

WELCOME TO LYNCH HILL SCHOOL

GENERAL INFORMATION HANDBOOK

2017-18



'Learning Together'

Welcome to Lynch Hill School

Thank you for choosing Lynch Hill School for your child.

We believe in developing individuals as active, lifelong learners and to this end offer an exciting, challenging and caring environment within which children flourish both socially and academically. We hope that you too, find our school warm and welcoming.

We believe that children give of their best if they want to come to school and if they are fully supported by their families. For this reason we work in partnership with the families of our children to ensure that each individual receives the best education we can offer. The members of staff are here to help you and your child benefit from the education offered at this school. We set high standards and help children achieve them by giving them the very best of educational opportunities.

Our school encourages children to take responsibility for their work and for their attitude towards others. We teach them to respect the school, other people and their property, and that they are responsible for their actions.

We expect parents to support our approach and work with us to establish an orderly and secure school environment where children are encouraged to give of their best. We welcome parents into school to speak with teachers and to help in classrooms where possible. We very much appreciate parents' support and encourage parents and children alike to take a full and active role in supporting the school.

We look forward to a long and happy association with you.

Gillian Coffey OBE
Executive Headteacher

**THE KEY STAGE HANDBOOKS GIVE MORE DETAILED, DAY-TO-DAY
INFORMATION APPROPRIATE TO THE AGE GROUP, INCLUDING THE
CURRICULUM.**



'Learning Together'

developing individuals as active learners

We aim to develop children:

- As motivated individuals who strive for high academic achievement
- As responsible and caring members of the community
- As independent, life-long learners
- Who have high self esteem, respecting themselves, others and the world around them.

Lynch Hill is a **roaring success** because it promotes high achievement and learning for life through:

▲ - Achievement for all

Ⓡ - Rights respecting

Ⓞ - Opportunities

▲ - Aspiration

Ⓡ - Relationships

■ - Inclusion

Ⓝ - Never giving up

Ⓔ - Guidance

Ⓢ - Safety

Ⓤ - Unity

Ⓒ - Creativity

Ⓒ - Celebrating diversity

Ⓛ - Enjoyment

Ⓢ - Self belief

Ⓢ - Success!



We believe that each child will succeed at Lynch Hill because of the value we place upon:

◆ **Achievement**

Achievement for all – which means that failure is not an option. Achievement does not happen, however, without the commitment to hard work or the confidence to make the most of opportunities that present themselves. Valuing individuals means that we recognise the importance of the learning journey, the need for appropriate challenge and not giving up.

◆ **Aspiration**

Developing the whole child includes developing the positive attitudes of self belief, a work ethic and self-regulation- honesty and integrity

◆ **Respect**

Our strapline 'Learning Together' means we are inclusive of everyone. Respecting our rights also means acknowledging our responsibilities towards ourselves and others. We recognise that everyone makes a unique contribution to this school.

We demonstrate our commitment to working as a learning community by :

- Striving for continuous improvement in all that we do
- Working collaboratively towards common goals
- Achieving the Basic Skills Award and the School Games Gold Award for our commitment to sport
- Raising the aspirations of our learners and their families through our links with Children's University
- Fully embracing the UN Charter of the 'Rights of the Child' and celebrating pupil voice

Admissions

Pupils will be admitted to the school into the Reception year in September following their 4th birthday (i.e pupils must be four years old by 31st August), without reference to ability or aptitude. The admission number for any one year group is 120 and class size is limited to 30 per class.

Oversubscription criteria

Where applications for admission exceed the number of places available, the following criteria will be applied.

The law requires the school to admit pupils with a Statement of Special Educational Needs where a Local Authority has specifically named Lynch Hill School as the most appropriate placement. These applications will usually be agreed in advance of the main allocation process. Where they are a late application, the school can be required to admit even if the admission number has been reached.

If the school is oversubscribed, after the admission of pupils with a Statement of Special Educational Needs where the school is named in the Statement, priority for admission will be given to those children who meet the criteria set out below, in order:

1. Looked after children and previously looked after children.
A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.
Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).
2. Children of staff
 - a) where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
 - b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
3. Children who have a sibling attending the school. *'Sibling includes step siblings, foster siblings, adopted siblings and other children living permanently at the same address or siblings who are former pupils of the school'.*
4. Children who have strong medical or social grounds for admission for which supporting evidence, eg. a letter, is supplied from their doctor, health visitor or relevant professional.
5. All other children ranked according to the proximity of the applicant's home to the school measured from home to the school's main entrance using GPS software.

Tie Breaker : If Lynch Hill School does not have places for all the children in a particular category, random allocation will be used as a tie-break to decide who has highest priority for admission if the distance between two children's homes and the school is the same. This process will be independently verified.

Applications and offers

Entry Admissions : Applying for a place in Reception

There is one intake into Reception, in September, each year.

An application for a place at Lynch Hill School is made using the common application form (CAF). Admission to Reception is coordinated by Slough Borough Council.

Places are allocated on the basis of our determined admission arrangements only, and a decision to offer or refuse admission is made by the Admissions Committee established by the Governing Body.

In the normal admissions round, an offer of a place in Reception is sent by the local authority and the school does not contact parents until after these offers have been received.

The timeline for this process is set by the local authority. Applications received after the closing date will be deemed as late. These will be considered after those received by the due date, if places are available.

If places are not available, the application will be held on the school's waiting list. If a place becomes available it will be allocated on the basis of the oversubscription criteria.

Deferred entry to school

Parents can request that the date their child is admitted to school is deferred until later in the academic year or until the term in which the child reaches compulsory school age. Parents can request that their child takes up the place part-time until the child reaches compulsory school age.

In Year admissions

This applies to admissions in all other year groups and to Reception after the normal admissions round. Lynch Hill has 120 places per year group, year R to year 6. In-year places are offered to pupils on the waiting list according to the oversubscription criteria in the Admissions policy. They are not allocated according to time on the waiting list.

An application for an 'in year' admission is made using the school admission form and is accepted at any time through the year. Alternatively, an application via Slough Borough Council is equally acceptable. These applications are processed by the school.

Withdrawing an offer or a place

The school may withdraw an offer if it has been offered in error, a parent has not responded within a reasonable period of time, or it is established that the offer was obtained through a fraudulent or intentionally misleading application.

Where an offer is withdrawn on the basis of misleading information, the application will be considered afresh, and a right of appeal offered if an offer is refused.

Waiting Lists

The school maintains a clear, fair and objective waiting list. The list is ranked according to the published oversubscription criteria and this is done every time a child is added to the list. The waiting list is held for one academic year. The list is closed on 31st August and fresh applications are required for the new school year.

Priority is not given to children based on the date their application was received or their name was added to the list. Looked after children, previously looked after children, and those allocated a place at the school in accordance with a Fair Access Protocol take precedence over those on a waiting list.

Right to Appeal

In all cases, where a decision has been made to refuse a place at the school parents have the right of appeal. Appeals information is available from the school office and on the website. All appeals need to be made in writing to the Appeals Clerk and will be considered by an independent panel.

Admission to Nursery

Children are admitted in September following their 3rd birthday (i.e they are three before 1st September). Places are part time, either five mornings or five afternoons per week.

There are 60 places available in the morning and 60 in the afternoon. Places can only be offered to children within the limit for each session.

The school operates a waiting list for the Nursery. Applications for a Nursery place are accepted at any time throughout the year and from any age. Completed forms should be returned directly to the school office by March 1st prior to admission in September.

The child's birth certificate and proof of address must be seen by the school before the child starts Nursery.

Where applications for admission exceed the number of places available, the oversubscription criteria stated above will be applied:

Allocation of morning /afternoon places

There are 60 places available in the morning and 60 in the afternoon. Although we endeavour to take account of parents' wishes we cannot guarantee which session will be offered.

Morning places are generally more popular with parents than afternoon places. However, as children who attend Little Explorers have a full day at school, they have first priority over the morning places in Nursery (providing a deposit has been paid to secure their Little Explorers place). The remaining morning places are allocated to those requesting one according to time on the waiting list ie. first come basis.

Places are offered in writing and parents are invited to attend an induction meeting.

It is hoped that all children who begin school in the Nursery will continue into Reception and KS1 at Lynch Hill School. However, a separate application for a Reception place is required by February half-term of their year in Nursery.

Can the use of 'expected' be misconstrued/misinterpreted. It could imply preferential admission to Reception.

School Dress

A high standard of school dress reflects a good attitude to school and is really important in maintaining our high standards and good reputation. The Governors very much appreciate your support in ensuring that your child is dressed appropriately.

Clothing, Footwear and Equipment

PLEASE LABEL ALL CLOTHING AND PERSONAL EQUIPMENT

- **Yellow / gold polo T shirt**, not white please (no logos or pictures other than the school badge).
- **Mid grey school skirt/pinafore OR mid grey school trousers** (not black or dark grey please). Girls may wear trousers that are loose fitting and grey. Stretch boot flare trousers are not allowed in any year group
- Grey school sweatshirt or jumper/cardigan. Fleece jackets are not suitable for indoor wear.
- Sensible shoes with a low heel. The Governors would like children to wear **black school type shoes** if possible. Otherwise black trainers may be worn (all black with black soles). Boots of any kind are not permitted at school.
- Long hair for both boys and girls should be tied back with a plain band or clip.
- **Extreme haircuts including mohicans, significant variance in length between short and long sections, dyed hair, glitter and lines/patterns cut into the hair are not allowed and will result in your child being sent home.**
- Braided / plaited extensions should match the girl's natural hair colour. Highlights and contrasting colours are not permitted.
- A watch and one set of traditional stud earrings (one in each ear lobe) are the only jewellery which is permitted but are actively discouraged due to the high incidence of accidents involving jewellery. Brightly coloured earrings and novelty studs are not allowed.
- Keyrings should have the key and one tag only. Lanyard keyrings are not allowed
- Make-up, nail extensions and nail varnish are not allowed.
- Socks should be ankle or knee length and white, grey or black in colour.
- Tights must be dark – grey or black.

For Summer

- Mid-grey school type shorts (sweatshirt fabric or jersey material shorts are not acceptable).
- School dresses in yellow and white stripe or check, with a grey cardigan/ sweatshirt.
- Girls wishing to cover their legs may wear white leggings.

PE Kit

- A plain or school yellow T shirt, black shorts and a change of trainers for outdoor games.
- Black or grey tracksuit for outdoor games.
- A dark waterproof sports jacket is advisable for KS2 children, who are expected to participate in outdoor PE in all weathers.
- Swimming kit (yr3) – plain black or grey swimsuit / trunks, swimming hat and goggles.

Footwear

High-heeled shoes are unsafe in school and contravene Health & Safety Regulations. **Any platform or heeled shoes are not acceptable.**

Pupils must wear flat, safe, black shoes at all times. Children are also required to wear socks. We would like to clarify what the Governors consider to be suitable and safe footwear for school:

- Shoes should have heels no higher than 1.5 inches(4cm)
- Heels should be wide and flat
- Shoes and laces should be fastened securely. Loose, ill-fitting shoes such as pumps are dangerous for school.
- Boots are unacceptable around the school site.
- Heavy duty boots, particularly those with reinforced toes, are unacceptable
- Sling backs, plastic 'jelly' type shoes and clogs are not allowed
- Trainers should be completely black (including the laces) and properly tied.
- Shoes should have closed toes

The Governors and Executive Headteacher expect all children who attend Lynch Hill to wear school dress as indicated.

Uniform is closely monitored and pupils who arrive in school wearing clothes which are inappropriate may be given alternative items for the day or parents may be asked to take children home to change.

Teaching & Learning

This is the purpose of our school.

Our aims for all children are that they will:

- Respect the rights, views and property of others
- Develop a responsible and independent attitude to work
- Achieve at least their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness
- Achieve standards of working which meet the national expectations of the new National Curriculum according to their age and ability

We see teaching and learning as a cooperative process and welcome and encourage the involvement of parents. Excellence is celebrated and work of a high standard is displayed and promoted throughout the school. Sustained effort is also encouraged to enhance standards. Positive reinforcement and rewards are used continually to raise expectations.

The children's needs in relation to achieving high standards dictate all school policies.

Everything is done to maintain the quality of teaching and learning to ensure that children entering the school receive the best educational opportunities.

Regular ongoing assessment of children's needs, abilities and progress forms an essential part of this process. Teachers plan each child's learning in relation to this information so that their full potential can be reached.

Progression and continuity in learning is provided through:

- The subject leaders overseeing whole-school schemes of work for their subject emphasising a clear progression in learning and standards
- The staff who regularly communicate between classes, between year groups and Key Stage phases to ensure continuity of learning and consistency of practice

- Assessments undertaken regularly to monitor progress.
- Differentiation and personalisation which are crucial in ensuring that appropriate support and challenge is offered to each child that will maximise their progress and their motivation to learn
- The expectations and targets set for a child by the teacher

Standards

We have high expectations and strive to ensure that all of our pupils achieve well academically. With the abolishment of national curriculum levels, Lynch Hill made the decision to adopt the Rising Stars Assessment Programme. This programme clearly supports teachers and pupils, for it offers progression statements or 'ladders of progression' for each year group, enabling teachers to evaluate individual pupil progress and identify the next steps in learning for the child. Targets are set after a discussion between teacher and pupil and pupils are very much involved in the assessment and evaluation process throughout the year.

At the end of each academic year, pupil reports are completed and parents are able to see how their child is progressing when compared with national expectations and their cohort. This is reported to parents in the following terms:

- Well below age expected level.
- Below age expected level
- At age expected level.
- Exceeding age expected level.

Homework

Lynch Hill is committed to high standards of achievement for all pupils. It is therefore important that we encourage good learning habits from an early age as we know that those who do well in life have high self esteem, are well motivated and take responsibility for their own learning.

"Good schools and good teaching are crucial to pupil's learning and their achievements. Yet effective teaching is not enough. Success also relies on the homework and independent learning they do out of school hours". DfEE 1998

All children at Lynch Hill receive regular homework.

Social, Moral, Spiritual & Cultural Development (SMSC)

Lynch Hill School is committed to providing an education for its pupils that develops the whole child. The achievement of high standards is our focus but this will only be possible if the ethos of the school offers the opportunities for personal growth the children deserve.

SMSC is given a sufficient focus to allow pupils to explore their sense of self-worth, to understand their place in British society, have a strong sense of British values and to question and make reasoned and informed judgments about society and the wider world.

The school's vision statement states that our purpose is to 'develop individuals as active learners'. This is translated into our aims and values as detailed on page 2 of this brochure.

These permeate every aspect of the school and govern all decisions. This is reflected in the school's strap-line "Learning Together". The school's values in particular underpins the pupils' spiritual, moral, social and cultural development. At Lynch Hill these aspects are provided as an inter-related programme:

- The curriculum and its teaching provide the major vehicle for promoting personal development.
- A major part is also played by the relationships that are established in the school and the support and guidance provided.
- The responsibility of the class teacher for all or most of the curriculum facilitates a coherent approach to each child's personal and intellectual development.
- The approach is informed by links with parents and supported by the sense of a close community.
- The provision is for all pupils regardless of background.
- Pupils with SEN receive additional support and encouragement to take a full part in school activities and to accept and exercise responsibilities.

- Pupils are given opportunities to learn about and explore different values, beliefs and views and to develop and express their own opinions as global citizens
- A good example is set by the adults in school

The school fully embraces the Unicef Rights of the Child, with a strong focus on the language of human rights and respecting the rights of others

Spiritual development is provided through the curriculum and our teaching approaches reflect our clear values. These enable pupils to gain understanding through reflection on their own and other people's lives, beliefs and the environment. Thinking skills are developed from a young age and children are encouraged to consider their responses to questions and enquiries about their lives and the wider world.

Children are also taught the importance of a moral code. At Lynch Hill our values are reinforced through assemblies and the personal and social education programme in order to raise their awareness of their personal responsibility in creating a caring community and in working towards greater global understanding.

How is SMSC development provided at Lynch Hill?

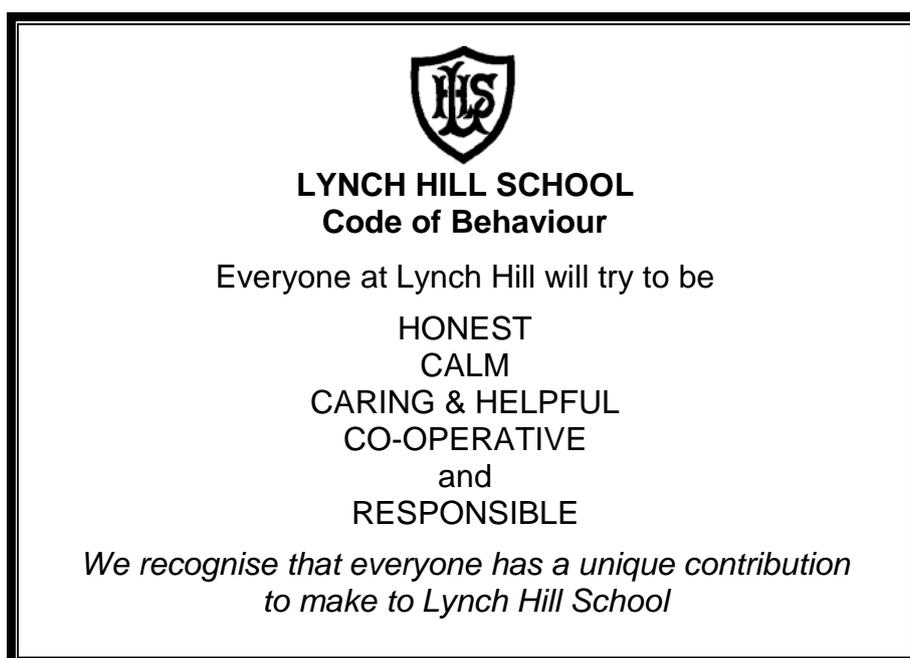
The school curriculum is broadly balanced to prepare the children for the opportunities, responsibilities and experiences that they can take forward as they grow up and enter adult life. In lessons, teachers take every opportunity to add to the breadth and depth of pupils' cultural and spiritual experience, and aim to bring the best out in every individual in school and beyond. Provision for SMSC development is a high priority, especially during topic lessons, where we explore different cultures, question morals and discuss the impact of them on society.

Some lessons particularly focus on developing children's SMSC. These include:

- Philosophy for Children (P4C)
- Personal, Social and Health Education (PSHE)
- Religious Education (RE), and Physical Education (PE)
- Drama, Art, Music and the IPC curriculum with a focus on Learning Goals

In these sessions, children enjoy their right to voice their opinion on matters that affect them and their community, and staff take their opinions seriously. Children have a right to be safe, and so we also learn about important issues that help to keep them protected.

A moral code is the basis for the school's Code of Conduct.



Collective Worship

Our daily act of collective worship emphasises positive relationships, the school's values and moral code, and is broadly Christian in nature. Parents have the right to withdraw their child from this activity.

At Lynch Hill we have a daily act of Collective Worship which has a mainly Christian emphasis although we also celebrate the main religious festivals and actively promote our cultural diversity. Our local Reverend is welcomed into the school to lead assemblies at different points in the school calendar. We focus on the school's values and use well-chosen stories as examples, alongside the UN charter of the Rights of the Child.

We aim to provide an opportunity for pupils to worship, to consider spiritual and moral issues and to explore their own beliefs. Collective Worship plays a particular part in the spiritual, moral, social and cultural development of the children.

Some of our collective worship takes place in the classroom as a Circle Time during which children are encouraged to participate and express their feelings and opinions whilst exploring further the theme of the week.

A "Thought for the Week" is displayed in each classroom and around the school and children use these quotes as the focus for some deep thinking and discussion during class circle times.

Behaviour and Pupil Welfare

The welfare of all pupils is our prime concern. Rules are kept to a minimum and are based on self discipline and respect for other people, for school buildings, equipment and resources. Behaviour that endangers self or others is not acceptable and we look to the support of all parents in maintaining high standards and a caring, learning community.

At Lynch Hill children learn to relate to others and take responsibility for their actions. Good relationships are seen as fundamental in forming positive pupil attitudes and the whole school community is encouraged to share in this process. In each class, staff and pupils work together to agree a class charter which highlights everyone's (pupils and staff) rights and how these rights will be respected by all members of the school community, in accordance with the UN Charter of the Rights of the Child.

We try to involve parents at the earliest stage with any concerns over behaviour or learning. The staff exercise the same kind of control over the pupils as that of a careful and reasonable parent. It is considered very important that teaching and learning takes place in a calm atmosphere.

Teachers have reward systems and continually emphasise and encourage responsible behaviour and positive attitudes to others and to work. Praise awards are given weekly to recognise individual achievements.

Expectations of Behaviour

It is essential that the children make the most of every opportunity to learn whilst in school. We have therefore set an absolute expectation that all children will behave in class, staying in their seat, listening to the teacher, working quietly, completing the work set and allowing other children to work uninterrupted.

We also expect children to show consideration and appropriate behaviour when moving around the building and when playing outside.

A positive attitude in school is essential if all children in the class are to be allowed to learn and we know that parents as well as teachers are keen for this to happen.

Managing Behaviour at Lynch Hill

Principles: Our intention is to encourage good manners and self-discipline in a secure environment. All staff set a positive role model to the pupils. Our school expects everyone to be courteous, trustworthy and responsible and the atmosphere to be calm, happy and work-orientated. All staff:

- praise acceptable behaviour actions and efforts regularly and consciously
 - notice and reward improved behaviour
 - use and emphasise positive reinforcements
 - actively teach children how to behave acceptably, setting targets for those who need them
 - promote rights, responsibilities and respect.
- Praise is used much more frequently than reprimand.
 - Children are encouraged to discuss and take responsibility for their actions. In an incident all parties involved share in this process e.g. in the case of a fight, everyone involved must share the blame and sanctions vary according to the level of involvement. This includes those on the sidelines who encourage the proceedings. In all instances owning-up or telling the truth is praised and rewarded where appropriate.
 - Whilst maintaining a positive approach to managing behaviour we operate a “zero tolerance” of disruptive behaviour in class especially, where it prevents teaching and learning taking place. Children who hinder the progress of lessons are removed to work with the Head of School or Deputy Headteacher.
 - Class charters are negotiated with each class in September detailing class expectations. A warning is given when any of these are persistently broken.

Encouraging Good Behaviour:

Children enjoy praise and encouragement at all times but all enjoy expressions of success. At Lynch Hill we give positive reinforcement of good behaviour high priority through:

- **Verbal praise:** We aim to ‘catch them being good’ and reward what we see, particularly those who find it difficult to behave acceptably
- **Liberal use of Bonus points and stickers** for immediate reinforcement of expectations
- **Credits:** This is a special reward system for Yr 6 children to encourage and reward a positive attitude in meeting challenging expectations. Yr 6 children receive credit stamps which can be collected and traded for goods in the credit cupboard.
- **A ‘Good Day Ticket’** is awarded for a good day - that is when no concerns have been raised over work, homework, behaviour in class and in the playground, or attitude towards all staff and peers during the day. These are stamped in their homework diary (so no diary, no ticket!). Awards are given for the number collected.
- **Weekly awards** are presented in assembly each week:
 - Praise awards to reinforce good attitude and particular effort during the week
 - Headteacher’s Award per class for achievement throughout the week
 - KS1 Class Award for attendance
- **Class Book of Achievement:** record of individual successes in and out of school
- **Gold Book of Achievement:** on display in the entrance hall containing the roll of honour for awards and any good news we wish to share publicly
- **Good Day Ticket Awards:** 20 for bronze, 40 for silver, 60 for gold per term. Badges, and certificates are awarded in assembly. Names are displayed on the roll of honour and in a newsletter to parents at the end of term.
- **Personal Development Awards** (levels 1, 2, 3 and 4): These awards are for Yr5 and 6 and cover aspects such as behaviour, attendance, leadership and learning. Children are set personal targets within each aspect by their teacher.
- **Special awards** are also given at the end of term to recognise full attendance, special achievements e.g. in spelling tests, and significant achievement during the term.
- **Sports Council / Peer Mentors / Prefects:** Yr 6 children who demonstrate a responsible attitude are entrusted with certain whole school responsibilities.

- **Prize Day:** This is an annual end-of-year event when those who have earned a Gold Award each term in the year receive further recognition alongside other awards for full attendance, personal development and academic success. Prize winners' photographs are displayed in the area outside each hall.
- **KIDZONE:** This is a session of free activities given as a reward to those children who have behaved well, each week, on Friday.

Dealing with Unacceptable Behaviour

The order of consequences for unacceptable behaviour are:

- A quiet verbal warning or moving the child within the room.
- A verbal warning that if the misbehaviour continues the child will lose KidZone time or be removed from class. We operate a policy of 'zero tolerance' of disruptive behaviour in lessons. This must be reinforced with prompt action.
- Loss of KidZone time can be earned back if appropriate
- Removal of the child to work out of class with the Head of School or Deputy Headteachers. The child may receive a FORMAL warning to be recorded by the class teacher and the child may be required to stay to detention that evening.
- Loss of Kidzone time is given for misbehaviour in class including persistent talking, wandering around class, etc. This loss of time may be earned back with good behaviour the next day.
- FORMAL warnings are given for misbehaviour only and are recorded by the teacher in class. These are given for: severe disruption of lessons, swearing, fighting inside school, rudeness, arguing with staff and refusal to cooperate.
- The child has 3 chances: three warnings mean that the matter is then referred to a Senior member of staff who will then speak with the child and investigate the situation with all the parties involved. At every stage we encourage the child to take responsibility for their actions and recognise that they have choices in how they respond to situations. In all instances owning-up or telling the truth is praised and rewarded where appropriate. If necessary, a 'yellow letter' is then sent to the parents to inform them of the situation. These are numbered and may count towards exclusion.
- We view each week as a fresh start for everyone. We like to put the events of the previous week aside and allow everyone a chance to prove that they have taken responsibility for their actions and can rise to expectations.

BULLYING is unacceptable and will not be tolerated at Lynch Hill. The school has a specific policy for dealing with bullying incidents. Members of staff respond to signs of bullying and act promptly and firmly against it. We recognise that bullying can make a child's life unhappy and can hinder general progress. Children who bully others will be dealt with through the Behaviour policy and serious incidents are cause for immediate exclusion.

Sanctions

- **Break time detention:** (in the school hall) is used for children who either do not complete the work set in the lesson or fail to return homework or misbehave in assembly.
- **After school detention:** is used for persistent work related issues particularly non-completion of homework. Children will be expected to stay for 1hr after school and at least 24hrs notice will be given to parents. Parents' permission is not required as the school has the right to detain pupils for this purpose.
- **Unacceptable behaviour in the playground.**
Lunchtime incidents are dealt with using the Lunchtime warning system which may lead to exclusion for the lunchtime period. Break time incidents lead to detention at playtime.
- **Children removed from class for disruption of lessons** will work elsewhere in the school - with a senior member of staff or in another part of the school. The child will be expected to stay to detention that evening and parents will be informed.
- **Continued misbehaviour resulting in a series of yellow letters to parents.** The Executive Headteacher will invite the parents into school to discuss their child's behaviour and ways it can be addressed. Other professionals may be involved in this discussion to offer support and advice. The child may be excluded from their class for a day to work in isolation and privileges withdrawn.

- Parents may be requested to visit the school on a regular basis to review their child's behaviour.
- Dealing with challenging and disruptive behaviour is a shared responsibility between home and school and a strong, supportive partnership is the best means of tackling the problem.
- In some circumstances it may be necessary to exclude a child temporarily from school. This may result from persistent misbehaviour which has prompted a number of 'yellow letters' sent to parents (usually four within 2 calendar months) or from a significant one-off incident. This will be followed by a full case conference to discuss the issues relating to the misbehaviour and to plan a positive way forward.
- The ultimate sanction is permanent exclusion from the school.

All these actions are taken in the best interests of everyone at Lynch Hill. It is our intention that all children should be able to enjoy their time at school and receive the best possible education. This is only possible if everyone - staff, pupils and parents - is cooperative, calm and respectful of others.

A fundamental part of children's wellbeing is ensuring the physical and emotional safety of children both inside and outside of school. For this reason, at Lynch Hill, we work closely with the local Early Help Team and Slough Children's Services Trust. For more information on our safeguarding practice and procedures, please see our policies.

Health & Safety

Pupil Responsibilities

The school's Health & Safety policy states that pupils are expected to:

- exercise personal responsibility for safety of themselves and others;
- observe standards of dress consistent with safety and hygiene (this precludes unsuitable footwear, knives and other items considered dangerous);
- observe the safety rules of the school and in particular the instructions of staff given in an emergency;
- use and not wilfully misuse, neglect or interfere with things provided for safety.

Specifically this means Health & Safety is everyone's responsibility

Pupils should:

- Move carefully and quietly about the school
- Listen to and follow the instructions of any member of staff
- Not bring any dangerous or valuable items to school
- Use an appropriate volume of voice
- Anything dangerous or valuable found or acquired should be handed to a member of staff, whatever the reason for them being in school
- Medicines of any kind should not be in a child's possession
- Climbing is forbidden - over stair rails, onto roofs, on desks
- Lifting and moving heavy objects should only be undertaken with adult supervision - there should be at least two people to lift each item using a straight back and bending from knees
- Carrying of chairs should be in front of the body, at waist height with chair legs pointing downwards
- Should not undertake any PE activity in hall without supervision
- Should not be in a classroom unsupervised
- Should not be on school premises before 8.30am or after 3.15pm without parent and school permission
- If attending a club or out of school activity, have a signed permission slip. It is the child's responsibility to attend if the parent is expecting them to do so and must not leave school until the designated time
- Wear appropriate clothing to school. School uniform is essential. Long hair tied back, no jewellery is preferred, otherwise only stud earrings and /or watches. Wear safe shoes e.g. trainers, low flat heels, no sling backs, no boots or heavy reinforced shoes. Shoes should be fastened properly.

- Wear appropriate clothes for the activity. PE kit for all PE/Games; also bring a change of shoes. For outdoor activities/visits, tracksuit bottoms may be worn. A coat is needed in winter months and periods of poor weather.
- Use classroom equipment properly as directed, especially sharp/dangerous items
- Not use the adventure playground unless supervised by an adult and never use before or after school
- Not deliberately damage school property or vandalise the building which may cause a health and safety problem for others

Citizenship and our School Council

It is our aim to develop pupils as responsible citizens of the future. We actively teach aspects of citizenship through the PSE curriculum and through the moral themes taken for assemblies. We also provide opportunities to children to practise these skills through a variety of roles as they move through the school. Year 6 children become Prefects, undertaking significant roles around the school which ensure a smooth day-to-day operation. All children are encouraged to deal with people with respect and to deal with conflict appropriately. Prefects and staff role model these values for everyone else to see.

We also recognise the value of the pupil voice and the positive contribution children can make to their school. We hold annual elections by secret ballot for a class representative across KS2 for the School Council which meets regularly to discuss issues that affect pupils and their contribution to our continuous improvement. Pupils in KS1 are nominated by the Class Teacher. They feed back to their class and engage them in discussions about the school.

School Council

Children are encouraged to become effective citizens by taking responsibility for themselves and their environment during their time at Lynch Hill. One means of doing this is to encourage their participation in organising the school and addressing issues of concern. Each class elects a representative for the School Council who take forward pupil views and discuss ways forward with staff and governors.

Peer Mentors

Year 6 children are able to apply to become a peer-mentor. Their key responsibilities are to support younger pupils (usually within Key Stage 2), who find aspects of break time difficult. The pupils undergo a series of training sessions before working alongside their mentee.

Sports' Council

In an attempt to promote healthier lifestyle choices, we have an active Sports' Council, which is made up of Year 6 pupils. The pupils work collaboratively to fundraise, lead playtime and lunchtime activities and encourage others to participate in sport. Members of the council also learn to recognise how sport can help them achieve their academic goals.

Eco Council

Children volunteer to work on the Eco Council. They work alongside a team of staff to address areas where changes can be made to help the school become more environmentally friendly, including promoting recycling and energy conservation.

Class Charters

At the start of each new academic year, pupils and staff in each individual class agree on a set of rights and behaviours that they will respect. The Class Charter is displayed clearly in the classroom, stating the right and the behaviours expected in order to respect each right. All pupils and staff sign the Class Charter.

Playground and Corridor Behaviour

Where possible we always try to achieve acceptable standards through negotiation. As a result of discussions with pupils in school the School Council, each year, review the code of

behaviour for the playground and for when moving around the building Everyone will then sign up to this at the start of the year. These charters will be regularly discussed in class.

Playground Charter

We believe that our playground should be a safe, attractive and stimulating place for children to be and that everybody has the right to play safely and happily. Our Playground Charter is a joint agreement of Pupil Voice and the staff. We respect our playground charter as it supports the United Nations Conventions on the Right of the Child (UNCRC).

The right to relax and play - article 31

1. Complete work during lesson time, so you can enjoy playtime
2. Play kindly and fairly
3. Encourage other children who have no one to play with to join you
4. Peer mentors are there to support children who are lonely

The right to stay safe and be protected from violence - Article 19 & 24

1. Use kind words
2. SAY NO to bullying
3. Use playground equipment appropriately
4. Play safely and not violently
5. Respect the lunchtime staff
6. Respect other children's space
7. Avoid play fights
8. Take turns when playing

The right to play and be a part of a group - Article 15

1. Respect all members of the group
2. Include everyone and welcome shy children
3. Respect each other
4. Allow your friends to choose other friends too
5. Don't leave anyone out
6. Respect other people's religion, and country

The right to have a say in how play times should be run - Article 12

1. Respecting the prefects, peer mentors and sports councillors
2. Adhering to the playground charter
3. Listen to each other's opinions
4. Respect adults that help sort out disagreements

Corridor Charter

In addition to the Playground behaviour, we believe the corridor should also be a safe place for children. Corridors are the spaces for informal learning, to display work, to meet, to transit between lessons and to reflect. In order to maintain a smoother transition between lessons and break times, the School Council members have agreed to a Corridor Charter.

You have the right to be protected from getting hurt – Article 19

1. Walk in a single file
2. Leave coats and bags in your lockers or on pegs
3. Be kind and be cautious of people around you

Your education should help you to respect other people – Article 29

1. Prefects are there for you, respect and listen to them
2. Treat other people as you would want to be treated

All adults should do what is best for you – Article 3

1. Listen to adults when they advise you

Pupil voice is also developed by encouraging children to join a number of other councils, including:

School Travel Plan

We have a School Travel Plan which has targets to promote sustainable travel to school and reduce car usage where ever possible. Parents are asked to please encourage their child to walk or cycle to school whenever it is possible to do so. Even parking some distance away from the school and walking in encourages children to exercise and be healthy.

Voluntary one-way system

At school opening and closing times, a voluntary one-way system will be in place along Garrard Road. This is in an East to West direction – enter at Calbrooke Road, and exit at Lynch Hill Lane. Please adhere to the one-way system.

The one-way system will operate between: 7:45pm-9am and 2:30pm- 4:30pm

Attendance

We place great emphasis on attendance as it is crucial to effective learning and the continuity of a child's learning experiences. We believe that children can only learn effectively if they attend school regularly. Children should never be absent from school without a good reason. All absences should be covered by a note, a telephone call or an e-mail from the parent. Most absences can then be authorised.

The school particularly aims to address the issue of 'condoned truancy' in which parents support a young child's non-attendance at school by offering excuses covered by a written note. Positive reinforcements are used as an incentive for children to attend regularly and we actively encourage parents to feel positively about the school.

A parent may request Special Leave of Absence for their child of up to 10 school days in their time at primary school. This must be requested in advance and authorised by the Executive Headteacher using the appropriate form from the school office. This is NOT an entitlement and the school actively discourages extended absences from school other than for genuine illness. These absences will not be authorised unless there are extenuating circumstances. Our Attendance Officer monitors attendance regularly and fixed penalty fines are given to parents of children who do not attend regularly enough. Their information leaflet is attached at the back of this booklet.

Lynch Hill regularly reports to parents during the school year on their child's rate of attendance. We aim to achieve a whole school attendance rate in line with the national average which currently stands at 95%. Attendance below 90% is unacceptable and we closely monitor such situations. Our annual attendance figures are monitored by the DfE and OFSTED and published along with rates of authorised and unauthorised absences. Our Family Support Worker works with families to monitor and improve attendance at every stage.

Absences

Children should never be absent from school without good reason. Please notify the teacher in advance about visits to the dentist, doctor, speech therapist etc. but these should only result in absence for part of the day and children should still get their registration marks if present at registration.

If your child is ill please telephone the school, send a written message or email. When your child returns please send a **dated** note stating your child's name, class and the medical problem. Children who leave during the day must sign out and must be collected from the school office by an adult.

There should be a good reason for a child's absence. We have to report absence which is not for an acceptable reason to Slough and the DfE. Going shopping, visiting relatives, absences

due to the illness of a parent or for trips taken on a school day are unacceptable reasons and are unauthorised - even if covered by a note.

Regular attendance at school is essential for children to make good progress and to achieve high standards.

Holidays during Term Time

Holidays during term time are not acceptable due to the disruption it causes in learning, for both the child and their class. The Authorities all agree that time out of school is detrimental to a child's progress and a "holiday" in no way compensates for lost schooling.

Therefore, holidays will not be authorised. However, in exceptional circumstances an application for 'Special leave of absence' may be considered.

End of term

The last day of each half term school finishes **at 1.30pm** for all pupils.

The School Day

The doors open at 8.35am and children may enter at that time. Children are expected to be in class, or in assembly as appropriate, at 8.50am ready to start promptly. Punctuality is monitored and persistent lateness is followed up, particularly in KS2. Lessons finish at 3.00pm. Staff may retain the class for up to 10 mins if there is a need to address an important issue of the day.

Children should arrive punctually, as lateness can be upsetting for children, disruptive for the class and a bad habit to acquire for later life. However, children should not arrive too early before the school day. The school does not accept responsibility for their welfare before 8.30am (unless attending Breakfast Club or morning sports clubs) and after 3.15pm (unless registered to attend a club after school).

Additional Support

Learning Support

Lynch Hill School is a fully inclusive school and is committed to supporting the full range of special educational needs – learning difficulties, both high and low ability and physical, medical or emotional need. We believe that our commitment to the resourcing and teacher expertise that is made available to support such children benefits all children in the school. We consider this to be very much a strength of the school.

Staff continually monitor children with special educational needs. We have named teachers who are responsible for ensuring that these needs are met by careful day to day management of the curriculum and we work closely with the Educational Psychologist, Social Services, the Health Service and parents.

The work of the Learning Support Department is supported through appropriate resources. Support is provided for these pupils within mainstream classes and through withdrawal groups, as agreed by all parties in the development of each child's Individual Education Plan (IEP).

The school fulfils the requirements of the new Special Needs Code of Practice and welcomes the closer relationship it brings between support agencies, parents and the school in meeting each child's individual needs.

Pupils with disabilities are also welcomed to the school and fully integrated wherever possible. Every effort is made to ensure that such a child is not discriminated against through the admissions policy.

Pupil Premium

This is extra funding given to the school to ensure all pupils make good progress regardless of need or background. This funding ensures that intervention programmes are available to all

children at Lynch Hill who need additional support or challenge. Consequently, the gap between the highest and lowest performing pupils is very small at this school.

More Able Pupil Support

We recognise the talents and abilities in our most able pupils. Where possible children receive additional opportunities to develop their skills in a variety of challenges / activities. We also keep a "More Able Pupil Register"; parents of KS2 pupils are invited to nominate their children to be considered as 'more able' during the Autumn term.

Support for children whose first language is not English

We also provide support for children and their families whose English is not proficient. A dedicated team of support staff help induct these children and provide ongoing support with their learning so that they make good progress in school. This team also liaise with parents and in the interests of community cohesion welcome them into the school.

School Meals

Our school meal menus follow the recommended guidelines and offer a range of healthy, well balanced meals. The menus follow a 3-week rota which is published each week in advance on the newsletter. Children who stay in school at lunchtime can buy a set school meal for £2.40 at the Cafeteria which operates in the school dining hall (a weekly menu is sent home on the Newsletter). Children buying school meals pay daily and are responsible for the safe keeping of their own money. We strongly advise that money is kept on the child in a money belt or purse. Money should not be left in desk trays or in the cloakrooms. Lunch cards may be purchased from the canteen for £45.60 which entitles the child to 20 meals. You can also purchase a weekly (5 meal) lunch card from the office (on a Friday afternoon or Monday morning) at a cost of £12.00.

Free meals are available for the children of parents/guardians who are receiving Family Income Supplement or income based Job Seekers Allowance. Application forms are available from the school and **must be renewed each term**. Children entitled to a free meal are served in the school cafeteria system in a tactful manner.

Arrangements are made for children who bring a packed lunch to use the canteen. Glass containers and canned drinks should not be brought into school. **We are a 'NUT AND SEED FREE SCHOOL'**, therefore any foods containing nuts/seeds or nut/seed products are **not allowed** in school. Sweets and chocolate bars should not be included in their packed lunch.

Parents who wish their children to go home for lunch should inform the school in writing and ensure that their child does not return to school more than 5 minutes before the start of their afternoon session.

Pupils are expected to be well behaved and responsible at lunchtime. In the event of continued misbehaviour children will be excluded from the school at lunchtime.

Healthy eating / Packed lunches

As lunch time is an essential part of the school day, our Canteen supplies a healthy menu each week. If a child brings a packed lunch from home, we would request that it is a healthy meal including sandwich / wrap / sausage roll or other similar snack, drink and fruit. Chocolate bars should be avoided.

Break time snack service

Toast, crumpets and fruit are available for the children to buy in the canteen during the morning break.

Sweets and Drinks

Sweets, bubble gum and chewing gum should not be brought to school. Chocolate is only acceptable as a biscuit in a packed lunch box.

Drinking water is freely available from fountains within the building. Children are encouraged to drink water throughout the day to improve their capability to learn. Sports water bottles have been provided by the school for all pupils to use in class.

Medical Matters

Accidents

Minor accidents are dealt with at school but parents will be contacted if we have any serious concerns relating to a child. There is always trained First Aiders on the premises during school hours. A slip is sent home to inform parents when their child has received first aid in school.

Medicines

Medicines and tablets, even non-prescription items, should not be brought to school. The school is unable to administer medicines to children although parents are welcome to attend during the school day to administer doses. Arrangements for long term conditions e.g. diabetes need to be agreed with Mrs Coffey.

Asthma

Inhalers are kept in the classroom medicine cabinet and are freely available as required. Pupils who use inhalers should take them with them every time they are off site including swimming and trips. Parents need to complete a School Asthma register and update it regularly (at least annually) to ensure that the best possible treatment is given.

Lost Property

The school does not accept responsibility for property, clothes or money brought to school by the children which is why we urge parents to name all items and to restrict those brought into school. Valuables, including mobile phones, personal stereos and electronic games, cameras and toys are not needed in school and should not be brought to school.

Unsuitable items (such as valuables, large amounts of money, magazines, photos and unnecessary toys) will be confiscated and a time arranged for collection. On occasions, it is also necessary to ban the latest trend in toys, games or collectable items when they begin to cause difficulties in school.

All items of clothing should be clearly named. There is a system for lost property and children are advised as to where they can recover their lost goods. Any named items will be returned if at all possible and we would appreciate that any items of school property found at home are returned promptly. Year 6 children can hire a locker in which to store their things securely.

Home-School Contract

The school cannot improve children's behaviour alone. Teachers need the support of parents. When teachers and parents work together, they can make a real difference to their child's behaviour.

A Home School contract is a way of ensuring that this happens. It is a written agreement, provided by the school, which sets out how children will behave, what the school will do to help and how the parents can help. The parents and their child are asked to agree to this contract in the interests of all children and sign it, along with the Executive Headteacher and Head of School, each year.

Home School contracts are a good way of reminding everyone that improving children's behaviour is everyone's responsibility.

Would you please sign the contract enclosed at the back of this book and return it to your child's teacher.

Contact between home and school

The partnership between home and school is extremely important to the education of your child. Lynch Hill believes that a child learns best when supported by its family and wider community. As a school we are committed to establishing and maintaining a productive partnership in which the contribution of the home is valued.

Parents can support their child in a variety of ways:

- See that their child comes to school regularly, on time and with everything they need
- Let the school know about concerns or problems which might affect their child's work or behaviour
- Support them with reading, tables and spellings homework or any other learning activity
- Attend parents' evenings and discussions about their child's progress
- Return the yellow Parent-Partnership target cards promptly to school after discussing them with your child
- Encourage their child to join in extra-curricular activities which interest them
- Support school policies, rules and the code of behaviour
- Convey support for the school, respecting the building, the staff and the environment and behaving appropriately whilst on the premises
- Sign and return the Home-School Contract in order to demonstrate the partnership between school, parent and child in the education process.

The school also undertakes a range of strategies to promote good communication:

- Induction meetings, home visits and booklets for parents of Nursery children prior to admission
- A translation service to make school information available in locally used languages
- Hold Open evenings / afternoons when parents are welcome to come and look around the school
- Hold meetings for parents to meet their child's teacher for the new school year and discuss expectations and the curriculum
- Provide homework diaries to communicate the expectations and timetable for work out of school
- Encourage parents to work alongside teachers
- Send regular newsletters and reminders about dates and events
- Organise displays for parents and invite them to class assemblies
- Hold parent interview evenings twice a year
- Provide information on their child's targets and progress each term and a written end of year report
- Use home/school books where careful monitoring of a situation is required
- See parents whenever necessary at the end of the school day or make contact by telephone

Communication

We aim to notify you of school events by use of letters, which we send home with the children. Copies of all letters and newsletters are stored on the school website (www.lynychillschool.co.uk), as well as other policies and useful information, including children's work and year group information.

To make communication more effective between school and yourself, we make use of a text system. Please ensure that your mobile number is up to date and notify us of any changes. We are also happy to receive emails – the office address is office@lhspa.org.uk, alternatively class teachers can be contacted using their school emails (initial.surname@lhspa.org.uk), eg. l.tomlinson@lhspa.org.uk. Teachers will respond to emails in a formal manner.

Home Contact Numbers

Please inform the school immediately if there is any change to your home address or contact telephone numbers and email address. **It is important that these contact details are correct should any emergency arise.**

Complaints procedure

The school has procedures for dealing with complaints either about general matters or the curriculum including special educational needs. Complaints should be directed to the Executive Headteacher in the first instance. Copies of these procedures are available from the office.

Charging and Remission Policy

The school reserves the right to charge in any circumstances permissible under the 1988 Education Reform Act.

However no child will be disadvantaged or debarred from taking part in an activity on their ability to pay. The school has a policy of supporting any family who is unable to make the requested contributions towards any activity taking place during school hours. In the first instance this should be discussed with the Executive Headteacher but each case will be judged on its merits and the decision rests with the Governing Body who will make an award appropriate to the circumstances.

Sex and Drug Education

Education in respect of sexual matters and substance abuse is given in appropriate contexts and at suitable times in the child's education. Copies of these policies are available from the school office. Parents have the right to withdraw their child from sex education lessons except where it is being taught as part of the Science curriculum. Parents will be notified in advance of such matters being taught.

PREVENT

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of Lynch Hill's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The statutory guidance for all schools makes it clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. We take our duty seriously and have clear procedures in place for protecting children at risk.

Healthy School

Lynch Hill is a Healthy School and ensures the health of its staff and pupils in all it does. We therefore actively teach the children about healthy lifestyles and encourage them to make informed healthy choices. Drinking water is freely available throughout the day, healthy meals and fruit are provided and children are taught the importance of exercise and a well balanced diet in maintaining their health & fitness.

As part of our commitment to healthy living and to keeping everyone safe, it must be noted that Lynch Hill is a no-smoking site and this includes the smoking of e-cigarettes.

School Closures

In extreme circumstances it may be necessary to close the school early or for the day. This decision will be made in the light of the information available at the time and will be taken in the best interests of the school as a whole.

We always aim to give as much notice as possible to parents, however, in the case of an emergency closure e.g. heating breakdown, this is not always possible. Information will be circulated by text and will be displayed on the website.

Extended School provision

Breakfast Club

A breakfast service is provided for children from 8.00am in the school dining room where children are served toast, cereals and drinks. There is a charge for Breakfast Club. Early morning clubs run in conjunction with the breakfast service or children may use the time to complete homework.

Child Care

After School Club (which is now called Fun Zone) provides care for children aged 4 – 11 Monday to Friday from 3.20 – 5.15pm.

Extended Nursery (now referred to as Little Explorers) caters for nursery aged children each morning from 8.30am – 12.30pm. Enquiries about fees and applications for places should be made through the school office.

The end times for these sessions needs to be adhered to. Late collection of a child could result in a late payment fine.

It is also very important to keep the school informed of any changes to the adult collecting a child from any After School Clubs and the child needs to be familiar with the adult collecting them.

Late Pick up

When school finishes, it is expected that our younger children are collected and our older pupils, those in KS2 are either collected or make their own way home.

Those children who are not collected by their responsible adult on time at 3.10pm are taken by staff to the 'Late Pick-up Area', located in the Year 2 block. Children who are not collected on time, obviously have to be looked after by staff as we need to ensure that they are safe. This is a cost to the school which cannot be sustained and parents who regularly fail to collect their child on time, will be charged for child care at a rate of £10.00 per hour or part thereof.

Children's University

Lynch Hill School is affiliated to a national scheme called 'The Children's University'. Clubs at our school are validated to ensure they provide good quality and a range of activities. Children can receive national awards depending on the amount of time spent in clubs. Therefore, a variety of extra-curricular clubs will be held before and after school for which a nominal fee will be charged for each club after school.

Activities will be on a rota and details given in the termly club letter and website. (Hours will be logged, the totals are cumulative and children can graduate throughout their time in KS2).

Graduation for KS2 pupils takes place each summer in a wonderful ceremony enjoyed by pupils, staff and parents. As so many children accumulate hours, those graduating at Bronze and Silver Award level have separate ceremonies from the higher level awards but these all take place during the last week of the Summer term.

Parenting Support

The school is willing to help families wherever possible to access the help they need. Parenting support is available through the school and contact with other services in Slough can be made.

The school works in a cluster with other schools across the west of Slough to coordinate services and provision. We aim to provide courses for adults, based on parenting skills, life skills or study support from time to time – these are advertised at the appropriate time. The cluster also shares information of children's clubs held at other venues, which we also share with you as the information becomes available.

Disabled Facilities

Designated Disabled parking is provided in the car park. Disabled facilities - toilets and access - are available around the school. The school makes every effort to support any person with specific needs.

CCTV Cameras in School

Lynch Hill used CCTV in and around the school for:

- prevention, investigation and detection of crime;
- safeguarding public, pupil and staff safety;
- safe movement of persons through a designated area, eg. corridors
- monitoring the security of the site.

Cameras are located in those areas where the school has identified a need and where other solutions are ineffective.

- KS2 corridor and back doors
- Dining hall
- Main entrance, lobby and Yr6 link-way door
- Main gate
- Microphones are only installed with the portable systems used for the professional development of staff and only record when there is a need, and at agreed times. Cameras are not situated in areas where there is a heightened expectation of privacy, e.g. changing rooms or toilets. The school does not use the CCTV system for covert monitoring.