



**Children are the Future**

# **PROSPECTUS**

## **Hamilton Primary School**

Priory Road, High Wycombe, Buckinghamshire, HP13 6SG  
Telephone: 01494 522231 Facsimile: 01494 440576  
Headteacher: Mr Graeme Aldous

*February 2010*

## CONTENTS

### **SECTION A: HAMILTON SCHOOL (Green)**

	<b>Page</b>
1. Ethos, Mission Statement and Aims of the School	3
2. "Who's Who" at the School	4
3. Staffing	5
4. Constitution of Governing Body	6
5. Friends of Hamilton School	7

### **SECTION B: SCHOOL ORGANISATION (Yellow)**

6. School Organisation	8
7. School Hours	10
8. Holiday Dates	10
9. Curriculum	11
10. Curriculum Support	15
11. Additional Information: Absence, Access Fund, Assemblies, Charging, Pupils with Disabilities, Equal Opportunities, Extra-Curricular Activities, Health, House System, Instrumental Lessons, Lunchtime, Medicines, Parking, Pastoral Care, Residential Trips, Selection Test, Sport, Uniform Suppliers	16
12. Complaints	19
13. School Profile	19

### **SECTION C: SCHOOL POLICIES (Blue)**

14. Admissions / Waiting List Policies	20
15. Uniform	25
16. Code of Behaviour	26
17. Anti-Bullying Policy	29
18. Home-Reading Policy	31
19. Homework Policy	33
20. Home-School Agreement	34
21. Complaints Procedure	35

### **SECTION D: ASSESSMENT RESULTS (Pink)**

22. Assessment, Recording and Reporting	38
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This information has been produced by the Governors of Hamilton School in accordance with the requirements of the Education (School Performance Information) (England) Regulations 1994 and amending regulations.

Any changes to existing arrangements which have already been decided and which are to take effect after 1 September 2008 are mentioned in this information. It may, however, be necessary to make other changes during the 2008/2009 academic year, which could affect the information. It should not be assumed that the arrangements and details will necessarily be the same for subsequent years.

## THE ETHOS

Quality  
Respect  
Opportunity  
Support  
Improvement

## THE MISSION STATEMENT

We will provide quality teaching within a disciplined, secure, stimulating community, and encourage individual development alongside mutual respect.

## THE AIMS

- ❑ To create a caring, supportive community, sympathetic to the needs of each individual, respecting other people's points of view and cultural beliefs.
- ❑ To foster self-discipline, self-confidence and self-esteem.
- ❑ To promote a quality work ethic, encouraging the pursuit of excellence within a positive learning environment.

To achieve our aims, the children are encouraged to:

- ❑ Develop lively, enquiring minds, using their imagination and ability to question rationally.
- ❑ Develop the ability to apply themselves to a variety of tasks.
- ❑ Acquire knowledge, skills and attitudes relevant to their future lives in a rapidly changing world.
- ❑ Develop Literacy and Numeracy skills.
- ❑ Develop the understanding and application of Information and Communications Technology.
- ❑ Develop respect for religious and moral values, and empathy for people of all races, religions, gender and ways of life.
- ❑ Develop an understanding of the world in which they live, and the interdependence of individuals, groups and nations.
- ❑ Learn to appreciate past and present human achievements and aspirations.
- ❑ Learn to appreciate and celebrate the diversity of culture that exists within the school.
- ❑ Develop self-confidence so that they can achieve personal fulfilment at each stage of their development.
- ❑ Develop an understanding of the importance of health and be aware of ways in which a healthy lifestyle can be achieved.
- ❑ Develop an aesthetic sensitivity and appreciation of the arts and develop skills and interests for leisure time.
- ❑ Develop the confidence to express their own original and innovative ideas.

The school will attempt to overcome the educational disadvantage that children may suffer through differences in home environment, levels of ability, disability or cultural background and at the same time work to encourage the pursuit of excellence.

2.

WHO'S WHO AT HAMILTON SCHOOL

<b>HEADTEACHER</b>	Mr Graeme Aldous
<b>DEPUTY HEADTEACHER</b>	Priory Road site Miss Rachael Battersby
<b>DEPUTY HEADTEACHER</b>	Hampden Road site Mrs Jane Jefferson
<b>CHAIRMAN OF GOVERNORS</b>	Mr David Raleigh 34 Kingsley Crescent High Wycombe Bucks HP11 1UL Tel: 01494 445533
<b>VICE CHAIRMAN OF GOVERNORS</b>	Mr Paul Basham 63 Green Hill High Wycombe HP13 5QF Tel: 01494 531275
<b>HEADTEACHER'S SECRETARY AND CLERK TO THE GOVERNING BODY</b>	Mrs Rachael Bone Tel: 01494 522231
<b>PRIORY ROAD SECRETARY</b>	Mrs Sandy Hawkes 01494 522231
<b>HAMPDEN ROAD SECRETARY</b>	Mrs Sarah Emmett/Mrs Nazya Malik 01494 437317
<b>SCHOOL NURSE</b>	Mrs Sheena Carson South Buckinghamshire NHS Trust Tel: 01296 565898

## 3.

## Staffing - Spring Term 2010

## HEADTEACHER - MR GRAEME ALDOUS

<b>HAMPDEN ROAD</b>		<b>Responsibilities</b>	<b>PRIORY ROAD</b>		<b>Responsibilities</b>
<b>Deputy Headteacher</b>		Child protection	<b>Deputy Headteacher</b>		Performance
<b>Mrs Jane Jefferson</b>		CPD	<b>Miss R Battersby</b>		Management/ Assessment/ Health and Safety/
<b>Class Teachers</b>		School Visits	<b>Class Teachers</b>		
		Staff supply			
6F Mrs S Flint*		History	4W Miss Whichelow		
6D Mrs S Davies		Numeracy	4G Miss D Galley-Buxton		PE
6N Miss G Newman		Science / U KS2 Phase Manager/Science and Healthy Living Team Manager	4M Mrs E Milburn*		PSHCE
5B Mrs Boekee*		AG & T	3B Mrs H Badhan*		D&T
5J Miss T Jackson		Literacy	3C Mrs E Conway		Literacy 2 Read Write inc
5P Mr K Palmer		ICT Manager	3F Miss C Fulton		
2G Mrs D Ghosal*		RE	REA Mrs R Adams		
2K Mrs A Pumfrey		Geography /Support Team Manager	REB Mr A Blackmore		
2E Miss S Evans			REC Miss H Corbett		
1C Miss E Yaxley			NUR Miss J Abou-Alfa*		
1K Mrs J Kershaw			NUR Mrs D Jervis		PPA cover
1W Mrs D Walker*		Art/CPC	Mrs R Lake		PPA cover
Mrs S Maslen		SENCo	Mrs H McMorrow		PPA cover
			Mrs H Myers		PPA cover
			Mrs S Potts		PPA cover
			Mrs D-L Shepherd		PPA cover

\* Denotes Year Group Leader

Ms F McMillan

Specialist Music Co-ordinator

**Higher Level Teaching Assistants**

Miss C Anderson, Miss C Fraser, Miss Y Hussain, Mrs N Izzard, Mrs S Saunders, Mrs A Smyth (PR Office Assistant)

**Bilingual Learning Support Assistants**

Mrs R Ghani, Mrs N Osman

**Learning Support Assistants**Mrs D Andrews, Mrs S Ayres, Mrs P Basham, Mrs P Battle, Mrs S Clayton, Mrs L Duncalf, Mrs J Gutteridge, Mrs A Hicks  
Mrs K Junker-Siarey, Mrs K Lewin, Mrs N Meltonville, Mrs H Payne, Mrs M Letham (HR Office Assistant) Mrs N Ward**Administrative Staff**

Mr N Stewart-Long

Mrs R Bone

Mrs C Peterson

**Business Manager****Headteacher's Secretary/Clerk to Governing Body****Finance Officer****Hampden Road Secretary**

Mrs S Emmett

**Priory Road Secretary**

Mrs S Hawkes

**Sites Manager**

Mr T Kaye

**Midday Supervisors**Mrs M Janed, Mrs R Mahmood, Mrs J Moss,  
Mrs T Nasreen, Mrs R Ralph, Mrs E Thompson**Midday Supervisors**Mrs P Akram, Mrs N Begum,  
Mrs K Lewin, Mrs G Malanda, Mrs R Jahangir,**Breakfast Club**

Supervisor: Mrs A Hicks, Deputy Supervisor: Mrs K Junker-Siarey, Assistant: Mrs R Jahangir, Mrs S Higgins

**CONSTITUTION OF GOVERNING BODY***As at November 2009***Parent Governors (6)**

Mr M Akeil	50 Victoria Street, High Wycombe, HP11 2LT	452373
Mr Cecil Browne	21 Horsenden Road, High Wycombe, HP	444755
Mr Chris Gregory	67 Coningsby Road, High Wycombe, HP13 5NY	535619
Mr David Jefferies	14 Hampden Road, High Wycombe, HP13 6SX	436774
Mrs Lindsey Jefferies	42 Chippendale Close, High Wycombe, HP13 6BT	439504
Mrs Kate Needham	27 Rectory Avenue, High Wycombe, HP13 6HN	437197

**Community Governors (6)**

Mr Belal Ali	132 Totteridge Road, High Wycombe, HP13 6HZ	07712 762817
Mr Paul Basham	63 Green Hill, High Wycombe, HP13 5QF	531275
Mrs Sue Hynard	14 Priory Avenue, High Wycombe, HP13 6SH	511362
Mrs Ifath Nawaz	via Hamilton Primary School	522231
Dr Mohamed Rahim	133 Totteridge Road, High Wycombe, HP136HR	437336
Mr David Raleigh	34 Kingsley Crescent, High Wycombe, HP11 2UL	445533

**LEA Governors (1)**

Mr Ian Bates	6 Conegra Road, High Wycombe, HP13 6DY	459955
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**Partnership Governors (2)**

Mr Martin Ball	64 Baronsmead Rd, High Wycombe HP12 3PG	452656
Mr Ken Wade	3 Pinels Way, High Wycombe HP11 1TU	414284

**Staff Governors (3)**

Mrs S Davies	c/o Hamilton Primary School	437317
Mrs A Smyth	c/o Hamilton Primary School	522231
Mr Graeme Aldous (Headteacher)	c/o Hamilton Primary School	522231

**Headteacher's Secretary/  
Clerk to Governors**

Mrs Rachael Bone	c/o Hamilton Primary School, Priory Road site	522231
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The Governing Body meets twice termly. The governors choose to sit on various committees which meet at different intervals: Finance meets monthly, and Admissions, Buildings and Curriculum usually once per term. The other committees meet as and when required.

5.

**'FRIENDS OF HAMILTON'**

All parents and guardians automatically become members of the 'Friends of Hamilton School'. Information regarding this association will be circulated to everyone.

The Association exists to support the education provided by the school by assisting in the provision of facilities for education at the school. In addition, 'Friends of Hamilton' attempts to foster and extend relationships between the staff, parents and others associated with the school. The affairs of 'Friends of Hamilton' are organised by a committee of parents elected every year and supported by an extended committee of parent representatives for each of the classes in the school.

Each year a varied programme of events is planned which serves a social and fundraising purpose.

**Some of the annual events are**

Quiz for parents and friends

Auction of Favours and Promises

Early Years Fete

Present day in December

Ladies Night

Summer Fete

Bonfire and Fireworks

**Nursery**

Hamilton Primary School has a nursery available for children at the beginning of the term after they have become four years old. Places are allocated in line with the Nursery Admissions Policy. See Section 7.

**Admission to School**

Children are admitted to Hamilton Primary School during the year in which they become five years old. At the end of the Reception year the children are put into three classes of mixed gender, race and ability. These children are renamed Year 1 as they enter their second academic year of school in September, Year 2 the next September and so on. The classes are banded by ability for English and Mathematics in Years 3 and 4, with the addition of Science in Years 5 and 6. In Years 3 and 4 children can be in different ability bands for English and Mathematics. In Years 5 and 6 a child is in the same ability band for all three core subjects.

	Key Stage	Ages	
Reception		4 - 5	Priory Road
Year 1	1	5 - 6	Hampden Road
Year 2	1	6 - 7	Hampden Road
Year 3	2	7 - 8	Priory Road
Year 4	2	8 - 9	Priory Road
Year 5	2	9 - 10	Hampden Road
Year 6	2	10 - 11	Hampden Road

Hamilton Primary School is a self-governing primary day school for children aged 4 to 11+ and was officially formed in 1974 when the new building was opened in Hampden Road. It evolved from the old Priory Road School, which was one of the first Board Schools to be built after the 1870 Education Act. The original building is still in use. The school became a Foundation school on 1 September 1999.

**Admissions**

Parents who are considering sending their child to Hamilton Primary School are invited to contact the Headteacher's Secretary. An appointment will be made for parents to meet with the Headteacher, without their child/ren, when they will be given an opportunity to view the school. They will be given the relevant Buckinghamshire County Council Buckinghamshire Primary School Common Application Form (BCAF), to complete and return to Buckinghamshire County Council. Forms must be sent to the Admissions Team at Buckinghamshire County Council *in good time to allow the deadline mid November\* of the year preceding the child's entry to school to be met.* Children born between 1 September 2006 and 31 August 2007 would be due to start school in the school year starting September 2011 and all applications would have to be received by the County Council by the deadline in mid-November 2010 (date to be confirmed).

School governors sitting on the Admissions Committee will consider all applications in early January and places will be allocated to children by the Governing Body according to the criteria set out in the Admissions Policy. Parents will be notified of the outcome of their application via the County Council in February of the relevant year of entry. Current legislation means that the timings of applications may be subject to change.

Once places have been allocated, children are given the opportunity for a pre-school visit prior to starting school. All documents relating to the school and its educational provision are in the reception area of both buildings.

Parents who are unsuccessful in gaining a place for their child will be given information regarding an Appeal procedure which offers them the opportunity to appear personally before an independent Appeal panel to present their case

The following number of Rising 5 applications were received for the first round of applications:

for the 2008/09 academic year	for the 2009/10 academic year	for the 2010/11 academic year
44 in-catchment area children 38 out of area siblings 137 out of area children	1 stated child 57 in-catchment area children 38 siblings 133 out of area children	1 stated child 31 in-catchment area children 28 siblings 156 out of area children
Total applications received: 224	total applications received: 229	total applications received 216
8 places were initially allocated to out of area children	9 places were initially allocated to out of area children	30 places were initially allocated to out of area children

## Appeals

During the 2008-2009 academic year one appeal was lodged for school places. This was not upheld.

## Attendance - Analysis for 01/09/2008 to 17/07/2009

Pupils in date of birth range 01/09/93 to 31/08/04 (compulsory school age)

Group	Total No of Pupils	Authorised Absences			Unauthorised Absences		
		No of Pupils	% of Pupils	% of Sessions	No of Pupils	% of Pupils	% of Sessions
Totals	645	613	95.00	5.5	94	14.6	0.4

7.

**SCHOOL HOURS**

**Priory Road Building (Tel: 01494 522231 Fax: 01494 440576)**

Nursery	8.45 am to 11.15 am or 12.45 pm to 3.15 pm
Reception, Years 3 and 4	8.45 am to 12.00 pm 1.00 pm to 3.15 pm

**Hampden Road Building (Tel: 01494 437317 Fax: 01494 442000)**

Years 1, 2, 5 and 6	9.00 am to 12.25 pm 1.25 pm to 3.30 pm
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The school has almost 700 pupils by the end of the academic year, most of whom live locally. Each site is administered and managed by either a Deputy Headteacher, and responsibility for pastoral care is delegated to senior staff in the separate buildings. **Nursery, Reception, Years 1, 2, 3 and 4 must be met at the end of their school day unless the school has been informed otherwise by the parents.** Pupils should **not** arrive until ten minutes before the start of the morning session as the school cannot accept responsibility for children who arrive before that time. However, they should be on the playground by 8.45 a.m. at Priory Road and 9.00 a.m. at Hampden Road when the whistle is blown for registration and the gates are locked. If children go home for lunch, they should arrive back ten minutes before the start of the afternoon session.

**'Safer Routes to School'**

Hamilton Primary School was Buckinghamshire's pilot school in the 'Safer Routes to School' project. Parents and children are asked, where possible, to walk or cycle **all or some of the way to school**. During 2000 physical changes were carried out to the roads around the school and a 20-mph zone created to discourage vehicles and improve the safety of pedestrians and cyclists. Parents who need to use cars have an opportunity every term to apply for parking permits to use in 'pay and display'/residential bays, or the Priory Road playground, at the end of the day.

8.

School Term and Holiday Dates 2009/2010		
	Open on morning of:	Close at end of afternoon on:
Autumn Term 2009	Thursday 3 <sup>rd</sup> September	Friday 23 <sup>rd</sup> October
	Monday 2 <sup>nd</sup> November	Friday 18 <sup>th</sup> December
Spring Term 2010	Tuesday 5 <sup>th</sup> January	Friday 12 <sup>th</sup> February
	Monday 22 <sup>nd</sup> January	Thursday 1 <sup>st</sup> April
Summer Term 2010	Tuesday 20 <sup>th</sup> April	Thursday 27 <sup>th</sup> May
	Monday 7 <sup>th</sup> June	Wednesday 21 <sup>st</sup> July

*In-service training days for teachers:*

January 4<sup>th</sup> 2010  
May 28<sup>th</sup> 2010

Bank holiday on 3<sup>rd</sup> May 2010

Hamilton Primary School offers a broad and balanced curriculum which promotes the spiritual, moral, cultural, emotional and physical development of children. The school prepares all children for life in a society which is both multi-racial and culturally diverse. We seek to inform children about others, and encourage and promote a positive image of a broad range of cultures, through teaching and the whole school curriculum. The school has built its reputation on teaching and learning strategies that are proven to be successful. All children are given access to the Foundation Curriculum, National Curriculum and Primary Framework at appropriate levels to help them progress and develop their abilities to the full.

The school emphasises the importance of the core subjects of Literacy, Numeracy, Science, Information and Communications Technology and Religious Education. Children also learn French, History, Geography, Design & Technology, Art, Physical Education, Music, and Personal, Social & Health Education and Citizenship (PSHCE).

There is a systematic policy of screening, assessing and testing children's progress and parents are given regular information on the development of their child. Assessment is ongoing throughout Nursery and Reception based on the Foundation Stage Profile criteria. At the end of the Reception year, the 90 children are divided into three classes with a balance of academic ability, culture and gender. As they move through the year groups there is an increasing amount of teaching by ability which the school calls "banding". In Key Stage 1, ability grouping is both flexible and informal, however children begin to be taught in more formal bands for Literacy and Numeracy in Year 3 but can be in different bands for each subject. For periods of time during the day they move out of their register classes to be taught with children of similar ability. There is flexibility in the banding, with children assessed regularly and moved up or down a band accordingly. Initial placement is by teacher assessment and information gathered from Key Stage 1 National Assessments, National tests set by the Qualifications and Curriculum Authority are taken at the end of Year 6. In addition, the school uses annual tests developed by the National Foundation for Educational Research (NFER) and optional SATs in Year 3, 4 and 5 developed by QCA. In 6 the same teacher teaches a core subject to all three bands.

There are many opportunities in the school to learn a range of musical instruments. The school has two choirs, two recorder groups, a string orchestra, a windband, a brass group and a percussion ensemble. The children compete successfully in athletics, cricket, football, netball and chess. The chess teams have reached the national schools finals on many occasions and individuals chess players also compete effectively at county level, with the school having a number of age group champions.

The Curriculum Co-ordinators are as follows:-

	<b>Co-ordinator</b>
<b>Art</b>	Mrs D Walker
<b>Assessment</b>	Miss R Battersby
<b>Design &amp; Technology</b>	Mrs H Badhan
<b>Early Years</b>	Mrs C Laxton
<b>French</b>	Mrs R Lake
<b>Geography</b>	Mrs A Pumfrey
<b>History</b>	Mrs S Flint
<b>Information and Communications Technology</b>	Mr K Palmer
<b>Library Hampden Road</b>	Mrs S Saunders/Mrs N Izzard
<b>Library Priory Road</b>	Mrs E Conway
<b>Literacy</b>	Miss T Jackson
<b>Minority Ethnic Achievement (MEA)</b>	Mr G Aldous
<b>Music</b>	Ms F McMillan
<b>Numeracy</b>	Mrs S Davies
<b>Performance Management</b>	Miss R Battersby
<b>PSHE &amp; Citizenship</b>	Mrs E Milburn
<b>Physical Education</b>	Mrs D Galley-Buxton
<b>Religious Education</b>	Mrs D Ghosal
<b>Safer Routes to School</b>	Mr N Stewart-Long
<b>Science</b>	Miss G Newman
<b>Special Educational Needs</b>	Mrs S Maslen

### **Literacy**

In the early years the focus is on the teaching of basic literacy skills through activities related to topic work or stories. This is followed by progression to more imaginative and accurate work that demonstrates an increasing understanding of English. As children reach the top of the school they are more competent at using more complex spoken and written language in a wide range of contexts.

### **Numeracy**

Children develop the skills, knowledge, attitudes, creativity, imagination and sense of pleasure that can be gained from mathematics. They learn to use and apply mathematics within the context of number (including mental arithmetic) and algebra, shape space and measures and data handling.

### **Science**

Science is a means by which children's curiosity and understanding of the world in which they live is developed. It enables children to develop their powers of observation and make carefully thought-out deductions from the facts available to them, so developing their powers of logic. It is treated as an integral part of all areas of the curriculum as well as a discipline in its own right. The Schemes of Work are organised on a 2-year cycle ensuring continuity and progression. Children carry out investigations in the context of life processes and living things, materials and their properties, and physical processes. They develop skills in planning, obtaining and considering evidence.

## **Art**

Children develop visual and tactile perception and a language through which they can communicate their understanding of different art forms. They experience a wide range of art, craft and design activities such as drawing, painting, printmaking, fabric work and environmental studies in two and three dimensions. Examples of works of art are used throughout the school to develop an appreciation of art, to stimulate ideas and gain knowledge of techniques, and to understand different periods, cultures and traditions.

## **Design & Technology**

Design and technology is implemented in a cross curricular way with links to all other subject areas. Progression is ensured in accordance with ability and age, offering extension and development. Design & Technology plays a vital role in the real world and therefore classroom work is related to real problems and solutions. Enjoyment and aesthetic appreciation is also promoted.

## **French**

French is taught to children in Years 3,4 5 and 6 in mixed ability class groups. The skills of listening, speaking, reading and writing are developed in an integrated programme through a variety of methods with an emphasis on conversational skills.

## **Geography**

Children develop knowledge about the locality, region, country, continent and wider world in which they live. In their study of different places they learn about the human and physical processes which shape those places and about the people who live in them.

## **History**

Children are encouraged to think critically to develop their own ideas about to why events have happened based upon the interpretation of evidence. They are helped to develop a concept of time and to recognise accomplishments of the past as well as discover why change has occurred.

## **Information and Communications Technology**

Computers are an essential tool in today's society and children learn to appreciate their use. Each class has computers, with additional facilities available in general study areas and a computer suite in each building. From the moment children enter the school they are given the opportunity to develop the skills to enable them to become independent users of computers. From Reception, Information and Communications Technology is presented and developed in a cross-curricular context so that children are taught to use the appropriate skills to effectively analyse, process and present information, manipulate data to model, measure and control external events.

## **Music**

Music is taught by a specialist teacher throughout the school. All children are encouraged to engage in many aspects of music in the hope that they will enjoy themselves whilst at the same time acquiring skills and knowledge. Activities within the music curriculum focus on the three main areas of: composition, performance skills; and listening and analytical skills. Music is present in assemblies and wider school events and celebrations as well as in music lessons. There are many opportunities for children to extend their musical interests through the extra-curricular programme (see Extra-Curricular Activities, p19)

### **Personal, Social Health and Citizenship Education.**

A curriculum is provided that enables pupils to make informed choices on a range of issues, e.g. healthy lifestyles. PSHCE supports the development of social skills, self-esteem and responsibility. It also promotes quality of life and the physical, spiritual, social and mental well-being of the individual.

### **Physical Education**

Younger children experience games, gymnastics and dance. Later they take part in athletics, outdoor activities, dance and swimming. Through all these activities children become more aware of the capabilities of their bodies, developing competence, agility and use of the body in practical tasks. They develop spatial awareness through an understanding and appreciation of objective and inventive movement. They participate in team games and develop the skills essential to accomplishing competitive, co-operative and sporting behaviour, as appropriate.

### **Religious Education**

The school promotes an enquiring, critical and sympathetic approach to the study of religion in accordance with the Buckinghamshire LEA agreed syllabus. Children are introduced to the challenging and varied nature of religion and the ways in which this is reflected in experience, belief and practice. Reflection on religious responses to moral issues is encouraged. Parents have the right to withdraw their children from this area of the curriculum, and should make an appointment to see the Headteacher if they wish to do so.

### **Sex and Relationships Education**

Children are provided with the knowledge, skills and understanding which enable them to make informed choices and decisions. The education is supportive and complementary to the role of parents and stresses the importance of family life, e.g. growing from young to old, naming body parts and in Year 6 the basic biology of human reproduction. Sex education is taught through PSHCE. Parents have the right to withdraw their children from this area of the curriculum, and should make an appointment to see the Headteacher if they wish to do so. Documents are available for parents to peruse on request in the Reception areas in both buildings. Please ask if you cannot find what you are looking for.

**Special Educational Needs**

There is a very clear system within the school for identifying children with a special educational need, which adheres to the Code of Practice for Special Educational Needs. Support for children of concern may be in one or more of five areas:

- Emotional and Behavioural Difficulties
- Learning Difficulties
- Physical Difficulties
- Hearing or Visual Impairment
- Speech and Language Difficulties

About 1 child in 5 will need extra help at school during their education. This may be due to specific educational needs, physical or behavioural difficulties. The progress of each child in the school is monitored carefully, and most intervention happens at classroom level. There are several children in each year group who need additional help. This is in the form of small group work and aimed at achieving specific targets. If it is felt over time that these targets are not being achieved, the school may seek advice from one of several outside agencies, depending on the nature of concern. The school has regular visits from the Specialist Teaching Service who come in to assess children of concern. In addition, we have limited access to an Educational Psychologist. A few children have difficulties which are so great that they are given a Statement of Educational Needs which entitles them to individual hours with a specially appointed Learning Support Assistant.

Hamilton also maintains an 'Able, Gifted and Talented' register.

**Minority Ethnic Achievement (MEA)**

Within Hamilton School there are children from varied cultural and religious backgrounds. The school aims to equip all children irrespective of race, colour, creed or mother tongue with a good command of the skills necessary for effective communication in the English language. The school has some extra funding known as the 'Minority Ethnic Achievement Grant' which provides a significant proportion of the costs of three bilingual learning support assistants. This team of people work in the classrooms alongside the class teachers supporting children, whose first language is not English, to access the curriculum.

**Absence from School**

It is most important that you notify the school if your child is going to be away. A telephone message is essential and the telephones are manned from 8.15 am each morning. If no message is received by 9.30 am the school will, in the interests of safety, endeavour to ascertain the whereabouts of the child. If no information is received, then the child will be regarded as a truant.

Under Regulation 12 of the Education (Schools and Further Education) Regulations 1981, there is a discretionary power for leave to be granted for the purpose of an annual family holiday or an annual holiday during term time. Such permission is granted in accordance with arrangements made by the Governing Body of the school. Leave of Absence forms are available from the School Offices. Only in *exceptional circumstances* will leave be granted and then only to a maximum of ten school days in any one year. All requests for leave of absence should be submitted to the Headteacher *at least one month in advance.*

**Access Fund**

The school operates a support system for those parents who may need help financially. Parents who feel their children may be deprived of an activity because of hardship are requested to write to the school in a sealed envelope marked "Access Fund Committee - Private and Confidential". The request will then be processed confidentially by a committee which consists of the Headteacher, a Governor and the Year Leader. Further information about the fund may be obtained from the Headteacher.

**Charging**

The school does not charge for the majority of educational activities which happen in school hours, although voluntary contributions are sometimes sought to enable certain activities to take place. Events may be cancelled if not enough voluntary contributions are forthcoming, although no child will be excluded from an activity. Charges may however be levied for activities outside the normal school day, particularly where adults have been employed to teach particular skills, e.g. chess. Parents may also be asked to contribute towards the cost of materials used by children in school, if the children wish to take the items home. A charge is also levied to support the teaching of instruments by peripatetic musicians during the school day.

**Collective Worship**

The school has no particular religious affiliation, however school assemblies are an important part of our community life. Collective acts of worship are conducted daily, the majority of these being of a broadly Christian nature. Parents have the right to withdraw their children from assemblies and should make an appointment to see the Headteacher if they wish to do so.

**Pupils with Disabilities**

All pupils are welcome regardless of disability. Special arrangements can always be discussed.

**Equal Opportunities**

The Governing Body is committed to equality of employment and opportunity. It recruits and promotes staff solely on grounds of merit, ability and suitability for the work to be done, regardless of disability, colour, race, national origin, gender or religion, and regardless of membership or otherwise of any trade union. In doing so it seeks always to observe the provision and intent of any relevant legislation.

Discrimination on the basis of colour, culture, origin, gender or ability is unacceptable. Every child and adult endeavours to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.

## **Extra-Curricular Activities**

After-school clubs are dependent on the time that teachers are able to give at the end of the school day. There are sports team practices, orchestral rehearsals, gymnastics, modern and country dancing, art, and chess clubs which are run after school.

Considerable success has been achieved in competitive sport and Hamilton is also involved with sport in the local community, football coaching from Wycombe Wanderers and cricket coaching.

Group music-making activities include choir, recorders, string orchestra, brass ensemble, percussion ensemble and windband. Children are advised when they are eligible to join one of these groups. There are two choirs (one for Year 4 children, the other for Years 5 and 6). Children who receive their instrumental lessons outside school are also welcome to play in these groups.

## **Health**

The School Nurse, Sheena Carson, is employed by the South Bucks NHS Trust. She routinely monitors the children's vision, hearing and development, and is available for advice on problems such as nutrition, sleeping patterns, etc. Questionnaires are sent home during a child's first term at school, as a result of which some entrants (and their parents) will be offered a health interview with the nurse when any problems can be discussed. Nurse may be contacted through the school via the secretaries, the class teacher or directly on 527663. If your child is taken ill during school time we immediately inform parents and it is therefore essential that we have a **current daytime telephone number**. In the meantime we will make your child as comfortable as possible which includes, if necessary, taking him/her to hospital.

## **House System**

During Year 3 each child is placed in one of four houses. Children are encouraged to contribute to the house by working for house points. The points are totalled regularly and a cup awarded to the winning house. Healthy competition is encouraged wherever possible.

## **Instrumental Lessons**

In Year 3 all children learn the recorder as a part of their curricular music. Throughout Year 3 children are continuously assessed during their regular class music lessons with a view to their suitability for instrumental tuition in Year 4, should they wish to take advantage of it. The number of places available for tuition is limited. These places are offered according to criteria of enthusiasm, diligence and the musical skills which children have demonstrated in class music lessons.

There is a team of visiting instrumental instructors offering tuition on violin, viola, cello, guitar, trumpet, trombone, French horn, baritone horn, percussion, flute, oboe, clarinet, bassoon and saxophone. Lessons are scheduled to happen during the school day, usually on rotating timetables and avoiding core subjects of the curriculum. Instrumental lessons are usually given in small groups. Tuition fees are part-subsidised by the school and, in the case of financial hardship, can be waived altogether with help from the school's Access Fund. After the first year of tuition, instrumentalists are strongly encouraged to join group instrumental activities to suit their abilities.

All of the school's extra-curricular music groups will get at least one chance in each academic year to perform in public, and there will also be plenty of other opportunities for performance within school.

## **Lunchtime**

Parents who do not wish their child to go home during the midday break should provide a healthy packed meal. Pupils who make use of this facility must remain in school during the whole of the break.

## **Medicines in School**

Following recent legislation and ensuing legal advice, the school has had to change its policy with regard to medication in school. Apart from special needs, asthma and anaphylaxis, no medication can be administered by school staff. Children on antibiotics requiring three treatments a day should have them before and after school, and at bedtime. The advice is that those children on four doses a day should not normally be in school. Obviously individual cases can be discussed with the school, but if parents feel that medication is needed during the daytime, arrangements can be made for them to visit the school at a convenient time to give their child medicine personally.

## **Parking**

Parents need to be careful when using a car outside either school building. Please note that **NO CAR** should park on the yellow lines, which are marked for the safety of all the children, nor enter the staff car parks to collect or deliver children. As a 'Safer Routes to School' school, Hamilton Primary School encourages its parents and children to walk or cycle to school. Year 6 children who have passed a cycling proficiency course may cycle to school unaccompanied.

## **Residential Trips**

Year 5 children have the opportunity to take part in a week's residential trip in The Isle of Wight, whilst Year 6 pupils visit the county adventure centre at Green Park. In addition, educational day visits take place regularly during the school year for children of all ages.

## **Pastoral Care**

If parents have a concern about their child, they should contact their child's teacher. Each year group has a teacher leader responsible for the management of the year and these people will be happy to answer any queries parents may have regarding the work a child is undertaking. If parents wish to take their concerns further, each building has a Deputy Headteacher. If parents wish to contact the Headteacher, she is usually available on 522231 from 8.00 am until 8.30 am.

## **Safeguarding**

At this school, the health, safety and well-being of every child is our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school.

We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the Headteacher, Designated teacher for child protection or your child's class teacher.

## **Selection Test**

Children may take a selection test in their final year at the school as part of the procedure for allocating children to their secondary schools. Pupils not given places at a selective school usually go to the non-selective school nearest to their homes.

## **Sport**

The school competes in all primary school sports, taking part in football, netball and cricket leagues and the District athletic sports. Short Tennis, rounders, tag rugby, table tennis, unihoc, tri-golf and softball cricket are also played.

## **Uniform Suppliers**

The National Uniform Suppliers in, Church Square, High Wycombe or most high street clothing stockists (eg Marks & Spencer, etc) can supply most items, with the exception of the polo shirt, sweatshirt and tracksuit which are available from our own school shop. Nearly new uniform may also be obtained from our shop, which is located in the Priory Road hall. The shop is open every Monday between 3.30 - 4.00 p.m.

12.

### COMPLAINTS

The Governing Body expects that concerns expressed by anyone about the school curriculum and related matters will be considered and, so far as possible, dealt with in an informal discussion with the class teacher or the Deputy Headteacher on the site in the first instance. It is not the intention that all such expressions of concern should be considered as 'complaints' and dealt with under the approved arrangements. However there will be cases where such concerns cannot be resolved informally, and parents should address their complaints in writing to the Chairman of Governors in the first instance then ultimately to the Secretary of State for Education. See also under Section C: Policies, no 21 - Complaints Procedure on page 35.

13.

### SCHOOL PROFILE

Hamilton's School Profile is available on-line at the DfES ParentsCentre website, and will be updated each year. The web address for Hamilton's profile is:

<http://schoolsfinder.direct.gov.uk/8255202/overview/>

**14.1 HAMILTON PRIMARY SCHOOL'S NURSERY ADMISSIONS POLICY**

Subject to the criteria set out below, children will be admitted to the Nursery at the beginning of the term after their fourth birthday, without reference to gender, ability or aptitude. The number of children in the Nursery will normally be up to 39 in the morning and up to 39 in the afternoon.

**Applications must be received by the end of the term prior to the term in which the child becomes four.**

Once children with statements of special educational need have been admitted to the school then places are allocated in accordance with the following oversubscription rules:

- 1) Children in care (any child looked after by a local authority in accordance with section 22 of the Children Act 1989)
- 2) Children whose normal home address<sup>#</sup> is within the area normally served by the school (catchment area).
- 3) Children who will have a sibling (brothers or sisters of whole or half blood, or any other child - including an adopted child - who resides at the same address and for whom the parent/guardian also has legal responsibility) in attendance at the school at the time of entry.
- 4) Children with exceptional medical, social or educational needs, supported by written evidence from a doctor, social worker, education welfare officer or other appropriate person
- 5) Other children according to the proximity of the child's house to the school by the shortest appropriate route. The distance will be measured in accordance with Buckinghamshire County Council's Geographical Information System from the front door of the child's home to the entrance to the Administration block of the Priory Road site.

Late applications will not be processed until all timely applications have been allocated.

Once all places are allocated, children will be placed on a waiting list in priority order. Priorities are likely to change, subject to the criteria above, as new applications are made or individual circumstances change.

In the case of twins, triplets, etc, if the school is unable to offer places to all the siblings, the following would apply: the first born will be offered the available place, or if time of birth is not known, the places will be offered in first name alphabetical order.

\* Definition of "Parent" this is defined in law (the Education Act 1996) as either:

- Any person who has parental responsibility for the child or young person or
- Any person who has care of the child or young person

Application forms should be filled in by a person who is the child's "parent". If two parents live at different addresses, the parent the child lives with for most of the week should fill in the form.

# Definition of "normal home address":

The address should be where the parent and the child live and evidence of this is required in the form of a utility bill, rent book or mortgage statement showing the address concerned. A child's home address is where he or she spends most of the school's week.

**It should be noted that a place in Hamilton Nursery does not automatically guarantee a place at Hamilton Primary School. Applications for school places should be made in line with the Admissions Policy for places at Hamilton Primary School.**

Nov 2009

## 14.2 ADMISSIONS POLICY FOR RECEPTION CHILDREN – 2010/11 ENTRY

Hamilton Primary School (HPS) is a Foundation School and the Governing Body is the Admissions Authority.

Subject to the criteria set out below, children will be admitted at the beginning of the academic year during which they become five, without reference to gender, ability or aptitude. The number of children admitted per year is 90.

Places will be allocated by the Governing Body on the basis of applications received through the Buckinghamshire Co-ordinated Scheme for Primary Admission. This allows parents \*/ guardians to apply for entry to any Buckinghamshire primary school by means of the Buckinghamshire Primary School Common Admission Application Form (BCAF) available in the Guide for Parents on Admissions and on-line via the County Council's website. Parents may express up to three preferences, in ranked order. In addition parents wishing to apply for a place under criterion 4, must complete a supplementary information form available from the school office. The closing date for return of applications is set by the County Council and applications must be received by their deadline prior to the start of the academic year (September) in which the child becomes five. Applications, together with proof of residence, will be required in accordance with the guidance given by Buckinghamshire County Council. Letters offering a place at the school will be sent by the County Council.

Once children with statements of special educational need have been admitted to the school then places are allocated in accordance with the following oversubscription rules:

- 1) Children in care (any child looked after by a local authority in accordance with section 22 of the Children Act 1989)
- 2) Children whose normal home address<sup>#</sup> is within the area normally served by the school (catchment area).
- 3) Children who will have a sibling (brothers or sisters of whole or half blood, or any other child - including an adopted child - who resides at the same address and for whom the parent/guardian also has legal responsibility) in attendance at the school at the time of entry.
- 4) Children with exceptional medical, social or educational needs, supported by written evidence from a doctor, social worker, education welfare officer or other appropriate person
- 5) All remaining applicants.

If the school can offer places to some but not all applicants under any criterion, the school will use an electronic random allocation system to decide which of the children within the criterion in question should be offered the available places. The use of random allocation will be independently monitored.

Late applications will not be processed until all timely applications have been allocated.

Parents may exercise the right to defer the entry of their child into school during the Reception year until the beginning of the term after the child's fifth birthday but may not seek deferment until the beginning of Year 1. The child's place must be taken up during the Reception year. In the majority of cases the school finds that children benefit from starting before their fifth birthday

*Once all places are allocated, children will be placed on a waiting list in criterion order in accordance with the criteria above and as set out on the school's Waiting List Policy.*

Admissions to Hamilton Primary School at times other than Reception Entry:

There are occasions when parents ask for admission to other year groups. In these instances the governors have agreed that the child may be admitted provided that the addition of another child to the year group does not exceed the standard number for each year group. Admission is governed by the criteria above. Where a transfer application and subsequent appeal are unsuccessful and a child has been

offered a place on the waiting list, the Admissions Committee will not consider a repeat application within the same academic year unless there has been a relevant change of circumstances relating to the application, or a place has become available in school and the child is at the top of the waiting list.

\* Definition of "Parent" this is defined in law (the Education Act 1996) as either:

- Any person who has parental responsibility for the child or young person or
- Any person who has care of the child or young person

Application forms should be filled in by a person who is the child's "parent". If two parents live at different addresses, the parent the child lives with for most of the week should fill in the form.

# Definition of "normal home address":

The address should be where the parent and the child live and evidence of this is required in the form of a utility bill, rent book or mortgage statement showing the address concerned. A child's home address is where he or she spends most of the school's week.

## 14.3 HAMILTON PRIMARY SCHOOL WAITING LIST POLICY

### WAITING LIST POLICY - FROM SEPTEMBER 2008

Once all places are allocated for each year of entry, children will be placed on a waiting list in priority order in accordance with the criteria set out below. Priorities are likely to change, subject to the stated criteria, as new applications are made or individual circumstances change. This list will be maintained by the County Council for each new Reception year group until one month after the normal date of entry, i.e. October of each year and will then pass to the school and the school will continue to manage its own waiting list for all other years.

Subject to the criteria set out below, children will be admitted as soon as practicable following a place becoming available. The maximum number of children per class should not exceed 30. Whilst the school will endeavour to be as understanding as possible, parents should be aware that it is not possible to hold places open beyond each half, or end of term without reference by exception, as set out in criterion (4) below, to the Admissions Committee of the Governing Body. In normal circumstances, however, parents will be expected to take up any offer of a place for their child within a week of the offer being made.

Once children with statements of special educational need have been admitted to the school then places are allocated in accordance with the following oversubscription rules:

- 1) Children in care (any child looked after by a local authority in accordance with section 22 of the Children Act 1989)
- 2) Children whose normal home address<sup>#</sup> is within the area normally served by the school (catchment area).
- 3) Children who will have a sibling (brothers or sisters of whole or half blood, or any other child - including an adopted child - who resides at the same address and for whom the parent/guardian also has legal responsibility) in attendance at the school at the time of entry.
- 4) Children with exceptional medical, social or educational needs, supported by written evidence from a doctor, social worker, education welfare officer or other appropriate person
- 5) All remaining applicants.

Parents will be required to complete a request form prior to their child being placed on the waiting list and be asked each term to confirm their wish to remain on the waiting list. Children will be placed on the waiting list in the order of the criteria above. Should there be more than one applicant that meets any criteria, an electronic random allocation system will be used to decide which of the children within the Criterion in question should be offered the available place(s). The use of random allocation will be independently monitored. The likelihood of obtaining a place at the school will change as new applications are made or individual circumstances change.

Should the offer of a place be refused, parents will forfeit their child's place on the waiting list. Additionally, parents will be asked to confirm their interest in remaining on the waiting list during the first half of each term. Failure to do so by a given deadline will result in the child's name being removed from the waiting list.

Parents of a child on the waiting list have the right for an appeal to be heard by an independent appeal panel. Where a transfer application and subsequent appeal are unsuccessful and a child has been offered a place on the waiting list, the Admissions Committee will not consider a repeat application within the same academic year unless there has been a relevant change of circumstances relating to the application, or a place has become available in school and the child is at the top of the waiting list.

**Any application made where it is subsequently found that there has been an intention to act fraudulently, withhold pertinent information or otherwise misrepresent the situation, will be immediately withdrawn.**

\* Definition of "Parent" this is defined in law (the Education Act 1996) as either:

- Both natural parents as long as they were married to each other at the time of the birth or have married each other since or
- Any person who has parental responsibility for the child or young person or
- Any person who has care of the child or young person

Application forms should be filled in by a person who is the child's "parent". If two parents live at different addresses, the parent the child lives with for most of the week should fill in the form.

# Definition of "normal home address":

The address should be where the parent and the child live and evidence of this is required in the form of a utility bill, rent book or mortgage statement showing the address concerned. A child's home address is where he or she spends most of the school's week.

The school has a regulation uniform and *the co-operation of parents is required to ensure that each child is provided with and wears the correct dress*. Details of the uniform are below. All items must be named.

### Nursery - Boys and Girls

The only uniform item required for boys and girls is a Hamilton school sweatshirt\*.

### Boys - Years: Reception to Year 6

- Grey shorts or trousers, with grey socks.
- Reception, Years 1 & 2: Hamilton school blue polo shirt (with embroidered crest)\*; alternatively, long or short sleeved conventional white shirt with school tie\*.
- Years 3 & above: White conventional long or short-sleeved school shirt with school tie\*.
- Dark green cardigan, dark green v-neck sweater or school sweatshirt\*.
- Black shoes (not boots). Dark, closed-toe sandals may be worn in summer.
- Sensible coat or anorak when weather dictates.

### Girls - Years: Reception to Year 6

- Dark green pinafore dress or dark green pleated/kilted skirt of a sensible length, with green tights or plain white socks, short or long (not sports socks); alternatively, grey school trousers with grey socks.
- Reception, Years 1 & 2: Hamilton school blue polo shirt (with embroidered crest)\*; alternatively, long or short sleeved conventional white shirt with school tie\*.
- Years 3 & above: White conventional long or short-sleeved school shirt with school tie\*.
- Dark green cardigan, dark green v-neck sweater or school sweatshirt\*.
- Black sensible shoes with a low heel (not boots). Dark, closed-toe sandals may be worn in summer.
- Green or white cotton tailored trousers and/or a white shoulder-length Hijab may be worn for religious reasons.
- In the summer* girls may wear a green and white checked or striped dress.
- Sensible coat or anorak when weather dictates.

**PE and Games kit** *must be named* and will include:

- Plain white or school T-shirt.
- White or dark green shorts or dark green PE knickers.
- Plain black or plain white plimsolls.
- Plain white socks.

In addition in Years 3, 4, 5 and 6 children require:

- Training shoes for outdoor use.
- Dark green tracksuit.
- Dark green games skirt may be worn for some activities.
- Leotards and footless tights may be worn for religious reasons.

Shorts, skirts and tracksuit bottoms must not have pockets.

Long hair must be tied back using only soft hair ties.

Children may only take part in physical activity when correctly dressed.

### Dress Rules

- Children with long hair must have it tied back at all times by green, black or white hair accessories.
- Hair styles must be conventional and indistinctive.
- Children wearing a white school shirt must wear a school tie.
- Children may wear school sun hats\* at the discretion of the school in summer.
- All articles of clothing should be named.
- A named watch and small plain ear studs may be worn. Jewellery necessary on religious or medical ground may only be worn at the request of parents and when written consent has been granted by the school.
- Children should wear sensible and safe school shoes. Fashion footwear is not allowed.

\*items available from the school shop

## BEHAVIOUR POLICY

Hamilton School is committed to high standards in all areas and believes that good behaviour underpins our ethos. This policy is to be read in conjunction with the Bullying Policy.

### Aims

- To encourage a calm, purposeful and happy atmosphere within the school.
- To encourage a caring environment where achievements at all levels are valued.
- To encourage independence and self discipline in order to enable all children to accept responsibility for their behaviour
- To encourage a consistent approach to behaviour amongst all members of the school community, pupils, staff and parents.

### 1. Code of Behaviour

At Hamilton School WE WILL

- Respect and show courtesy to each other and all adults;
- Take care of ourselves, each other and our school;
- Show self control and be truthful at all times.

This simple code of behaviour will be displayed in every classroom and discussed at least termly with each class. The Code of Behaviour is included in the School Prospectus and in the Home-School Agreement signed by each parent when children are admitted into school.

### Staff responsibilities

In line with the school ethos, it is the responsibility of all staff:

- To treat children fairly, recognising that each is an individual.
- To apply all rules and sanctions clearly and consistently.
- To provide good role models for the children.
- To make clear at all times expectations of behaviour at Hamilton School
- To encourage children to take responsibility for their own actions and behaviour
- To praise good behaviour both privately and publicly

### 2. At Hamilton School

In line with our school ethos, it is the responsibility of all staff to ensure that children maintain high standards of behaviour at all times and to challenge individuals who make poor choices.

Children are encouraged to:-

- Walk quietly around the school using the left hand side of corridors and stairs;
- Enter and leave assemblies in silence;
- Come into the building only when they have the permission of, or are supervised by, a known adult. In the interest of safety, children should not return to the classroom areas after dismissal;
- Always be on time and have the correct equipment with them;
- Bring money to school only when asked to do so, in an envelope/purse which must be marked with their name;
- Leave all toys, valuable items, eg computer games, etc., dangerous implements, chewing gum, bubble gum and sweets at home. Mobile phones should be handed into the school office at the beginning of the school day;
- Use toilets sensibly;
- Pick up litter when they drop it, putting it in the bins provided;
- Dress smartly for school, wearing uniform and the correct kit for PE, which should not be shared. Everything must be named;
- Wear watches marked with their name;

- Wear no more than one safety stud per ear if pierced;
- Eat their lunch sitting at a table eating over their lunch box and tidy up after themselves. Take home **all** uneaten food;
- Remain in their own classroom/area during indoor play, occupying themselves with suitable quiet activities;
- Use school equipment during playtimes/lunchtimes with adult supervision;
- Play safely in a sensible way without fighting (even as a game) or lifting up other children;
- Use play equipment sensibly and safely, treating it with respect and keeping within designated areas;
- Ensure that they do not bring into school any items that could endanger others;
- Play hand tennis (with a named tennis ball), conkers, and so on, in the designated playground zones;
- Not retrieve equipment from outside the playground;
- Stand still when the whistle blows. On the second whistle, or when told, they must walk to their lines. Children should be silent once they are in the line;
- Use the footpaths.
- Not to talk to adults/children through the fence, even if they know them.

#### **Hampden Road only**

- When the whistle blows on the field, children will move from the field and any other area to the playground;
- When the whistle blows on the playground, all children must stand still;
- When told, pupils must line up in register order;
- When the second whistle blows, all children must be silent and facing forward;
- When the field is fit, tennis balls and footballs are allowed on the field, **but no bats**. Plastic cricket bats are allowed on the bottom playground, a maximum of three games in progress at any one time;
- When the field is unfit and the playground is dry, only sponge balls may be used.
- Ball games are not allowed on the lower playground at the beginning or end of the day.

#### **Priory Road only**

- Children are not allowed to play behind the shed, around the bins, in the toilets, on any steps, in the tunnel or on the terrace;
- Children must walk sensibly through the tunnel and down the stairs when moving to and from the playground;
- When the whistle blows on the playground, all children must stand still;
- When told, pupils must line up in register order;
- When the second whistle blows, all children must be silent and facing forward;
- Sponge balls may be used when the playground is dry;
- Ball games are not allowed on the lower playground at the beginning or end of the day.

### **3. Rewards**

At Hamilton School children are encouraged to adopt sensible and appropriate behaviour through a system of rewards.

FOR:-

- Polite and courteous behaviour
- Being kind, thoughtful and helpful
- Working diligently during school activities
- Improvement
- Achievement

BY:-

- Verbal and written commendations
- Smiley faces and stars
- House points
- Sharing success with other staff and children, Year Group Leaders, Deputy Head and Headteacher

- Certificates of achievement
- Sharing assemblies
- Communication with parents

#### **4 Sanctions**

Incidents of poor behaviour will be dealt with and sanctions applied in such a way as to allow continued or serious incidents of poor behaviour to be dealt with by a more senior member of staff when appropriate.

Repeated inappropriate behaviour will be referred progressively to a more senior member of staff as follows:

- Class Teacher
- Year Leader
- Manager
- Deputy Headteacher
- Headteacher

Midday Supervisor's will report inappropriate behaviour to the Senior Midday Supervisor or the class teacher.

The class teacher may apply the following sanctions according to the severity of the incident:

1. The look
2. Verbal warning
3. Moving a child within or to another class as appropriate
4. Keeping a child behind
5. Informal/Formal contact with parents
6. Placing a child on report.

If the above sanctions have not had the desired effect then inappropriate behaviour would be referred to the Year Leader, Manager and then Deputy Headteacher who may apply the following further sanctions:

1. Discussion with the child
2. Keeping a child in during playtime/lunchtime
3. Formal contact with parents.

If following the intervention of four separate members of staff poor behaviour still requires attention, then the Headteacher will deal with the situation.

#### **5. Charter of Behaviour**

Each class teacher will, at the start of the school year develop a charter, in conjunction with their children, the format of which will be age appropriate.

The Charter will be displayed prominently in the classroom and discussed regularly with the children.

#### **6. Circle Time**

Time should be found on a regular basis for children to openly discuss matters of importance to them. Pupils and staff will be sensitive to issues raised during these sessions. Should these be of a serious nature, appropriate action will be taken by the class teacher.

At Hamilton Primary School we do not tolerate bullying or harassment of any kind. All children and young people have the right to an educational environment where they feel safe and which is free from harassment and bullying. This right is enshrined in the United Nations Declaration of the Rights of the Child which encompasses a child's right to have an equal chance to be what they are and learn to be responsible and useful irrespective of their race, colour, sex, language, religion, political or other opinion or national or racial origin. A child also has the right not to be harmed and to be brought up in a spirit of peace and friendship.

At Hamilton School we believe that bullying:

- is the persistent and deliberate abuse of another person.
- comes in many different forms, physical, verbal and emotional.
- is always hurtful.
- is always unacceptable and at times can have serious consequences.

**Bullying is hard to identify, easy to overlook or misinterpret and dangerous to ignore so every effort must be made to deal promptly and effectively with incidents of bullying.**

**Bullying can take many forms:**

- Teasing, mocking or picking on someone.
- Exclusion, deliberately ignoring someone and/or encouraging others to do the same.
- Repeatedly "putting down" someone.
- Spreading rumours.
- Threatening.
- Using hurtful, racist names or any names which obviously upset.
- Sexist comments.
- Punching, hitting, kicking or pushing.
- Taking or damaging property.

**Children who feel that they are experiencing bullying should:**

- **Tell the bully to stop** - State quite clearly that the behaviour is unwelcome and offensive and, if possible, walk away from the situation.
- **Seek adult help** - if the bullying continues or they are afraid to tell the bully to stop.
- **Report it to their class teacher or any member of staff** -

**Children must feel confident that any incident can be resolved satisfactorily.**

**Strategies in place to prevent bullying:**

1. At Hamilton each class creates a set of class rules at the beginning of each term and this is when the children learn about the action they can take to prevent bullying.
2. The older children in Year 6 act as peer mediators to try and help set up a safer environment and provide an additional listening ear.
3. "We are a telling school," this message is regularly enforced by all members of staff. If children feel they are being bullied in or out of school they must tell an adult. The adult will then take appropriate action.

**All children must feel confident that any incident can be resolved satisfactorily.**

**All children should help to prevent bullying by:**

- **Respecting themselves** and others.
- **Working** to create a pleasant school environment for all.
- **Learning to tolerate** and accept individual differences.
- **Making sure** that others don't feel excluded.
- **Knowing and supporting** the school policy on bullying.

**Incidents of bullying will be dealt with appropriately in a variety of ways, which will include:**

- Referral to Year Leader
- Referral to Deputy Headteacher
- Referral to Headteacher
- Formal contact with the parents
- Placing on report
- Internal exclusion
- Temporary exclusion
- Permanent exclusion

Parents who feel that a child is being bullied **must alert the school** by writing to the class teacher or ringing the office. Any change in behaviour could be an indication that something is wrong. Unwillingness to attend school, feigning illness, frequent loss or damage of personal property, loss of confidence, uncharacteristic mood changes, bad dreams, nightmares or withdrawal from social activities could be indicators that something is wrong.

Everyone at Hamilton Primary School works to create a happy and safe environment, where all feel valued, and where individual differences are appreciated, understood and accepted.

We all want our children to read. It is a vital skill for life today. The partnership of parents and teachers is a key to success. These guidelines are a means of helping this partnership work. We need to recognise that learning to read is not a race, some children need more time than others do. If you are anxious you will pass on this concern to your child. Encourage your child to read anything and everything, including shop signs, comics and cereal packets. If possible, take them to the public library regularly.

### **Nursery - Year 3**

#### **Taking Books Home**

Reading books may be taken home, protected in a book bag. Your child will bring home a variety of books, including "colour-coded books", "Oxford Reading Tree Books", "library books" and "non-fiction books". Sometimes your child may choose the book(s). Please respect this choice, even if you think the book is not suitable.

#### **Guidelines**

Depending on your child's reading ability and the type of book taken home, decide together which of the following activities is most appropriate.

- You read and discuss the book with your child.
- You and the child read the book at the same time (paired reading).
- Your child reads the book to you.
- Your child reads the book alone.

#### **Reading Together**

Try to make reading sessions regular, in a place which is comfortable and at a time when the child can be given your full attention.

- Talk about the book before you start (title, cover pictures, expectations, etc).
- Give lots of praise and encouragement.
- Talk about what you have read (unusual/difficult words, characters, illustrations, etc).

#### **Strategies**

Use of these will depend on the stage your child has reached and the difficulty of the book.

- Let your child hold the book.
- He/she may find it useful to point to the words.
- Encourage the use of a variety of techniques to overcome difficulties:
  - Go back to the start of the sentence and take another run at it (make a reasonable guess).
  - Read on to the end of the sentence and make a reasonable guess from the content, initial sounds or pictures.
  - Look at the word and try to build it up using knowledge of letter/sound relationships.
- Give the word to your child (always try to prevent anxiety or frustration creeping in).
- Give the word if you don't want to interrupt the flow of reading.
- When a difficulty has been overcome, read the sentence back through to your child.

#### **Recording Reading**

Written comments about reading sessions may be entered in the *Reading Diary*.

## Year 4 - Year 6

### **Becoming an Independent Reader**

As children master the mechanics of reading, they develop silent reading habits and increasingly understand more of what they read. They develop preferences and learn to use search-reading skills to find specific information.

### **Taking Books Home**

Children will bring home a variety of books which they should be encouraged to read. Depending on your child's reading ability and the type of book taken home, decide together which of the following activities is more appropriate.

- You can read and discuss the book with your child.
- You and the child read the book at the same time.
- Your child reads the book to you.
- Your child reads the book alone.

Please respect your child's choice of book. If a home reading record has been issued, written comments should be entered.

### **Reading Together**

Try to make reading sessions regular, in a place which is comfortable and, where necessary, at a time when the child can be given your full attention.

- Talk about the book before you start (title, cover design, expectations, etc).
- Give lots of praise and encouragement.
- Talk about what you have read (characters, events, unusual/difficult words, etc).

### **Strategies**

Use of these will depend on the stage your child has reached and the difficulty of the book.

- Let your child hold the book.
- He/she may find it useful to point to the words.
- Encourage the use of a variety of techniques to overcome difficulties:
  - Go back to the start of the sentence and take another run at it (make a reasonable guess).
  - Read on to the end of the sentence and make a reasonable guess from the content, initial pictures.
  - Look at the word and try to build it up using knowledge of letter/sound relationships.
- Give the word to your child (always try to prevent anxiety or frustration).
- Read the whole sentence back when a difficulty has been overcome.

So please enjoy the sharing of books with your child, and relax.

Regular homework encourages children to develop the practice of independent study. It develops perseverance and self-discipline. It allows them to practise skills learnt in the classroom and gives an opportunity for work started in school to be completed at home. It permits more ground to be covered and more rapid progress to be made. Classwork concentrates on those activities requiring the teacher's presence. Homework opens up areas of study and makes possible the use of materials and sources of information that are not accessible in the classroom; it also encourages parents to become more involved in their children's work, supporting the partnership between teacher, pupil and parent so that learning becomes an enjoyable, shared and rewarding experience. Usual practice is as follows, although parents will be informed of any changes by Year Group Leaders at the beginning of each term.

**Nursery**

Children in the Nursery take books home twice weekly. Parents are invited to read the books to their children as well as sharing the pictures and text with them.

**Reception, Year 1 and Year 2**

The school has a Home Reading Policy which is issued to parents as children start school. Each child should have a book bag in which they carry a reading book and a reading diary for teacher and parental comments. Key words may be sent home with some children to reinforce word recognition. Colour coded books are sent home on a regular basis in Year 1. Sheets with letter formation are given to parents with children in Year 1 who wish to help their children with handwriting practice. In Year 2 most children are also given lists of spellings to learn.

**Year 3**

Each week your child will be given work to do at home. We ask you to hear them read and discuss their reading with them daily. Twenty minutes Literacy homework will be given on Mondays, and Numeracy on Wednesdays, in addition to spellings which we ask you to help them learn.

**Year 4**

Each week the children receive lists of words, which they must learn to spell and know the meaning of, on which they are tested. All children have 20 minutes of mathematics homework on Wednesdays and 20 minutes Literacy homework on Mondays. Other pieces of work relating to classwork are occasionally set. The children are expected to take their home reading folder and homework diary home each evening and we ask you to read with them regularly and check that they have completed their homework. Please sign the homework diary weekly.

**Year 5**

Each week the children are expected to complete 30 minutes work on literacy and produce a 30 minute piece of mathematics work. The children are expected to take their home reading folder and homework diary home each evening and we ask you to read with them regularly and check that they have completed their homework. Please sign the homework diary weekly.

**Year 6**

The children are asked to do three 40 to 45 minute sessions of homework per week, one for each core subject. The children are expected to take their home reading folder and homework diary home each evening and we ask you to read with them regularly and check that they have completed their homework. Please sign the homework diary weekly.

**Unfinished Work**

There may be occasions when your child is asked to take incomplete classwork home to finish, in addition to normal homework.

**Homework Club**

An after school homework club is held in Priory Rd. Parents who would like their children to attend should write to their child's class teacher. If appropriate, teachers will invite children to attend homework club.

**Failure to Hand in Homework**

Parents will receive a letter informing them that homework has not been handed in and that co-operation is sought in ensuring that the child does conform to the Homework Policy. Repeated failure to produce work will result in a meeting between the parent and school to devise a strategy to deal with the problem.

This Home School Agreement is set in the context of the Ethos, Mission Statement and Aims as detailed overleaf.

1) **As the Parent / Guardian of \_\_\_\_\_, I will**

- See that my child goes to school when required, on time, and inform the school immediately of non-attendance.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Ensure that my child goes to school wearing school uniform and with appropriate equipment.
- Support the school's policies and guidelines for behaviour.
- Support my child in homework and other opportunities for home learning.
- Attend Parents' Evenings and discussions about my child's progress.

2) **We, the School, will**

- Provide a balanced curriculum and meet the individual needs of your child.
- Contact you if there is a problem with attendance, punctuality, equipment or uniform.
- Let you know about any concerns or problems that affect your child's work or behaviour.
- Set, mark and monitor homework and inform you of any concerns.
- Arrange evenings during which progress will be discussed.
- Send home an annual written report.
- Keep you informed about school activities through regular letters home, newsheets and notices about special events.

Signed \_\_\_\_\_ (Parent/Guardian)

\_\_\_\_\_ (Please print name)

Signed \_\_\_\_\_ (School) \_\_\_\_\_ (Date)

Mr Graeme Aldous

## HAMILTON PRIMARY SCHOOL COMPLAINTS PROCEDURE

This document sets out the school's procedure for addressing complaints, which has been established in accordance with Section 39 of the School Standards and Framework Act 1998. It should be used only when informal attempts to resolve problems have been unsuccessful.

At Hamilton we want our children to be healthy, happy, safe, and to achieve. We recognise that parents, guardians or carers play an important part in making this happen and believe that co-operation between parents, staff and governors leads to a shared sense of purpose and provides the best possible opportunities for children to develop and progress emotionally and academically. We are committed to working together with all parents to the benefit of their children

Please note that this procedure does not apply to issues concerning the curriculum, collective worship, admissions, exclusions, decisions about a child's special educational needs or grievances by school staff. These are the subject of separate complaints procedures.

The school will give careful consideration to all complaints and deal with them fairly and honestly. Whilst providing sufficient opportunity for any complaint to be fully discussed, all complaints will be dealt with as quickly and efficiently as possible. The length of the period will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled. However, the intention is that all complaints should be settled within a period which is reasonable in all the circumstances with the aim of finding a resolution through open dialogue and mutual understanding.

### Framework of Principles

Our Complaints Procedure will

- be easily accessible and publicised
- be simple to use and understand
- be impartial
- be non-adversarial
- allow swift handling with established time-limits for action and keeping people informed of the progress
- ensure a full and fair investigation by an independent person where necessary
- respect people's desire for confidentiality, wherever possible (some information sharing may be necessary to carry out a thorough investigation)
- address all points of issue, providing an effective response and appropriate redress, where necessary
- provide information to the school's senior management team so that services can be improved.

### Informal Complaints

There is no substitute for attempting to clarify misunderstandings and resolving problems informally. If a complainant has an issue that he or she wishes to clarify or discuss, he or she should feel free to raise this with the class teacher, year leader or Deputy/Assistant Headteacher in charge of the relevant site of the school. If the complainant is still not satisfied then they should make an appointment with the Headteacher to seek an appropriate resolution.

## Formal Complaints

### Stage 1

If the complainant does not wish to raise the matter informally or if a complaint raised informally has not been resolved, the complainant may wish to have the matter formally investigated by an appropriate person from the school. In this case the complainant should complete and sign a Complaint Form\* and return it to the Headteacher's Secretary/Clerk to the Governing Body. If help is required to complete the form then the school will provide the assistance of someone unconnected with the complaint.

If the matter is about:

- the day-to day running of the school
- the interpretation of school policies
- the actions or inactions of staff at the school

it will be investigated by the Headteacher or a senior member of staff nominated by the Headteacher.

If the matter is about:

- school policies, as determined by the Governing Body
- the actions or inactions of the Governing Body
- the Headteacher

it will be investigated by the Chair of Governors or a governor nominated by the Chair.

The person carrying out the investigation will review the way in which the complaint has been handled by the school and ensure that the issues have been dealt with properly and fairly. They will normally write to the complainant with the outcome of the investigation within 15 school working days of receiving the complaint.

If it becomes apparent that the complaint is a disciplinary or capability issue, then the matter will be dealt with by following the appropriate procedure rather than the complaints procedure. A complainant will be notified if this is the case, but is not entitled to know which procedure, or the final outcome.

### Stage 2

If the complainant is not satisfied with the result from Stage 1, they may choose to refer their complaint to Stage 2 of the procedure. This must be done in writing to the school within 15 school working days of the completion of Stage 1.

At this Stage, the complaint will be considered by either the Chair or nominated governor or the Appeals Committee depending on who carried out the investigation in Stage 1: -

- A. If Stage 1 was investigated by the Headteacher or a senior member of staff nominated by the Headteacher, the Chair or nominated governor will consider the manner in which the complaint was addressed and decide whether it has been properly dealt with. If they have any concerns, they may ask the Headteacher to re-open the investigation. The complainant will be kept informed of any delay. If the complainant is not satisfied after the Chair or nominated governor has completed their review, the Appeals Committee will meet to consider the complaint and make a final decision about it on behalf of the Governing Body.
- B. When Stage 1 has been investigated by the Chair or nominated governor, Stage 2 will be carried out by the Appeals Committee, who will meet to consider the complaint and make a final decision about it on behalf of the Governing Body.

In either A or B, the Appeals Committee will be comprised of governors who have no detailed prior knowledge of the complaint, or connection with the complainant. The meeting will normally take place within 15 school working days of receipt of the written request for Stage 2.

The complainant will have the opportunity to submit written evidence on the complaint prior to the meeting of the Appeals Committee and also to attend, accompanied by a friend/partner if they wish, to put their case. The Headteacher will be given the same opportunities. The Appeals Committee will write to the complainant with its conclusion within 5 school working days of the meeting

The decision of the Appeals Committee is final. If the complainant is still not satisfied, they may wish to put their complaint to the Department for Children, Schools and Families.

The Headteacher, Chair of Governors and Panel of Governors will always:

- take a complaint seriously
- give it due consideration
- deal with it effectively

Every effort will always be made to deal with a complaint as speedily as possible, but some cases may take time to investigate fully. The time limits given above may be extended by mutual agreement.

**Mr Graeme Aldous**  
Sept 2009

This policy became operational from 18 June 2008. The policy may be amended from time to time in accordance with school development and any changes to legislation.

\*available from the main office at the Priory Road site.

**ASSESSMENT, RECORDING AND REPORTING**

In order to achieve maximum learning opportunities for each child, it is essential that there is a recognised framework for assessment, recording and reporting and that these practices involve all staff, pupils and parents. We use ongoing assessment following National Curriculum guidelines together with regular internal assessments. Statutory assessments are carried out at the end of Key Stage 2.

Two open evenings are held every year and a written report is sent home during the summer term. Parents are invited to see their child's work and to meet the staff. Parents may see the staff or the Headteacher at other times by appointment.

**School Results by percentage: Key Stage 1**

This table shows a summary of the National Curriculum assessment results of pupils in the school (2009) and nationally (2008) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 91

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	0	11	72				11	0	0
	Girls	0	11	78				7	0	0
	Whole School	0	11	75				9	0	0
	National	2	11	65				21	0	0
Reading	Boys	2	11		17	15	26	22	0	0
	Girls	2	2		7	29	33	22	0	0
	Whole School	2	7		12	22	30	22	0	0
	National	3	13		13	22	24	25	0	0
Writing	Boys	7	15		17	35	11	9	0	0
	Girls	2	11		16	33	20	13	0	0
	Whole School	4	13		16	34	15	11	0	0
	National	5	15		22	27	19	12	0	0
Mathematics	Boys	2	7		15	15	26	28	0	0
	Girls	0	7		22	31	24	11	0	0
	Whole School	1	7		19	23	25	20	0	0
	National	2	8		16	25	27	21	0	0
		W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	0	4	78				11	0	
	Girls	0	9	82				4	0	
	Whole School	0	7	80				8	0	
	National	2	9	67				22		

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.  
U represents children for whom it is not possible to determine a level.

## School Results by percentage: Key Stage 2

These tables show a summary of the National Curriculum results of pupils in the school (2009) and nationally (2008) at the end of Key Stage 2, as a percentage of those eligible for assessment.

The number of eligible children is: 88

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2009 and NATIONAL 2008										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disapplied	Pupils absent
English	School	0	0	1	13	58	27	0	0	1
	National	0	1	4	16	49	30	0	0	0
Mathematics	School	0	0	2	5	56	36	0	0	1
	National	0	1	4	16	46	33	0	0	0
Science	School	0	0	0	9	45	44	0	0	1
	National	0	0	2	12	47	38	0	0	0

TEST RESULTS 2009 and NATIONAL 2008								
		Percentage at each level					Pupils not entered <sup>#</sup>	Pupils absent
		Below level 3 <sup>*</sup>	3	4	5			
English	School	0	11	47	41	0	1	
	National	6	13	51	30	0	1	
Reading	School	0	5	44	50	0	1	
	National	6	6	38	49	0	1	
Writing	School	0	20	52	26	0	1	
	National	6	26	48	20	0	1	
Mathematics	School	2	19	39	39	0	1	
	National	5	15	47	31	0	1	
Science	School	0	8	38	52	0	2	
	National	2	8	44	44	0	1	

**W** represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

**\*** represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

**#** represents pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied.

## SELECTIVE SCHOOL PLACEMENTS

31 out of 90 children were allocated places in grammar schools for September 2008.