WELCOME

At Hughenden Primary School, our principle philosophy is that learning should be enriched so that we are developing the whole child and supporting their potential, going beyond academic achievement alone. We want to empower our pupils to discover, to be independent and to be ambitious for themselves through providing them with a solid bedrock on which to thrive.

HUGHENDEN PRIMARY SCHOOL

1

We are a small, caring village school with an outstanding team of skilled and dedicated staff. We are proud of the mature attitudes and very good behaviour of all our children.

MISSION STATEMENT

2

All of our children are important. We will always do our best to promote each individual child's academic, social and personal development.

COOPERATION HONESTY ENTHUSIASM EMPATHY RESPECT

3

ENRICH-

EMPOWER - IGNITE

Dear Parents and Guardians,

Welcome to Hughenden Primary School. We hope that you will find us friendly, responsive and approachable.

We are a caring village school with a strong team of skilled and dedicated staff. We are proud of the academic results, the mature attitudes and very good behaviour of all our children.

As a staff and governor team, we are committed to providing a calm, happy and stimulating environment in which each individual child is valued. We support and encourage our children to play and work very hard. We have the highest expectations for each and every one of our children and work closely with Parents and Guardians to ensure all our pupils can meet their potential.

As Parents and Guardians, you play a crucial role with us in the education of your child. I hope this enquiry will be the start of a happy and rewarding partnership with your family.

This brochure will provide you with a wealth of information about our aims, ethos, curriculum and activities. We hope you enjoy reading it and that it inspires you to look at our website and find out more.

Yours sincerely,

Mrs Katherine Mann
Headteacher

Pat Beveridge
Chair of Local Academy Committee

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Our School Ethos

At Hughenden Primary School, our principle philosophy is that learning should be enriched so that we are developing the whole child and supporting their potential, going beyond academic achievement alone. We want to empower our pupils to discover, to be independent and to be ambitious for themselves through providing them with a solid bedrock on which to thrive. Lastly, we want to ignite a lifelong love of learning through fostering talent, discovering new passions and displaying curiosity and aspiration in everything we do.

OUR SCHOOL VISION

Our Philosopy drives us forward to be the best that we can be. To suceed, we CHEER! Our CHEER values enable everyone, every day to work towards achieving our vision:

C.H.E.E.R - Cooperation, Honesty, Enthusiasm, Empathy and Respect

Every child will leave Hughenden Enriched, Empowered and with a thirst to learn and achieve.

OUR SCHOOL AIMS

Enrich:

Provide pupils with practical experiences to bring their learning to life.

Read rich texts to and with children.

Link learning wherever possible to the children's own lives and our local area.

Empower:

Encourage children to do their best at all times and to celebrate their achievements.

Provide challenge for every child.

Maintain high standards of behaviour.

Ignite:

Plan to provide pupils with new experiences.

Get to know our pupils as people and encourage their talents and passions.

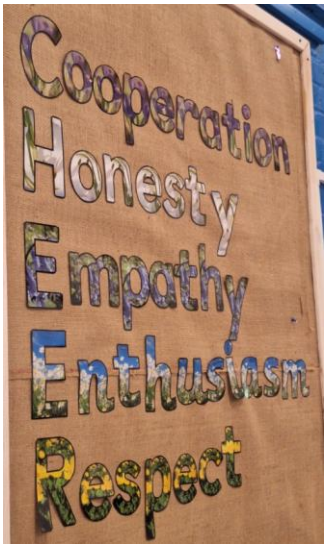
As a staff, we will model a love of learning.

The Hughenden Child

•A Hughenden child is well-rounded, independent and caring.

•They experience a broad and challenging curriculum within a nurturing, collaborative and creative environment.

•They leave Hughenden having achieved their potential, are confident and happy and have a love of learning and a curiosity for life.



A message from our Head Boy & Girl

Dear Parents and Guardians,

Hello,

My name is Emily and I'm proud to be Head Girl. I'm a positive role model and I often play with children from younger year groups.

I have been in this school for nearly eight years. Some of the people I first met in Hoppers are still my friends now and hopefully will be for many years to come. I wanted to be Head Girl because I think I will bring great ideas and a great attitude to the school.

I am proud to represent the role of Head Girl at such a brilliant school. This school has given so much to me, it taught me how to make friends, be kind and build confidence.

This would be my chance to give something back to a school that has been such a big part of my life since I was three years old.

Kind regards
Emily
Head Girl
2026/2027

Hello,

My name is Gold. I'm a kind, passionate member of Year 6 and happy to be representing the school as Head Boy. As I am a good role model, my aim is to improve the Tidy Classroom Award by giving each class (including Hoppers) a checklist to tick off before lunchtimes and at the end of the day, so no one misses out on winning.

I think the school is brilliant, because of our CHEER values meaning we can follow the school rules while having fun. I also think the school is excellent because of the Dojo reward system and having the freedom to express yourself in Art.

Kind regards
Gold
Head Boy
2026/2027

Our School Building and its Locality

Hughenden Primary School is situated in Hughenden Valley and serves this village and surrounding environment from the bottom of Cryer's Hill to part way up Coombe Lane. Its catchment area also includes Bryant's Bottom. A detailed map and postcode checker is available at https://schools.buckinghamshire.gov.uk/school-admissions/nearest

As a small village school, we have a strong sense of local community and take an active part in village life. Many of our assemblies and fundraising activities reflect this local involvement and we greatly appreciate the help and support given by many of our local residents.

The school itself opened in 1973 and is spacious with sufficient room to meet all the demands of a modern education. Our eight classrooms, including Preschool, all have the advantage of good natural light and are equipped with clevertouch whiteboards. Quiet rooms and cloakrooms adjoin each classroom. Our large, well-equipped hall is used for PE, singing, music, assemblies and social events. Food technology takes place in our equipped kitchen area and our Wrap Around Care provider, Friends at Play, uses the school hall every day.

Our laptops and tablets enable us to be flexible in our computing lessons. The library is located in the Knowledge Hub providing an excellent choice of fiction and non-fiction books all linked to the online Accelerated Reader resource which can be accessed from home to further support your child's reading development.

Adjoining the south side of the building we have two playground areas giving plenty of space for playground games extending to a large playing field with shady trees. There are 2 adventure play areas at each end of the school field, one especially for KS1. A fenced wildlife pond area is home to a whole range of plants, insects, flowers and butterflies. Our EYFS department have sole use of a specially designed outside classroom comprising of both covered and open areas allowing them to take their learning outdoors.

"I like this school because there is a big playground to run about in"

Admission to Our School

Prospective Parents and Guardians

We hold a series of Open Days in the Autumn term, the details of which will be posted to the front banner on our website. We are always happy to chat about individual circumstances, explain our policies and supply further details about the school. Links to the Admissions Team to apply for a school place are on our website under Statutory Information/Admissions.

Admission Procedure

Hughenden Primary School caters for children aged from three to eleven. Our official admission number is 30.

We admit all children who will be five during an academic year (1st September to 31st August) into our Foundation Class at the beginning of September. We offer all children a slightly staggered start in the first week to aid their transition into starting school.

If you are moving from another Buckinghamshire school mid-year, you will need to complete an 'In-Year Application' form online and submit directly to the Admissions Team at Buckinghamshire Council. For families moving into Buckinghamshire, applications are also made online using a different form to annotate you are moving into the area.

By submitting this to the Admissions Team at Buckinghamshire Council, it will either prompt an offer letter or add you to the waiting list for the year group you requeste. You will be contacted when a place is available by means of an Offer Letter and the school will make contact with you in order to send you the relevant admission paperwork.

Pupils are allocated to schools according to the Buckinghamshire Local Education Authority (LEA) Admissions Policy. Parents and Guardians are invited to list their preferences but do not have an absolute right to a place at their preferred school. The LEA does try very hard to place as many children as possible at the school of their Parents and Guardians' preference adhering to the following criteria;

If a school is over-subscribed the following criteria are applied in order to allocate places:

1. Children in Public Care for whom the Local Authority decides that our school is the most appropriate.
2. Children who have a Statement of Special Educational Needs which names our school.
3. Children living within the catchment area of the school.
4. Siblings of children who will still be in attendance at the school on the date of admission.
5. Children with exceptional medical, educational or social needs, which can only be met at our school supported by written evidence from an appropriate professional.
6. Once the above criteria have been applied then further places will be awarded according to the distance between the family's normal home address and the school's nearest entrance gate, offering the closest first. The shortest route is a public route with a proper made up surface such as tarmac or concrete. If it is a road, it does not have to have a separate pavement.

For further details please see "Admission to Buckinghamshire Primary Schools- Guide for Parents and Guardians" available from the Local Authority web site at https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/

County Transition Day

The transition dates are proposed dates only and individual school's date(s) may vary so please check the school's website for details. Usually the transition day is set on the first Tuesday in July as the preferred option to ensure consistency across the County. The transition day provides an opportunity for every child to experience a day in the year they will be moving up to. As a school we place a huge importance on transition and we work closely with the children's existing setting to support and nurture all children whilst they settle into our school environment. It is equally important for children moving to new year groups and those moving onto Secondary School.

Our School Organisation

Children are organised into classes according to their age. We have eight classes: Hoppers Preschool, Foundation, Year One, Year Two, Year Three, Year Four, and Year Five and Year Six. We are completely committed to stretching and challenging our more-able pupils while supporting those that find learning more difficult.

Hughenden Hoppers Preschool

Our successful preschool, Hughenden Hoppers offers flexible child care for 3 and 4 year olds for up to 16 children per session (up to a maximum of 30 hours funding per child). Working closely with our Reception Team within our EYFS department, the provision caters for a range of needs and enables the children to start working on achieving their Early Learning Goals in a traditional preschool setting.

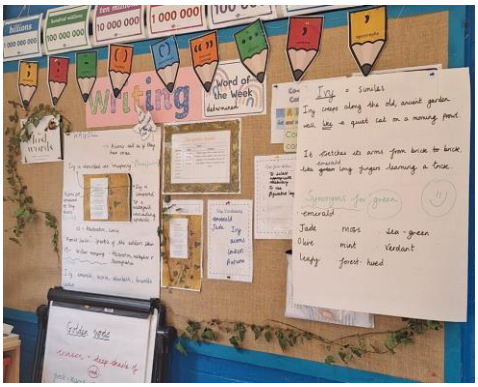
Sessions are available for mornings, afternoons or full days with the option of booking hot lunches at an additional charge. There is a minimum booking of 2 full days or 4 AM/PM sessions to offer consistency.

Foundation Stage

In Reception class, their Class Teacher will build on each child's previous learning by teaching them according to their stage of development and following the EYFS Curriculum and work in a very practical environment where the emphasis is on active learning. Our priority for the children at this stage is that they have a happy start to school; settle into the routines and expectations of school life and begin working towards achieving a Good Level of Development in this pivotal key stage. There is plenty of space for imaginative, creative and large apparatus play.

The classroom has its own, self-contained, fenced areas for learning for their outside area. Here the children can complete learning experiences outdoors using the role play area, sand pit, garden, and outdoor tables and seating. Trikes, scooters and push-along toys, as well as other PE and playground equipment are used on the playground.

Foundation pupils undertake the National Reception Baseline Assessment (RBA) during their first half term of the Autumn term. The national phonics assessment is undertaken by children in the Summer term of Year 1.



Key Stage One (Years One and Two)

These are years when we nurture the development of children's confidence and concentration. We aim to enthuse children about learning by providing them with exciting first hand experiences across the whole of the national curriculum. Their English and Maths skills develop rapidly through daily lessons with the aim that all children will be able to read, write and calculate (using numbers up to 1000) by the end of Year Two.

In the Summer term, Year 1 undertake the National Phonics assessment. In Year Two, a range of assessments are conducted including the non-statutory KS1 SATs.

Key Stage Two (Years Three to Six)

In Key Stage Two, we look for our pupils to consolidate and build on many of the linguistic and numerical skills that they have previously acquired or explored. Children will now be encouraged to find links between subjects and create synergy in their learning. The expectation in both the quantity and quality also continues to an area of focus, with children given more time to reflect, edit and improve their own work. By providing a deep and rich curriculum, children are given the opportunity to explore 'the best that has been thought and said and to help them engender an appreciation of human creativity and achievement.' Learning is regularly extended beyond the classroom with engaging day trips, activity weeks, a short residential in Year 5 culminating in Year 6 with a week-long residential.

Year 4 undertake the National Multiplication Check as part of their assessments. The carefully planned nature of our curriculum exploits opportunities for children to become proactive, conscientious and resilient learners who are ready for their potential Secondary Transfer test, their KS2 SATS and of course, their Secondary school career. Built on the foundation of the National Curriculum, at Hughenden Primary, we strive to go beyond the statutory and seek the promote and propagate that most important of skills, a lifelong love of learning. At the end of Year Six the children take National Standard Assessment Tests.

Our Curriculum

Effective Teaching and Learning

At Hughenden Primary, we believe that our children should be involved in all aspects of the curriculum. All our staff have high expectations for our pupils, whilst recognising that each and every child is unique. Consequently, we employ a wide variety of teaching strategies to help differentiate and encourage effective learning for all our pupils. These include individual, group and whole-class teaching. We place a strong emphasis on first-hand experience and aim to make our lessons as collaborative and interactive as possible.

As staff, we are continually monitoring and evaluating our teaching strategies and results. Our policy documents and schemes of work are the results of collaborative discussion between all personnel involved with the education of our children. Staff work co-operatively on whole-school planning to meet the needs of our children and to ensure that progression, differentiation, and assessment are carried out appropriately.

Each subject is carefully timetabled and links, wherever possible, are made to ensure that a pupil's learning is holistic and purposeful. Learning environments are carefully designed to stimulate children's appetite for learning, promote pride in their work and consolidate strategies.

To ensure that children are reaching their full potential and receiving the support they need in a timely manner, we make use of a variety of subject-specific and standardised assessments throughout the academic year. Through careful and regular monitoring, children become confident resilient learners who enjoy school and see the reward in their efforts.

Phonics and Reading

At Hughenden, we are passionate about ensuring that all children become confident and enthusiastic readers and writers. We have adopted Read Write Inc. (RWI) phonics and believe that it provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so that they can focus on developing their skills in comprehension, vocabulary and spelling. Through RWI phonics, children learn a simple alphabetic code followed by a more complex code. We work to ensure that pupils' reading books are matched closely to the sounds that they know. The teaching of phonics is a high priority. With our older children, their reading books are carefully matched to their ability through regular 'Star reader' quizzes. We encourage readers to pick a variety of poetry, picture books, fiction and non-fiction.

When pupils are ready to move from their phonics, they join in with whole-class guided reading sessions, three times a week. In these sessions, they study a more challenging whole-class text (linked to their class topic) and answer three questions created by the teacher.

English

The teaching and learning of English, as a core subject, underpins everything that we do here at Hughenden. We recognise the importance of nurturing our young people's love of reading, writing, discussion and debate. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools that they need to participate fully as members of society. By the end of KS2, all of our pupils will read fluently and widely both for pleasure and for information. They will acquire an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; have an appreciation of our rich and varied literary heritage; write clearly, articulately and coherently, adapting their language for a range of contexts, purposes and audiences; be able to clearly elaborate and explain their ideas and become competent in the art of speaking ad listening. We strive to go beyond what is examinable by making clear how language and literature have been and can be instrumental in changing the world we live in.

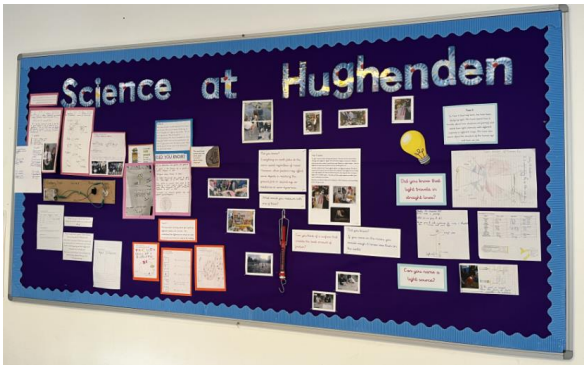
"Our Teacher shows us what we need to be doing so that we can be independent".

Maths

Hughenden Primary Maths Curriculum follows a mastery approach for the planning, delivery and engagement with Mathematics. We follow White Rose Maths Scheme, as a basis for our teaching, which is divided into units to allow the children time to explore at depth and understand the concepts being taught.

When planning, teachers refer to the National Curriculum and follow these mastery strategies:

- Small steps
- Implementing the Concrete, Pictorial and Abstract (CPA) approach to introducing, exploring and applying mathematical concepts
- Inclusion of relevant problem-solving opportunities, where children are expected to draw on and apply multiple concepts to address or approach a challenge
- Include all learners, providing relevant support for those with additional needs.



Science

At Hughenden Primary School, we recognise how Science impacts every aspect of daily life, and without science humankind would not have made progress throughout history.

Learning Science focuses on increasing pupils' knowledge of our world, and developing skills associated with Science as a process of enquiry. Our science curriculum develops the natural curiosity of each child no matter their demographic, encourages them to have respect for living organisms, and instil in pupils the importance of caring for the natural environment.

Our learning takes place both inside and outside the classroom and where appropriate, we engage with outside collaborators to enhance teaching and learning for our children. We explore a range of scientific areas including space, evolution, the natural world, electricity, light, materials and the human body. We make our lessons cross-curricular so children can use a variety of skills including Maths and English; that are integral to science.

Computing

Hughenden Primary School uses the Kapow Primary scheme of work to support our Computing Curriculum. Through this scheme of work, children are taught three main strands of the computing National Curriculum. These being 'Computer Science', 'Information Technology (IT) and 'Digital Literacy'.

To support the children in their computing education, they use a well-stocked variety of different devices including tablets, laptops and Chromebooks, providing the children with the opportunity to use and learn how each device works appropriately and safely. Along with this, we have great external support from our IT Specialists. Children are able to explore the fantastic world of computing with the expanding wealth of programmes and content online while having the appropriate security to ensure they are safe.

At Hughenden Primary School we feel it is vitally important, with technology constantly developing and becoming more readily accessible to everyone, that they receive all the tools necessary to use the internet appropriately and safely. This will include keeping their own personal information safe and private, how to interact with their friends and others online including what to do if they have any concerns about anything they may come across, being able to identify facts and opinions online along with other aspects to ensure they leave Hughenden Primary School with and strong understanding of how to be safe online.

How to you keep safe online?
"Report it immediately, tell my Mum or teacher, block or unfriend and tell an adult".

History

Our History curriculum aims to inspire pupils with a curiosity and fascination about the past and a sense of identity so children can make connections and develop an understanding of their place in time. Through our progressive, enquiry-based framework, children develop knowledge of significant people, events and civilisations from the past and an understanding of how they impacted on local, national and world history. Alongside developing their historical skills, pupils develop a strong sense of our locality and an interest in the past and how this has shaped the present day.

Which subjects to you enjoy most and why?
"History, because I get to learn about the past and learn from it".

Geography

Our Geography curriculum aims to inspire pupils with a curiosity and fascination about their local area and the world beyond that will remain with them throughout their lives. Through our progressive, enquiry-based framework, children develop location and place knowledge of their local area and wider world and an understanding of human and physical geography. Our fieldwork focus in every year group aims to provide and develop the children's practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, the ways in which they are interconnected and how they change over time.

Art

Hughenden Primary uses the Kapow Art and Design scheme of work which aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond. The Art and Design scheme of work supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Design & Technology

Hughenden Primary uses the Kapow Design and Technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Music

Our specialist Music Teacher provides a high-quality music education that provides all pupils with the opportunity to participate in a wide variety of musical opportunities. Pupils will leave our school with an appreciation of how music is composed and performed. At Hughenden Primary we foster a love for music. We encourage children to learn and share their musical talents throughout the year.

PE and Outdoor Learning

Each class has two timetabled sessions per week for PE and games. These sessions allow our children to develop physical skills, stamina, strength and suppleness. The school boasts a large school hall with gym apparatus. Whenever possible, PE takes place outdoors either on the playground or our large field. During the summer we include athletics sessions and tennis. Children in Year Three travel by coach to a local leisure centre for swimming lessons, with the aim that all children will be able to swim 25 metres and be confident in the water.

Our annual Sports Day is held during the summer term and our four houses compete with each other for the Sports Day Cup. EYFS, KS1 and KS2 have separate sports day events.

Outdoor learning forms part of the curriculum making good use of our conservation area within the school grounds.

I like this school because I can play football with my friends"

Religious Education

Hughenden Primary School is a non-denominational school. Our Religious Education (RE) curriculum is based on Kapow, inline with agreed syllabus. Religious Education is taught within the class setting and allows children time for reflection while developing personal values and a moral code.

In assemblies, we come together as a community to share, reflect and celebrate. Children learn about the major festivals associated with Christianity as well as those from other major religions. We seek to enhance the children's learning through experiences of visiting places of worship and by meeting people of different faiths. Parents and Guardians can withdraw their child from assemblies and Religious Education. Any parent wishing to do so should come and talk with the Headteacher or Class Teacher.

Sex and Relationships Education

Teaching aims to equip our children with skills and knowledge to become critical thinkers, have informed opinions and build an understanding of themselves and of the world. By developing these skills and attributes, children will be able to enhance their well-being and see value in each other and everybody in society.

Our scheme covers all the objectives set out in our RSE and PSHE curriculum to ensure a varied and consolidated curriculum. Teaching is broken down into five areas: citizenship; economic well-being; families and relationships; safety and the changing body and health and wellbeing. We promote structured discussions that encourage children to question, challenge and respect each other so they can take their place in modern Britain.

Parents and Guardians have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum science lessons. Any parent wishing to withdraw their children from Sex and Relationships Education are encouraged to discuss this with the Headteacher.

Languages

At Hughenden Primary School, we learn French. Class teachers use Language Angels to plan and deliver their language lesson once a week across the school in line with the National Curriculum requirements.

PSHE

At Hughenden Primary, we use Kapow Primary to deliver Personal Social and Health Education (PSHE) together with emotional literacy and social skills in a comprehensive scheme of learning.

PSHE (which includes the statutory Relationships and Health Education) enables pupils to develop the knowledge and skills necessary to manage their lives now and in the future. It aims to help pupils understand how they are developing personally and socially and covers many of the issues that are part of growing up. These skills and this knowledge help pupils to stay healthy and safe, and prepare them for life in modern Britain.

Pupils with Special Educational Needs

Hughenden welcomes children of all abilities and needs. The inclusion of all children is carefully planned, and additional support may be provided by the LEA to meet specific needs.

At Hughenden Primary all children are valued and entitled to an education appropriate to their stage of development. Provision is made for pupils of all abilities by adapting their learning to provide appropriate levels of difficulty and challenge. Pupils experiencing learning difficulties receive additional support from their teachers and teaching support staff, and these pupils work on individual programmes to achieve personalised targets.

Able pupils are challenged by tasks with a greater degree of complexity. Teachers have high expectations and our varied curriculum presents all pupils with new interests, knowledge, and opportunities.

Mental Health Support Team

We are delighted to be able to have the support of the MHST (Mental Health Support Team) run by Oxford NHS. This is an integral part of the services available for children and young people to protect, bolster and repair their self-esteem, emotional wellbeing and overall resilience. These are all vital factors for them as they progress through their primary years and on into secondary education, which we would all agree can be a rocky road, even with resilience.

The practitioners work hand in glove with school staff and each referral, with parental consent, is comprehensive because of the good working relationship between the MHST service, Parents and Guardians and school staff. This combination also gives Parents and Guardians confidence and the children a sense of continuity. Working collaboratively has ensured that the practitioners are part of our school team.

Lunchtime

Our school lunches are provided by The Kids Lunch Company. Meals are delivered daily from their kitchens in Stokenchurch and will be served by our staff on a daily basis. Alternatively, parents can provide a packed lunch instead.

"I like hot lunches because they make my tummy happy!"

Child Protection

The school is committed to protecting children from all forms of abuse and believes that the needs of the child are paramount. We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. All staff are trained in recognising signs of abuse and report any concerns to the Designated Child Protection Teacher who in this school is the Headteacher. Parents and Guardians also need to contact the Headteacher if they have any concerns about a child's safety. For further details, please see our policy and procedures document available on our web site at www.hughendenprimary.co.uk or come into school and request a copy.

The safety of all our children is our top priority. The school gates are kept locked while the school is in session. Access to the school is only available through the main Reception. All visitors to school MUST sign in on arrival.

What would you do if you were worried?
"I would put a note in our classroom worry box or talk to a teacher or my Parents and Guardians."

Our School Uniform

We are proud of how smart our pupils look and have high expectations with regards to school uniform. Our uniform can be purchased from Ultimate Incentives through the following link: https://www.hpsuniform.com. A full list of our school uniform can be found on our school website under the Parent tab.

Developing Responsibility

As the children mature through the school they take on increased positions of responsibility. In Year 6 we help to develop areas of responsibility and the children take an annual vote on who becomes our Head Boy and Head Girl, Deputy Head and House Captains. These are extremely prestigious roles and taken very seriously.

In year 5, a vote is taken to apply for the role of being a Junior Road Safety Officer (JRSO). Other responsibilities include the role of Librarian and House Captain.

Our Approach to Behaviour

At Hughenden, we believe in positive behaviour management and in pupils celebrating their successes. Our aim is to develop pupils who can reflect on their choices and ultimately start to regulate their own behaviour. We continue to monitor our behaviour mangements systems and processes for effectiveness.

Dojo points & house points:

Each week, some of our hard-working Year 6s total up the dojo points for each class and convert them into house points. They announce the winning house each week in assembly and colour in our House trees.

Class certificates:

Our class teachers give out maths certificates and another certificate which could be for any other subject, on a Friday in celebration assembly. This is a chance for the rest of the school to recognise their peers for displaying our values.

Promoting positive behaviour

Behaviour and Relationships Policy Summary

- Model positive behaviours and build relationships
- Recognise and celebrate positive behaviours
- Display and refer to our school values
- Plan lessons that engage, challenge and meet the needs of learners
- Provide a safe, positive and well-ordered classroom environment, with routines established.

During a crisis

- **Assess the situation**
- **Move others away, if appropriate**
- **De-escalating body language and script**
- **Complete a Reflection Time Record Sheet, when calm**
- **A member of SLT will offer immediate support, providing an opportunity to talk or to spend time out of class to process the incident**
- **Depending on the situation, follow Stage 3 or Stage 4.**
- **Discuss with a member of SLT.**

Stage 1: Low-level behaviours

E.g. Not being on task

- **Visual/verbal cue**
- **Describe/direct**
- **Rule reminder**
- **Limited choice**

Educational consequence, if necessary e.g. Work is completed at playtime with their class-teacher, practise the correct behaviour at playtime e.g. lining up/sitting.

Stage 2: Difficult behaviours

E.g. Taking others' property/Distracting others

- **After following Stage 1 process, the class-teacher:**
- **Restorative conversation**
- **Educational consequence,** e.g. Writing a letter to say sorry/ drawing a picture for the person you have upset
- **Identify the trigger for the incident and explore if adjustments can be made to practice in order to minimise the risk of future incidents**

Stage 3: Harmful behaviours consist of intentional:

Harm to self/others, damage to property, not following instructions, being rude or disrespectful

- **Reflection Time**
- **Protective consequence** e.g. limited access to outside space, gradually increased, resources withdrawn and gradually reintroduced,
- **Educational consequence e.g.** rehearsing the expected behaviour, assisting with repairs, being taught how to use resources safely
- **Adult to record the incident on CPOMS.**
- **Identify the trigger for the incident and explore adjustments**
- **The class-teacher must inform parents either by phone or in person. If appropriate, child should speak to the parent on the phone.**

Persistent negative behaviours:

E.g. A child has completed 3 Reflection Time Record Sheets within a week.

- **Roots and Fruits**
- **Behaviour Tracker**
- **Positive Intervention Plan**

Stage 4: Dangerous behaviours involving deliberate physical harm or using hurtful words about differences e.g. race.

- **The staff member must tell Mrs Mann or a member of SLT immediately (with children) or as soon as possible on the same day. Record on CPOMS.**

"We have the behaviour chart so if my partner makes a bad choice they can learn from it".

Lunchtime

If you choose to provide your child with a packed lunch, research suggests that a healthy lunchbox will improve a child's attention, behaviour and learning in the afternoon!

We are a nut free school. We do ask Parents and Guardians to consider the nutritional value of the food they include in packed lunches. Allergies seem to be on the increase and over the last five years we have always had at least one child with an allergy to nuts or some other type of food. To combat this, we educate the children about diversity and have a no swapping or sharing of food from lunch boxes rule in place.

'Fresh fruit and vegetables are always the best snack choice for your children – they contain vitamins and minerals, are a good source of fibre and count towards their 5 A Day. Plus, they're easy to eat on the go!'

https://www.nhs.uk/change4life/food-facts/healthier-snacks-for-kids/fruit-and-veg-snacks/

Our School Day

The gate will open at 8.40 am for pupils to go through to their classrooms. Registration closes at 8.50am. By entering the school this way, the school is secure which is always important when considering the health and safety of the pupils.

Break time is 15 minutes and staggered between key stages starting from 10.30 through to 11.15am
Lunchtime: EYFS: 11.45-12.15, KS1 12.00 to 12.30, Lower KS2 (Year 3-4) 12:15-12:45, Upper KS2 (Year 5-6) 12:40 – 1:00pm
School ends at 3:10pm for Foundation/KS1 and 3.20 pm for KS2

Children who arrive after 8.50am need to report to the school office to register. If a child is absent, please inform the school of the reason before 8.40am on the first day of absence by emailing attendance@hughendenprimary.co.uk.

At home time children will leave school either through the front door or side gate and meet their Parents and Guardians in the Courtyard at the front of school. Pupils from Year 5/6 can walk to and from school once a permission slip has been completed by a parent or guardian. Please refer to the school website under 'Parent/School Term Dates' and 'Calendar' to view all the inset days.

Holidays
Changes to the Education (Pupil Registration) (England) Regulations 2006 which became effective on the 1st September 2013 affected the authorisation of term-time holidays. No holidays will be authorised during term time. All requests for leave of absence must be made in writing to the Headteacher providing plenty of notice. National Standard Assessments are administered during the month of May. It is essential that holidays are avoided during this month.

"I like this school because teachers help me when I fall over"

Class Dojo
At Hughenden we understand that parental engagement is crucial to support children's development and work hard to foster positive relationships between our staff, children and their families. This year we have embedded a programme called Class Dojo which provides a platform for communication between teachers and Parents and Guardians. This allows Parents and Guardians to directly message with the class teacher to discuss any queries or concerns they may have. It also enables children to upload home learning and share their experiences away from the school setting.

Our Approach to Homework
We greatly value the help and support Parents and Guardians give their children. We know that a good partnership between home and school enables children to learn most effectively. We believe that homework allows Parents and Guardians to join in with the education of their children and use it regularly to reinforce classroom work, often by giving it an application in the real world. Homework tasks are designed to be as practical as possible to increase children's enthusiasm for the activity.

The amount of homework and type of task set increases as the children progress through the school. Reading at home is considered to be so crucial for children's development that it is set as homework across the school. Other homework includes learning spellings and times tables, with a formal homework task set. Activities Parents and Guardians can do to enhance learning are included in the homework policy on our website.

The Friends of Hughenden Primary School

The Friends of Hughenden Primary School provide much needed help and support raising vital funds. They organise a full calendar of fun and exciting fundraising events to get the children, families and local community involved and play a pivotal role in helping us purchase additional resources to enhances children's learning. The committee is always keen to welcome new people and fresh ideas. More information is available on our website. The children love their new play equipment!

Local Advisory Committee Members

Our school is led and managed by a team of Local Academy Committee members (LAC's) from various walks of life. They are there to ensure the school runs correctly and smoothly and their main concern is for the safety and education of the children. They make regular visits to see the school in action, ensure policies and practice are up to date, challenge decisions, set budgets, and are always ready to help in the day to day running of the school. Being a Parent Governor is both worthwhile and rewarding. It provides the opportunity to become involved with school decision making while working closely with a team of people who care about our school.

All Parents and Guardians are eligible to stand for election as a Parent Governor with full voting rights. The term of office is four years and Parents and Guardians may remain in office after their children have moved to their next school.

Our School Council/Eco Council

We are very proud of the work our School Council does. It exists to give the children a forum in which to discuss ways the school can be improved and enables us to obtain a child perspective on such issues as marking and homework. It also entails the careful spending of money raised through School Council initiatives on items the children want. In September two children from each year group are elected to the School Council following hustings and a secret ballot.

Our Eco Council works hard within the school and, on occasions, within the local community on sustainable projects to benefit the environment. They meet regularly to discuss eco-friendly and environmental issues that affect the school and suggest initiatives to address these.

Road Safety & School Crossing Patroller

We have a school crossing patroller on Valley Road every morning and afternoon during term-time ensuring older children who walk to school unaided, arrive safely.

School Travel Plans

The School Travel Plan (STP) is developed, maintained and monitored by the whole school community, to promote and facilitate sustainable travel for the school journey. The STP sets out practical initiatives (Walk to school week, walk to school month, Cycle week, Road safety week) and measures to encourage active, healthy, safe and sustainable travel as an alternative to single occupancy car use.

Hughenden Primary School promotes walking, scootering and cycling to school. All new Parents and Guardians are asked to sign Parents and Guardians Parking Promise as a part of considerate parking. The road safety lessons such as Footsteps - pedestrian skills training and Bikeability – cycle training for pupils, are incorporated in the school's curriculum.

Our school has achieved their Very Good Travel Plan Modeshift STARS Award (a national organisation for Sustainable Travel Accreditation and Recognition for Schools) for efforts to encourage pupils to travel to school in greener, healthier and safer ways which is something we can all be proud of. Our School Travel Plan is on our school website and our Junior Road Safety Officers play a pivotal part in supporting this. We are very keen for our children to develop a working understanding of road safety. To this end we offer each child the opportunity to receive Footsteps training. Children are given two ten-minute sessions with a trained helper raising their road safety awareness. Regular walking to school has raised the fitness level of our children and they arrive alert and ready to learn. Chatting to friends and escorts on the way makes this a valuable social occasion.

Bikeability is offered to children in selected year groups with the opportunity to cycle supervised on local roads and learn the Highway Code.

Our Educational Visits and Charging Policy
Children also learn virtually and we sign up to online resources to further support learning in the classroom and enhance the curriculum opportunities. Class Teachers will inform you of any visits as part of this.

Our Extended School

Wrap Around Care – Friends at Play
Our wrap around care provision is run by an external company; Friends at Play who offer a fun, and stimulating environment for your child to unwind after a day at school. This is an exciting opportunity for your children to enjoy a wide range of play, craft and leisure activities within a safe and secure environment.

Breakfast club opens from 7.30am, the children will be offered Breakfast consisting of a choice of cereal, along with toast with various toppings, yogurt and fruit. Once finished eating the children are free to play games and take part in art and craft activities, or just sit down and read a book. After School Club commences at 3:20pm and finishes at 6:00pm.

All their information and details of sessions prices and times along with the tab to book online can all be found on our school website under Parent/Wrap Around Care.

Our Extra Curricular Activities
There are various breakfast clubs before school and after school run by outside providers to extend and develop children's individual interests. The children enjoy these fun times and appreciate the opportunity to choose activities they are particularly interested in.

We run extra-curricular clubs throughout the year, which Parents and Guardians can pay for their children to attend including Football and Kickboxing. Details of these can be found on our Clubs Timetable which is on the school website under Parents Information and updated termly.

Our school field is used on Saturday mornings by Hughenden Valley Football Club. This is open to both boys and girls and is affiliated to the F.A. For further details, please contact the club directly.

And Finally
We hope you have enjoyed reading about our school and that the information in this prospectus has been helpful. Please do not hesitate to contact the school if you would like further details about any aspect of our school. Our website will provide you with a host of information; go to Key Information and Parents Information to read more. We trust that this will be the start of a positive relationship between your family and our school and we look forward to meeting you.

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