

Accessibility

The school is housed in a building over 110 years old with many stairs and no cloakroom/changing facilities for children or parents with disabilities.(Please see our accessibility policy on school website for full details) Please check with the Head Teacher to ensure that we can accommodate the needs of your child. We aim to be as inclusive as possible within the limits of the site and buildings.

Parents and School

The value of home / school links cannot be stressed strongly enough. We share with you the education of your child and this can only be done effectively if there is mutual trust between school and home. The school has an 'open door' policy, which means that parents are welcome into the school at any time. If you have any queries or problems we hope that you will not hesitate to come to talk to us about them as they arise. If your child is having problems in school we would always ask you to come and discuss them with us. Simple, quick messages can be given to teachers during class sessions but if there is need for longer discussion please try to see the teacher at the **end** of the school day. If you need to see the teacher for a longer period of time and cannot arrange an appointment, please see the Head Teacher who will try to cover the class so that you might meet with the teacher. The Head Teacher will always try to see parents whenever they wish but please be patient if this is not possible and you are asked to make an appointment - your child's worries are also our concern. During the year parents are invited to come into school to discuss with the teacher their child's work and progress but please feel free to approach us at other times.

We welcome parents' support at any of our school functions and also your help within the classroom. If you have time to involve yourself in our school day we are always happy to use the help offered and we are sure that you will find it a rewarding experience. (DBS clearance will be required)

Every effort is made to keep you informed about school, newsletters are posted weekly on our website www.hydepark-inf.plymouth.sch.uk and a hard copy displayed on the playground notice board. Other letters are distributed directly to the children so please check bookbags daily.

Home Learning

Short activities of different kinds, simple games, learning spellings and number facts and of course reading ,provide a very important opportunity for young children to talk about what they are learning to an interested adult and to practise key skills in a supportive environment. Longer personalised learning projects are offered to children and there are Mrs Hill's challenges too! We operate a partnership reading programme, which is very dependant upon parents sharing books with their child on a regular basis. The ability to read unlocks so many opportunities for children and we look forward to your support in 'immersing' them in print. A workshop is held during the first few weeks of term when the system is explained followed by a numeracy workshop which provides parents with a bank of ideas to support this aspect of learning.

PLEASE ATTEND THE WORKSHOPS that will be offered during the time your child is at our school and your support does make a positive difference.

P.T.F.A

In addition to the help that parents give on an individual basis, we have an active Parent Teachers and Friends Association. Every parent is automatically a member of the P.T.F.A. and we are very grateful for the many ways in which they help the school. Each year a meeting is held and officers for the following year are chosen. The P.T.F.A. arrange social and educational meetings and also organise fund raising activities to buy equipment for the school. The children's learning is enhanced because of the equipment provided by the P.T.F.A. Information is available in the school office, the playground notice board and the school website.

Behaviour

Our behaviour policy is designed to support all pupils in an inclusive manner. We want to help children be happy, to think and work together, discover and achieve in a creative learning environment. Full details of our behaviour and discipline policy (including bullying) are available from the office and on the school website.

THE SCHOOL CURRICULUM

On entry to school pupils are in their Reception Year and enter our Early Years Unit where the curriculum fulfils the Government requirement to provide the following **Areas of Learning**:

- Personal, Social Emotional Development
- Communication, Language and Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
- Physical Development

All these **Areas of Learning** lead naturally into the National Curriculum and allows us time to put emphasis on the development of social skills, literacy and numeracy as children develop effective characteristics of learning through playing and exploring, Active Learning, Creating and thinking critically.

The Education Reform Act 1988 requires that every school provide a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The Governors of Hyde Park Infant School ensure that the school's curriculum meets the requirements of the Foundation Curriculum and the National Curriculum, whilst also meeting the needs of our children.

Copies of school policies and a number of documents produced by the DfES and Horizon MAT are available online on the school website.

The Key Stage One curriculum is delivered by following programmes of study in English, Mathematics, Science and Computing; the core subjects of the National Curriculum, along with Foundation subjects of History and Geography, Design and Technology, Music, Art & Physical Education. Religious Education and Sex Education are included in the curriculum. You are informed that you have the right to withdraw your child from Sex Education, Religious Education or Collective Worship. You are encouraged to discuss such requests with the Headteacher before making any final decisions.

Certain curriculum areas are integrated and delivered through a termly theme. Parents are sent an outline of the theme at the beginning of each term so that they can share in and support their child's interest and enthusiasm.

English

Early development of communication skills begins in the home. We join parents in a partnership to develop the child's literacy skills.

It is through the interaction of talking, reading and writing based upon rich and varied experiences that children gain competence in the English Language.

We give children a variety of opportunities for speaking and listening, encouraging them to become confident and fluent when expressing themselves and to be respectful, attentive listeners.

We offer a quality selection of prose, poetry and information books to teach children to read with understanding and acquire a love of reading.

The children are enabled to express their thoughts, ideas and impressions independently in the written form, developing their handwriting, spelling and phonic skills.

All children participate in a daily literacy programme and have further opportunities to develop and practise their skills.

Mathematics

We want children to know from personal experience that Mathematics will help them to solve problems they meet in everyday life e.g. cooking, shopping, model making, etc. Therefore, we aim to lead children to acquire skills and understand concepts through tasks which are meaningful and 'real' to them.

All the children participate in a daily programme to promote their numeracy skills which involves building their confidence and competence with numbers and measures.

Your child will progressively develop correct mathematical vocabulary, gain an understanding of the number system and build a repertoire of computational skills.

The emphasis at this key stage will be to develop each child's mental strategies and ability to talk about their ideas and findings.

Science

We aim to offer the children practical activities which relate to everyday life and that will arouse their curiosity, develop enquiring minds and encourage logical thinking. They will use a variety of domestic and environmental themes as starting points for learning scientific skills and concepts as described in the National Curriculum.

Opportunities will be given for the children to draw on their own experiences to explore, solve problems and to think through their findings.

Their scientific investigations will be shared with others by means of drawings, simple charts, models, actions and the written word.

Computing

Computing is concerned with storing, processing and presenting information by electronic means. The school is well equipped with computers and the children will use a range of software.

They will undertake tasks which involve organising and communicating both ideas and information.

Information Technology enhances and extends learning in all areas of the curriculum and pupils will be taught to exploit its potential.

Design and Technology

Design and Technology involves children in applying knowledge and understanding in the solving of practical problems.

The children will handle a wide range of materials e.g. paper, card, cloth, wood etc. which they will shape using cutting equipment such as scissors and tools. Equipment such as glue, tape, string and paper fasteners will be used for fixing and joining.

The school is well equipped with construction kits to stimulate imagination and develop creativity and fine motor control skills.

History and Geography

Our aim in the teaching of Geography is to encourage our children, through first hand experiences, to develop a curiosity about the world and its people, to identify with their local environment and have a sense of their place within the wider world.

In History we will help the children to develop a sense of time and a curiosity about places and people in the past. The children will handle a range of sources to help them to build up a picture of people in the past.

Art

Our main aim in Art is that the children should gain an enjoyment of their own work and that of other people. They will be given experience of a wide range of art equipment, shown ways of use and allowed time to investigate. Opportunities provided will include painting, drawing, print-making, collage and modelling.

Music

The aim of music education is to foster children's sensitivity, understanding and enjoyment of music through an active involvement in listening, composing and performing. Our children have an opportunity to play and use a variety of instruments both tuned and untuned and listen to music from different times and cultures. They are encouraged to talk in simple terms about the sounds and music they have listened to.

P.E.

Physical Education contributes to the overall education and well being of the children. Regular participation brings the development of the personal qualities of commitment, fairness and enthusiasm and can lead to a healthier life. It also plays a major role in establishing self-esteem, problem solving tactics and the development of inter-personal skills.

Our children will participate in athletic activities, dance, games, gymnastics and outdoor activities which will give them a growing awareness of their physical capabilities.

R.E.

Religious Education in school is non denominational and reflects the broadly Christian religious traditions of our country. It also develops an awareness and tolerance of other people's beliefs.

In accordance with the Plymouth Agreed Syllabus we aim to provide for the child's spiritual development, helping them to form their own beliefs and values whilst respecting whatever they bring into school from home. Religious Education in the school is given in accordance with a syllabus agreed by the Advisory Council and Syllabus Conference, which includes representatives of various denominations of the Christian Churches/Faith Groups in Devon as well as representatives of the L.E.A. and teaching profession. The staff and governors have produced a policy document on the teaching of Religious Education within the school and copies of this can be obtained from the school administrator. The school holds the Gold R.E. Quality Mark.

PSHE & C

Children will be given opportunity to develop confidence and responsibility and make the most of their abilities, prepare to play an active role as citizens and develop a healthy, safer lifestyle.

They will be encouraged to develop good relationships and respect the differences between people, regardless of their gender, religion, ethnicity, background, race or culture.

Collective Worship

There is a daily act of worship which is either class, year group or whole school (commonly known as assembly). The school has created a comprehensive programme of assemblies with themes such as friendship, caring for others and perseverance. Assemblies are inclusive and a programme for the year is available for parents to see or discuss with the Head Teacher. Parents are invited to their own child's assembly during the year and on any open days.

Special Educational Needs

The school has a policy for special educational needs, which recognises that children develop at their own pace and take time to adjust to the school environment. If however, through our assessment procedures, we identify a child who would benefit from an individual educational programme to maintain their equal access to the learning opportunities available in school, we work closely with parents and in some cases outside agencies to co-ordinate the appropriate support.

British Values

In June 2014, the Secretary of State for Education announced that schools would be required to actively promote British values from September 2014.

The DfE have recently reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values.

The government originally set out its definition of British values in their 2011 Prevent Strategy and the Prime Minister has reiterated these this year.

The British Values are defined as

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

In June 2014, the Prime Minister emphasised the important role that British values can play in education. Further, how well a school promotes such values is an aspect of Ofsted's inspection process.

Although since 2014 this is an aspect which is developing in its significance for schools, it is not something new at Hyde Park Infant and Junior Schools. British values are promoted in much of what we do, specifically during Collective Worship in school, Religious Education and Personal, Social and Health Education (PSHE) sessions and more discreetly across all other areas of the curriculum. These values are also integral to our vision and values.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The British values we promote are shared by many nations and represent the diversity of the faiths and cultures found in Britain today.

Complaints

Please see our school website for the process of raising a concern.

Educational Visits /Activities

We firmly believe that children are helped to learn effectively where they have access to a wide range of first hand experiences. Many of these experiences can be gained from the local and wider environment. These complement the themes being undertaken within the classroom and this enhances the children's understanding.

Where admission and travel costs are involved, we ask for a voluntary contribution from parents, which will reflect the amount per pupil required to meet the cost for the group involved. We make a contribution request in the autumn term to cover all visits/activities for the year. (currently £25.00.) We operate a debt recovery process.

Pastoral Care

We recognise that for many children starting school will be their first encounter of living within a much larger community. Individuals will need varying amounts of time to acquire the knowledge and skills needed to behave in an appropriate and acceptable manner.

We aim to build upon the foundations that you have laid and support the standards that you expect.

We believe that by fostering positive relationships with children, parents and other staff within a caring environment our pupils will develop a sense of self - worth, a thoughtful approach towards others and a growing awareness of choice over their own actions.

We see praise and reward as a major motivator but when sanctions are necessary they are applied fairly and consistently. Any particular concerns regarding a child's welfare or development would always involve early contact with the parent.

A complete copy of the school's policy on 'Pupil behaviour and discipline' is available on the school website.

Activities at Home

We provide you with a home / school liaison booklet in which to record reading, phonic, spelling and other activities that you support your child with at home. We encourage you to 'read' with your child every day and help your child develop key skills through regular games and activities.

We support you in this valuable work by providing a range of resources and suggestions for you to use at home. We all need to work together to help children appreciate the value of learning and the enjoyment it can bring.

Assessment

Pupils are continuously informally assessed for the progress and understanding that they are making in all areas of learning. These assessments are discussed with parents at the termly meetings. A written profile report giving a detailed account of the progress and social development of each school age child is sent to parents towards the end of the Summer Term.

All pupils in Year 1 undertake the National Phonic Check, which assesses their understanding of phonics.

Pupils in Year 2 who are at the end of the first Key Stage of their education will participate in the National Testing procedures. The result of these tests, which give a 'snapshot' assessment of certain areas of the curriculum, are sent to parents as part of the end of year report sent in the Summer Term. Children are assessed according to National Age Related Expectations.

Please see our website for Phonic scores for Year 1 2017 and SATs results for Year 2 2017

GENERAL INFORMATION

School Meals

Under the Universal Infant Free School Meals (UIFSM) initiative all children in the school will be offered a free meal every day, which they can choose daily from a range of options. All our meals are cooked onsite using CaterEd who use fresh, local, seasonal and organic ingredients which supports local growers and farmers. Menus are on display outside the office and can be viewed on the school website. It would be helpful if you discussed the choice of meals with your child to help them choose. All meals are cooked and served on the premises. Although all meals for infants are now provided free of charge further educational funding can be claimed for children whose parents are in receipt of income support/job seekers allowance or child tax credit. If this applies to you we ask that you complete an application form to allow us to make this claim on behalf of the school.

Packed Lunches

Packed Lunches may still be brought to school however we anticipate that Paul our chef, will be able to cater for the vast majority of medical/religious dietary requirements thus negating the need for you to purchase a packed lunch. Please contact him on 603510 to discuss any specific needs. If a packed lunch is provided we ask parents to observe the following guidelines:

Packed lunch must be in a suitable plastic container indelibly marked with the child's name and class.

Lunch should resemble a 'proper lunch' i.e. no sweets etc. Drinks need to be provided within the lunch box and must be a small carton or non-spill flask. No fizzy drinks, hot drinks, bottles or cans.

Drinks and Snacks

Our PTFA provide all new entrants with their first clear sip-style water bottle. Replacement caps can be purchased from the office at 50p each. Children are permitted and encouraged to bring a sip-style named clear water container to school. Only water is permissible with no colourings and flavourings. The school is part of the Government free fruit for schools scheme, a free piece of fruit is offered to each child daily. However, if you wish, you may send your own (fresh or dried fruit only) in a small named rigid plastic container.

Clothing

Parents of this school have been supportive of a school uniform which has been chosen to be comfortable, easily washed and that the children can cope with independently.

The school colours are grey and royal blue.

Children's Uniform

Grey skirt, pinafore, trousers

White polo shirt (school logo)

Blue sweatshirt, blue cardigan (school logo)

Blue and white striped dress (summer)

These items can be purchased from Myclothing via the school website – only uniform purchased from the link on our website qualifies for a donation to the school so we ask that you please use that link.

Footwear

It is most important that the children wear sensible shoes that they can fasten securely for themselves and that allow for complete safety when they are playing and running. Boots, open toed shoes, sling backs, flip flops and plimsolls are not suitable. Black, blue or brown shoes are the preferred colours.

P.E.

All children change into PE t-shirt and shorts for indoor P.E.

A pair of plimsolls, black, blue or white shorts and a school PE 't' shirt will be needed for outdoor work and all should be kept in a named PE bag. Long hair must be fastened back in PE lessons

Jewellery

Jewellery MUST not be worn in school, including ear-rings of any description as serious injury can occur when children are playing.

Children are discouraged from wearing excessively ornate / large headbands or hair accessories.

Children who choose to wear a sensible wristwatch to school will need to remove it for P.E. lessons and the school is unable to take responsibility for the breakage or loss of this item.

EVERY item of clothing or article brought to school must be clearly marked with the child's name. We would urge you all to purchase labels for either sewing or ironing in to your child's clothing.

Lost Property

Lost property is placed in a container in the Early Years cloakroom and parents are welcome to check this container whenever they wish. Lost property that is named is returned to the child and not usually placed in the container.

Attendance / Unauthorised Absences / Time Keeping

We hope that parents will ensure that their children will attend school on a regular basis and punctually, but in the case of illness etc. a note or a telephone message must be sent to school to explain the absence. Please try to make any medical appointments (Dentist, Doctor) before or after school.

Attendance at school is a priority. Please see the chart below outlining reasons why a child may take authorised absence from school and conversely, reasons why they may not.

Absence can be authorised	Absence will not be authorised
Genuine illness	For any type of shopping
Unavoidable medical/dental appointments	Looking after brothers, sisters or unwell parents
Days of religious observance	Minding the house
Exceptional circumstances, such as bereavement	Birthdays
Seeing a parent on leave from the armed forces	Resting after a late night
External examinations	Relatives visiting or visiting relatives
Traveller children going on the road, where the school has been informed before hand	Because holidays are cheaper
	More than one day for a family wedding

ABSENCE RETURN – figures available for the year Sept 17 – May 18 are:

Authorised absences 3.3%

This figure clearly reflects the amount of illness often caused by early childhood infections.

Unauthorised absences 0.3%

Most of these should fall into the above category but parents who unintentionally fail to explain their child's absence must be aware that it will result in an unauthorised absence mark. The new computerised attendance system will count as an unauthorised absence all pupils who arrive at school after 9.10am. As per government legislation authorised absences for anything other than illness can only be granted in exceptional circumstances.

Punctuality is very important. Please ensure that your child is in the playground ready for the bell 9.00 a.m. for Foundation Stage children and 8.55 a.m. for Years One and Two. The beginning of the school day is an important social and learning time for the whole class and it upsets the child and the equilibrium of the group if children arrive late. Children arriving after registration must report in at the school Office. The end of the day for Foundation Stage children is 3.15 p.m. and 3.25 p.m. for Years One and Two.

Children arriving after the register is closed are marked late, and as stated above unauthorised absences are registered for arrivals after 9.10 am. If this occurs regularly the Education Welfare Officer will retrieve data from the school, visit parents and for persistent absences, take parents to court. Under our safeguarding policy late arrivals and pupils leaving during the school day must be signed in/out by their parent/carer at the school reception

Health / Safety and Welfare

Medicines can be administered in school only if all 3 of the following conditions are met:

- It must be ABSOLUTELY ESSENTIAL that the child receives the medicines during the day.
- An official medical form is completed (obtainable from the school office).
- The medicine has been prescribed by a doctor.

Please remember that medicine should be taken to the School Administrator by an adult. If your child is unwell at school we will contact you or your nominated carer. Please ensure that you provide us with all your contacts and their telephone numbers and that these contacts are updated and always current.

Child Protection Policy

To protect pupils in our care and to comply with the recommendations of the DfE, we will refer any concerns about the well-being of our pupils to the support agencies including Social Services.

Accidents

If an accident occurs that requires contact to be made with parents the following procedure will be followed.

- Parents will be contacted. It is essential that you provide us with all your contact numbers so that, in an emergency, we can get in contact with you quickly.
- If the injury requires a hospital visit this will be undertaken by the parents. If this is not possible then a member of staff will undertake to cover until such time as the parent is available.
- If an accident occurs where we are unsure about the need for a hospital visit we will contact the parents and explain the situation.
- If a child has a minor accident at school, you will be informed of the nature of the accident on a 'red accident note'.

Insurance

Please note the following Horizon MAT policy on insurance:

The Academy is insured against its legal liability for any injury, loss or damage caused to pupils as a result of negligence on its part or that of its employees, servants or agents.

Pupils attending the Academy's schools are not insured for personal accident benefits while on educational premises or taking part in recognised activities outside the school. The Academy expects all employees, pupils and students to accept full responsibility for their personal possessions, including money, and to consider taking out insurance to cover any risks.

Parking / Stopping of Cars

For the safety of all children please do not park or stop to drop off your children at all in the vicinity of the Hermitage Road gate or in any of the service lanes to our neighbours properties. Please be aware that there is camera surveillance in the vicinity of the school.

We encourage all children and parents to walk to school whenever possible.

Hyde Park Schools' Vision

We are inclusive, confident and enterprising learners who are brave, curious, optimistic and kind. We are ready to embrace the future.

Inclusive

Valuing and respecting everyone for themselves and their contribution to the team by;

- ensuring that the curriculum and resources reflect and embrace diversity
- planning and promoting opportunities for pupils to experience the diversity of Modern Britain.

Confident

Encouraging all to be brave and embrace challenges through a range of opportunities by;

- building a secure environment to explore and experience uncertainty
 - developing self-awareness and learning how to manage feelings
 - promoting positive relationships by learning how to collaborate to manage conflict
 - valuing effort and perseverance in all learning
 - celebrating personal achievements
-

Enterprising

Promoting, supporting and encouraging enthusiasm and determination in our approach to learning by;

- creating opportunities for experimentation, investigation and thoughtful enquiry
- encouraging an open-minded, creative approach to solving problems
- having flexible adaptable thinking to make connections in learning and seeing unlimited opportunities for the future

The purpose of this booklet is to give parents some information about Hyde Park Infant School. Although the information is correct at the time of issue, it should not be assumed that there will be no variations during the school year or subsequently. Nor should this document be regarded as constituting any contractual relationship as conditions may vary as circumstances change.