HARPLEY CHURCH OF ENGLAND PRIMARY SCHOOL

School Lane
Harpley
King's Lynn
PE31 6DY

01485 520274

Website:
www.gmhfed.norfolk.sch.uk

EXECUTIVE HEADTEACHER:
MRS HILARY MYHILL

The information in this document is correct at the time of printing. Information may need to be updated in the future. If you need this brochure in large print, audio, Braille, alternative format or in a different language, please contact the school office.

HARPLEY CofE PRIMARY SCHOOL



This brochure aims to be a guide to new parents and carers, but we recognise there is no substitute for personal contact. Staff are always happy to answer any queries personally, and parents and carers are always welcome in school.

We hope that the time your child will spend with us will be a happy and successful one.

A good relationship between home and school is vital for children's progress and we look forward to working with you over the coming years.

Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font or Braille, providing a signer, explaining things over the phone, wheelchair access.

AIMS OF THE SCHOOL

To provide a supportive environment with Christian values, where children feel happy and secure.

To provide a broad, balanced, relevant curriculum to develop skills, knowledge, creativity and independence to equip the children to move confidently into the future and reach their full potential.







I will instruct you in the way you should go; I will counsel you with my loving eye on you.

Psalm 32:8

WHO WE ARE

Harpley is a Church of England school catering for children aged 4–11 years. The pupils are organised and taught in three mixed-age classes – Reception, Year 1 and Year 2 (EYFS and KS1); Year 3 and 4 (lower KS2), and Year 5 and 6 (upper KS2).

Since September 2015, Harpley has been federated with Great Massingham CofE Primary School, following a two-year partnership prior to this.

The school was built in 1908, in a traditional style from local carstone and brick. It is surrounded by playground areas and set in a large, well-kept field off a quiet lane near the centre of Harpley. There are two main classrooms, a cabin room and a large multi-purpose room shared by both classes. There is also an office, a staff room, a cloakroom area with toilets and a servery. For the children's safety, the parking area is separated from the playgrounds by fencing and there is storage and a cycle shed incorporated in this area of the school.

SCHOOL STAFF

EXECUTIVE HEADTEACHER
Mrs Hilary Myhill

ASSISTANT HEADTEACHER
Miss Lauren Makins

SENDCo
Mrs Alex Steel

SECRETARY
Mrs Sue Turner

TEACHERS
Mrs Diana Oake – ACORNS (Reception, Year 1 and Year 2)
Mrs Becki Cushley – SAPLINGS (Year 3 and 4)
Miss Kestra Harrold – OAK (Year 5 and 6)

TEACHING ASSISTANTS
Mr David Heazel (HLTA)
Mrs Beccy Lambert (HLTA)
Mrs Ali Fisher
Mrs Emma Piggott
Ms Tracey Cator
Mrs Karen Heath

MSAs
Mr David Heazel
Mrs Emma Piggott

CARETAKER
Mr John Gibson-Hill

GOVERNING BODY

Chair of Governors	Suzie Allen (interim)
Vice Chair	Suzie Allen
Responsibility for Safeguarding and Child Protection	Hilary Myhill and David Sparshott
Responsibility for SEND, Looked after Children (LAC) and Pupil Premium (PP)	Suzie Allen and Alex Steel (Staff Governor)
Senior Designated Professional for Safeguarding	Hilary Myhill
Responsibility for Health and Safety of sites and buildings	Archie Reid (H) Rosemary Mehers (GM)
Staff Governors with responsibility for Health and Safety	Hilary Myhill
Staff Governors with responsibility for Pre-School Liaison	Hilary Myhill
Pre-School Link Governor	Hilary Myhill
Attendance and Cyber Security Governor	Suzie Allen (interim)
Websites	Claire Moogan
Governor CPD	Claire Moogan
Staff wellbeing	David Sparshott
GDPR	Suzie Allen (interim)
Finance	Richard Hurst

TERM DATES

Autumn Term 2026	Spring Term 2027	Summer Term 2027
Thursday 3rd September – Friday 18th December (Half term – Friday 23rd October – Friday 30th November)	Tuesday 5th January – Thursday 25th March (Half term – Monday 15th – Friday 19th February)	Tuesday 13th April – Wednesday 21st July (Half term – Monday 31st May – Friday 4th June)

ATTENDANCE AND THE SCHOOL DAY

Gates open: 8.30 – 8.40 am
School begins: 8.40 am
Playtime: 10.20 – 10.40 am
Lunchtime: 12.00 – 1.00 pm
School ends: 3.20 pm

Children should be punctual but not too early as the playground areas are not supervised before school. However, we welcome the children into school between 8.30 – 8.40 am. Parents are always welcome but children should be encouraged to be independent and come into school by themselves, bringing their own things where possible.
Please note that although lessons end at 3.20pm, pupils need a few minutes at the end of the day to collect their things.

Please inform the school of any absence as soon as possible by telephone, email or letter. The school office must be informed each day your child is absent.
Should we NOT be informed of the reason for a pupil's non-attendance the absence may be marked as unauthorised. The registers are closed ten minutes after the start of each school session. Please directly inform us if your child is away for any reason.

An absence will be recorded as unauthorised if:

- No explanation has been received from a parent/carer or the school is not satisfied with the explanation
- A pupil is absent for unexceptional reasons e.g. a birthday
- A pupil is absent from school on holiday.

County guidelines regarding pupil absence state that absences may be authorised at a school's discretion for:

- Exceptional special occasions, ceremonies, extra-curricular exams, etc.
- Bereavement and family crises.

As several children travel to school independently, we will always phone to clarify absences if parents do not contact us. This is to ensure pupils safety.

Full NCC attendance guidelines are available from the office.

COLLECTIVE WORSHIP



Collective Worship is held every day and is an integral part of the community life in our church school.

Our Christian Act of Collective Worship is suited to the family backgrounds of all pupils.

Collective Worship aims to:

- Develop understanding of the beliefs and values of Christianity.
- Provide times of peace for reflection and/or prayer.
- Encourage a sense of responsibility and community, to affirm values and commitment and to think about and empathise with other people.
- Provide memorable and enjoyable experiences, especially at times of festival.
- Foster feelings of awe, wonder and thankfulness.

Parents may choose to withdraw their children from Religious Education and Collective Worship. Should this be your wish, please make an appointment to discuss arrangements with the Headteacher.

TRANSITION

We enjoy close links with Ducklings Pre-School which is situated in the grounds of our Great Massingham school. All new children, parents and carers are invited to visit the school in the summer term, and children are also invited to attend 'taster days' without parents before starting school.

At the end of Year 6, our pupils generally transfer to Litcham School. The school enjoys excellent liaison with the Litcham School and take part fully in all transition events.

Where a pupil transfers to a different secondary phase, we endeavour to work as closely as possible with that school for our pupil's transition.

PARENTS AND SCHOOL



A school cannot work successfully without the support and confidence of the parents and carers. As a school, we recognise the vital role parents play in a child's education and want parents to be part of the Harpley School community and to work in partnership with us.

Members of staff are always willing to discuss any concerns parents may have regarding their child and we would always contact parents should we have concerns. It may be that an informal chat at the end of the day will be sufficient to alleviate concerns, or it may be more appropriate to make a mutually convenient appointment to discuss more serious issues. It is vital that information regarding a child's daily life is passed from home to school and school to home. Changes, even minor ones, may affect a child's well-being. Any discussions between parents/carers and staff will be treated as confidential.

PARENT HELPERS

We welcome parent helpers, so please do contact us if you would like to help in any way. We have many regular adult helpers in the school such as parents, governors and other interested people. They may assist with hearing children read, gardening, DT and art, technology, games, and music. If you would like to help in school, either on a regular basis or from time to time, please telephone or e-mail the school or speak to a member of staff at the end of a school day. To ensure security, all adult helpers in school must be DBS checked – this is a straightforward exercise carried out with the school secretary and is free to volunteers.

HELPING WITH YOUR CHILD'S EDUCATION

Prior to starting school, it is essential that you prepare your child by talking to them about school and by attending school visits and taster days where possible. Parents and carers are often more worried about starting at a new school than the children themselves! Try to be positive about school, even if your own school experiences were not always happy. Young children enjoy being involved in preparation for school - buying their new uniform, P.E. bag and kit, etc.

As part of your child/children's education, you can do a lot at home to encourage and support their education, such as:

- Talk to your child about their day, your day, family life, the news and current affairs – children learn so much just by talking and listening.
- Read to your child and encourage their to read – stories, magazines, newspaper headlines, packaging, road signs, etc. Print in the environment is a great way to stimulate an interest in reading.
- Play games – board games, cards, dominoes, I-spy, pretending/role play games.
- Visit places of interest (e.g. museums, parks and libraries, etc.)
- Provide materials for play and creative activities e.g. paper, pens, musical instruments.
- Encourage your child to join clubs and organisations – Rainbows/Brownies, Beavers/Cubs, sports clubs.
- Encourage the development of practical skills, e.g. shopping, tidying, cooking, writing lists, cards and letters, mending, caring for animals, gardening, etc.

However tempting it might be, don't do everything for your children. Give them responsibilities and they will benefit a great deal, becoming more self-reliant, independent and appreciative.



SAFEGUARDING

Our school's Safeguarding Policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect our children from maltreatment
- Prevent impairment of our children's health or development
- Ensure our children grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role to enable our children to have optimum life chances and enter adulthood successfully.

The safeguarding policy gives clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

Our school will establish and maintain an ethos where our pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff or regular visitor to our school if they are worried or concerned about something.

Throughout our curriculum we will provide activities and opportunities that will equip our children with the skills they need to stay safe and healthy. This will also be extended to include material that will encourage our children to develop essential life skills.

A copy of the school's safeguarding policy is available on the school website or from the school office.

EQUAL OPPORTUNITIES



Harpley School is committed to promoting understanding of the principles and practices of equality and justice.

The school has a Single Equalities Scheme and Plan in compliance with DDA. The school endorses the Norfolk LEA Policy for Equal Regard and Opportunity in Learning which states:

"We believe all pupils are entitled to equal regard, just as they are entitled to equality of opportunity in learning."

"The curriculum in those schools which have no pupils from ethnic minority groups, should be of a kind which opens the minds of pupils to other traditions and to other ways of viewing the world and which challenges and dispels the ignorance and distrust which breed radical prejudice and discrimination."

Our aim is to equip pupils with an awareness of our diverse society and to appreciate the value of difference. This is achieved by adherence to the following principles:

- Discrimination on the basis of race, colour, nationality, ethnicity or national origin, religion or belief, gender, disability, sexual orientation, gender reassignment, age, or ability is never acceptable.

- We will educate, develop and prepare all pupils for life whatever their sex, colour, origin, religion or ability.
- Pupils and teachers will further this objective by contributing towards a happy and caring environment and by showing respect for, and appreciation of one another as individuals.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Children with SEND will be considered for admission in exactly the same way as any other child wishing to join the school, in accordance with the Admissions Policy. However, parents should make particular arrangements to discuss individual needs in the context of the school. For children with mobility difficulties the school offers level access to all main buildings and carpeting throughout the teaching areas. The school has toilet facilities for the disabled. At Harpley C of E Primary School we believe in providing the best that we can for all our pupils.

Our aims:



- To identify and support children with Special Educational Needs.
- To support the provision of a happy, secure learning environment.
- To promote the development of appropriate differentiated and challenging programmes of work for individual children.
- To identify and support the provision of resources which will enable individual children to fully access the curriculum and to be integrated into the school community.
- To identify procedures for regular monitoring and reviews.
- To support a full, working partnership between school, parents and outside agencies.

Co-ordination of SEND provision is the responsibility of Mrs Alex Steel, in her role as Special Needs and Disabilities Coordinator (SENDCo). The SENDCo will ensure that the procedures in the SEND information report are carried out, that staff and governors and parents of children with SEND are provided with the necessary information and that parents are regularly consulted. Regular meetings are arranged with the School Support Team to discuss SEND issues within the school and access appropriate advice. The Governor with responsibility for Special Educational Needs is Mrs Suzie Allen.

Norfolk's Local Offer

Norfolk have published a Local Offer detailing services available to children, young people, parents and carers as well as advice and support. Information can be found here:

https://www.norfolk.gov.uk/children-and-families/send-local-offer

External advice

Norfolk's SENDIASS provides free and impartial advice, information and support about

SEND for children, young people, parents and carers. Their website is:

https://www.norfolksendiass.org.uk/

or they can be contacted on 01603 704070 or email norfolksendiass@norfolk.gov.uk.

THE SCHOOL CURRICULUM

The curriculum covers the full-range of primary school subjects and follows guidelines set down in the National Curriculum Policy Statements. Teaching focuses on the skills children need to acquire and develop for use throughout their lives. Importance is given to continuity and progression in these skills.

The curriculum for Reception pupils follows the Early Years Foundation Stage (EYFS) Framework set down by the DFES and QCA. Their progress is assessed using the Foundation Stage Profile, which records the children's early steps in learning. These are shared with parents termly.

A four-year programme of subjects has been designed to cover all elements of the Key Stage 2 curriculum and a similar cross curricular two-year teaching programme has been designed for Key Stage 1.

It is school policy to invite professionals into the school to share their expertise. We also provide many varied educational visits and activities to enrich the curriculum and broaden children's experiences. Recent curriculum enrichment activities have included: visiting Wells Beach (Reception, Year 1 and Year 2); Crucial Crew personal safety training at King's Lynn Fire Station (Year 6); Federated KS2 visit to King's Lynn Museums; Cycling Proficiency (Years 3-6), and the Residential Visit to Eaton Vale (Years 5 and 6).



Activities have included: Harvest Festival at St Lawrence Church; Carol Service at St Lawrence Church; Christmas lunch and Christmas party; Book Week; Sports Day; Easter Service and Egg Hunt; Leavers' Service in Harpley Church; Swimming at Oasis Swimming Pool in Hunstanton; NSPCC Numbers Day Fundraiser, and a summer performance of the Wizard of Oz.



Extracurricular activities provide opportunities for extending learning beyond the classroom and encourage and support all pupils who wish to attend to develop an interest in subjects outside the classroom.

TEACHING AND LEARNING

The school's policy sets out to underpin the teaching and learning that takes place at Harpley School. We aim to provide high quality learning experiences for our children that ensure they develop a love of learning and reach their full potential. We want them to be the best that they can be.

We believe that children learn best when they:

- Are nurtured, secure and happy.
- Are interested and motivated.
- Achieve success and gain approval.
- Are given tasks suited to their ability, while being challenged and stimulated.
- Understand what they are learning and why.
- Are confident, feel secure and are aware of boundaries.
- Are supported and encouraged by parents/carers.

To this end, our staff work in partnership with parents and carers to provide information on pupil progress and strategies they can use to engage in the learning process of their children.

Teachers at our school help children to see the 'big picture' by sharing the aims of lessons, tasks and topics; reviewing previous sessions; and encouraging children to summarise/demonstrate what they have learnt to peers, teachers and others.

All teachers aim to:

- Plan, prepare and resource stimulating lessons and learning opportunities, utilising variety in the delivery and pace of teaching;
- Use assessment to evaluate children's progress and inform future teaching plans;
- Set SMART (Specific Measurable Achievable Realistic Timed) targets;
- Cater for the learning styles and individual needs of all children, using visual, auditory and kinaesthetic approaches to teaching and learning;
- Ensure the involvement of children in their own learning;
- Use praise and positive reinforcement to foster self-esteem, motivation and confidence.



ENGLISH

Literacy is the key to educational success. It consists of reading and writing and incorporates speaking and listening. It is taught on a daily basis in structured lessons. Lessons are planned within the National Curriculum.



READING

Reading is an essential skill enabling children to access a wide variety of ideas and information through text. Children must become adept at interpreting symbols and comprehending the messages they convey. Pupils are taught to decode text, using phonics, spelling patterns and whole word recognition and to use contextual clues. Opportunities to read at home as well as in school encourage children to develop a love of reading.

WRITING

Writing is closely linked to spoken language and is developed through a wide range of speaking and listening activities together with early reading experiences. Children's language experiences both in and out of school will influence the later development of writing skills. Writing is a cross-curricular activity, not restricted to Literacy lessons. Pupils are taught to use writing as a means of developing, organising and communicating ideas and are given opportunities to write for a variety of purposes.



HANDWRITING

Our handwriting policy ensures that children leave the school with a clear and flowing hand, enabling them to present legible work of a high standard. Pupils are taught cursive script and are encouraged to join letters in their writing from Reception year.

SPEAKING AND LISTENING

Language is the key to all learning. The programmes of Study for English emphasise the need to build on early experiences and to provide children with opportunities, which will extend their use of spoken English, nurturing enjoyment and pleasure in its use. Children need as wide an experience of language as possible; the school achieves this through a structured, progressive and varied programme, which provides opportunities for pupils to speak in a range of contexts, for a variety of purposes and audiences. Every pupil is supported to develop confidence in their use of spoken language, and to express ideas and views clearly. Pupils are expected from the beginning of their school career to listen and respond to a speaker in an appropriate way, to ask questions and

make relevant comments. Listening skills are developed through a variety of activities including stories, rhymes, games, and music in Reception and Key Stage 1, through to more formal discussion and debate in Key Stage 2.

MATHEMATICS



Numeracy is a key life skill without which children would be disadvantaged throughout their lives. It is one of the three core subjects of the National Curriculum. The daily maths lesson is structured to include whole class teaching, group and individual work with a strong emphasis on oral and mental work. This will progressively develop the mental skills and strategies of each child, increasing their confidence to tackle new problems. Maths is promoted as an enjoyable and stimulating experience in order to acquire and consolidate essential knowledge, skills and actions relevant to life and other curricular areas. Children are taught to use basic operations correctly, to make accurate calculations and acquire sound computational skills. It is important that children develop an awareness of the structure of Maths, so they can build on existing knowledge and continue the learning process. Mastering number is also taught daily for all years in order to support children with developing good number sense and develop fluency in areas such as multiplication and division.

SCIENCE



The teaching of Science offers all pupils the opportunity to investigate and rationalise the contrasts around them in the context of a wide variety of activities encouraging exploration and investigation.

Science also involves the acquisition of knowledge and skills and those outlined in the National Curriculum are taught as the basis on which children will develop and refine their understanding of the world and respect for their environment.

Children are given many opportunities for 'field work' in both Key Stages. This may be undertaken in the school grounds, the local environment or on visits further afield.

COMPUTING



The school runs a network of sixteen laptops and sixteen iPads available for use in the classroom. This represents a good computer to pupil ratio. Throughout all Key Stages, children will have access to an increasing range of IT equipment and computer software. All classes have Interactive Whiteboards. Computing is taught as a subject but is also embedded in our teaching across the curriculum.

RELIGIOUS EDUCATION (R.E.)

The new Norfolk Agreed Syllabus is covered as the foundation of Religious Education. Children will develop knowledge and understanding of Christianity and other principal world religions.

ART AND DESIGN

This is an important area in a child's development, allowing scope for observation and exploration of the environment as well as imaginative expression. Pupils will explore a variety of media, materials and techniques in both two and three-dimensional work.

HISTORY

The teaching of History at Harpley School is based on a rolling programme, which covers the topic areas defined by the National Curriculum. Careful thought is given to the skills and concepts that the children are acquiring. Children learn about peoples of the past and their influence on life today. They also gain physical and social knowledge of the world in which we live. Opportunities to enhance the curriculum are offered where appropriate with visits to local museums including King's Lynn, Gressenhall, and Norwich.

GEOGRAPHY

The National Curriculum for Geography defines a wide range of skills to be taught and experiences offered. Our implementation reflects these demands, with the subject being delivered both in its own right and in the context of cross-curricular work. Fieldwork is an integral part of this subject.

MUSIC



We provide children with opportunities to develop their talents as musicians in the contexts of composition and singing, together with an appreciation of a wide variety of different musical styles. The school has a number of musical instruments for the children to use. KS2 pupils are taught by a Norfolk County Council Music Service teacher on a weekly basis.

DESIGN AND TECHNOLOGY (D.T.)

Design and Technology is a practical subject which allows pupils to make sense of appliances and processes in their environment. The programmes of study for D.T. develop pupil's creativity and their ability to plan and evaluate as well as providing opportunities to practise practical physical skills. Pupils gain knowledge of a wide range of materials including construction kits, textiles, food, wood, metal, plastic and recycled materials.

PHYSICAL EDUCATION (P.E.)



Our school offers the children a wide range of opportunities to develop their physical skills. All pupils participate in dance, gymnastics, games skills, and athletics. From a firm foundation of skills built in Reception and KS1, children go on to participate in a wide range of team games in KS2. KS2 receives swimming lessons at Oasis Swimming Pool in the spring term. This is fully funded by the school with no parental contribution requested. During summer months, the school field is used extensively for P.E. We also benefit from multisport coaching provided by Active Education Coaching for all years.

P.E. Uniform should be:

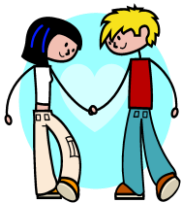
Infants:	Boys and Girls	White 'T' shirt and plain dark shorts Trainers, preferably with Velcro fastenings Warm tracksuit OR old jumper and trousers
Juniors:	Boys and Girls	White 'T' shirt and plain dark shorts Warm tracksuit OR old jumper and trousers Trainers
Swimming	Boys Girls	Trunks and swimming hat One-piece costume and swimming hat

It is a requirement that long hair is tied back. Watches must be removed.

Statutory guidance advises against taping earrings for P.E.; however, if a parent wishes for their child to partake in P.E. with their earrings taped over, this must be put in writing to your child's class teacher or our school secretary.

Association for Physical Education, 2020: *The Association for Physical Education (afPE) strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment. This applies to all ear and body piercings, including retainer and expander earrings."*

RELATIONSHIP SEX AND EDUCATION



Traditionally, the school has answered children's questions as they have arisen, naturally, in the classroom, and at an appropriate level for the children.

Throughout their time at school, children will have looked at young animals of all kinds and studied growth and development, family life, caring for each other, and other related topics.

The staff and governors believe that, in addition to this integrated method of teaching sex relationship education, there should be a more formal approach for the children when this becomes appropriate, according to a child's age and maturity.

During the summer term, we provide to children whose parents have agreed, a Programme of Study, suitable to a sound preparation for adolescence within the context of a supportive, secure and caring atmosphere.

Parents/carers have the right to withdraw their children from the school's sex and relationship education; other than those elements which are required by the National Curriculum Science Programme of Study. Should you wish to exercise this right, please contact the Headteacher and suitable alternative arrangements will be made.

ASSESSMENT AND MARKING

Assessment is used to provide a clear record of achievement for all children in the school. It is used to aid in planning teaching and learning to support progression of learning. Assessment is used to provide information for pupils, parents, governors, the LEA and Government agencies.

The school has a positive marking policy. We aim to provide constructive suggestions to draw the child's attention to areas for development whilst encouraging and praising strengths in the work completed. Effort on the part of each child, according to his/her abilities is also a strong consideration when work is marked.

Annual assessment

The school will implement statutory testing and teacher assessment at the conclusion of Year 6. We also use in-house tests for Years 1-5 to provide graded assessment tasks for all pupils at KS2, the results of which will be used in summative assessment.

In line with DfE guidelines, the school carries out phonics screening tests for Year 1 pupils and the multiplication times table check for Year 4.

BEHAVIOUR

We aim to create a caring atmosphere with Christian values, where children feel responsible for themselves and the well-being of others and where everyone in the school community works together with mutual respect.

School rules are fully explained to the children, but formalised rules are purposely kept to a minimum, and are positive i.e. do's rather than don'ts. Children are taught to be aware of what comprises acceptable and unacceptable behaviour and to know that certain behaviours must be followed for the mutual good of all.

We ask all pupils, parents and teachers to sign an annual home-school agreement to formally support the school's behaviour policy.

CHARGES FOR ACTIVITIES

Where necessary, charges will be made for:

- All non-residential activities which take place wholly, or more than 50% outside school hours.
- Residential visits, which take place outside school hours.
- Board and lodging in all cases where the child is involved in nights away from home.
- Parents will be asked to pay the cost where items are broken or defaced as a result of misbehaviour.
- This policy applies to charges being made by the school or the Local Education Authority (LEA). If a third party (e.g. A tour operator) is organising an activity for the school (e.g. a residential visit) they may charge in full for the activity even if it takes place during school hours.

NB: The Governing Body may in the future amend the categories for which charges are made. Parents will be notified of any such changes.

VOLUNTARY CONTRIBUTIONS

Many activities will only take place if all parents agree, in advance, to make a voluntary contribution of a specified amount. Letters specific to each activity will state whether the activity is dependent on contributions from parents.

The Governing Body recognises the valuable contributions that activities such as educational visits and residential experiences offer to the pupils and will continue to support the school in providing such activities. Many activities and visits are financially supported by the Harpley School Parents and Friends Association.



HEALTH CARE

The aim of the school is to cooperate with parents and the child's medical practitioner in order to create the best possible circumstances for the health of the child.

Parents/carers should inform the school of any particular medical condition their child may have. The school may need to gain parental permission to contact the child's General Practitioner for advice on the child's best care and where necessary appropriate training for staff will be arranged.

Routine dental, hearing and eyesight checks are no longer carried out in school, we recommend parents seek checks from their own dentist/optician/GP/health visitor.

Should your child become ill or have an accident in school, you will be contacted as soon as possible. As we have only limited facilities for caring for children who are unwell, please ensure we have the contact number of a friend or relative who would be able to collect your child should you be unavailable. In the case of a medical emergency, staff will contact the Emergency Services, the pupil's Medical Practice and parent/carers immediately. Where parents are not able to be present, or cannot be contacted school staff act in 'loco parentis'. This means they are obliged to act in the child's best interest. However, parents will be informed of any action to be taken and their verbal consent obtained if possible.

Administration of medicines



Administration of medicines remains the responsibility of the parents/carers and is not the duty of school staff. Where medicines are prescribed 3 times, daily dosages can be arranged to fall outside school hours. If a child is so ill they require the administration of medicine more frequently he or she should remain at home until the course of treatment is complete. Medication for long term conditions will be agreed with parents/carers and the Headteacher/SENDCo. Any necessary medication must be handed to the secretary by the parent in clearly labelled and named containers. A form of indemnity must be signed.
All medicines will be kept in a secure place.

Educational visits and pupils' health

A pupil's medical condition may need to be considered before an educational visit; but the need for medication/treatment will not be regarded as an obstacle to any pupil's enjoyment of an activity. In the interest of equal opportunities every endeavour will be taken not to prevent a pupil from engaging in school activities due to a medical condition; however, the safety of all pupils must remain the school's first priority.

PARENTS AND FRIENDS ASSOCIATION

All parents are automatically members of the Parents and Friends Association. The Committee is formed annually at the AGM. It is a small but hard-working group that raises money to provide both extras and essential items for the school. Please consider joining the committee. They can be contacted at harpleypfa@gmail.com.

We may be a small school, but we have a full and active life. We hope you will enjoy being a part of it.