



**Sand Hutton Church of England Primary School
Sand Hutton
York
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Headteacher: Mrs. Beverley Pawson

WELCOME TO SAND HUTTON SCHOOL

At Sand Hutton Staff and governors aim to provide a stimulating and challenging environment in which every child is able to achieve their full potential.

We see the successful education of every child as being very much a partnership between home and school. Please remember that you are very welcome to talk to us at any time, particularly if you have any concerns. Good communication between us starts here. Throughout your child's education here at Sand Hutton School we will keep you up to date and informed of their progress and development.

If you are considering sending your child to our school, you are very welcome to look round. Please telephone to make an appointment. In the meantime, do not hesitate to contact us if you have any questions.

Best wishes

Beverley Pawson

Headteacher

Sand Hutton Church of England (V.C.) Primary School

Prospectus

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Mission Statement

“The school aims to serve its community by providing an education of the highest quality within the context of Christian belief. It seeks to develop the full potential of all pupils and adults in a caring environment, which values all its members”.

Rationale

We believe that people are our most valuable resource. Everyone is entitled to an education of the highest possible standard which:

- promotes life-long learning
- enhances the quality of life
- encourages good citizenship.

Caring adults ensure that the welfare of children is given the highest priority.



Our School

Ofsted Report July 2010

A striking feature is how articulate and confident pupils are. Pupils enjoy school a great deal.

Inspection of Anglican School Report

Sand Hutton is a school where everyone is welcomed and encouraged to reach their full potential. This school is making a real difference in the lives of the pupils and families it serves.

Sand Hutton provides an excellent learning environment where pupils are listened to and valued and are proud to belong.

Our school is in the centre of Sand Hutton, a picturesque village 8 miles north east of York. All the staff work hard as a team to create a positive, caring and welcoming atmosphere where the children feel secure yet are challenged to achieve their best. The emphasis is very much on helping individual children to achieve their full potential.

The attractive Victorian buildings have been well adapted to cater for the full primary age range. The school has a hall, 3 classrooms all of which have interactive whiteboards, and a new library. We have three full time classes and currently have 75 children on role.

The school is fortunate in having attractive and spacious grounds, which include a sports field. We recently were awarded a National Lottery Grant to build an outdoor classroom to allow us to make full use of our exciting environment.

We are a "Voluntary Controlled" School, which means that the Church of England maintains an active interest in the school whilst giving overall control to the Local Authority.

What our children say about their school

"This school is very friendly. People will make friends with you straight away". **Year 4 child**

"At our school we always welcome new children and show them around. If they are nervous or embarrassed they are soon fine because it's a lovely school." **Year 5 child**

"Everybody here is very pleasant and has good manners. We learn interesting subjects and we go on school trips to places like the Royal Armouries and Dalby Forest". **Year 6 child**

"Sand Hutton School is small but don't judge it by the size of the building. When you come to the school you will get a warm welcome. You are bound to find a friend because everybody here is friendly". **Year 6 child**

Sand Hutton and Warthill Primary Schools Confederation

In January 2005 Sand Hutton and Warthill Primary Schools joined together to form a confederation which has now developed into a federation from April 2013. The two schools have the same Headteacher, Mrs. Janet Wardell who divides her time equally between them. Both schools continue as two separate schools with one Governing Body and shared budget, enjoy working together in a number of different ways.

The staff work together to develop stimulating learning opportunities for the children and plan at least a day every term when the children from both schools are taught together.

The schools share a Modern Foreign Language teacher who teaches French to all the classes in the two schools, also a PE/Games Coach works across both schools. The children join together for a wide range of afterschool activities which have included football, drama, hockey, gymnastics, dance, athletics, chess and multisports.

In small village schools the Headteacher usually has a large class teaching commitment in addition to their vital leadership and management duties. The confederation agreement means that both schools now have a Headteacher who is able to focus solely on the leadership and management. After more than two years of the confederation both schools have found that the arrangement has led to improvements for children and staff alike.

Our confederation was only the second to be set up in North Yorkshire but now several other groups of schools are working together in this way. We view the arrangement as a positive opportunity for our schools and look forward to working even more closely together in the future.



This photograph shows children from both schools taking part in a musical jamboree at Castle Howard

STATEMENT OF AIMS AND VALUES

As a Church of England school in partnership with parents and guardians we aim to provide:

- A community based on Christian values which respects the views of others
- A happy, warm and welcoming environment where learning is fun and everyone can feel safe and secure
- A caring and sharing culture where everyone is valued and there are equal opportunities for all
- A stimulating, spiritual, positive and productive learning environment through children, staff and parents working together

In our school we aim to promote feelings of self-esteem and self-respect, in order to develop positive, confident and responsible attitudes towards

- Each other
- Learning
- Good behavior
- Our school environment

In our school we aim to promote our values in all we do. We value

- Each other
- High standards in all we do in school
- Successful partnership with parents
- Links with our local community
- Our resources and the environment

In our school we aim to educate the whole child, enabling each one to develop, physically, intellectually, spiritually, emotionally, morally, culturally and socially to their full potential.

We aim to enable each child to develop:

- A sense of self-motivation, the ability to work both independently and co-operatively,
- Confidence to make informed choices, which lay the foundations for their future life.
- Recognize and value a sense of right and wrong.

We guide each child towards independence in these areas by providing rich learning opportunities, high expectations and challenge.

Members of Staff

Teaching staff

Mrs. Beverley Pawson	Head Teacher
Mrs. H Wilson/Mrs Sue Scott	Class 1
Mrs. Catherine Naylor	Class
Miss Lucy Heffernan	Class 3

2

School Administrator

Mrs. Denise Edmondson

Administration Assistant

Mrs Debra Thornton

Advanced Teaching Assistants

Mrs. Rachel Jagger

General Teaching Assistants

Paula Carroll

Jayne Drysdale

Heather Drummond

Mid-day Supervisors

Mrs Paula Carroll

Mrs Heather Drummond

Ms Jayne Drysdale

Mrs Caroline Hornsby

Maintenance Technician.

Mr. Steve Edmondson

Staff employed by other contractors, working on behalf of the school:

Cleaner /Caretaker

Ms Jayne Drysdale

Cook

Ms Heidi Hall

Catering Assistants

Mrs Amy Smythe

Voluntary Helpers

Mrs R Harrison

Mrs. B Capstick

Mrs C Hornsby

Cookery Club

Cookery Club

Parent Helper



Members of the Governing Body

Parent Governor Ms Rebeka Desport (Chair)
 Mrs Becky Capstick

Foundation Governors Rev Chris Wingfield
 Rev Nick Bird

LA Governor Ms Ann Spetch (Vice Chair)

Headteacher Mrs. Beverley Pawson

Staff: Mrs Catherine Naylor

Co-opted Governor Mr Peter Stott

Co-opted Governor Mrs Catherine Hind

Co-opted Governor Mrs Rachael Harrison

Co-opted Governor Mrs Trish Sharma

Co-opted Governor Mr Dominic Squires

NYCC Clerk to Governors Ms Jacky Brown

Associate Governor Mr Hugh Fenwick

The Governing Body plays a key role in helping our school to provide the best possible education for all our pupils. It has a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement. Governors meet every term and parents are informed of the dates of these meetings. Governors also attend school functions such as the Harvest Festival, Christmas Concerts and Summer Fetes. They take part in Governor Training Programmes as appropriate. The Governors welcome input from parents and may consult them both formally and informally.



School Hours

The school day begins at 8.55 a.m. and ends at 3.20 p.m. We ask that all children arrive between 8.45 a.m. and 8.55 a.m. so that the attendance and dinner registers can be completed promptly.

Class 1

Morning session

8.55 a.m. -10.30
10.45-12.00 noon

Afternoon Session

1.00 p.m. – 2.00pm
2.15-3.20 p.m.

Classes 2 and 3

Morning session

8.55 a.m. -10.30
10.45-12.10

Afternoon Session

1.00 p.m. – 2.00pm
2.15-3.20 p.m.

School Organisation

Foundation Stage

Reception Year ages 4 to 5

Key Stage 1

Year 1 Age 5 to 6
Year 2 Ages 6 to 7

Key Stage 2

Year 3 Ages 7 to 8
Year 4 Ages 8 to 9
Year 5 Ages 9 to 10
Year 6 Ages 10 to 11

The school is divided into 3 classes

Class 1 Reception, Year 1

Class 2 Years 2, 3, and 4

Class 3 Years 4, 5 and 6

Admissions

The Local Authority has responsibility for admitting children to individual schools. They ask parents to express a preference for the schools in which they wish their children to be educated. Wherever possible those preferences are met, unless to do so “would prejudice the provision of efficient education or the efficient use of resources” (Education Act 1996).

Places will normally be provided for all those children who live in the catchment area of the school, which serves that area. Our catchment area includes Sand Hutton, Claxton, Gate Helmsley, Upper Helmsley, Bossall, Buttercrambe, Flaxton, Harton and parts of the A64.

If parents prefer a school that is not the normal school for the area in which they live, their preferences are considered after those from the normal area. Parents needing more details of these arrangements, including the right to appeal, should contact Scarborough Area Education Office, telephone number 01723 361376.

Starting School

“Caring adults ensure that the welfare of children is given the highest priority. In this safe, secure environment, children of different backgrounds play and learn together happily.” Ofsted 2010 Early Years Foundation Stage.

The standard number for admissions to the reception group is 11. Where this number is exceeded the priorities for admission are in accordance with North Yorkshire’s Admissions criteria.

1. Those children in the catchment area of the school.
2. Pupils considered by the Authority to have exceptional social or medical needs.
3. Pupils having brothers or sisters at the school at the beginning of the year in question.
4. Pupils with the nearest available walking route to school.

Children will be eligible for admittance to Sand Hutton School during the Autumn Term where their 5th Birthday falls between September 1st and the following 31st August of that school year.

Children start school in September, attendance is for mornings only for two weeks and then full time.

We want to ensure that each child makes the best possible start to their time in school. To this end we are happy to discuss flexible arrangements. If children feel comfortable, confident and secure at school, they are much more likely to become effective, increasingly independent learners.

Prior to a child starting school for the first time in September, parents are invited to a Welcome Meeting in the Summer Term, when questions related to the Reception Year can be addressed. Arrangements are made for the children to visit school for two half days during the Summer Term. Depending on pupil numbers, entry to Class 1 may be

phased over the first two days of the Autumn Term (September). This enables the children to have more individual attention on their first day at school and so feel more secure.

There may be circumstances where parents elect a later starting date. This is negotiable, as parents retain the right for their child to begin compulsory education in the term after their child's 5th birthday.



Pastoral Care

“The pastoral care is wonderful. The rich curriculum is impressive for such a small school”. A parents’ comment.

Our aim is to work with parents and children to create and maintain a caring and secure environment, in which the children are confident that concerns will be addressed quickly and appropriately. If a problem or concern persists, it is vital that we all work in partnership to resolve it, in the interests of the children.

If you are concerned that your child may be unhappy at school, please let us know as soon as possible, so that the matter can be addressed and resolved quickly. Please also inform us of any upset or concern, which is home related, for example the illness of a close relative, or the loss of a pet. With parental agreement, we would want to offer as much support as we can through school.

Class teachers are usually the first to be involved with children and parents in dealing with a concern, and they keep the Head Teacher informed as necessary. Occasionally, parents may wish to come directly to the Headteacher, particularly with regard to matters of a confidential or sensitive nature, or a serious incident.

“Children from Sand Hutton and Warthill enjoying lunch together”



School Curriculum

Our school aims to create a happy, secure environment in which all children are helped to thrive and encouraged to achieve their academic and social potential.

In providing a curriculum for your child we are guided by the requirements of the Foundation Stage Curriculum and the National Curriculum. The curriculum offered is 'broad and balanced' in order to develop a wide range of skills, knowledge and understanding; and a love of learning.

Core Subjects:

English
Mathematics
Science
PSHCE
ICT

Foundation Subjects:

Art,
Design & Technology,
Geography,
History,
Music,
Physical Education,
Religious Education

French is also taught throughout the school.

The theme of Personal, Social and Health Education and Citizenship runs through all areas of the curriculum. School policies relating to each subject are available on request.

Assessment

During the Reception Year children's learning is assessed using the Foundation Stage Profile. Parents are given information about their child's progress each term.

At the end of KS1 all Year 2 children are assessed through Teacher Assessment in English, Mathematics and Science. At the end of KS2 all Year 6 children are assessed through both Teacher Assessment and Standard Tests of Attainment in English, Mathematics and Science. Children's individual results are communicated to their parents.

Children's progress throughout the year is reported to parents by means of a written report in July, and also at Parent/Teacher discussions, which take place in the autumn and Spring Terms, with another optional meeting in the Summer Term.

The Curriculum Subjects

We plan our work through the Foundation Stage Areas of Learning in order to make meaningful cross-curricular links. Many areas of the curriculum are taught through a topic approach so that, where appropriate, learning can be put into a meaningful context and links made between subjects e.g. a topic on The Fire of London will include reading extracts from Samuel Pepy's diary, (history), painting pictures of the fire (art), imagining what it was like to be there (drama) and writing a newspaper account of the fire, (English).

English

“The value of English in the curriculum? What can I say? Without English nothing. Without good English nothing very well”.

Anne Fine, Author

Our English programme is designed to provide children with the skills, confidence and understanding needed to become successful learners. We want them to enjoy reading and writing in an increasing range of styles; and develop their skills in speaking and listening so that they are able to express themselves well, listen to others, respect their contributions and respond positively.

A systematic approach to the teaching of reading and writing is set against a background of stimulating stories, ideas, books, poems, plays and a range of first hand experiences. All are used to promote our aim that children are not only able to read and write, but find pleasure in doing so.

Parents are asked to give some time each day to listen to their child read and to write a comment in their reading record book. This shared home/school approach gives the children valuable encouragement and their progress is much improved.



Mathematics

We aim to provide a mathematics curriculum that is accessible and meaningful to all children, giving them the skills and knowledge they will need for future learning and living. We want the children to develop the understanding and attitudes, which can be used to solve problems and to deal successfully with the mathematical demands of modern society.

Maths is presented as a challenging and rewarding subject where skills and knowledge learnt are applied in problem solving activities. The maths skills that we aim to develop are:

- Secure formation of concepts and the development of an understanding of basic skills.
- Instant recall of number bonds and multiplication and division facts.
- Understanding of the language of maths
- Understanding of measurement, shape and pattern.
- A positive attitude to problem solving.
- The ability to work independently and cooperatively
- A willingness to discuss and explain workings and answers.

Science

Teaching in science is based as much as possible on first hand experience. Children are encouraged to observe carefully and develop the ability to ask and answer questions in a systematic way through careful thought. They are encouraged to offer explanations and taught to test ideas and draw conclusions. They learn a range of methods of recording findings such as the use of diagrams and tables and are taught to use basic scientific vocabulary.

History

The study of history helps children understand how the past has influenced today's society, how they fit into that as an individual and as a member of a community.

Children will be given the opportunity to find out about past times in a meaningful and enjoyable way in order to develop some understanding of the lives of others and factors which affected them. They will be introduced to the central concept of chronology and the value of using and reflecting upon a wide range of source material.

Geography

Through studying Geography children develop knowledge and understanding of places and environments throughout the world, an understanding of maps, a range of problem solving skills and an understanding of cultural diversity.

Teaching will focus on both our own environment and some aspects of the wider world. Children will learn something of the weather and its effects, find out about major physical features and some aspects of man's effect on the environment. They will follow an ongoing programme of developing skills in reading and making maps.

Design and Technology

In this subject we prepare children to participate in the technology of tomorrow. They learn to think creatively. They solve problems by developing a range of ideas, making products that they will evaluate. They learn to become, discriminating, informed and innovative.

Art and Craft

Children are provided with opportunities to stimulate their creativity and imagination. They develop their skills through a variety of techniques including painting, drawing, textiles pottery and 3D. The children explore a variety of materials and processes in order to represent their ideas and feeling. They will explore ideas and meanings in the work of artists from a variety off cultures.

Music

Music is approached in a variety of ways developing an awareness of pitch, rhythm, and some ability to read music. Children are given experiences with both tuned and untuned instruments and the singing of a range of songs. They are also encouraged to write down their music in an informal way.

Pupils may learn to play the recorder in groups if they wish. Lessons, for which parents pay a fee), are available in playing guitar, woodwind and brass instruments.

Religious Education

“Some pupils identify Religious Education as one of the best things in school. They find it interesting and enjoy using ICT to research other faiths. The Religious Education co-ordinator also leads by example and has very successfully developed cross curricular links.” SIAS Inspection

Religious Education follows the Agreed Syllabus and is non-denominational. It is our aim to promote understanding and respect for the cultures and religious beliefs of our multi-racial society. Themes are chosen to give opportunity for the children to:

- Develop knowledge and awareness of themselves and their place in society and of their relationship with others.
- Develop an understanding of Christianity and its relevance to their own lives.
- Develop an awareness and respect for other religions.
- Develop a sense of awe and wonder at the mystery of the natural world.
- Develop their capacity to respond sensitively to human creative gifts and talents.



Information and Communication Technology

ICT prepares children to participate in a rapidly changing world. They use ICT to find, explore, analyse exchange and present information responsibly and creatively. The school is very well equipped with a range of equipment that forms an integral part of the learning environment.



French

“A good feature is the lively French lessons throughout the school which develop pupils’ speaking and listening skills well and also their confidence.” Ofsted report

The school is a member of the Ryedale Language Network and all the children learn French. The school employs a modern foreign language specialist teacher Miss Elaine Liston who teaches all three classes every week.

Physical Education/Sporting Activities

The school is a member of the Jorvik Sports partnership and our children have the opportunity to take part in a wide range of sporting activities both during and after school hours.

Our school hall, with its wide range of PE apparatus, is used for indoor work in this area of the curriculum.

Small equipment is used for development of individual skills and simple team games. Gymnastics, Dance and Movement are used to provide an enjoyable way of improving co-ordination and another vehicle for self-expression.

As children get older, there are opportunities to play organised games. Netball, Rounders, Football, Tag Rugby and Cricket are taught to the older children. Children are taken swimming during their time in Key Stage 2.

Sports Day is run on the “Sports Activity” theme, which enables all children to feel successful. We also include traditional races so that the children have the opportunity to compete in a more formal way.

For safety, following L.E.A. advice, ear studs must be removed or taped-over by the children, prior to taking part in physical activity.
(Please also see the section on School Dress Code).



Special Educational Needs

“Pupils with learning difficulties and/or disabilities make good progress due to the very close attention to their needs.” Ofsted report July 2010

From time to time children may experience some difficulty with a particular aspect of the curriculum and we put support in place to give an extra focus on their needs.

A child is regarded as having a “special educational need” where they need provision that is additional to or different from their peer group.

Where necessary we will seek assistance from the Pupil Support Service. We always discuss such matters with parents and seek parental permission.

Mrs Naylor is currently the SENCO, (Special Educational Needs Co-ordinator), whilst a member of the Governing Body offers further support to staff and parents should it be required.

Collective Worship

“The impact of collective worship on the school community is outstanding” SIAS Inspection Report November 2010

Collective Worship follows the teaching of the Church of England, as appropriate bearing in mind the age, aptitude and ability of the pupils. A broad approach is taken, in keeping with the inclusive character of the Anglican tradition. All members of staff are involved and local clergy visit on a regular basis.

Parents have the right to withdraw their children from R.E. or Collective Worship but we feel that pupils so excluded would miss an important part of the corporate life of the school. If any parents wish to exercise their right they are asked to discuss the matter with the Headteacher before taking further action.

School Services are held in St Mary’s Church, Sand Hutton e.g. at Christmas, Easter and at the beginning and end of the school year.

PSHCE (Personal, social, health and citizenship education)

The governors consider that appropriate sex education is an important part of preparing children for adult life and that it should be part of the curriculum. We view parents as the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibility that sexual maturity brings. The teaching in school is complementary to and supportive of the parental role and it is handled with care and sensitivity.

Parents have the right to withdraw their child from these classes but the governors hope that parents will agree that sex education is an important part of the curriculum.

The school nurse gives separate talks to the girls and boys in Years 5 and 6, about the changes that occur at the onset of puberty. She holds a meeting for parents to explain the content of the talks and parents are then asked if they consent to their child attending.

Homework

At Sand Hutton Church of England Primary School we believe that education is for life and that children learn best when parents, children and teachers work in partnership. Learning experiences should be fun and be undertaken willingly and with enthusiasm by the children. With this aim in mind the teachers will set homework that is of value in consolidating work carried out in the classroom and which is tailored to meet the needs of individual children.



Residential Visit

We believe it is important for upper KS2 children to experience a residential educational visit before they move on to secondary school. Staff take the Year 5 and Year 6 children on such a visit every two years.

The visit is usually to the Robinwood Centre at Alston in Cumbria and the children took part in, adventurous and team building exercises, for example canoeing, climbing and archery.

Parents are asked to pay the full cost of the visit, but where this may cause hardship parents are invited to discuss this confidentially with the Head Teacher, as it has been possible to obtain some financial support in the past from a local Children's Trust. Some low-income families are entitled by law to have some of the costs waived, if the visit is held mainly 'in school time'. Again, please discuss this confidentially with the Head Teacher.



Medicines and Illness

We do not accept responsibility for the routine administration of medication. For most short-term treatments, doctors can usually prescribe medication, which does not require a dose to be given during school hours.

In some special cases, for a longer-term medical condition, which is being monitored, we may agree to do administer medication, following discussion with a child's parents. In every instance, medicine cannot be administered without written authorisation, and all medication should be named and dated. Any medication would be held in the School Office, where it can be stored securely.

Some children may need regular medication for the control of, e.g. asthma or epilepsy and may have allergies e.g. to peanuts or gluten based products. Please ensure the school knows of such needs and has all the appropriate medical details.

Transport

The Local Education Authority will provide free transport for children living within the catchment area, where the road journey is more than two miles. This applies to all children from the term in which they are five years old. In all North Yorkshire schools, children who are not yet five and who are attending school early, may travel free on existing transport if they live more than 2 miles from school, providing there is space available on the vehicle.

Any parent who feels that their child qualifies for free transport should obtain an application form from school, which should then be submitted to The Transport Officer at the Harrogate Area Office. In some cases, transport may be provided at a concessionary rate for children who live outside the normal catchment area, but this is conditional on a seat being available on an existing route.

If you bring your child to school by car, please do not park in the yellow zigzag zone outside the front of the school. This needs to be kept traffic-free for the safety of children and parents. It is always extremely busy at the beginning and end of the school day and we ask parents to be very aware of the traffic hazard and keep their children under close supervision.

School Meals

The school has a well-equipped kitchen where school meals are cooked. Parents are welcome to try one of the meals, by prior arrangement. Menus are sent to parents at the start of each term. Vegetarian alternatives are available upon request.

We ask parents who provide a packed lunch for their children to support the school's work on Healthy Eating by discussing 'healthy' options with their children. Please include a 'still' drink (in a plastic bottle or cardboard carton) with a packed lunch, as fizzy drinks tend to be very high in sugar content.

From September 2004, North Yorkshire County Caterers have provided our school meals. They have a commitment to providing high-quality, nutritious meals using local produce whenever possible.

Meals are required to be paid for weekly, in advance, and you are asked to ensure that payment is sent on the first day of the school week. Payment for a half term is also acceptable. Details of the current cost of a school meal are available from the school office. Cheques payable to "Sand Hutton Cof E Primary School" are acceptable. Any payments not used, i.e. due to illness etc. are credited to the following week. Some parents may find that their children qualify for free school meals. If so, please do contact the School Administrator Mrs. Edmondson for further details. This will be entirely confidential.

One week's written notice is required if any child wishes to change from school meals to packed lunch and vice versa. This allows the caterer's time to adjust their stock order.

Water

Chilled, filtered water is freely available from machines sited in the classrooms, and each child is supplied with a plastic, non-spill bottle, which they can top-up at playtime or lunchtime. Replacements are available at a cost of 50p.

Snacks

The school participates in the national school fruit and vegetable scheme, which provides fresh fruit and vegetables for the children in class 1 every day. We encourage healthy eating so children can bring snacks of fruit or cheese rather than sweets or crisps.



Milk

We are part of the NMRU school milk scheme, which provides milk daily for all children under the age of five. Parents of children over the age of five may purchase milk at a subsidised price. Further details are available from the school office. Parents are asked to pay for this every term in advance.

Charging and Remissions Policy

Educational visits to museums take place as part of the planned curriculum programme. These obviously require funding and the PTA makes a strong contribution to help in this vital aspect of learning.

Current regulations relating to charging for school activities make it clear that parents no longer need to pay for the cost of a school activity if it takes place wholly or mainly in normal school hours. While the School Governors recognise the right of any parent not to contribute, we do invite voluntary contributions for some activities. The regulations entitle the school to cancel any visits due to lack of funds. Where contributions are requested the sum is based on the total cost divided equally between all those participating.

Attendance

It is very important that all children attend school regularly and arrive on time for school, as this sets the tone for the day. Children who arrive even a few minutes late can find it very difficult to settle, if a lesson has already started. If school has concerns about a child's attendance, e.g. regular lateness or absence, including suspected truancy, we will contact their parents to discuss the matter.

Absence from School

If your child is absent for any reason, please inform the school verbally or in writing as soon as possible **on the first morning of absence**. If you have not contacted the school by 9.15a.m. A member of staff will contact you to find out why your child is absent from school. Early notification of any potentially contagious illness (e.g. Chickenpox, German Measles) is essential. Please ensure that your child only returns to school when he or she is fully recovered.

The Head Teacher is the only person who has the authority to give permission for an authorised absence.

Please avoid taking family holidays in term-time, as it does take away a significant amount of learning time. In particular, please avoid booking a holiday at the beginning of a new school year; and the period from Easter to the end of May, when our annual tests and the national tests take place.

Unauthorised absence is the term used for any absence (including lateness), which is not acceptable in law. Please contact the Head Teacher if you wish to discuss a planned absence.

Our school's absence figures for 2010 - 2011 are:

Authorised Absence	2.43%
Un-authorised Absence	0.08%

For current year term dates please see separate information sheet.

Behaviour

"Sand Hutton is truly inclusive, shining as a light in the area it serves, thus modeling and contributing greatly to community cohesion." SIAS report November 2010

A programme of “Circle Time” is used to provide the opportunity for children to talk about what “good behaviour” is and the behaviour, which might cause problems. This is a very effective way of fostering children’s self esteem whilst enabling us to develop ways of ensuring school is a happy and secure place to be. The children are involved in reviewing and agreeing our ‘school golden rules’.

Parents and School

The active support of parents is welcomed and encouraged. The school benefits from the active support of parents in a number of ways. All staff welcome parents into the school as helpers and sharers of expertise.

P.T.A.

We have an active Parent Teacher Association, which is a member of the National Confederation of PTA’s and helps to organise events for both fundraising and social purposes. Meetings to organise programmes of events are usually held regularly throughout the school year. A huge amount of money is raised annually by the PTA, making an immense difference to our school.



School Uniform

The school has a school uniform, comprising a polo shirt/shirt, dress/ dark trousers, and a navy blue sweatshirt or cardigan with the school logo.

Footwear should be comfortable, sensible and low-heeled, as children will be wearing this footwear for playtimes as well as in class.

New items of school dress are occasionally added to the stock we can supply (on a not-for-profit basis), and the intention is to provide good quality clothing at reasonable prices, as well as presenting a visual message about the school's identity.

We like to see the children tidily and comfortably dressed, with the emphasis being on practical clothing. We ask that all items of clothing are labelled clearly with your child's name.

Your child will need a kit for P.E. comprising 'athletics' shorts (please avoid baggy, fashion shorts), a plain T-shirt, plimsolls and socks. A sweatshirt and jogging trousers will be necessary for outdoor P.E. activities, particularly in winter. Children may wear trainers for outdoor P.E.

Quite often, children will work barefoot in the Hall for e.g. Gymnastics lessons, as this helps to develop an appreciation of form and style.

Please ensure that your child's PE kit is at school every day. We expect older children to become entirely responsible for remembering to bring their kit to school.

Items of school uniform and P.E. kit can be purchased through www.school-shop.co.uk (details are on our website).

Jewellery, other than small stud earrings, is not permitted. The school cannot accept responsibility for lost or damaged studs. All earrings must be removed for P.E.

Make-up, in any form, is not appropriate for school wear. (This includes coloured lip-salves).

We ask that watches with alarms and inbuilt games are left at home. However, children may wear a watch on the understanding that it must not be a distraction to their learning; and that the school will not accept any responsibility for loss or damage.

Publication of Results

Primary schools must publish the results of End of Key Stage Two tests, ("STAs" for 11 year olds). This applies only to year groups where there are 10 or more children. (See appendix (ii)).

The reason for this is that where a school has a small year group publication might unfairly identify pupils who have "special educational need" in a particular subject.

Targets for Key Stage 2 STAs are published each year. The targets we have set for the end of this year's Key Stage 2 are shown below:

English	80%	at level 4 or above
Mathematics	80%	at level 4 or above

Children are expected to attain level 4 at the age of eleven unless they have specific learning difficulties, which prevent them from doing so. Level 5 represents attainment above the level expected for their age.

Complaints Procedure for Curriculum and Related Matters and Religious Education

It is the view of the Governors that disagreement, misunderstandings and complaints are best dealt with amicably and locally, by informal discussion between the complainant and the Headteacher or Staff. This constitutes stage 1 of the complaints procedure.

If stage 1 fails to resolve the issue, the Headteacher will supply the complainant with information necessary to instigate a Formal Complaint to the Governing Body. This must be in writing, and contain specific information.

If stage 2 fails to resolve the issue, or if the issue relates directly to the Local Education Authority, a complainant may lodge a Formal Complaint to the Local Education Authority. Again, advice and information is available from the Headteacher.

A document, "Complaints Procedure (Curriculum and Religious Worship)" is available in school and may be viewed on request.

We value close relationships with all our parents for the benefit of children in our care. If there are any questions or further enquiries please do not hesitate to contact us.

In accordance with NYCC Child Protection Policy which the school has adopted we are required to bring the following statement to the attention of all our parents:

Sand Hutton School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools including Sand Hutton, follow the North Yorkshire safeguarding Children Board procedures. The school will, in most circumstances, endeavor to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with parents. The school's child protection policy is available on request.