



**KRISHNA AVANTI**  
Excellence · Virtue · Devotion

# Parent Handbook

<b>Approval</b>	<b>AST</b>
Date approved	May 2016
Date to be reviewed	May 2017
Lead Professional/s	Principal

### A Message from the Principal:

It is with great excitement and bursting anticipation with which I write to you this introductory welcome message.

I will officially join the Avanti family from mid-June, 2016 and look forward to leading the new Krishna Avanti School project in Croydon. All start up projects have their inbuilt challenges and are full of potential to get things right from the start. I have worked with schools in different parts of the world as a principal, teacher and educational consultant. For almost three decades, I have closely followed the UK curriculum initiatives and educational policy developments.

As the years progress and geographical boundaries become less restricting, in terms of sharing ideas, policy and practices, we seem to be converging towards some universal understandings about educational excellence. Education, like so many other fields, has well and truly entered into the technological-information super highway.

As we rapidly navigate our pathways towards educational excellence for all, significant, enduring learning opportunities become more and more achievable and accessible. If we are to contribute to making this world a better place to live, a place where all individuals are welcomed and supported, acknowledged and encouraged to be the best they can be, then we must embrace an all-inclusive platform to build our learning environment.

I believe the ethos which defines Krishna Avanti provides the ideal structure for achieving the lofty ideals of contemporary educational thinkers. An educational institute which promotes inclusive practices and equality for all, must surely have at its core a spiritual dimension. The spiritual essence of Krishna Avanti is lived through our core values of integrity, humility, respect, compassion, gratitude and love. These universal tenets are as good a guide today in the 21st Century as they were hundreds of years ago when they were first penned by Krishna Chaitanya, the founding force behind the spiritual direction of Krishna Avanti schools.

I look forward to joining you and leading the school on this journey towards making our world a better, more enlightened and brighter place to be. A place where each individual is valued and enabled to fully express themselves in a positive and progressive way, in a way which will bring a sense of fulfilment and empowerment to themselves and those around them. I strongly encourage all parents to become active participants in this wonderful opportunity to support your children and to grow alongside them as they discover their greatness in whatever field that may be.

Paul O'Sullivan (B.A, Dip.Ed, M.Ed, Grad. Dip TESSOL)

Principal

Krishna Avanti Croydon

## The Ethos of Avanti Schools

Our School prepares students for their respective life-journeys by promoting educational excellence, character formation and spiritual insight. Emphasis on independent thought and personal choice fans every student's innate and emerging passion for learning. This personalised approach provides tailor-made learning paths for all students, ensuring their long-term progress and fulfilment, and is supported by a mentorship system delivered in close partnership with parents. We also work collaboratively with the wider community, especially partner organisations, to prepare students as responsible British citizens. The School promotes holistic, responsible lifestyles through a vegetarian diet, a curriculum that integrates yoga and meditation, and a built environment that actively fosters environmental concern. By drawing on the teachings of Krishna Chaitanya\*, our School embraces a universal, inclusive approach to spirituality, aimed at rekindling a personal, loving and spontaneous relationship with the divine (Krishna).

To fulfil this vision, the school promotes ideals, namely:

1. Educational Excellence
2. Character Formation
3. Spiritual Insight

### 1. Educational Excellence

Our School motivates and enables all pupils to become reflective, articulate and independent thinkers, laying solid foundations for their future learning, vocation and self-fulfilment. The broad and challenging curriculum focuses on core skills and subjects, and is distinctive in its values-based approach to the humanities and its emphasis on the artistic and spiritual realms.

This will be achieved through:

- Happy and fulfilled learners and teachers.
- Highly-skilled and actively engaged leadership and governance, dedicated to continuous improvement and to realisation of the School's distinctive vision and ethos.
- Continuous development of the professional knowledge and skill of all staff, and adequate respect for their professional discretion and integrity.
- Staff with high expectations, convinced that every child is both uniquely gifted and has identifiable areas for improvement.
- Personalised targets and learning paths for all pupils, supported by thorough, learner-focussed mentorship and effective ICT systems.
- Provision of a broad, flexible and challenging curriculum that allows students to develop in the direction best suited to them, at their own pace, and as promotes realisation of their full potential.
- Curriculum that includes a focus on philosophy, religious and ethics, and the highest culture of ancient and contemporary civilizations. The study of Sanskrit\*\* as the root of almost all eastern and western languages.

- Progress-tracking using rigorous intra-year staff assessment, self and peer assessment, formative assessment, detailed reporting, and - as needed - early intervention and support classes.
- Lessons designed to be relevant to students' lives, to develop learning and questioning skills, and to deepen motivation, understanding and personal insight.
- Sincere and committed engagement of parents (and other family members) as co-educators.

## **2. Character Formation**

The School acknowledges that personal virtue, responsibility and a wholesome sense of identity underpin success in all endeavours, material and spiritual. It nurtures conduct consistent with the universal virtues of respect, integrity, humility, courage, empathy, gratitude and self-restraint.

This will be achieved through:

- A curriculum that challenges students to reflect, think for themselves, explore the links between character and conduct, develop moral literacy and make their own well-informed lifestyle choices.
- Empowerment of students to empathise with others and to deeply reflect on their own choices and their social and personal impacts.
- Dedication to community cohesion, especially through service to the local community and active partnership with other social, charity and community-based groups.
- Encouraging students to adopt conscientious and balanced lifestyles, underpinned by a sense of stewardship and an innate reverence for life, nature and the earth's resources.
- Provision of classes in yoga and meditation, and a vegetarian diet that is healthy and freshly cooked.
- Clean, uncluttered and sustainable learning environments that support the School's emphasis on mindfulness.
- Visits to diverse sacred places and educational venues.
- A broad offering of competitive and non-competitive sports, both within the curriculum and as extra-curricular opportunities.
- Opportunities for developing leadership, team building and personal integrity through partnerships with other organisations.
- Dedication to leadership at every level and nurture of students' voice and involvement, up to Governance level.

## **3. Spiritual Insight**

Rooted in the teachings of Chaitanya, our School promotes an inclusive, accessible approach to spirituality. It aims at a personal, loving and spontaneous reciprocation with the divine (Krishna). Self-discovery is supported through song, mantra meditation, service to humanity, contemplative prayer and the study of exemplary role models. This prepares all students to make lasting contributions to society as loyal, responsible and broad-minded citizens.

This will be achieved through:

- Positive and uplifting experiences of RE and Collective Worship.
- The singing of the names of the divine, with special but not exclusive focus on Krishna.
- Opportunities for self-discovery and spiritual exploration.
- Effective pastoral care that supports each student's personal, emotional and spiritual journey.
- Dedication to working in partnership with other faith schools/organisations to provide students an authentic experience of diverse spiritual traditions.
- Recognition that all of the world's great spiritual traditions represent the divinity in their distinctive ways.
- Authentic understanding of the worldviews underlying various external manifestations of religion and spirituality, with stress on their shared essence: a loving reciprocal and personal relationship with the divine.
- Exploration of faith and spirituality across different traditions in a probing and dialogic manner, with constructive critique of practices, philosophies and epistemologies to promote honest and empathetic dialogue.
- Encouragement of students to develop a broad-minded perspective by acknowledging the key roles of free choice, fidelity to tradition and exemplary role models.
- The warm and welcoming enrolment of young people from all backgrounds.
- Preparation of students to make up their own minds on issues of faith and belonging, religious and otherwise\*\*\*.
- Rekindling of an awareness of an essential spiritual identity that unites all living beings, transcending all designations related to age, race, gender, species, faith affiliation and ability.

## **The School Day**

Reception Class and onwards: 8:00am to 2:25pm, break 9:30am to 9:50am and lunch break is from 11:30am to 12:30pm.

Please note the School Office is open from 8am - 3pm.

### Arrival

The class teacher/classroom assistant greets the children by welcoming them into the classroom each morning. Parents are requested not to have lengthy discussions with the teacher at this time, due to ensuring the Health and Safety of all our pupils. Appointments can be made to see the class teacher at the end of the day alternatively, you can request the school office to forward a message to class teacher.

### Dismissing Pupils

At the end of the day, the children will be dismissed one at a time when eye contact is made with each parent or adult, who has been given consent to collect your child (must be 18 or over). Please wait in an orderly queue to ensure safe dismissal of the children.

If for any reason you cannot collect your child, contact the school office by 1:30pm to inform us about alternative arrangements. Please ensure that the alternative adult collecting your child has prior written consent and that is signed and dated by yourself.

Occasionally a supply teacher may dismiss pupils, in which case if there is a message for the class teacher, please speak to a member of the office staff.

### **Approaches towards teaching and learning**

At Krishna-Avanti School, we aim to encourage pupils to take full ownership of their learning, developing skills for life-long learning. We use strategies that promote life skills, high ordered cognitive thinking, cooperative learning, reciprocal teaching as well as independent, class and team learning. In order to instil independence in your child's development please ensure that your child is toilet trained and able to use the toilet without adult support.

### **National Curriculum, Assessments and Home Learning**

At Krishna-Avanti we aim to provide a high standard of education and believe that every child has the right to succeed. The School is divided into three phases as follows:

- The Early Years Foundation Stage (EYFS), (approximately 3-5 years of age)
- National Curriculum Key Stage 1 (KS1), (approximately 5-7 years of age)
- National Curriculum Key Stage 2 (KS2), (approximately 7-11 years of age)

### **The Early Years Foundation Stage Curriculum**

The Foundation Stage includes the Reception classes. The areas of learning include:

1. Personal, Social and Emotional
2. Physical Development
3. Communication and Language
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts and Design
8. Philosophy and Ethics.

The children in Foundation Stage experience a curriculum which incorporates indoor and outdoor learning. Learning is planned to ensure awe and wonder, interest, enjoyment and deep, meaningful child-initiated play.

## **National Curriculum for Key Stage 1 and Key Stage 2**

As a free school, we are not required to teach the National Curriculum, however, we recognise the worth of delivering a broad and balanced curriculum, which is relevant and engaging for our children. At all stages we utilise the many subject areas or elements within the National Curriculum and delivery this in a meaningful manner.

Subjects are interwoven to create a purposeful learning experience, which is permeated by our ethos. We use a cross-curricular creative approach to teaching and learning that promotes enjoyment, curiosity, logical and analytical thinking.

Discrete learning occurs in the core subjects of Literacy, Mathematics, Science, ICT and Philosophy, Religion and Ethics. However, children are provided with opportunities to use and apply the skills taught.

We endeavour to maximise success for our children by ensuring that all elements of our teaching are good or better. We use a range of teaching methods and styles to suit the needs of the individual child. This can include whole class, small group and child-initiated activities. We value pupil led learning as a dynamic tool for ensuring high standards of academic achievement, self-esteem, confidence and motivation. This tool provides us with the opportunity to accelerate the learning experience for every child so that they continue to make good or better progress.

### **Literacy**

Pupils are encouraged to develop skills of speaking and listening. Opportunities for self-expression are given in independent work, group work, class work, assemblies, drama and theatrical productions.

Daily literacy lessons will involve children in:

- Speaking, listening and responding;
- Sharing both fiction and non-fiction texts;
- Learning to read through a multi-sensory systematic approach to letters and sounds to develop handwriting, spelling and grammar;
- Accessing a systematic reading programme where real books and colour-coded readers are used to provide support and challenges for all pupils;
- Developing comprehension strategies and critical thinking skills;
- Writing in different genres for different purposes and different audiences;
- We encourage children to use the classrooms and school library freely in order to facilitate reading books of personal interest and to research material. We endeavour to cultivate fluency of reading and a love of books.

### **Mathematics**

This is an area of specialism for the school. Children are encouraged to develop their numeracy skills and use them in a variety of meaningful ways to develop their understanding of Mathematics.

Number and Algebra, Data and Shape Space and Measure are all areas that are studied on a weekly basis. The use of ICT is encouraged at all levels.

## **Science**

In science, a new topic is taught every half term. Children use key investigative skills and participate in a series of practical experiments which encourage prediction, observation and evaluation. All classes have equipment and resources necessary to develop the skills of scientific enquiry. Our curriculum is enhanced by in-school visits from various scientific workshops.

## **Computing**

Computers and ICT are increasingly used to support children's work in many areas of the curriculum. Children are taught specific skills that they can apply to their work. All children have opportunities to use digital cameras, scanners, tablets and laptops.

We encourage partnership working in all learning areas and value the extended home learning environment, where children can practice their skills in the core areas by taking part in everyday activities, in a meaningful in real life manner.

### E-Safety

All pupils use computer facilities including internet access as an essential part of their learning in school and as a requirement set out by the National Curriculum.

As parents you will be aware that there have been rapid changes in the technology of image production and that the taking and publishing of pictures is now very simple, often just one click of a button is sufficient to share a picture with many people across the world, with little knowledge of who they are, what they do or who the image will be shared with. This creates a dilemma for schools, as the distribution of images and/or a video is extremely difficult to monitor and/or control.

Our School follows e-Safety guidelines to ensure that children access only appropriate material on the internet and that they are always supervised by a member of staff whilst using the internet.

Please ensure that your child is supervised at all times, when using the internet for any school work done at home and the school has a set of e-safety rules for all our children.

You will be asked to sign a parental consent form to support the school with the taking of images and the use of the internet. Please refer to our e – Safety Strategy. Philosophy, Religion and Ethics (PRE)

Many elements of our Personal Social Health and Education curriculum, along with Religious Education are delivered as an integral part of our Philosophy, Religion and Ethics curriculum. It is also delivered via a variety of specialised drop down sessions and specific learning experiences, which involve utilising the skills of all our staff and the wider community. We encourage our children to have respect and consideration for themselves and all members of the community.



## Performing Arts

This is a specialism of the school and it is our aspiration to use the performing arts to assist in developing pupils' character, their levels of self-awareness, and self and social confidence alongside creativity and communication skills in the broadest sense.

## Behaviour for Learning

Krishna Avanti Primary School operates a unique approach towards behaviour management, recognising that all behaviours are highly influenced by our ability to:

Communicate with each another;

- Form positive relationships;
- Understand what initiates differing behaviour patterns in both ourselves and others, by gaining a growing awareness of our emotions and emotional regulation techniques;
- Reflect on our patterns of behaviour and influence our thought processes and subsequent actions, to ensure we all take ownership of our actions.
- The school culture is underpinned by a very clear set of values; independent thinking, mutual respect for others and taking responsibility for our actions and this is reflected in our policies and everyday practice.
- The ethos in the school fully supports our approaches towards the management of behaviour.

## Inclusion and Interventions

Krishna Avanti Primary School recognises the uniqueness of their learners and has decided to adopt a more personalised and needs led approach towards the design and delivery of our curriculum. A number of our students have a variety of needs and at any given time will require a more flexible and bespoke programme of learning, in order to ensure they achieve academic excellence and a growing awareness of themselves and others.

The alternative curriculum model enables the school to:

- Respond strategically to the changing needs of our learners, developing an alternative curriculum approach which is based on the core needs of the students;
- Develop all aspects of teaching and learning in a proactive and responsive manner, in order to improve outcomes for all our learners;
- Support and develop staff skills and their ability to better understand the changing needs of our more vulnerable learners within the classroom environment;
- Engender a closer relationship between home and school;
- Encourage multi-agency working;
- Ensure robust and rigorous monitoring of our more vulnerable learners, which feed into whole school developments;
- Broaden the scope of staff and student relationships.

The alternative curriculum model supports our students by:

- Allowing them to develop a further set of competencies and skills, that can be translated into different learning environments;
- Developing their understanding of 'self' and what they can do/change to overcome any barriers towards learning;
- Ensuring that they receive the correct support in a proactive and timely manner.

## **Protection and Safeguarding of Children**

At Krishna Avanti School, we take our duty in safeguarding and protecting children extremely seriously. Disclosure Barring Services (DBS) checks, safer recruitment procedures are all an integral part of our everyday practise. All staff members, club leaders and volunteers who work at the School are subject to rigorous checks and receive specialist bespoke induction and safeguarding training.

Parents can contact our Designated Child Protection Officer (DCPO) or the Deputy Designated Child Protection Officer (DDCPO) who will be happy to provide advice and practical tips on preventing abuse and identifying inappropriate behaviours.

We believe that all members of our community have the right to learn in a secure, safe and stimulating environment. Krishna Avanti Primary School acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).

The School has a policy on safeguarding our children and you will receive a copy of this policy, along with a safeguarding acknowledgement form, to state that you have read and understand our approaches towards safeguarding our children. This is also displayed on our school website.

## **Attendance, Punctuality, Holidays and Exceptional Leave of Absence**

We expect all children to attend school every day by 7:55am unless your child is unwell and we work in close partnership with families, to ensure that this is the case.

Attendance and punctuality is a serious matter and good or better attendance is vital to ensure good or better progress. We keep very detailed records of attendance and punctuality, as required by the law. Reasons for absence and lateness are noted and tracked. The school rewards good attendance and supports our children where attendance is not good or better. We have a clear and very robust Attendance Strategy which contains clear procedures, to ensure consistency and fairness in our approaches.

At the same time, due care and consideration is also given to overall school attendance levels in relation to individual attendance levels, which all pupils contribute towards.

### Punctuality

Parents will be required to sign a late register if you arrive to school late after 8am and this will be tracked and monitored by the Attendance Lead and Principal in accordance with our Attendance Strategy.

### Unauthorised Absence

Please note the school day finishes at 2:25pm, therefore, you are advised to book dental and hospital appointments out of school hours or during term holidays, otherwise this impacts negatively on overall and individual attendance levels and their progress.

If your child is absent from school you must notify the School Office by 8.15 a.m. on each day of absence, informing us of the reason for absence. For all absences a signed note, stating the reason for absence, should be brought to the School Office by the first day of your child returning to School.

Parents or carers who are not able to bring their child to school due to personal circumstances, such as illness, will need to make alternative arrangements to drop off and collect their children (this type of absence is recorded as unauthorised).

### Permission for Exceptional Leave

Requests for exceptional leave / special leave can only be granted by the Principal and must be requested by the completion of a request form, which can be obtained from the office.

You should not:

- Pre-book any holidays or leave during term time for any reasons, before your request has been granted;
- Presume that you will receive permission to attend an event like a religious celebration, wedding or personal family event, as these kinds of requests will not be sanctioned as the school already has extended their school holiday times to accommodate the faith element.
- Exceptional leave is only given in very exceptional circumstances and if your request is refused, this may ultimately result in the loss of your child's placement at the school.

### **Assessments and Parent Consultations**

All pupils are assessed on a termly basis through formative (daily and on-going) and summative tests (end of term or year). This information, along with on-going teacher assessments enables the school to be 'data rich' and all data from assessment is used to inform planning at an individual and group level.

Pupil progress is tracked every half term and across the different phases and very rigorous moderation of any levels assigned to the pupils takes place on a termly basis, involving external professionals.

Parent Consultations take place termly and this allows parents the opportunity to discuss your child's progress. All parents will receive a full end of year report at the end of the summer term.

All staff are available at an agreed time to discuss your child's progress on an individual basis and any children who are placed on our Special Educational Needs register or who are classified as vulnerable, are reviewed far more frequently.

## Parents in Class

A recent Ofsted survey stated that parents as co-educators play a vital role in promoting achievement. We welcome parental contributions such as sharing of a language, making presentations and suggesting ideas for topics or supplying resources or attending and supporting visits. Very often help is focused on reading, but parents can also support us in a variety of ways. Parents' help is a very valuable resource to the school and we appreciate any support, particularly if you have a specific skill, interest or contact outside of the school, particularly with the business world.

## Home Learning

Homework is sent on a regular basis by e-mail to all parents. If you require a hard copy of the homework, please inform the class teacher and the school office. Opportunities to do research or extend learning outside of the classroom are encouraged and become more formal as the children progress through the school.

A termly curriculum overview is sent at the beginning of the term to inform you about classroom teaching and learning focus for the term. Teachers will regularly make a note in the Home School Book and send reading books, activity sheets or learning projects home.

Research has shown that accelerated learning takes place when parents are actively involved with the education of their child. We encourage you to work together with your child to promote interest and enjoyment.

You can help your child develop reading skills at home by:

- Spending five to ten minutes each day on reading
- Allowing your child time to self-correct
- Acting as a model by reading some of the text and then asking the child to participate
- Encouraging your child to make predictions about the story
- Asking open and closed questions about events, illustrations, characters and settings
- Creating story boxes using small toys and objects for retelling stories
- Playing word games
- Acting out stories
- Using your local library for homework and research
- Showing your child that you enjoy reading

## Break, Snack-Fruit/Vegetable, Water Access

During morning break all children in the Foundation Stage, Key Stage 1 and 2 will be provided with a piece of fruit or vegetable and water. The Nursery and Reception classes will also receive milk. Pupils in Key Stage 2 can bring their own fruit to school daily.

Children will have access to drinking water at all times, but parents are requested to provide a water bottle, clearly and permanently labelled with your child's name, to keep at the school.

## **School Lunches- Menu planning, Free School Meals, Cost & Payments**

Good quality, well-balanced, low-fat and nutritious vegetarian lunches are hygienically prepared, offered to the Deities, and then served as prasad. We promote a sattvic vegetarian lifestyle and where possible organic foods are offered to Lord Krishna. Foods offered to Lord Krishna at Krishna Avanti School do not contain eggs, onions or garlic.

Sharing sumptuous, healthy School lunches together is part of the overall educational and curriculum experience at Krishna Avanti Primary School, where children learn about Vaisnava and British etiquette, table manners and honouring prasad. This is essential for developing and enhancing social skills and ensuring that lunch-time is a happy experience. The children are encouraged to eat with their right hand. School staff enjoy taking lunch with pupils to create a family atmosphere.

Pupil Voice is taken into consideration when developing the termly school lunch menu. The school will also request parents' views on school lunches.

The school office will send termly menus by email.

### **Free School Meals**

Every child who is known to be eligible for Free School Meals allows their school to gain extra funding to ensure that they achieve the highest standards and do not fall behind.

This funding is used to improve staffing and facilities that benefit the children.

If you are entitled to Free School Meals, we strongly advise you to apply. To find out if you qualify, use the Free School Meals eligibility checker by visiting '<http://fsm.lgfl.net>'. It only takes a moment! If you are eligible for a free school meal, please collect a form from the school office. Any forms received by the school will be kept confidential.

### **Cost and Payment for School Lunches and ParentPay**

The cost of the School lunches is kept to a minimum in relation to the quality of food and will be set once the school reaches Key Stage 2 intake. Pupils in Year 3, 4 5 & 6 must pay for school dinners. Pupils in Reception class to Year 2 are entitled to Universal Infant Free School meals. If you have a child in Reception – Year 2 class, you will not need to pay for your child's school dinner. However, if you have a child in Reception - Year 2 you may still be entitled to free school meals and other support.

We only accept electronic payments for all services (school dinners, clubs, trips, residential visits). This easy and simple process is facilitated by ParentPay. ParentPay offers you the freedom to make payments whenever and wherever you like, safe in the knowledge that the technology used provides the highest internet security available. You will have a secure online account, with a unique user ID and password. You can change these to something you will easily remember and merge accounts

of two or more children. Parents who are unable to make payments online can request a Paypoint Card. This will enable parents to pay at any store which displays the Paypoint sign.

Options for Payments and Lunch menu will be sent by letter at the beginning of the year and may be posted on the website. Reminders will be sent in the newsletter or a separate letter. This information is also available on the school website. Payments for school lunches must be made by the 1st day of the start of the term or in advance in half term, full term, or yearly instalments.

If you have trouble with your username or password or have any concerns regarding your ParentPay account, please email the school office or speak to a member of the office staff who will be glad to assist you.

### **Celebrating Birthdays or Special Events**

If you would like to mark your child's birthday day or a special event, you can do so by:

- Donating a book for the class library;
- Distributing items such as books or stationary to each child
- Please do not send confectionery, such as chocolates and sweets as these foods can trigger allergies, and do not promote a healthy learning environment.

### **Educational Visits**

In order to bring the curriculum to life and to broaden the children's range of experiences, we occasionally arrange educational visits to museums, galleries, parks, places of worship and residential trips. These are always closely linked to the subjects/topics being taught at school. The outings will require a voluntary contribution; however, no child will be excluded if they cannot pay. The school adopts a robust approach towards Health and Safety and adheres to the standards set out by the HSE and Avanti School Trust with respect to assessing the risks.

### **Money in School**

Children should only bring money into School if it is requested by the school. All money should be brought in a sealed envelope, clearly marked with the child's name, class and the purpose, for example non-uniform day / Educational trips etc. ParentPay and Cheques are the preferred method of payment.

Please note money should be given to the office staff or other staff members by hand and not to be sent in children's book bag. The school will not take responsibility for money sent through your child's book bag.

### **Out of hours activities - Afterschool Clubs**

The school will have many afterschool clubs that support and extend children's learning. Details will follow in September and termly update for club bookings. Please note in order to confirm your

child's place you will need to book your preferred choice of the club via ParentPay. Please inform the school office if your child is eligible for Free School Meals or has any other SEN needs.

## **School Uniform**

The Krishna-Avanti School uniform has been chosen to be practical, easy to wash, cotton rich and economical to purchase. It is part of our School Uniform Policy that children from Reception class and above wear the School uniform. It sets a good tone and standard in addition to identifying the school.

The school uniform is available from Brigade. To purchase the uniform items order online via their website [www.brigade.uk.com](http://www.brigade.uk.com) or email directly to [sales@brigade.uk.com](mailto:sales@brigade.uk.com). We do not stock any uniforms at the school however if you would like to check the size of the uniform please speak to member of the school office to arrange a convenient time.

All compulsory items bearing the embroidered School logo must be purchased from Brigade. Items listed below that do not specify a School logo may be obtained from either our supplier or a supplier of your choice. Please note all children must also have a book bag and a full PE kit including appropriate school shoes/ trainers.

### Compulsory Items for Reception – Year 3

Boys white polo shirt, school V-neck sweater, grey trousers (not black or charcoal), black/brown shoes (no trainers), black/grey socks.

Girls white polo shirt, school buttoned cardigan, grey trousers or grey below-knee skirt (not black or charcoal), black/grey socks/tights, black/brown shoes (no trainers).

Physical Education navy blue jogging bottoms/shorts, white t-shirt, trainers, navy blue warm top, water bottle.

### Summer Term Options

Blue gingham pinafore dress.

### Compulsory Items for Year 4 – Year 6

Boys white shirt, school V-neck sweater, grey trousers (not black or charcoal), black/brown shoes (no trainers), black/grey socks, school tie for Year 6 only.

Girls white blouse, school buttoned cardigan, grey trousers or grey below-knee skirt (not black or charcoal), black/grey socks/tights, black/brown shoes (no trainers).

Physical Education navy blue jogging bottoms/shorts, white t-shirt, trainers, navy blue warm top, water bottle.

Book Bag- compulsory for all pupils. Children will need a school bag with our logo. This develops positive and organised attitudes towards learning. The school bag must be brought to school and taken home each day, along with their Home School Books.

PE Kits – compulsory for all pupils. Changing out of uniform and into PE kit is an important learning task for young children. It also creates a growing self-awareness of what is appropriate in different settings. Children need a change of clothing for Physical Education which must be brought into school on the day of the lesson or sports activities.

### **Lost Property**

The school will display lost property on a weekly basis. Please note items not collected will be disposed away every half term. The school cannot accept any liability for loss of, or damage to, such property and possessions.

It is vital that all children are able to locate their own property as it facilitates early reading skills, independence and promotes their self-esteem; hence children must be able to read their first name independently. Please ensure that all your child's clothing and property including shoes are clearly marked in permanent black ink with your child's first name using lower case letters. The best option is to purchase pre-printed iron-on name labels which will last throughout your child's School years and are easily available online.

### **Medicines**

We only give children prescribed medicines in school. If your child suffers from a medical condition, you will be required to complete a form to give consent for school to administer medication.

Please give the medications to the school office in the original bottle/containers with the pharmacy label clearly visible. Please ensure you renew your child's medication regularly or before it expires. Please check with the school office if you are not sure when your child's medication expires.

If your child suffers from asthma, it is vital that you teach your child how to use the inhalers by themselves.

A member of staff qualified as a first aider, will assist your child in administering medications/inhalers where necessary.

### **Allergies**

All children with allergies should be identified by parents and will be required to complete a personal care plan. All first aiders are trained to administer allergy medications.

Some children may suffer from allergies which could be life threatening therefore, please remind your child never to share food brought to school. Do not send nuts or foods containing traces of nuts – we operate a nut-free zone.



## Personal Effects Policy

This policy has been devised based on Trust policy coming from guidance from Harrow Advisory Service for Physical Education and must be adhered to in order to ensure the safety of your child and other pupils. The term 'personal effects' refers to items such as religious artefacts, jewellery, body-piercings, watches, hair accessories, Sensory aids such as spectacles and hearing aids are considered as separate items and any risks attached to these aids, will be assessed fully via an individual risk assessment and will be shared with the parents and child to ensure both the child's and other children's safety at all times. The school will adhere to the recommendations laid out in the Equality Act 2010 and any subsequent school guidance.

We appreciate the support of all parents in ensuring that children maintain a high standard of hygiene, cleanliness and appearance at all times. Hair must be of natural colour and hair-cuts should be conservative, non-trendy with no extreme haircuts. Hair that is shoulder-length or longer must be neatly tied back, with a soft dark item to prevent entanglement and obscuring of vision.

The wearing of personal effects constitutes a hazard both to the wearer and those in contact with the wearer. Inadvertent contact of personal effects with other people, equipment or clothing has caused tearing and piercing of flesh, and even strangulation resulting in death.

If a child arrives at school wearing any type of personal effects, other than the exceptions mentioned below, the parents will be contacted to be informed that staff will remove the item. Staff will not accept any responsibility for the safe-keeping of children's personal effects. Staff will adhere to school policy where any physical intervention takes place.

Hair accessories that are functional and made of a soft material are necessary and will be allowed. No other hair ties or bands with jewellery attached to them are allowed.

If Tulasi or holy neck beads and hand threads cannot be removed because of religious reasons they must comply with our guidelines. Sacred beads and hand threads must only go around the neck or hand once. Sacred beads must be threaded on a plastic string that would break easily if it were to become entangled in an object. They need to be worn very close to the body so that they do not get caught on anything; the child should only be able to place one finger between the string and his/her neck. Hand threads also need to be worn close to the body; the child should only be able to place one finger between the thread and his/her wrist. The ends of the hand threads must not dangle down from the wrists. In the event of an emergency where swelling occurs we may have to cut the neck beads or thread. If any child does not comply with this request, the beads will be removed until the end of the day and you will be informed of any actions that need to take place.

Newly pierced ears can take up to six weeks before they are fully healed so it is important that ears are pierced at the beginning of the summer holidays to allow sufficient time for earrings to be safely removed before the start of the autumn term. If the ears have not fully healed by the time the child returns to school you must cover the earrings with tape, ensuring that the spike at the back of the ear is also covered effectively. Please note that the child will not be allowed to actively participate in PE sessions where physical contact can be foreseen until the earrings can be safely removed, as tape will not provide sufficient safety in sessions where there is physical contact.

Please note that the school does not allow the following:

- Nail varnish
- Jewellery – only stud earrings without stones are allowed in school
- Make up.

### **Sensory aids:**

For activities where no physical contact is foreseeable and during free-play sessions in the playground, a child who utilises sensory aids may participate with or without the sensory aid, whichever situation is safer for the wearer and the other participants.

When physical contact is expected a child who utilises a sensory aid can only participate actively if the sensory aid can be safely removed without creating more risk of injury to the wearer and others in the group. This may mean that the activity needs to be adjusted in some way if possible. If the situation cannot be made safe, then the child must only participate in a non-active capacity.

The co-operation of parents/carers in implementing this policy will be greatly appreciated.

### **Sickness**

Many of our staff are fully qualified First Aiders.

Occasionally children fall sick. If your child is ill do not send him/her to school. Please ensure you inform the school office by 8:15am of the specific reasons for your child's illness and inform the school when your child can return back to school. To avoid spreading germs in school, please do not send your child to school if he/she has chickenpox, has a tummy bug, high fever or vomiting. If you are unsure, please contact the school office for guidance.

If your child is due to undergo an operation or will be off for a longer period of time, please make an appointment to see the Principal so that the school can support your child's needs better.

If your child falls ill, or is injured during the school day, we will assess your child initially. Once a decision has been made if the child is well enough to remain at school, they will be treated for the injury and will be monitored. All incidents will be recorded at a school level and you will be informed by the class teacher via an Incident letter or a message in the home school book or by telephone from the office. Letters will be given to parents for serious injuries which will explain what signs to look out for with respect to your child's specific injury.

Occasionally we will send your child home. We will contact you as soon as possible if the decision made is to send your child home. We will ask you to collect your child from school as we do not have the facilities to care for sick pupils for any length of time. The person listed first in your admissions form priority list will be contacted first in the event of an emergency. Please ensure the school has your up to date contact details including mobile numbers, addresses and GP details.

For more serious injuries we will use your emergency consent and in an event where we have to call an ambulance and you are not available. However, as a parent we will notify you of serious injuries immediately or as soon as we are able. If you have any concerns regarding your child's

health or would like to inform the school of an injury that took place at home please speak to your child's class teacher, School office or book an appointment to see the Principal.

If your child has a behaviour issue which may cause injury to other children in school, we will invite you into school to discuss these issues and will also compile a behaviour support or learning plan in consultation with yourselves, your child and class teacher. This will be co-ordinated by the Principal.

### **School Nurse Visits**

School nurses make an annual visit to the school to monitor pupils in reception class and year 6. They will send medical questionnaires to be completed (For reception class only) which should be returned to the school office by the deadline date.

### **Disability**

If you or your child require any special assistance or have a specific need please inform the school office. Parents/Carers/Grandparents who are registered disabled should inform and speak to school office to ensure disabled parking is available when required. This information will also be collected in the School's Admissions Form but any changes should be informed asap. We will be happy to assist in any way we can.

### **Transport to School**

The Government agenda is to reduce carbon emission and encourage walking to school. We strongly advise that those who live locally walk to school in order to minimise unnecessary traffic and pollution. Those who live too far from the school to walk should try and car share.

Walking or cycling to school helps to promote:

- A healthy lifestyle
- A sense of well-being
- Alertness and concentration in class
- Awareness of geographical location
- Road safety knowledge
- Reading skills

Cycle and scooter racks are provided to assist parents in bringing children to school by cycle or scooter.

Parents must not under any circumstances park in the school inner road. Please ensure that you park considerably outside of the school grounds and that you do not cause any obstruction or hinder traffic flow. Please drive carefully to ensure the safety of our children and show courtesy to other road users and local residents.

Please DO NOT:

- Double park to drop or pick your child

- Stop in the middle of the road to drop or pick your child
- Leave younger siblings in the car unattended; this is illegal and parents can be reported for negligence.
- Enter and block the school entrance (Drop-off and collection zone).

Please see our web site for further guidance.

## **Vouchers**

Please support our school by sending any vouchers schemes taking place. Please send vouchers to school office through your child's book bag or simply give them to the school office. We are collecting vouchers for Cereal boxes, Morrison's and Sainsbury's.

## **Parent Workshops**

The school offers workshops for parents, which cover a variety of areas as follows:

- EYFS Curriculum;
- KS1 Curriculum;
- KS2 Curriculum;
- SATS;
- Phonics;
- Reading;
- Writing;
- Mathematics

You will receive details of these workshops nearer to the time in our whole school newsletters.

## **Friends of Krishna Avanti School (FOKAS)**

If you would like to join FOKAS or simply get involved or help during events, fete, please e-mail the school office and someone will be in touch with you soon.

## **Wider Community Relations**

At Krishna Avanti School we foster relationships with:

- Faith schools including Christian, Jewish and Muslim schools
- State schools locally, nationally and internationally
- Local communities
- Special schools
- Places of worship
- Local clubs such as Crystal Palace Football Club

## **Developing Positive Relationships with all Staff**

At Krishna Avanti Primary School, we pride ourselves in being able to develop positive relationships with all our parents. We believe that effective relationships are built upon effective communication and as set of shared values. It is important that you have open and honest dialog with your child's teachers and inform them of any changes which may impact on your child's learning or development in a proactive manner. We view our parents as co-educators and work hard at developing positive and productive relationships with all our parents. We promote reflective practice at all levels.

## **Communication - Partnerships for Success**

Effective communication and partnership working are key to helping us ensure that your children are happy, challenged and engaged in their learning both in and out of school. This will involve you talking to us about any concerns, or worries that you may have about your child either at school or at home.

The steps below show the process of communicating with the school with respect to individual matters related to your child's academic or social progress.

### STEP 1

Talk to your child's class teacher after school and/or make an appointment to see them. Unfortunately, teachers are not available to discuss issues before the school day, as they will need to be prepared for the children.

Identify issue, discuss possible solutions, agree how to monitor the situation or agree what the outcome will be.

### STEP 2

If you are not happy with the outcome, make an appointment to see the Principal.

Discuss concerns, agree the way forward.

The Principal is available to meet with parents/carers to discuss any concerns, although on most matters the process shown above should resolve any issues. Schools are very busy places and we communicate with parents via our newsletters and Home School communication systems. We will also write to parents with information about specific issues, events and important notices and copies of all communications will be e-mailed. We will also post information on a parent/carer notice board. Our website will also be regularly maintained to ensure that the information is relevant and current. Parents/carers are asked to check these sources of information regularly. We are very much partners in your child's future success.

## **Website**

The school website is updated on a regular basis.

## **School Closures**

The school will update its website of any emergency school closures by 7am.

## **ParentMail**

As the school grows we will use the ParentMail® service to enable us to communicate directly with parents by email and text message. This service is already being used by more than a thousand schools around the UK and the Trust has been using this since 2009. We will use this service to text you about child's absences, outstanding dinner money, cancellations to clubs, school closures and sending letters / newsletter or invitations to events & assemblies by e-mail. For the coming year we will use direct mail merge and group texts to communicate with parents.

## **E-Newsletters**

The school promotes eco friendliness and are aiming to be paperless. Newsletters are sent home regularly by email. They will give details of the school's activities, special events and diary dates. Please speak to the school office if you are not receiving E-Newsletters.

## **Emergencies**

From time to time we may need to contact parents/carers by text message or e-mail for example due to medical or severe weather emergencies. It is therefore vital that you keep your details updated with any changes to your contact details. Please inform the school if there are any changes.

## **Suggestions and Feedback**

We welcome and value your suggestions to make Krishna-Avanti School a better place for all members of our community. Please feel free to share what you are pleased about and any ideas that you may have as to how we might be able to improve our school. You can place your comments in the suggestion box located in the School foyer adjacent to the School Office. This will ensure all voices are heard.

Welcome to the family of Krishna Avanti Primary School!