

**WELCOME TO LYNCH HILL SCHOOL**



# **GENERAL INFORMATION HANDBOOK**

**2021-2022**



## Welcome to Lynch Hill School

### *We Aim High, Work Hard, Care Deeply*

We believe in developing individuals as active, lifelong learners and to this end offer an exciting, challenging and caring environment within which children flourish both socially and academically. We set high standards and help children achieve them by giving them the very best of educational opportunities. At Lynch Hill, we believe that the school experience is not just about what we do between regular school hours; we are committed to children acquiring the skills to go into the wider world – to widening their horizons and to showing them that they can be whatever they want to be, and that no limits should ever be put on what can be achieved. We want children to aspire and succeed. Extended learning at Lynch Hill has a very high profile and all of our staff support the vision that school is not simply about performance in core subjects but about helping to provide children with the opportunities to shine in other areas, build self-esteem and confidence and become well-rounded individuals. By offering so many extended learning opportunities, our children get the chance to succeed in different areas; they can then take this success and use it to help overcome barriers in any areas of learning that they perhaps find more challenging.

Each and every year, we all have our own mountains to climb but support is always given along the way: we think the support at our school is exceptional. With the COVID global pandemic, the last two academic years have been unlike any we have ever experienced before but we are committed to doing all in our power to ensure that the school year ahead can be as successful as possible. We appreciate that our children did not experience the full academic year during 2019/20 nor 2020/21; our key role as educators will continue to be to fully support our learners to re-engage with school and with the process of learning.

All pupils and staff are on a journey together - we are learning together - and our pupils know this. It is the relationships at Lynch Hill that make it so special. This school places a very strong focus on SMSC, mental well-being, teamwork and mutual respect. We strive to make Lynch Hill the school where childhood is valued and celebrated and the one that offers a strong platform to enable our learners to go on and achieve great things.

We want your child to succeed and we believe that children give of their best if they want to come to school and if they are fully supported by their families. For this reason, we work in partnership with the families of our children to ensure that each individual receives the best education we can offer. The members of staff are here to help you and your child benefit from the educational opportunities available at this school.

In order to shape tomorrow's leaders and our future global citizens, our pupils must be helped to develop a strong moral code. This school encourages children to take responsibility for their work and for their attitude towards others. We teach them to respect the school, other people and their property, and that they must be responsible for their actions.

We expect parents to support our approach and work with us to establish an orderly and secure school environment where children are encouraged to give of their best. We very much appreciate parents' support and encourage parents and children alike to take a full and active role in supporting the school.

Thank you for choosing Lynch Hill School for your child. We look forward to a long and happy association with you.

Lindsey Tomlinson  
Headteacher

THE KEY STAGE HANDBOOKS GIVE MORE DETAILED, DAY-TO-DAY INFORMATION APPROPRIATE TO THE AGE GROUP, INCLUDING THE CURRICULUM.



## *We Aim High, Work Hard, Care Deeply*

At LHSPA, we aim to develop children:

- As motivated individuals who strive for high academic achievement
- As responsible and caring members of the community
- As independent, life-long learners
- Who have high self-esteem, respecting themselves, others and the world around them.

We believe that each child will succeed at Lynch Hill because of the value we place upon:

### ☆ **Adaptability**

It's now more important than ever to be flexible and agile, with plenty of resourcefulness and creativity to respond effectively to challenges and grab new opportunities. Change is always with us and our ability to adapt is vital.

### ☆ **Communication**

Effective communication is an important life skill that enables us to better understand and connect with the people around us. In school and in life, it allows us to build respect and trust, resolve differences and foster environments where problem solving and creative ideas can thrive.

### ☆ **Co-operation**

Cooperation is a key skill for, once developed, it allows pupils to work together to achieve a common goal or derive mutual benefits.

### ☆ **Enquiry**

Enquiry is the process of discovery that is driven not by answers, but by dwelling in the deep questions that arise in our lives. It is an open, rather than closed, form of learning and one we celebrate and actively promote at Lynch Hill.

### ☆ **Morality**

We recognise that good behaviours help in instilling respect and enhancing relationships with others. Knowing what is right or wrong is an important element in life that shapes the character of an individual. We want all of our pupils to have a strong understanding of morality.

### ☆ **Resilience**

We recognise that resilience is the ability to cope with and rise to the inevitable challenges, problems and set-backs that we meet in the course of life, and come back stronger from them

### ☆ **Respect**

Respect shows that we value others as individuals, and that we honour the personal rights and dignity of our fellow students as human beings. Our strapline 'Learning Together' means we are inclusive of everyone. We recognise that everyone makes a unique contribution to this school.

### ☆ **Thoughtfulness**

Pupils who can show compassion and humanity are essential to the betterment of this world and we should never under-estimate the power that acts of kindness can make to the lives of others.

We demonstrate our commitment to working as a learning community by :

- Striving for continuous improvement in all that we do
- Working collaboratively towards common goals
- Achieving the Basic Skills Quality Mark and the School Games Gold Award for our commitment to sport
- Promoting healthy lifestyles and recognising that healthy eating and regular exercise contribute to a healthy and active mind
- Raising the aspirations of our learners and their families through links with the Children's University
- Being open to new ideas and challenging ourselves and others to be the best we can be

## Code of Conduct

Everyone at Lynch Hill embraces the [IPC Learning Goals](#) for we recognise that these personal goals underpin the individual qualities and dispositions children will find essential in the 21st century:

- Adaptability
- Communication
- Co-operation
- Enquiry
- Morality
- Resilience
- Respect
- Thoughtfulness



We will also recognise that everyone has a unique contribution which they bring to Lynch Hill and we will celebrate each individual success. But ultimately, at Lynch Hill, we believe that unity is strength; when there is teamwork and collaboration, wonderful things can be achieved.

## School Dress

A high standard of school dress reflects a good attitude to school and is really important in maintaining our high standards and good reputation. The Governors very much appreciate your support in ensuring that your child is dressed appropriately.

## Clothing, Footwear and Equipment

### PLEASE LABEL ALL CLOTHING AND PERSONAL EQUIPMENT

- **Yellow / gold polo shirt**, not white please (no logos or pictures other than the school badge).
- **Mid grey school skirt/pinafore of midi/knee length OR mid grey school trousers** (not black or dark grey please). Stretch boot flare trousers are not allowed in any year group.
- Grey school sweatshirt or jumper/cardigan. Fleece jackets are not suitable for indoor wear.
- Sensible shoes with a low heel. The Governors would like children to wear **black school type shoes** if possible. Otherwise black trainers may be worn (all black with black soles). Boots of any kind are not permitted at school.
- Long hair should be tied back with a plain band or clip. Any beads should be black, white or grey. There is no need for any large hair accessories.
- **Even within a primary school we aim to start preparing pupils for the world of work, therefore extreme haircuts including mohicans, significant variance in length between short and long sections, dyed hair, glitter and lines/patterns cut into the hair are not allowed and will result in your child being sent home.**
- **We would also ask that children do not have hair shaved shorter than a grade 2.**
- Braided / plaited extensions should match the child's natural hair colour. Highlights and contrasting colours are not permitted.
- On health and safety grounds we do not allow pupils to wear jewellery in our school. The exceptions to this rule are the wearing of a watch, a set of traditional studs in pierced ears (one in each earlobe) and small, discreet objects of religious significance. We ask that these be removed during PE. The school accepts no responsibility for losses of items of jewellery.
- Keyrings should have the key and one tag only. Lanyard keyrings are not allowed
- Make-up, nail extensions and nail varnish are not allowed.
- Socks should be ankle or knee length and white, grey or black in colour.
- Tights must be dark – grey or black.
- Head-scarves must be plain – black, grey or white.

## For Summer

- Mid-grey school type shorts (sweatshirt fabric or jersey material shorts are not acceptable).
- School dresses in yellow and white stripe or check, with a grey cardigan/ sweatshirt.
- Girls wishing to cover their legs may wear white leggings.

### **PE Kit**

- A plain or school yellow T shirt, black shorts/leggings and a change of trainers for outdoor games.
- Black or grey tracksuit for outdoor games.
- A dark waterproof sports jacket is advisable for KS2 children, who are expected to participate in outdoor PE in all weathers.
- Swimming kit (yr3) – plain swimsuit / trunks, swimming hat and goggles.
- Please note that pupils in upper KS2 may be offered additional swimming lessons if they have not reached the government required swimming standard during their time in Year 3. Parents will be informed well in advance and given time to ensure they have the expected swimming kit.
- For health and safety reasons, no earrings should be worn during PE sessions

### **Footwear**

Pupils must wear flat, safe, black shoes at all times. High-heeled shoes are unsafe in school and contravene Health & Safety Regulations. **Any platform or heeled shoes are not acceptable.**

Children are also required to wear plain white, black or grey socks. We would like to clarify what the Governors consider to be suitable and safe footwear for school:

- Shoes should have heels no higher than 1.5 inches(4cm)
- Heels should be wide and flat
- Shoes and laces should be fastened securely. Loose, ill-fitting shoes such as pumps are dangerous for school.
- Boots are unacceptable around the school site.
- Heavy duty boots, particularly those with reinforced toes, are unacceptable
- Sling backs, plastic 'jelly' type shoes and clogs are not allowed
- Trainers should be completely black (including the laces) and properly tied.
- Shoes should have closed toes

### **The Governors and Headteacher expect all children who attend Lynch Hill to wear school dress as indicated.**

During the last academic year, we were more lenient with regard to the uniform policy. However, from September, uniform will once again be closely monitored and pupils who arrive in school wearing clothes which are inappropriate may be given alternative items for the day or parents may be asked to take children home to change.

Please also note that on PE days, children can come to school in their correct PE kits and remain in them for the duration of the school day.

## TEACHING & LEARNING

*This is the purpose of our school.*

Our aims for all children are that they will:

- Respect the rights, views and property of others
- Develop a responsible and independent attitude to work
- Achieve at least their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness
- Achieve standards of working which meet the national expectations of the new National Curriculum according to their age and ability

We see teaching and learning as a cooperative process and welcome and encourage the involvement of parents. Excellence is celebrated and work of a high standard is displayed and promoted throughout the school. Sustained effort is also encouraged to enhance standards. Positive reinforcement and rewards are used continually to raise expectations.

The children's needs in relation to achieving high standards dictate all school policies. Everything is done to maintain the quality of teaching and learning to ensure that children entering the school receive the best educational opportunities.

Regular ongoing assessment of children's needs, abilities and progress forms an essential part of this process. Teachers plan each child's learning in relation to this information so that their full potential can be reached.



Progression and continuity in learning is provided through:

- The subject leaders overseeing whole-school schemes of work for their subject emphasising a clear progression in learning and standards
- The staff, who regularly communicate between classes, between year groups and Key Stage phases to ensure continuity of learning and consistency of practice
- Assessments undertaken regularly to monitor progress.
- Differentiation and personalisation which are crucial in ensuring that appropriate support and challenge is offered to each child that will maximise their progress and their motivation to learn
- The expectations and targets set for a child by the teacher

### Standards

We have high expectations and strive to ensure that all of our pupils achieve well academically. With the abolition of national curriculum levels, Lynch Hill made the decision to adopt Insight Tracker. This programme clearly supports teachers and pupils, for it offers progression statements or 'ladders of progression' for each year group, enabling teachers to evaluate individual pupil progress and identify the next steps in learning for the child. Targets are set after a discussion between teacher and pupil and pupils are very much involved in the assessment and evaluation process throughout the year.

At the end of each academic year, pupil reports are completed and parents are able to see how their child is progressing when compared with national expectations and their cohort. This is reported to parents in the following terms:

- Below the age expected standard
- Working towards the age expected standard
- Working at the age expected standard
- Exceeding the age expected standard

### Homework

Lynch Hill is committed to high standards of achievement for all pupils. It is therefore important that we encourage good learning habits from an early age as we know that those who do well in life have high self-esteem, are well motivated and take responsibility for their own learning.



*"Good schools and good teaching are crucial to pupil's learning and their achievements. Yet effective teaching is not enough. Success also relies on the homework and independent learning they do out of school hours".* All children at Lynch Hill receive regular homework.

### Ten things you can do to help your child learn outside (and at) school:

1. **Give** your child confidence through lots of praise and encouragement. As a parent, you have tremendous power to strengthen your child's confidence and confidence is vital to learning. Specific praise focusing on a particular aspect of their work ("I like the way you have...") is more effective than mere blanket praise. Some people argue that to really do well, children – perhaps all of us – need ten times as much praise as criticism.
2. **Read** to, and with, your child as much as possible. We strongly encourage parents and carers to read to children, hear them read, or encourage them to read to themselves, for at least 20 minutes a day.
3. **Encourage** children to observe and talk about their surroundings. Even young children can be helped to read notices and signs, for example, and understand what they mean.
4. **Make use** of your local library. Look out for special events and services for children.
5. **Visit** museums and places you think your child might find interesting. Children now have free admission to major national museums and art galleries.
6. **If** your children like watching television, watch it with them sometimes and encourage them to talk about what they have seen. They will get more out of the experience.
7. **Try** to set time aside to do "homework" activities with young children. School won't mind if other members of the family join in too!
8. **Wherever** possible, try to provide a reasonably quiet place for children to do homework (or help them to get to other places where homework can be done).
9. **Encourage** your child to discuss homework with you, including feedback from teachers. Practise helping without taking over.
10. **Try** to help your child to see the enjoyable aspects of homework.

You're never too old,  
too wacky, too wild,  
to pick up a book  
and read to a child.

~Dr. Seuss

### Social, Moral, Spiritual & Cultural Development (SMSC)

Lynch Hill School is committed to providing an education for its pupils that develops the whole child. The achievement of high standards is our focus but this will only be possible if the ethos of the school offers the opportunities for personal growth the children deserve.

SMSC is given a sufficient focus to allow pupils to explore their sense of self-worth, to understand their place in British society, have a strong sense of British values and to question and make reasoned and informed judgments about society and the wider world.

The school's vision statement states that our purpose is to develop children:

- As motivated individuals who strive for high academic achievement
- As responsible and caring members of the community
- As independent, life-long learners who have high self-esteem, respecting themselves, others & the world around them

These permeate every aspect of the school and govern all decisions. This is reflected in the school's strap-line *"Aim high, work hard and care deeply"*. The school's values in particular underpins the pupils' spiritual, moral, social and cultural development. At Lynch Hill these aspects are provided as an inter-related programme:

- The curriculum and its teaching provide the major vehicle for promoting personal development.
- A major part is also played by the relationships that are established in the school and the support and guidance provided.
- The responsibility of the class teacher for all or most of the curriculum facilitates a coherent approach to each child's personal and intellectual development.
- The approach is informed by links with parents and supported by the sense of a close community.

- The provision is for all pupils regardless of background.
- Pupils with SEN receive additional support and encouragement to take a full part in school activities and to accept and exercise responsibilities.
- Pupils are given opportunities to learn about and explore different values, beliefs and views and to develop and express their own opinions as global citizens
- A good example is set by the adults in school

Spiritual development is provided through the curriculum and our teaching approaches reflect our clear values. These enable pupils to gain understanding through reflection on their own and other people's lives, beliefs and the environment. Thinking skills are developed from a young age and children are encouraged to consider their responses to questions and enquiries about their lives and the wider world.

Children are also taught the importance of a moral code. At Lynch Hill our values are reinforced through assemblies and the personal and social education programme in order to raise their awareness of their personal responsibility in creating a caring community and in working towards greater global understanding. The school places a strong focus on the language of human rights and respecting the rights of others

### **How is SMSC development provided at Lynch Hill?**

The school curriculum is broadly balanced to prepare the children for the opportunities, responsibilities and experiences that they can take forward as they grow up and enter adult life. In lessons, teachers take every opportunity to add to the breadth and depth of pupils' cultural and spiritual experience, and aim to bring the best out in every individual in school and beyond. Provision for SMSC development is a high priority, especially during topic lessons, where we explore different cultures, question morals and discuss the impact of them on society.

### **Some lessons particularly focus on developing children's SMSC. These include:**

- Personal, Social and Health Education (PSHE) – *we use Jigsaw PSHE*
- Religious Education (RE) – *we use Discovery RE*, and Physical Education (PE)
- Drama, Art, Music and the IPC curriculum with a focus on Learning Goals

In these sessions, children enjoy their right to voice their opinion on matters that affect them and their community, and staff take their opinions seriously. Children have a right to be safe, and so we also learn about important issues that help to keep them protected.

### **Collective Worship**

Our collective worship emphasises positive relationships, the school's values and moral code, and is broadly Christian in nature. Parents have the right to withdraw their child from this activity.

At Lynch Hill, our Collective Worship has a mainly Christian emphasis although we also celebrate the main religious festivals and actively promote our cultural diversity. Our local Reverend is welcomed into the school to lead assemblies at different points in the school calendar. We focus on the school's values and use well-chosen stories as examples, alongside our British Values and our IPC Learning Goals.

A "Thought for the Week", linked to one of our IPC Learning Goals is displayed in each classroom and children use these quotes as the focus for some deep thinking and discussion during class circle times.

We aim to provide an opportunity for pupils to worship, to consider spiritual and moral issues and to explore their own beliefs. Collective Worship plays a particular part in the spiritual, moral, social and cultural development of the children.

Some of our collective worship takes place in the classroom as a Circle Time during which children are encouraged to participate and express their feelings and opinions whilst exploring further the theme of the week.



### Active Movement:

During the academic year 2018/19, we officially became an Active Movement School and now work to ensure that all children and staff are more active throughout each day. We have become used to active registers and active answering within lessons. Pupils enjoy active challenges, like the pedometer challenge and they embrace the idea of active reading and even the active swaps at lunchtime where we encourage pupils to swap white bread for brown bread.



We do all of this, along with continue to offer a wide range of sports clubs and physical activities before and after school, as well as at lunchtimes, because we believe that small changes and increased activity will make a positive difference to children's lives and their health.

Research has revealed some harsh truths:

- Those children who are most inactive are more likely to have mental health problems
- Those who are most inactive are more likely to have low self-esteem
- Those who are most inactive are more likely to have poorer social skills
- Those who are most inactive are more likely to underperform academically

We want to ensure our pupils are given the best life chances and so Active Movement is here to stay! We will keep you up to date with our Active Movement Programme through short messages in the newsletter.

### Active Ambassadors:

As part of our Active Movement programme, each class in KS1 and KS2 has two Active Ambassadors who must ensure that children are never sitting for too long. A sedentary lifestyle is not good for anyone, so they are tasked with monitoring lesson activity and letting the teacher know that it is time to get up and move. Each Active Ambassador has signed an agreement that they will follow the Active Movement principles.

- I will tell anyone what Active Movement is about
- I will remind everyone why Active Movement is good for them
- I will support any Active Movement event or volunteer for any new movement
- I will encourage others to do Active Movement
- I will remind everyone to do the 8 Active Classroom Movements (including the teachers!)
- I will praise anyone who is doing Active Movement well
- I will share ideas and problems with any teacher
- I will recommend others to be Active Movement Ambassadors
- I will encourage my family to do Active Movement
- I will wear my Active Mover badge at all times

We cannot be fooled into thinking that these ambassadors are only monitoring the children, as the pledge above states, they are quick to let the teachers know that they should be moving too!

### Behaviour Regulation and Pupil Welfare

Behaviour is an integral part of life and is displayed by all human beings. Behaviour can be positive or negative but all behaviours are communications in response to a feeling, experience or stimulus. Everything that we do, or do not do as human beings – our words, actions, postures, planning and organisation are all examples of behaviours.

We recognise the importance of trauma informed practice as an effective way of supporting children with behavioural challenges by focusing on developing empathetic relationships and allowing for the modelling of effective behaviour regulation skills. We understand the diversity in childhood experiences and the impact this has on children's behaviour regulation and readiness to learn. Traditional behaviourist approaches to behaviour management can work for the majority of children but are not successful for all. This is especially true for those who have experienced childhood adversity. We want to develop resilience and courage and do this through the way we help children regulate behaviour. We aim to embed a holistic approach to behaviour regulation.

When a positive relationship is established it enables the child to feel calm, valued, recognised, respected and comfortable.

Excellent learning takes place with excellent behaviour, and Lynch Hill School Primary Academy has high expectations of all children. We aim to treat children with dignity and respect at all times, and in doing so, encourage a two-way dialogue with children about both excellent and inappropriate behaviour.

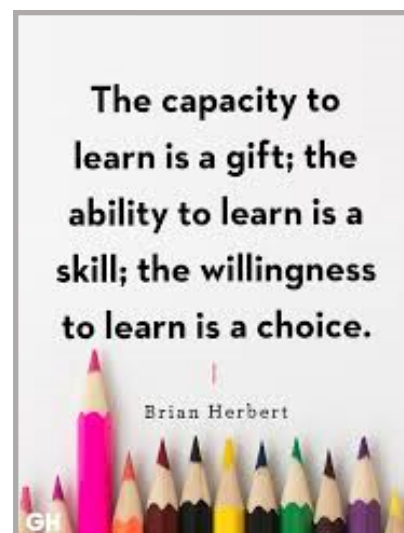
All staff are responsible for promoting a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community in line with the school's strapline of 'Aim High, Work Hard and Care Deeply' and our IPC learning Goals of adaptability, communication, co-operation, enquiry, morality, resilience, respect and thoughtfulness.

Rewards and consequences can be made explicit without the need to enforce sanctions that may serve to shame, re-traumatise or ostracise children from their peer group. At Lynch Hill we use a restorative and reparative approach in which children are supported to develop insight into their emotions and behaviours, take others' perspectives and rebuild trust and relationships. We want our children to be able to regulate their behaviour effectively because they are internally able to do so, not simply to avoid 'sanctions'.

### School Rewards

Children are rewarded for positive behaviour. This can take a number of forms including:

- **Verbal praise:** we aim to 'catch children being good' and reward what we see, particularly those who may find it most challenging to adhere to school expectations of behaviour
- Liberal use of **Bonus Points** and stickers for immediate reinforcement of expectations
- **Credits:** a special reward system for Year 6 children to encourage and reward a positive attitude in meeting challenging expectations. Year 6 children receive credit stamps, which can be collected and traded for goods in the credit cupboard. Year 6 children receive credits for good work and behaviour. These are traded for gifts from the "Credit" cupboard
- A '**Good Day Ticket**' is awarded in years 1-6 for a good day - that is no concerns have been raised over work, homework, behaviour in class and in the playground, or attitude towards all staff and prefects during the day. These are stamped in their homework diary (so no diary, no ticket). Awards are given for the number collected 20 for bronze, 40 for silver, 60 for gold per term. Half Good Day Tickets can also be introduced to support some of our pupils, where deemed appropriate to meeting their needs.
- **Weekly awards** are presented each week and celebrated in the school's weekly newsletter: Praise awards to reinforce good attitude and particular effort during the week, Headteacher's Award per class for achievement throughout the week
- **Showing a member of SLT good work** or good progress in their learning
- Participating in **whole class rewards**
- **Special awards** are also given at the end of term to recognise special achievements; e.g. in spelling tests, and significant achievements and improvements during the term.
- **Peer Mentors / Prefects/Ambassadors:** Year 6 children who demonstrate a responsible attitude are entrusted with certain whole school responsibilities.
- **Prize Day:** an annual end-of-year event when those who have earned a Gold Award each term in the year receive further recognition alongside other awards for full attendance, personal development and academic success. Prize-winners' photographs are displayed in the area outside each hall.
- **KIDZONE:** This is a session of free activities given as a reward to those children who have behaved well, each week, on Friday.



## Restorative conversations and consequences

Restorative conversations and consequences should occur as the result of a behaviour incident. This should be undertaken by a staff member who has a relationship with the child. Consequences should be set within a restorative conversation and, where appropriate, set with the child.

Restorative conversations should include:

1. Children involved and adults sitting together
2. Ask each child to explain their version of events, without interruption. Each child asked how the event made them feel. Adult to ask open questions such as 'Tell me what happened...', 'What were you feeling?', 'What were you thinking at the time?'
3. Ask the wrongdoer to identify the hurt that has been caused. Ask both children how they are feeling now.
4. Ask the wrongdoer what they think needs to happen to repair the relationship. Ask the victim if they think that this is appropriate.
5. Adult to determine whether the consequence is appropriate.
6. Discuss strategies to avoid a repetition of the behaviour.

Appropriate restorative consequences vary depending on the situation. Consequences could include:

- Missing part of break or lunch time (as soon as possible after the event)
- Losing some of their Kidzone (This loss of time may be earned back with good behaviour in the following sessions across the day/coming days as agreed by the staff member who issued the consequence.)
- Receiving a Formal Warning
- Having a Yellow letter sent home (usually as a result of having 3 Formal Warnings across the week)
- Writing a letter of apology
- Repairing any damage
- Spending time in another classroom
- Completing a job during break or lunch time (e.g. sharpening pencils / tidying up/litter picking etc.)
- Completing a detention
- Working with a member of SLT area for a period of time

**We view each week as a fresh start for everyone.** We like to put the events of the previous week aside and allow everyone a chance to prove that they have taken responsibility for their actions and can rise to expectations.

Incidents of unacceptable behaviour are logged on the school's online behaviour logging system and this log is monitored each week by senior staff.

Our youngest pupils (those in EYFS) are given time-out and thinking time when behaviour is deemed unsafe, unkind or unacceptable.

**BULLYING is unacceptable and will not be tolerated at Lynch Hill.** The school has a specific policy for dealing with bullying incidents. Members of staff respond to signs of bullying and act promptly and firmly against it. We recognise that bullying can make a child's life unhappy and can hinder general progress. Children who bully others will be dealt with through the Behaviour policy and serious incidents are cause for immediate exclusion. As a school we have also registered to undertake the Anti-bullying Quality Mark and will work with pupils and parents to meet all the agreed criteria.

All these actions are taken in the best interests of everyone at Lynch Hill. It is our intention that all children should be able to enjoy their time at school and receive the best possible education. This is only possible if everyone - staff, pupils and parents - is cooperative, calm and respectful of others.

A fundamental part of children's wellbeing is ensuring the physical and emotional safety of children both inside and outside of school. For this reason, at Lynch Hill, we work closely with the local Early Help Team and Slough Children's Services Trust. For more information on our safeguarding practice and procedures, please see our policies.

## HEALTH & SAFETY

### Pupil Responsibilities

The school's Health & Safety policy states that pupils are expected to:

- exercise personal responsibility for safety of themselves and others;
- observe standards of dress consistent with safety and hygiene (this precludes unsuitable footwear, knives and other items considered dangerous);
- observe the safety rules of the school and in particular the instructions of staff given in an emergency;
- use and not wilfully misuse, neglect or interfere with things provided for safety.

A little  
consideration,  
a little thought for others,  
makes all the difference.  
-Eeyore

Specifically, this means Health & Safety is everyone's responsibility

### Pupils should:

- Move carefully and quietly about the school
- Listen to and follow the instructions of any member of staff
- Not bring any dangerous or valuable items to school
- Use an appropriate volume of voice
- Anything dangerous or valuable found or acquired should be handed to a member of staff, whatever the reason for them being in school
- Medicines of any kind should not be in a child's possession
- Climbing is forbidden - over stair rails, onto roofs, on desks
- Lifting and moving heavy objects should only be undertaken with adult supervision - there should be at least two people to lift each item using a straight back and bending from knees
- Carrying of chairs should be in front of the body, at waist height with chair legs pointing downwards
- Should not undertake any PE activity in hall without supervision
- Should not be in a classroom unsupervised
- Should not be on school premises before 8.30am or after 3.15pm without parent and school permission
- If attending a club or out of school activity, it is the child's responsibility to attend if the parent is expecting them to do so and must not leave school until the designated time
- Wear appropriate clothing to school. School uniform is essential. Long hair tied back, no jewellery is preferred, otherwise only stud earrings and /or watches. Wear safe shoes e.g. trainers, low flat heels, no sling backs, no boots or heavy reinforced shoes. Shoes should be fastened properly.
- Wear appropriate clothes for the activity. PE kit for all PE/Games; also bring a change of shoes. For outdoor activities/visits, tracksuit bottoms may be worn. A coat is needed in winter months and periods of poor weather.

- Use classroom equipment properly as directed, especially sharp/dangerous items
- Not use the adventure playground unless supervised by an adult and never use before or after school
- Not deliberately damage school property or vandalise the building which may cause a health and safety problem for others

### **Citizenship**

It is our aim to develop pupils as responsible global citizens of the future. We actively teach aspects of citizenship through the PSHE curriculum and through the moral themes taken for assemblies. We also provide opportunities to children to practise these skills through a variety of roles as they move through the school. Year 6 children become Prefects, undertaking significant roles around the school which ensure a smooth day-to-day operation. All children are encouraged to deal with people with respect and to deal with conflict appropriately. Prefects and staff role-model these values for everyone else to see.

We also recognise the value of the pupil voice and the positive contribution children can make to their school.

### **School Council**

Children are encouraged to become effective citizens by taking responsibility for themselves and their environment during their time at Lynch Hill. One means of doing this is to encourage their participation in organising the school and addressing issues of concern.

Each class KS2 elects 2 representatives for the School Council who take forward pupil views and discuss ways forward with staff and governors. In KS1, class representatives will work with class teachers to promote school projects and improve lunchtimes and playtimes.

### **Peer Mentors**

Year 6 children are able to apply to become a peer-mentor. Their key responsibilities are to support younger pupils (usually within Key Stage 2), who find aspects of break time difficult. The pupils undergo a series of training sessions before working alongside their mentee.

### **Prefects**

Y6 pupils can also volunteer to become a Prefect. After their induction training, they will work with staff to ensure that behaviour at lunchtimes is exemplary and that children are moving around the building in an acceptable manner.

### **Sports' Council**

In an attempt to promote healthier lifestyle choices, we have an active Sports' Council, which is made up of Year 6 pupils. The pupils work collaboratively to fundraise, lead playtime and lunchtime activities and encourage others to participate in sport. Members of the council also learn to recognise how sport can help them achieve their academic goals.

### **Eco Council**

Children volunteer to work on the Eco Council. They work alongside a team of staff to address areas where changes can be made to help the school can become more environmentally friendly, including promoting recycling and energy conservation.

### **Class Charters**

At the start of each new academic year, pupils and staff in each individual class agree on a set of rights and behaviours that they will respect. The Class Charter is displayed clearly in the classroom, stating the right and the behaviours expected in order to respect each right. All pupils and staff sign the Class Charter.

### **Playground and Corridor Behaviour**

Where possible we always try to achieve acceptable standards through negotiation. As a result of discussions with pupils in school the School Council, each year, review the code of behaviour for the playground and for when moving around the building. Everyone will then sign up to this at the start of the year. These charters will be regularly discussed in class.

### **Playground Charter**

We believe that our playground should be a safe, attractive and stimulating place for children to be and that everybody has the right to play safely and happily. Our Playground Charter is a joint agreement of Pupil Voice and the staff. We respect our playground charter as it supports the United Nations Conventions on the Right of the Child (UNCRC).

#### **The right to relax and play - article 31**

1. Complete work during lesson time, so you can enjoy playtime
2. Play kindly and fairly
3. Encourage other children who have no one to play with to join you
4. Peer mentors are there to support children who are lonely

#### **The right to stay safe and be protected from violence - Article 19 & 24**

1. Use kind words
2. SAY NO to bullying
3. Use playground equipment appropriately
4. Play safely and not violently
5. Respect the lunchtime staff
6. Respect other children's space
7. Avoid play fights
8. Take turns when playing

#### **The right to play and be a part of a group - Article 15**

1. Respect all members of the group
2. Include everyone and welcome shy children
3. Respect each other
4. Allow your friends to choose other friends too
5. Don't leave anyone out
6. Respect other people's religion, and country

#### **The right to have a say in how play times should be run - Article 12**

1. Respecting the prefects, peer mentors and sports councillors
2. Adhering to the playground charter
3. Listen to each other's opinions
4. Respect adults that help sort out disagreements

### **Corridor Charter**

In addition to the Playground behaviour, we believe the corridor should also be a safe place for children. Corridors are the spaces for informal learning, to display work, to meet, to transit between lessons and to reflect. In order to maintain a smoother transition between lessons and break times, the School Council members have agreed to a Corridor Charter.

#### **You have the right to be protected from getting hurt – Article 19**

1. Walk in a single file, keeping to the left
2. Leave coats and bags in your lockers or on pegs
3. Be kind and be cautious of people around you

#### **Your education should help you to respect other people – Article 29**

1. Prefects are there for you, respect and listen to them
2. Treat other people as you would want to be treated

#### **All adults should do what is best for you – Article 3**

1. Listen to adults when they advise you



## School Travel Plan

We have a School Travel Plan which has targets to promote sustainable travel to school and reduce car usage where ever possible. Parents are asked to please encourage their child to walk or cycle to school whenever it is possible to do so. Even parking some distance away from the school and walking in encourages children to exercise and be healthy.

Highway Code Rule 243, you should not park near a school entrance as well as anywhere that would prevent access for emergency services, at or near a bus stop, opposite or within 10 metres of a junction, over a dropped kerb, and in front of an entrance to a property.



### Voluntary one-way system

At school opening and closing times, a voluntary one-way system will be in place along Garrard Road. This is in an East to West direction – enter at Calbroke Road, and exit at Lynch Hill Lane. Please adhere to the one-way system.

The one-way system operates between: 7:45am - 9am and 2:30pm - 4:30pm

## Attendance

We place great emphasis on attendance as it is crucial to effective learning and the continuity of a child's learning experiences. We believe that children can only learn effectively if they attend school regularly. Children should never be absent from school without a good reason. All absences should be covered by a note, a telephone call or an e-mail from the parent. Most absences can then be authorised.

The school particularly aims to address the issue of 'condoned truancy' in which parents support a young child's non-attendance at school by offering excuses covered by a written note. Positive reinforcements are used as an incentive for children to attend regularly and we actively encourage parents to feel positively about the school.

A parent may request Special Leave of Absence for their child of up to 10 school days in their time at primary school. This must be requested in advance and authorised by the Headteacher using the appropriate form from the school office. This is NOT an entitlement and the school actively discourages extended absences from school other than for genuine illness. These absences will not be authorised unless there are extenuating circumstances. Our Attendance Officer monitors attendance regularly and fixed penalty fines are given to parents of children who do not attend regularly enough.

Lynch Hill regularly reports to parents during the school year on their child's rate of attendance. We aim to achieve a whole school attendance rate in line with the national average which currently stands at just over 95%. Attendance below 90% is unacceptable and we closely monitor such situations. Our annual attendance figures are monitored by the DfE and OFSTED and published along with rates of authorised and unauthorised absences. Our Family Support Worker works with families to monitor and improve attendance at every stage.

## Absences

Children should never be absent from school without good reason. Please notify the teacher in advance about visits to the dentist, doctor, speech therapist etc. but these should only result in absence for part of the day and children should still get their registration marks if present at registration.

If your child is ill please telephone the school, send a written message or email. When your child returns please send a **dated** note stating your child's name, class and the medical problem. Children who leave during the day must sign out and must be collected from the school office by an adult.

There should be a good reason for a child's absence. We have to report absence which is not for an acceptable reason to Slough and the DfE. Going shopping, visiting relatives, absences due to the illness of a parent or for trips taken on a school day are unacceptable reasons and are unauthorised - even if covered by a note.

Regular attendance at school is essential for children to make good progress and to achieve high standards.

### Holidays During Term Time

Holidays during term time are not acceptable due to the disruption it causes in learning, for both the child and their class. The Authorities all agree that time out of school is detrimental to a child's progress and a "holiday" in no way compensates for lost schooling.

Therefore, holidays will not be authorised. However, in exceptional circumstances an application for 'Special leave of absence' may be considered.

### End of term

The last day of each school term finishes **between 1:00pm to 1.30pm** for all pupils.

### The School Day

Children are expected to be in class and ready to start their day promptly each day, as lateness can be upsetting for children, disruptive for the class and a bad habit to acquire for later life. Punctuality is monitored and persistent lateness is followed up, particularly in KS2.

However, children should also not arrive too early before the school day. The school does not accept responsibility for their welfare before 8.30am (unless attending Breakfast Club or morning sports clubs) and after 3.15pm (unless registered to attend a club after school).

In response to the parental survey feedback, we have made the decision to continue with staggered start and end times for the different year groups. We appreciate that it has helped to ease some of the congestion around the school site and many families have appreciated this.

We do feel that the times between each year group could be reduced slightly and have agreed on the following for this academic year ahead.

### Timings for 2021/2022:

Year Group	Doors Open	Registration Closes	Day Ends
Nursery am	8:30am	8:40am	Doors open at 11.15am and close at 11.30pm
Nursery pm	12:30pm	12:40pm	Doors open at 3.15pm and close at 3.30pm
Reception (timings from 20 <sup>th</sup> September)	8:40am	8:50am	3:00pm
Year 1	8:30am	8:40am	2:50pm
Year 2	8:40am	8:50am	3:00pm
Year 3	8:50am	9:00am	3:10pm
Year 4	8:50am	9:00am	3:10pm
Year 5	8:40am	8:50am	3:00pm
Year 6	8:30am	8:40am	2:50pm

## **ADDITIONAL SUPPORT**

### **Learning Support**

Lynch Hill School is a fully inclusive school and is committed to supporting the full range of special educational needs – learning difficulties, both high and low ability and physical, medical or emotional need. We believe that our commitment to the resourcing and teacher expertise that is made available to support such children benefits all children in the school. We consider this to be very much a strength of the school.

Staff continually monitor children with special educational needs. We have named teachers who are responsible for ensuring that these needs are met by careful day to day management of the curriculum and we work closely with the Educational Psychologist, Social Services, the Health Service and parents.

Support is provided for these pupils within mainstream classes and through withdrawal groups, as agreed by all parties in the development of each child's Individual Provision Map (IPM)



The school fulfils the requirements of the new Special Needs Code of Practice and welcomes the closer relationship it brings between support agencies, parents and the school in meeting each child's individual needs.

Pupils with disabilities are also welcomed to the school and fully integrated wherever possible. Every effort is made to ensure that such a child is not discriminated against through the admissions policy.

### **Pupil Premium**

This is extra funding given to the school to ensure all pupils make good progress regardless of need or background. This funding ensures that intervention programmes are available to all children at Lynch Hill who need additional support or challenge. Consequently, the gap between the highest and lowest performing pupils is small at this school. Catch-up funding has also been given to the school in recognition that some pupils' learning has been adversely affected by the global pandemic. Bespoke support is offered within each year group for those children who require it.

### **More Able Pupil Support & Challenge:**

We recognise the talents and abilities of all of our pupils and know that each child is unique and has different strengths. Children who are excelling in a particular area of study will always be challenged and will be presented with additional opportunities to develop and apply their skills further. This may stretch beyond the lesson and include 'challenge' activities either in school or via independent study tasks as well as benefitting from outside learning such as educational visits.

### **Support for children whose first language is not English**

We also provide support for children and their families whose English is not proficient. A dedicated team of support staff help induct these children and provide ongoing support with their learning so that they make good progress in school. This team also liaise with parents and in the interests of community cohesion welcome them into the school.

### **School Meals**

Our hot school meal menus follow the recommended guidelines and offer a range of healthy, well balanced meals. The menus follow a 3-week rota which is published each week in advance on the newsletter. A set school meal costs £2.40 and would be eaten in the school canteen. Lunch cards may be purchased for £45.60 which entitles the child to 20 meals. A weekly (5 meal) lunch card can also be purchased through School money at a cost of £12.00. **Payment**

**for these meals must be made in advance via Schoolmoney. Please note we no longer operate a till service in the canteen during lunchtimes.**

Free meals are available for the children of parents/guardians who are receiving Family Income Supplement or income-based Job Seekers Allowance. Application forms are available from the school and **must be renewed each term**. Children entitled to a free meal are served in the school cafeteria system in a tactful manner.

Parents who wish their children to go home for lunch should inform the school in writing and ensure that their child does not return to school more than 5 minutes before the start of their afternoon session.

Pupils are expected to be well behaved and responsible at lunchtime. In the event of continued misbehaviour children will be excluded from the school at lunchtime.

### **Healthy eating / Packed lunches**

As lunch time is an essential part of the school day, our Canteen supplies a healthy menu each week. If a child brings a packed lunch from home, we would request that it is a healthy meal including sandwich / wrap / sausage roll or other similar snack, drink and fruit. Chocolate bars should be avoided and crisps and biscuits are discouraged. Glass containers and canned drinks should not be brought into school. **We are a 'NUT AND SEED FREE SCHOOL'**, therefore any foods containing nuts/seeds or nut/seed products are **not allowed** in school.

### **Break time snack service**

Toast, crumpets and fruit are available for the children to buy in the canteen during the morning break. This was not able to operate during the last academic year but are planning to re-instate this from September 2021 as long as the guidance allows. A price list will be available on the weekly newsletter.

### **Sweets and Drinks**

Sweets, bubble gum and chewing gum should not be brought to school. Chocolate is only acceptable as a biscuit in a packed lunch box and is discouraged as we try to become a healthier school.

**Drinking water** is freely available in every classroom. Children are encouraged to drink water throughout the day to improve their capability to learn. Sports water bottles have been provided by the school for all pupils to use in class.

## **MEDICAL MATTERS**

### **Accidents**

Minor accidents are dealt with at school but parents will be contacted if we have any serious concerns relating to a child. There is always trained First Aiders on the premises during school hours. A message is sent home to inform parents when their child has received first aid in school.

### **Medicines**

Medicines and tablets, even non-prescription items, should not be brought to school. The school is unable to administer medicines to children although parents are welcome to attend during the school day to administer doses. Arrangements for long term conditions e.g. diabetes need to be agreed with SLT.

### **Asthma**

Inhalers are kept in the classroom medicine cabinet and are freely available as required. Pupils who use inhalers should take them with them every time they are off site including swimming and trips. Parents need to complete a School Asthma register and update it regularly (at least annually) to ensure that the best possible treatment is given.

## Lost Property

The school does not accept responsibility for property, clothes or money brought to school by the children which is why we urge parents to name all items and to restrict those brought into school. Valuables, including mobile phones, personal stereos and electronic games, cameras and toys are not needed in school and should not be brought to school.

Unsuitable items (such as valuables, large amounts of money, magazines, photos and unnecessary toys) will be confiscated and a time arranged for collection. On occasions, it is also necessary to ban the latest trend in toys, games or collectable items when they begin to cause difficulties in school.

All items of clothing should be clearly named. There is a system for lost property and children are advised as to where they can recover their lost goods. Any named items will be returned if at all possible and we would appreciate that any items of school property found at home are returned promptly. Year 6 children can hire a locker in which to store their things securely.

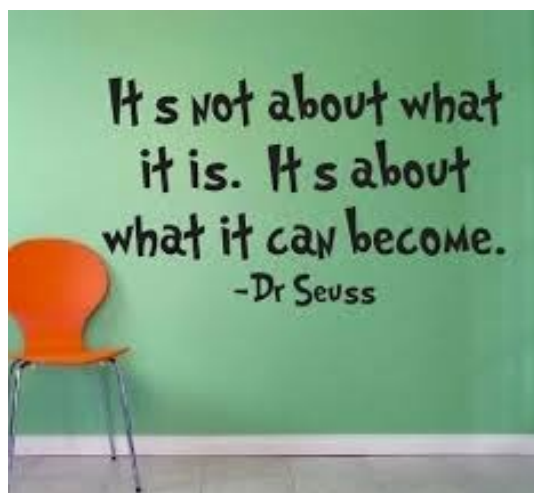
## Home-School Contract

The school cannot improve children's behaviour alone. Teachers need the support of parents. When teachers and parents work together, they can make a real difference to their child's behaviour.

A Home School contract is a way of ensuring that this happens. It is a written agreement, provided by the school, which sets out how children will behave, what the school will do to help and how the parents can help. The parents and their child are asked to agree to this contract in the interests of all children and sign it, along with the Headteacher, each year.

Home School contracts are a good way of reminding everyone that improving children's behaviour is everyone's responsibility.

Would you please sign the contract provided with this book and return it to your child's teacher?

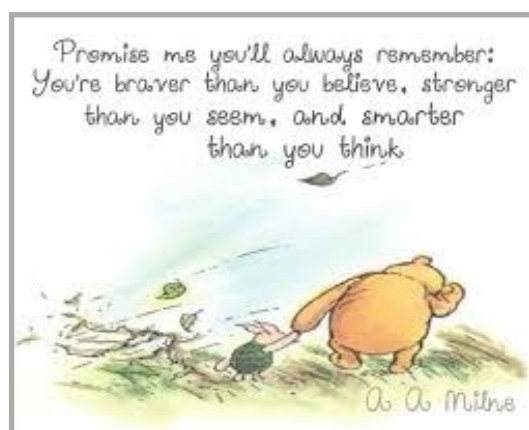


## Contact between home and school

The partnership between home and school is extremely important to the education of your child. Lynch Hill believes that a child learns best when supported by its family and wider community. As a school we are committed to establishing and maintaining a productive partnership in which the contribution of the home is valued.

Parents can support their child in a variety of ways:

- See that their child comes to school *regularly, on time* and *with everything* they need
- Let the school know about concerns or problems which might affect their child's work or behaviour
- Support them with reading, tables and spellings homework or any other learning activity
- Attend parents' evenings and discussions about their child's progress
- Encourage their child to join in extra-curricular activities which interest them
- Support school policies, rules and the code of behaviour
- Convey support for the school, respecting the building, the staff and the environment and behaving appropriately whilst on the premises
- Sign and return the Home-School Contract in order to demonstrate the partnership between school, parent and child in the education process.



The school also undertakes a range of strategies to promote good communication:

- Induction meetings, home visits and booklets for parents of Nursery children prior to admission
- A translation service to make school information available in locally used languages
- Hold Open evenings / afternoons when parents are welcome to come and look around the school
- Hold meetings for parents to meet their child's teacher for the new school year and discuss expectations and the curriculum
- Provide homework diaries to communicate the expectations and timetable for work out of school
- Encourage parents to work alongside teachers
- Send regular newsletters and reminders about dates and events
- Organise displays for parents and invite them to class assemblies
- Hold parent interview evenings twice a year
- Provide information on their child's targets and progress each term and a written end of year report
- Use home/school books where careful monitoring of a situation is required
- See parents whenever necessary at the end of the school day or make contact by telephone

### **Communication**

We aim to notify you of school events by use of letters which, where possible, will be emailed to you directly rather than copied and sent home with the children. A weekly newsletter is emailed to all parents who have given valid email addresses: this is usually sent on a Friday afternoon. Copies of most letters and newsletters are also stored on the school website ([www.lhsprimaryacademy.co.uk](http://www.lhsprimaryacademy.co.uk)), as well as policies and useful information, including children's work and year group information.

To make communication more effective between school and yourself, we make use of a text system. Please ensure that your mobile number is up to date and notify us of any changes. We are also happy to receive emails – the office address is [office@lhspa.org.uk](mailto:office@lhspa.org.uk), alternatively class teachers can be contacted using their school emails ([initial.surname@lhspa.org.uk](mailto:initial.surname@lhspa.org.uk)), e.g. [j.bloggs@lhspa.org.uk](mailto:j.bloggs@lhspa.org.uk). Teachers will respond to emails in a formal manner.

### **Home Contact Numbers**

Please inform the school immediately if there is any change to your home address or contact telephone numbers and email address. **It is important that these contact details are correct should any emergency arise.**

### **Complaints procedure**

The school has procedures for dealing with complaints either about general matters or the curriculum including special educational needs. Complaints should be directed to the Headteacher in the first instance. Copies of these procedures are available on the website or from the office.

### **Charging and Remission Policy**

The school reserves the right to charge in any circumstances permissible under the 1988 Education Reform Act.

However, no child will be disadvantaged or debarred from taking part in an activity on their ability to pay. The school has a policy of supporting any family who is unable to make the requested contributions towards any activity taking place during school hours. In the first instance this should be discussed with the Headteacher but each case will be judged on its merits and the decision rests with the Governing Body who will make an award appropriate to the circumstances.



## **Relationships and Sex Education and Drug Education**

Education in respect of sexual matters and substance abuse is given in appropriate contexts and at suitable times in the child's education in line with our PSHE programme Jigsaw PSHE. We have followed all guidance regarding the teaching of relationships and sex education from September 2020. Further information on this can be found in the key stage handbooks.

## **PREVENT**

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of Lynch Hill's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The statutory guidance for all schools makes it clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. We take our duty seriously and have clear procedures in place for protecting children at risk.

## **Healthy School**

Lynch Hill strives to be a healthy school and to ensure the health of its staff and pupils in all it does. We therefore actively teach the children about healthy lifestyles and encourage them to make informed healthy choices. Drinking water is freely available throughout the day, healthy meals and fruit are provided and children are taught the importance of exercise and a well-balanced diet in maintaining their health & fitness. As part of the changes brought about by becoming an Active Movement school, we no longer reward children with sweet treats and though we acknowledge that many parents like to bring sweets in to school with their child on their child's birthday, we would welcome and encourage alternatives.

As part of our commitment to healthy living and to keeping everyone safe, it must be noted that Lynch Hill is a no-smoking site and this includes the smoking of e-cigarettes/ vaping.

## **School Closures**

In extreme circumstances it may be necessary to close the school early or for the day. This decision will be made in the light of the information available at the time and will be taken in the best interests of the school as a whole.

We always aim to give as much notice as possible to parents, however, in the case of an emergency closure e.g. heating breakdown, this is not always possible. Information will be circulated by text and will be displayed on the website.

## **EXTENDED SCHOOL PROVISION**

### **Breakfast Club**

A breakfast service is provided for children from 8.00am each day. There is a charge for Breakfast Club (£2.00 per day) which is payable in advance via Schoolmoney. Breakfast Club cards can be purchased to cover 5 sessions at a time. Early morning clubs run in conjunction with the breakfast service or children may use the time to complete homework. We are pleased that guidance will allow for Breakfast Club to operate in the canteen again from September 2021 so that the fuller, hot breakfast service can be offered to pupils.

### **Child Care**

An after-school provision (Fun Zone) provides care for children aged 4 – 11 Monday to Friday until 5.45pm.

Extended Nursery caters for nursery aged children each morning from 8.30am - 12.30pm. Enquiries about fees and applications for places should be made through the school office.

The end times for these sessions needs to be adhered to. Late collection of a child may result in a late payment fine.

It is also very important to keep the school informed of any changes to the adult collecting a child from any After School Clubs and the child needs to be familiar with the adult collecting them.

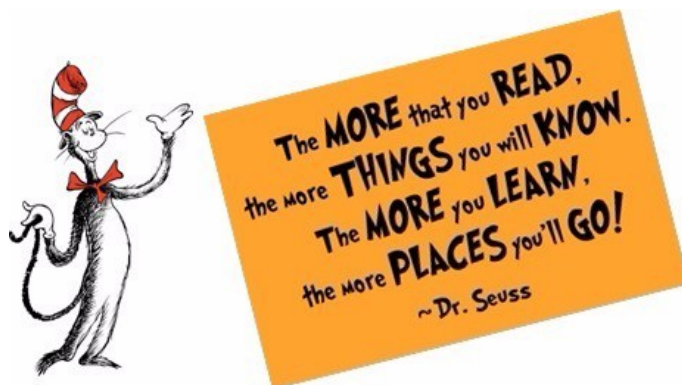
### **Late Pick up**

When school finishes, it is expected that our younger children are collected and our older pupils, those in KS2 are either collected or make their own way home.

Those children who are not collected by their responsible adult obviously have to be looked after by staff as we need to ensure that they are safe. This is a cost to the school which cannot be sustained and parents who regularly fail to collect their child on time, will be charged for child care at a rate of £10.00 per hour or part thereof.

### **Children's University**

Lynch Hill School is affiliated to a national scheme called 'The Children's University'. Clubs at our school are validated to ensure they provide good quality and a range of activities. Children can receive national awards depending on the amount of time spent in clubs. Therefore, a variety of extra-curricular clubs will be held before and after school for which a nominal fee will be charged.



Activities will be on a rota and details given in the termly club letter and website. (Hours will be logged, the totals are cumulative and children can graduate throughout their time in KS2).

Graduation for KS2 pupils takes place each summer in a wonderful ceremony enjoyed by pupils, staff and parents. As so many children accumulate hours, those graduating at Bronze and Silver Award level have separate ceremonies from the higher-level awards but these all take place during the last week of the Summer term.

### **Parenting Support**

The school is willing to help families wherever possible to access the help they need. Parenting support is available through the school and contact with other services in Slough can be made.

The school works in a cluster with other schools across the west of Slough to coordinate services and provision. We aim to provide courses for adults, based on parenting skills, life skills or study support from time to time – these are advertised at the appropriate time. The cluster also shares information of children's clubs held at other venues, which we also share with you as the information becomes available.

### **Disabled Facilities**

Designated Disabled parking is provided in the car park. Disabled facilities - toilets and access - are available around the school. The school makes every effort to support any person with specific needs.

### **GDPR and Data Protection**

At Lynch Hill, we take data protection very seriously and have comprehensive but manageable governance measures in place to ensure that we are working towards being GDPR compliant. Transparency and informing you about how your data is being used are two basic goals of the GDPR. A GDPR privacy notice is an important way for us to help you make informed decisions about the data we collect and use. Our privacy notice is available on our website. If you would like a paper version, please contact the office.

In order to adhere to the wishes of a number of our parents, who do not give permission for their child to be photographed, we would ask that during presentations, productions and special events, parents only ever take photos of their own children and ensure that no images of other pupils are ever posted on social media.

No photos or videos should be taken whilst on the school site under any circumstances, other than at performances, sports day and special events.

### **CCTV Cameras in School**

Lynch Hill use CCTV in and around the school for:

- prevention, investigation and detection of crime;
- safeguarding public, pupil and staff safety;
- safe movement of persons through a designated area, e.g. corridors
- monitoring the security of the site.

Cameras are located in those areas where the school has identified a need and where other solutions are ineffective.

- KS2 corridor and back doors
- Dining hall
- Main entrance, lobby and Yr6 link-way door
- Main gates
- Cameras are not situated in areas where there is a heightened expectation of privacy, e.g. changing rooms or toilets. The school does not use the CCTV system for covert monitoring.