

**HIGHAM PRIMARY**



# **School Prospectus**

**2025 to 2026**



## Higham Primary School Prospectus

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# Higham Primary School

Grow, Learn, Believe, Achieve

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## 1 Welcome and Introduction

Welcome to Higham Primary School – we hope your child will have many happy and productive years with us.

Higham Primary is a partnership school with Kent Local Authority. We have served the Higham village for over 150 years and we take an active part in village life. Although the school has no affiliation to a particular religious body, there is a tradition of links with St John's Church, Higham and Higham Congregational Chapel.

This prospectus provides you with information about the school including its aims and objectives and the way in which we cover the curriculum. Many questions can be answered by referring to the prospectus, but do check our website or contact us if you have any further queries.

Positive steps are taken to ensure that equal opportunities to engage in educational experiences are given to all children at Higham Primary School whatever their age, ability, background and gender.

Children flourish in an atmosphere of trust and respect. The staff and Governing Body actively foster this. Children achieve their highest standards when they know their parents and their teachers are working closely together. We are always pleased to discuss children's progress, through informal talks or at formally arranged consultation evenings. We welcome parents to help the Parent Teacher Association (PTA) as an integral part of the School. We have an active PTA who meet regularly and work hard to raise funds for additional resources in the school.

A home school agreement is sent out at the start of each new academic year. By sending your child to Higham Primary School, you agree to abide by the home/school agreement, which indicates our commitment and joint working relationship in this partnership.

The Governing Body is pleased to present this prospectus to you as an introduction to our school, outlining our aims, aspirations, and the goals that we strive to achieve.

*NB - Where the word 'parents' is used in this prospectus it should be taken to mean 'parents or other carer(s)'*

## 2. Our School Vision and Values

### 2.1 Our School Vision

Our vision is that Higham will be a school where all children make good progress and become confident, caring, responsible individuals.

We aim to provide a safe, caring, well-ordered environment in which learning can take place and where each child is valued as an individual. To achieve this, the school aims to help pupils:

- Develop lively, enquiring minds
- Acquire knowledge and skills relevant to adult life
- Use language and mathematical concepts effectively
- Develop a sense of awe and wonder for their spiritual world
- Understand that people come from different backgrounds and cultures, and respect the fact that they may hold different views
- Show respect for others and demonstrate good manners
- Understand the world in which they live



- Be proud of their own achievements and appreciate the achievements of others
- Form strong, supportive relationships with other children and adults, both in school and the wider world
- Know the difference between right and wrong and make the right choices

## 2.2 Higham Values

Our whole school values underpin the basis of all our school policies including our approach to teaching and learning.

Respect

Responsibility


Perseverance

Teamwork

Kindness

Creativity

## 2.3 Our School Motto

	<h1>Higham Primary School</h1>
<h3>Our School Motto</h3>	
<p><b>Grow</b></p>	<p>We will grow in character, confidence and knowledge as we progress through the school.</p>
<p><b>Learn</b></p>	<p>We embrace new challenges and are eager to learn to the best of our ability.</p>
<p><b>Achieve</b></p>	<p>We use and build upon our skills to achieve our academic and personal goals.</p>
<p><b>Believe</b></p>	<p>We believe in ourselves and encourage and support each other.</p>



## 3 Curriculum and Learning

### 3.1 Curriculum intent

At Higham Primary School, our curriculum is designed to inspire an enthusiasm for learning and create lifelong learners. Our creative, rich and vibrant curriculum is ambitious and supports pupil well-being and happiness.

Our curriculum is carefully designed to allow pupils to **GROW** in character, confidence and knowledge as they progress through the school. We want pupils to embrace new challenges and be eager to **LEARN** striving to do their very best at all times. We aim to foster a culture where pupils **BELIEVE** in themselves, whilst encouraging and supporting each other. We develop the essential knowledge, skills and understanding to enable our pupils to **ACHIEVE** both academic and personal goals.

Our School Values are: **Respect, Teamwork, Perseverance, Responsibility, Kindness** and **Creativity**. These values are intrinsic to all that we do at Higham: child or adult. They are evident throughout the school day in the way we learn and behave. These values are explored through assemblies, curriculum themes and PSHE and underpin our behaviour systems and expectations.

Our inclusive curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience to cultivate an awareness of and interest in the world around them.

We are committed to providing a personalised curriculum with the individual child at the heart of everything we do. Learning is carefully sequenced so that new knowledge and skills build on what has been taught and understood before. It recognises that children will be at different stages of their learning journey and ensures that curriculum planning is tailored to individual needs. We seek to ensure the crucial deepening of essential knowledge, skills and understanding through our curriculum design. We plan and organise our curriculum to ensure that children are not merely covering curriculum content but are achieving a depth to their learning which enables them to apply their skills and understanding across a range of contexts and subjects.

### 3.2 Early Years Foundation Stage

At Higham Primary School we plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve the Early Learning Goals.

The EYFS framework includes 7 key areas of learning and development that are all as equally important and connected. There are 3 prime areas that stem the ignition of curiosity and enthusiasm for learning and support with forming relationships. The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

These areas are then strengthened and applied through 4 specific learning areas:

- Literacy
- Mathematics
- Understanding the World



- Expressive Arts and Design.

At Higham, we aim to provide quality teaching and learning in an environment that is committed to raising standards and setting the appropriate challenge for all children. In the Early Years Foundation Stage we realise that the way in which children engage with other people and their environment, underpins the learning and development across all areas. The characteristics of effective learning are:

- Playing and exploring – engagement
- Active Learning – motivation
- Creating and thinking critically – thinking

The curriculum is delivered through a combination of adult-led focused learning and child-chosen/child-initiated activities. The learning may be delivered through a wide variety of activities aimed at the whole class, groups, pairs or individuals that take place in our indoor and outside classrooms.

### 3.3 National Curriculum

The National Curriculum consists of:

- English (Reading including Phonics; writing; punctuation, grammar and spelling; and speaking & listening)
- Mathematics
- Science
- Design Technology
- Art & Design
- Music
- Computing
- Physical Education
- History
- Geography
- Modern Foreign Language (For KS2 only - at Higham this is French)

RHE (Relationships and Health Education), Personal, Social and Health Education, and Religious Education are also taught.) Please see other section.

### 3.4 Relationships and Health Education (RHE)

Relationships Education is compulsory in all primary schools. As a school we use the 'Jigsaw' PSHE programme to teach PSHE and to support the teaching of Relationships Education. To embrace the challenge of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and become self-efficient. Pupils can use this knowledge to as they build their capacity to make decisions when facing risks and challenges in life. By teaching Relationships and Health Education (RHE) we can support our young people to develop resilience, to know how and when to ask for help and to know where to access support.

RHE is accessible for all pupils including pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised is used as a starting point to ensure accessibility for all pupils.

Teaching of Relationships and Health Education (RHE) will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and



relationships with other children and adults.

There is no right to withdraw a pupil from Relationships Education or Health Education.

### 3.5 Religious Education and Collective Worship

The school's religious education curriculum is in accordance with the Local Authority's non-denominational agreed syllabus. It is important that children gain an awareness and understanding of world religions to prepare them for life in today's society. Therefore, knowledge of Christianity and other faiths are included in the Religious Education curriculum. Collective worship is largely Christian based and non-denominational. Visiting speakers sometimes lead the children in an assembly. On Fridays, a celebration assembly takes place.

Under the provisions of the Education Reform Act 1988 all parents have a right to withdraw their child from the school's daily act of collective worship, and/ or from religious education. Any parent wishing to do this, should make a written request through the Headteacher.

### 3.6 Physical Education

We aim:

- To provide both physical well-being and an enjoyment of sport that will contribute to healthy life styles for our children.
- To ensure that all the children are constantly mindful of safe practice.
- To provide a variety of activities in accordance with the requirements of the National Curriculum, including gymnastics, dance, games, swimming, outdoor and adventurous activities and athletics.
- To offer voluntary clubs for both infant and junior classes. Activities out of school may include friendly matches against neighbouring schools, and the school field is used by a football club at weekends for practice and matches.

In Key Stage One, competition is encouraged to improve 'personal best' performance. In Key Stage Two competition between teams is appropriate, but striving for 'personal best' performance also encourages children to set their own standards even higher.

In the summer term, children take part in their Sports Day. Children are able to demonstrate various skills they have practiced during their sports curriculum.

At some point during their time in Key Stage 2, all pupils will take part in swimming lessons at a local pool for a period of 6 weeks in order to work towards the National Curriculum Swimming targets.

During the lunch break, children across the school are encouraged to engage in active play using a variety of equipment. This supports the development of pupils' physical activity, social skills, and individual abilities through a range of play opportunities.

At all times, we encourage positive attitudes, fair play and honest competition. We place high expectation on good sporting behaviour as individuals, team members and spectators.

### 3.7 The Arts

We aim to provide access to a wide range of art activities to give children the opportunity for development



across all areas of the curriculum. Children have the opportunity to develop music skills both within taught hours and as extra-curricular activities.

## 4. Teaching and Learning

### 4.1 Our Aims

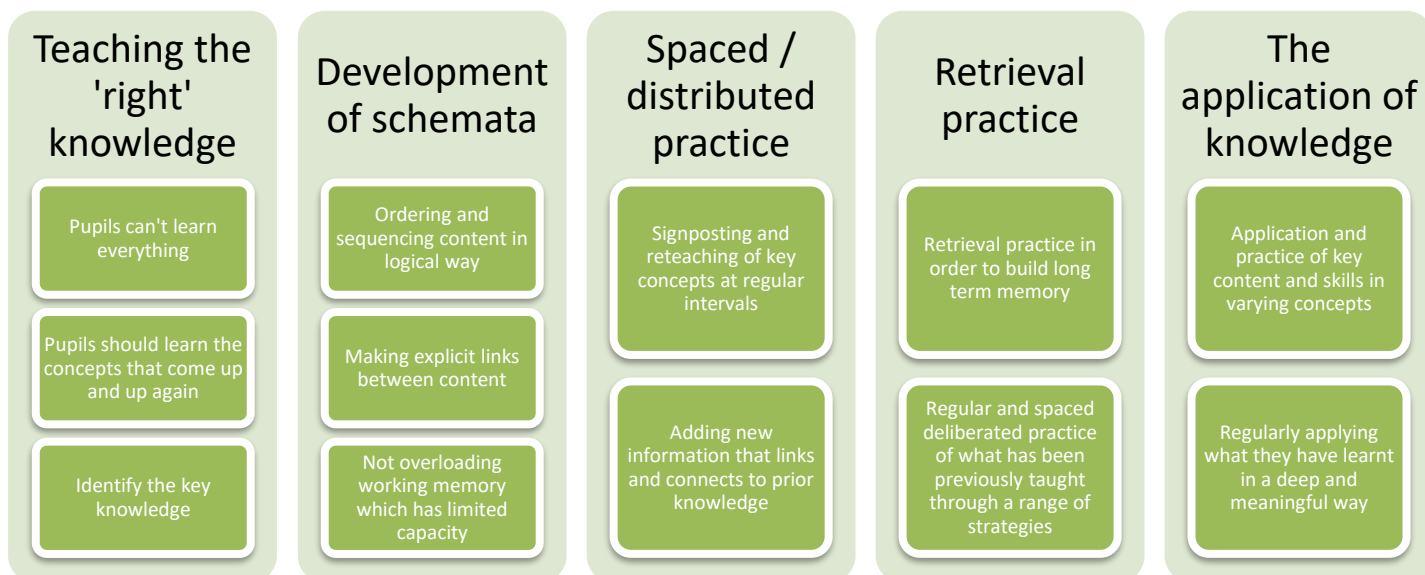
Every child has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives. Through our teaching we aim to:

- achieve deep understanding, by helping children connect new knowledge with existing knowledge so they are fluent and competent at applying their knowledge as skills.
- deliver academic excellence.
- secure knowledge into long-term memory.
- develop secure schemas/structures with connected networks of ideas.
- equip children with knowledge and cultural capital that they need to succeed in life.
- enable children to become confident and interested learners, actively engaged in their own learning.
- develop children’s self-respect and for the cultures and values of others.

We base our practice on an awareness and understanding of The Six Principles of Nurture, as defined by Nurture UK, being:

- 1) Children’s learning is understood developmentally.
- 2) The classroom offers a safe base.
- 3) The importance of nurture for the development of wellbeing.
- 4) Language is a vital means of communication.
- 5) All behaviour is communication.
- 6) The importance of transitions in children’s lives.

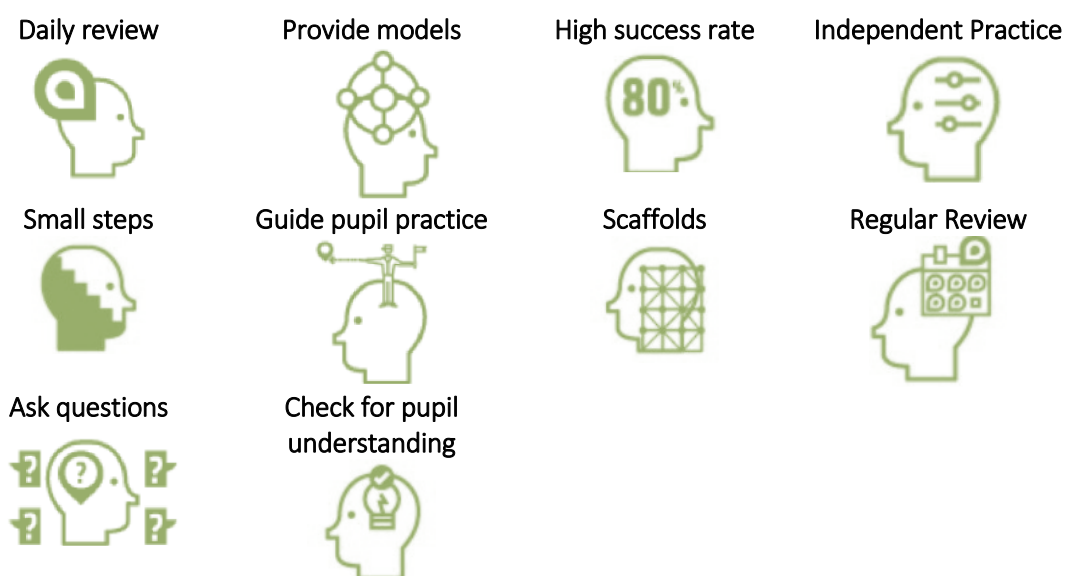
The intent of our curriculum has been constructed using five key pillars:



## 4.2 Strategies for Teaching and Learning

We advocate research-based principles of instruction that are adopted and adapted from research in cognitive science, research on master teachers and research on cognitive supports. We encourage all teachers to read these to develop their knowledge and understanding of the art of teaching. Teaching at Higham School Primary should be guided by these principles.

We use Barak Rosenshine's Principles of Instruction to support this:



## 4.3 Adaptative Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will adapt learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are exceeding their age-related expectations and/or making accelerated progress

Adaptive teaching applies to the level of support and scaffolding learners need to reach common, aspirational goals. Not all learners learn things at the same rate – some will need more help, more time or more guidance. In practical terms, adaptive teaching involves setting the same learning objectives and adapting planning and resources to support pupils to achieve it.

## 4.4 Assessment

Children are assessed regularly to ensure they are making good progress. This includes ongoing informal assessments throughout the year, as well as more formal tests and tasks at specific points. Informal assessments help teachers understand how children are progressing on a day-to-day and week-to-week basis, enabling them to tailor their planning to meet individual needs. Formal assessments provide a broader view of the progress made over time.

The Reception Baseline Assessment (RBA) is carried out in the first few weeks after children start their



Reception year. Children are also assessed at the end of the Foundation Stage through the Early Years Foundation Stage Profile (EYFSP).

Statutory Assessment Tests (SATs) are carried out in Year 6. In Year 1 pupils undertake the Phonics Screening Check. The school administers optional tests in Years 2, 3, 4, and 5 to identify each child's attainment level. In Year 4, the children will take part in the Year 4 end of year multiplication check.

Parents have the opportunity to meet their child's teacher formally twice per year to discuss progress, attainment and other matters. During the summer term, all parents receive a written report summarising their child's achievements for the year followed by an open afternoon where parents have the opportunity to discuss their child's progress in an informal setting. However, at any time parents are welcome to discuss their child's progress or any other matter – please arrange via the school office. Regular open afternoons allow parents the opportunity to view pupils work and see examples of work on display in their child's classroom. Parents will be given notice of dates in advance.

## 5. Inclusion and SEND (Special Educational Needs & Disabilities)

At Higham Primary School, we are committed to supporting all pupils to achieve their full potential, including those with Special Educational Needs and Disabilities (SEND).

We follow the Department of Education's Special Educational Needs and Disability (SEND) Code of Practice, which provides practical advice and guidance on the identification, assessment, and provision for pupils with SEND. The Code of Practice forms the foundation of our approach in supporting children who are experiencing difficulties in their learning or development.

Early identification and intervention are key priorities. Teachers are trained to recognise signs of additional needs and understand the importance of acting swiftly. If a specific need is identified, a consultation is held with the child's parents and the school's Special Educational Needs Co-ordinator (SENCO) and/or Assistant SENCO (ASENCO). At Higham Primary School, Mrs Dunn is our SENCO.

The school's SEND Policy outlines a clear, staged approach to assessment and provision, in line with the Code of Practice. Parents are involved in discussions and a Personalised Provision Plan (PPP) is created to support children on the SEN Register and address their individual needs.

Teaching Assistants (TAs) work under the direction and supervision of class teachers and the SENCO to provide targeted support, either one-to-one or in small groups, both inside and outside the classroom. This collaborative approach ensures that all pupils receive the support they need in a nurturing and inclusive learning environment.

## 6. Safeguarding, Pastoral Care and Well Being

### 6.1 Safeguarding

Schools are particularly well placed to recognise signs that a child may be suffering from abuse or neglect. We are committed to safeguarding children and work with families and other agencies for the best interest and well-being of each child. Mrs Grattan is the Designated Child Protection Coordinator for Higham Primary School, with Mrs Levy, Mrs Driscoll or Mrs Dunn taking the role in her absence. There is a child protection policy in place, a copy of which is on the website or available from the office.



## 6.2 Behaviour

Our school rules are:

- Ready,
- Respectful,
- Safe.

We have high expectations of behaviour which are shared with the children. Children and staff are aware of and (where changes are made) are involved in agreeing whole school rules, which everyone is expected to follow at all times of the day. We want children to feel safe and secure in a caring and well-structured environment. If any child experiences problems with their own behaviour or the behaviour of others, they are encouraged to talk with an adult who will help them. Our policy is to listen and to help children develop strategies for resolving problems.

The school uses the traffic light system to support behaviour. We reward good behaviour and there are sanctions in place for children who break the rules. In more serious cases, parents will be informed and may be required to attend a meeting with a member of the Senior Leadership Team. Our aim is always to work together to improve matters.

Where school premises or equipment are damaged by a child through misbehaviour, the Governing Body would expect parents to pay reasonable costs of repair or replacement.

## 6.3 Bullying and Racial Incidents

Any incident of bullying, or an incident that a child perceives as bullying, is taken seriously and is investigated fully by teachers and/or the Senior Leadership Team. Parents are contacted at an early stage. Racism is not tolerated and any occurrence is investigated and dealt with. The School's policies on behaviour, anti-bullying and racial incidents can be found on the school website or requested from the school office.

## 6.4 Pastoral Care and Well-being

At our school, pupils' wellbeing is a top priority. We understand that children need a positive start every day in order to be ready for learning and so adults are on hand to help pupils with emotional difficulties first thing in the morning. Children are supported throughout the day by their class teachers and teaching assistants. The SEN team work closely with the class teachers and pupils to provide additional wellbeing support if a more in-depth approach is needed. If intensive or specialist emotional intervention is required or if there are concerns about a pupil's mental health, we may make referrals to our NHS partners for assessment and support. Our staff build strong, caring relationships with pupils and their families and offer support when challenges arise, helping every child feel safe at school and ready to learn.

## 7. Partnership with Parents

### 7.1 Bromcom - MCAS App

Higham Primary School uses the mobile app 'My Child at School' as the main form of communication with parents/carers. This system will automatically have parents as contacts and school will send a registration link



to parents in order for them to join the system. You can find this app via your phone play app store.

Please provide Mrs Richards in the school office with your up-to-date contact details, including telephone number, address and main email address so that we can ensure you are registered. Please contact Mrs Richards if you have any issues with your MCAS app so this can be quickly fixed. This will ensure that you never miss anything important!

If your contact details ever change during the school academic year, please ensure you make the school office aware. Please note, changes on MCAS must be accepted on your account within 7 days. If you do not accept them, information will not be updated.

For parents evening consultations, we will also be using the MCAS app. Bookings will be made using this system for face-to-face appointments with the class teacher and SENCO team. To book an appointment you need to visit the 'Parents Evening' tab where you will be able to secure an appointment. Once successfully logged in, you should be able to book an appointment with the desired person for your child.

Please contact us via [office@higham.kent.sch.uk](mailto:office@higham.kent.sch.uk) if you have any difficulties or queries regarding booking your parent consultation appointment. Please be sure to look out for information sent out prior to parent consultation evenings, as this will make you aware of any potential changes to Parents Evening if required. Please do not hesitate to contact us if you require any assistance.

## 7.2 Higham Primary School PTA

As a parent/carer of a child attending Higham Primary School, you are automatically a member of the Parent Teacher Association (PTA). Everyone is welcome to get involved in helping the school to raise money and have fun in the process!

The PTA's main job is to organize events such as discos, film nights and other events for the children of Higham Primary School, raising funds in the process to put back into the school. The PTA is always open to new ideas for raising money. If you have an idea, please let us know!

The money we raise goes towards buying equipment for the children to use in school. For example, in the past, we have funded projects such as the interactive smart boards in every classroom, the outside play equipment, netball kits, tracksuits and football kits to ensure the children look the part when attending matches/tournaments, as well as contributions to trips and workshops.

We also regularly fund smaller items, such as providing each child with an Easter egg, funding Christmas craft activities for every class, and we provide tea and coffee at some school events. We also provide the children with squash and orange slices at Sports Day.

As school budgets are becoming tighter year on year, the School is becoming more reliant on PTA support for additional resources, to support the extra events in school i.e. subsidising school trips and workshops. We are always looking for extra help so if you could offer the PTA some of your time, however big or small, please do contact us. You can leave your name and number in the school office and a member of the PTA will contact you or come and join in one of our monthly meetings where we discuss forthcoming events and what to fund next. Meeting times vary between after school and evening to do our best to accommodate everyone. New faces and ideas are always warmly welcomed and we hope to see some of you soon!

## 8. Admissions



## 8.1 Arrangements for Visits from Prospective Parents

Parents of prospective pupils are always welcome to visit the school. Please contact Mrs Richards, Office Administrator for an appointment.

## 8.2 Admission Dates

Children generally start school prior to their fifth birthday. At Higham Primary School, all children are admitted into the reception class in September – e.g. children who are born between 1<sup>st</sup> September 2020 and 31<sup>st</sup> August 2021 will be admitted into school in September 2025. There is a careful induction programme to help children settle in as quickly as possible and as part of this, children may attend shorter sessions or half days only for the first few weeks.

We also work closely with nurseries and pre-schools to ensure as smooth a transition as possible.

## 8.3 Over Subscription

The planned admission number for Higham Primary School is 30. Should there be more than 30 applications for places in the reception class, Kent County Council will apply the admission criteria and notify parents. Applications for places in other year groups, or for the reception class after the close date for applications set by KCC, will be considered using the agreed county policy in the following order of priority:

- Children in local authority care
- EHCP
- Current family association (a brother or sister in the same school at the time of entry, where the family continue to live at the same address as when the sibling was admitted. Or, if they have moved, live within 2 miles of the school or have moved to a new property that is nearer to the school than the previous property)
- Health and special access reasons (children who for reasons of health or physical impairment need to attend a particular school)
- Nearness of children's homes to school

Any parent is entitled to appeal about a decision over admission. Such an appeal should be sent to Admissions, West Kent Area Education Office, Sessions House, County Hall, Maidstone, Kent, ME14 1XQ.

## 8.4 Timetable for Admissions

Please contact Mrs Richards for exact details of the admission timetable each year.

## 8.5 Preparing Your Child for School

Starting school can be a time of excitement and anxiety for both children and their parents. Do remember that we are there to help and will be only too pleased to answer any queries that you may have.

We aim to make the transition to school as smooth as possible for children. Where possible, there will be opportunities for children to spend time with their new teacher in the classroom at the start of their school year. A parent/teacher meeting will be arranged during the first few days of term in September. This is an



opportunity for the child, parents and teacher to ask questions and get to know one another a little better. Children will attend for small sessions and half days prior to commencing full time.

As part of the induction programme, parents are invited to discuss their child with the reception teacher. This meeting also provides the opportunity to establish the crucial partnership between parents and school that we hope will flourish through the following years.

Early Years Foundation Stage profiles will be completed within the first year via the online learning journey 'Tapestry'.

Every parent will be asked to sign up for a Tapestry account shortly before their child starts school. The child's progress along their learning journey will be discussed with parents at appropriate times throughout the year.

Please try to help your child be as independent as possible. Things that will help them include being able to:

- Fasten their own shoes and coat
- Change their own clothes if needed
- Manage their own personal hygiene (including toileting, children will need to be self-sufficient in their toileting needs unless there is a medical issue which can be discussed as part of the induction process).
- Open packets etc which they may have in packed lunch boxes
- Recognise their own name

## 9. Absence and Ill health

### 9.1 Reporting Absence

When your child is absent from school, please ring and inform the office absence line, providing a reason for absence, by no later than 10:00am on the first day of sickness providing the full reason for absence. If we have not heard from you, the absence will be recorded as unauthorised until a reason has been received. For safeguarding purposes, it is important we know the whereabouts of all children.

For all illnesses with the school, we follow guidelines set out by the NHS. (please see the school website for further details)

### 9.2 Absence during Term Time

Absence during term time is never authorised for family holidays, and other absences are only authorised under exceptional, unavoidable circumstances such as illness. We expect children to attend school every day it is open to them, and so absence during term time can only be approved in 'exceptional circumstances' - circumstances which we define as 'rare, significant, unavoidable and short'. It is extremely unlikely that a family holiday would be considered exceptional circumstances under this definition. It is important to note that parents may incur a fixed penalty if children are kept off school without authorisation. Full details can be found in the School's Attendance Policy on the website. For any attendance/absence queries, please do not hesitate to contact Mrs Grattan or Mrs Richards. Parents must now complete the school 'leave of absence form' for **ALL** school absence including holidays which can be located under the 'Key Information' tab, named 'Attendance'.

### 9.3 Accidents/Illness at School



It is essential that the school is provided with two emergency telephone numbers. If your child is taken ill at school or has an accident, you can then be contacted quickly. Careful records are kept of injuries that happen at school and a note is sent home. Parents will be notified by phone if the injury is more serious. Please always ensure your contact details are up to date in the event of an emergency.

## 9.4 Administration of Medicine

Prescription medicines will only be administered in school where it would be detrimental to a child's health or attendance not to do so. Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours.

Higham Primary School will only accept prescribed medicines, with written permission from the parent/carer on the schools set form, that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must be in-date but will generally be available to schools inside an insulin pen or a pump, rather than its original container.

There are restrictions placed upon schools both by the EU Health & Safety Regulations and by the Children Act, with reference to administering medicines. No medicine will be accepted in school unless a parent hands it, in person, to either the Office Administrator, the Senior Leadership Team or a member of the office staff. Under no circumstances should medicines be sent via a child, taken into class, given to the class teacher or left at the office reception hatch. Should this happen, the medicine will not be administered.

It is the parent's responsibility to check that the medication is in date. We ask that all medication is taken home and checked at the end of each term. Each year at the end of Term 6, any medication still in school will be disposed of appropriately (excludes Epi-pens and inhalers which will remain in school until checked by the parent).

Should you have any queries about medicines, please contact the Headteacher.

## 10 Staffing and the School Day

### 10.1 Staffing

<b>Headteacher</b>	Mrs C Grattan		
<b>Chair of Governors</b>	Mr B Maynard		
<b>Governing Body</b>	Mr B Maynard – LA Governor	Mrs J Brown – Co-opted Governor	Mr N Cook – Co-opted Governor
	Mrs C Donnell – Co-opted	Mr D Hickson – Co-opted	Mrs V Levy – Staff Governor
	Mr S Walton – Co-opted	Ms S Knight – Parent Governor	Mr F Lloyd – Parent Governor
	Mrs C Driscoll – Associate	Mrs R Resoda – Associate	
<b>Deputy Headteacher</b>	Mrs V Levy		
<b>Senior Leader</b>	Mrs C Driscoll		
<b>SENCO</b>	Mrs A Dunn		



<b>Teaching Staff</b>	Mrs F Barkel Mrs C Donnell Mrs V Levy	Mrs M Cousins Mrs C Driscoll Miss N Hipkiss	Miss E Davey Ms H Garrett Mrs S Lopes
<b>Higher Level Teaching Assistants</b>	Miss K Harmon	Mrs L Sackley	Mrs N Debrates
<b>Teaching Assistants</b>	Mrs B Cook Miss K Harmon Mrs C Morton Mrs J Reece Mrs H Turner	Miss N Irvine Miss A Harmon Mrs L Munn Miss R Reece Mrs K Chaudhry	
<b>Office Administrator/Attendance Officer</b>	Mrs G Richards		
<b>School Business Manager Admin Assistant</b>	Miss K Mills Mrs E Aldous		
<b>Site Manager IT Technician</b>	Mr S Walton Mr S Walton		
<b>Midday Meal Staff</b>	Mrs B Cook Mrs G Knowles Mrs G Richards	Miss S Cousins Mrs L Munn Mrs L Roberts	Mrs B Thake Mrs J Reece Mrs K Chaudhry
<b>Cook Kitchen Assistants</b>	Mrs V Siggers Mrs L Henderson	Mr K Souten	
<b>Cleaning Staff</b>	Mrs G Knowles	Mrs L Roberts	Mrs J Taylor
<b>Breakfast Club / After School Provision</b>	Miss A Harmon Mrs G Richards	Mrs B Cook Mrs L Munn	Miss N Irvine Mrs J Reece

## 10.2 The School Day

The school gate opens at 8:40am and children go straight to their classroom where their teacher will greet them. The morning session starts and the school gate closes promptly at 8:50am. Parents are asked to say goodbye to children by the playground gates as part of the one-way system.

Parents may not bring cars into the car park at any time as this endangers the children passing the entrance. When parking in the road, please show consideration to others and remember children's safety. **Do not park on the yellow zigzag lines, drop your child off on the zig zag lines or turn around on the school forecourt.**

Please note, a child who arrives after 8:50am will incur a late mark which will be reported on their individual pupil file. Arriving late can unsettle a child and the rest of the class. Parents are therefore reminded to ensure that children arrive at school promptly between 8:40am and 8:50am.



## EYFS & Key Stage 1

08:50am to 10:30am  
10.30am to 10.45am  
10:45am to 12:00pm  
12.00pm to 1.00pm  
1:00pm to 3:20pm

## Key Stage 2

08:50am to 10:30am  
10.30am to 10.45am **BREAK**  
10:45am to 12:00pm  
12.00pm to 1.00pm **LUNCH**  
1:00pm to 3:30pm

Reception, Year 1 and Year 2 may also have a short break during the afternoon session.

Reception and Key Stage 1 leave school at 3:20pm and Key Stage 2 at 3:30pm. Parents wait outside the school gates until their allocated collection time for their child's year groups.

Parents collect their children from the allocated openings in the one-way barriers; the children line up on the playground adjacent to their class opening. Once parents are at the opening for their child's year group, pupils will be dismissed to join parents. Once you have collected your child, please continue along the one-way system to leave the school premises via the playground gates.

With prior written permission (at least one day notice to be given), pupils in Year 4, 5 & 6 may leave school at the end of the school day unaccompanied. Permission can be granted via Bromcom. Only children in Year 6 are allowed to collect younger siblings and this must be pre-arranged via the school office.

## 10.3 Term Dates for 2025 to 2026

### Term 1:

**Inset Day: Monday 1<sup>st</sup> September 2025**

Tuesday 2<sup>nd</sup> September 2025 - Friday 17<sup>th</sup> October 2025

### Term 2:

**Inset Day: Monday 27<sup>th</sup> October 2025**

Tuesday 28<sup>th</sup> October 2025 - Friday 19<sup>th</sup> December 2025

### Term 3:

Monday 5<sup>th</sup> January 2026 - Friday 13<sup>th</sup> February 2026

### Term 4:

**Inset Day: Thursday 2<sup>nd</sup> April 2026**

Monday 23<sup>rd</sup> February 2026 - Wednesday 1<sup>st</sup> April 2026

### Term 5:

Monday 20<sup>th</sup> April 2026 - Friday 22<sup>nd</sup> May 2026

**Bank Holiday: Monday 5<sup>th</sup> May 2026**

### Term 6:

**Inset Days: Monday 20<sup>th</sup> July 2026, Tuesday 21<sup>st</sup> July 2026**

Monday 1<sup>st</sup> June 2026 - Friday 17<sup>th</sup> July 2026

## 11. Practical Information



## 11.1 School Uniform

We expect all children to wear school uniform. It provides an appropriate and relatively inexpensive outfit, encourages a sense of belonging to our school and a sense of identity within our community. By accepting a place at our school, you agree to send your child in wearing appropriate uniform.

School sweatshirts, school T-shirts and polo shirts are available from School Time, Chatham. Otherwise, items can be easily obtained from high street shops. Coloured school PE T-shirts and fleeces can be acquired from School Time in Chatham. Please mark all clothes with your child's name.

Girls	Boys
<ul style="list-style-type: none"> <li>➤ Grey skirt / pinafore dress / trousers</li> <li>➤ School sweatshirt</li> <li>➤ Fleece (dark green)</li> <li>➤ School polo shirt (white or dark green)</li> <li>➤ White shirt</li> <li>➤ Dark green jumper / cardigan</li> <li>➤ Black school shoes (flat heels, not trainers or sandals)</li> <li>➤ Black, grey or white un-patterned tights or socks</li> <li>➤ Summer dress - white/green check</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grey trousers / shorts</li> <li>➤ School sweatshirt</li> <li>➤ Fleece (dark green)</li> <li>➤ School polo shirt (white or dark green)</li> <li>➤ White shirt</li> <li>➤ Dark green jumper / cardigan</li> <li>➤ Black school shoes (flat heels, not trainers or sandals)</li> <li>➤ Black or grey socks</li> </ul>

### Physical Education School Uniform

Black shorts/jogging bottoms (no logo), coloured PE T-shirt and coloured fleece (in the house colour of purple, red, green or blue – parents will be notified in advance of their child’s house colour) or plain black hoody and trainers for outdoor PE (Year R-6). Gymnastics is carried out in bare feet (unless there are medical reasons). Children will need to wear their PE uniform into school on their class PE day, which you can check via school website

## 11.2 Jewellery

Children are not permitted to wear jewellery in school apart from wearing small stud earrings. This includes jewellery of religious significance. Studs need to be of a simple nature and small in size. Earrings must be removed on PE days, prior to arriving to school. Staff will not be able to safely store, remove or put earrings back in for any pupil even at particular request from parents. If a child comes into school on PE days wearing earrings and is unable to remove them, they will not be able to do sport or PE activities. If your child removes their earrings for PE, we cannot be held responsible for their safe storage or if lost. Earring tape is not permitted and all earrings must be removed for PE. If your child is unable to take part in PE on more than one occasion due to not being able to remove their earrings, we will request that earrings are no longer worn at school.

Pupils can wear a watch if it is for the purpose of them telling the time or learning to tell the time. Apple watches or any other smart watch or tracking device are not permitted to be worn in school.

Watches must be removed when taking part in PE and are brought in at the pupils’ own risk and the pupil is



wholly responsible for the care of their watch.

No responsibility is accepted for loss or damage to personal property of pupils and staff will not take responsibility for 'looking after' items.

### 11.3 Make-up and Hair

Children are not permitted to wear make-up or nail polish (including gel/acrylic nails or false nails) in school. Clear lip balm may be taken to school in cases where a child has chapped lips but must remain in your child's bag. Children are not permitted to come to school with dyed hair, extreme hairstyles or excessively large hair accessories.

Any hair accessories should be in school colours (grey, green, white or black).

### 11.4 Making Payments

All payments due to the school should be made using the MCAS app; payments due can be found under the 'Outstanding Payments' tab. Cash payments are not an option and we are no longer using the previous NatWest account for parent payments. Please contact the school office if you have any difficulties making payments via MCAS.

### 11.5 School Meals

Meals are cooked on the premises and the menu is posted on the notice board outside the school, added to weekly newsletters and on the school website. A daily choice of two hot meals (vegetarian and meat) along with a pasta option or baguette / jacket potato option are available. Children having a school meal are provided with milk or water to drink. Payment is expected in advance weekly (on Mondays) or termly. Payment can be made online via the MCAS app at a cost of £2.75 per day, £13.75 per week. All infant children are currently entitled to universal free school meals (Year R,1 & 2). Once children enter into Year 3, payments for school meals are required until Year 6 unless entitled to free school meals. Parents of children who may be entitled to free school meals because they are in receipt of certain benefits should apply for this online – please ask the school office for details.

### 11.6 Packed Lunches

Food should be securely packed, and containers clearly marked with the child's name. As we encourage healthy eating at the school, please ensure your child is provided with a balanced lunch. Sweets, chocolate bars, fizzy and highly coloured food and drinks are not permitted. **We operate as a nut free school in all year groups therefore all foods sent into school must not contain nuts.**

### 11.7 Snacks

Children may bring a healthy snack to have at break time. Children in years R, 1 & 2 receive an additional piece of fruit or vegetable daily through the free Fruit and Vegetable Scheme. Snacks need to be in a suitable reusable named container which pupils will take home at the end of each day. Any snacks not following our school policy will be sent home with your child.

The snacks allowed in school are as follows:



- Fresh fruit – prepared and ready to eat and in a named snack pot.
- Fresh vegetables – prepared and ready to eat in a named snack pot.
- Plain breadsticks (nut / sesame seed free) – out of their wrapper and in a named snack pot.
- Pitta bread or other bread – out of their wrapper and in a named snack pot.

## 11.8 Drinks

Children are encouraged to bring a named water bottle to school for use throughout the day. Bottles must contain only water (no fruit juices or squash) and must not exceed 500ml in size. Water fountains are also available for children to drink from and to refill their bottles.

## 11.9 Personal Items

Children should not bring personal items into school. Toys and other belongings are not permitted unless specifically authorised by the class teacher. High-value items must not be brought in under any circumstances. The school cannot accept responsibility for the loss or damage of any personal property, and staff will not be responsible for looking after pupils' belongings.

## 11.10 School Bags and Book Bags

Children in Year R, Year 1, and Year 2 should only bring book bags or Higham Primary School rucksack (purchased from School Time, Chatham) to school. Rucksacks (unless specific Higham primary School rucksack) and larger bags are not permitted in these year groups due to limited storage space. Children in Key Stage 2 (Years 3–6) may continue to bring rucksacks; however, this practice is being phased out across the school to help manage space more effectively.

## 11.11 Mobile Phones

Only pupils in Year 5 and Year 6 are permitted to bring mobile phones to school, and only where necessary for safety reasons when travelling to and from school. In such cases, permission must be sought in advance. Devices must be turned off or placed on silent upon arrival, handed into the class teacher in the morning where they be handed to the school office, and then given back to children at the end of the school day. Personal mobile phones or smart devices must not be used at any time while on the school site. Pre-authorisation, via the allocated form, needs to be acquired prior to your Year 5 or Year 6 child bringing a mobile phone to school. Please speak with Mrs Richards via the school office regarding consent.

## 11.12 Home Learning

All children are actively encouraged to read regularly at home, preferably in a relaxed manner with an adult. This is of crucial importance for primary age children. Children will also be encouraged to learn basic maths (e.g. tables) and spellings, to practice their handwriting or to engage on a piece of work set by the teacher. Specific homework requirements for individual year groups is outlined in the school's home learning policy which can be found on the school website.

## 12. After School Provision (ASP)/ Breakfast Club



We currently have Breakfast Club and After School Club provision running in school 5 days per week. The Breakfast Club runs from 8:00am and the After-School Provision is open until 5:45pm. The provision offers a wide range of activities for example, arts and crafts, outdoor activities, computer games, Lego, just to mention a few. All pupils are welcome and bookings need to be made on MCAS. Booking closes the day before but it is best to book as far in advance as you can, to ensure there are spaces.

Charges for these provisions are as follows:

Breakfast Club from 8:00am is £6

After School Provision (ASP) for 1 hour is £ 7 (3:20pm – 4:20pm for Key Stage 1, 3:30pm – 4:30pm for Key Stage 2) or for more than 1 hour is £12 (3:20pm/3:30pm – 5:45pm).

If you are booking for siblings, there is a sibling discount so please look out for this when you book.

For more information, please contact the school office ([office@higham.kent.sch.uk](mailto:office@higham.kent.sch.uk)).

### 13. Charging for School Activities and Remissions

The Governing Body has adopted the Local Authority's policy on charging for school activities as follows:

To make charges as allowed by the Education Reform Act (this includes any music tuition which does not constitute part of the syllabus for an examination).

To seek voluntary contributions from parents to cover the cost of activities during school hours for which charges are not permitted. Some activities may only be possible if voluntary contributions are received, and in such cases, parents will be informed at the outset.

At times, the school may also run fundraising events to raise money for planned activities involving all pupils or as many as possible, as well as for charitable causes.

### 14. National Curriculum Results

Available to view on the school website [www.higham.kent.sch.uk](http://www.higham.kent.sch.uk)

### 15. Transfer to Secondary School

From Year 6, children from Higham Primary School transfer to secondary schools, usually in North West Kent or Medway. The admission arrangements for different secondary schools vary and arrangements are published annually. During the autumn term, secondary school's arrange meetings for parents of Year 6 children to help them with the process.

It should be noted that pupils at Higham are taught at an appropriate, challenging level throughout their time at school. Kent County Council do not permit schools to coach or give extra tuition for pupils wishing to take selection tests.

For pupils in Year 5, it is our intention each year to hold an informative meeting for parents in Term 5 to share the secondary application process. This meeting will give key dates and information to ensure parents are prepared and know the process prior to application.



## 16. Complaints

We hope that any complaints parents may have can be dealt with satisfactorily by the staff at school. We believe that the responsibility for the education of young children is shared between the parents and the school, and it is important to work together to resolve any problems. We are always willing to discuss any difficulties. Day to day issues or matters concerning teaching and learning should in the first instance, be discussed with the class teacher. Usually these issues can be resolved at this level. Should this not be the case, the Governing Body has an agreed complaints procedure which is in line with that recommended by the Local Authority.

In the first instance, there **must be** a discussion with the class teacher.

If this does not resolve the matter, then there **must be** a discussion with the Headteacher.

If the problems cannot be resolved, the parent should then submit their complaint in writing to Miss Mills, School Business Manager.

The School Business Manager will acknowledge receipt of the complaint.

The Governing Body will undertake an investigation. If the matter cannot be resolved by the Governing Body, then a written complaint can be made to the Local Authority who will then arrange for an investigation to take place.

Details of the Formal Complaints Procedure is available on the school website or by request from the school office.

## 17. Availability of Information

The Department for Education regulations require the school to make certain items of information available to parents for perusal at the school. Information is held on the following:

- The LA's statement of curriculum policy.
- Statutory instruments for the National Curriculum subjects, circulars and administrative memoranda relating to powers and duties under the 'Curriculum' section Education Reform Act.
- The LA's agreed syllabus for religious education.
- A copy of the arrangements made by the LA for the consideration of complaints about the school curriculum.
- Any published OFSTED/HMI reports on the school.
- Minutes of the meetings of the Governing Body, except confidential items.
- School Improvement Plan.

Curriculum overview are available for each class on the school website.

Other policies are also available on the school website or on request from the school office.

### Copyright Licensing Agency - Copying Agreement

In line with the requirements of the CLA licence it is necessary to inform parents that books borrowed from the school may not be copied by outside bodies.



## 18. Conclusion

We hope this prospectus contains the basis for a strong partnership between you as parents and us as staff and Governors, for the benefit of your child. If you have any queries, please do contact the school.

These details were correct at the time of publication, but minor changes may be made during the year. Parents will be notified by newsletter if necessary.

Mrs Grattan  
Headteacher

Updated September 2025