



AVANTI HOUSE

EXCELLENCE · VIRTUE · DEVOTION

# WELCOME PACK

## Reception

2012 - 2013

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## **Welcome Messages**

Dear Parents/Carers,

Your children have now embarked on one of the most important journeys of their lives. They are now Reception pupils at Avanti House School and we feel very privileged to have both you and your child as an integral part of our community. This phase of your child's education is one of the most important, as it is a time where children are extremely receptive to learning. It ultimately lays the foundations for their future success.


At Avanti House School we are inclusive in our practice and want your children to enjoy their learning in a safe and secure environment; we will encourage reflective practice and build on their inquisitive nature. Educational excellence, character formation and spiritual insight will be prevalent in all that we do.

This transition into a school environment will generate many questions for you and will also bring with it a degree of anxiety, particularly as some of you will be leaving your child for the first time in a formal setting. We very much hope that this welcome pack will go some way to addressing any queries or questions that you may have regarding our policies and practice. However, we also recognise that face to face information-sharing can be far more effective as a communication tool; therefore, I would urge you to contact your classroom teacher and/or teaching assistant or myself, if you require any further clarification on our everyday practice and the approaches we will be adopting.

We look forward to working in partnership with you over the coming year and welcome both you and your family to the Avanti House School community.

Kind regards

Pauline Edwards  
Deputy Principal



Your child's first experiences at school are very important. Here at Avanti House School, we recognise that settling into school is a big step for your child and we shall endeavour to make it a very happy and enjoyable transition.

**Our aim is to make school a happy, stimulating and rewarding environment for your child to discover, learn and play in a wide range of experiences.**

**An effective partnership between home and school is important. This pack is designed to be the first step towards building a successful relationship. It contains information about some of the learning opportunities and experiences that the children will have. There is also a list of the key things we would like the children to be able to do when they start school and some practical advice on how to help your child achieve these things.**

**We look forward to working with you to support your children in school and in their learning journey.**

***CLASS TEAM***

***Mrs Shingala***

***Mrs Robson***



## 2. Induction Programme – 2012

DATE	ACTIVITY
w/b July 9th	<b>Parents/guardians/carers receive Reception Welcome Pack by post.</b>
<b>September 4<sup>th</sup></b> 1.30pm	<b>Transition Afternoon</b> New parents/guardians/carers are invited into the classroom with their children for an activity session. Children and parents/guardians/carers have an opportunity to familiarise themselves with the classroom and how the Early Years System operates, including assessment procedures.
<b>September 5<sup>th</sup>/6<sup>th</sup>/7<sup>th</sup>/10<sup>th</sup>/11<sup>th</sup> 12<sup>th</sup></b>	<b>Home visits-</b> Observations made and children's interests taken into account.
<b>September 13<sup>th</sup>/14<sup>th</sup></b>	<b>Classroom set up-</b> based on children's interests (observations from home visits)
<b>Staggered Entry System</b>	
<b>September 17<sup>th</sup></b>	Reception class begins. Staggered entry- 10 children per day coming in at 10 minute intervals to show the children around the classroom (Starting with the oldest children in the class). Children remain until 11: 30pm.
<b>September 20<sup>th</sup></b>	All children attend class until 11:30pm.
w/b <b>September 24<sup>th</sup></b>	All children attend class and remain until 1.00pm – Hot Lunch available.
w/b <b>October 1<sup>st</sup></b>	All children attend for the full day.
<b>WB 22<sup>nd</sup> October – 2<sup>nd</sup> November HALF TERM 2012</b>	

### 3.1 SUPPORTING THE LEARNING JOURNEY- The Home Environment

Between the ages of 3-6 years old, your child learns more quickly and develops more rapidly than at any other time during his/her life. We believe this learning should be a pleasurable and rewarding experience, in which he/she explores, investigates, creates, practises, rehearses, repeats, revises and consolidates his/her developing knowledge, skills, understanding and attitudes. The skills and ideas acquired during the year in Reception provide your children with a firm foundation for their future development.

Reception is an exciting place where children learn through:

- Structured play
- Talking to others
- Investigating and discovering
- Making choices
- Thinking and reflecting
- Working in groups and independently

All of these opportunities are designed to develop confident, kind, well-behaved children, who can reflect on their experiences and make the most of their time in school and enjoy high levels of success.

### The Early Years Foundation Stage curriculum

*During the Reception year, your child will be working within the Foundation Stage curriculum (2012). This framework is mandatory for all early years providers, and therefore it is followed nationally by all reception classes.*

There are **seven areas** of learning and development in the Early Years Foundation Stage. All areas of learning and development are important and inter-connected:

- **Communication and language**
  - **Physical development**
- **Personal, Social and Emotional development**
  - **Literacy**
  - **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

*Here are some key skills we would like your child to have developed before coming into school. These are very simple things, used in everyday life and will help make coming to school a smooth process.*

When starting school your child will be encouraged to be **personally independent**. You can help by:

### Encouraging your child to dress and undress ~

- ✓ Putting on / taking off clothes in the correct order
- ✓ Zips / buttons / shoe fastening
- ✓ Turning a jumper the right way in
- ✓ Coats / gloves / hats



### Encouraging independence at home ~

- ✓ Going to the toilet by themselves and washing their hands independently
- ✓ Tidying away own possessions – e.g. toys/books after use
- ✓ Concentrating on an activity for a short period of time
- ✓ Writing their own name (in lower case letters)
- ✓ Completing a task (ask your child to work on a short task and encourage them to keep going until they have finished)
- ✓ Developing table manners and use of cutlery





You can help your child's **social and emotional development** by:



- Talking with your child and encouraging her / him to talk with other children and other adults
- Encouraging and supporting your child to play co-operatively with other children
- Encouraging and enabling your child to develop an interest ~ e.g. swimming



“The **more** opportunities your child has to develop large and small movements with their arms, hands and fingers, **the better**”



**You can help your child with the early stages of reading and writing by:**



- Encouraging an enjoyment of books and stories; visiting the local library and sharing stories with your child
- Encouraging your child to join in with rhymes and songs
- Doing activities like digging, painting outdoor surfaces with water and a large brush, swishing a scarf in the air making different shapes
- Play 'I spy' to help them listen to the sounds different words make
- Read notices as you walk down the street; point out words and signs
- Let your child draw and write independently, and avoid writing in capital letters. Ensure your children see other adults reading
- Listen to stories on a CD/Tape
- Make a name card (use a capital letter only for the start of the name) to encourage recognition of their own name
- Let your child write in sand, glitter, salt and shaving foam
- Encourage activities which strengthen fingers in preparation for writing e.g. rolling dough, cutting paper, threading beads and laces
- Give your children the opportunity to 'write' shopping lists, birthday cards, and party invitations
- Leave the teaching of forming real letters to the school as each school teaches a particular style; we will advise you on how best to support your child.



**You can help your child with the early stages of *maths and number* as follows:**

- Help your child count items around the home – e.g. tins in the cupboard, toys in the box or pencils in the drawer
- Sing counting rhymes such as ‘Ten Green Bottles’
- Point out numbers in everyday life-on the front door, birthday cards or clock
- Ask your child to collect a specified number of objects
- Play games like snakes and ladders which involve using dice
- Practise measuring things in the home with a tape measure
- Compare the lengths and weights of objects
- Fill and empty containers
- Weigh ingredients for cooking
- Help your child to learn to recognise all the numerals from 1 to 9. Point out numbers you see in everyday activities, such as numbers on packets or prices, car number plates, house or bus numbers.
- Introduce zero, (0) as a way of describing nothing or none .
- Explain that there are no new numbers used when we want to write the number ten, but we use a '1' and a '0' together.
- Make a collection of ten shells, buttons or pasta shapes. Choose a number between one and ten and ask your child to find that number of objects.
- Use ordinary playing cards to develop the skills of counting and recognising numbers. Help your child to play simple games such as snap; count the symbols on the number cards, sort the cards into order, find all the tens, fours etc.



Once school has started:

- Trust the staff! If your child is being clingy, take the lead from the staff about when to leave, however difficult, and leave with a smile.
- Be on time to collect your child. There is nothing more upsetting for a young child than being left waiting when everyone else has gone home.
- Health warning - evidence suggests that pressurising young children to learn about letters in too formal a way can be counter-productive. Children need space and time to play and discover things for themselves. However, there are plenty of opportunities for developing necessary skills in everyday situations.
- **Spending quality time together:** Turning off the television or computer and spending time with your child creates valuable opportunities for learning. For example, potter around the garden together and talk about plant life, insects and animals. Simple kitchen tasks, like spreading the margarine on sandwiches or rolling and kneading chapatti dough. Playing games together teaches fair play and co-operative behaviour

### Play a hidden objects game

*This game is a good way of developing the skills your child will need in doing sums 'in their head'. It helps your child to imagine numbers of objects.*

- Place five small objects on a tray; buttons, coins, counters or pebbles etc.
- Show your child that there are five objects and count them together.
- Now cover the objects with a cloth and slide your hand under the cloth to remove one or two of the objects from the tray.
- Show your child how many objects you have removed and ask: 'How many things are left on the tray?'
- As your child becomes more confident, start with a larger number of objects on the tray. Once the tray is empty, replace the objects a few at a time, again by putting your hand under the cover.
- After each addition, ask your child to think how many objects are now on the tray.

### **Play 'Guess my number' game:**

*This is a useful game for playing on a journey. As your child plays the game they will practise thinking about the order of numbers.*

- Start the game by saying to your child ' I am thinking of a number between 1 and 10'.
- Explain that the aim of the game is to guess the mystery number by asking questions and that you will only answer 'yes' or 'no'.
- Children soon learn that it is more useful to ask "Is the number bigger than 5?" than to ask 'Is it 7?"

*Each child is different and this is reflected in the level of maturity, attainment and development reached. It is important to remember that by the end of the Reception year every child will have developed a wide range of interests and skills. By working together we can ensure a happy, confident child who has a positive attitude to learning and who enjoys school life.*

### 3.2 Supporting the Learning Journey -The School Environment: What will my child learn?

In September 2012, a new Statutory Framework for the Early Years Foundation Stage (EYFS) will be introduced. In this new framework, changes have been made to the areas of learning. The new areas of learning are listed in Supporting the Learning Journey: The Home Environment and the following describes their content in more detail :

- *Communication and Language Development* – Involves giving children opportunities to experience a rich language environment; to develop confidence and skills in expressing themselves, and to speak and listen in a range of situations.
- *Physical development* – involves providing opportunities for children to be active and interactive; to develop their coordination, control and movement; children will be taught to value and understand the importance of physical activity as a part of a healthy lifestyle, including food choices.
- *Personal, Social and Emotional Development* – involves helping children develop a positive sense of themselves and others; to form positive relationships with adults and children; respect for others; to develop social skills and learn how to manage their feelings and emotions; to understand how to self-regulate their own behaviours.
- *Literacy Development* – Linking sounds and letters to begin to read and write. Phonics is a way of teaching children to read.
- *Mathematics* – developing skills in counting, understanding and using numbers, calculating using simple addition and subtraction problems; describing shapes, spaces and measurements.
- *Understanding the World* (Humanities and Science) – guiding children to make sense of their world; explore, observe and find out about people, places, technology and the environment.
- *Expressive Arts and Design* – opportunities for sharing their thoughts, ideas and feelings through art, music, dance, role play, movement and design and technology.

To ensure that the class groups have a good balance of gender, ethnicity, learning and English Language need, classes in Reception are not set until half-term.

- In September, children will be allocated a 'Class Starter Group', where they will register and be with a teacher and teaching assistant.
- During this first half term, teachers and teaching assistants will monitor and observe the children, making careful assessments of their needs and ability. Knowing your children well, their likes and current development, will give purposeful data to plan effectively so all children are challenged to make good progress.

- Formal classes will be set following these assessments. You will be notified of the class name and teaching assistant before the half term break.

Your child's learning environment at school will focus very much on exploration, with some guided activities; the classroom will incorporate different learning areas, all with a different focus or theme i.e. construction, role play, literacy, Arts and Crafts.

### Working Together

As we are an all-through school, we have the advantage of having access to a variety of subject specialists, who will work with the Reception team to support any subject specific developments, particularly in the areas of: Physical Education, Special Educational Needs and Disabilities, Languages, Science and ICT.

### Collective Worship

Avanti House School will follow the National Curriculum; the children will take part in daily acts of collective worship, which are inclusive to all, and will balance the major faith traditions with our distinctive ethos and understanding of spiritual worship.

Collective Worship at Avanti House school will involve: singing, story-telling, drama, pupil presentations, talks/activities from members of the community and this time will also focus on prayer and reflection. As we will be based in the Krishna Avanti Primary School during our first year, we will be joining the other children within the school for these sessions.

### Inclusion: Special Educational Needs (SEN)

We expect all children to achieve in the learning environment, in a fun and engaging manner. We want them to enjoy their learning and establish positive relationships with others. We will encourage them to take calculated risks, explore their world and be reflective learners, who are able to build the necessary skills to manage all aspects of their learning.

At different stages of their learning, some children may require a variety of support to enable them to make progress; this could be within the areas of learning i.e. literacy skills or with respect to their social and emotional development. At Avanti House School, children will be closely monitored on a weekly basis with respect to their behaviour, attendance and learning, to ensure we work in a proactive manner and you can have confidence that your child is receiving the support that they require in a timely manner. Our Inclusion Manager will oversee all aspects of this monitoring system and you will be kept fully informed by your class teacher as and when any early signs of support are required.

*Our home visits are an opportunity for you to share as much information as you can with us, in order to ensure the transition into school is as smooth as possible. It is important that you are open and honest with staff, in order for us to achieve the best strategies to support your child.*

### 3.3 Home School Communication

Your child will receive a Home School Book at the beginning of the year; you will be asked to sign this book and write comments in it on a weekly basis. Please see the note to families in the Home School Book, and remember to ensure that your child brings their Home School Book into school on a daily basis. This book will act as *one* form of communication between home and school; however, if you do have any concerns regarding your child these are often better addressed on a face to face basis or by speaking to a member of the team on the telephone. Therefore, please feel free to arrange a mutually convenient time to talk to a member of the team, if you feel this is appropriate. You will also have opportunities to talk to the staff team at parents' evenings and class open days and/or specific school events and celebrations.

### 3.4. Home Learning

The children will be encouraged to pursue their learning out of school and will require encouragement and support to do this within a family home setting. It is our expectation that all children will:

- Be read to every day for at least ten minutes; this could be supported by family members or friends;
- Have the opportunity to read a book every day with support, once again for at least ten minutes;
- Have access to practise their early mathematical skills
- Learn a collection of sight words; ***you will receive a list of these from your class team in the first week***
- Complete their Home Learning Projects each term and that the feedback section will be completed for staff (see Appendix A)



#### *Interesting Research*

- *Telling the same story to children helps them build up their literacy skills.*
- *Homework sheets are not given out each week, as there is no research evidence to suggest that homework sheets impact on the children's understanding. However, if you do require further activities or support please do ask a member of the class team.*

## 4. Behaviour Management Systems

Avanti House is committed to ensuring that all children enjoy their learning in a safe and secure environment. As a new school, we have initially created a set of primary school standards which will be developed in partnership with the children, staff, yourselves and our local community throughout the Autumn Term. Our systems are very much based on the pupils taking a growing ownership of their behaviour



patterns and the choices they make. We will encourage positive behaviour by modelling, explaining, supporting and guiding the children.

You will be aware that a child's behaviour can be influenced by a number of things:

- How they feel about themselves;
- The relationships they have with other people outside of their families;
- Their stage of development;
- Their physical state i.e. their sleep and eating patterns;
- Their ability to communicate with others;
- Their ability to reflect on and think about different situations and the part they play in them.

A young person's behaviour is also closely linked to their emotions, which can impact positively or negatively on their behaviour patterns.

At Avanti House School we will encourage our pupils to become more aware of themselves (reflective) and their emotions and the part this plays in securing their own inner happiness. The curriculum will also reflect this type of approach by including Yoga and Meditation sessions. A very special 'student voice system' will operate for our Reception classes, to ensure that the young people feel listened to and that their views and interpretations of the learning journey are taken into account and feed into any developments within the school.

It is our expectation that our pupils will adhere to the school's standards, not only in the school environment, but also outside of the school gates, at home and within their local communities. It is our belief that good behaviour and achievement are not automatically learned. Therefore, positive behaviour management systems which place a growing emphasis on emotional regulation, self-ownership and reflection are supported by staff modelling, explaining and teaching the children how to regulate their emotions and make the correct choices for themselves.

### Six Golden School Standards

All students are expected to follow the following Six Golden School Standards, to ensure that they get their best out of the learning environment:

- 1. Be proud of yourself and others: wear your uniform with pride**
- 2. Be kind, helpful and gentle: think of others**
- 3. Be respectful: listen and act respectfully: show good manners**
- 4. Be honest and responsible: think before you act, tell the truth**
- 5. Be safe: care for people and property**
- 6. Be courageous: Learn brilliantly!**

## How will it work in the classroom?

- In the class there will be a prominent 'stay on green' display;
- On this display, all children will have a pocket with their name on it;
- Each day children will begin the day with a green card in their pocket;
- If children make positive choices, this will be celebrated by placing a gold card into their pocket and this will be rewarded according to an agreed set of personalised class rewards;
- If children make a negative choice, they are warned by placing a blue card, then amber then finally a red card into their pocket with an agreed consequence at each level. The set of consequences will be compiled as per the rewards according to an agreed set of class consequences.

### **Important Note: Consequences**

***Consequences will be based on the following principle: When we take something away from our learning environment and do not follow the agreed golden standards, we have to give something back to our community.***

***NO child will be sent out of the learning environment, unless this has been agreed with a Senior Member of staff or the child has a Personalised Learning Plan which clearly indicates some form of a 'time out' strategy. Where this is the case, the child will follow an agreed programme of personal development, in a supportive environment which will be monitored for effectiveness by the class team, Inclusion Manager and Senior Leadership Team.***

### Celebrating Success

We will celebrate success in a number of ways and on an individual and whole class level. (Please see our Behaviour for Learning Policy for further guidance).

## **5. Term Dates and Timings of the School Day**

### Term Dates

#### **Autumn Term 2012**

Wed 5<sup>th</sup> Sep- **First day of term**

Mon 22<sup>nd</sup> Oct – 2<sup>nd</sup> Nov

**HALF TERM**

Staff Training Days:

12<sup>th</sup> Oct & 13<sup>th</sup> Nov

Friday 14<sup>th</sup> Dec - **Last day of term**

#### **Spring Term 2013**

Mon 7<sup>th</sup> Jan - **First day of term**

Mon 18<sup>th</sup> Feb – 22<sup>nd</sup> Feb

**HALF-TERM**

Bank Holidays:

29<sup>th</sup> March and 1<sup>st</sup> April

Fri 5<sup>th</sup> April - **Last day of term**

#### **Summer Term 2013**

Mon 22<sup>nd</sup> April - **First day of term**

Bank Holidays: 6<sup>th</sup> May & 27<sup>th</sup> May

Mon 3<sup>rd</sup> June – 7<sup>th</sup> June

**HALF TERM**

Fri 26<sup>th</sup> July - **Last day of term.**

## Typical Day – Reception

Further details may be found in your child’s Home School Book in September, as this may be refined, taking into consideration Krishna Avanti timetables and the use of other areas outside of the classroom.

<b>Time</b>	<b>Session</b>
By 8.00am	School Starts: Children enter building and self register and complete a starter to the day task
8.15 – 9.05	Session 1: Communication and Language Development
9.05-10.30	Free Flow Learning (inside and outside learning)
10.30-11.15	Session 2: Phonics/Understanding the World
11.15-11.45	Collective Worship/Class Meeting
12.00-1.00	Lunch
1.00-1.30	Registration & Session 3: Maths
1.30-2.10	Free Flow (inside and outside learning)
2.10-2.20	Tidy up
2.20-2.30	Story and Song
2.30	Home Time

## **6 School Systems**

All procedures are reflected in our school policies. The key policies that you should be aware of are the following:

Behaviour for Learning and Anti Bullying – including Cyberbullying  
Inclusion: Special Educational Needs  
Safeguarding and Child Protection  
Health and Safety  
Home School Agreement  
Performance Management of Staff  
Staff Discipline.

### **6.1 School Uniform**

#### **Girls**

- Black/brown shoes - **No** trainers
- School Polo Shirt with logo
- School Buttoned cardigan
- Grey trousers or grey below-knee skirt (not black or charcoal)
- Black/grey socks/stockings/tights.

#### **Boys**

- Black/brown shoes. **No** trainers
- School Polo Shirt with logo
- School V neck sweater
- Grey trousers (not black or charcoal)
- Black/grey socks.

## **6.2 Parental Permission**

We will require written permission from parents/carers for a number of reasons for things such as educational visits/trips and school photos. Before children start school, parents/carers will be asked to sign a form giving permission for their child to go on local trips less than one mile in distance from the school and on foot. A separate permission letter is sent for all other trips.

Permission must be given before the day of the trip. Children without written permission will not be able to go on the trip, but will be expected to come into school. Parents are also asked to sign giving permission for the school to take photos for displays, for use in children's books and classrooms, the school website, school promotion; this is common practice in UK schools. Names are never associated with individuals. Without this permission, children are restricted from taking full part in the life of the school. We follow our safeguarding principles at all times.

## **6.3 School Lunches**

School lunches will be provided by the Krishna Avanti Primary School kitchen and all children are expected to have school meals. The children will be offered fresh and wholesome vegetarian food, which is balanced, hygienically prepared and meets the current school guidelines with respect to fat and salt contents. Where possible, organic foods are used and no foods contain eggs, onions or garlic at this time. The menu includes both Western and Asian dishes. Children are also involved in planting, growing, caring for and harvesting vegetables where possible. Food is offered to Lord Krishna to reflect the current aims and ethos of the school.

Sharing healthy school meals together, as part of a community where pupils learn about Vaisnavya and British etiquette, table manners are encouraged at all times. Pupils also have the opportunity to develop and enhance their social skills and ensure that lunch time is a happy experience with other members of the school community. Pupil voice is taken into consideration when developing termly school lunch menus. The school also seeks the views of parents/carers.

### Free School Meals

If you are entitled to Free School Meals, we strongly advise you to apply. A Free School Meals form can be obtained from the school office. If you would like to find out if you are eligible, please phone Harrow Council on 0208 4241524. Any forms received by the school will be kept confidential. If you need any further assistance, please do not hesitate to contact the Krishna Avanti School Office.

### Cost and Payment for School Lunches

The cost of school lunches is kept to a minimum in relation to the quality of food and will be £2.00 per meal. The school will only accept electronic payments for school meals. This easy and simple process will for this year be facilitated by the Krishna Avanti ParentPay scheme. ParentPay offers you the freedom to make payments whenever and wherever you like, safe in the knowledge that the technology used provides the highest internet security available. You will have a secure on-line account, with a unique user ID and password. You can change these to something you will easily remember and merge accounts if you have more than one child. Parents/carers who are unable to make the payments online can request a Paypoint card. This will enable parents to pay at any store which displays the Paypoint sign.

Options for payment and the lunch menu will be sent by letter at the beginning of the year. Reminders will be included in the newsletter or separate letters. All Reception pupils will also have a portion of fruit or vegetables each day. Children can bring in water and a fruit for a snack. Water bottles must be clearly labelled with the child's name and date.

***Payments for school lunches must be made by the 1<sup>st</sup> day of the start of the term or in advance, in half term, full term or yearly instalments.***

***If you have difficulty with your username or password, speak to a member of the office staff who will be glad to assist you.***

### Food Brought into School for Dietary Requirements or Special Events

Having a School Temple on site, it is imperative to follow scriptural standards in relation to preparing, cooking and serving meals. A pure vegetarian meal means cooking in clean pots, in which meat, fish and eggs have never been added. Please observe this standard if you are bringing in food to be offered to the Deities in the School's Temple or to be shared and eaten by others. Parents are welcome to send whole fruits and flowers for their child to personally offer to the Deities.

Do not send confectionery, such as chocolates and sweets, tracker bars and foods with high salt and fat intake such as crisps. Additionally avoid sending foods containing synthetic additives. These foods can trigger allergies and promote hyper-activity. Do not include meat, fish, eggs, onion and garlic. Foods sent should state that they are suitable for vegetarians.

If you wish to distribute gifts on your child's birthday, we ask you to distribute items such as books or stationery. No food is allowed.

### **Allergies**

Some children may suffer from allergies which could be life-threatening; therefore, please remind your child never to share food brought to School. Do not send nuts or foods containing traces of nuts or eggs as this may have very serious consequences for others who suffer from this specific allergy.

### Break, Snack – Fruit and vegetables, Water Access

The class teacher and classroom assistant will greet the children by welcoming them into the classroom. Parents are requested not to have lengthy discussions with the teacher at this time. Appointments can be made with a member of the team at the end of the day or alternatively you can request the School office to forward a message to the class team.

All children will have a morning break during which children are given a portion of fruit or vegetables with water.

Children will have access to drinking water at all times, but parents are requested to send in a water bottle to keep at the school during the summer, when the weather is often hot. Please ensure that this bottle is clearly labelled with your child's name.

#### **6.4 Medicines and Sickness at School**

We will administer medication which has been prescribed by a doctor to avoid children missing too much time from school. Our school procedure in this respect, must be followed:

- Complete a 'Medicine at school form' , obtainable from the school office.
- Long-term complaints (asthma, diabetes) will require a meeting with the school and a health professional; a subsequent risk assessment will be agreed and a care plan.
- Medicine should be brought to the school by the parent or an adult family member (NOT a child) and handed to the office staff.
- Medicines must be clearly labelled with your doctor's label, contents, child's name and dosage. Medicines will be locked in the office.
- Children will go to the office where their medicine will be administered by one of the first aid trained office staff and this will be recorded by the member of staff in a log book. Teachers and/or office staff can not accept responsibility for the timing of the administration of medicines. Parents are able to come to the school to administer the medicine themselves should they be concerned.
- Under no circumstances will medicines be kept in the classrooms or any other area of the school. This eliminates the risk of a child taking the wrong medicine.
- The school can only administer medication, which has been prescribed by a doctor (including Calpol and Piriton).

#### **6.5 Attendance and Punctuality**

To give your children the best possible chance of achieving their best they must be punctual to school and attend everyday where possible.

If children do not attend school regularly they will:

- Experience difficulty in their learning;
- Miss out on a variety of fun activities;
- Not be fully prepared for Key Stage One;
- Find it difficult to maintain their friendship groups.

#### **Attendance Matters- IT IS ONLY A FEW DAYS!**

Avanti House School recognises that there will be occasional times when children will be too ill to attend school; however, children do build up resilience and resistance to illness and should be able to attend school the majority of the time.

An attendance rate of 90% or over sounds impressive over the year; however, it actually means that your child only attends school 4.5 days out of every 5 days. If this continues up to Year 11 in secondary school, your child will have missed more than half a school year!

The government and Ofsted recognise the importance of good attendance and views outstanding attendance to be 98% or over; as a school community we are committed to working in partnership with you to ensure outstanding attendance for all.

Look at the attendance table, if you are unsure as to whether or not your child should attend school.

### Attendance Table

Condition	Self Help – encourage your child to:	Can my child attend school?
Colds/Flu	<ul style="list-style-type: none"> <li>-Put their hand over their mouth when they cough and sneeze.</li> <li>-Wash their hands regularly.</li> <li>-Dispose of any used tissues hygienically.</li> <li>-Make sure they eat a healthy diet.</li> <li>-Allow them to take medication to help clear their nose or soothe their throat.</li> </ul>	<p>Yes. They can attend school providing they do not have a high temperature or any other symptoms i.e. severe muscle cramps, high temperature, rash.</p> <p>Let the class team know that they are not feeling very well.</p>
Coughs	<ul style="list-style-type: none"> <li>-drink cool drinks to soothe their throat.</li> <li>-Allow them to take medication to help soothe their cough.</li> </ul>	<p>Yes. They can attend school, but make sure you tell your doctor if the cough is persistent (does not clear up after 6 weeks).</p>
Earache, Migraine and Headaches	<ul style="list-style-type: none"> <li>-Your child may be sensitive to certain foods – talk to your doctor.</li> <li>-Watch out for the amount of time they might be straining their eyes i.e. too much television or computer work.</li> <li>-Take them for an eye sight test if they have not had one for some time.</li> <li>-Get some appropriate medication from the chemist.</li> </ul>	<p>Yes. They can attend school, but do let the staff team know.</p>
Stomach Ache	<ul style="list-style-type: none"> <li>-Encourage them not to miss their meals and eat regularly.</li> <li>-Encourage them not to eat too much of anything, especially things like sweets.</li> <li>-Help your child do things that will relax them as stomach aches can be caused by stress.</li> </ul>	<p>Yes. If you know what is causing their tummy ache and they have no other symptoms and have seen a doctor or nurse. <b>ALWAYS watch out for a pain in the stomach that hurts in one specific place.</b></p> <p>Let the class team know.</p>

### Absence from School – Procedures

#### If your child is absent, please proceed as follows:

- Please telephone the school on the first day of absence and send a note in with your child or an explanation in the Home School Book when he/she returns to school, explaining the reason(s) why they were absent;
- If your child is likely to be absent for one week or more, please keep us informed by telephoning the school. Then send a note or an explanation in the Home School Book when he/she returns ;

- Appointments should only be made outside of school hours or during school holidays where possible. However, if this is not possible, please do inform the school prior to the appointment.
- Avanti House operates a zero tolerance towards holidays taken during term time, especially since the calendar has been specifically adjusted according to parents' wishes and holiday patterns. Exceptions are as follows:
  - a. Serious health issue or death of a close family relative at the discretion of the Headteacher
  - b. Religious reasons (up to 3 days);
  - c. Sudden loss of housing through eviction or domestic violence up to a maximum of 3 days;
  - d. Out of school programmes at a high level - music exams for example. This is at the discretion of the Headteacher;
  - e. Weddings of close relatives with an explanation as to why this is not happening at the weekend or during holidays. Only one such request will be considered whilst at Avanti House School.

### Monitoring Attendance

All classes will hold a weekly LABS (Learning, Attendance, Behaviour and Safeguarding Panel) Meeting. These meetings track pupil progress in a proactive manner and can sometimes involve multi-agency professionals where appropriate. They will be overseen by the Inclusion Manager.

### Unauthorised Absence

**NB: If your child is away from school and we receive no communication as to why, then this will initiate a process in the school and may lead to legal action being taken.**

### Lateness

Lateness is monitored and recorded by the school as a legal requirement. Parents/carers who are regularly late are likely to be contacted by the Inclusion Manager and, in extreme cases, by the Headteacher. As with low attendance, lateness is also detrimental to a child's education because they will miss the start of the opening session to the day.

We all want the pupils to do well at school and very much value working in partnership with you all; therefore, we must insist on good attendance and punctuality at all times. If you are experiencing any difficulties which may impact on your child's ability to get to school on time, or attend school, please do inform us earlier rather than later as we may be able to support you further.

### Motivating Good Attenders to get even Better

- 98% or more for attendance for one term = Children awarded a Bronze Award Certificate
- 98% or more for attendance over two terms = Children awarded a Silver Certificate
- 98% or more for attendance over three terms = Children awarded a Gold certificate and a special prize trip with the Headteacher.



Our Attendance Boards, outside our classrooms and at the front of the school, will celebrate the achievements of the different classes and will also act to encourage peer support and cohesion as a member of a class team and a whole school community.

## **7. Child Protection and Safeguarding**

The school has three main policies to ensure the care and welfare of your child, along with other associated policies. The main policies are as follows :

- Safeguarding and Child Protection – including the vetting of all new staff & volunteers under the safer recruitment procedures in schools and vetting procedures;
- Health and Safety Policy;
- Behaviour for Learning Policy – including Physical Intervention and Manual Handling and Anti – Bullying Procedures, including the use of technology and Cyber- bullying;
- Inclusion – SEN;
- Accessibility Plan.

All staff have undergone an up to-date and enhanced CRB check and all visitors are required to prove their identity and are accompanied in their visits. The Designated Child Protection staff for the school are displayed at the front office. All staff receive the necessary training to raise their awareness of safeguarding issues and the school has restricted access via an intercom and buzzer system.

Should anyone have concerns regarding a child's safety, it is their responsibility to inform the designated Child Protection Officer. All concerns are taken seriously and information is kept confidential and only shared on a need to know basis.

## **8. After School Clubs and Facilities**

The school will publish the after school clubs and facilities which are available during the Autumn term. The school is presently trying to provide from September, an after school and before school provision, for those parents who may require this facility due to work commitments. Please contact the Headteacher for details.

**APPENDIX A**

**HOME LEARNING PROJECT - Template**

**Class:**

**Term:**

**Topic:**

**Hand in date:**

<b>Context</b>	<b>What do I need to do?</b>	<b>Equipment or Resources I will need?</b>

<b>Questions to think about?</b>	<b>How can an adult help me?</b>

<b>Skills I will use:</b>	<b>Things for adults to look for when I am doing my project (in relation to early learning goals)</b>

<b>Useful Websites/Resources</b>	<b>Health and Safety Tips</b>



## **Home School Project Family Feedback - Template**

**Term:**

**Project Title:**

**Child's Name:**

**Date:**

**Family Members involved in supporting me to complete this project were:**

**How I responded to my Home Learning Project**

**How the school could extend my child's learning further (what are the barriers to learning in this project area?):**

**Any other comments:**

"Let us work together as 'partners' for our children  
and take them through this learning journey together"