



Year 3

Start Of Year Information Pack

September 2025



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September 2025

Dear Families,

Welcome back to a new academic year at Holly Park. We are pleased to see the children. We are looking forward to what we hope will be another busy and exciting year ahead at school. The start of a new academic year is always important for your children.

The Holly Park Mission

'We support our children to be their best.'

The Holly Park Vision

At Holly Park we want our children to be:

- **respectful**
- **resilient**
- **kind**
- **inquisitive**

and to achieve their full potential

Parent Workshops

This year, we will be continuing with our parent meetings and workshops. Following our parent voice survey and with knowledge of what has worked well this year, we have decided that these will be a mixture of both in person and online. Whilst it is great for parents to come into school sometimes, we also know that some parents found that with online meetings they could participate from work, in the car etc and not miss out as they would have done had the meeting been in person.

This year there will be:

- A nursery and reception curriculum meeting.
- A Y1 phonics meeting.
- A Y3 Phonics and spelling meeting
- There will be an online safety session for ALL parents later in the year.
- There will be meetings for Y6 parents about national tests.
- Meetings about residential trips.
- A meeting for Y6 about sex and relationship education.
- A meeting for Y5 parents about secondary transfer.
- Learning (Addressing misconceptions – Marking and Feedback)
- Maths
- SEND (supporting children with special needs in a mainstream school)
- Personal Development (What is Character Education?)
- Behaviour (A Relational Policy)

Our Website

Our website has continued to flourish under the careful watch of Fiona Quinton. Do keep a regular eye on the website. It gives a very full picture of our school. You can access term dates, letters etc and information about what your children are learning from the website. Can I remind you that information about what your children are learning goes on the website on your year group page. Curriculum information is updated

termly. Letters about termly Spellings, multiplication tables and other letters are always put on year group pages.

Social Media

Do follow us on Facebook and Instagram. Please encourage friends and family to also follow us.

The PTA

Last year the PTA had a very successful year. There were lots of events and creative ways to continue to raise money. The PTA raised money through fairs, cake sales, 2nd hand uniform sales, ice lolly sales, bag2school, Mother's Day and Father's Day shops ending with a very successful summer festival.

Fundraising items in 2024/25 included:

- New iPads
- 50% cost of the Science Day .
- Subscription to the historical society.
- New athletics kits
- PE equipment.
- New football kit.
- First News subscription
- Equipment and seeds for the allotment
- Year 6 National Test breakfasts
- A new Pirate Ship
- Repairs to playground equipment
- Year 6 party decorations and disco

I am very grateful to all of the committee members and people who have helped at events who work tirelessly as volunteers for the greater good of the children. The PTA raise money for the 'extras' but also hold events that bring our community together. Thank you particularly to all of the PTA committee and regular volunteers. Remember, you are all members of the PTA. Please do show your support by either attending events or volunteering to help at the events.

Clubs

Information about paid lunchtime and after school clubs run by external providers was emailed out before the holidays. Sign up began before the holidays but there may still be a few spaces if you want your child to be part of a club this term.

Our new Year 3 now have access to a large range of new clubs now on offer

New Year 1 children have a selection of clubs they can now do.

There is a Directory of clubs on the school website with details of sign up contacts.

Lunchtime clubs run by teachers for Years 1 to 6 will begin in a couple of weeks and will run across the year.

Governors

The school governors continue to give their support and advice to help drive the strategic vision of the school. As well as meetings in the evenings that they attend and training courses they go to, governors also come into school regularly to attend school events but also to support our school improvement plan. They have opportunity to go on frequent learning walks, talk to staff and children and see some of the work of the school in action and to give constructive feedback. They look at policies and documentation, are involved with appraisals, restructures, contract renewals, finances and some appointments. Across the year they monitor various aspects of our school improvement pant. Last year they monitored: phonics, working walls, consent, reading for pleasure, safeguarding, working scientifically, resilience and campaigning for change.

Governors meet as a larger group every term but also meet in their committee groups of: Finance & Premises, Teaching & Learning, Staffing & Pupil Welfare. Last year of course they contributed hugely to our Ofsted inspection. Clare Hegarty our chair of governors and I work very closely – talking regularly about the school.

Summer Works

We had a busy summer holiday.

Our Nursery building was permanently separated to provide a 26 place nursery and a SEND space called the Treehouse which provides enhanced interventions for some of our children.

Refurbishment of some EYFS outdoor areas.

Various white paint areas around the school were repainted to look clean and bright including the front of the school and the packed lunch trolley shelter ready to be used again this year.

A variety of small repair and maintenance works were carried out.

All of the school buildings have had a deep clean including the kitchen.

Equipment

We continue to ask the children to bring in a minimum of equipment from home into school. We do not want toys, games, cards etc.

Children in KSI do not need to bring in any equipment as we supply all stationery.

KS2 Stationery Equipment

KS2 children (Years 3,4,5 and 6) will need to bring in their own stationery equipment to use at school. The list of equipment is quite specific and children will not be allowed to bring in anything of their choosing.

Children will need:

A clear pencil case

2 HB pencils

A 40g glue stick

A 15cm clear plastic ruler

2 purple ballpoint pens

2 blue ballpoint pens

These will need to stay in school and will go home every half term so that equipment can be renewed

Please **do not bring in rucksacks**. This helps us keep classrooms and shared areas tidier and prevents property from being lost.

Children need to remember to bring a named water bottle each day.

Children can bring in a healthy snack for morning break – a piece of fruit or a plain carbohydrate as per our snack policy.

Charities

As a school we always support charities across the year. In recent years we have done things a little differently.

This year we will again support a range of charities.

In Autumn we will collect at Harvest for our Local Food Bank Aid.

We will also join all Barnet schools again this year with supporting Just One Tree.

Our local Charity will be: Live Unlimited (Barnet Charity for Looked After Children)

Our National Charity will be: Spread Your Wings (Angelman Syndrome)

Our International Charity will be: Book Aid International.

We will add to our work on charity by considering some community projects, issues and causes that the children can get involved with, support, discuss, debate and promote.

Values

We will continue to focus on the values that we believe are essential to being a good Holly Parker and which form our school vision:

- respect
- resilience
- kindness
- curiosity

School Trips

We plan that each class will continue to have great experiences outside of the normal classroom day as part of our curriculum offer.

Every year group (not including nursery) should offer at least **5** experiences:

- RE place of worship
- Geography Fieldwork
- 3 Curriculum Days, at least one of which will be an off-site trip (not just in the local area).

In addition, there is an extra programme for KS2.

Y3 will have a team building day,

Y4 will have a Friday night pyjama party at school,

Y5 will have a 3-day residential trip

Y6 will have a 5-day residential trip.

At Holly Park our trips always relate to something that the children are learning and therefore they enhance and enrich our curriculum. We believe that trips are a very important part of the curriculum. We think very carefully about where we will take the children and also about the cost. We try wherever possible to keep the cost of day trips at no more than £20 per trip but this is not always possible. School trips are generally excellent value for money. There is always an expectation that parents have to pay for trips as this is not included within our school budget. We try as far as possible to travel by public transport but that is not always possible – especially for the younger children. The cost of coaches has gone up significantly over the last year due to petrol costs and this therefore affects the cost of our trips. We will aim to give parents as much advance notice of trips as we can. Payments and permissions are all done via our online payment system – this makes things easier for you.

Teachers

During the year, you will find that your children will sometimes be taught by other teachers. Absences can happen for several different reasons: the teacher may not be well, or they may be on a training course; they may be having time out of class for monitoring, or for planning, preparation and assessment ('PPA Time'). In KS1, the teachers covering PPA (planning time) will be continuing with the activities that the teachers would have been doing had they been in the classroom. The teachers covering PPA in KS2 will be doing handwriting and spelling. In the Y4 classes they will also do multiplication practice.

We use a very good supply agency which we have used for the last four years. Wherever possible, we try to use supply teachers who have visited us before, to cover. Teaching Assistants also cover classes for up to half a day due to teacher absence. This works well as the teaching assistants know the children and know the school procedures. I want to assure you that every effort is made to make this the best possible experience for the children.

Assemblies, Shows and Concerts

We will continue to hold class assemblies for the year groups who do not perform a show during the year – this will be Reception, Year 4 and Year 5.

Other school performances are:

The Nativity will be performed by Y3 in December.

The Infant Show will be performed by Y1 and 2 just before the Easter break.

Y6 will perform an end of year show as a finale to their time at Holly Park.

Maisy The School Dog

I am delighted to introduce Maisy our new school dog. Maisy is our second school dog and follows in the paws of Poppy who was our first school dog for seven years. Maisy will be in school for a specific purpose. Only Maisy and any other therapy dog that we introduce or an assistance dog (with prior agreement) will be allowed on our school site. Just like Poppy, Maisy will have her own dog blog on our website where you can

find out about the week from her point of view. If you haven't already – take a look! Maisy will be excellent at supporting children with emotional issues and being a great comfort and support to both staff and children. Maisy is an English Cocker Spaniel. They love to play, have a sweet temperament and are great as family dogs. They love to participate in group activities and can be trained easily. Loyalty is one of their main characteristics. Maisy is well cared for and responsibly owned by Emily Sampson one of our Assistant Headteachers.

Parent Code of Conduct

At Holly Park we have expectations for our pupils as part of our behaviour policy of 'Ready, Respectful, Safe.' I would also like to remind you that we also have a Code of Conduct for parents while they are on school property. This is clearly displayed on our school website and is also included in the 'Meet the Teacher' packs. I would be very grateful if you could please read it and abide by it. The purpose of this Code of Conduct is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding. The Code of Conduct explains clearly that parents should not tell another child off, speak to them directly about an event that happened in school or contact their parent about it. The matter should be dealt with through the school. The code of conduct also asks parents to be careful what they say on Whatsapp groups about the school or members of staff. These Whatsapp groups are not official school groups. They are also a public forum. Please be careful what you write - you would be amazed how often I am sent screen shots of things that some parents write on there.

At Holly Park we cannot and will not tolerate staff being shouted at or spoken to without courtesy and respect. This includes on the telephone and emails that may be written. May I remind you that all staff have a right to work in an environment free from abuse which includes verbal abuse. Please speak to staff in a way that you would be happy to be spoken to yourself. The school governors very much support this view.

Photography Permissions

In the next few weeks, some parents will be asked to complete photography permissions forms again. We need to do this as children move to a new phase in the school – parents of children in - Reception, Year 1, and Year 3 will receive a form to complete. This is something we are required to do as part of GDPR. When you receive the form – please complete it as soon as possible and return it to school.

GDPR

It is important that you have read and understood the school privacy notice. The Privacy notice is inside this pack and is also accessible all year round on the school website. If your contact information changes over the year – then please do let the office know. We also are required to have two emergency contact numbers in addition to parent contact details.

The year has begun on a positive note and children are settling into new routines and systems. We are all looking forward to a successful year.

I look forward to seeing you at the drop off point at the start of the school day and in the playground at the end of the day.

Thank you for your continued support.

Yours sincerely,



Ann Pelham
Head Teacher

The Year 3 Team



Mr Bourne
Hazel Class Teacher



Mrs Mehtar
Willow Class Teacher



Mrs Thomas (Fridays)



Mr Mock



Mrs Needham

Year 3 Teaching Assistants



Mrs Thomas
PPA Teacher



Miss Halil
Music Teacher



Mrs Echanove
Spanish Teacher



Pina Domizi



Jigna Popatia



Rabea Al Shamlawwy

Year 3 SEND Assistants



Whole School Book

How to be a lion

By Ed Vere

'Acceptance, identity & friendship'

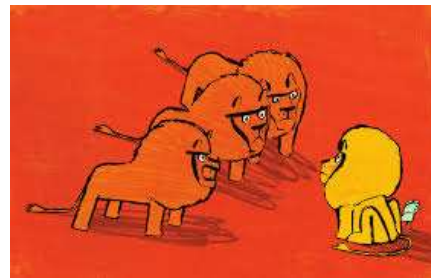
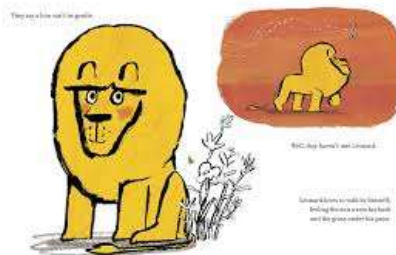
Dear Parents/Carers,

Welcome to the Autumn term! For the first week back at school, we will be using a whole school book called 'How to be a lion'. During the first week, lessons on writing and a variety of foundation subjects will be based on the whole school book. Maths lessons will still continue daily. Music, PE, Spelling, Reading, Handwriting and Spanish will continue as normal. After our Inset day later in September, you will receive the usual curriculum letter for what each year group will be learning for the rest of the term.

Maths	English
The teachers will be assessing where the gaps are and using the ready to progress criteria. They may begin the place value unit of work.	Writing will be based on the book. Spelling and Handwriting lessons will begin Daily class reading will begin

Geography & Science lessons may include:

- Where do lions come from? What biome and why? Which habitat and why?
- What do lions eat? How do they hunt? Investigate their food chain.
- Are lions 'fierce'? Why?
- Are lions endangered? Why?



PHSE lessons & discussion topics may include:

- Stereotypes – are all reception/year 3/year 6 children the same? Are all girls and boys the same? Are all families the same? Is there a 'right' way to be? Have you ever felt you don't belong? In what ways do you defy the confines of a stereotype?
- Does Leonard react the right way to the other lions? Why does he stand up to his friend? Is friendship important? Have you ever stood up for a friend? Have you ever not? What helps us to do this?
- Leonard goes to his 'thinking hill'. Do you have an equivalent? Where could you go to have some space and think? At home? At school? What would you do there and what would you dream about?
- Marianne and Leonard work together to create a poem. Who do you work with at HPS? Can you think of a joint activity you have done with someone? How can working together help us?
- 'Why don't you, be you...and I, will be I'. Create a list of things that are the same and different about your classmates and/or a friend.
- 'Is there just one way to be a lion?' Discuss – can they answer? You could then discuss if there is just one way to be a 'Holly Parker', member of Hazel class, etc.
Links to 'No Outsiders'

Writing lessons may include:

- Write a play-script of the meandering conversation between Leonard and Marianne.
- Write a letter and/or speech to Leonard (response to the lions telling him he must be fierce') to try and cheer him up. Encourage him to believe in himself.
- Poetry – write your own versions of Leonard's poem. Write poetry about identity, believing in yourself, accepting others who are different.
- Write instructions: How to be a Lion or How to be a Holly Parker.
- Write a recipe for being a good friend, Holly Parker, etc
Debate topics: Should everyone be free to be themselves? Can everyone be totally themselves? Do we have to do some things to fit in?



Other lessons may include:

Art

- Sketching/drawing painting of lions/ landscapes with lions.
- Create an illustration in the style of Ed Vere.
- Create an illustration for an imagined part of the story
- Design a book cover for different book entitled 'How to be a Holly Parker/Frog/Astronaut' etc.

Drama

- Let's be lions! Move around the room like a lion.
- What might a lion say to another lion? Improvise a conversation.
- From the page where they 'have long meandering conversations' – improvise Leonard & Marianne's conversation. Put it in a play-script, act it out.
- What other activities may Leonard & Marianne do together? freeze-frames.



Links to Rights:

- **Article 13** (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full.
- **Article 31** (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Key Dates

Monday 8th September	Y5 Meet the Teacher at 9.30am Zoom
Tuesday 9th September	Y2 Meet the Teacher at 9.30am Zoom
Tuesday 9th September	Y3 Meet the Teacher at 9.30am Zoom
Wednesday 10th September	Y4 Meet the Teacher at 9.30am Zoom
Wednesday 10th September	Y1 Meet the Teacher at 9.30am Zoom
Thursday 11th September	Y6 Meet the Teacher at 9.30am Zoom
Friday 12th September	INSET DAY

Other Information

PE Kit needs to be worn on PE days
 Book bags need to come to school every day
 Children should bring a named water bottle daily



Messages for Parents

PENPALS for Handwriting

3

During Years 3 and 4, your child will be introduced to the idea of joining most of the letters in a word and to trickier joins such as joining from *r*, *s* and *f*.

As the movement for joins becomes more familiar and fluent, the focus moves to develop a neat and even style by looking at size and proportion, parallel downwards strokes and spacing.

Joining letter sets for Year 3/Primary 4

Diagonal join to ascender (e.g. *at*)

This join is used to join letters in this box ...

a b c d e h i k l m n p s t u

to letters in this box.

b f h k l t

Diagonal join, no ascender (e.g. *da*)

This join is used to join letters in this box ...

a c d e h i k l m n q s t u

to letters in this box.

e i j m n p r u v w y

** a c d g o q s*

Horizontal join, no ascender (e.g. *wo*)

This join is used to join letters in this box ...

f o r v w

to letters in this box.

e i j m n p r u v w y

** a c d g o q s*

Horizontal join to ascender (e.g. *th*)

This join is used to join letters in this box ...

f o r v w

to letters in this box.

b f h k l t

Break letters

These letters do not join.

g j x y z

These letters do not join yet.

b p

* anticlockwise letters

Key Staff Members



Mrs Pelham
Head Teacher



Miss Michael
Deputy Head



Mrs Kelly
**Children's
Co-ordinator**



Miss Iglesias
**Pupil Support
Officer**



Miss Hounslow
Office Manager



Mrs Szymanska
**Senior MTS
Office Admin**



Mr Reid
Site Manager



Mr King
Assistant Caretaker



Mrs Puzey
Learning Mentor



Mrs Echanove
Spanish



Mrs Mehtar
Assistant Headteacher



Miss Sampson
Assistant Headteacher

Key Leaders



Mr Turner &
Mr Carini
**Innovation &
New technology**



Miss Mountford
Writing



Ms Sampson
Reading



Mrs Mir
Maths



Mrs Thomas
**Disadvantaged
Pupils & LAC**



Holly Park Primary School – Year Three Information

What To Expect In Year Three

Welcome To Year Three!

The move from Year Two to Year Three is quite a big step. Your children have now left Key Stage One and are beginning Key Stage Two. They are now mixed into new classes of 30, which they will stay in for the next two years. As well as the class teachers, there is a teaching assistant who will work in both classes at various times across the year.

Start Of The Normal School Day.

The start of the school day will run with a soft start time, which means that children come in to school and go straight to class with no waiting around needed in cold or wet weather. It enables a lovely calm and peaceful start to the school day makes the children – even those in Reception – very independent and confident.

Mr Reid will open the main gates at 8.45am and children will enter between 8.45am and 8.55am.

Parents/carers will not be coming on to the school site and will say goodbye either at the main gates or will walk down to where there are staff waiting and say goodbye there. This is actually the tarmac line where the new playground ends.

Children will walk in to their classrooms independently.

Start Times:

Year 1 to Year 6 – a soft start between 8.45am and 8.55am

If your child is late (after 9am), then they must go to the school office to be signed in and to get a late card to take to their teacher.

If you need to speak to the class teacher you can drop them a note, send an email to the school office to be sent to them or call the school office. You can also speak to them at home time when they have a bit more time. Please be aware however, that they may have a meeting they need to attend at the end of the school day – so you may need to make an appointment agreed with them. Thank you for your cooperation with this.

Home Times:

All parents/carers will be able to come on to the school site to collect their children.

Parents/carers will enter down the path to the buzzed gate. The gate will open at 3.20pm.

Parents/carers will then come on to the school site and will wait outside their child's classroom.

EYFS and Infant teachers will let children out one at a time to their parents/carers.

KS2 teachers will bring their classes outside into the playground as a group to be collected.

Reception to Year 6 will finish at 3.30pm.

For safety and safeguarding reasons, parents are NOT allowed inside the Junior building at any time of the school day.

The School Day

Being in a Key Stage Two classroom is rather different to being in KSI. The children no longer move around the room so freely. They no longer have an outdoor area. They will all be learning the same subject at the same time. They still have opportunity to sit on the carpet, however much of the time will be sitting at their desk. The school day is now:

08.45-9.00	School day starts
09.00	Lesson 1 begins

10.20	Break
10.40	Lesson 2 begins
11.40	Assembly
12.00	Lunchtime
13.00	Lunchtime ends
14.20	Break
14.30	Lesson 3 begins
15.30	End of the school day

School Dinners

Currently school lunches are free for KS2 pupils as the Mayor of London is paying for all junior children in London to have free meals. We do recommend that your child has a school cooked lunch as they are excellent.

If your child has a packed lunch please be aware that they must not bring a drink as water is available for all children. They must also not bring chocolate or sweets. All food provided must be nut free. We do have a packed lunch policy. KS2 packed lunch boxes should be left on the correct year group trolley in the packed lunch shelter.

Snacks

The school policy for playtime snacks is that the children can bring fresh fruit and vegetables and/or a plain carbohydrates. Grapes are not allowed as they are a choking hazard. Dried fruits are not allowed as a snack as it is not healthy for the children's teeth.

PE

PE continues to be twice a week. One of these sessions is in the hall and the other is in the playground. We are required to teach a certain amount of PE each week and we do go outside in hot and cold weather. Children are fairly resilient and it has been scientifically proved that cold weather cannot give you a cold. Please make sure that your child has the correct PE kit for going outside. They will need:

- red shorts
- white T-shirt
- white trainers
- green tracksuit top
- green tracksuit bottoms

Children should wear PE kit instead of school uniform on their PE days.

KS2 Stationery Equipment

KS2 children (Years 3,4,5 and 6) will need to bring in their own stationery equipment to use at school. The list of equipment is quite specific and children will not be allowed to bring in anything of their choosing. Children will need:

- A clear pencil case
- 2 HB pencils
- A 40g glue stick
- A 15cm clear plastic ruler
- 2 purple ballpoint pens
- 2 blue ballpoint pens

These will need to stay in school and will go home every half term so that equipment can be renewed

Learning Partners

As in KS1, each week your child will be chosen alongside another child to be 'Learning Partners'. They will sit next to that child for a week and will be encouraged to talk to them about their learning. We change these

partners weekly so that children get the opportunity to work with a variety of children and not just their friends. The names of the partners will be displayed on the walls of each classroom.

Homework

At Holly Park we believe that homework helps the children and parents understand that learning is a life skill that does not just happen in the classroom. We nurture a belief that learning is a continuous process which should be happening outside as well as in school. We encourage parents to take an active role in their child's learning. Homework should enhance and reinforce the child's experience of the curriculum, and should encourage the children to share their learning with their family.

Learning and Education is a partnership between home and school and there are certain areas such as reading, spellings and multiplication tables which parents can really support their children with. Whilst we teach multiplication and spelling at school and we do not expect children to do all the learning of spellings, multiplication etc at home – those who practice at home and are supported at home tend to be more confident with these skills.

Year 3 Homework

Reading: Children should read for 30 minutes every day from our Reading Challenge. This is best done supported by an adult. Adults should discuss the text with their child. This helps comprehension skills.

Spelling: Children take home spellings every half term. These are a mixture of common words, national curriculum words, non-nonsense spelling pattern words and topic words. There is a half termly spelling test. Children should practice spellings every week at home supported by parents. Spelling is part of the Holly Park homework provision.

Times tables: Children will be given a weekly times table homework. This will be set on Times Tables Rockstars.

In addition children are also encouraged to practice times tables each half term for a half termly tables test. Parents will be informed about which times tables should be practiced each half term. Times tables is an area where parents can really help to practice and reinforce quick recall. Children should practice times tables every week at home supported by parents. Practising times tables at home is part of the Holly Park homework provision.

There is a national Times tables Check in Y4 which the children should be working towards.

Homework will be set each week using Google Classroom so that parents can see clearly what the weekly homework tasks are.

It is the responsibility of children in KS2 to do their homework and to take ownership over doing it each week. We want children to become independent and increasingly ready for the homework expectations at secondary school.

Children at Holly Park will be rewarded each half term for doing their homework. Children in KS1 and Year 3 will receive house points for doing their homework.

At the end of each half term children who have done the majority of their homework that needs to be handed in each week will receive Golden Time. Golden Time will be done in year groups. Golden Time for homework will be 15 minutes and will be extra playtime, Amazon Climber, ball area.

Children who have NOT done the vast majority of homework that needs to be handed in will not participate in Golden Time.

The Nativity

In December it is a tradition at Holly Park that the Year 3 children will perform the nativity. Every child will have a small part. Some will speak, some will dance and everyone will sing. There will be two matinee performances.

Trips and Curriculum Day

Every year group (not including nursery) should offer at least **5** experiences:

- RE place of worship. In Y3 this is a Hindu Temple.
- Geography Fieldwork
- 3 Curriculum Days, at least one of which will be an off-site trip (not just in the local area).

In addition, there will also be a whole year group team building day for Y3 in the summer term. The children will go to Arnos Park and take part in fun team building games and activities.

Reading

Whole Class Reading Daily - The children take part in daily-shared class reading for 20 minutes every day. The children read aloud and with the teacher and discuss the texts. This method means that every child reads for one hour forty minutes a week. Of course, some children still need individual reading and they will still receive this

Reading Books Coming Home – Please ensure that although your children can now read, that you continue to read with them daily. There is a national dip in reading as children move into KS2 – this is largely because parents stop listening to their children reading or stop reading bedtime stories. Reading is now more important than ever as it becomes more about vocabulary meaning and comprehension which takes into consideration inference, intent and personal opinion on a text. It is vital now that parents talk to their children about what they are reading. The children are now on a reading journey that culminates with an extremely challenging national reading test in Y6 which is based on some very difficult texts. The reading challenge has been introduced into KS2 and runs right through the juniors. The challenge has a mixture of different genres, different authors both modern and classic. The challenge increases in difficulty as it progresses.

There is a booklist for each stage. Children have to read 10 books at each stage. The levels are:

- Blue
- Red
- Bronze
- Bronze Advanced
- Silver
- Silver Advanced
- Gold
- Gold Advanced
- Platinum
- Platinum Advanced
- Diamond
- Diamond Advanced

The majority of children in Y3 will begin on Bronze Level. However, some who need some consolidation will begin on Blue or red. A very few children will continue with the Bug Club from KS1 as they start KS2. It is expected on average that Bronze level is for Y3, Silver in Y4, Gold in Y5 and Platinum and above in Y6. Of course children will progress at their own rate.

Times Tables

It is vitally important that children know their multiplication tables by heart up to 12x12 by May of Year 4. In Y4 there is a national times table test which your child will have to sit. This asks 25 quick fire multiplication questions and the children have 6 seconds to answer. At Holly Park, we want the children to understand what the multiplication tables are but to also know them by heart. Please help your child to learn these at home.

Spelling

There will be a greater emphasis on KS2 spelling. Children will get (e-mailed to you) a spelling sheet every half term. This will be a combination of National Curriculum words, topic words and also spelling rules that the children will be learning each half term. Please print out the sheet and display it somewhere prominent in the

house. Please help your child to learn the words. There will be a spelling test at the end of each half term. This will help the children in preparation for the journey they are on towards the Y6 national spelling test.

School Councils

Children continue to have the opportunity to be on one of our various councils – The School Council, the Eco Council and the Healthy Living Council.

In KS2, they can be on The Learning Council. Learning Council is made up from one pupil from each class from Year 1 – Year 6. These pupils are chosen by the class teacher.

The aim of the Learning Council is:

- to make children at the school more aware of what good learning is;
- have pupil input into what makes a good lesson
- get children more involved in the learning process.

Once a child has been on Healthy Living council, they may not be on it again. Children on a council stay on that council for one academic year. They get a Council badge and have their photograph on the website and Council board. They attend regular meetings. They also get to go on an additional Council trip during the school year.

Parent Meetings

This year, we will be continuing with our parent meetings. These are designed to get parents more involved in their child's learning and give ideas about how to support the children at home. Some of these will be online and for some you are invited to come in to the school. One of the sessions will be specifically for Y3 parents to show how phonics links into spelling. There will also be an online safety workshop for all parents – these are highly informative and we would very much recommend you attend as your child is now in KS2.

If you have any questions about the information in this letter you can speak to your class teacher.

KS2 Equipment



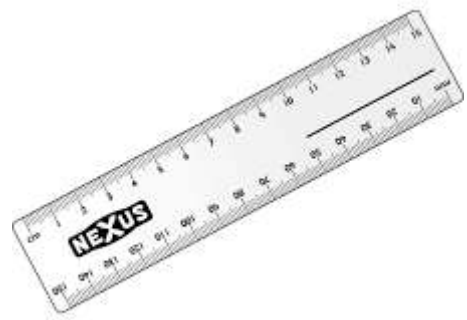
A clear pencil case



Two HB pencils



A 40g glue stick



A 15cm clear plastic ruler



Two purple ballpoint pens



Two blue ballpoint pens



The Holly Park KS2 Reading Challenge Library

The children are now on a reading journey that culminates with an extremely challenging national reading test in Y6 which is based on some very difficult texts. The Holly Park Reading Challenge Library grows in difficulty and challenge at each level – with length of book, vocabulary and general content. It is designed to support children towards the Y6 national reading test; allowing them to develop their love of reading as they grow in confidence and ability.

The reading challenge begins in Year 3 and runs right through KS2 to the end of Year 6.

We introduced the challenge in KS2 as there is a known national dip in reading in Year 3. We hope that the challenge will be exciting for the children and that parents will support their children with it. The challenge has a wide variety of books at each level and we hope that the wide range of genres will maintain enthusiasm and enjoyment of reading – reading for pleasure!

The reading challenge library has a mixture of different genres, different authors both modern and classic. The challenge includes poetry books, nonfiction and books that are diverse in their content, settings and characters. The challenge increases in difficulty as it progresses both in the level of text and vocabulary (decoding) and comprehension. There are a variety of different books to choose from at each level. Children make their own choices about what they would like to read and what interests them within the reading level. There is definitely something for everybody and the books available are the result of thorough research – we are confident that our pupils can find their own lives, reflected in our Reading Challenge library. Our Reading Champions also play an important role in book selection; making suggestions for new additions. Additionally, children can bring in books from home to read as part of the reading challenge as long as the class teacher agrees that it is suitable for the level of the reading challenge.

The aim of the KS2 reading challenge library is NOT to race through it. At this stage of a child's reading journey – it is not so much about the technicality and fluency of reading (which is developed through class Guided Reading sessions) but more about comprehension, vocabulary and exposure to different styles of writing. It is not a competition to see who can read through it the fastest – children need to progress through it at their own rate.

At each level, the children complete a log. The log evidences the books that each child has read. Parents are involved as they sign the log to say the book has been completed. Teachers stick in a star or sign the log to show the book is finished and a new book can be started. Once the log at each level is completed, the children get a badge. Badges are awarded at a KS2 Friday celebration assembly.

In order to complete the challenge at each level the children will need to read fiction books, a poetry book and some nonfiction books. The reading log indicates how many of each type of book has to be read.

There is a booklist for each stage.

- Blue
- Red
- Bronze
- Bronze Advanced
- Silver
- Silver Advanced
- Gold
- Gold Advanced

- Platinum
- Diamond

Year 3

The majority of children in Y3 will begin on Bronze Level. However, some who need some consolidation and to work on reading fluency will begin on Blue or red. A few children will continue with the Bug Club from KS1 as they start KS2. It is expected on average that Bronze level is for Y3.

Children will need to read 15 books at Bronze level and another 15 books at Bronze Advanced level.

Towards the end of Year 3, some children may progress on to Silver and will carry that through to the start of Year 4.

Year 4

It is expected that the majority of children in Year 4 will be working on the Silver level. Children cannot go beyond the Gold level in Year 4. As mentioned above it is not a race. The books beyond Gold level do not have appropriate content or topics for children in lower KS2 they are aimed towards children in upper KS2. Children will need to read 15 books at Silver level and another 15 books at Silver Advanced level before they progress on to Gold. They will carry their Record through to the start of Year 5.

Year 5

It is expected that the majority of children will begin in Year 5 working on the Gold level.

Children will need to read 12 books at Gold level and another 12 books at Gold Advanced level before they progress on to Platinum.

Year 6

It is expected that the majority of children in Year 6 will be working on the Platinum and Diamond level.

Children will need to read 10 books at Platinum level

Children will need to read 10 books at Diamond level.

If a child completes the Reading Challenge for their Year, they will of course still be encouraged (and expected) to read. They will be able to choose from the range of books available to them in the classroom or continue to select books that they have not read from the Reading Challenge library.

We hope that this information is useful and make it clear how the challenge works.

If you have any questions, please speak to your class teacher or Miss Sampson who is the Reading Leader.

The Junior Duke Award

A life skills award for children



Dear Parents and Carers,

Many of you will have heard of an award scheme for secondary aged pupils called the Duke of Edinburgh Award. Many of you may have done this yourself when you were at school. It is a fantastic opportunity to help develop pupils in many ways other than the academic.

There is now a version available for primary school aged pupils. The version is inspired by the Duke Of Edinburgh Award scheme and is run separately by a company called 'Capable Kids.' This award is very good for personal development. To encourage independence, confidence, resilience and self-motivation. We ran the scheme VERY successfully last year and we will be running this award scheme again this year. It is aimed at helping junior aged children to learn and practice a large variety of important life skills.

There is a level designed for each year group in KS2:

Year 3 Bronze

Year 4 Silver

Year 5 Gold

Year 6 Platinum

Each of these levels has a selection of challenges and, in order to complete a level, the children need to finish a pre-determined number of these successfully. These include skills such as First Aid, ICT, Eco awareness, Drama, Music, Sport and other life skills such as cookery and puncture repair.

Doing the awards is **very much dependent on parent support outside of school**. The majority of the challenges will require a good deal of time and effort out of school with friends and family.

On completion of a level, a well-earned certificate and badge will be awarded at a special award ceremony for parents to attend. Children should aim to finish their challenges by the end of the school year. However, if your child's booklet remains incomplete by the end of the school year, he or she may carry it on into the next year.

Children start with the level of the year group they will be in in September. The award will begin in September.

There is a cost to participating in the award. The cost to do the award is **£10 per child** for each level to cover the cost of the booklet, badge and certificate.

If your child would like to take part, please go on to school money and make a payment of £10.

Sign up is at the start of the school year. It cannot be joined part way through the school year.

To sign up please make payment on school money.

The closing date to pay online is: **Friday 13th September**.

You can find out more by watching this video at home: <https://youtu.be/eY81tVS2uJ8>

Ann Pelham
Headteacher

Whole School Reminders

Times of the School Day

School starts at 9am each day.

Children should come in to school between 8.45am and 8.55am. They should go straight to their classrooms where the teachers will be waiting.

School ends at 3.30pm each day.

Please try to avoid being late as even a few minutes can be distressing for a child.

If you know that you will be delayed, please telephone the school office on 020 8368 1434, to inform them of your expected arrival time. If someone different than usual will be collecting your child, please tell the class teacher. We should always know the name of the person who will be collecting your child/ren.

Please note that children should always be collected by an adult.

Only children in Year 5 and Year 6 may walk home alone if the lone traveller permission form has been returned to school.

At present we cannot have parents inside the school buildings so please do not go to the school office at the end of the day.

Illness

If your child is ill, please telephone the school office on 020 8368 1434, on the first day of absence before 9.30am to inform us. Children who have had sickness or stomach upsets should be clear of symptoms for 48 hours before returning to school.

Wherever possible, please avoid making medical and other appointments during the school day, as it disrupts the work planned for your child.

Medicines

If your child requires medicine, such as antibiotics or an asthma inhaler, this should be given to Mrs Needham, the pupil welfare officer, be clearly named and a permission to administer medicine form completed and signed. This form is available from the office and a copy is on the school website.

We regret that medicines cannot be given to your child unless it has been prescribed by their doctor.

Snacks

Your child may bring a healthy snack to eat during the day. The snack must comply with our snack policy. This means that it must be either a piece of fresh fruit (no grapes) or a plain carbohydrate e.g rice cake, cracker, half a bagel etc.

Birthdays

We do not allow children to bring in cakes or other sweets to share for their birthday. This is because of increasing numbers of allergies to a number of ingredients, but also because we aim to be a healthy school. If you would like to mark your child's birthday in some way, then a gift of a book, or indeed books, for the classroom library would be very much appreciated.

Jewellery

We encourage the children to wear as little jewellery as possible. We do not want to run the risk of items being lost during the day, as this will cause extra work, and possible upset. Some items are, however, allowed, as long as the following conditions are met:

- ✓ Earrings must be plain studs.
- ✓ Items of a religious nature, such as a Star of David or the 5 Ks, must be hidden under the child's clothing, and must be removed for P.E. lessons.
- ✓ Watches are allowed in school, although they should be cheap, and of no sentimental value as they may get lost or broken. Children should NOT wear smart watches of any kind.

Lost Property

We ask that all parents ensure that school uniform is named so that if lost we can attempt to get it back to the right child. Any lost property that is found is placed in the lost property box, which is in the playground so that parents and children can access it easily. The lost property box is emptied and sorted at the end of every half term and any named items are returned to children. Parents cannot come on to the school site in the mornings to look in the lost property box but can look in the lost property box at the end of the school day. We would encourage parents to support their child to look after their belongings. The school will always do our best to look for lost items however; the school is not responsible for lost items on the school site.

Playground equipment

We ask that you do not allow your child to play on the equipment before the start of school or at the end of the day. We have strict rules and expectations for the use of the equipment during playtimes and lunchtimes and it would not be possible to enforce these rules outside of these times.

The school takes **no responsibility** for unauthorised use of the equipment.

School equipment

The children to bring to school:

- ✓ **Reading Folders:** Every child should have one of our school reading folders. These will be used to transport reading books, homework and letters to and from school. Even though your child does not read to their teacher every day, they do need to bring these folders to school every day, as they will still read at other times.
- ✓ **Swimming Bags:** Classes who are swimming will be notified in advance and will need to bring their swimming bag with their costume or trunks, towel, swimming hat and goggles (if needed) on the appropriate days. It is usually Year 4 who swim at Holly Park. We usually offer catch up swimming to Year 5.

In addition, the children will need a coat appropriate to the time of year, and if they have packed lunches they will need to bring their lunchbox every day.

There are, however, several items we **do not** want brought into school:

- ✗ **Rucksacks and other sports bags:** Although they may be more fashionable, rucksacks and sports bags are too bulky to fit on our coat pegs. As a result, they often fall off, and make a mess on the floor or get lost. Everything the children need can be carried in their reading folder or P.E. bag.
- ✗ **Mobile Phones:** Children are not allowed to bring mobile phones to school unless they are in Year 5 or 6 and walking home alone. Year 5 and 6 children bringing mobile phones need to hand them into the class teacher on arrival and collect them at the end of the day. The school cannot take any responsibility for loss or damage to mobile phones while on the school site. We are a smartphone free school and recommend that children at primary school do NOT need smart phones.



HOLLY PARK PRIMARY SCHOOL

UNIFORM LIST

Reception to Year 6

Winter

Grey skirt or trousers (not tracksuit bottoms or jeans) (generic)
Grey pinafore dress (generic)
School sweatshirt (There is choice from either the branded item or a generic red one)
School Polo Shirt (There is choice from either the branded item or a generic red one)
Red cardigan (generic)
Red or grey tights
Grey, black or white socks
Black shoes (maximum heel height 3cm) **No trainers**
Black boots (max heel height 3cm)
Red, green, white or black hair accessories (Optional and generic)
School fleece (optional and for outdoor wear only)

Summer

As Winter or:
Green and white checked dress (optional and generic)
Grey shorts (generic)
White or black sandals with secure fastening (max heel height 3cm) **NO Trainers or CROCS**
A cap to protect from the sun

***No other items of clothing should be visible under the red polo shirt.** If a child is cold they should wear a short sleeved vest and their sweatshirt on top,

No zip up tops/jackets should be worn.

No hooded tops should be worn

PE Kit

Red shorts (generic)
Plain white T-shirt (generic or branded)
Plain white trainers
Outdoor kit of dark green jogging trousers and top

Other

Children also need a red book bag (logo optional)

Concert Uniform (for members of school choirs during performances)

Grey skirt, pinafore or trousers
Plain white shirt
School tie

All clothing and footwear should be clearly labelled with the child's name

Jewellery

It is encouraged that pupils do not wear jewellery to school, especially as individuals become very upset if a treasured piece of jewellery goes missing. The only acceptable items of jewellery to be worn are a simple wristwatch (Smart watches or any type of phone watch or phones that have games or cameras on are not allowed) and earring studs or jewellery of a religious significance. Should a pupil have pierced ears, plain studs should only be worn. Fitbits may be worn. Please note that the school will be unable to take any responsibility for any jewellery that is lost.

Badges

The only badges permitted to wear at school on school uniform are badges given out by the school e.g Council badges and birthday badges if children want to wear these on the day of their birthday. No other badges should be worn to school.

Make Up

No make up is to be worn to school as it is not considered appropriate or consistent with our school uniform. No nail varnish should be worn on nails or toes.

Nail extensions, tips, gels or other products should not be worn. Nail extensions could be dangerous and are also not conducive to good handwriting or playing sport.

Hair

Long hair should be tied back during the school day for health and safety reasons.

Hijab/ Turban/Kippah/Skull Cap

The hijab may be worn by Muslim girls if this is their parents choice. The hijab must follow the school uniform colours and be red, green, white or black. It must be no longer than shoulder length. Turbans, Kippot and Skull caps may also be worn if this is the family choice but should also be in the school colours of red, green, white or black.

Branded uniform items are available from Braggs in North Finchley. Many of the school uniform items above are readily available from supermarkets.

We expect all pupils to follow the dress code as written above.

Branded uniform items are available from Braggs in North Finchley.
Many of the school uniform items above are readily available from supermarkets.

Braggs School Outfitters,
341 Ballards Lane,
North Finchley N12 8LJ
Tel: 020 8445 3945

www.braggsschoolwear.co.uk

Holly Park Pastoral Team

At Holly Park our aim is to provide a supportive, and friendly atmosphere for all our families and children to help everyone achieve their potential.

If there is a problem, your first point of contact should usually be your child's class teacher or key worker. They will often be able to reassure you that the problem was dealt with appropriately, or support you with a concern. They are available in the playground most days for a quick word, or if it is a longer or more personal matter please make an appointment to see them after school.

Alternatively, or if you wish to discuss the matter further, you could speak to one of our Pastoral Team. We provide support for families and children who are facing difficulties, and work to promote effective participation in school life.



Miss Michael



Mrs Puzey



Mrs Kelly



Miss Iglesias

Miss Maria Michael - Deputy Head

Miss Michael is the Deputy Head. She is also the Designated Safeguarding Lead (DSL). She teaches children across the school and is the lead staff member for children with behavioural concerns. Miss Michael is the schools Rights Respecting Champion and is leading our use of the Restorative Justice.

Mrs Kathy Puzey - Learning Mentor

Mrs Puzey is our Learning Mentor. Her role is to support children in overcoming barriers to learning and helps to enhance their emotional wellbeing. She works with children individually, in small groups and with whole classes to build confidence and self-esteem e.g. through Happy to be Me, Pet Therapy, and by using a solution focused approach. She offers support and organizes activities at playtime and lunchtimes with the mini-mentors. Mrs Puzey also co-ordinates our 'Parent Gym' sessions. Mrs Puzey is also a DSL.

Mrs Diana Kelly - Children's Co-ordinator

Mrs Kelly is a member of the Senior Management Team and the school SENCo and Inclusion Manager. Mrs Kelly teaches classes and individuals or small groups who need extra support, and works closely with pupils who have an EHCP and their support staff. She is available to support parents who have concerns about their child's progress. Mrs Kelly is also a DSL.

Miss Sarah Iglesias- Pupil Welfare Officer

Miss Iglesias is our Pupil Welfare Officer. She looks after the medical and first aid needs of all the children in the school as well as providing emotional support to children. She deals with all attendance matters and is responsible for contacting parents when children are absent. Miss Iglesias is also a DSL.



How To Contact Us



Address:

HOLLY PARK PRIMARY SCHOOL
Bellevue Road,
Friern Barnet,
London
N11 3HG



Telephone: 020 8368 1434

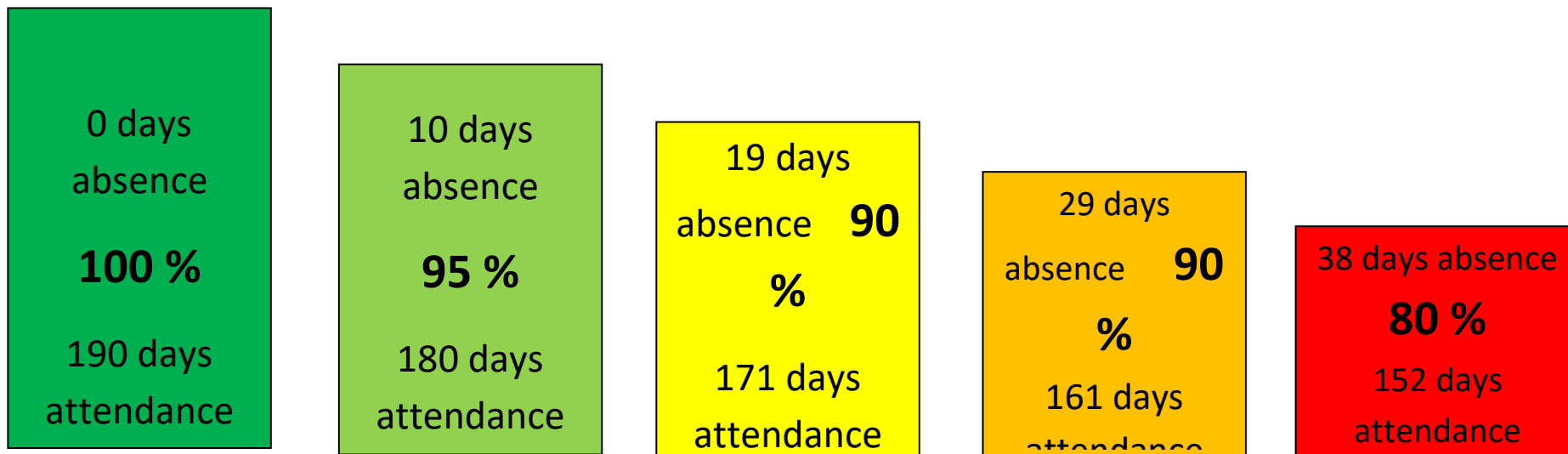


Email addresses:

- School office – office@hollypark.barnetmail.net
- Attendance or sickness – siglesias@hollypark.barnet.sch.uk
- The Headteacher Ann Pelham – head@hollypark.barnetmail.net
- The Deputy Head Maria Michael
– mmichael@hollypark.barnet.sch.uk
- You can email the children's co-ordinator SENDCO
Diana Kelly on dkelly@hollypark.barnet.sch.uk
- The Chair Of Governors – chegarty6.302@lgflmail.org
- The PTA on ptahollypark@yahoo.co.uk

Good attendance means being in school at least **96%** of the time.

There are 365 days a year and 190 school days a year. This leaves 175 days to spend on family time, celebrations, holidays, non-urgent appointments, shopping, days out etc,



Good attendance → Poor attendance → Very poor attendance

Best chance of educational success → Serious impact on education



NEW TO OUR SCHOOL COMMUNITY?

JOIN OUR LOTTERY!

**Help boost school funds
Win up to £25,000**

- Join now for just £1 per week
- Cash prizes every week
- A fun way to support this school
- Win up to £25,000



To start supporting, visit:

yourschoollottery.co.uk

and search for: **Holly Park**

Supporters must be 16 years of age or older.



TERM DATES FOR 2025 – 2026

AUTUMN TERM 2025

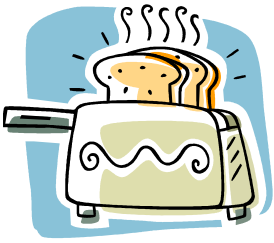
Monday 1st September 2025:	Staff Training Day, <u>school closed</u>
Tuesday 2nd September 2025:	Children return to school at 8.55am
Friday 12th September 2025:	Staff Training Day, <u>school closed</u>
Friday 24th October 2025:	End of the first half of the Autumn Term
<i>Monday 27 October - Friday 31 October: Half Term Holiday, <u>school closed</u></i>	
Monday 3rd November 2025:	Children return to school at 8.55am
Friday 21st November 2025:	Staff Training Day, <u>school closed</u>
Friday 19th December 2025:	End of the Autumn Term, <i>school ends at 1.30pm</i>
<i>Monday 22nd December – Friday 2nd January: Christmas Holidays, <u>school closed</u></i>	

SPRING TERM 2026

Monday 5th January 2026:	Children return to school at 8.55am
Friday 13th February 2026:	End of the first half of the Spring Term
<i>Monday 16 February - Friday 20 February: Half Term Holiday, <u>school closed</u></i>	
Monday 23rd February 2026:	Children return to school at 8.55am
Friday 27 th March 2026:	End of the Spring Term, <i>school ends at 1.30pm</i>
<i>Monday 30 March – Friday 10 April: Easter Holidays, <u>school closed</u></i>	

SUMMER TERM 2026

Monday 13th April 2026:	Children return to school at 8.55am
Monday 4th May 2026:	May Bank Holiday, <u>school closed</u>
Friday 22nd May 2026:	End of the first half of the Summer Term
<i>Monday 25 May - Friday 29 May: Half Term Holiday, <u>school closed</u></i>	
Monday 1st June 2026:	Staff Training Day, <u>school closed</u>
Tuesday 2nd June 2026:	Children return to school at 8.55am
Friday 17th July 2026:	End of the Summer Term, <i>school ends at 1.30pm</i>
Monday 20 th July 2026:	Staff Training Day, <u>school closed</u>



Breakfast Club



Breakfast Club runs every school day between 7.45am and the start of school at 9am. It is open to all children from Reception to Year 6.

There is no need to book, simply turn up and register your child with a member of staff.

Breakfast is prepared on the premises by the school cook and includes cereal, toast, drinks and regular 'specials' such as beans on toast.

We also offer a range of activities including board games, drawing, large construction toys, books and sports activities.

The cost is currently **£4.50 per child, per day.** (price correct September 2024)



Holly Park Playtime Snacks

Fresh Fruits and Vegetables	Plain Carbohydrates
        	   breadsticks  rice cakes  $\frac{1}{2}$ bagel
NO Grapes	NO Dried Fruit
  	  



Welcome to Olive Dining

We are delighted to be the catering provider for your child's primary school.

At Olive Dining, we are passionate and committed to providing healthy and delicious meals with the highest quality ingredients and our menus are full of variety and flavours to cater for everyone's tastes.

The onsite team are skilled and knowledgeable about the food we serve and can provide students with information to support specific diets or cultural choices.

Our menu changes 3 times per year and includes Chef's specials other concepts.

We also have regular Theme Days to ensure innovation and variety



Menus can be found on our school website

HOLLY PARK PACKED LUNCHES

				
Salty snacks	Confectionary	Sweet spreads	Drinks	Nuts
 	 sweets  chocolate  cereal bars  chocolate biscuits  fruit bars	 	 fruit juice  smoothies  flavoured milk  fizzy drinks	 sesame seeds  packets of nuts  houmous  Nutella  peanut butter  cakes or biscuits with nuts

					
Fruit and Veg	Carbohydrates	Protein	Dairy	Drinks	Treat Tuesday
   Fresh, frozen, tinned or dried. Tinned fruit in water or natural juice	 bread  pasta  noodles  rice  couscous  potatoes	 egg  meat  lentils  kidney beans  fish  chickpeas	 cheese  plain yogurt  plain fromage frais	 plain water  plain milk	 malt loaf  fruited teacakes  fruit bread  biscuit cake



Key Areas Of Information About Holly Park

How does the school make children feel safe?

The school provides a calm and happy atmosphere

The school provides a clean, tidy and attractive environment

We have plenty of staff on playground duty.

We have a learning mentor who helps children with concerns, worries and friendship problems.

MTS wear fluorescent jackets at lunchtime so that they can be easily seen by the children.

We have lots of first aiders in school. Medication is kept securely in the medical room.

Staff wear lanyards.

We do a register twice a day and we call parents if children are missing.

We do a fire drill every term and we also do a lockdown drill every term.

We have trained fire marshals.

For school trips we do risk assessments and we take lots of adults with us. The teachers do a pre-trip visit.

We are constantly counting heads on school trips and crossing roads safely.

Our playground equipment is checked by an external company annually.

Our PE equipment is checked annually.

Playground equipment has safety surfaces underneath.

Children are not allowed to play on playground equipment when it is very wet and slippery

Grit is spread on the playgrounds when it is icy and slippery.

We have mini mentors and playground leaders at break times to help children

Children know that there is someone they can go and speak to when they are hurt or upset.

The school has secure fencing all around the perimeter and a locked gate. All of the offices can see the gate area via screens in each office.

We also have CCTV at the entrance path of the school.

We do an annual premises safeguarding audit.

Mr Reid checks that the site is safe to be in – fixing broken things and ensuring gas, electricity, fire extinguishers etc are all in good order.

Visitors to the school sign in and out and are given a lanyard.

All members of staff have a DBS

All members of staff have safeguarding training annually.

All members of staff do epi pen and prevent training.

The school has lots of policies and risk assessments for various areas of school life

The school has regular external Health and Safety and financial audits

The curriculum teaches about various aspects of staying safe – online safety, sun safety, stranger danger, crossing roads safely, medications etc

The school provides weekly Talk time for the children to share their concerns or worries

The classes have worry boxes.

Our behaviour policy has clear rewards and consequences

We use the Zones of Regulation and tool boxes to help children feel safe about their emotions.

We do regular assemblies about safety so that the children are aware of how we keep them safe

How does the school make sure its pupils are well behaved?

The behaviour of pupils at Holly Park is good. Pupils generally treat each other with courtesy and respect.

Staff teach children about how to behave well. Just like with academic subjects – children need to learn how to behave well and they will make mistakes. It is important to learn from the mistakes.

Staff have high expectations of behaviour and ensure there is consistency and fairness.

All staff follow the school behaviour policy. There are clear rewards and sanctions.

Our behavior expectations are based on 3 clear words: Ready? Respectful? Safe? These are displayed around the school and referred to many times a day.

We also have our Holly Park 'Helping Hands.' Which set out our expectations. We have our High 5, which gives pupils strategies to deal with any negative behaviour.

Behaviour is discussed regularly in classrooms and in assembly.

We record behavior incidents on an internal system so we can track them. Governors monitor the different types of behavior incidents.

Pupils adhere to positive routines.

If pupils find it difficult to behave well, the school supports them effectively to improve their behaviour by the use of our restorative approach.

Positive behaviour for learning is evidenced in class. Children's attitudes to learning are positive. Children are keen to learn, engage with tasks and collaborate well. Incidents of low level disruption in class are rare. Lessons are also active and engaging which keeps pupils interested and minimises disruption. Children do not disrupt the learning of their peers because there is an expectation that pupils work together well in learning partners. Pupils also value support from their peers.

There is a safe and calm environment. This school is welcoming and friendly. The environment is positive because of pupils' contributions to it in terms of display work, care for it in terms of lack of graffiti and litter and a sense of general happiness and pride at being a Holly Parker. This atmosphere is also created by staff who are long standing members of the school and who are loyal and dedicated.

Pupils actively support the well-being of other pupils and this is demonstrated through the use of play leaders, mini mentors and wellbeing champions.

Positive behaviours are encouraged and expected beyond the classroom in breakfast club, after school club and other clubs and on trips, residential trips and music and sports events. We often have positive feedback from members of the public about pupil behaviour.

Relationships are positive because there is an atmosphere of mutual respect and tolerance, which is demonstrated and upheld by staff.

Pupils come from a range of different backgrounds. The school works hard to encourage harmony, tolerance and respect through RE, PHSE, Talk times, anti-bullying strategies, International Day, values and British Values. Pupils engage well with our Equality afternoon, Diversity week, Talk times, the restorative approach and The UN Rights of the child.

In the playground, pupils generally play well with each other and appreciate the range of play equipment provided for them. The play leaders make sure that the equipment is used well and make sure that everyone has someone to play with.

We work internally and with external staff to address any pockets of poor behavior for a few individual pupils (HIST; CAMHS, Social Care, Parent Partnership; Learning Mentor).

If there is unacceptable behaviour outside school that is brought to our attention— travelling to and from school or online – the school will become involved.

How is bullying dealt with?

The school has an anti bullying policy which we follow and which is on the school website.

There will be bullying in ALL schools. It is how the school deals with it which is important.

As a school, we take bullying seriously. Pupils, parents and staff should understand that reporting bullying is essential.

The Lead Staff concerned with Bullying are The Deputy Head and the Headteacher

Our school definition of bullying is:

“Bullying is a repetitive series of actions, carried out on purpose, and designed to hurt someone's feelings and make them feel ashamed of who or what they are. We will not accept it at Holly Park” (Holly Park School Council)

Bullying can be: physical, online, verbal, racist, sexual or sexist

The Holly Park School Council agreed that whatever its form, bullying consists of the following factors:

- It is ongoing and frequently repetitive, and takes place over a period of time
- It is deliberate
- It is based on a difference in power (age, strength, confidence, number of friends, etc)
- It has a serious effect on the target, including feeling ashamed, feeling like they don't want to be at school, or feeling that they wish they could disappear completely

If staff become aware of any bullying taking place, the staff member will inform the Deputy Head or Headteacher.

If an allegation of bullying has been brought forward by a parent, and not witnessed by the school then there will be an initial period of investigation – including observation and speaking to the children involved. The parents will be informed of the outcome. If the allegation is believed to be true then it will be dealt with as above. Where there is no evidence to support an allegation then we will continue to monitor for an extended time.

In more extreme cases, for example where initial discussions have proven ineffective, the Headteacher may contact external support agencies.

In all instances an 'Allegation of bullying' form will be completed by the school (we will establish that it is bullying and not just a one off incident or friendship problems) This includes details of what has happened, actions so far, who is involved and future actions.

After initial discussion and action (if bullying IS happening) then there will be a review meeting approx 2 weeks later to see how things are progressing

To children who experience bullying:

We will assure them that the issue will be taken seriously

We will Intervene (informed by the victim) in a way to avoid escalating the problem

We will inform their parents

We will Monitor and review

To those who bully:

We will hold them to account for their behaviour

We will face them with the harm they have caused

We will give direction to help them behave in ways that do not cause harm

We will offer steps they can take to address the harm they have caused

We will inform their parents

To the Bystanders or those affected by the incident:

We will aim to give them skills to show them how they could have intervened effectively

We will involve them in the reparation process

The Restorative Approach is the main method of intervention we use

As a school we aim to be proactive in an attempt to prevent bullying. We do this in many ways including: assemblies, Talk time, PHSE lessons and anti-bullying week.

How does the school make parents aware of what their child will learn during the year?

The school sends out a termly year group curriculum newsletter to parents explaining what will be taught in every subject for that term. These are also on the year group page of the website.

The school has a curriculum section on the school website. Every subject has its own page with information about what is taught and how it is taught.

The school runs curriculum meetings or workshops for each year group to explain more about a variety of curriculum areas so that parents have a better idea about what is taught and how it is taught

E.g Nursery – The EYFS Curriculum

Reception – The EYFS curriculum and phonics

Year 1 – Phonics

Year 2 – SPAG and maths. Expectations for the national tests.

Year 3,4,5 – 3 workshops a year. One per term on a different subject.

Year 6 – expectations for the national tests and sex and relationship education

How can I raise concerns?

If a parent has a concern they can speak to the teacher informally at the end of the day.

Parents can speak to class teachers at parents evenings each term

Parents can call the school office or email the school office with a concern

Emails for teachers will be forwarded to the class teacher so that they can respond

Parents can contact Mrs Kelly by phone or email about SEND issues

Parents can call the school and ask for an appointment or phone call with a senior leader

Parents can email the Headteacher or chair of governors directly

Does the school have high expectations for my child?

The school has high expectations for all pupils in many aspects of school life.

The school has a presentation policy which outlines expectations for how work in books should be set out and presented in all lessons at each stage. Several aspects of this are shared with children so that they understand what is expected e.g no scribbling or doodling, DUM TUM etc.

The school has high expectations of attendance for all pupils – as set out in our attendance policy.

Attendance at Holly Park is better than the national attendance figure.

The school has high expectations of uniform – as outlined in our uniform policy. We constantly check to ensure that children are wearing the correct uniform and we send out uniform reminders regularly.

The school has high expectations of behaviour and the school is constantly praised by visitors or when the children are on trips for the good behaviour of the children. There is a clear behaviour policy. There are lots of rewards to encourage and promote good behaviour. There are clear sanctions too. Behaviour expectations are constantly shared with children and there are frequent reminders in class and in assemblies. This year we are running parent sessions to make sure that our strategies are shared with parents.

The school has high academic expectations for children. We assess all of our children termly and this is tracked on an internal tracking system. We look every term at which children might need support in a particular area of the curriculum either from the teacher in class or by a teaching assistant. This may be long term or for a short period.

We set age appropriate homework (including reading, phonics, spellings and multiplication tables) so that parents can support children at home. From Y1 upwards we use Google Classroom and in KS2 we also use CGP books.

We have curriculum pages on our website and termly curriculum newsletters for parents so that parents can see what their children are learning in school and support as necessary,

We use the School Led Tutoring Fund and the Pupil Recovery Premium to support Pupil Premium children in maths, reading and writing.

We ensure that SEND pupils are supported through interventions, IEPs and EHCP targets.

National data in 2019 and 2022 shows that at all phases of the school that Holly Park pupils attain in line with national attainment and in certain areas is better than national results.

Progress from KS1 to KS2 is also in line with (or better than) national progress.

Feedback from secondary schools and past parents and pupils evidences that Holly Park pupils settle well into their new secondary schools because they are well prepared and that they go on to achieve well at secondary school – which is their next phase of learning.

How does the school let me know how my child is doing?

The school may let you know informally how your child is doing through informal chats at the end of the school day, through phone calls or with a note home

The school lets parents know how their child is doing by showing their work with a book look in the Autumn and Spring term

The school holds a parent consultation in Autumn and Spring so that parents can discuss how their child is doing

The school provides an annual written report to parents at the end of the school year so that parents can see how their child is achieving in all areas of the curriculum

Is there a good range of subjects available at Holly Park?

There is an excellent range of subjects available at Holly Park. All national curriculum subjects are taught : maths, English, science, music, Spanish, art, DT, science, computing, history, P.E, geography, PHSE, R.E

We also use a specialist music teacher and a specialist Spanish teacher. We also run forest school in Year 1 and Year 5. Children go swimming in Year 4.

What clubs and activities are available at Holly Park?

We have a whole range of activities available at Holly Park to enrich the curriculum and make a child's time at Holly Park more enjoyable,

We have a variety of clubs on offer across the school year – football, gymnastics, infant choir, junior choir, cross-country and athletics.

We have swimming for Year 4 and Forest School for Year 1 and Year 5.

We provide regular trips for the children to bring the curriculum to life. Every year group will do two trips. These may include visits to museums, castles, stately homes, art galleries etc

Each year group will also have two curriculum days. These days help to bring subjects to life – examples include – nursery rhyme day, traditional tales day, a fashion show, roman day, Victorian day etc

Every year group from Year 1 upwards will visit a place of worship. Children will visit: a church, a mosque, a synagogue, a temple and a gurdwara.

There are extra experiences available in KS2 which build upon each other and lead to a week away in Y6. They include – a team building day in Y3, a pyjama party in Y4, a 3 day residential in Y5 and a 5 day residential in Y6.

The school provides lots of special days and weeks across the school year for children to engage with: World Book Day, International Day, British Values Day, Equality Afternoon, Maths Day, Science week, Walk to school week, Be bright be seen day, Anti bullying week, National Online safety day, HPS Online safety day, Environmental Week, Wellbeing week, and Diversity Week

We also do a geography fieldtrip in every year group from Y1 to Y6. These include: the school grounds, the local streets, Friary Park, land use in the local area, the stream at Friary Park, and traffic surveys.

The school takes part in Barnet events and competitions including music festivals, athletics, sporting tournaments, gymnastics competitions, the dance festival and quizzes.

We also engage in activities with our local partnership of schools – this has included sporting events, coding and an opera project with a joint performance.

We also provide activities to support basic life skills – such as first aid workshops and bikeability

Every child from Reception onwards will be involved in a performance every year. Reception, Y4 and Y5 do an assembly for parents, Y1 and Y2 do an Infant show, Y3 do the nativity and Y6 do an end of year show, In addition there are choir and music concerts.

We also provide pupil voice opportunities for children to get involved in the wider life of the school with: Play leaders, Mini Mentors, Wellbeing Champions, Reading Champions, Junior Travel Ambassadors, Healthy Living Council, Eco Council, School Council and Learning Council.

How does the school support my child's wider Personal Development?

We work hard to provide a good all round education and to promote talents and interests of individual children. All pupils are known well at the school by our staff. The school has a warm, friendly, inclusive and caring ethos.

The promotion of wellbeing and the human rights is woven through all aspects of school life. E.g the learning mentor, the playground charter, the wellbeing garden, Poppy the school dog. Through the curriculum (especially PHSE and RE) , pupils develop a good understanding of different faiths and cultures and show respect and consideration for others.

There are many opportunities for pupils to think about and express their feelings and to reflect on their learning and behaviour. This does much to promote their spiritual, moral, social and cultural development, which is a real strength of the school. Pupils are happy to work well together. There are good opportunities for older pupils to take responsibility in school with various jobs and monitor positions. If they have any concerns or worries, pupils have 'mini mentors' who help them to mediate when there are friendship issues.

The school encourages pupils to be involved in making decisions and contribute to school policy. For example, pupils have a learning council, a healthy eating council and a school council, who are also trained as anti-bullying ambassadors. This is part of the underlying respect for children that underpins the school philosophy.

Pupils enjoy a wide range of experiences through curriculum days, residential trips, visits, speakers, special days and weeks, clubs, sports and music. Forest school allows pupils to be more confident and engage in different learning styles and methods.

Through annually planned events, weekly assemblies, the RE curriculum, PHSE and music, pupils have opportunities to explore values and beliefs. They learn to respect their own feelings and beliefs and those of others. The curriculum allows children to reflect on the values and beliefs of others today, in different

countries and in different periods of history. Guest speakers and visits to places of worship enhance spiritual understanding. We celebrate significant experiences such as birthdays and festivals and ensure that children have the opportunity to feel special and valued. Pupils have a strong sense of right and wrong which is promoted in assemblies, through our rewards systems, our behaviour policy and the High 5. Pupils apply these principles to their own lives and have high expectations of each other.

School Council impacts on behaviour in school and fund raising events. Safer Internet Day and Anti Bullying Week promote ensure that pupils have awareness of the risks and dangers of inappropriate use of technology and social networking. Mealtime Supervisors and their golden tickets promote the importance and reward of good manners and politeness. Promoting attendance and punctuality ensures pupils recognise the importance of being at school. Eco Council and Healthy Living Council provide awareness of ourselves and the world around us. Supporting charities each year—gives the children a chance to help and understand the circumstances of those less fortunate than themselves. Our school Motto 'Once a Holly Parker, always a Holly Parker' and our school song gives the pupils a sense of identity and belonging. A 'House' system allows the children to feel connected and to support each other. There is a healthy sense of competition. Inter school competitions and festivals help the children get involved in local activities with other schools.

Our curriculum looks at other communities in our world & societies from the past. We promote internationalism and encourage children to be global citizens. Trips, visits and curriculum days allow the children to experience the wider world of London. Residential visits in Y5 and Y6 mean that children can experience contrasting localities to the one they live in. British Values are embedded in assemblies and special event days and displays. Concerts & shows celebrate a variety of cultures. We participate in traditions such as Nursery rhyme week. Spanish is taught throughout the school from Reception to Y6. Every year we celebrate Black History Month. Displays around the school reflect different languages and cultural backgrounds. The new Junior Duke scheme supports personal development in KS2.

Children are prepared for life in modern Britain and to be active citizens of the future through our online safety education, our global curriculum, our SMSC curriculum and our Rights Respecting Curriculum. All year groups have basic first aid lessons. Our children in upper KS2 learn about FGM, knife crime, travelling safely, emergency services, gangs and drugs. This all prepares our pupils for their future life as adults. Pupils leave Holly Park equipped with the social and emotional skills in readiness for secondary school.

Our pastoral support involves the effective use of a school Learning Mentor and a pastoral team. We provide high-quality pastoral support. All staff promote a positive respect for learning by encouraging children to show respect for themselves, each other, the school environment (and beyond) and also for school equipment. We also have trained mental health first aiders to support children and staff. We use the zones of regulation to help children manage their feelings and emotions. Children know how to use tool boxes to help them move from one zone to another. Our behaviour policy is based on a restorative approach so that children feel listened to and so that children can learn from their mistakes. We use worry boxes in classrooms and we also encourage children to fill their classroom buckets.

Our PHSE curriculum is detailed, progressive and thorough. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.

Through talk times, discussion and debate, pupils know how to discuss issues and ideas in a considered way.

The school teaches the children how to stay safe (including online safety) and to recognise risks to their wellbeing (stranger danger, drugs and alcohol, relationship education, social media; use of technology)

The school teaches children to be healthy through our allotment (gardening club), PHSE curriculum, sport, the daily mile and take 10 exercise to increase the amount of daily exercise children do.

The school promotes equality of opportunity and diversity effectively through the PHSE curriculum, assemblies, Equality afternoon, diversity week, Talk time, a varied selection of books on offer and RE lessons. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.



Parent Code of Conduct

At Holly Park we are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this Code of Conduct is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

We expect parents, carers and visitors to:

- Respect the caring ethos of our school
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that **all** members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct their own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.
- Avoid use of mobile phones when on the school site – e.g when collecting or dropping off children, when talking to staff, at shows & concerts, at meetings or parent consultations.
- Collect children on time at the end of the school day or from clubs and after school care. If parents are unavoidably delayed we would expect a phone call to keep us informed.
- Dress appropriately when on school grounds.
- Take responsibility for the behaviour of other siblings who do not attend Holly Park.
- Show respect for school procedures and follow instructions at concerts, shows, sports days and other events. E.g Not talking through concerts, turning mobiles off, not putting photos/video on social media. These instructions are given in the best interests of the children and for reasons of health and safety.
- Refrain from putting images of Holly Park children (other than their own if they wish) on the Internet or social media. This includes school WhatsApp groups.

- Think about the health and safety of our pupils and refrain from parking or pulling up onto the double yellow lines on the corner of Holly Park Road and Bellevue Road during school pick up and drop off hours. They should also refrain from parking in the staff car park.
- Think about our neighbours when dropping off or picking up your child, ensuring that you're not parked over any driveways or disabled access bays.
- Refrain from entering pupil areas such as toilets, classrooms and other school buildings (e.g the Junior building) unless directed to by a member of school staff
- Show respect for the private lives of school staff and not ask questions about their private lives e.g sexual orientation, marital status, children etc

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper. This includes when waiting at the school gate ensuring that parents are modelling good behaviour to younger children waiting with parents.
- Threatening to do actual bodily harm to a member of school staff, governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Being intimidating, undermining, accusatory or disrespectful to staff.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook, Twitter or other social sites. (See Appendix I). Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, the Head teacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- The use of verbal aggression or abusive language towards another adult or child
- Approaching another parent or someone else's child in order to discuss issues or chastise them because of the actions of this child towards their own child. Please speak with the class teacher. It is much better for the teacher to speak to other parents. We ask you to do this as otherwise it can lead to unnecessary tension, worry, anger or upset between parents.
- Smoking and consumption of alcohol or other drugs whilst on school property.
- Dogs being brought on to school premises.

- Siblings who do not attend Holly Park should not be wandering around the school playgrounds, entering school buildings or showing aggressive behaviour (physical or verbal) to other parents, pupils or staff

Should **any** of the above behaviour occur on school premises (or outside the school gates) the school may feel it is necessary to contact appropriate authorities and **ban the offending adult from entering the school grounds.**

If a parent does attempt to discuss an issue with school staff in a threatening/disrespectful manner the member of staff will issue one warning regarding how they are experiencing the interaction, if the parent is unable to hear that warning and simply continues in that manner, the member of staff will terminate the conversation immediately, suggesting that the parent books an appointment to discuss the issue at a time when they are able to speak in a more respectful way. This is designed to support both staff and parents in good mental health management, modelling respectful conversations to our pupils in line with our policies.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

We would expect that parents would make all persons responsible for collecting children aware of this policy.



Anti-Bullying at Holly Park

Holly Park aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and achieve. Bullying of any kind prevents this from happening. Bullying makes people feel unsafe.

As a school, we take bullying seriously. Pupils, parents and staff should understand that reporting bullying is essential, and be assured that the school will support them fully whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti-bullying policy.

What is Bullying?

Bullying is not always easy to define, however most cases include:

- Constant and deliberate hostility and aggression towards a victim
- A victim who is less powerful than the bully
- An outcome which is always painful and distressing to the victim

Our school definition of bullying is:

“Bullying is a repetitive series of actions, carried out on purpose, and designed to hurt someone’s feelings and make them feel ashamed of who or what they are. We will not accept it at Holly Park” *Holly Park School Council, April 2012*

A recent court case defined bullying as....

‘The actions of an individual or group, that causes suffering to a less powerful individual or group – whether physical or mental – over a sustained period of time.’

There are different kinds of bullying :

- **Physical** – Pushing, kicking, hitting, pinching, any kind of physical aggression and damage to or appropriation of a person’s property

- **Verbal** – Name calling, tormenting, threats, threatening gestures, ridicule, humiliation or the use of put-down comments or insults e.g. with regard to another child's family, their race, their (perceived) sexuality, gender, personal cleanliness etc, deliberately lying about what other people have done or deliberate exclusion from activities and friendship groups
- **Racist** – Racial taunts, graffiti and gesture
- **Sexual** – Unwanted physical contact, sexually suggestive comments, or homophobic comments
- **On line** – On line bullying is an extension of bullying behaviour. It involves technologies and online communication such as mobile phones, facebook, snap chat etc. It often involves quite a wide audience.
- **More subtle forms** can include nasty looks, emails, texts, anonymous phone calls and pointedly laughing/giggling at or whispering about someone. It can include intimidation and threatening behaviour, including blackmail

The Holly Park School Council agreed that whatever its form, bullying consists of the following factors:

- It is ongoing and frequently repetitive, and takes place over a period of time
- It is deliberate
- It is based on a difference in power (age, strength, confidence, number of friends, etc)
- It has a serious effect on the target, including feeling ashamed, feeling like they don't want to be at school, or feeling that they wish they could disappear completely

Effective anti- bullying practice gives all children the assurance that they are cared for in a safe and friendly environment.

Aims and objectives

- We aim to create a safe and secure environment where all can learn without anxiety.
- We aim to provide a consistent school response to any bullying incidents.
- We aim to make all those connected with the school aware of our opposition to bullying.
- We aim to make clear each person's role with regard to preventing bullying at our school

Our Anti- Bullying Charter

- We will work to ensure that everyone believes in themselves and has respect for themselves
- We will promote tolerance and respect including respect for difference and diversity
- We will take bullying seriously
- We will work to ensure that our school community knows what bullying is
- We will make sure that everyone knows that bullying is unacceptable at our school
- We will make sure that children who experience bullying know how to get help
- We will offer children who bully help to understand the consequences of their actions
- We aim to respond to bullying consistently
- We will work together to do all we can to prevent bullying at our school
- We will contribute to local and national anti- bullying events
- We underpin our responses to bullying by having
- Positive leadership from staff about how bullying is dealt with
- Periodic consultation with children to find out what bullying occurs, when, where and by whom
- Mixed age activities throughout the year – e.g Buddy systems and House Challenges
- Follow up with victims of bullying and bullies themselves

What we are doing at Holly Park

At Holly Park, we use the Restorative Approach when dealing with problems and when managing unwanted behaviour. The emphasis of the Restorative Approach is placed on affecting *real change*, above the need for blame and punishment. By doing this, we are able to create an environment where children have the opportunity to reflect upon and change their behaviour. Children



feel a sense of fairness because they can explain things from their point of view and they feel listened to whilst also understanding how their behaviour has affected others.



Anti-Bullying Award 2023

We are an 'All Together' school. It is a whole school approach and makes a school reflect on how it tackles bullying. The programme offers online staff training, pupil well being audits, adjusting policies, assemblies, the restorative approach, audits, resilience programmes etc.

I am delighted to tell you that Holly Park was awarded the bronze award for anti-bullying 2023.

At Holly Park we participate in Anti- Bullying week and there are opportunities for pupils to undertake work on bullying issues from EYFS to Y6. The anti- bullying message is evident.

All staff receive annual training and key staff will receive training in specialised Anti- Bullying strategies – e.g Circle of Friends, Solution focused approaches and Peer Mediation.

To children who experience bullying:

- We will assure them that the issue will be taken seriously
- We will intervene (informed by the victim) in a way to avoid escalating the problem
- We will monitor and review

To those who bully:

- We will hold them to account for their behaviour
- We will face them with the harm they have caused
- We will give direction to help them behave in ways that do not cause harm
- We will offer steps they can take to address the harm they have caused

To the bystanders or those affected by the incident:

- We will aim to give them skills to show them how they could have intervened effectively
- We will involve them in the reparation process
- Restorative Justice is one method of intervention we may use

Those who have been harmed need:

- Someone to listen
- Space to think and calm down
- Be informed of progress
- The person who has harmed them to understand and acknowledge the effect of their actions
- A sincere apology
- If possible for things to be put right
- Reassurance that it won't happen again
- A sense of justice
- A feeling of being in control

Those who have caused harm need:

- Time to think
- Someone to listen to their story
- To be able to explain themselves
- A chance to apologise

- To be able to put things right
- Reassurance that the matter is finished and that they can move on

For restorative justice to work, all pupils should be treated with respect, there needs to be good communication, a focus on problem solving, all are involved in decisions about a way forward and there is a willingness to listen to others.

We have an Anti Bullying Governor.

What to do if you think your child has been bullied

If an allegation of bullying has been brought forward by a parent, and not witnessed by the school then there will be an initial period of investigation – including observation and speaking to the children involved. The parents will be informed of the outcome. If the allegation is believed to be true then it will be dealt with as above. If it is not believed to be true then we will continue to monitor for an extended time.

In all instances an 'Allegation of bullying' form will be completed by the school. This includes details of what has happened, actions so far, who is involved and future actions.

After initial discussion and action (if bullying IS happening) then there will be a review approx two weeks later to see how things are progressing

If staff become aware of any bullying taking place between members of a class, they deal with the issue immediately. The staff member will inform the Deputy Head or Headteacher. There will be support for both the victim of the bullying and the bully, and punishment for the child who has carried out the bullying. We spend time talking to both children: we explain why the action was wrong, and we endeavour to help the bully change their behaviour in future. The parents of both children are informed.

Parents are on no account to approach another child or parent without first involving the Headteacher or other Senior Staff member. Experience has shown that when the school is involved, issues and concerns are likely to be resolved with acceptable outcomes.

Preventing Bullying – Being Pro Active

Prevention is better than cure. At Holly Park everyone is vigilant for signs of bullying and always take reports of bullying seriously. We use the following methods for recognising and preventing bullying:

- Staff will be on duty at break and lunch to ensure high level of supervision
- Strong achievement culture rewarding positive behaviour. Positive behaviour policy with clarity of behaviour expectations, sanctions and rewards
- Assemblies about bullying behaviour
- Peer mentoring – to be implemented
- Development of Social, Emotional and Behavioural Skills
- Use of Behaviour Support Plans to modify bullying behaviour
- Regular focus by the School Council focused on anti-bullying issues including organising events for anti-bullying week
- Holly Park is an official Rights Respecting School sponsored by UNICEF

We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.

We want to promote pro-active strategies to prevent incidents becoming bullying.

Do the High 5:

- Ignore
- Talk Friendly
- Walk Away
- Talk Firmly
- Report

Ignore:

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).

- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, don't run.

Talk Friendly:

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements – I feel when you..... because.....

Talk Firmly:

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said.....
- State the consequences of continued bullying.

Walk Away:

- Stand tall, head up high.
- Mouth closed.
- Look confident
- Do not use eye contact.

Report:

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders – support and report.
- Report, report, report until somebody listens

What can children do if they are worried about bullying?

Where children are the targets of bullying behaviour, they have several options:

- To tell a trustworthy friend
- To tell a trusted adult, such as a member of staff or a parent
- To tell a House Captain or School Council representative
- To stand up to the person who is using bullying behaviour and tell them to stop
- To put a note in the Worry Box

When children witness or are aware that bullying behaviour is happening, it is their duty to do something about it. Although this situation can be hard, they need to support the child who is being upset or intimidated. This will mean they need to:

- Tell their teacher
- Tell another member of staff
- Tell their parents or another trusted adult

Children who use bullying behaviour may often need additional support themselves, as it is often a sign of unhappiness, insecurity or loneliness. This does not, however, justify the use of such damaging behaviour against others. If a child is identified as a bully, then it is highly likely that their parents will be invited in to help provide support, and to be told of their child's behaviour.

You can read Holly Park's [Anti-Bullying policy](#) in full on the school website

Other suggested Websites

www.anti-bullyingalliance.org.uk

www.kidscape.org.uk

www.cybermentors.org.uk

www.saferinternet.org.uk

www.childline.org.uk



GDPR privacy notice for pupils and their families

Who processes your information?

Holly Park is the data controller of the personal information you provide to us. This means the school determines the purposes for which, and the manner in which, any personal data relating to pupils and their families is to be processed. **Ann Pelham** acts as a representative for the school with regard to its data controller responsibilities; she can be contacted on 02083681434 or head@hollypark.barnetmail.net

In some cases, your data will be outsourced to a third party processor; however, this will only be done with your consent, unless the law requires the school to share your data. Where the school outsources data to a third party processor, the same data protection standards that Holly Park upholds are imposed on the processor.

Darrell Smith (from TURN IT ON) is the data protection officer. Their role is to oversee and monitor the school's data protection procedures, and to ensure they are compliant with the GDPR. The data protection officer can be contacted on 01865 597620 (Option 3) email - dpr@turniton.co.uk

Why do we collect and use your information?

Holly Park holds the legal right to collect and use personal data relating to pupils and their families, and we may also receive information regarding them from their previous school, LA and/or the DfE. We collect and use personal data in order to meet legal requirements and legitimate interests set out in the GDPR and UK law, including those in relation to the following:

- Article 6 and Article 9 of the GDPR
- Education Act 1996
- Section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013

In accordance with the above, the personal data of pupils and their families is collected and used for the following reasons:

- To support pupil learning
- To monitor and report on pupil progress
- To provide appropriate pastoral care
- To assess the quality of our service
- To comply with the law regarding data sharing

Which data is collected?

The categories of pupil information that the school collects, holds and shares include the following:

- Personal information – e.g. names, pupil numbers (Unique Pupil Number UPN) and addresses
- Characteristics – e.g. ethnicity, language, nationality, country of birth and free school meal / Pupil Premium eligibility
- Attendance information – e.g. number of absences and absence reasons
- Assessment information – e.g. national curriculum assessment results
- Relevant medical information including allergies
- Information relating to SEND (Special Educational Needs and Disabilities)
- Behavioural information – e.g. number of temporary or fixed term exclusions

- Safeguarding Information (including court orders and professional involvement)
- Permissions information – e.g films, local area walks, trips, use of Internet
- Photographs

Collecting Pupil Information

Whilst the majority of the personal data you provide to the school is mandatory, some is provided on a voluntary basis. When collecting data, the school will inform you whether you are required to provide this data or if your consent is needed. Where consent is required, the school will provide you with specific and explicit information with regards to the reasons the data is being collected and how the data will be used.

How long is your data stored for?

Personal data relating to pupils at Holly Park School and their families is stored in line with the school's GDPR Data Protection Policy.

In accordance with the GDPR, the school does not store personal data indefinitely; data is only stored for as long as is necessary to complete the task for which it was originally collected.

Will my information be shared?

The school is required to share pupils' data with the DfE on a statutory basis,

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

This includes the following:

- Names, DOB, UPN for assessment registration
- Name, DOB, UPN number, address, ethnicity, religion, language, country of birth, FSM entitlement, proficiency in English, Pupil premium entitlement, gender, nationality, service child information, SEND information, attendance data and exclusion information for the school census.

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD) is managed by the DfE and contains information about pupils in schools in England. Holly Park School is required by law to provide information about our pupils to the DfE as part of statutory data collections, such as the school census; some of this information is then stored in the NPD. The DfE may share information about our pupils from the NDP with third parties who promote the education or wellbeing of children in England by:

- Conducting research or analysis.
- Producing statistics.
- Providing information, advice or guidance.

The DfE has robust processes in place to ensure the confidentiality of any data shared from the NDP is maintained.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Holly Park will not share your personal information with any third parties without your consent, unless the law allows us to do so. The school routinely shares pupils' information with:

- Pupils' destinations upon leaving the school
- The Local Authority
- The Department for Education (DfE)
- The NHS

The information that we share with these parties includes the following:

- Name, DOB, UPN number, address, ethnicity, religion, language, country of birth, FSM entitlement, proficiency in English, Pupil premium entitlement, gender, nationality, service child information, SEND information, attendance data and exclusion information

For reasons of efficiency and communication, the school will share personal information with your consent with:

- Teachers to parents text service – this will be your mobile number and e-mail address
- School money – this will be your e-mail address

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the school office – 02083681434 or office@hollypark.barnetmail.net

What are your rights?

Parents and pupils have the following rights in relation to the processing of their personal data.

You have the right to:

- Be informed about how Holly Park uses your personal data.
- Request access to the personal data that Holly Park holds.
- Request that your personal data is amended if it is inaccurate or incomplete.
- Request that your personal data is erased where there is no compelling reason for its continued processing.
- Request that the processing of your data is restricted.
- Object to your personal data being processed.

Where the processing of your data is based on your consent, you have the right to withdraw this consent at any time.

If you have a concern about the way Holly Park and/or the DfE is collecting or using your personal data, you can raise a concern with the Information Commissioner's Office (ICO). The ICO can be contacted on 0303 123 1113, Monday-Friday 9am-5pm.

Where can you find out more information?

If you would like to find out more information about how we and/or the DfE collect, use and store your personal data, please visit our website to download our [GDPR Data Protection Policy](#).



HOLLY PARK SCHOOL PHSE

Briefing Sheet for Parents on Relationships, Health and Sex Education

1. Introduction

Relationships, Health and Sex Education are an integral part of our Personal, Social, Health and Economic (PSHE) education curriculum throughout the school. We have a responsibility to prepare our pupils for life in 21st Century Britain including recognising and being able to form healthy relationships and having the skills to keep themselves safe.

These lessons will continue to reflect our school values and link with our statutory duties to actively promote British Values, comply with the Equality Act, keep our children safe and meet the changing needs of all families in our school community. These lessons also support our constant challenge to prevent bullying. We value the relationship we have with our parents and will continue to inform them with regard to our PSHE curriculum. We see these lessons as the continuation of conversations that will have started at home.

Our PHSE Policy and Sex and Relationship Policy can be found on our school website.

2. Statutory Elements

All schools have a **statutory obligation** to deliver the elements of Relationships and Sex Education which fall under the National Science Curriculum for KS1 and 2 and the Early Learning Goals for Reception, these are as follows:

Early Years including Reception (age 2-5) – Statutory Early Learning Goals

Physical Development

- Health and Self-Care

Personal, Social and Emotional Development

- Self-Confidence and Self-Awareness / Managing Feelings and Behaviour and Making Relationships

Understanding of the World

- People and Communities

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (including names of private parts – penis & vulva – for safeguarding reasons)

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

From the Summer term 2021, all primary schools will also have a **statutory obligation** to deliver Relationships Education and Health Education¹. Our basic PSHE curriculum will therefore include the following:

Relationships Education - By the end of Primary School children will be taught about:

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education - By the end of Primary School children will be taught about:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

3. Sex Education – Non statutory

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. The school will engage with parents (via a letter and meeting in Year 6) about the content of the sex education programme, which only happens, in Year 6. It is only the Year 6 lessons on conception and birth, which are classed as sex education and therefore separate to Relationships and Health Education.

4. Parental Right to Withdraw

Parents only have the right to withdraw their child from Sex Education (two/three lessons in Year 6).

Parents **do not** have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum which are covered in all other year groups – this includes lessons on puberty.

5. School and home working together

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

In Year 6, Parents will be invited to a meeting about the sex education aspect of the curriculum. This will be an opportunity to find out how the lessons will be taught, what the content will be and how the class teachers have prepared to deliver the lessons.



Ann Pelham
Headteacher