

HOLLY HOUSE SCHOOL



PROSPECTUS

2020/21

Welcome

Holly House School is a mixed special school for pupils with Severe Emotional and Behavioural Difficulties (SEBD) aged 7 – 14 years. The school offers up to 43 placements of which 12 are residential.

Pupils are admitted to Holly House from all over Derbyshire. There are also some 'Other Local Authority' (OLA) places with pupils coming from Nottinghamshire and Derby City. All pupils admitted have an Education and Health Care Plan which states the pupils' primary needs and how they will be met. These will be in the category of Social, Emotional and Mental Health Difficulties. They may have other conditions such as ADHD, ASD and Attachment, but they do not have significant learning needs. They may be behind Age Related Expectations, typically working up to 2 years behind their chronological age. Typically they have struggled in mainstream settings from an early age and have major anxiety issues around coming to school.

All pupils are admitted as day pupils with an option to access Residence and Extended day once they have settled in. Residence at Holly House can offer greater emotional support from experienced care staff, consistent behavioural management 24 hours a day, enhanced relationship-building skills and a programme of play activities and recreation. Extended day activities are open to all pupils running from the end of school into the evening. These also help with teambuilding and encourage the development of social skills.

Attendance at school is compulsory and parents should keep us informed of any reason for absence. This can be done by telephone, preferably on the morning of the first day of absence. The Head Teacher is no longer permitted to grant permission for holidays during term time. The Local Authority will fine parents who take pupils out of school for such purposes.

You will find more information on our Website www.hollyhouse.derbyshire.sch.uk



Our Vision

'To inspire and support our children to overcome their barriers to learning, develop confidence, raise their self-esteem, realise their potential so they can make a positive contribution to society.'

Our Aims

'To provide education and care for pupils with Social, Emotional and Mental Health needs, to raise their attainment and give them the confidence and skills to return to mainstream education if and when appropriate.'

'To provide a safe, caring and stimulating environment for all members of the Holly House Community.'

'To give pupils a voice and create a culture where they feel valued.'

Our Ethos

- Safeguarding is our number one priority
- Everyday a new beginning
- We recognise the potential in every individual
- We can see the child behind the behaviours
- We celebrate the positives
- Social and Emotional development have equal importance with academic progress
- We develop and foster life-changing relationships
- We create a nurturing environment
- We reflect and learn to consistently improve our practice
- A culture where staff are valued and respected
- A culture where verbal and physical abuse is not tolerated
- A Governing Body fully committed to supporting staff and taking whatever action is required to protect their wellbeing



Outcomes

To provide opportunities for pupils to:

- be the best they can be
- have fun and enjoy the Holly House experience
- have a positive self-image and outlook on life
- have good interpersonal skills and be able to form positive relationships
- be able to learn and work successfully both individually and with others
- be adaptable learners and thinkers
- achieve challenging targets across the curriculum
- be inspired to have goals to give them a sense of purpose and direction
- be tolerant and respectful of others, their beliefs, views, abilities and culture
- be informed of Universal Values and willing to make a positive contribution to society
- have the skills to solve a range of problems
- be self-reflective and adapt their behaviour accordingly
- be able to make healthy lifestyle choices
- be able to draw on a broad range of experiences introducing them to new possibilities and choices

This will be achieved through

- a broad, balanced and relevant curriculum
- teaching that inspires an independent approach, investigative thinking and reflective learning
- Staff with the professional qualifications and interpersonal skills to bring about the best possible outcomes for pupils
- an enriching programme of visits and extra-curricular activities
- the provision of appropriate resources to support learning
- well planned lessons taking account of different learning styles, tailored to meet the needs of individual pupils
- our robust safeguarding policy and procedures which provide a stimulating, safe and secure environment where bullying and discrimination is rigorously challenged
- the opportunity for pupils to voice their opinions in decision making both on a personal and whole school level
- good relationships and partnerships centred around the child involving the school, parents/carers and other agencies
- an educational climate which promotes mutual respect, provides appropriate role models and opportunities for personal development.
- Unconditional Positive Regard



Home/school agreement

This agreement represents our promise to you to provide the best education and care for your child whilst they attend Holly House School. We are committed to provide a safe and secure environment for all of our pupils and are certain that you will support us by signing this agreement along with your child. Holly House School aims to work in close partnership with parents, carers and pupils at all times. Once signed, this agreement will remain in place for the whole time your child is a pupil at Holly House or such time as it needs to be updated. All parents are given a Home/School agreement to sign when a pupil starts at Holly House. This remains in force until they leave, but may be up dated if required.



Privacy Statement for Holly House School

We collect, process, store and share a range of Personal Data relating to pupils and parents while at Holly House. Initially this information is collected from the admission form that parents fill in when a pupil first joins Holly House. This includes contact details, medical information, ethnic monitoring and details of any court orders that apply. Other data relating to attendance and assessment is received from a pupil's previous school.



There will also be personal data/information contained within the Education and Health Care Plan, Review Reports and End of Year Reports. While at school more data is collected relating to attendance, assessment, behaviour and free school meals. We also collect and retain reports from other professionals or agencies including Health, Social Care and Child Protection. Much of this personal data is kept for statutory purposes in relation to the pupil's education. Personal data is used to support and monitor each pupil while they make progress through the school. Paper files are kept in the school

office in a secure storage facility. The office is kept locked and only authorised staff have access. Other paper records are stored securely in the Head Teacher's Office. Electronic data on attendance and behaviour is stored online on secure UK based servers. Other electronic data is stored securely on the Holly House Server. All computers that access the server are encrypted. Teachers also keep assessment data for the pupils they are teaching. All personal data is transferred with the pupil when they leave Holly House. Assessment data/pupil work is kept for 1 year, then is securely destroyed. Other assessment data may be kept in mark books or on encrypted laptops by teachers. This will be deleted a year after a pupil leaves Holly House. Other data is retained for longer periods as laid out in the Derbyshire County Council Document Retention Schedule.

All information/data at Holly House is treated with the utmost confidentiality. If parents have any concerns about data processing at Holly House they should get in touch with the data controller – Mr I. Williams

School Transport

All pupils who live more than 3 miles from school are offered a place in a taxi to and from school. They will be picked up at a time in the morning to get to school for 8.50. Pupils will need to be ready at the arranged time. The driver will wait no longer than 5 minutes. They will be dropped back at home after leaving school at 2.30. It is the parents' responsibility to have someone at home to greet the pupil at the end of the day. It is likely that pupils will share taxis. In these cases the driver is supported by an escort who will manage behaviour. Inappropriate behaviour in taxis may lead to the company refusing to carry the pupil. In these cases it becomes the parents' responsibility to get their child to school. Holly House provides taxi training to drivers and escorts every year. This covers all aspects of dealing with pupils while being transported. Any questions relating to taxis and transport should be directed to Special Needs Transport on **01629 536729**



School Day and Extended Day transport

Holly House has a Derbyshire 17 seater minibus, our own 9 seater minibus and a car. Some staff are also authorised to use their own cars to transport children. All drivers have the correct license and insurance to drive the vehicles and these are checked periodically. In September 2018, all staff undertook updated training in the transporting of pupils in minibuses and cars. Risk assessments are in place for travel off-site and these are updated every year. Individual pupils also have risk assessments that cover travel in vehicles. It is our aim to ensure that all pupils are safe when they are taken off-site. Where pupil behaviour causes safety concerns (eg refusing to wear seatbelt) they may be banned from using transport for a fixed period. This will prevent them going on trips, Outdoor Education or joining in extended day activities.

Curriculum

Primary curriculum at Key Stage 2 (age 7 – 11)

A broad and balanced primary curriculum is offered at Holly House School. Pupils follow the National Curriculum in the main with adaptation and differentiation to meet their individual learning needs. Specialist Primary Teachers take the two classes. Class 1 being mainly year 3, 4 and 5 and class 2 mainly year 5 and 6. There is also a small class of 3 pupils (age 7 and 8) who are being prepared for entry to the main school.

The class teacher plans and delivers the main subjects (English, Maths, Humanities, Topic) with the remainder of the National Curriculum subjects being taught by subject specialists. (Science, PE, Computers, Art, DT) Pupils are entered for SAT's at the end of Key Stage 2 if they have achieved the appropriate standard.

Classes have a teacher and two support staff assigned to them. Additional staff may provide targeted support when needed.

Secondary Curriculum at Key Stage 3 (age 11–14)

At Key Stage 3 the emphasis is placed on subject specialists teaching the full range of subjects. The National Curriculum for this Key Stage includes a foreign language and Spanish is taught at Holly House.

In addition to the academic curriculum a strong emphasis is placed on the social and emotional needs of the pupils. All classes have timetabled Outdoor Education where they experience challenging, safe and enjoyable activities in the Derbyshire countryside.

There is also a strong emphasis on Universal Values which are taught to all classes as part of PSHE and other subjects (history, geography RE, science, PE etc) where relevant.

Nurture Centre

The Nurture Centre is based in a small supportive setting, providing a secure, friendly environment for groups of up to 5 children. Within this setting the pupils are able to access a nurturing curriculum taught and supported by specifically trained members of staff. New pupils will start their induction into Holly House through Nurture. Younger pupils have timetabled sessions in nurture once a week. Other pupils will access Nurture as and when required throughout the year.



The POD

This is a self-contained area at the far end of school with a classroom, social area, 'messy' room and soft-play room. It is used for a small group of Younger pupils who have additional support needs and are not ready to enter the main school. This 'P' group (Pre-main school) have their own special timetable designed to meet their needs. When ready they will transfer to class 1 or class 2. It is envisaged that pupils will not spend more than a year/18months in the POD.

There is a social area where pupils sit and have toast and drinks in the morning.

There is an ART room where they can take part in more 'messy' activities.

There is also a small soft play room.

There is an office for staff and a Speech and Language room in the same area.



The POD classroom

Induction

All new starters have an induction programme arranged on arrival for their transition into the Holly House Community. Pupils start their programme in the Nurture Centre and have supported sessions within the main school, gradually increasing their time in the main school. This can take up to 4 weeks ensuring a structured and successful integration.

The Transition Curriculum

As pupils move through Key Stage 3 to Year 9 an enhanced curriculum is introduced to prepare pupils for life beyond school. This enrichment takes a number of forms



- An increased emphasis on the practical aspects of learning. More 'hands-on' experience.
- A range of outdoor adventurous activities including walking, mountain biking, climbing, rope courses and kayaking are offered to all KS3 classes. These activities are designed to give the pupils an alternative arena in which to find success and so enhance their self-esteem.

- Taster days/lessons in mainstream schools leading to full reintegration for Year 10 or sooner if appropriate.
- Taster sessions on vocational activities with other Key Stage 4 providers where appropriate.
- Involvement of The Integrated Pathways Team to work with Y9 pupils and support their transition.

All Year 9 pupils' Annual Reviews are held early in the Autumn Term alongside their Transition Reviews. In this process Pupils and Parents/Carers are made aware of options and processes for moving on after Year 9. Other agencies involved in this process attend these meetings. Additional support in this process is offered by Derbyshire Behaviour Support Services during and after the transition to a suitable Key Stage 4 provision



Pupils enjoying a game of Beach Football on the annual, whole school trip to Cleethorpes.

Holly House School Day September 2020

	Monday Wednesday	Tuesday Thursday	Friday
Session	Starting	Starting	Starting
Staff out to taxis	08.45	08.45	08.45
Registration	08.50	08.50	08:50
Period 1 RSPG	09.00	09.00	09:00
Period 2	09:35	09:35	09:35
Period 3	10.05	10.05	10.05
Break	10:35	10:35	10:35
Period 4	10.55	10.55	10.55
Period 5	11:35	11:35	11:35
Break	12.15	12.15	12.15
Lunch	12.30	12.30	12.30
Period 6	13:00	13.00	13.00
Period 7	14:20	14.00	Assembly 13:45
End of School Day	14:30	14.30	14:00
Extended day/Resi	15:00	15.00	-

Bells will ring at times shown in **RED**

National Examinations

Holly House School aims to teach the pupils at the level they would expect to achieve if they were to attend a mainstream school. As a result we feel it important that the pupils are entered for the Key Stage 2 National Assessments.

Homework

Homework may be set in the core subjects, but is not compulsory. Parents/carers may request additional homework, which may be sent home as required.

ICT

Information and Communication Technology (ICT) is an increasingly important part of the Holly House curriculum. Pupils at both primary and secondary stages have specific lessons in using computers. All classrooms are equipped with computers. There are two sets of 8 laptops, 8 ipads and 8 tablets that can be used on the wireless network in all classroom. There are interactive whiteboards in all classrooms.



Religious Education

RE is an integral part of the curriculum for all pupils at Holly House School. It follows the approved Derbyshire syllabus that is non-denominational and multi-faith in character. The full syllabus is available in school for any parent who wishes to see it.

Part of the aim of Holly House is to foster spiritual and moral values and every teacher contributes to this aim. RE is also formally timetabled as a lesson in its own right.

Parents have the right to withdraw their child from religious activities. This should be arranged through the Headteacher.



Assemblies

Assemblies are an opportunity to reinforce the school ethos and cover the wider range of Spiritual, Moral and Cultural Issues. Each class will have its own 'assembly time' in the morning. In addition, an assembly for the whole school is held every Friday to celebrate the achievements and successes of pupils.



Dining Room – Also used for whole School assemblies

Sex Education

Sex Education has to be provided as part of the National Curriculum. At Holly House it is taught with due regard to moral considerations and with an emphasis on the value and importance of family life. It is not taught in isolation but forms part of the health education programme in the Personal, Social and Health Education (PSHE) lessons. A copy of the current SRE Policy can be found on the website.

Parents have the right to withdraw their children from sex education lessons and should discuss the matter with the Headteacher should they wish to do so.



Sport/Physical Activity

Sport is taught as part of the physical education syllabus at Holly House School. PE makes a unique contribution towards education, encouraging leisure activities and active lifestyles. A wide range of sporting experiences are on offer, designed to give pupils confidence in their abilities no matter what the level. The PE programme, therefore, contributes to both the physical and personal development of its pupils.

Music

Music is not taught as a timetabled subject, but music lessons are available for pupils who would like to learn to play keyboard or guitar. Music is also covered elsewhere as part of the Enrichment Curriculum.



Science



We have a fully equipped science laboratory and a specialist science teacher. All classes at both key stages have access to specialist science teaching.

Practical work is an important part of science lessons in our school laboratory

The Enrichment Curriculum

Most of the academic work is covered in the mornings. After lunch each day, pupils widen their experience through activities that are more 'hands on' such as Drama, Music, Forest Schools, Health, Gardening, Sports and fitness, Nurture, Rainbows, Lego Therapy, Arts and Crafts and Yoga/relaxation as part of mindfulness. These activities are aimed at meeting some of their emotional and social needs.



Raised beds for pupil gardening activities

Key Stage 2 Pupils have grown their own vegetables



Breaks and Lunch Time Activities

Breaks and lunchtime activities are extremely important times for Holly House pupils. Unstructured time is when problems tend to arise. As a result both break and lunchtime activities are well structured with pupils being offered a number of supervised activities. Pupils will make a choice of break activity on a Monday and stick with that all week. These include Computer Room, ipads, Indoor Games, Outdoor Games, Dodgeball, Cricket, Pool Room, Art Room and Library.



The Art Room



The Library

Careers Education

Careers Education and Guidance is an essential part of curriculum entitlement for every pupil. It aims to develop the knowledge, skills and attitudes necessary for individual pupils to make well informed educational and vocational choices. Careers Education forms part of the PSHE curriculum at Key Stage 2 and 3 and is delivered by Class Teachers.

SEAL (Social and Emotional Aspects of Learning)

This forms an important part of the curriculum, especially at Key Stage 3. A range of activities throughout the school encourage students to develop their social skills and improve their self-image and self-esteem. Access to Extended Day is an important part of this

Extended Day

All day pupils have the opportunity to stay after school for extended day activities. These can include football, swimming, ice skating, climbing, biking, fishing and a range of other outdoor activities. Some activities take place on site and support pupils in the development of their self-care and life skills. The extended day last from 3pm until about 6/7pm and pupils receive a meal and transport home.



Residential Provision

Many pupils are able to access Residence during the week and benefit from doing so. We aim to provide a secure, happy and caring environment for our residents, but also to establish firm boundaries in which to work and develop their self-esteem and social skills. The children's activities in the evening are run on a reward basis in conjunction with the

school's points system. Day pupils on the extended day are invited join in these activities. All residents are expected to take part in jobs that need to be done, e.g. washing up, laying the table etc. on a rota basis. Residents are actively encouraged to ring home and there is a pay-phone for their use. Parents can ring the residence between 8.00pm - 8.30pm. Pocket money may be brought into school, but must be handed in to staff on a Monday morning for safe keeping. If you have any queries regarding extended day or residential provision at Holly House School, please do not hesitate to contact the Head of Care.

Outdoor Education

At Holly House we have a specialist teacher who takes groups out during the week to experience a range of activities including canoeing, sailing, climbing, abseiling, mountain biking, walking, power-kiting and outdoor cooking. All activities are risk assessed, with particular attention given age and ability.



Sailing at Rother Valley



Five Pits Trail

Awesome Walls

Special clothing may be required for some activities and you will receive a text message in advance on such occasions.



School Uniform

Holly House has a dress code that consists of:

- Grey or black trousers (Plain Shorts may also be worn)
- Where there are clear sensory issues, plain black joggers may be worn
- Black school polo shirt
- Black school sweatshirt
- Black shoes or plain black trainers

As a school we are keen to promote the sense of community within Holly House. One way in which we attempt to achieve this is by providing a sweatshirt and polo shirt to all pupils. Both items carry the school logo. Additional sweat shirts and polo shirts with the school logo are available from school at a very reasonable price. PE kit is provided to all pupils and laundered in school.

In addition we also provide Holly House School fleeces and waterproof coats at reasonable cost.

It would be helpful if **all** clothing could be marked with the pupil's name.

What things can't I wear to school?



We also appreciate your help if you could please send your child in the appropriate clothing. Hats and hooded tops can be a source of conflict and **should not** be worn at school. (except for Outdoor Education)

Jewellery is not encouraged and rings are not allowed. If earrings are necessary then for safety reasons one pair of small stud earrings (5mm max) may be worn. Other body piercings are not permitted on safety grounds. A watch may be worn, but school can accept no liability for any loss or damage.

Personal Belongings

Valuable items such as tablets and mobile phones should not be brought into school. If they are brought in the taxi, they must be handed in for safe keeping and will be returned at the end of the day. Pupils do not need their phones during the day as in the event of an emergency, parents can always contact pupils on the usual school number (01246 450530).



Meeting the needs of our pupils

All pupils at Holly House have an Education & Health Care Plan. We aim to give pupils equality of opportunity in accessing a full and relevant curriculum. Pupils are taught in small groups of a maximum of eight. Each group has the additional support of two Teaching Assistants to ensure that each pupil's needs are best met.

Every pupil is assessed during the school year and an Individual Education Plan (IEP) is drawn up with realistic, attainable targets. Targets cover the core skills of literacy and Numeracy in addition to clearly stated behavioural targets. Each IEP is reviewed on a termly basis and pupil progress monitored.



Pupils who require extra help in literacy and numeracy receive additional personalised teaching to enable them to access the wider curriculum. Work in different subject lessons is carefully delivered and differentiated to ensure that every pupil can achieve to the best of their ability.

The staff of Holly House School is also committed to working closely in partnership with parents/carers, who will be kept informed of progress and concerns. Parents/Carers are encouraged to share any concerns they may have with the Head Teacher, Deputies, Teachers, Support or Residential staff.

Behaviour

At Holly House School we expect the highest standards of behaviour and work at all times. All pupils are actively encouraged to take responsibility for their own behaviour and show consideration and respect for staff and their fellow pupils.

Holly House believes that a positive change in behaviour will only be achieved if the pupil recognises the benefits of these changes. In order to encourage all pupils Holly House has a reward system that is integral to the entire school day.

Points are awarded for every lesson and activity. These points are totalled and doubled if a target is achieved. At the end of each week the points are exchanged for a money equivalent. The better a pupil behaves over time the better the exchange rate. The aim is to encourage good behaviour, hard work and encourage a positive attitude. Points can then be spent to buy items from the Argos Catalogue. The top points scorers also get to go on a rewards trip at the end of each term.



Rewards trip to Swadlincote Ski Centre

Guidelines of acceptable behaviour are clearly set out for pupils and the above system of rewards is in place to encourage good behaviour. Standards of behaviour are consistently applied throughout the school and all staff are committed to achieving the highest standards. The school behaviour policy can be found on the website.

Undesirable Behaviour

A range of sanctions/consequences are used if pupils fail to adhere to the schools' rules or if their behaviour is inappropriate.

These include:

- Verbal Warnings/encouragement towards positive behaviour
- Restorative work
- Catch-up at breaks for work not completed
- 'R' time with staff to talk through behaviour
- After school catch-up for absence from lessons/absconding
- Repayment for damage
- Repairment for damage (helping the site manager repair the damage)
- In extreme cases, fixed-term or permanent exclusion

Parents are asked to actively support the schools behaviour policy as we firmly believe that a strong partnership between school and parents offers the best hope of success. This forms part of the Home/School agreement.

If an after-school catch-up is deemed to be necessary parents will always be contacted and alternative provision made for the pupil to return home at a later time.



The Woodwork room

Pupil safety at Holly House

Bullying

Bullying and aggression are never acceptable and will not be tolerated. Holly House actively discourages any form of bullying. All members of the Holly House Community are entitled to attend school without fear of bullying.

Holly House recognises many forms of bullying. Any of the following behaviours will be classed as bullying:-

- Name calling
- Racist or sexist or homophobic remarks and gestures
- Exclusion of pupils from a group by its members
- Intimidation
- Peer on Peer abuse
- Physical assault
- Play-fighting is too often another form of bullying and is not allowed.
- Cyber bullying

The Head Teacher keeps a log of all Bullying, Racism and Prejudice incidents and he has a legal duty to report this to governors and Ofsted when the school is inspected.

School Rules

At Holly House we firmly believe that only a small number of rules are needed to ensure a safe and secure environment is available to all members of the school community.

The school rules are:

RIGHT PLACE **RIGHT TIME** **RIGHT ATTITUDE**

These can be interpreted as; follow the routine of the timetabled day, be where you are meant to be for the time you are meant to be there with a positive attitude so that you can access learning and make progress.

It is taken as read that pupils will interact positively with other pupils and staff.



Rules are very important to make sure that pupils remain safe. This is especially true in sports and games.

The Gym and Climbing Wall

Restrictive Physical Intervention (RPI)

Holly House School caters for pupils with SEBD/SEMHD. As a result situations can arise where it is necessary to use Restrictive Physical Interventions. These may be low level guides, escorts or controls. Physical restraint may be required where a pupil poses a serious threat to themselves, other pupils, staff, property or the orderly running of the school.

All Holly House staff are trained in the use of positive handling techniques using Team Teach. (a recognized training provider) The emphasis of this is the 95% where physical intervention is avoided through the use of de-escalation skills. When required, an RPI is a last resort and involves the minimum force for the shortest time to make things safe. The use of force will always be a last resort and reasonable and proportionate. All pupils are helped to find alternative ways of dealing with anger or upset and the staff are experienced at listening and responding appropriately to pupils who are distressed. All pupils have a 'My Plan' which sets out positive techniques for helping them avoid situations that might require physical control by staff. Pupils also have a Risk Assessment to highlight concerns and dangers relating to the different aspects of life at school.

Additional Information

School Council

The school council is a forum where pupils and staff can meet together to influence the nature of the school. The council meets at regular intervals to discuss matters



raised by the pupils or staff. The council consists of one teacher, one Teaching Assistant, one care staff and pupils elected by each of the five classes. The aim is to encourage pupils to take a responsible attitude towards the running of their own school.

Pupils laying a wreath made by themselves at the National Memorial Arboretum on Remembrance Day

Safeguarding

Safeguarding is a priority. The head teacher and head of care are required to report any obvious or suspected case of child abuse to social services. This includes non-accidental injury, physical neglect, sexual abuse or emotional abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry.

Keeping children safe is of utmost importance and forms part of the ethos of the school. All Senior Staff are trained Designated Safeguarding Leads (DSL's) With Mrs Chester (Deputy Head) taking the lead role. If any parents have any concerns they should contact us at school or ring 'Starting Point' direct on 01629 533190.

Parents/Carers as Partners

The Headteacher and staff at Holly House School are committed to working closely with parents and carers. We believe in the importance of the child, the parent/carer and the school all working together. Parents and carers are welcome to visit or telephone the school at any time. If an appointment to see the Headteacher or a specific member of staff is required, it is advisable to phone in advance.

The Holly House Home/School agreement is given to parents when a pupil first starts at the school and is signed by both parties and kept in school for the duration of the placement. A copy of this agreement is available on request. It is also available on the website. It is a legal requirement that this home/school agreement is in place.

Parents Events

Regular opportunities are available for parents to visit the school throughout the school year. These include annual reviews throughout the year. A calendar for the year ahead is available on the school website along with all the other information about the school.

Charges for Activities

Holly House School supports the policy that, within the resources available, education should be free. Parents/carers may be requested to make a voluntary contribution to certain activities but no child will be excluded from any activity through failure to make such a contribution. Ingredients for Food Technology, materials for D.T. music lesson, residential and extended day activities are all funded by the school.

Complaints

In accordance with the 1999 Education Act (Section 23), complaints about the curriculum and related matters may be made in the first instance to the Headteacher. Complaints about the Head Teacher should be directed to the Chair of Governors. Full details of the complaints procedure are available from the school and can be found on the website.

Access to Information

All parents/carers have a right to access all documentation specifically relating to their child. These include:

- ☐ The school curriculum
- ☐ The National Curriculum
- ☐ HMI or Ofsted reports
- ☐ Any syllabuses followed
- ☐ Arrangements for consideration of complaints about the curriculum
- ☐ School policies on RE and sex education

Enquiries about any of the above should be made to the Headteacher.

Personal Information and data storage/retention

Under the General Data Protection Regulations which came into force on 25/5/18, Parents and older pupils have rights in relation to the data/personal information we hold in school. Parents are issued with a 'Privacy Notice' as part of the Home/School agreement and sign to give their consent to the school to collect, store and process data. For full details of legal rights and more information on the types of data we process look at GDPR on the school website.

Equal Opportunities

At Holly House we aim to develop attitudes and ways of behaving which respect individuals regardless of their ability, background, culture, gender or social circumstances. We aim to combat ignorance and prejudice both in school and in the community as a whole.

School Kitchen in preparation for the Christmas Dinner. Mr Taylor and Mrs Chester helping out.



Sports Day

Every summer the whole school goes to Sheffield Hallam University Athletics stadium. Unfortunately we were not able to have Sports Day in 2020 due to Covid-19.



The mile

All pupils and most staff have to cover 4 laps of the track



The long jump



Wellie Wanging

HOLLY HOUSE



The Old Farmhouse

This building is where the Key Stage 2 Classes are taught.

It is around 300 years old and has a Grade II listing.

OUR STAFF

Head Teacher:	Mr I. Williams
Chair of Governors:	Mr S. Pacey
Deputy Head Teacher:	Mrs R. Chester
Assistant Head	Mr A. Sutton
Key Stage Co-ordinator	Mr R. Rhodes
Head of Care:	Mr A. Richardson
Deputy Head of Care:	Mr M. Smith
School Business Officer	Mrs J. Davies
School Business Officer	Miss C Thorpe
Site Manager	Mr C. Ledger
Site Manager	Mr R. Taylor
Kitchen Technicians	Mrs L. Hollis, Mrs J. Hemingray

TEACHERS:

Mr A Sutton -	Assistant Head/English/PSHE
Mr R. Rhodes -	Key Stage Co-ordinator/Class 2 Teacher
Mr A. Wheat -	Class 1 Teacher
Mr J Klafkowski -	Science/Maths/Class 5 Teacher
Mr M. Exton -	PE/Class 5 Teacher
Mr S. Willison -	Humanities/RE/Spanish/Class 4 Teacher
Mr G. Porter -	Outdoor Education/Class 2 Teacher
Mrs N. Forsyth -	ICT/Maths/Class 3 Teacher
Mr J. Swain -	CDT
Mrs N. Biggs -	P Class Teacher
Mrs C. Yaghooby -	Art
Mrs L. Walker -	Food Technology

TEACHING ASSISTANTS:

Mr M. Holmes -	Behaviour Management Co-ordinator
Mrs R. Pierce -	P Class
Miss L. Proctor -	Class 1
Mr R. Dove -	Class 1
Mrs S. Brent -	Class 2
Miss C. Dyer -	Class 2
Miss K. Stanley -	Class 3
Mrs K. Butcher -	Class 3
Mrs L Tunney-Clarke -	Class 4
Mr D. McConnon -	Class 4
Mrs M. Bolsover -	Class 5
Mr J. Palmer -	Class 5

Residential Childcare Officers

Mr A. Potts
Mrs J Hall
Mr C White

The Governing Body

Mr Stephen Pacey	Chair (Co-opted)
Mr Tony Gent	Vice Chair (Co-opted)
Mr Iain Williams	Head Teacher
Vacancy	(Local Authority)
Mr Phil Pierce	(Co-opted)
Mr Wes Childerley	(Co-opted)
Mr Andy Thompson	(Parent)
Vacancy	(Parent)
Mr Stephen Willison	Staff
Mr Andy Richardson	Staff (Co-opted)
Mrs Jean Johnson	Clerk to Governors

The Governors are responsible for overseeing the running of the school. Governors also have designated responsibilities for Safeguarding, Residence, Health & Safety and Careers. Anyone interested in becoming a school governor should contact the Head Teacher or look on the school or Derbyshire County Council Websites.





*Providing positive
experiences for children*





Yorkshire Three Peaks Challenge

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