

Harlands Primary School
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Learning to value ourselves and our world

Headteacher: Mrs Helen Thorne

Chair of Governors: Mrs Sandie Sansom

Harlands School is a County Primary School for boys and girls aged four to eleven. We admit up to 60 pupils per year and serve the western part of the town of Haywards Heath.

The School is maintained by West Sussex County Council and managed by Harlands Primary School Governing Body.

Contacts for the Local Education Authority:

West Sussex County Council
Education Department
County Hall
West Street
Chichester
West Sussex
PO19 1RF
Telephone 01243 777100

Education Office (North)
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RH10 2GP
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This parents' handbook is revised in November 2008. We will keep you informed of any policy changes through our regular newsletters.

This document, together with the Governor Newsletter, forms the School Prospectus.

INTRODUCTION

Harlands County Primary School was opened in 1964. It is situated in Penland Road, on the north-western edge of Haywards Heath. The main school entrance is signposted and is in the centre of the building. **For security reasons would all visitors please report to the Office.**

Our classrooms are spacious and all overlook the school grounds. Each is equipped for ICT, interactive whiteboard and linked to our computer network. In addition we have a large multi-purpose hall, a studio and infant library. Recent building improvements have given the school three new classrooms and a purpose built library and computer suite.

There are fourteen classes - groups of around thirty children together with their teacher and teaching assistants. There are two classes in each age group from age 4 to age 11. All are housed in one building, with the infant and junior classrooms separated by the hall and office suite.

The school grounds are very beautiful and are bordered by mature woodland. There are three playgrounds. Children in the Early Years Department have their own outside play area complete with a lawn and shady trees. We also have a large playing field suitable for a range of sporting activities, and benefit from the adjacent spacious playing field of Sussex Central College.

The whole site is secluded and away from traffic, surrounded by trees and private gardens. The school's attractive natural environment is home to many species of wildlife (particularly birds, rabbits and squirrels) and the Friends of Harlands have provided the children with a safely fenced pond and garden area.

SECURITY

Harlands provides children with a secure environment, far from crowded streets and traffic fumes. Nevertheless, the Governors are conscious of the need to review our security precautions constantly. Members of staff and visitors wear badges.

We ask

- 🔒 that parents always enter the school through the main entrance, even after normal school hours;
- 🔒 parents should not hold doors open for other visitors;
- 🔒 all visitors, including parents, must report to the office at the start of each visit to sign the visitors' book and collect a badge;
- 🔒 all visitors/parents should familiarise themselves with the evacuation procedures which are displayed in the signing-in book, and the classrooms;
- 🔒 that visitors/parents do not use the doors in the infant corridor; they are alarmed to protect the children;
- 🔒 that visitors/parents remember to sign out when they leave the school.

OUR AIMS

Our school aims to.....

- Encourage independence and a love of learning to enable children to reach their full potential;
- Enable children to understand and respect themselves and others;
- Provide a happy, safe and well-managed environment;
- Forge an open partnership between home and school;
- Encourage children to make a positive contribution to school life;
- Prepare children for the challenges and opportunities awaiting them.

ADMISSIONS

VISITING THE SCHOOL

We are always delighted to show new pupils and their parents around Harlands, and to answer any questions they may have. For many parents a visit is a useful way to get to know a school and can be helpful in deciding their preferences. Please phone the school to arrange an appointment.

EARLY YEARS ADMISSIONS

First time admission to school is managed by West Sussex County Council Admissions Department.¹

Parents are sent a letter in the late summer or early autumn before their child's fourth birthday. This letter will contain an offer of a place for the nearest local school (or catchment school) to your address for your child to attend the following September. It will also contain a form for you to complete.

On that form you will be asked to

- **either** confirm your acceptance of the place offered
- **or** state your preference for a different school.

All local schools hold open events and welcome visits from prospective parents to help you decide which school you would like your child to attend.

The local authority will allocate places according to parents' preferences unless a school is over-subscribed.

When more applications are received than places are available, the following criteria are used to allocate places:

- Children with an address in catchment² who have brothers or sisters currently at the school.
- Children with an address in catchment.
- Children beyond catchment with older brothers or sisters at the school, priority given to those living closest³ to the school.
- Other children, priority given to those living closest to the school.

Parents are notified of the school in which their child has been allocated a place by the end of December. Parents who still wish for their child to attend a different school usually opt to put their child's name on a waiting list. For those parents who still do not secure a place at their preferred school there is an appeal process.⁴ Infant class sizes are kept to 30 pupils by law. It is rare for this to be overturned on appeal.⁵

¹ Admissions Department, Centenary House, Crawley, West Sussex RH10 8GP. Telephone 01293895318

² For Harlands Primary school the eastern boundary is the railway line. The southern boundary is currently Wealden Way, but this may change with the opening of Bolnore Primary School. The western and northern boundaries are the Haywards Heath boundaries with Cuckfield, Lindfield and Balcombe. For a complete list of catchment roads click here.

³ Distances are measured as the crow flies. WSCC has all distances logged and available.

⁴ Information about appeals can be obtained from the Admissions Office or from the school.

⁵ The class size at Harlands is 30 children and in the infant department, this is governed by law.

IF YOU ARE DISAPPOINTED

We recommend that you ask for your child to be placed on the school waiting list. Many children who are not offered a place in January actually start with us in the following September because places become available due to children moving out of the area or to their parents' preference for an alternative type of school.

USUAL PATTERN OF ATTENDANCE IN EARLY YEARS

All children can start school in September, when most will be four years old. Whether your child comes to school full time or part time depends partly on their birthday and/or whether they are ready to attend full time.

Birthday	Autumn Term	Spring and Summer Terms
1 September to 31 March	Full time	Full time
1 April to 31 August	Part time (8.50-12.05), but reviewed at half-term	Full time

Parents of younger children (January to August birthdays) sometimes choose to defer their child's entry. They often ask us about this option, but we do not generally recommend it because

- our fully qualified teachers are able to meet the needs of even the youngest pupils,
- the Early Years Unit is equipped for the play of four year olds,
- in the Autumn Term we give the whole class a gradual induction to the life of the school. Children starting later will join a class of children who are already confident and familiar with the ways of school.

However, for some children a deferred entry is a sensible option and individual parents must make the final decision. Please feel free to discuss this option with the headteacher or the class teacher.

STARTING SCHOOL

Before starting

The LEA will send you a letter confirming the admission, as outlined in their "Information for Parents" booklet sent to parents with the initial application for a school place. Shortly afterwards the school will also send a letter inviting you and your child to meetings at the school and to complete an admission form for our records.

Meeting for parents and children

A meeting for all parents and children takes place in July. This is an important opportunity

- for children to meet each other as well as their teacher, and experience the classroom,
- for parents to meet class teachers, teaching assistants and the headteacher, and to find out about some of the school routines,
- to collect an information pack for parents with more detailed information on how the department runs,
- for parents to meet other parents.

The first weeks at school

In the first two weeks all children attend part-time, and it is now that children and staff can get to know each other and get used to their new environment in a small group. We will provide detailed information in the admissions letter.

The first few weeks of school represent a very challenging time for a young child and each reacts individually. The teacher will be getting to know your child, and will want to talk to you about him or her. Although teachers will always be available for a quick word before or after school, they will probably suggest an appointment for any matter that needs longer discussion.

During the first term you will be invited to an individual meeting with your child's teacher to discuss your child's needs, strengths, interests and how he or she has settled into school.

OTHER ADMISSIONS

The admissions of children already attending school are managed by the school office. If you apply for a place and there is a vacancy, your child will be able to start school. If at all possible, it is customary for parents to visit our school to ensure that they are happy with our provision and to give the school a little information to enable their child to settle in happily. Induction days for the child are usually arranged.

For year groups that are full, a waiting list is kept. As soon as a place becomes available, the parents of the child at the top of the list will be informed. The position of each applicant on the list is determined by the criteria listed earlier and not by the length of time the name has been on the list. (For example, if a family move into the area and the school has space for one, but not the other, the second child will be placed high on the waiting list because of the other sibling just admitted. It is our policy at Harlands to give parents of children on the waiting list a realistic estimate of when they are likely to be given a place.) This process is also subject to appeal if parents wish to demonstrate that their application has not been handled fairly.

It is also our policy at Harlands for transition from another local school to be an open process, discussed by parents with senior staff at both schools. This policy is not intended to infringe parents rights in any way, but is to ensure that all decisions are taken in consideration of the child's best interest.

If you would like us to send you an application form, an appeals form, or any other information about the school, please contact us

Children who join Harlands in Years 1 -6 will be admitted as soon as possible so that they do not miss any of their time in school.

If possible, we like to organise a half-day visit for the child before they start. This helps them to look forward to starting their new school.

CURRICULUM

At Harlands we place a very high premium on our school community. This means that we welcome children of all abilities and backgrounds, and value the contribution to the school made by each one.

We want our children to be well equipped for all the challenges that life will offer them, believing that, to be successful, they need to be well motivated and possess the best possible intellectual and social skills. It is equally important that they have the curiosity, resilience and self-confidence to sustain them in the fast moving world of the twenty-first century.

They learn that we value their efforts to improve themselves and their contribution both to the welfare of others and the life of the school.

WE AIM TO GIVE EVERY CHILD...

- ✓ **The opportunity to develop the skills and acquire the understanding which provides a firm foundation for all future learning.**
- ✓ **An education which is broad and balanced, covering all areas of the National Curriculum as well as important areas such as health, safety, personal and social development and an understanding of their community.**
- ✓ **The recognition that he or she will develop at his or her own individual rate.**
- ✓ **An environment in which they are encouraged to develop self-confidence, and a sense of justice and which offers equality of opportunity for all regardless of gender, race, social background or physical ability.**
- ✓ **The encouragement and understanding necessary to reach his or her full potential.**

THE CURRICULUM AT HARLANDS

THE EARLY YEARS CURRICULUM

This is the curriculum for 4-5 year olds. All areas carry equal weight.

Literacy	Social Development
Numeracy	Physical Development
Knowledge of the world	Creative Development

NATIONAL CURRICULUM

(Statutory curriculum - 80% of teaching, every child's entitlement)

English
Mathematics
Science

Information and Communication Technology
History
Geography
Art and Design
Design and Technology
Physical Education
Music
Religious Education

EXTRA SUBJECTS TAUGHT

(Determined by the school - 20% of teaching)

French
Personal and Social Education
Citizenship
Health education, including
Sex education
Spiritual and moral education
Musical instruments
Performing arts
Cycling Proficiency

We currently have clubs for:

Art	Chess	Cricket
Drama	Football	Gardening
Karate	Netball	Tag Rugby
Orchestra	Computing	

EXTRA CURRICULAR SUBJECTS

The Curriculum at Harlands is a combination of the National Curriculum, and the additional subjects offered by the school. Children in Early Years follow the Early Learning Goals.

The core subjects, English and maths, are covered every day. Science and Information and Communications Technology are taught regularly. These subjects provide children with the basic skills for adult life and for further academic study. The foundation subjects and the additional subjects offered by the school ensure that children have a broad and balanced education, developing skills in a range of academic and culturally important areas. Children approach the curriculum through themes, chosen because of their interest. In a study of Victorians, for example, children may be covering aspects of history, literature, science, art and music.

Teachers design their lessons to appeal to the whole class, with support for the less able and plenty of challenge for children who need it.

Some of the additional studies are offered to children through clubs at lunchtimes and after school. (In some cases a small charge is made.)

ENGLISH

This is the single most important area of the curriculum for every child. The ability to communicate well with others, in speech and through literacy, is a basic life skill and the foundation for learning all other subjects. Teachers regularly assess English attainment, and it is tested externally at the end of each key stage in SATS.

SPEAKING AND LISTENING

The importance of oral skills

Some children have developed the ability to speak confidently, express ideas clearly and listen carefully to a high level before they even come to school. As well as being essential for communication, these oral skills are the cornerstone for all development in written communication.

Opportunities for development

Children learn to express their imaginative response in drama lessons. They are encouraged to speak regularly in front of the children in their own class and soon develop the confidence to address the whole school in assembly. They also frequently take part in entertainment for parent audiences. We believe the art of listening is equally important and so we provide every opportunity for your child to develop their skills in this area.

READING

We give reading high priority at Harlands, with each class having a timetabled hour every day devoted to literacy skills. All children in the school read every day, either to themselves or to an adult, with younger ones reading aloud regularly and listening to stories on a daily basis. As their reading skills progress we encourage children to choose from a wide range of literature.

Each child's reading is assessed regularly so that we can monitor progress. We know from experience that different children respond to different methods and so we use a variety of teaching approaches. Some are given additional literacy support in small group lessons. However, all children respond to praise, encouragement and the enjoyment that comes with a good story.

Playing your part as a parent

Parents have an important part to play in helping their children become competent and confident readers. There are lots of things you can do:

- listen to your child regularly
- read stories to them and talk about the books
- encourage and support your child while they are learning difficult new skills
- show them that reading is useful and enjoyable by letting them see you reading. (Research shows that young boys are less likely to see their father reading than girls are to see their mothers!)
- continue to read with them and take an interest after they have learnt to "break the code".

Advanced reading skills are all about deducing meaning and understanding implications.

We encourage parents to help their child by reading to them and sharing books with them. The school lends books to children to take home every evening. We use a homework diary as a link between parents and teachers until the child becomes a fully independent reader.

Getting started: reading for infants

The emphasis for the youngest children is on learning to recognise the words on the page. Up to the age of seven we use a structured reading programme that includes several popular published schemes and a wide variety of individual story and picture books. Your child can choose from a group of books to match the stage they have reached in their development.

To help you find out more, we have prepared a special booklet that provides detailed information about reading for infants.

Progressing further

As children become more independent readers, the emphasis changes. At this stage they need to develop more advanced skills such as understanding of plot and character and the author's intentions. Links between reading and writing are vital as children explore different types of texts.

For this reason, from the age of about seven onwards children need access and encouragement to choose from a wide range of literature: different authors, different types of books, fiction and information, different styles and different eras.

Children can select books from the well-stocked classroom libraries. Many, however, require even greater variety and we hope that you will encourage your child to join the local library.

We also hope that you will continue to play your part by taking an interest in your child's reading and talking to him or her about it regularly. Even as they get older, children still benefit from parents reading with and to them.

Book fairs

We regularly organise these and other events to highlight the importance - and fun - of reading. We hope that you will support them as much as possible. (The profit from the fairs is taken in books that we use to re-stock the class libraries.)

WRITING

Right from day one, we will encourage your child to write independently. They will record information and create stories and poems for others to read. As they progress they use written English in a wide variety of ways:

- to communicate and explore ideas across the whole curriculum
- to write letters, book reviews, instructions and dialogues
- to express their thoughts and imagination in creative work.

Presenting work

We employ an equally diverse range of methods to teach children to spell, and they will often have spellings to learn. Handwriting is taught systematically, with all children learning to write a joined script from the start, as well as being encouraged to take pride in the careful and attractive presentation of their work. Older children write with ink and usually buy their own fountain pen (if parents buy cartridges for a particular type of pen, they should ensure that the ink is washable).

MATHEMATICS

The importance of maths

It is important that children understand that maths is a practical subject reflecting everyday activities. We believe that a sound grasp of mathematical skills is an essential tool for life as well as for further study, so we give the subject high priority at Harlands.

How we teach it

We encourage children to use practical equipment at every stage throughout the school so that they can explore and thoroughly understand each new concept.

From the start they are encouraged to work things out mentally, and at a later stage they record their working on paper. We also allow time for the routine practice of mental calculation techniques so that they can develop speed and confidence.

The children are regularly given problems and investigations so they can apply their knowledge and understanding. Once they are secure in their abilities, we expect them to learn number facts such as number bonds and tables, and to recall these with increasing speed and confidence.

Children work in a cyclical fashion, revisiting and extending all mathematical concepts at regular intervals throughout their school life. They are tested regularly on their knowledge and understanding of each mathematical topic, and once each year on their general level of ability. Mathematics is assessed formally by teachers and by a test at the end of each Key Stage.

How you can help

Some parents worry about maths, particularly if they did not enjoy the subject when they were at school. (If this applies to you, try not to communicate your anxiety to your child!)

Here are some ways you can help your child to be a confident mathematician.

- Encourage and praise them at every stage, especially for their mental skills.
- Give them opportunities to use and develop their skills outside school (for example by playing cards or board games, when shopping or even getting them to help when you are assembling flat packs!)
- Check out the methods for calculations used by the school. We have leaflets and booklets for each age and stage.
- Try also to attend our occasional maths curriculum events.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP

This broad title encompasses a range of separate subjects, all of which encourage the development of life skills. Although not part of the National Curriculum, these are important enough to be given a high priority in the school week. Children learn to understand themselves, their own needs and the needs of others. They learn, through activity, about the importance of team work and how to deal with pressure from others. They learn about wider society and people in different situations to their own. They learn about basic hygiene and safety, and about sex and relationships. In Citizenship Education they learn about caring for others, commitment to responsibilities and the rights that each of us has. The school holds elections for School Council and the Eco Committee and we have a scheme that encourages all our children, even the youngest, to be active citizens.

SCIENCE

Children learn about life processes, materials and the properties of materials, earth sciences and physical processes. The rich natural environment of the school, with the woods, pond and wildlife, provides them with excellent opportunities for detailed scientific investigation.

We teach much of the science curriculum through the themes of work. Elements of scientific study in physics, biology or chemistry are repeated and revised as children progress through the school. Whatever the subject matter, we stress the importance of scientific method: the ability to observe closely, speculate sensibly and devise ways of testing ideas through experiment.

Achievement in Science is formally assessed by teachers in Year 2 at the end of Key Stage 1. Subsequently, scientific knowledge and understanding is measured by teachers and by a statutory test in Year 6 at the end of Key Stage 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

Today, computers are an integral part of everyday life and it is essential that children are confident, competent and responsible in their use. At Harlands they will enjoy regular access to computer equipment, both in the classroom and in the computer suite. The suite is equipped for whole class teaching, with one computer to a pair of children. All computers in the school are fully networked and children have access both to their own and to commonly held files.

Making the most of today's technology

We aim to ensure your child can harness the power of computers to fulfil their own potential. They will do this by learning to:

- use a computer to communicate, handle information, control and monitor events
- use a keyboard and become skilful with a mouse
- investigate patterns and relationships by using computer models and spreadsheets that simulate real or imaginary events
- be familiar with Windows and learn to use word processors, databases and a simple programming language
- learn to use email
- use a CD ROM for information retrieval
- manage their data files
- use the Internet to enhance their study skills

Children are supervised when they use the Internet and the system is filtered to protect children from inappropriate sites.

HISTORY

Children develop historical skills and learn about life and events in the recent and more distant past through the study of (mostly British) history. In so doing, they acquire an understanding of change, cause and effect, and the way in which events are viewed by different observers. Wherever possible, we introduce children to history through the study of historical sites, artefacts and primary sources. These provide opportunities for the children to recreate the past in an objective, well-informed and imaginative way. They also learn how society changes through time and how historians use evidence to reconstruct the past.

GEOGRAPHY

At Harlands, geography is taught to stimulate pupils' interest in their surroundings, and in the variety of physical and human conditions that can be found both in their locality and the wider world. We introduce children to the necessary skills for effective geographic enquiry and the information to help them develop geographical knowledge and understanding. Whenever possible they undertake geographical research through first-hand experience on visits to various localities within easy reach of the school. Through the use of secondary sources, including the Internet, their studies extend to other parts of the world.

ART

Most children love art because it is a natural way for them to communicate and essential for their intellectual growth. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

At Harlands, we encourage children to use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. We teach them to use a variety of media to develop their skills and confidence in this vital area of expression.

As well as helping them to develop observational skills and an aesthetic response to the environment in which they live, we also give children the opportunity to look carefully at the work of important artists, and learn about their achievements and techniques.

DESIGN AND TECHNOLOGY

Children love to make things - especially things that "work". In so doing, they are in fact learning about applied science and the physical properties of materials such as clay, paper, wood and food. They are also discovering how to plan their activities and evaluate their results.

MUSIC

Music plays an important role at Harlands School. The children can participate in a variety of activities both within class and in extra curricular clubs. They learn to control sound through singing and playing instruments, develop composing skills and listen attentively and perceptively. Children listen to and discuss the work of many different composers, and enjoy making and playing instruments and music of their own. Classroom singing is enhanced by regular opportunities for children to sing as part of a larger group.

Opportunities to learn a variety of instruments are available with teachers from the WSCC Music Service; however, children will normally need to be in year 3 or above before they can learn a woodwind instrument (this is because of the sizing of the instruments).

The music curriculum in the school is supported by the enthusiasm of parents who encourage the children (and their teachers!) by providing appreciative audiences for performances.

FRENCH

French is taught to Years 4, 5 and 6. The aim is to encourage the children's confidence in speaking and listening to another language.

PHYSICAL EDUCATION

At Harlands we aim to involve all children in physical education in a safe, supportive environment. Our PE programme encourages children's self confidence and physical ability through the provision of appropriate, stimulating and challenging learning situations in athletics, dance, games, gymnastics, swimming and outdoor activities.

Sport for all

At school, children have the opportunity to develop skills in a broad spectrum of team games including netball, football, basketball, cricket, rounders and softball, gymnastics, athletics, cross-country running and swimming. They are encouraged to value personal fitness, fair-play, competitiveness and team spirit.

Harlands participates widely in local sporting activities. Our teams compete in Mid-Sussex Primary School Tournaments in football, basketball, netball, cricket, cross-country, athletics and swimming and have been very successful in local, county and national events. We encourage both boys and girls to participate fully in all sports. We would not be able to participate in so many sporting fixtures without the valuable assistance of parents.

SPECIAL EDUCATIONAL NEEDS

At times in their educational career, children may have learning needs which are different from the majority of their age group. At Harlands each child is treated as an individual. The emphasis is on the identification of any learning difficulties at the earliest age so that appropriate help can be given. For those who need extra support, we have qualified specialist teachers and assistants who work with individuals and small groups. Parents are invited to regular meetings so that they can work closely with the teachers to help their child and plan future support. In some cases we call in further specialised help in assessing a child's needs. If you have concerns about your child's progress you can talk with the special needs co-ordinator or the class teacher.

RELIGIOUS EDUCATION

RE is taught throughout the school. Children learn about the beliefs, worship and customs of Christianity and other major world religions. Our assemblies are non-denominational, and contain a short act of worship in the form of our school prayer. Parents can withdraw children from both RE and assemblies if they wish.

ASSESSMENT

Teachers assess children's achievement continuously, by observing them in class and marking their work. In addition, we test children annually in literacy and numeracy skills. The grades in their school reports will be based on these assessments. Sometimes we use additional tests with individuals for diagnostic purposes.

Children in Year 2 and Year 6 take externally set tests (SATS). These are used to measure the progress of individuals and to ensure that schools maintain and improve the quality of their provision. (However, parents should remember that these results, much loved by newspapers, provide a very narrow guide to the quality of a school.) At Harlands we take action to prevent children from feeling anxious about either taking these tests or about the results.

ASSEMBLIES

Assemblies happen everyday. The patterns and purposes of assemblies change from day to day. Each week there is a whole school community assembly when achievement is celebrated. Children are welcome to tell everyone about significant personal events such as musical or sporting success. On other days children are divided into age related groups for assemblies with a moral theme. Regularly there are sharing assemblies where children present their work to the rest of the school and to their parents. All our assemblies include a short act of worship. At the end of each term we hold special assemblies for Christmas, Easter and Leavers. Parents have the right to withdraw their child from assembly.

KEEPING IN TOUCH

How will you know what your child is doing?

We have prepared a range of booklets explaining our approach to the curriculum. In addition, we often invite outside speakers to talk to parents in curriculum meetings related to developments in the school. Things change quickly in education and information can rapidly become out of date. Please tell us if you would like us to organise a meeting on any particular aspect and we will do our best to respond.

We aim to keep parents well informed about your child's progress by:

- providing detailed reports for each child annually and for children with special needs, an individual education plan (IEP) at least twice a year;
- providing tests results for your child and the year group at the end of Year 2 and Year 6;
- providing a curriculum forecast for parents so you can support your child's enquiries;
- arranging an early evening briefing in September by teachers for all the parents of the year group;
- arranging additional meetings with parents for any child as appropriate, even at short notice.

Through our newsletters, we also aim to keep parents fully informed about school news, events, policies and educational initiatives.

SUPPORTING WORKING PARENTS

For many parents, regular visits to school during the day are impossible. The majority of our parents have jobs and there are many with other regular commitments. We know that it is even more important for you to have good quality information as it is harder for you to "pick things up" at the school gate. Here is a list of some of the strategies - informal and formal - that we use to make sure all parents know what is going on.

- Teachers will arrange individual meetings with parents when the need arises.
- Parents should contact the school to ask for a meeting or call from a teacher whenever they have a concern or problem. Teachers will usually respond within the day.
- Office staff are always on hand to answer any queries and offer support.
- The headteacher will always see parents with a concern or query. If the headteacher is not available another senior member of staff will be on hand.
- All classes use a homework diary that goes home every evening. We hope that you will make use of this system to record your child's progress in partnership with their teacher.
- We provide parents with a school handbook.
- You will receive regular newsletters from the school and letters from the teacher with information about the curriculum and other school events.

- Weekly newsletters and diary dates will be posted on the school's website.
- Every year you will receive a report from the governing body with information about the school, any changes of policy and articles about the events of the year.
- You will receive regular letters from the Friends of Harlands, telling you about fundraising and social events.

Teachers will always do their best to meet you or phone you at a mutually convenient time. They can usually arrange early morning meetings if necessary. We try not to arrange meetings after 7.00pm as we want our teachers to be fresh for the following day's teaching and many of them live quite a distance from the school.

We do our best to give you all the information you need. If there is something else you would like to know about:

- our view of your child
- the work the children do
- how the school is organised
- a specific event
- or anything else

PLEASE ASK

SCHOOL LIFE

THE SCHOOL DAY

START OF THE DAY

Children should arrive at school after 8.40am but before 8.50am. Teaching staff are on duty in their classrooms from 8.40am.

We ask parents or carers of infants to stay in the playground with their children until the doors are opened at 8.40am. For the first couple of weeks parents of Early Years children may wish to come into school for a while to settle them. However, children very quickly prefer to be independent and show that they can manage their own coat, book bag or sandwich box. Once they reach this stage we request that you say goodbye at the door. Junior children will make their own way to class across the junior playground.

First thing in the morning is a particularly busy time, so if you want a quick word with the teacher, after school is better.

COLLECTING

Parents of children in Early Years go through the garden gate to collect their children. Please let the teacher know if someone else is collecting or phone the office if you have been delayed.

SCHOOL TIMES

MORNING	INFANTS (KS1)	8.50AM - 12.05PM
	JUNIORS (KS2)	8.50AM - 12.15 PM
AFTERNOON	INFANTS (KS1)	1.05PM - 3.05PM
	JUNIORS (KS2)	1.05PM - 3.10PM

CHILDREN ARE WELCOME ON TO THE SCHOOL PREMISES FROM 8.40AM.

THEY SHOULD NOT ARRIVE EARLIER as teachers are busy preparing for the day ahead and cannot be responsible for pupils before 8.40am.

PLAYTIMES

Playtime is from 10.30 to 10.45am, although the Reception children often go out separately. Infants also have a short playtime in the afternoon. There are three playgrounds; one for the Reception/Infant children, the other two for the older children. There are teachers and teaching assistants on duty at playtime to supervise activities, with teaching assistants supervising at lunchtime. Only sponge footballs are allowed on the playground, and play fighting is not permitted (children whose play is rough will be reprimanded).

There are extensive plans to provide the children with a more varied environment by developing seating areas and quiet corners. We have a policy of continuous improvement to the school grounds, and implement this with the help of the Friends of Harlands and local sponsorship.

Children in KS2 are permitted to bring a snack to school for morning break. **As part of our healthy eating policy we ask the children to bring fruit, vegetables or buns and not crisps or sweets.** The school participates in the Free School Fruit and Vegetable Scheme for those in Reception, Years 1 and 2.

Children should have hats and sun cream in the event of sunny weather, and will also need a water bottle. We are grateful to the Friends of Harlands who supply a water bottle for each child when they start school.

LUNCH TIME

There are three options for lunch time. (Please note: West Sussex County Council no longer provides a cooked meal service for schools.)

School Dinners

You can order sandwiches. (Some children are entitled to free school dinners: if you receive any form of state benefit you may be eligible for them.) Details are available from the office.

Packed lunches

Most parents prefer to supply their child with packed lunches, which should be kept in a box labelled with the child's name and class. Please wrap sandwiches to avoid accidents occurring when the box is opened and ensure that drinks are contained in cartons or plastic bottles. If you prefer to give your child a drink in a flask (not glass), make sure they can manage the screw top. Also, please remember that water is always available, and that the mid-day assistants will give the children any help they require.

Home

Parents can opt to take their children home. Please inform the school in writing of your intention to take this option.

EXTRA CURRICULAR ACTIVITIES

Harlands has a long tradition of offering a wide range of extra-curricular activities to pupils, and at any time these will include a broad spectrum of sports, crafts and music. The full range of activities is published at the start of each school year and details are available at the office. Most of our clubs are run by teachers, but we also have parents who give their time in this way. If you would like to run a club or help with an activity we would be pleased to hear from you.

JEWELLERY

Children are not permitted to wear jewellery to school. If your child has pierced ears, small stud ear-rings are the only safe type. Watches are the child's responsibility. Children should not wear transfers, make-up or nail varnish. We do not allow children to bring in mobile phones except in exceptional circumstances and with special permission.

LOST PROPERTY

This is collected in boxes in the infant and junior corridors. There are regular displays of lost property, usually on Friday afternoons in the infant playground, with any remaining items sold in the school second-hand shop or donated to local charities.

Managing lost property is a real difficulty for us. We will do our best to return named items to the owner, but please do not be surprised if we dispose of it within a week or two if it is not claimed.

UNIFORM

The school encourages the wearing of school colours. These are as follows:

- white shirt/blouse/polo shirt
- charcoal grey trousers/skirt/pinafore
- green sweatshirt/fleece/cardigan/jumper

Physical Education School Uniform is as follows:

- white shorts or black cycling shorts
- white T shirt
- socks
- plimsolls (for indoor work)
- trainers or football boots (for outdoor work)

Children can bring sweatshirts to keep warm for outdoor PE; they may also need a sunhat during hot weather.

For reasons of safety, trainers and/or football boots are essential to wear outdoors once the ground becomes soft. Children need plimsolls for indoor sessions as trainers provide no security on apparatus. Occasionally children will be asked to work barefoot for dance or gymnastics.

You can purchase school uniform identified with the Harlands logo from Broadbridges, Sussex Road, Haywards Heath. New fleeces and second-hand uniform are also available from the school. Please ask for details at the office.

Children should wear well-fitting, dark-coloured leather (or leather substitute) shoes to school. High heels, platform soles or sandals with thin straps are not permitted for safety reasons. They should only wear trainers during PE sessions. Children should always wear socks, even in warm weather.

Children are expected to wear their uniform tidily. Hair should be off the face to allow children to see their work properly. The wearing of elaborate hair accessories is not encouraged.

Space on pegs is very limited. Children should not bring bulky bags to school. If they have a lot to bring to school, please provide a bag that collapses when empty.

Please mark all clothing with the child's name. (An indelible laundry marker is the simplest and quickest method!)

HEAD LICE

Please tell us if you notice head lice on your child's head. In order to lessen the likelihood of re-infestation, we will then inform all parents of children in that class so that they can check their own child's head. In some circumstances, we may ask parents to collect their child for treatment. The school nurse is always willing to provide the most up to date advice on dealing with head lice.

Plaiting or tying back children's hair helps to minimise the chance of infestation.

MEDICINES

In accordance with our first aid policy, it is expected that parents will come into school personally to give any medicine to their child. It is only in exceptional circumstances or in the case of chronic conditions that the school will administer medicine. No medicines should be in school other than for these specific medical needs.

Children who use asthma inhalers may keep them in the classroom. Each child should be familiar with the use of the inhaler and the class teacher will keep it in a readily accessible place.

If your child suffers from severe allergic reactions, and has been prescribed an EpiPen and/or Piriton, the school will be able to hold these medicines, once the School Nurse has completed the necessary formalities. Information about these children is displayed in school, with parents' consent, to ensure that knowledge of their condition and treatment is widely known amongst both teaching and support staff.

Please also make certain that the school is aware of any significant medical condition affecting your child, and that both the teacher and the members of the office staff are informed of any changes that occur in symptoms, medication or treatment.

FIRST AID

Children who need first aid can be treated in school for minor cuts and bruises. In the event of more serious injury, we will advise parents so that they can arrange the necessary treatment. If a child requires urgent treatment we will contact the emergency services immediately and inform parents as soon as we can.

If your child is sick, we will contact you and ask you to collect them. Please do not send your child to school if he or she has been sick within the last twelve hours.

We will also ask you to leave written details of where you can be contacted during the day, as well as for the name of a contact who can take responsibility for your child if necessary (eg grandparent, neighbour, close friend). Please ensure that the contact details held in the school office are up-to-date. Ideally, we like to have at least three named contacts for each child.

ABSENCES AND HOLIDAYS

Please notify us in advance of any planned absences (including medical appointments). A form is available from the office. Please inform us by telephone by 9.30 am on the first day if your child is unable to attend school due to ill health.

The school will be following West Sussex County Council policy in no longer authorising holidays during term time. We appreciate that some parents will continue to take their holidays during term time for a variety of reasons but in future these will be marked on the register as an unauthorised absence. By law, each school must keep a detailed record of authorised and unauthorised absences. If you have not completed a planned absence form, please notify us in writing of the reason for your child's absence on return to school.

EMERGENCY SCHOOL CLOSURE

In the event of the school needing to close because of adverse weather or other emergencies, the local radio stations (Southern FM, BBC Southern Counties, Bright FM) are informed. They

will transmit this information, usually with their regular news bulletins, and also on their websites.

SCHOOL OUTINGS AND JOURNEYS

Classes of children make regular trips from school to visit places of interest. These visits are closely linked to their studies. Recent visits have included Pizza Express, Brighton, the Bluebell Railway, Fishborne Roman Palace, Seven Sisters County Park and South Road in Haywards Heath. In the Summer Term the older children are able to go on a residential trip, accompanied by teachers. Destinations may vary from year to year, but the Isle of Wight is a firm favourite with children and staff alike.

COMMITMENT

Staff arrange some very important educational experiences for pupils which, by their nature, take place outside regular school hours. These include sporting events and matches, musical performances and entertainments for parents or other audiences. When a child has been asked and has agreed to participate, we expect them to make the commitment to come to any rehearsals or practices and make every effort to be at the event itself. In this way they can learn the value of communal effort and the importance of not letting down other members of the team.

ANNUAL EVENTS FOR THE SCHOOL COMMUNITY

The school year follows the traditional pattern of the community. In addition, the Friends of Harlands organise events annually so there is a definite yearly 'cycle' familiar to parents whose children have been at school for a while. However, as the school is a lively community, new ideas are welcomed and things change. **For these reasons, please take this as no more than a guide.**

Term		School Events	Friends of Harlands Events
Autumn	First half	Harvest Festival Meet the Teachers	Friends of Harlands AGM
	Second half	Governors' AGM Mid Sussex Cross Country Christmas Performances Carol Service at St Wilfrid's Church	Craft Fair Christmas Discos Cheese & Wine Evening
Spring	First half	Parent/Pupil/Teacher Consultations	Pancake Race
	Second half		Quiz Night
Summer	First half	National Curriculum Assessment Year 6 residential visit	Spring Fair
	Second half	District Sports Open Day Sports Day	Family Disco Leavers' Disco

The academic year starts in September. A range of sporting fixtures is held during the Spring and Summer terms. We also take part in Haywards Heath Town Events and in the innovative Citizenship Week.

CHARGING

Pupils will not generally be charged for materials used in the course of their studies. To fund activities such as school outings and swimming, we have to ask parents to make a voluntary financial contribution. However, without the willing support of nearly all parents, outings would not be viable. It is sometimes difficult for individual families to pay for every trip. As the trips provide an important curriculum opportunity, we do our best to support families experiencing financial difficulties from our own funds. Please contact your child's teacher or the headteacher if you wish to discuss this in confidence. We do not subsidise children from other families' contributions. Trips are usually self-financing and we do not make a profit from them.

Any money or cheques should come to school in an envelope, clearly marked with the child's name and purpose of payment.

BEHAVIOUR

We expect that children will behave well in the school community. We are pleased to be able to say that our standards of behaviour are very high. We are clear about the way children should conduct themselves and expect them to know the school rules, copies of which are available to parents. In order to become responsible, self-disciplined adults, children need to understand why these rules exist. For this reason most infringements will be dealt with by a reminder from the staff. Persistent or serious poor behaviour will be punished with some loss of privilege. We will inform parents if their child's behaviour is causing serious concern so that the teachers can work together with parents to help the child overcome his or her problems.

Children are expected to behave sensibly on the way to and from school. If we hear of poor behaviour we will inform parents so that they can make arrangements for their child to be supervised if necessary.

Our policy is based on our belief that people, whether children or adults, should treat each other with respect. We do not use or recommend corporal punishment at Harlands. Temporary or permanent exclusions may be used in the rare event of, for example, a pupil disrupting the safety and security of others.

HARLANDS SCHOOL RULES

- ✓ Work hard, work quietly, work co-operatively and always do your best.
- ✓ Listen carefully to the teacher and to other children.
- ✓ Be proud of your work and respect the efforts of others.
- ✓ Running is allowed only in the playground or on the field. It is not allowed in the school building.
- ✓ Use the toilet properly and wash your hands afterwards.
- ✓ Always stay on the school premises and keep away from the car park.
- ✓ You are never allowed to fight, play-fight or throw stones.
- ✓ Tell a teacher or adult you know if you think something is wrong.
- ✓ Look after the trees, plants and creatures that live here.
- ✓ Keep school property in good condition.
- ✓ Put rubbish in the bins.
- ✓ Use good manners with adults and children.
- ✓ Respect other people's feelings and treat them as you would like to be treated yourself.

Thank you to the children of Harlands who established this list of rules

ORGANISATION

YEAR GROUPS

We generally put children in two classes of the same age group. This pattern is likely to be maintained as long as Harlands has an intake equivalent to two classes. The infant classes are located in paired classrooms, with the teachers of each year group working very closely together in lesson planning, assessment and organisation. Because of careful joint planning the children in each age group can expect a similar curriculum. The teachers co-operate to plan for times of activity and quiet in each school day.

Year Name	Age of Pupils	Key Stage	Statutory Testing
E Y / Rec	4/5	Infant	Baseline
Year 1	5/6	Infant Key Stage 1	
Year 2	6/7	Infant Key Stage 1	Key Stage 1 Tests
Year 3	7/8	Junior Key Stage 2	
Year 4	8/9	Junior Key Stage 2	
Year 5	9/10	Junior Key Stage 2	
Year 6	10/11	Junior Key Stage 2	Key Stage 2 Tests

STAFF

The teachers in the school each have responsibility for a group of children, and plan the curriculum for the year with other members of staff. Each teacher will also have charge of a particular area of the curriculum and be expected on occasions to support colleagues. Staff development is very important. Teachers need to go on courses from time to time to keep up to date with the changes in the curriculum. They are also required to have a certain amount of non-contact time each week; this will be covered either by other teachers or Higher Level Teaching Assistants. We are fortunate that we have several "floating teachers" and can call on the services of other regular supply teachers who are well known to the school.

We also employ teaching assistants who work with the children in classrooms, or take them in small groups for some extra assistance in literacy or numeracy skills.

During the lunch period, teaching assistants supervise the children. There is always a senior member of staff on duty during this time.

GOVERNORS

The Governing Body is the group of people with strategic responsibility for the school. It comprises local government appointees, elected parents, elected teachers, an elected staff governor, the headteacher and community members. The Governors hold many committee meetings throughout the year and two full Governors' Meetings each term. They are responsible for major policy decisions and, if necessary, will deal with parents' complaints. Each year they produce a report to parents and there are opportunities, such as the "Meet the Teacher" evenings, to meet with them.

OTHER LOCAL SCHOOLS AND NURSERIES

Most of the children who join our school in the reception class have attended nursery schools and playgroups. We visit nurseries and playgroups to foster professional links so that children have a smooth transition to school.

Harlands is part of the Haywards Heath and Villages Group: a liaison of local primary schools that come together to provide mutual professional support. The staff of all these schools work to provide cultural, sporting and educational opportunities for all local children. Joint staff training sessions are also arranged frequently. We also meet with the groups of primary schools whose pupils go on to attend Warden Park School and Oathall Community College to discuss curriculum and organisational matters and support the transition of our pupils to secondary school. The majority of our pupils transfer to either of these two schools.

FINANCE

Harlands is financed by funds from the Local Education Authority; the amount of money the school receives being largely determined by the number of children on the school's roll.

The school sets its budget annually. The most costly part of the school expenditure is salaries, but the budget must also cover rates, maintenance, all services and heating. In addition, these funds are used to buy the equipment and books needed for the classroom.

The budget is usually very tight and school managers are very conscious of considering good value. Money raised by the Friends of Harlands provides a welcome addition and is used to buy items that improve the environment the school offers the children.

SERVICES

Many services used by the school are now supplied by independent contractors or free standing departments of the local authority. From our delegated funding we are able to purchase services such as the grounds and property maintenance, financial and personnel advice as well as professional courses to support teaching staff.

WEST SUSSEX EDUCATION AUTHORITY

Harlands is one of the schools maintained by West Sussex Education Authority. The Governors are responsible to the Authority for the funds they receive. In turn, the Authority is responsible for ensuring that pupils with special educational needs are supported and it provides advice for parents on a variety of matters including school admissions and transfers. The Authority is prepared to act as mediator in any problems between home and school. An LEA advisor visits the school regularly to monitor standards.

TRANSFER TO THE JUNIORS

Children tend to be more independent when they reach the juniors and this is reflected in aspects of school organisation. Unfortunately, this can also result in fewer opportunities for informal discussion between parents and teachers in the junior classes. Please visit after school if you wish to see a teacher about anything, or call at the office to arrange a meeting.

TRANSFER TO SECONDARY SCHOOL

Our local secondary schools hold open days in September or October. This gives parents and children a chance to visit schools before making a decision about which one to apply to. Children are designated a school depending on their home address, but parents are free to apply to another school if they wish. There is an appeals process for any unsuccessful applications.

The majority of children transfer to either Warden Park School or Oathall Community College. We have an excellent programme of liaison with both schools. Teachers visit Harlands to meet the children and their teachers. Children are invited to spend a day at their new school in the Summer Term. Additional visits are arranged for children who may have extra anxiety about the transfer.

The choice of a pupil's secondary school is entirely a matter for parental decision; our role is to offer parents information and support.

EXPRESSING YOUR CONCERNS

Most problems that arise in school can be resolved by discussion between the parent and class teacher. The headteacher is also available to listen to parents' concerns and consider possible solutions. **Please do not delay contacting the school if your child is distressed about work or other children.** Parents and teachers working together can solve most problems and provide each child with the support that they need. Many concerns can and should be dealt with at school level, particularly as problems chiefly arise out of misunderstandings about the school's aims and the methods used to achieve them.

If you have a concern please approach your child's class teacher in the first instance, then the headteacher. The governing body is also there to assist you and will enquire into any complaint from parents. They may be contacted through the school office. A parent wishing to make a formal complaint can write to the Pupil Services Manager at the Area Education Office (the address can be found at the front of this book). The procedure for formal complaints is detailed in a guide for parents available through the school office.

LINKS BETWEEN HOME AND SCHOOL

OPEN DOOR

We hope that parents will feel welcome to come to us with any problems or worries. Sometimes dealing with an issue at an early stage prevents problems later on. If you are concerned about aspects of your child's learning or behaviour, please see their class teacher or the headteacher as soon as possible.

HOME - SCHOOL AGREEMENT

This is an agreement we ask parents to sign after their child has started school. Governors, parents and teachers devised it after wide consultation with the whole school community, including pupils. The agreement outlines the support parents, pupils and teachers can expect from each other.

PARENT GOVERNORS

The school governors are responsible to the community for the strategic management of the school. Seven of them are parents of pupils at the school and have been elected by the rest of the parents. By coincidence, several others are also parents of pupils or ex-pupils at Harlands.

The governors report in writing to all parents once a year. They are available at the "Meet the Teacher Evenings" held in September to answer parents' questions. All governors, but particularly parent governors, are willing to advise and support parents. If you are interested in becoming a parent governor yourself, please ask for information from other governors or the school office. Each position is filled by election once every four years. A complete list of current governors can be found in the Annual Report to Parents.

PARENTS HELPING

Classroom help

Many parents (and some grandparents) come into school regularly to help in the classroom. Their activities include listening to reading and sharing books with children, art and craft work, support with computers and cooking. If you would like to offer your assistance, please talk to one of the teachers or ask at the office. All helpers will need to complete a CRB check.

Help on visits

When we go on trips for safety reasons we need a much higher adult-pupil ratio than when in school. Please ask your child's class teacher if help is needed.

FRIENDS OF HARLANDS

The Friends of Harlands has charitable status as a fund raising organisation. The money is used entirely for the benefit of children in the school. All parents and teachers are members. The committee is elected at the AGM in September. They hold many events that help the school financially and provide the opportunity for parents and teachers to meet each other informally. These include discos, quiz nights, bazaars, fetes and sales. The school is very grateful for the support of the Friends of Harlands, the hard work of the committee and the parents who give their support.

PARENTS' VISITS

Autumn Term

In September parents are invited to a talk given by the class teacher which outlines some of the work for that year and explains the teacher's expectations. There is also an opportunity for questions and a chance to find out at first hand how your child has settled into their new class. If either parent or teacher feels there is a need for private discussion, a future meeting can be arranged.

Spring Term

Each child's parents are given an appointment to see the class teacher. At this private consultation they will discuss all aspects of the child's progress. Children are encouraged to be present so that they can participate in the discussion about their learning, but this is a matter for family choice. If there is not enough time available to discuss matters fully, a follow-up meeting will be arranged.

Summer Term

The Open Day takes place in the Summer Term. The whole school is open during the day to all parents, children and friends of the school.

Children with Special Needs

Children who have special needs are placed on the SEN Code Stages of Assessment. Their parents will have regular private meetings with staff.

JOINING IN WITH SCHOOL EVENTS

Performances

In the course of the year many pupils will be involved in performances for parents. Hall space is limited so priority will be given to the parents of children taking part in the entertainment. We also ask that young children come only to daytime events.

We expect that parents of pre-school children or babies will take them out if they become noisy or restless. Failure to do so spoils the efforts of the children and is very irritating to other parents.

Harvest Festivals

We hold traditional harvest festivals in the Autumn Term. In recent years, we have invited children to make cash donations to support charities like "Kids for Kids" and "WaterAid".

Sports Events

There are many of these during the school year featuring sports that include football, netball, cricket, gymnastics and athletics. We are grateful for all parental support, particularly for transport to and from away fixtures. In the Summer Term we hold sports activities for all the pupils where the emphasis is on fitness, team spirit and physical confidence.

Fundraising

We believe it is important for children to learn about the needs of others, often less fortunate than themselves. We encourage them to arrange several fundraising events in the course of the year.

CAR PARKING

Unfortunately, space for car parking outside the school is very limited. Despite road markings and frequent reminders some people still park illegally, causing danger to children and frustration to others. Residents of Penland Road (and other nearby roads) obviously prefer not to have their drives blocked!

Parents are not permitted to use the staff car park when leaving or collecting children. (An exception is made for people with a registered disability. Please inform the school office.) This is to minimise the danger to children from cars using the school drive. In the interest of safety the school sometimes runs a "name and shame" scheme, publishing the numbers of careless parkers in the school newsletter in order to deter thoughtless drivers. We pass the registration numbers of persistent offenders to the police.

HEALTH AND SOCIAL SERVICES AND THE POLICE

Pupils are entitled to a medical check that takes place at school - in most cases with the school nurse. Parents are always invited and have the opportunity to discuss their child with the nurse. The school works closely with the Health Authority and the Social Services on behalf of individual children or their families when the need arises.

The West Sussex Police Force has a designated Community Police Officer for schools. We welcome this liaison, believing it is important that pupils have the opportunity to meet the police occasionally and listen to their advice in the familiar environment of their school.

THE TOWN COUNCIL

We have been pleased to participate in local community events organised by the Town Council. These include the Remembrance Service, Citizenship Week and other municipal events.

APPENDIX 1 - HOMEWORK POLICY

PRINCIPLES

Homework can benefit pupils by providing them opportunities to extend their learning at home and allow them to practise skills at their own pace. It is also an excellent way for parents to become more aware of their child's education and of their individual needs so that they can provide support and stimulation for their child's learning.

Homework will not be beneficial if it takes up too much of the time that the child would like to spend on other activities. There is a danger that too much homework could deprive the child of opportunities for social and cultural development.

It is essential that parents should be informed about, and sometimes involved in, their child's homework. However, it is very important that parents do not let aspects of homework become a source of anxiety or conflict. Parents who are concerned about their child's homework should discuss it with the class teacher. Teachers will be flexible in order to meet the needs of individual pupils and circumstances.

Each child will have a homework book to ensure good quality communications between home and school.

AIMS

The purpose of this policy is to -

- Encourage children to progress towards independence and personal responsibility.
- Ensure consistency of policy throughout the school.
- Ensure that parents and carers have a clear understanding of the school's expectation of the pupil and of the level of support that they should provide.
- Improve and extend the quality of learning experience offered to pupils, providing opportunities for research, reinforcement and revision.
- Provide opportunities for pupils, parents and the school to work in partnership.
- Encourage children to become aware of their own individual learning style and needs.
- In the older age groups, to prepare children for secondary school.

GUIDELINES

Curriculum themes: we plan our curriculum to be relevant to the interests and needs of children. There are, therefore, many occasions when children can relate their work to their lives and experiences outside school. We encourage them to bring these experiences back to school.

Reading: reading is a life skill; therefore, all primary age pupils should read or be read to for ten to twenty minutes per day.

Other activities: we acknowledge that the children at Harlands participate in a wide variety of out of school activities. Children benefit from lessons in sports and music, and other cultural activities. They enjoy taking their part in matches, competitions, performances and local events. They also need time to pursue their own interests, to play, and to be with their friends. We believe that all of these are a vital part of a child's development. Homework should not take up an unreasonable amount of time.

THE HOME/SCHOOL DIARY or HOMEWORK BOOK

To support the homework policy and home school links, each child in the school will have a Home/School Diary or Homework Book. At the front of this will be guidance and advice for parents.

Parents are invited to respond in this diary/book to their child's homework. In KS1, this book will be a homework diary and a reading journal.

Weekly Timetable for Homework

Year	Subject	Time (mins)	Frequency	Day given	Day collected
Reception	Reading	10	Daily	Varies	Same day, following week
Year 1	Reading	10	Daily		
	Word lists	10	Weekly	Friday	Friday
Year 2	Literacy	10	Per activity		
	Maths activity	10	Per activity	Friday	Friday
	Six spellings		Weekly	Friday	Friday
	Reading		Daily		
Year 3	Reading	10	Daily		
	Maths, Literacy, Topic	One subject		Friday	Thursday
	Word work	5-10	Daily revision	Friday	Thursday
Year 4	Literacy/spelling	15	Weekly	Friday	Wednesday
	Maths	15	Weekly	Friday	Wednesday
	Reading		Daily	Friday	Wednesday
Year 5	Maths		Weekly	Tuesday	Friday
	English/spelling	30	Weekly	Tuesday	Friday
Year 6	Maths, English, Topic	30-40 each	Weekly	Thursday	Tuesday

Notes for Parents

- Any aspects of the homework schedule for your child's year group will be confirmed and clarified at the beginning of the new school year.
- The timetable is a guide. Please expect variations to occur.
- Children are expected to complete work on time. Please let the school know if any exceptional circumstances have prevented any homework from being completed.
- Children like to have a sympathetic adult nearby when doing homework, to help, explain, reassure and praise. Please do not do the work for them.
- Children with special educational needs will have variations on the timetable for the class as a whole, depending on the nature of their needs. Please discuss this with the classteacher and special needs teacher.
- Reading has not been timetabled for the older classes as most children have acquired basic skills by this stage. However, older pupils will be expected to read daily from books of their own choosing. Remember that older children enjoy having books read to them and benefit enormously.
- Children throughout the school will use the same homework book. It will be used in different ways in different year groups. Please look at the homework book regularly and remind your child to keep it in a safe place.
- Spelling and tables are given about a week before they are tested so that the child has plenty of time to learn them. Revising them daily will help the child to put them into long term memory. It is a good idea to try to recall spellings from earlier weeks for the same reason.
- If you are concerned about any aspect of your child's homework, please come to see the classteacher.

APPENDIX 2 - SEX AND RELATIONSHIP EDUCATION POLICY

Sex and relationship education (SRE) is lifelong learning about physical, moral and emotional development. Effective SRE is essential if young people are to make responsible and informed decisions about their lives. It will help young people to learn to respect themselves and others, understand human sexuality and move with confidence from childhood through to adolescence and adulthood.

AIMS

- To develop understanding about changes, growth and development of the human body and reproduction
- To help them prepare for, and adapt to, the physical and emotional changes and challenges of growing up
- To develop sensitivity towards the needs and views of others
- To encourage the appreciation of the values of stable family life, the wider community and the responsibilities of parenthood and living in society
- To foster self-esteem and self-awareness and a sense of responsibility both towards themselves and those around them
- That staff receive ongoing training to enable them to deliver this sensitive area of the curriculum with confidence
- For the school to work in partnership with parents/carers

GUIDELINES

SRE is delivered through the Personal, Social and Health Education (PSHE) and Citizenship framework and is an integral part of the school's Science scheme of work, relating directly to the requirements of the National Curriculum Science document. Elements of the programme relate to the DfEE Sex and Relationship Guidance (2000). Teaching and learning is based upon self-respect, empathy and respect for others. The teaching of SRE is always handled in an appropriate and sensitive manner, considering the age and development of the children concerned. As teachers, we are aware that the information given to the children will be absorbed and understood at different levels, depending on the level of maturity of the individual child. The children's questions are always treated with respect, both for the individual child and the other members of the year group. The children are always encouraged to discuss concerns with their parents/carers. The school will always inform parents/carers before any part of the SRE programme is undertaken and they are welcome to come and talk with teachers about any concerns they may have connected to this particular aspect of the curriculum. Parents/carers retain the right to remove their child from all or part of the SRE programme if they wish to do so, but not from the biological aspects of human growth and reproduction, which are taught within the National Curriculum for Science.

CONTENT OF THE SEX AND RELATIONSHIP PROGRAMME

Early Years	The topic "Ourselves" provides an introduction to the study of the family and the relationships within it. Making comparisons between children in height, hair colour, eye colour and their development from babies to school children forms a central part of the work.
Year 2	Reproduction forms a natural part of general learning throughout the "Minibeasts" topic as the children begin to find out about the ways in which living things reproduce, through studying the life stages of development of frogs, butterflies and snails.
Year 3	Through a topic about "Myself", the children study many aspects of the human body, which includes reproduction. They are taught in simple but accurate terms about how humans develop and reproduce. The programme is conducted in a normal classroom situation and the children also benefit from the opportunity to ask questions about the human body.
Year 4	Building upon the children's previous knowledge and understanding of the human body, the children are taught about the physical and emotional changes that will occur both prior to and during puberty. As part of this programme, the teacher will talk to the children about the mechanics of reproduction and of the changes that happen to their bodies during puberty. The children are taught using simple but accurate terms. This will include information about personal health and hygiene. The children will watch a video/DVD about birth and puberty. In a sensitive and open manner, the children are given the opportunity to discuss and ask questions about the changes that are already taking place, or will take place in their bodies. The majority of the SRE programme is conducted within the whole year group, but there will be one session when both boys and girls will be separated for a discussion about menstruation. Segregating the sexes gives both groups an opportunity to ask more sensitive questions if they want to. Children of this age may have many questions they wish to raise.
Year 6	The children will have an opportunity during the year to ask questions about puberty and changes that are happening to their bodies and to be reminded of the need for personal health and hygiene - daily washing, wearing deodorant, healthy balanced diet, regular exercise etc. They will recap the learning about birth and puberty from Year 4 and they will watch the relevant video/DVD and continue and extend the discussions as above.

APPENDIX 3 - ANTI-BULLYING POLICY

Harlands School has a determined approach to dealing with bullying in any form. We encourage children to value each other and keep away from those with whom they may quarrel. However there are occasions when one child will use some form of power to intimidate another. This may be a physical act but is just as likely to be name-calling or teasing. Teachers and assistants are watchful for any aspects of behaviour that might be intimidating. Children are told to come to tell an adult if another child is being horrible to them.

When an incident of bullying or teasing has taken place the teacher dealing with it will talk to all the children concerned, separately at first and then together. Most children respond well to this and usually are more considerate towards each other afterwards. However, sometimes the antagonism between children is deep-seated and it is necessary for staff and the headteacher to spend time counselling them. We will contact parents if their child is regularly aggressive towards others, either physically or verbally. The school will be looking for support from parents to help the child learn how to modify his or her behaviour.

If you think that your child is unhappy because of bullying behaviour, please contact the school.

IDEAS TO HELP YOU PREVENT YOUR CHILD BEING A VICTIM OR BEING A BULLY

- Tell the school if you know, or suspect, that your child is frightened by another.
- Encourage your child to tell an adult if they are bullied by someone.
- Do not worry about "telling tales". Most parents and teachers can easily tell the difference. Children will not confide their worries to teachers or parents unless they are confident that they will be listened to seriously.
- Encourage your child to stand up for himself or herself. Each child is entitled to respect from all members of the school community. High self esteem protects the child from being bullied.
- Let your child become confident in making choices. A very compliant child is more likely to think that he or she should do what a bully wants and to take the blame when things go wrong.
- Do not let older children or adults tease or bully your child. Most children who bully others have learnt this unpleasant behaviour by being someone else's victim.
- At school a child can always go to an adult for help. Remind them that they should not hit someone except in self-defence and as a last resort.
- Talk frequently to your child about the importance of respect for other people, whether it is a matter of age, gender, colour, race, religion, ability or disability, social background, appearance, or the possession of fashionable equipment. At school we remind children to treat other people as they like to be treated themselves.