



Heathlands

Heathlands Drive, St Albans, Hertfordshire, AL3 5AY

Contact Booklet



Parent's Guide about Home/School Liaison



Telephone: 01727 807807



Text: 07860 004370



Email: admin@heathlands.herts.sch.uk



Website: www.heathlands.herts.sch.uk



Dear Parents/Guardians

For the Heathlands partnership to be efficient and effective, it is helpful to have a clear guide about making contact with us.

We hope that you always find us approachable and helpful whether your enquiry is in person, over the phone, by letter, text, facetime or e-mail. However, clear information about the person best placed to deal with your enquiry will often save time and trouble.

Like any organisation, many people in it have different responsibilities delegated to them and, as Co-Headteachers, we certainly cannot deal with everything in person.

The Senior Leadership Team at Heathlands are:

Co-Headteacher and SENCO: Mrs L Reeves Costi

Co-Headteacher and Pastoral Care: Ms S Shields

Deputy Headteacher: Mr J Hazrati

Assistant Headteacher (Lower School): Miss S Head

School Business Manager: Mrs C Bush

In the first instance, you should direct your questions to the class teacher through the school office. If, however, there is something which is important for us to deal with personally then we will do our best to arrange to see you promptly. The school office keeps the diary so contacting the office is your starting point.

Finally, if having gone through all the channels that the school offers, you are still unhappy with the way the school has acted in some respect there is an official complaints procedure. We very much hope that you never need to use it, but details are given in this booklet and the full procedure is available on request from the school office.

Parents are encouraged to access the website for updated information, including a full list of staff, term dates, statutory policies and key documents/forms to download. The website address is www.heathlands.herts.sch.uk

Yours sincerely



Lesley Reeves Costi and Sarah Shields
Co-Headteachers



WHO SHOULD WE PHONE /SEE /WRITE TO?



Absences

Please contact the school office immediately about any pupil absences for illness or medical appointments. They will notify the class teacher or form tutor. Any requests for absences, other than illness or medical appointments, need to be approved by the Co-Headteacher. You must complete a form for this and hand in at least 2 weeks before the date. The form is available from the office or to download from the school website.

Arbor and Making Payments

Arbor is the Management Information System used at Heathlands. Parents will receive an automated welcome email from Arbor, when their children start at the school. Once registered you can use Arbor to make online payments with a debit or credit card any time 24-7, via smartphone app or website. Plus you can give online consent for your child to take part in school trips and other activities.

Emergencies

In an emergency, such as school closure due to snow, parents will be contacted using our text messaging service to the mobile number supplied to the office. Please ensure the school is notified of any change of new contact numbers. Messages will also be posted on the school facebook page.

General Welfare and Pastoral Matters

Most routine pupil matters eg problems with friends, general welfare, general homework issues, are dealt with by the **class teacher/form tutor**. Please write in the Home/School book or email the school office and they will pass on your query to the relevant teacher.

I've lost my PE kit!

Lost property is a problem at times. First, please help us all by making sure all property is marked, especially replacement items bought as your growing son/daughter moves up through the school. Next encourage thorough searching. If all else fails lost property is handed in to the EIOs and can be claimed at any time.

Late Phone Calls

No call will be taken after 4pm on any day. The school office is open from 8am to 4pm during term time. Parents of boarders can contact the Residential Team on 07958 202451 between 4pm and 10pm Monday - Thursday.

My Hearing Aid is not working!

Provision and repair of hearing aids is the responsibility of the Health Authority. Parents should report any lost hearing aids to the issuing clinic to arrange for a replacement. The school does not have replacement aids. Though parents are responsible for the care and management of personal hearing aids the school will continue to support them by:

- checking aids on a daily basis
- sending broken aids away for repairs
- providing batteries
- arranging for new ear moulds

Major Issues

What we have in mind here is major family or pupil issues perhaps, but not always, involving other outside agencies eg family doctor, social services. Here, the Co-Headteachers or Assistant Headteachers can be contacted.

Medical Matters

It is important that you provide us with basic medical information about your child e.g. allergies, asthma, ongoing medical conditions, so that we can take the appropriate action.

You provide us with this on admission on our Personal Information form, but we rely on you to update us in writing if there are changes during your child's school life.

From this information, if your child has particular medical conditions then we will contact you to draw up a medical protocol.

If your child is ill during the school day, and we think he/she should go home, the office will contact you and tell you what the problem is and make arrangements with you in order to get him/her home. Your child will be supervised in the meantime.

In the event of an emergency your child will be checked by the qualified first aiders. If necessary, a decision will be taken to go direct to minor injuries at Hemel Hempstead Hospital or QEII Hospital in Welwyn Garden City or Watford General Hospital. You will be contacted immediately if this happens. The First Aider will stay with your child until you arrive.

County guidelines prohibit us from administering medicines except in a few very special cases. If your child needs this please contact us.

More Serious Issues

Major problems such as bullying, truancy, behaviour in class or outside, are referred to the Assistant Headteachers in either Lower or Upper School. Appointments should be made via the school office.

Problems with a Subject

General queries about lesson content, specific homework tasks etc should go to the class teacher/form year tutor first. Please write in the Home/School book or email the school office and they will pass on your query to the relevant teacher. If the problem cannot be dealt with at that level, or it concerns the subject teaching itself, then contact a member of the Leadership Team via email to the school office.

Taxis

Transport is **not** the responsibility of the school. This is an arrangement to be made between parents and their respective Local Authority (LA). If there is a problem please contact the Transport Section of your LA direct. The school has outlined safety procedures for receiving and releasing children and a copy of the guideline is available from the Office.

Sign Language Classes

We offer Signature Level 1, 2, 3 and 4 daytime and evening classes to teenagers and adults. If you would like to join our mailing list to be informed of BSL/signing courses and any future workshops, then please contact the BSL Centre Team (bsl@heathlands.herts.sch.uk).



The BSL Centre also offer free parent and family groups, at certain times of the year. Please see the school website for updated information or email bsl@heathlands.herts.sch.uk.



How to COMMENT or COMPLAIN

We care about what you think

This is an extension of our Contact Booklet. Expressions of pleasure or praise are very welcome as they give staff reassurance that their efforts on behalf of your children are appreciated. Such comments can be verbal or put in writing or placed in the Comments Box (in each department) to inform us as part of our school self-evaluation.

Each day this school makes many decisions and tries hard to do the best for all the children. Your comments - either positive or negative - are helpful for future planning. You may want to talk to us about a particular aspect of this school, though not actually make a complaint - you just want to get something 'off your chest'. Whatever it is, this booklet shows you how this can be achieved.

If you are dissatisfied about the way your child is being treated, or any actions or lack of action by us, please feel able to complain.

Our promise to you

- Your complaint will be dealt with honestly, politely and in confidence
- Your complaint will be looked into thoroughly and fairly
- If your complaint is urgent we will deal with it more quickly
- We will keep you up to date with progress at each stage
- You will get an apology if we have made a mistake
- You will be told what we are going to do to put things right
- You will get a full and clear written reply to formal complaints within 28 working days

First

Please make sure that you have read the Contact Booklet and followed the guidance given there. We hope that any problem can be resolved quickly and informally where and when it occurs. If you have a concern about anything we do, or if you wish to make a complaint, you can do this by letter, telephone, fax, e mail, text mobile or in person. If there is something you are not happy about, or you don't understand why we are doing something in a particular way, please come in and discuss it with the class teacher or other appropriate member of staff. If the problem cannot be dealt with at that level please approach the relevant Head of Department.

We know that it can feel uncomfortable to question or challenge, but if you don't tell us what is worrying you we cannot explain what we are doing or try to put it right.

If your concern remains unresolved talk to the Co-Headteachers. Email the Co-Headteachers or make an appointment with the school secretary to make sure a Co-Headteacher is available. You should be able to sort out your worries but sometimes this is not possible. In this case there is a next step.

Second

If you are not satisfied you can complain formally by filling in a form, which is available from the school office. Send the form to the Chairman of Governors. The school secretary will tell you who this is. The Chairman will then arrange for your complaint to be investigated and considered and will reply within ten working days to give you a progress report and tell you what will happen next. When your complaint has been fully investigated you will be told of the outcome in writing.

Third

Most complaints are the responsibility of the governing body of the school and will be resolved by them. A small number of complaints cannot be resolved by this process.

In the case of complaints about **Special Educational Needs**, the **National Curriculum** or **Collective Worship**, in LEA maintained schools, you can complain further to the Local Education Authority. This should be done by writing to the Head of the Conciliation and Appeals Unit at the address on page 6.

HEATH HOUSE (Residential Sector)

The complaint procedures outlined above equally apply to Heath House. However, if you have a serious concern to raise with respect to our residential provision you can complain directly to Ofsted, Royal Exchange Buildings, St. Ann's Square, Manchester M2 7LA. Tel: 08456 404045. E-Mail : enquiries@ofsted.gov.uk

Useful contacts

Chair of Governors

The secretary at school will tell you who this is and pass on any written correspondence

County Councillor for your area

Contact the Members Secretariat at County Hall

01992 556556

ACE

Advisory Centre for Education

1b Aberdeen Studios

22 Highbury Grove

London. N5 2EA

Free Advice Line 2-5pm

Monday to Friday

0808 800 5793

Children's Legal Centre

University of Essex

Wivenhoe Park

Colchester

Essex CO4 3SQ

Free Advice Service, 2-5pm

01206 877910

Complaints Officer

Head of Unit

Conciliation and Appeals Unit

CSF

County Hall

Hertford, SG13 8DF

Helpline 01992 588542

Parent Partnership (Special Educational Needs)

Helpline 01992 555847

There are four **Area Parent Partnership Supporters** in the county and you can contact your local Supporter direct. Their details are:

North (Stevenage/Hitchin/Letchworth/Baldock/villages)

Irene Holland 01462 634488

East (Hertford/Ware/BStortford/Waltham Cross/ Hatfield/WGC/villages)

Dawn Owen 01920 411152

South (Watford/Rickmansworth/Potters Bar/ Borehamwood/Radlett/villages)

Karen Edwards 01442 453316

West (St Albans/Hemel Hempstead /Tring Harpenden/Berkhamsted/villages)

Helena Marks 01442 217143

Lower School Please ensure all items are clearly labelled with your child's name.		Available to purchase on Arbor and at school office
Please check the school website heathlands.herts.sch.uk/school-uniform for the latest prices of uniform supplied by the school.		
Trousers or Shorts Grey plain design school trousers, not jeans, not skinny type, not leggings, not jogging bottoms. Summer – Students may wear plain grey short.	Skirts Grey Plain design. Summer – Students may wear blue/ white checked dresses	x
Shirt Plain white school shirt or polo shirt with collar. If T-shirts are worn under shirts they should be white and plain design.		x
Sweatshirt Royal blue with school logo. Plain royal blue cardigans or jumpers may be worn. No hoodies.		✓
Shoes Plain black flat school shoes. No plimsolls, no trainers including black trainers.		x
Socks/Tights Plain grey, white or black socks. Grey or black tights.		x
Outdoor Coats Appropriate waterproof coats. Wellington boots for outdoor play in adverse weather.		x
PE Kit White t-shirt Navy/black shorts Well-fitting trainers Swimwear – black one-piece swimsuit or trunks.		x
Fleece (optional) Royal blue fleece top with school logo.		✓
Hair	Hair bands and hair accessories should be black or royal blue.	
Jewellery	No rings, bracelets, necklace. Earrings should be plain studs.	
Nails	No nail varnish.	

Upper School Please ensure all items are clearly marked.		Available to purchase at school office
Please check the school website heathlands.herts.sch.uk/school-uniform for the latest prices of uniform supplied by the school.		
Trousers Black plain design (not jeans, not leggings). Should be suitable waist fitting not displaying underwear. No shorts.	Skirts Black plain design, no tight fitting, no short skirts. Must be of an appropriate length. No more than 10cm above the knee. No shorts.	x
Shirt Plain white school shirt (short or long sleeves weather dependant.) Shirts should be loose and comfortable, not tightly fitted. No underwear to be visible through the shirt. If T-shirts are worn under shirts they should be white and plain design.		x
Tie Royal Blue and Gold striped available from school.		✓
School jumper Plain grey V neck. No hoodies or sweatshirts at any time		x
Blazers Royal blue with school logo Blazers should be worn at all times. With staff permission blazers can be removed.		✓
Shoes Plain black with no heels over one inch No plimsolls, no boots and no trainers including black trainers.		x
Socks/Tights Plain grey, white or black socks. Grey or Black tights.		x
Head coverings Head coverings for religious reasons e.g. hijab or turban must be plain black or royal blue colour.		x
Outdoor coats Appropriate waterproof coats.		x
PE Kit Heathlands Blue fleece. Only worn for PE. Plain white round neck T-Shirt. No logos. Plain Black Shorts. No logos. White Sports Socks. Indoor Trainers and Outdoor AstroTurf trainers. Black Jogging Trousers (Optional). Black leggings only permitted for gymnastics. Long sleeved white T-Shirt. No logos. (Optional in the winter to be worn under plain white round neck T-Shirt)		x
Fleece Royal Blue Fleece Top with School Logo		✓
Nails	No nail varnish. No acrylic nails.	
Make up	No make-up should be worn.	
Hair	No brightly coloured extensions, weaves or dyes. No extreme hairstyles with shaven or carved patterns. No eyebrow shaved patterns. What constitutes "extreme" is at the discretion of senior staff. Hair bands and hair accessories should be small and plain black or royal blue.	
Jewellery	No rings, bracelets, necklaces. A single set of plain stud earrings is permitted, but must be removed or covered for PE.	

Sixth Form Dress Code

The intention of the Sixth Form dress code is to maintain the smart appearance, but allows a degree of flexibility, in acknowledgement of the role of the Sixth Former and their progression towards higher education or the world of employment.

For Sixth Form

An unbroken line of clothing from shoulder to mid-thigh.

Dress, skirts and shorts length shouldn't be shorter than your own fingertips held by your sides.

Midribs and backs are to be covered at all times.

Necklines and Clothing that completely covers all underwear.

Appropriate footwear must be worn for health and safety reasons.

Not for Sixth Form

Bandanas and other headgear except when worn for religious reasons.

See through or ripped clothes.

Graphics and images that promote the use of alcohol/drugs, searing, gangs or attacks on the identity of others.

Underwear showing.

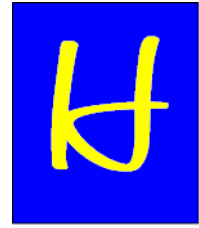
Flip flops / sliders / bare feet.

Facial piercings (apart from nose).

Obvious tattoos.



School Equipment for Upper School



- Pencil case
- Ballpoint pens (blue and black)
- Writing pencils
- Rubber and sharpener
- 30cm ruler (also showing mm)
- Glue stick
- Highlighter pens
- Colouring pencils
- Protractor
- Compass
- Scientific calculator
- Hearing aid/cochlear implant batteries
- Reading book
- Home learning planner (provided by school)



Heathlands WOW Factor – Lower School

Applying the WOW Factor

- We establish a whole school ethos which expects good behaviour.
- We develop an effective set of classroom rules and routines.
- We teach and agree these rules and routines with pupils.
- Pupils learn the skills and attitudes they will need to carry them out.
- When children work within the rules and routines we apply our system of praise and rewards.
- We teach children our system of consequences if they fail to follow our rules and routines.

Working on Work

Working on Work

1. Walk properly through school in a class line with an adult at the front.



2. Remove outdoor clothing and get ready to learn quickly



3. Watch and Listen carefully when a staff member is talking.



4. Cooperate with your classmates. Help, do not distract.



5. Raise your hand if you want to speak to a member of staff in the classroom.



6. Be polite and respectful to all staff and all other children.



7. Try your best with your learning activities.



8. Give in all your home learning on time.



9. At the end of your lesson leave your table tidy.





My learning



Respect



I watch staff

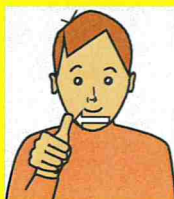


I watch other people

I help other people



I am polite



Motivation



I like to learn



I keep trying



I praise others



I will try by myself



I accept mistakes





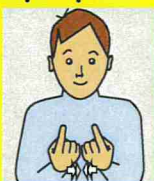
My learning



Responsibility



I get my equipment



I do my home learning



I finish my classwork



I ask for help



My behaviour is safe



Attitude

I'm ready to learn



I will try new things






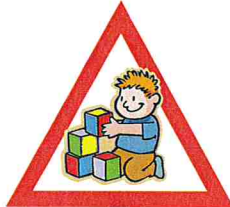








I will share



I will try my best



Level	LS Behaviour
1	<ul style="list-style-type: none"> • Wasting time at the start of lessons. • Disrupts lesson e.g. distracts other children, talking, not working, inappropriate comments, etc. • Ignoring staff when they ask you to do something. • Not completed home learning. • Bringing objects to school which should be left in a bag or drawer (toys) • Getting a drink during lesson without an adult's permission. • Making deliberate noises during lessons.
2	<ul style="list-style-type: none"> • Persistently wasting time at the start of lessons (2 or more occasions). • Continues to disrupt lesson e.g. distracting children, talking, not working. • Teasing other pupils. • Continues to ignore staff requests. • Continues to fail to return home learning. • Damages another child's property or classroom equipment. • Walking around during lesson time without permission.
3	<ul style="list-style-type: none"> • Continues to waste time in lessons after a consequence. • Persistently not completed home learning. • Failure to follow a consequence. • Graffiti. • Leaving lessons without permission. • Bullying. • Swearing at another student. • Deliberate damage to school property. • Misuse of ICT facilities. • Rudeness to staff e.g. argues.
4 Major Consequence	<ul style="list-style-type: none"> • Offensive behaviour e.g. swears at a member of staff. • Defiant behaviour e.g. refuses to move, follow instructions. • Theft. • Serious bullying incident. • Possession of an item/weapon likely to cause harm to another. • Aggressive behaviour towards another student. • Aggressive behaviour towards staff. • Intolerant behaviour e.g. racist, homophobic, gender discrimination • Inappropriate touch or comment. • Forcing someone to do something they don't want to do. • Using a phone in school without permission.

Level	Consequences			
<div data-bbox="161 259 285 427">1</div>	 <div data-bbox="440 421 671 479">WARNING</div>	 <div data-bbox="839 421 1209 479">APOLOGY GIVEN</div>		
<div data-bbox="145 600 284 797">2</div>	 <div data-bbox="432 801 715 875">TIME OUT</div>	 <div data-bbox="863 786 1142 887">5MIN OFF GOLDEN TIME</div>		
<div data-bbox="145 976 284 1173">3</div>	 <div data-bbox="300 1200 560 1301">EMPATHY TASK</div>	 <div data-bbox="571 1200 815 1301">DETENTION</div>	 <div data-bbox="847 1200 1094 1301">WHITE SLIP</div>	 <div data-bbox="1106 1200 1385 1301">BEHAVIOUR CHART</div>
<div data-bbox="145 1402 284 1576">4</div> <div data-bbox="145 1603 277 1653">Major Consequence.</div>	 <div data-bbox="312 1615 571 1727">INTERNAL EXCLUSION</div>	 <div data-bbox="608 1615 863 1727">PROTECTIVE CONSEQUENCE</div>	 <div data-bbox="879 1615 1118 1693">WHITE SLIP</div>	 <div data-bbox="1134 1615 1390 1715">EXTERNAL EXCLUSION</div>






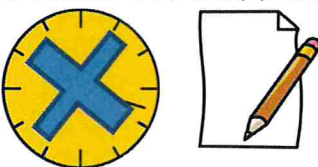
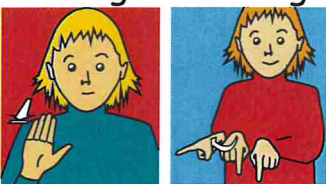
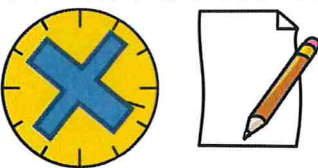
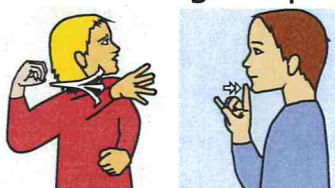





There is some flexibility for setting consequences based on the age, cognitive and language ability of a pupil in discussion with the pastoral lead or senior staff. For example a pupil with additional Special Educational Needs may have an empathy task or social story for a Level 4 consequence. The aim is always that the consequence teaches prosocial behaviour rather than “punishes”. A consequence should be chosen that will support the pupil to learn and develop pro-socially.

The listing on Arbor has the additional wording to clarify meaning to staff. It was not considered appropriate to include this additional wording on classroom posters in Lower School.

Level 4

- Inappropriate touch or comment (e.g. telling sexual stories or jokes, making lewd comments, making sexual remarks about clothes and appearance, unwanted sexual comments and messages)
- Forcing someone to do something they don't want to do (including acts of a sexual nature).

Example actions and consequences. Visual chart for pupils:

Action	Consequence
<p>Rude to staff</p> 	<p>Golden time off</p> 
<p>Ignoring staff</p> 	<p>Golden time off</p> 
<p>Swearing</p> 	<p>Golden time off OR white slip</p> 
<p>Pushing or kicking</p> 	<p>Golden time off OR white slip</p> 
<p>Throw things at people</p> 	<p>Exclusion</p> 
<p>Hurt children</p> 	<p>Exclusion</p> 
<p>Hurt staff</p> 	<p>Exclusion</p> 

Heathlands WOW Factor – Upper School

Applying the WOW Factor

- We establish a whole school ethos which expects good behaviour.
- We develop an effective set of classroom rules and routines.
- We teach and agree these rules and routines with students.
- Students learn the skills and attitudes they will need to carry them out.
- When students work within the rules and routines we apply our system of praise and rewards.
- We teach students our system of consequences if they fail to follow our rules and routines.

Working on Work

1. Arrive on time, in an orderly manner.
2. Remove outdoor clothing and get all essential equipment ready for the lesson.
3. Listen carefully when your teacher is talking.
4. Cooperate with your classmates. Help, do not distract.
5. Raise your hand if you wish to speak to the teacher.
6. Be polite and respectful to your teacher and fellow students.
7. Complete all classwork to the best of your ability.
8. Record all homework in your planner and complete on time.
9. At the end of your lesson leave your work area tidy.

Behaviour for Learning

Responsibility



I bring equipment
and books to lessons

I work hard to finish
home learning

I work hard to finish
my work in class

I ask for help if I
need it

I behave well in class

Attitude

I am ready to learn

I concentrate in
class

I try new things















I share equipment

I try my best

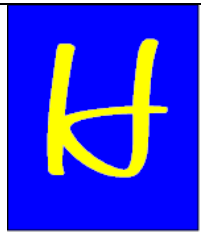
I do not give up

Level	US Behaviour
1	<ul style="list-style-type: none"> • Lateness to lesson or registration. • Failure to bring materials e.g. pen. • Disrupts lesson e.g. distracts other students, talking, not working, etc • Failure to complete homework. • Homework not completed to the required standard. • Failure to wear correct uniform including blazer and tie. • Possession of prohibited items including hats worn inside building • Eating and drinking in class or the corridors. • Fails to follow social distancing or safety instructions. • Ignores an instruction from staff.
2	<ul style="list-style-type: none"> • Persistently late to lessons (2 or more occasions). • Walks out of lesson without permission. • Inappropriate behaviour during break or lunch. • Overly physical behaviour. • Not being in a designated place at break or lunch. • Persistent failure to bring materials (2 or more occasions). • Continues to fail to complete homework. • Continues to disrupt lesson e.g. distracting students, talking, not working. • Damage to another student's property. • Persistently fails to wear correct uniform. • Continues to fail to follow social distancing or safety instructions. • Lack of respect to peers or staff. • Continues to ignore an instruction from staff.
3	<ul style="list-style-type: none"> • Persistently late to registration (2 or more occasions). • Continues to be late to lessons after detention. • Continues to fail to bring materials after detention. • Persistently fails to complete homework after detention. • Walks out of lessons and refuses to return. • Failure to attend break or lunchtime detention. • Still continues to disrupt lesson. • Graffiti. • Truancy. • Bullying. • Swearing at another student. • Deliberate damage to school property. • Misuse of ICT facilities. • Deliberate or malicious failure to follow social distancing or safety instructions.
4 Major Consequence	<ul style="list-style-type: none"> • Rudeness to staff e.g. argues. • Offensive behaviour e.g. swears at a member of staff. • Defiant behaviour e.g. refuses to move, follow instructions. • Theft. • Serious bullying incident. • Possession of an item/weapon likely to cause harm to another. • Aggressive behaviour towards another student. • Aggressive behaviour towards staff. • Offensive graffiti. • Intolerant behaviour e.g. racist, homophobic, gender discrimination. • Sexual harassment e.g. telling sexual stories or jokes, making lewd comments, making sexual remarks about clothes and appearance, unwanted sexual comments and messages. • Sexual Violence e.g. forcing sexual activity without consent, sexual assault, rape • Using a phone in school without permission.

Upper School

Level	Consequences			
1	 WARNING	 APOLOGY GIVEN		
2	 DETENTION	 TIME OUT	 SCHOOL SERVICE	 FORM TUTOR REPORT
3	 EMPATHY TASK	 SCHOOL SERVICE	 PROTECTIVE CONSEQUENCE	 RESTORATIVE JUSTICE MEETING
4 Major Consequence.	 CONTRACT WITH HEAD	 INTERNAL EXCLUSION	 EXCLUSION FROM SCHOOL	 POLICE CONTACTED

There is some flexibility for setting consequences based on the age, cognitive and language ability of a pupil in discussion with the pastoral lead or senior staff. For example a pupil with additional Special Educational Needs may have an empathy task or social story for a Level 4 consequence. The aim is always that the consequence teaches prosocial behaviour rather than "punishes". A consequence should be chosen that will support the pupil to learn and develop pro-socially.



Heathlands School Guide to the use of Images

Respecting and Caring for the Whole School Community



Using Images Safely and Responsibly

We all enjoy and treasure images of our family and friends. Our new born baby, first steps, family events, holidays and school events are moments we all like to capture in photographs or on video.

We then have the added and exciting dimension of adding our images and video to our social network, such as Facebook, YouTube and many other online websites. This means that we can easily share our photos and video with family and friends.

Whilst this is naturally useful, in schools and educational settings we do need to protect and safeguard all children and staff in our school, including those who do not want to have their images stored online.

Online Images and Video

What should we think about before adding online any images or video? Are there any risks?

Facts

- Once online any image or video can be copied and stay online forever.
- Some children are at risk and **MUST NOT** have their image put online. Not all members of the school community will know who they are.
- Some people do not want their images online for personal or religious reasons.
- Some children and staff may have a complex family background which means that image sharing online can have unforeseen consequences.

We must all **'Think Before We Post'** online.

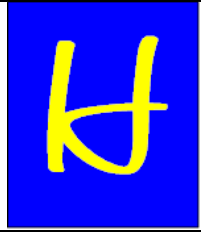
At Heathlands School we are happy for parents and carers to take photos and video of the school events for personal use but request that these images are not distributed or put online. This is to protect all members of the school community.

Thank you for your support.

Further information on the use of images and video can be found at:

- Be Safe Online – <http://tinyurl.com/ye24kxe>
- Information Commissioner's Office – <http://tinyurl.com/yc7nmnv>
- ThinkUknow – <http://www.thinkuknow.co.uk/parents/safeuse/>





Home and Family Guidelines



- Talk together and have fun learning together.
- Keep virus and firewall software up-to-date.
- Remember that passwords should be kept private and not shared with others.
Many eSafety incidents relate back to the sharing of passwords.
- Involve everyone and agree your family guidelines and rules. Remember that sometimes what is acceptable for a Year 10 child is not necessarily acceptable for a Year 4 child.
- Regularly discuss online safety and go online with your children.
Communication is the key to 'staying safe' online.
- Enable your 'browser safe' search option and/or consider using internet filtering software, walled gardens and child-friendly search engines. Critically view all content as some website are not what they appear.
- Keep the computer in a communal area of the house, where it's easier to monitor what your children are viewing. Do not let children have webcams, or similar, in their bedroom. Remember any image, sound or text can be copied and viewed by everyone.
- Talk to your children about why they should not give out their personal details. If they want to subscribe to any online service then make up a family email address to receive the mail.
- We all love to chat and children are no different. Encourage your children to use moderated chat rooms and never to meet up with an online 'friend' without first telling you.
- Time spent online should be monitored to help prevent obsessive use of the internet. Children need to follow a range of activities many of which will be offline.
- Encourage your children, and in fact all family members, to tell you if they feel uncomfortable, upset or threatened by anything they see online.
- Have proportionate responses if the family guidelines are not followed.



HOLIDAY DATES FOR ACADEMIC YEAR 2023 - 2024

Autumn Term 2023

Inset Day	Fri 1 September 2023 (no pupils in school)
Term Starts	Mon 4 September 2023
Half Term Holiday	Mon 23 October 2023 – Fri 27 October 2023
Occasional Day	Fri 1 December 2023 (no pupils in school)
Term Ends	Wed 20 December 2023 @ 12.30pm

Spring Term 2024

Inset Days	Thurs 4 January 2024 – Fri 5 January 2024 (no pupils in school)
Term Starts	Mon 8 January 2024
Half Term Holiday	Mon 19 February 2024– Fri 23 February 2024
Term Ends	Thurs 28 March 2024 @ 12.30pm

Summer Term 2024

Term Starts	Mon 15 April 2024
Bank Holiday	Mon 6 May 2024
Half Term Holiday	Mon 27 May 2024 – Fri 31 May 2024
Term Ends	Fri 19 July 2024 @ 12.30pm
Inset Days	Mon 22 July 2024 - Tues 23 July 2024 (no pupils in school)

Any changes or amendments will be announced on our website
www.heathlands.herts.sch.uk



HOLIDAY DATES FOR ACADEMIC YEAR 2024 - 2025

Autumn Term 2024

Inset Day	Mon 2 September 2024 (no pupils in school)
Term Starts	Tues 3 September 2024
Half Term Holiday	Mon 28 October 2024 – Fri 1 November 2024
Occasional Day	Friday 29 November 2024 (no pupils in school)
Term Ends	Fri 20 December 2024 @ 12.30pm

Spring Term 2025

Inset Days	Mon 6 January 2025 (no pupils in school)
Term Starts	Tues 7 January 2025
Half Term Holiday	Mon 17 February 2025– Fri 21 February 2025
Term Ends	Fri 4 April 2025 @ 12.30pm

Summer Term 2025

Term Starts	Tues 22 April 2025
Bank Holiday	Mon 5 May 2025
Half Term Holiday	Mon 26 May 2025 – Fri 30 May 2025
Term Ends	Fri 18 July 2025
Inset Days	Mon 21 July 2025 - Wed 23 July 2025 (no pupils in school)