



**To give each and
everyone a chance**

'learning never stops'

'being me, being safe, being happy'

What do you want for your child/children?

What is important to you?

Safeguarding staff members of Herrick Primary School

Designated Safeguarding Lead



Arzu Aydin

Deputy Safeguarding Lead



Umesh Patel

Deputy Safeguarding Lead



Steve Punchard

Deputy Safeguarding Lead



Shani Kaur

Governor Safeguarding Lead



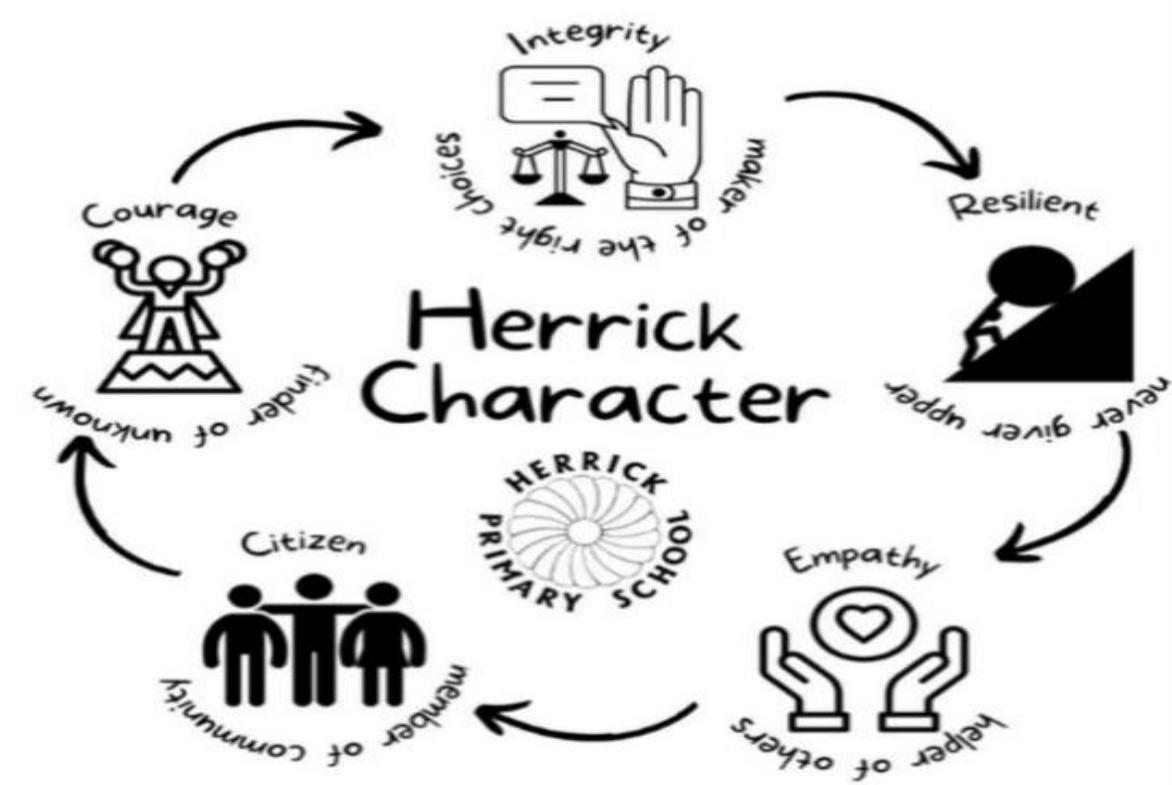
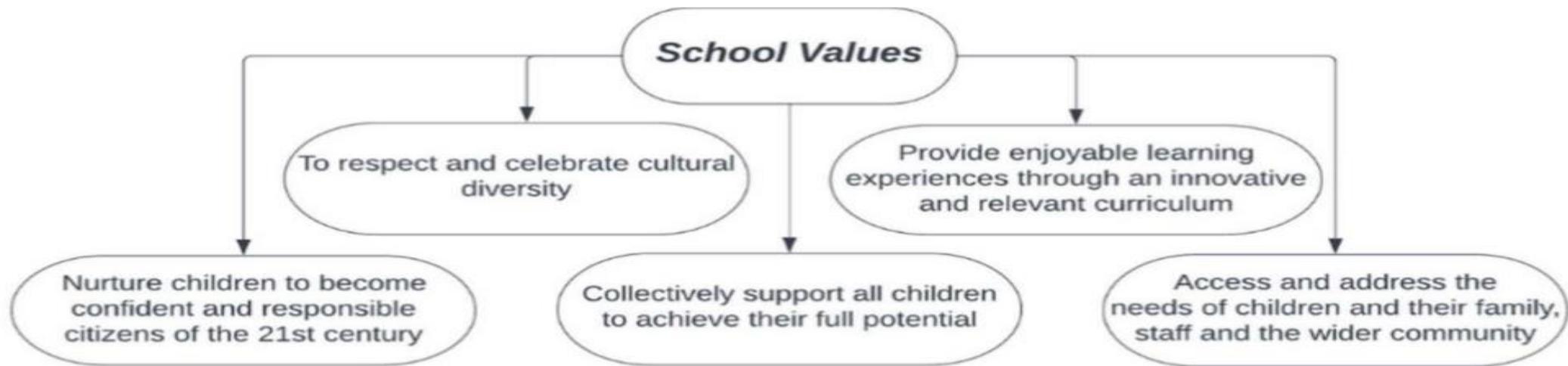
Steve Martin

Please click on one of the areas below for more information:

[Key Safeguarding Information](#)

[Related Safeguarding Policies](#)

[Online Safety](#)



What is the difference between the
Herrick Character and **Learning Attitudes**?



What is the difference between the
Herrick Character and **Learning Attitudes**?

Trying
to be a
good
person



Trying to
be a good
learner

The Herrick Character

E - Helper of others

R - Never giver uppers

I - Makers of right choices

C - Members of the community

C - Finders of the unknown

The Herrick Character

Empathy - Helper of others

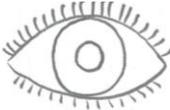
Resilient - Never give up

Integrity - Makers of right choices

Citizen - Members of the community

Courage - Finders of the unknown

Learning Attitudes

With my 2  I can see 3 **C**s

Learning Attitudes

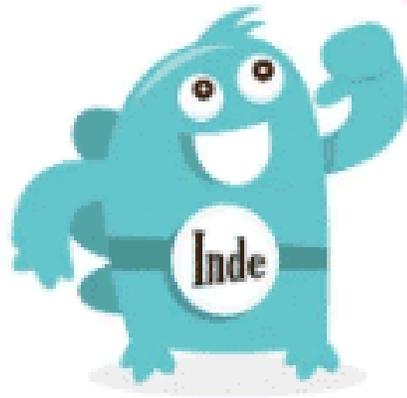
I am curious

I am independent

I like a challenge

I like to investigate

I am confident



‘being me, being happy, being safe’

to give each and everyone a chance



Learning Never Stops!

Behaviour Policy



Behaviour Protocol and Sanction Guidance

Sanction based on Pupils behaviour	Pupils Behaviour	Action to be taken
S1	<ul style="list-style-type: none"> - Speaking over others - Disrupting the working environment. - Ignoring teacher's instructions. - Forgetting learning material I.E PE kit, homework, etc. 	<ul style="list-style-type: none"> - Teacher to talk to pupil about what is expected of them and their behaviour. - If Five S1 sanctions occur pupil will lose a break time and parents informed. - Teacher will also to inform phase leader
S2	<ul style="list-style-type: none"> - Absent from class without permission. - Wasting learning time - Damaging or wasting learning resources - Inappropriate language or behaviour, that is hurtful or disrespectful to others. - Three set of 5 x S1 sanctions = 1 x S2 	<ul style="list-style-type: none"> - Teacher to send pupil to phase leader. - Pupil to catch up on missed learning time. - First S2 – Pupil misses break time - 2 x S2 – Pupil misses a lunchtime, Assistant head informed of pupil's behaviour and a letter will be sent home regarding their child's behaviour. - Incident recorded on to CPOMS
S3	<p>Accumulation of:</p> <ul style="list-style-type: none"> 4 sets of 5 x S1 sanctions = 1 x S3 3 x S2 sanctions = 1 x S3 	<ul style="list-style-type: none"> - Pupil to be sent to head teacher regarding behaviour - Parents /Carers are invited in to school to have a meeting with head teacher - If behaviour continues, pupil to be put on a 2 week behaviour monitoring report - Incident recorded on to CPOMS
	<ul style="list-style-type: none"> - 2 x S3 sanction = 1 x S4 - Racism - Unwanted physical contact - Swearing or threatening behaviour - Extremist language or behaviour - Cyberbullying - Homophobic language 	<ul style="list-style-type: none"> - Pupil to be sent to head teacher - Parents /Carers are invited in to school to have a meeting with head teacher - Pupil to be put on 2 week behaviour monitoring report - Pupil to miss break and lunch time on first week of report. - Incident recorded on to CPOMS

L1	Classwork not completed to high standard	<ul style="list-style-type: none"> - Teacher will talk to pupil and help given if needed. - Warning given 	<ul style="list-style-type: none"> - Listen to comments from teacher and apologies if necessary. - Refocus and complete the classwork required for the end of the lesson.
L2	Classwork remains incomplete or below standard	Teacher will request pupil to complete or redo the work at home.	<ul style="list-style-type: none"> - Ask for help if pupil still doesn't understand the task. - Complete work to highest standard at home and hand it in before next lesson.
L3	<ul style="list-style-type: none"> -Classwork remains incomplete from previous lesson. -Low effort resulting in underachievement on assessment. - Received 2 S1 in a subject per half term. 	<ul style="list-style-type: none"> - Teacher to talk to pupil regarding incomplete work. - Parents will be contacted about pupil's attitude to classwork. - Addition work to be given for pupil to complete at home. 	<ul style="list-style-type: none"> - Discuss classwork with teacher and parents/ carers - Complete work to highest standard at home and hand it in before next lesson.
L4	Classwork produced is to a poor quality or very produced	<ul style="list-style-type: none"> - Mrs Aydin to phone home and talk to parents/carers about pupil's attitude. - Pupil will put on report - A support package will be created to support pupil at home or in a <u>an</u> intervention group. 	<ul style="list-style-type: none"> - Discuss classroom attitude with parents/ carers - Complete report - Complete study support package at home or after school.
L5	Classwork continues to be very poor and child failed report.	<ul style="list-style-type: none"> - Meeting at school with parents/ carers to be arrange to discuss ongoing issue. - A support plan will be written up for the pupil. 	<ul style="list-style-type: none"> - Attend a meeting with parents/carer. - Complete report card to highest standard. - Attend all recovery plan sessions and complete all work given to the highest standard.

Learning

[Home](#) [Our School +](#) [Children +](#) [Curriculum +](#) [Parents/ Carers +](#) [Let's celebrate +](#)



Herrick Primary School

Curriculum

Our Curriculum Intent

What does your child learn at school each day? Find information about our curriculum subjects here. 'Learning Never Stops!' and it begins as soon as children begin their Herrick journey in Nursery. We also place great importance on our children having experiences beyond the school gates.

This Term's learning - weekly breakdown

[History](#)

[Maths](#)

[Science](#)

[Religious Education](#)

[Art](#)

[Computing](#)

[Design Technology](#)

[Physical Education](#)

[Music](#)

[English](#)

[Geography](#)

[French](#)

[Personal, Social,
Health Education](#)

[Phonics &
Early Reading](#)

[Early Years
Foundation Stage](#)

[Trips &
Workshops](#)

From the end of year questionnaire

Question	Strongly A.	Agree	Strongly D.	Disagree	Analysis:
8. My child does well at Herrick Primary School	35%	40%	3%	7%	When comparing outcomes to previous years there has been a decline – a priority of the school has been developing overall literacy skills with a focus on vocabulary and <u>oracy</u> .
	75%		10%		
9. Herrick Primary School lets me know how my child is doing	23%	52%	7%	8%	To further develop communication in-relation to children's progress and ways in-which to support children at home the school will introduce a number of initiatives including books being sent home, assessment cards and informal teacher meets.
	75%		15%		
10. There is a good range of subjects available to my child at Herrick Primary School	24%	43%	5%	5%	Over the last 2 years there has been an emphasis on developing all aspects of the curriculum – we continue to pursue opportunities to extend children's experiences of subjects beyond the classroom.
	67%		10%		
11. My child can take part in clubs and activities at Herrick Primary School	26%	43%	4%	5%	Looking ahead to the academic year a number of new activities will be on offer. We will also be seeking to extend both internal and external sporting competitions.
	69%		9%		
12. Herrick Primary School supports my child's wider development	27%	39%	7%	7%	Weekly assemblies to support in distinguishing between 'Learning Attitudes' and 'Herrick Character'. Pupil voice and leadership will play a critical role in taking
	66%		14%		

Overall Effectiveness

Current Grade: Good

Last Inspection Grade: Good

Main strengths.

- The quality of teaching is good (develop foundation)
- The school curriculum is clear
- We effectively promote the SMSC
- Maths is strong across the school
- Safeguarding processes and procedures are effective.

Key Targets 23-24 (*school priorities underlined*)

<p><u>Leadership & Management</u></p> <ol style="list-style-type: none">1. SEND2. Oracy and Vocabulary	<p><u>Quality of Education</u></p> <ol style="list-style-type: none">1. <i>Assessment</i>2. <i>Writing</i>3. <i>Improve teaching (to outstanding)</i>
<p><u>Personal Development</u></p> <ol style="list-style-type: none">1. Celebrate of the school's diversity2. Children check learning3. Children become leaders	<p><u>Behaviour & Attitudes</u></p> <ol style="list-style-type: none">1. Pupils influence curriculum2. Improve attendance.3. Managing e-safety online behaviour at home.
<p><u>EYFS</u></p> <ol style="list-style-type: none">1. SEND early identification2. Develop PSED3. White Rose EYFS maths.	

Learning never stops!

Parent workshops in the coming weeks.