



WESTHOLME

PREP | SENIORS | SIXTH FORM

PREP PARENT HANDBOOK 2026/27

WILMAR LODGE, MEINS ROAD, PLEASINGTON, BB2 6QU

WWW.WESTHOLMESCHOOL.COM

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WELCOME FROM HEAD OF PREP



I am proud to be Head of Prep and it is a privilege to play my part in the life of this remarkable school.

It is my great pleasure to welcome you to Westholme Prep School.

At Westholme, we believe that every child should be known, valued and encouraged to achieve their personal best. Our Prep School is a vibrant and nurturing community where children develop a love of learning, grow in confidence and character, and embrace the many opportunities available to them.

As a one-site school, our Prep pupils benefit from access to exceptional facilities and specialist teachers, enabling them to enjoy a rich and varied educational experience from an early age whilst still being supported within the warmth and security of our Prep School environment.

Our ethos is built on two simple but powerful values: Work Hard, Be Kind. These values underpin all that we do, encouraging pupils to approach learning with

determination and curiosity whilst treating others with respect, empathy and integrity. Through excellent teaching, outstanding pastoral care and a breadth of opportunities both inside and outside the classroom, we aim to help every child become the very best version of themselves.

This handbook is designed to provide useful information about life in the Prep School and to support the strong partnership between home and school that is so important to a child's success and happiness. We look forward to working closely with you and sharing in your child's journey as they learn, grow and thrive at Westholme.

Carla Hornby

VISION, MISSION AND VALUES

Vision:

Westholme is the school of choice for families in the North West, providing first-class intellectual, social, emotional and physical education for pupils from 3-18 within a community that puts children at the heart of everything.

Mission:

At Westholme, our mission is to inspire every pupil to achieve their personal best through academic excellence, exceptional pastoral care and a rich breadth of opportunity. We nurture confident, compassionate and well-rounded individuals who are equipped with the character, curiosity and ambition to thrive in a changing world.

Rooted in our Christian heritage and forward-thinking in our approach, we foster a vibrant learning community where every child is known, valued and challenged. We believe in education that goes beyond the classroom; empowering pupils to lead with integrity, contribute meaningfully to society, and embrace life with resilience and purpose.

Values:

At Westholme, we believe in the transformative power of two simple values: working hard and being kind.

We encourage all pupils to strive for excellence, to approach challenges with determination, and to take pride in giving their very best in all they pursue. Through dedication, curiosity and resilience, our pupils learn that hard work is the foundation of meaningful success and lifelong fulfilment.

Equally, we champion kindness as a strength that builds character and community. We expect all members of our community to treat others with respect, empathy and integrity, creating a supportive and inclusive environment where everyone feels valued and encouraged to realise their unique strengths.

Together, these values underpin everything we do. They shape the way we learn, lead and live.



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SCHOOL DETAILS

Address:

Westholme School,
Wilmar Lodge,
Meins Road,
Pleasington
BB2 6QU

Ages: 3 – 11 years

Pre-Prep: Pre-Prep class

Lower Prep: Prep R - Prep 2

Upper Prep : Prep 3 - Prep 6

Phone: 01254 506070

E-mail: prep@westholmeschool.com

Website: www.westholmeschool.com

Westholme School Ltd is a registered charity, Company Reference Number 926692.

Chair of Governors

Mr J Backhouse

Principal

Mr P Taylor

Commercial Director

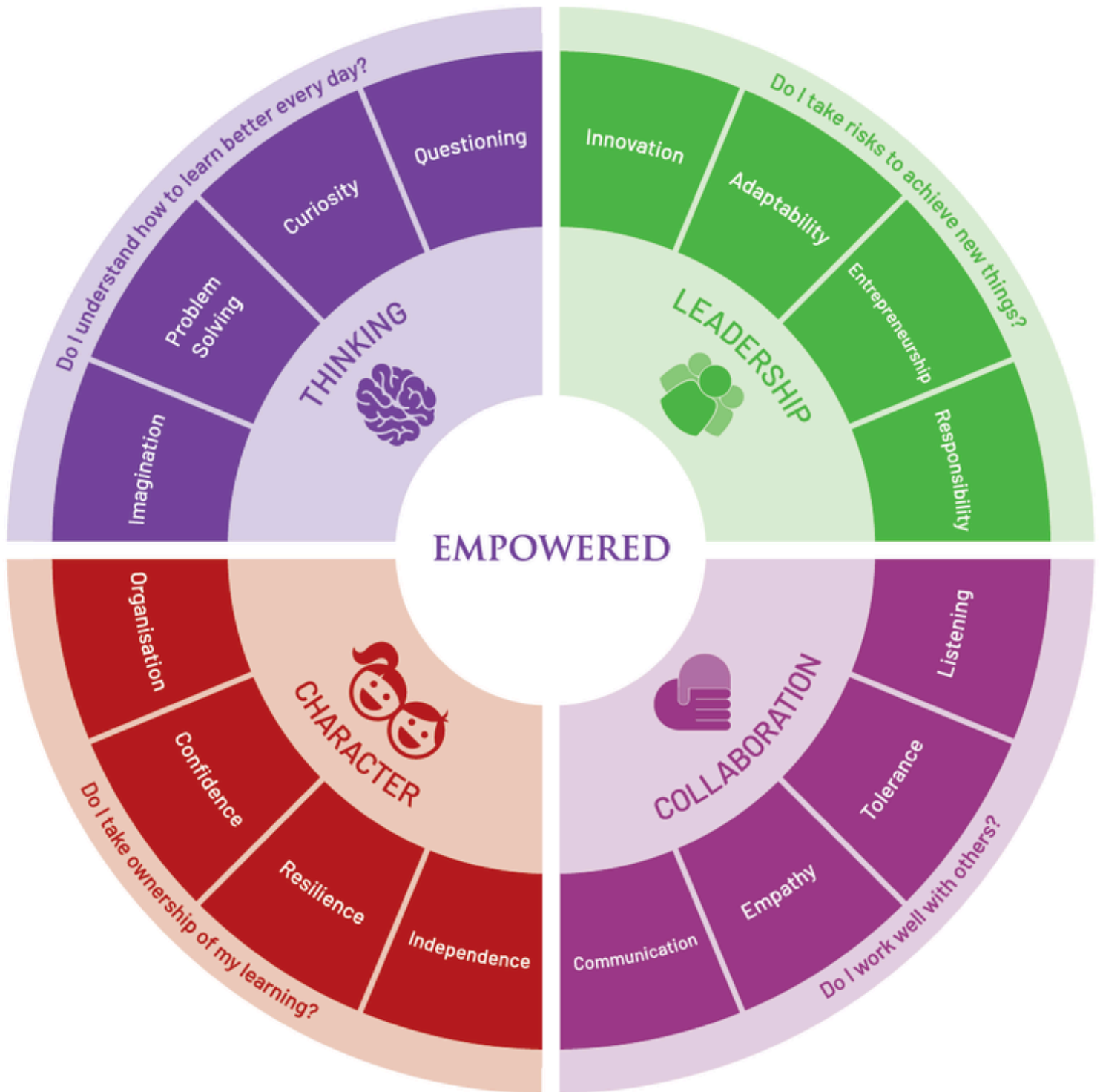
Mrs V Davenport

Prep Leadership Team

Mrs C Hornby - Head of Prep

Mrs J Dixon - Prep Deputy Head & EYFS Lead

EMPOWERED WHEEL



Our EMPOWERED Wheel reflects the beliefs and principles that unite our school community. These values guide our behaviour, decision-making and relationships, and we encourage all members of our school community to demonstrate these values each day, as we use them as a guide for learning, personal growth and responsible citizenship.

SCHOOL TEAM



Head of Prep

Mrs C Hornby

hornbyc@westholmeschool.com



**Prep Deputy Head/
EYFS Lead/
Prep 3 Teacher**

Mrs J Dixon

dixonj@westholmeschool.com



Pre-Prep Lead

Miss E Hall

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Teacher

Mrs H Barrett

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Prep Reception Teacher

Mrs V Milnes

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Prep 1 Teacher

Mrs S Barrett

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Prep 1 Teacher

Miss A Wiggins

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Prep 2 Teacher

Mr P Holland

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**Prep 5W & 5S/
Teacher of Computing**

Mr P Harrison

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Prep 6W

Miss K Smith

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Prep 6S

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HLTA & SENDCo

Mrs T Wilkins

wilkinst@westholmeschool.com



Director of Sport

Mr L Purdy

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Outdoor Learning

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Music

Mrs L Fillingham

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Drama

Mrs A Holland

hollanda@westholmeschool.com

SCHOOL TEAM



Spanish

Miss N Davies

daviesn@westholmeschool.com



Drama

Mr C Roberts

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coles@westholmeschool.com



Teaching Assistant

Miss M Yusuf

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Teaching Assistant

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Teaching Assistant

Mrs L Flood

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Teaching Assistant

Ms J Hammond

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Teaching Assistant

Mrs N Hussain

hussainn@westholmeschool.com



Teaching Assistant

Rebecca O'Brien



Receptionist

Miss Y Nightingale

Prep@westholmeschool.com



Designated Safe Guarding Lead & School Counsellor

Mrs R Moody

moodyr@westholmeschool.com



School Nurse

Miss M Sutter

sutterm@westholmeschool.com

Visiting Staff

Visiting Staff	
LAMDA	Miss E Holt
Woodwind	Mrs J Bennett
Piano	Mrs J Tinniswood
Upper Strings	Mr J Hoyle
Lower Strings	Miss E Stevens
Brass	Mr D Moore
Guitar	Mr P Topping
Drums	Mr R Joseph



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PART ONE: SCHOOL LIFE

1. Family & School Partnership
2. Knowing Your Child
3. Arrivals, Departures & Security Arrangements
4. School Day
5. After School Activities
6. After School Care
7. Break Times
8. Absence Procedures
9. Assemblies
10. Co-curricular Sport, Music and Peripatetic Lessons
11. Educational Trips and Events
12. Concerts and Performances
13. Uniform
14. Lost Property
15. House System
16. Leadership Opportunities
17. Pupil Voice



1. FAMILY & SCHOOL PARTNERSHIP

We greatly value our relationships with our parents and recognise that our pupils benefit when we work together as partners. We arrange regular meetings throughout the year with parents to discuss their child's needs and have an 'open door policy' at all times to discuss any concerns.

We welcome the views of parents and love to hear about the things we are doing well, and also anything parents think that we could do better.

The school will:

- Deliver a high standard of education and care.
- Ensure a safe, happy, respectful environment, where every child is valued as an individual and inspired to reach their full potential.
- Encourage your child to do their best at all times.
- Treat children fairly, care for them well and help them to understand and regulate their emotions.
- Encourage your child to respect their surroundings and others around them.
- Provide a broad and balanced curriculum which challenges your child to reach their potential.
- Welcome parental input and respond to your questions and concerns as quickly as possible.
- Value and celebrate individual achievements.
- Promote good attendance and punctuality.
- Keep you informed about your child's progress and how you can help at home.

Parents/Carers will:

- Support the school in the delivery of its aims.
- Make sure their child arrives at school on time, attends school regularly and is properly equipped.
- Make the school aware of any concerns or problems that might affect their child's behaviour, wellbeing, or performance.
- Inform the school of any relevant information as soon as possible i.e. changes in phone number, home circumstances, medication etc.
- Work with school to support your child to complete homework tasks.
- Ensure children do not bring in any toys/electronic items/phones or smart watches into school.
- Request permission from the class teacher to bring a phone into school (this is usually only children that use the coach service or walk alone to School).

The pupils will:

- Be kind and respectful.
- Have excellent behaviour at all times.
- Always try their best.

2. KNOWING YOUR CHILD

If we have any concerns about your child's progress, behaviours or any other aspect of their development, we will always raise these with you. Sometimes interventions are needed which can be short-term, or long-term, and may involve working with external agencies. Together, we will do everything reasonably possible to provide for your child's needs, as well as support you in the next steps if your child needs more specialist provision than we can provide.

3. ARRIVALS, DEPARTURES AND SECURITY ARRANGEMENTS

Safety is of paramount importance in our Prep School. In addition to having highly qualified, enhanced DBS checked and vetted staff, who are deployed to enable high staff to child ratios, we have a number of security procedures in place to protect your child. All parents and visitors must use the main Prep entrance if you are coming into school at any time other than drop off or pick up. The school gates to the playground are opened at 8.00am in the morning and closed at 8.50am, and again, in the afternoon are opened at 3.30pm and closed at 6.00pm.

Between 8.00am–8.30am, your child can be dropped at the Before School Care which is staffed by Early Years staff and Learning Support Assistants. Upper Prep pupils should access the building via the bridge from the upper playground. They should ring the bell on the keypad and wait for a member of staff to let them in and sign them in. Lower Prep pupils should be dropped off by the Prep Hall.

Upper Prep children should be collected from the Upper playground and Lower Prep children from the back of their classroom at the end of the day. If your child is taking part in an After School Club, you will be notified of where they need to be collected at the end of each club through the termly club letter, or by the club taker.

No children will be allowed to depart with anybody other than their known parent or carer, unless an agreement has been made. We operate a security password for Lower Prep and EYFS children in these instances, which you will be asked to choose and confirm at the start of every academic year. If arrangements have been made for another family member, or friend, to collect your child from School, they must also have the child's security password.

4. THE SCHOOL DAY

- 8.00am Supervision is available free of charge
8.40am Children are let into school to organise themselves for the day

Lesson Times

ARRIVAL	8.40-8.50
REGISTRATION AM	8.50-9
ASSEMBLY	9-9.25
LESSON 1	9.25-10
LESSON 2	10-10.35
BREAK	10.35-10.55
LESSON 3	10.55-11.30
LESSON 4	11.30-12.05
LUNCH	12.05-1.05
REGISTRATION PM	1.05-1.15
LESSON 5	1.15-1.50
LESSON 6	1.50-2.25
LESSON 7	2.25-3
LESSON 8	3-3.35
END OF DAY	3.35-3.40

End of Day

- 3.40pm Children are escorted by form teachers on to playgrounds to meet parents.
3.50-3.55pm Coach children are registered on the playground and escorted on to coaches.

5. AFTER SCHOOL ACTIVITIES

There are many activities after school and arrangements for these are sent home either before they start, or at the beginning of each term. Information is also put on the school website and in the weekly newsletter.

6. AFTER SCHOOL CARE SERVICE

After School Care is available until 6.00 pm. Please book in advance through Prep Reception. The cost of this service is £9.00 a session. Please note if you have booked your child into After School Care and no longer require it please inform us the day before. If a child is booked in but does not attend, a £4.00 charge will apply to cover the catering costs incurred. If you need to contact the After School Care staff after 5.00pm when Prep Reception closes the number is: 07842 032099.

7. BREAK TIMES

Children enjoy a morning playtime each day and are actively encouraged to play with children from across the school. A variety of sporting equipment is always on offer and our Prep 6 children sometimes take the lead on fun games for younger children to join in with, as part of their 'Playground Ambassador' role. Playtimes take place on the pitch, playground, or William's Wood.

8. ABSENCE PROCEDURES

Illness

- Parents should report absences via email: prep@westholmeschool.com or by calling 01254 506070. This should be reported no later than 8am, and must be done on each day of absence.
- In the case of medical appointments, please send an email in advance.

Late Arrivals

- Parents should inform school if their child will be late for school as soon as possible.
- Late arrivals must be signed in, by a parent/guardian, at the Prep office.

Signing Out

- Pupils leaving school during the day must be signed out, by a parent/guardian, from the Prep office.

Emergency Contact Details

Please ensure that contact details are up to date and inform school in writing of any changes, particularly to mobile telephone numbers and email addresses. Many important pieces of correspondence are now sent out electronically and by 'School Post', so having an accurate email address on our system is vitally important.

Absences that have not been notified will be followed up on the morning that the child does not attend.

Please do not bring children to school who are unwell i.e. have been sick in the night, have a raised temperature, suspected contagious or infectious illness, are displaying the symptoms of COVID, have an undiagnosed rash, eye infections, diarrhoea etc.

9. ASSEMBLIES

Assemblies are an important part of Westholme life and give the children the opportunity to come together, share in important events and celebrate their achievements.

Through our assemblies, we aim to encourage and promote the spiritual, moral, social and cultural development of each pupil, in an environment which reflects the spirit and values of our Christian foundation. At the same time, our approach is inclusive rather than narrowly denominational.

Assembly is a time set aside for reflection, recollection and stimulus. It is a time when we can explore different religious beliefs, examine influential personal, moral and social issues, and draw meaning from events which happen to us and around us. It is a time to become aware of awe and wonder, to consider mystery and to explore our PSHE (Personal, Social, Health Education) curriculum. It can be a time for contemplating the profoundly spiritual nature of all aspects of human experience and also for considering our response to issues of the day.

We believe that assembly helps to generate, nurture and preserve the ethos of the school, along with a sense of tradition and an awareness of shared values. It also functions to maintain the unity, integrity and corporate identity of the school as a vibrant, dynamic, purposeful and caring community.

On a Friday, we hold a celebration assembly in the Croston Theatre. Each year group will lead a celebration assembly throughout the year and parents will be invited to attend. In our celebration assemblies, we celebrate birthdays, showcase talents and share achievements. Children are welcome to bring in any certificates or awards that they have achieved and have them presented in assembly. Parents of children who have been awarded Star of the Week are also invited to attend.

10. CO-CURRICULAR SPORT, MUSIC AND PERIPATETIC LESSONS

A wide range of activities are available for children after school and the offering is updated on a termly basis. Most clubs are free of charge, but those that require external providers are chargeable. We expect children to attend their chosen clubs every week and ask for a half-term's notice for any club changes, particularly for paid clubs.

Instrumental (Prep 2-6) and LAMDA (Prep 3-6) lessons are also offered for those children who wish to learn an instrument or LAMDA. We currently offer tuition in a variety of musical instruments, vocal and LAMDA. Peripatetic and LAMDA lessons are booked directly with those teachers and all payments are also directly between teachers and families. Details for these lessons are communicated before the start of term and available from Prep Reception.

P.E. and sports clubs

The majority of our clubs are open to all children in the appropriate year group, irrespective of their sporting ability. We aim to encourage participation in and enjoyment of a wide range of sporting activities. Emphasis is on skill development, tactics, strategy, teamwork, co-operation with others and fair play, as well as enjoyment and confidence building. Clubs will have a regular slot within our Co-Curricular timetable, but this is subject to change depending on school events and fixtures.

Swimming Club

Swimming club is selective as, for safety reasons, it is important that participants have the competence to train at the appropriate level. Trials are held at the start of the year, but staff also take the opportunity to reassess pupils throughout the year during their swimming lessons. There is clearly a limit to the number of swimmers we can have in the pool at any one time, therefore the clubs can, some years, rotate between different age groups to give opportunities to as many as possible.

Selection for teams

The majority of our fixtures are U11 and involve our older Prep 5 and Prep 6 pupils, but there are U9 fixtures throughout the year.

Usually the strongest teams are selected. However, opportunities for all those attending practices are sought locally. We do try to get fixtures for as many teams as possible and do sometimes have 'festivals' which will involve all pupils.

Competitions

There are internal House competitions for all year groups in all sports. In addition to our regular fixtures, we take part in several Blackburn Primary School events and we also enter many AJIS (Association of Junior Independent Schools) competitions, in which we compete at a high level against other independent schools.

Equipment

Pupils are expected to wear the correct clothing for all activities, as set out in our uniform list. Children may bring their own equipment e.g. hockey sticks, cricket bats, but there will always be equipment available for everyone to use. Some safety items such as a gum shield and shin pads are compulsory and pupils do need good training shoes; leisure footwear is not appropriate. To assist with both lesson and club timings, please ensure that your child is able to fasten laces and carry their own bags.

11. EDUCATIONAL TRIPS AND EVENTS

We regularly take children on educational, sporting, cultural and adventurous trips and Prep 5 & 6 pupils have the opportunity to enjoy a residential trip each year. There are also other residential trips available from Prep 2 upwards. We also often welcome visitors into school to run specialist days or events. We currently use EVOLVE to share information about upcoming trips, gain consent and collect payments. Parents will be informed of kit required ahead of the trip and when it is a day trip, school will provide a nutritious packed lunch.

12. CONCERTS AND PERFORMANCES

Children are encouraged to perform in front of an audience in line with our EMPOWERED vision and we believe this is a vital part of helping them develop in confidence. All Prep children take part in a variety of performances, such as Lower Prep Nativity, Harvest Celebration and the Prep Showcase.

13. UNIFORM

We are proud of our distinctive colours and pupils are encouraged to wear their uniform with pride.

All school uniform is available through the uniform supplier Schoolblazer - www.schoolblazer.com. In the case of items indicated by Westholme, no variation from the official pattern is permitted and these articles must be obtained from www.schoolblazer.com.

T-shirts can be purchased via Prep Reception. Queries relating to uniform should be directed to reception via prep@westholmeschool.com.

Pupils should:

- Wear only the official school uniform. For girls, this includes plain, grey, knee length socks or tights and boys should wear grey ankle socks if they are wearing trousers and the school knee length socks if they choose to wear shorts.
- PE kits should only be worn for PE lessons and co-curricular activities, or from lunchtime if the pupils have an away fixture, unless otherwise specified by their class teacher.
- Be clean, tidy and well turned out.
- Always have their shirts/blouses tucked in.
- Have their school coat and blazer available to them at school.

Pupils should not:

- Wear an Apple or smart wristwatches (or equivalent), but wristwatch can be worn.
- Wear jewellery.
- In Lower Prep, spacers can be worn, but Upper Prep can wear one pair of plain, gold or silver studs (without coloured stones)
- Have their hair in a bizarre or outlandish style. Hair should be no shorter than a number 2 clipper setting. Skin fades and lines shaved into hair are not permitted. Hair should be of a natural colour. Any child with hair that rests on their shoulders must tie their hair back.
- Wear hair ties that are not discrete, they should be plain black, green or purple.
- Wear make-up or nail varnish.

Please ensure your child wears suitable black shoes that are appropriate for school activities. Trainers or shoes with a visible logo are not suitable.

14. LOST PROPERTY

Lost property found in school is handed to the Prep Office. The office staff monitor, sort and distribute all items of lost property. Anything found that is named is returned to the pupil as soon as possible. Unnamed items are kept in the office and lost property displays are held periodically. Pupils may go to the office outside of lesson times to ask if their belongings have been found.

Items left in the sports block, swimming pool or changing rooms at Seniors, if named, are returned to the Prep School.

15. HOUSE SYSTEM

The House system is an important part of our EMPOWERED Vision. All children at Prep belong to a House: Eagles, Osprey and Falcons. During the week children can earn House points through outstanding work, great effort, demonstrating 21st Century Essential Skills and showing Westholme spirit.

Throughout the year children take part in House Events such as House Sports Competitions (e.g. Sports Day, House Netball, House Football, Swimming), House Music, House Reading, Speech and others, which House Captains and staff introduce throughout the year. Through the House system children are part of a wider community and enjoy the opportunity to represent their House, or even become House Captain.

16. LEADERSHIP OPPORTUNITIES

We provide children with a defined programme of leadership opportunities from Prep R upwards, which contribute to the running of the school. These opportunities help them develop into confident and capable young people essential for 21st century life. Leadership opportunities include Form and Vice Captains, House Captains, Librarians, Playground Ambassadors and Prefects.

17. PUPIL VOICE

There are opportunities to join our pupil voice programmes, such as: School Council, Food Council and Eco Club. These programmes are an opportunity for confidence and communication skills to be developed.

We have an active Eco Club, School Council, Food Council and subject ambassadors, who help decide on events, changes to school systems, new equipment and fundraising. All children are encouraged to share their ideas on how to develop the school and are regularly consulted about their views as part of our evaluation and strategic planning process. This could be in the form of surveys, focussed discussion with either their teacher or the Head of Prep, or by sharing ideas to be discussed at Leadership Team meetings.



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PART TWO: CURRICULUM

1. Curriculum Overview
2. Role of the Class Teacher & Subject Lead
3. Additional Learning/Interventions
 4. Outdoor Learning
 5. Prep 6
 6. PSHE
 7. British Values
8. Equal Opportunities
9. Festivals & Religious Celebrations



1. CURRICULUM OVERVIEW

A unique and exciting educational approach has been developed at Westholme, and is brought to life through the 21st Century Essential Skills (21CES). Developing essential leadership, confidence, adaptability and communication skills are woven into the fabric of everyday experiences inside and outside the classroom.

Individual potential is developed by:

- Tailoring academic support to every Prep pupil.
- Academic stretch, challenge, and teaching to the top approach.
- Breadth and depth of activities both in and outside of the classroom.
- Whole School (3-18) curriculum leadership from Directors of Sport and Performing Arts.
- Specialist teachers in PE, Swimming, Drama, Languages, Music and Outdoor Learning from 3-18.
- An inspirational teaching culture and pedagogy that cultivates aspirations and dreams.

Subjects:

In Pre-Pre and Prep R:

Children follow the Early Years Foundation Stage Curriculum which comprises of seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The curriculum is further enriched within Prep Reception through activities such as cookery, woodwork and ballet.

In Lower Prep:

The following subjects are taught in Lower Prep:

- English
- Mathematics
- Science
- ICT
- Humanities
- RE
- Art and Design Technology
- LAMDA (in Prep R-2)
- Spanish
- Music
- PE
- Games

- Swimming
- PSHE/Relationship Education
- Outdoor Learning

In Upper Prep:

The following subjects are taught in Upper Prep:

- English (including speaking and listening, drama)
- Mathematics
- Science
- ICT
- Humanities
- Art and Design Technology
- Spanish
- Music
- PE
- Games
- Swimming
- PSHE/Relationship Education
- Enterprise (Prep 5 & 6 only)
- Outdoor Learning
- Drama (Prep 6 only)

Although timetabled as distinct subjects, there is a great deal of overlap and the children will often be working on themes or topics which link areas together. Trips and visiting speakers are also used to enrich many areas of the curriculum.

2. ROLE OF THE CLASS TEACHER & SUBJECT LEAD

The class teacher has overall responsibility for the children and the day-to-day organisation of the class. The class teacher will greet children at the start of the day, dismiss them at the end of the day and teach the majority of the lessons.

All teachers follow the Prep School Marking and Feedback Policy. They also complete long-term development plans, as well as subject specific curriculum maps, skills and progression. Curriculum maps are designed so that all pupils have the opportunity to learn and make progress. Learning and progress are monitored regularly by class teachers and are recorded through the school's tracking and reporting procedures.

As well as delivering lessons throughout the school day and setting and marking children's work, all class teachers will be a Subject Lead. The role of the Subject Lead is to: provide a strategic lead and direction for the subject, support and offer advice to colleagues on issues related to the subject, monitor pupil progress in that subject area and provide efficient resource management for the subject.

It is the role of each Subject Lead to keep up to date with developments in their subject, at both national and regional level. They review the way the subject is taught in the school and plan for improvement. Subject leads often work together, to support each other in ensuring development of their subjects.

All Prep teachers are very much a part of the wider school community and to coordinate events such as the Nativity and Prep Carol Service it requires team effort. All class teachers run an After School Club, organise trips and events and are the main port of call for our families.

3. ADDITIONAL LEARNING/INTERVENTION

At Prep, we believe every teacher is a teacher of SEND. Mrs Wilkins is our Prep SENDCO, with children identified as working below age-related expectation or in need of additional support closely monitored and supported. Mrs Wilkins works closely with class teachers to implement specific learning support packages. If appropriate we seek advice from outside agencies whilst working closely with parents.

4. OUTDOOR LEARNING

Children in Pre-Prep, Prep Reception and Lower Prep have outdoor play areas in which they can develop their creativity, health, social skills, wellbeing and independence. They can explore and investigate areas such as: vegetable plots, playgrounds, grassed areas and William's Wood. Wellingtons should be brought to School on your child's first day and will be kept along with our all-weather wear ready for the children when required.

Our pupils are extremely fortunate to be wholeheartedly empowered for life in such a beautiful setting. William's Wood is a purpose-built wooded adventure area fully utilised and played in every day. Our Outdoor Learning provision is interwoven throughout the Prep curriculum, what happens outside the classroom compliments what happens inside the classroom. We maximise every pupil's all round experience through a raft of outdoor pursuits such as orienteering, biking and cross country. Our adventure trail, den building and woodland walks are all available within the School's grounds. We also offer Outdoor Learning as part of our weekly curriculum and After School Clubs.

5. PREP 6

In Prep 6, the pupils spend most of one day each week at the Senior School, to assist and ease any worries with making a transition to a senior school setting and an opportunity to use the excellent facilities on offer. In this day they are taught by Senior School teachers. The lessons are planned in line with the Upper Prep curriculum and there is liaison with the class teachers.

6. PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)/RELATIONSHIP EDUCATION

Supporting the mental wellbeing of children is of great importance and our PSHE programme encompasses everything that children need to learn and understand about themselves and the world around them. Our PSHE programme, Jigsaw, is a mindful approach to PSHE, which systematically develops children's inner worlds, empowering them as unique individuals enjoying positive relationships with self and others.

Jigsaw covers many topics from online safety to conflict resolution. Our Faith Ambassadors play a vital role in celebrating diversity. Our School Wellbeing Advisor also shares weekly mindfulness activities promoting positive mental health.

Personal wellbeing helps young people embrace change, feel positive about who they are and lead healthy, safe, responsible and fulfilled lives. The programme will include Health Education (topics include Mental Wellbeing, Healthy Eating and Physical Health and Fitness) and Relationship Education (which includes topics such as family and friends, friendships, relationships, people who care for us, respectful relationships, how to treat each other with kindness, permission seeking, and giving and recognising the difference between online and offline friendships) delivered in a considered and age-appropriate manner. We offer a 'drop in' session in the Spring Term, before the health and relationships lesson is taught, so parents can see the lesson content and materials and ask any questions.

7. BRITISH VALUES

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the curriculum.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and learning offered to the children will be in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others. Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources. Positive action, especially by pupils, will continue to be rewarded and made known to the wider school community.

Children's specific needs are identified and catered for, following procedures detailed in the SEND policy. We aim to make reasonable adjustments to enable all children to access the curriculum and feel equally valued and supported. Liaison between the Class Teacher, SENDCO and PLT, with involvement of parents and external agencies where necessary, will ensure that the needs of children are met, both for support and extension.

Resources

These will be chosen to give the children a balanced view of the world and an appreciation of the diversity of our multicultural society. Self-respect and the respect of other people will be developed. Images and words which reflect positively of diverse society will be used.

Planning for and considering the needs of those with individual needs will remain high priority. Where reasonably possible, we will change environments and resources to meet the needs of individual children, should this be required.

8. EQUAL OPPORTUNITIES

Westholme School is committed to providing equality for all and we take positive action to eliminate discrimination in all areas of work. We aim to ensure that every pupil and member of staff is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment.

We aim to do the following:

- Promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs, irrespective of their gender, race, religion or any disability.
- Ensure quality of opportunity permeates the whole curriculum.
- When delivering the curriculum, ensure it contains non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion.
- Include resources, books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups, including the disabled.
- Ensure that the organisation of the school is sensitive to the needs of all.
- Acknowledge the richness and diversity of British society and to help prepare children for their part in that society.
- Develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school.
- Recognise the uniqueness of every child in order to meet their specific needs and develop them to their full potential.
- Oppose all forms of discrimination.

We believe that our school should be open to all children, and to adults committed to their education and care. We aim to ensure that all who wish to be educated here have an equal chance to do so. We are always willing to make changes and to adapt in order to make this possible.

Meetings

We will make every effort to ensure that the time, place and conduct of information evenings, parents' evenings and meetings enable the majority of parents to attend, so all families have equal opportunity to be involved in and informed about school.

9. FESTIVALS AND RELIGIOUS CELEBRATIONS

We aim to show respectful awareness of major events in the lives of our children and our society and to welcome the diversity of backgrounds from which they come. Our care and interest in every child from the day they start enables us to share in and respect the diversity of faiths within our setting.

- We aim to acknowledge festivals which are celebrated by children/families involved in our setting.
- Children and families who celebrate at home will be invited to share their festival with us if they wish to do so.
- Children will become familiar with, and enjoy taking part in, a range of festivals as part of the diversity of life.
- Visitors and parents will be welcomed to enhance the children's understanding of our diverse society.



WESTHOLME

PREP | SENIORS | SIXTH FORM

PART THREE: ASSESSMENTS AND TRACKING

1. Assessments and Tracking
2. Sharing Data with Parents
3. Sharing Data with Staff
4. Reporting Structure
5. Reception- End of Reception Profile
6. Transition



1. ASSESSMENTS AND TRACKING

Westholme Prep uses a variety of standardised assessments each year, alongside many in-class assessment procedures, to ensure that all children are challenged, motivated and making progress in all areas of the curriculum.

Standardised Testing means that the results from a test are presented as a Standardised Age Score (SAS). A pupil's raw score is compared with a large sample of pupils nationally who have previously sat the same test at the same age (in months) as the pupil. Nationally, the average score for a particular age of child is set to be 100 and a score is given based on how close to that national average the raw score is (within a 10% confidence band), according to a normal distribution curve. That means that any score higher than 100 is over the national average, and below 100 is less than the national average. Because a child's age in months is considered, a pupil is not disadvantaged in these tests by being born later in the academic year.

As a school, we partner with GL Assessment to run our main cycle of standardised testing and are one of their centres of assessment excellence.

Through standardised testing, we monitor the progress of all pupils, particular groups of pupils (such as those with SEND needs) and can use the data to build a 'whole child' picture that informs future planning and tells us how pupils learn best.

2. SHARING DATA WITH PARENTS

After a standardised test cycle has been completed, the results are shared with parents.

During the Autumn term Parents' Evening, class teachers will have discussions with parents about progress and target setting and share verbally the standardised scores of CAT, PTE & PTM, such as in English and Maths.

At the end of the Summer term, full summative reports will be written and they will include standardised scores and target setting. Before the end of the Summer term, there will be a drop-in for parents for them to meet staff and discuss targets and reports and transition to the next year group.

Other standardised testing such as New Group Reading Test (NGRT) and New Group Spelling Test (NGST) might be used if a child is not meeting expected age-related expectations and this is for internal use only by staff to inform planning.

3. SHARING DATA WITH STAFF

All whole school testing data is shared with staff, alongside implications for teaching and learning, priority pupils and data analysis, for ongoing review of teaching, learning and planning. The Head of Prep is responsible for the dissemination of data to staff and its interpretation for analysis.

GL Assessment additionally provide their own data analysis based on group scores, which is used by the school to inform planning, and individual reports and examples of ideas for supporting individuals in the classroom are shared with staff so that they may be used to support learning.

4. REPORTING STRUCTURE

Feedback will occur in the following ways across an academic year:

- One end of year full summative written report.
- Two Parents' Evenings.
- Interim reports – October half-term (attitude to learning statements only, as pupils will not have covered enough of the curriculum for the class teacher to make an informed decision about attainment grades), end of the Autumn term, middle and end of the Spring term and May half-term.

What will be included in an interim report?

All reports will contain the pupil's attitude to learning statements and attainment grades (in relation to age).

Separate statements are given for attitude to learning. Statements are made on a scale: Outstanding, Very good, Good, Inconsistent and Cause for Concern.

We expect the majority of our children to be gaining good or very good on these reports, as our expectations are high. Should a child be a cause for concern, we will have had communication with home in advance of the report going home.

Early Years Foundation Stage – Pre-Prep

Children in Pre-Prep are assessed in relation to the EYFS framework, with a strong emphasis on the Prime Areas of Learning, which underpin children's early development and future learning.

Feedback will occur in the following ways across the academic year:

- Two Parents' Evenings
- Interim Reports – these will provide an overview of your child's attainment and progress within the three Prime Areas of Learning:

Alongside this, children are tracked against the Characteristics of Effective Learning. These characteristics support and inform a child's overall development and engagement across all areas of learning. The Characteristics of Effective Learning are characterised by three core approaches: Playing and Exploring (investigating, experimenting and experiencing), Active Learning (concentrating, persevering and enjoying achievements), and Creating and Thinking Critically (developing ideas, making connections and devising strategies). These characteristics help foster independence, resilience and a lifelong love of learning. Children are graded as Emerging, Developing or Secure within each aspect.

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- End of Year Report – a full written report celebrating each child's achievements, progress and development across the EYFS curriculum, including the Prime Areas of Learning, the Specific Areas of Learning, and the Characteristics of Effective Learning.

Early Years Foundation Stage – Reception

All reports for children in Reception are assessed in relation to the EYFS expectations and highlight whether children are 'On Track' or 'Not on Track' to achieve the Early Learning Goals by the end of Reception.

Feedback will occur in the following ways across the academic year:

- Two Parents' Evenings
- Interim Reports – these highlight attainment in relation to EYFS expectations and whether a child is 'On Track' or 'Not on Track' to meet the end-of-year Early Learning Goals. Alongside this, children are tracked against each Characteristic of Effective Learning. These characteristics support and inform a child's overall development and engagement across all areas of learning. The Characteristics of Effective Learning are characterised by three core approaches: Playing and Exploring (investigating, experimenting and experiencing), Active Learning (concentrating, persevering and enjoying achievements), and Creating and Thinking Critically (developing ideas, making connections and devising strategies). These core characteristics help form a mindset for learning that lasts a lifetime and foster a sense of satisfaction and independence as children master new skills. Children are graded as Emerging, Developing or Secure within each aspect.
- End of Reception Profile – a full summative report written in line with statutory guidance. Each child's level of development is assessed against the 17 Early Learning Goals and reported as either Meeting Expected Levels of Development (MET) or Emerging (EMERGING).

The criteria we use when attributing attitude to learning statements is as follows:

Outstanding	Exemplary attitude at all times – concentrates and participates eagerly in all activities, keen and always willing to try their best.	This is what we want Prep pupils to strive for.
Very good	Working hard, concentrates in lessons and participates well in a variety of tasks.	Most pupils will fall into these zones
Good	Positive and willing attitude most of the time, adequate concentration, will participate in tasks when asked.	
Inconsistent	Does what is required, but tends to lack self-motivation and concentration, only participates with encouragement .	Pupils in these zones will receive support and help to improve their effort.
Cause for Concern	Negative attitude to tasks set, often unwilling to participate, often distracted or distracting others in lessons.	

The grade scale and criteria we use when attributing attainment grades is as follows:

1	Working above age expected level – a full grasp of new concepts and recent topics; always applies knowledge and skills independently to a range of situations with creativity, adaptability and flair; working well above the year-specific expected level.
2	Working at age expected level - sound understanding of new concepts and recent topics; almost always applies knowledge and skills independently. Has reached the level we expect from our pupils at Westholme Prep in this subject, at this age range.
3	Working close to expected level - knowledge, concepts and/or skills have started to be grasped and used with some independence. There is a requirement for support and scaffolding at times to reach the expected level.
4	Working below expected level - knowledge, concepts and skills have yet to be understood fully and support is required to complete the tasks set. Your child is being well supported to make progress towards the next level in this subject.

Full written reports contain summative comments to provide individualised pieces of feedback, intended for pupils and parents to understand the child's progress as well as targets going forwards and areas for improvement. The full written reports will also use the attitude to learning grades to describe your child as a learner in the following areas:

- Is keen to participate in lessons
- Listens attentively
- Works well independently
- Works well with others
- Perseveres
- Presents work carefully.

5. RECEPTION - END OF RECEPTION PROFILE

A full summative report is written and in line with statutory guidance, each child's level of development is assessed against the 17 Early Learning Goals, noting whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

6. TRANSITION

At Westholme School, we are totally committed to creating smooth transitions between different year groups.

We want our children to experience smooth transitions from one year group to another, particularly when this involves a change of setting, so that the pace and quality of learning are maintained to ensure that children continue to make excellent progress.

In the Summer term, we have a 'Move Up' afternoon, where all children move to their next class and meet their teacher for the following year.

When children are in Prep 6, a smooth transition to Seniors is ensured and they take part in all of the transition and induction activities. During their time in Prep 6, children spend one day per week in the Senior building and are taught by Senior staff.



WESTHOLME

PREP | SENIORS | SIXTH FORM

PART FOUR: HEALTH AND WELLBEING

1. Wellbeing
2. School Nurse
3. Healthy Lifestyles
 4. Nutrition
 5. Birthdays
 6. Accidents
 7. Medicines
 8. Sun Lotion
9. Guidance on Infection Control
10. Fasting for Religious Reasons



1. SCHOOL COUNSELLOR

At school we have our counsellor, Mrs R Moody, a member of the British Association of Counsellors and Psychotherapists, who works within Westholme.

She is available in school to listen to pupils and to talk about whatever is bothering or concerning them. Rachel is based at Seniors but comes over to Prep two afternoons a week to work with children. Some of the common issues she has worked with children on are:

- Parents separating or divorcing, and its impact on a child.
- Illness, bereavement or loss in any form.
- Feeling stressed or anxious.



2. SCHOOL NURSE

At school, we have our registered nurse, Miss M Sutter, who manages all aspects of healthcare for Prep and Senior.

The nurse is available to assess and treat all pupils presenting with medical issues and is based at Seniors in the medical centre, but she spends part of her week based at Prep.

The nurse also ensures that all health checks/vaccinations are completed in the appropriate way, and she ensures that all staff are trained to the appropriate first aid standard.

WE ARE A NUT, PEANUT AND SESAME FREE SCHOOL.

All parents and carers, whether or not their child has an allergy, are responsible for:

- Being familiar with the school's policy and supporting the safety and wellbeing of pupils with allergies.
- Supplying the School Nurse with up-to-date details about their child's medical needs, including dietary requirements, allergies, history of reactions or anaphylaxis, and any related conditions such as asthma, hayfever, rhinitis, or eczema.
- Adhering to any food restrictions or guidance set by the school when providing food (e.g., packed lunches, snacks, or items for events).
- Ensuring their child does not bring food containing nuts, peanuts, or sesame onto the school site due to the severity of some pupils' allergies.
- Encouraging their child to be allergy aware and considerate of others.

Parents of Children with Allergies:

- Work with the school to complete an Individual Healthcare Plan and provide an accompanying Allergy Action Plan.
- If applicable, supply the school (or their child) with two labelled adrenaline pens and any other prescribed medication such as antihistamines (with a dispenser), inhalers, or creams.
- Ensure all medication is in date and replaced promptly when needed.
- Make sure their child has access to their allergy medication, including two adrenaline pens if prescribed, during travel to and from school.

Inform the school of any changes to their child's condition and ensure all relevant documentation is updated.

- Help their child understand their allergy diagnosis, advocate for themselves, and take reasonable steps to reduce the risk of a reaction (e.g., avoiding foods they are allergic to).

Medical Information

It is essential that parents keep the School informed of any significant medical conditions or changes to their child's health.

If your child has cystic fibrosis or another chronic respiratory condition, please contact the School Nurse at nurse@westholmeschool.com. Sharing this information helps us to implement appropriate health and safety measures and support the wellbeing of all pupils within our school community.

3. HEALTHY LIFESTYLES

Our School motto, *Mens Sana in Corpore Sano*, a healthy mind in a healthy body, is something we wholeheartedly embrace and actively empower our Prep pupils to live out every day. Prep pupils experience a range of visits, from doctors and dentists to the fire brigade and world-famous authors. From Prep 2 pupils learn an instrument, and how to read music. There are opportunities for pupils to play a variety of sports such as football and netball, in musical ensembles, string groups, recorder clubs, Prep orchestra and sing in the Prep choir.

4. NUTRITION

At Westholme School, all children are provided with lunch and all meals are freshly prepared in our own kitchens by the Thomas Franks catering company. Our menus have been developed to be nutritionally balanced and these rotate on a 3 week cycle. We recognise that children have their own preferences, however we aim to gain a balance of giving some choice whilst encouraging children to try the full and varied meals that we offer. This is why we ensure that the staff, who know your child best, accompany the children to lunch, ensuring that their needs are met and they feel comfortable to try new things. Children are encouraged by praise to eat their lunches and develop table manners.

Special diets to accommodate specific needs are provided on request.

Healthy snacks are provided by school at breaktime for Lower Prep. In Lower Prep, if your child is attending a teacher-led club after school they will be given a small, healthy snack before the club starts.

From Prep 3, children are able to bring in their own snacks to school. These must not contain nuts, peanuts or sesame and we ask that they are healthy (no chocolate, crisps, sweets or soda).

Children in all parts of the school are asked to bring fresh water to school in a clear reusable bottle each day, from which they are able to drink at any time. Sugary, flavoured drinks, cordial, juice and soda are not allowed.

Water bottles and snack boxes should be clearly labelled.

5. BIRTHDAYS

Lower Prep

Due to medical allergies and dietary needs, it is not possible to share birthday cakes and treats sent in on your child's birthday in Lower Prep. Children are too young to understand why they may not join in the treat of having a cake or piece of cake and become upset and disappointed. In our school, we have a range of allergens from nuts, gluten, dairy, strawberries and many more, as well as the need to cater for vegan, vegetarian and halal diets. We would therefore be grateful if you do not send in any cakes for the children. If parents wish to bring small edible treats in to school for a child's birthday to be distributed at home time, these must be shop bought and must not contain nuts or sesame, or have the wording 'may contain nuts' on them. The ingredients should be clearly displayed. These will be given at home time where parents can check ingredients for allergens and will be able to choose whether or not their child may eat them.

Upper Prep

As children grow and become more aware of the allergies their peers have within the classroom and their dietary preferences, we do allow cake to be brought into the Upper Prep to be shared on birthdays.

Please note, however, that these must be shop bought and must not contain nuts, or have the wording 'may contain nuts' on them. The ingredients should be clearly displayed so that teachers can check ingredients thoroughly and be assured there has been no cross contamination of allergens. We ask that cake is only brought in for birthdays that fall within the school week and term.

6. ACCIDENTS

Children do, on occasion, have accidents. We use our Medial Tracker system to log any accidents and this sends a notification via email to parents. Should a child have a bump to the head, we would always ring home and make parents aware. We have a number of staff who have undertaken a full paediatric first aid course which consists of 12 hours of training, which is updated every 3 years. Some team members also have additional Forest or Sports First Aid training. In the unlikely event your child has a serious accident whilst in our care we will attempt to contact you immediately. We will call emergency assistance if required and arrange for a child to be taken to hospital if necessary.

7. MEDICINES

Please do not bring children to school who are unwell.

Occasionally we are requested to administer prescribed medicine to children. We can only do this if:

1. The child is well enough to participate in a school day.
2. The medicine is handed over to the Prep office on arrival at school.
3. A daily signed form with detailed information about the medicine, timings and dosage is completed.
4. The medicine is in its original packaging and must have the patient's name and date clearly visible on the label. Please note that medicines must not be sent in a rucksack but handed to an adult from an adult.

To comply with and adhere to legislation, we are no longer able to administer non-prescription medicines with the exception of paracetamol/ibuprofen, cetirizine or eye drops where appropriate i.e. conjunctivitis or hayfever and creams for eczema.

Daily medication such as inhalers/EpiPens must be handed to the Prep Office/Class Teacher on arrival. Should a child require paracetamol whilst at school, we would ring home first and gain permission.

8. SUN LOTION

During warm sunny weather please apply a 'once a day' sun protection to your child before arriving at school and ensure your child has a school cap.

9. FASTING FOR RELIGIOUS REASONS

Westholme School appreciates that as some children get older, they may wish to partake in religious fasting. We respect their choice and also appreciate that these pupils may struggle to participate in every aspect of school life with the same energy and vigour that we would usually expect from our pupils.

Pupils are still expected to participate in all school activities, but please be reassured that staff will aim to be as understanding and accommodating as possible. For example, pupils will still be expected to participate in their PE lessons, but upon receiving a note from parents explaining that the student is fasting, the member of PE staff will only expect the student to do what they are able. This may be to only take part in some of the session, complete fewer of the tasks than the other pupils, or for the student to let the member of staff know when they need a break.



WESTHOLME

PREP | SENIORS | SIXTH FORM

PART FIVE: SAFEGUARDING

1. Online Safety
2. Operation Encompass
3. Mobile Phones and Devices
4. Photographs and Videos
 5. Registers
 6. Policies
7. Safety Onsite



At our school, the safety and wellbeing of every child is our highest priority, and we are committed to providing a secure and nurturing environment where all children feel safe and valued. Our safeguarding policies are designed to protect pupils, and all staff receive regular training to recognise and report any concerns. We believe that safeguarding is everyone's responsibility, and we work in close partnership with parents to ensure every child can thrive.

1. ONLINE SAFETY

The School's Online Safety Co-ordinator is Miss Sarah Cooper. The role of the Online Safety Co-ordinator is to keep parents informed about issues concerning their children and the internet and online safety. In order to do this, we send regular emails to parents which highlight current online safety issues and make more general recommendations regarding children's use of the internet.

2. OPERATION ENCOMPASS



As part of our commitment to safeguard children at Westholme, as a school we are participants in Operation Encompass. Operation Encompass is a Police and Education early intervention safeguarding partnership which ensures that a child/young person's school is informed, prior to the start of the next school day, that there has been a domestic abuse, vulnerable child or missing incident to which the child or young person has been exposed, and which might then have an impact on them in school the following day.

Each school is informed of all such incidents, not just those where an offence can be identified or those which are graded as high risk. The partnership recognises that all domestic abuse, vulnerable child and missing incidents can be harmful to children and young people.

This information will be shared throughout the year, including holidays and weekends. Information will only be shared with the school by the police where it is identified that a young person was present, witnessed or was involved.

Nominated members of staff, known as Key Adults, have been trained to liaise with the police. At Westholme Seniors, our Key Adults are Mrs Moody at Seniors and Mrs Hornby and Mrs Dixon at Prep. They use information that has been shared with them, in confidence, to ensure that the school makes provision for possible difficulties experienced by children or their families. The Key Adults will keep this information confidential and will only share it on a need-to-know basis, for instance, to teaching staff for the child or young person. It will not be shared with other school students.

This national initiative has been implemented across the whole of the Lancashire Police area. If you would like some more information about it, you can view it online at www.operationencompass.org.

At Westholme, it is our duty to offer the best support possible for our pupils and a recent review of Operation Encompass showed that it is beneficial and supportive for all those involved.

3. MOBILE PHONES AND DEVICES

We ask that you refrain from using mobile phones at all times whilst you are on site. If you do need to use your phone, please speak to someone at Reception and they will advise you of a suitable location.

Children must not bring devices including mobile phones, tablets or any other electronic devices into school, unless they are using the school coach service. This then has to be agreed with the class teacher and a mobile phone device code of conduct form completed. Smart watches are not permitted to be worn, although basic fitness trackers such as Fitbit Ace and Garmin Vivofit Jr may be worn.

4. PHOTOGRAPHS AND VIDEOS

If you have given consent for images and videos of your child to be used by the school, you will see them being used on social media, in newsletters and for articles, news reports or other outlets. Photographs and videos are always appropriate, and we never use children's full names, only first names.

Please refrain from taking photographs in the school grounds, including at fixtures and events, unless given prior permission. At concerts and plays we allow parents to take photographs, but these must be for personal use only and images that include other children must never be shared with other people, or on social media platforms, unless you have consent from the other children's parents.

5. REGISTERS

Registers are taken as children arrive into Before School Care, at the start of the school day and after lunch. Children are also signed into After School Care and any Co-Curricular clubs. When leaving After School Care children are signed out. Registers are stored electronically, and levels of attendance are monitored at the start of the school day and again at lunchtime.

In line with Blackburn and Darwen guidance, schools have to provide a sickness return for all compulsory school aged pupils who have been recorded with the code I (sickness). The alert should be made:

- when a pupil has had 15 days continuous (or cumulative) absence for illness
- where the school believes they will miss 15 days because of this

6. POLICIES

Key policies are available on our website (<https://www.westholmeschool.com/policies>).

Policies and practices will be reviewed annually. However, as with all policies, they are working documents which can be altered mid-term as we are continuously looking to improve our practice for the good of all children, staff and parents.

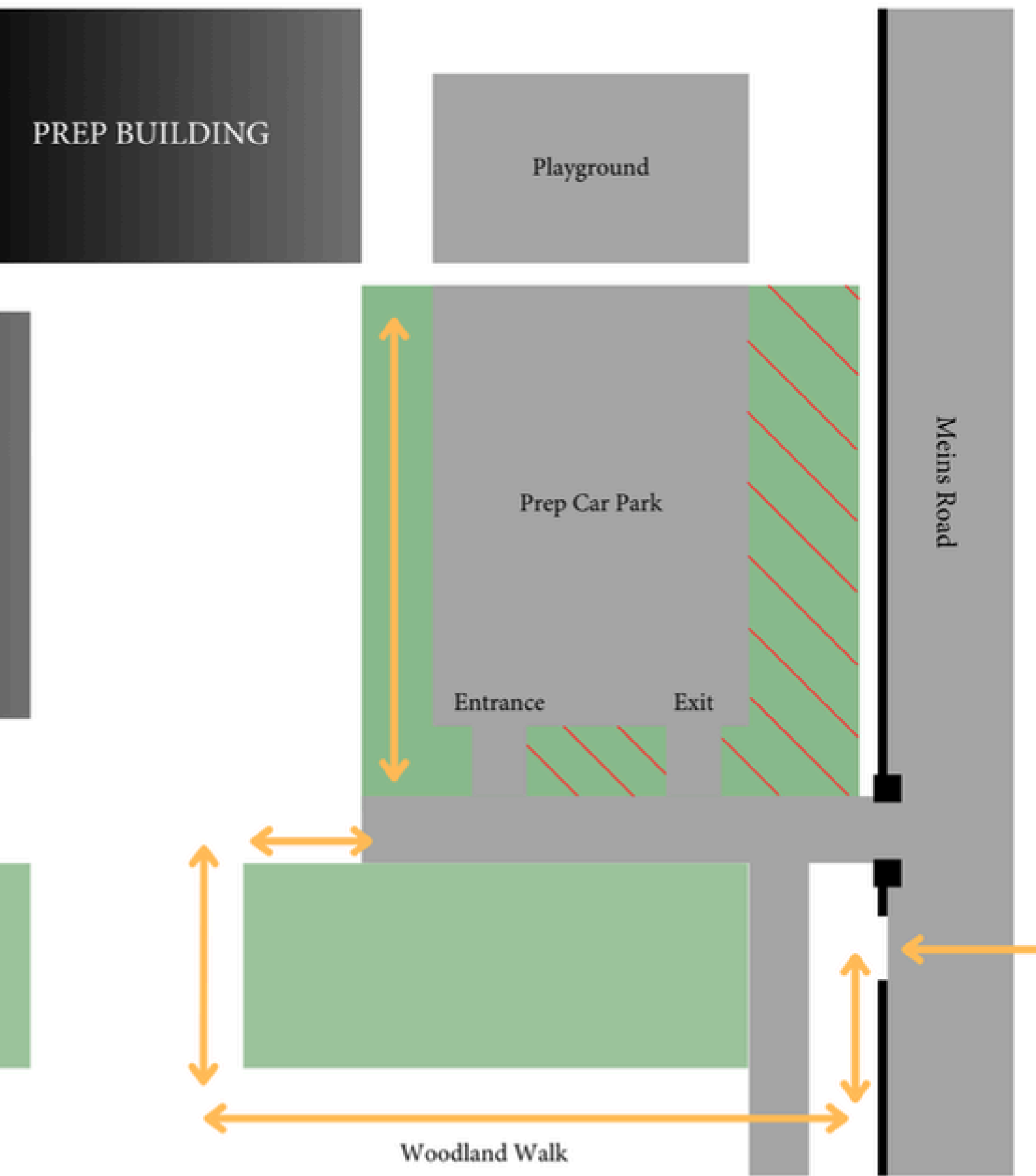
7. SAFETY ONSITE

Please see next page.



WESTHOLME
PREP

Please avoid walking on the grassed areas surrounding the Prep car park (highlighted in red below) for the safety of all children and parents. If you have parked on Meins Road, please follow the pedestrian pathway through the Woodland Walk, as shown on the map below (highlighted by the orange/yellow arrows).





WESTHOLME

PREP | SENIORS | SIXTH FORM

PART SIX: WESTHOLME FAMILY

1. Absence and Holidays
2. Behaviour, Rewards and Sanctions
 3. Bullying
 4. Coach Service
 5. Adverse Weather
6. Westholme Association
 7. ISI
8. Useful Links
9. Term Dates



1. ABSENCES AND HOLIDAYS

Holidays in term time are discouraged, but should they be unavoidable, permission must be requested from the Head of Prep. Whilst we usually grant term time holidays, we advise that you consider the impact on your child's education by taking them out of school. We do not provide work for children on holiday, but we do provide additional reading books and often children will keep a holiday journal. We also ask that you inform us in advance of any other reasons for school absences, such as medical appointments or music exams.

2. BEHAVIOUR, REWARDS AND SANCTIONS

Children at Westholme Prep aspire to be good citizens and demonstrate a strong moral purpose through a positive ethos. Children take responsibility for their own behaviour, learning from their mistakes and developing a sense of moral purpose, which supports them in making good decisions throughout their lives.

At Prep we monitor behaviour by using the traffic light system. Rewards are plentiful and inappropriate behaviour is dealt with using a range of strategies such as restorative justice, community service and reflection time.

When children misbehave, the class teacher will choose an appropriate sanction. In the majority of cases this will correct the behaviour and help the child to make positive changes. When this does not have the desired effect, further steps will be required. This will include the consulting with parents to help us address the poor behaviour. Only in the most extreme cases will poor behaviour result in suspension or exclusion.

We encourage parents to take an active part in the life of the school. We believe this is essential to establishing trusting relationships, which allow us to work together in partnership to teach all children positive behaviour.

Discriminatory Behaviour/Remarks

Any discriminatory remarks by children, parents or other adults are unacceptable at Westholme.

Understanding and overcoming prejudices will be emphasised and clarity given that discrimination is not tolerated.

3. BULLYING

As a school we take the issue of bullying seriously and do not tolerate it. If allegations of bullying are made, the Head of Prep will always be involved. There should be a real partnership between home and school, with parents supporting the school on issues of attitude and behaviour, and understanding their role in helping to prevent bullying and online bullying.

Please speak to your child's class teacher immediately should you have any concerns about bullying.

4. COACH SERVICE

Westholme School coach service is currently available to pupils from Prep 3 – INSPIRED Sixth Form. Arrangements can be made in discussion with the Prep Leadership Team for younger children if there is a specific requirement for a Lower Prep pupil to take the journey with a sibling/family member. If there is no sibling or other family member within school, we will buddy them up with an older child for the duration of the journey. However, this must be discussed with us in advance as our coach service is an unsupervised facility. In line with Westholme's ethos of care and respect, we encourage older pupils to support younger coach users, but this should not be relied upon.

If your child wishes to use this service, please contact our transport provider, Vectare.

As per the Coach Code of Conduct, any student who does not adhere to the coach rules may have their travel permissions suspended.

5. ADVERSE WEATHER CONDITIONS

The website is the most reliable way of obtaining information in the event of any emergency:
www.westholmeschool.com.

- In the event of heavy overnight snow, the website will be updated by 7:00am.
- During any periods of extreme weather, the website will be continually updated.
- Parents may also be contacted by text message and/or email. It is therefore particularly important that parents and guardians keep school informed of any contact detail changes.
- It is the school's aim that the site will remain open, but in the event of adverse weather conditions closure may become necessary to maintain a safe and staffed environment. In this case, it is important that the emergency procedures are clearly understood by all pupils, parents and staff.

6. WESTHOLME ASSOCIATION



Who are we?

The Westholme Association is similar to a parent and teacher organisation. It has a committee which is made up of a selection of parents and teachers from across the school and we meet on a regular basis. Every current parent is eligible to apply to join this committee, should they wish to become more involved.

What do we do?

The committee plans a variety of events, some social and some fundraising, but all with the aim of bringing parents, teachers and children together in an informal setting.

The typical types of events that we have held in the past are Spring and Christmas Fairs, comedy nights, an annual ball, quiz nights, discos and second-hand uniform sales.

Why?

The funds that we raise each year are then used to buy extra special items for the children; such as specialist equipment for the Science and Design Technology departments, visiting theatre companies and trophies for the Sports and Performing Arts Awards evening and leavers' gifts.

How can you help?

Please come along and support our events; check the school website for future events. If you would like to become more involved by joining the committee, then please contact the Chairperson Adele Mellis on: westholmeassociation@gmail.com.

7. ISI

We are registered with the Independent Schools Inspectorate (ISI), who carry out inspections of independent schools. Our reports can be found on the school website.

8. USEFUL LINKS

There are a number of ways that you can keep up with school life:



@westholme_school



Westholme School



Westholme School



@WestholmeSchool2025

Visit the school website: www.westholmeschool.com

KEY DATES

AUTUMN TERM - 2026

Tuesday 1 September – INSET

Wednesday 2 September – INSET

Thursday 3 September – New Pupil Induction Day (Reception, Year 7 and New Pupil Induction)

Friday 4 September – Start of Term

Monday 19 October – Friday 30 October incl. – HALF TERM

Friday 18 December – End of Term

SPRING TERM - 2027

Tuesday 5 January – INSET

Wednesday 6 January – Start of Term

Monday 15 – Friday 19 February incl. – HALF TERM

Monday 22 February – Start of Term

Wednesday 24 March – End of Term

SUMMER TERM - 2027

Monday 12 April – INSET

Tuesday 13 April – Start of Term

Monday 3 May – Bank Holiday

Monday 31 May – Friday 4 June incl. – HALF TERM

Monday 7 June – Start of Term

Friday 2 July – End of Term