

School Prospectus

2026 / 2027



Education

Therapy

Futures



Proprietor details

Witherslack Group

Lupton Tower

Lupton

Cumbria

LA6 2PR

Tel: 015395 66081

Email: admin@witherslackgroup.co.uk

Head Teacher's name and contact details:

Mr Richard Horton

Richard.horton@witherslackgroup.co.uk

Hall Cliffe Primary School

7 Wrenthorpe Lane

Wrenthorpe

Wakefield WF2 0QB

Holiday contact details

School Administrator

Mrs Jacqueline Armitage

jacqueline.armitage@witherslackgroup.co.uk

01924 614490

Our Vision

At Hall Cliffe Primary School, we are dedicated to providing our children with a safe, nurturing, empathetic environment where children's mental health is of the highest priority. An integrated therapeutic approach, as well as a strong commitment to working with the whole family, provides the foundations for children to thrive academically, emotionally and socially as happy, resilient and independent learners who are prepared for their next stages of life.

Our Aims

We aim to have made a positive difference so that, when children are ready to move on to their next stage of learning, they

1. Are in good mental health and are resilient and able to overcome the challenges of life.
2. Have the skills to form and maintain positive relationships.
3. Understand how to protect themselves and keep themselves safe in an ever-changing world.
4. Have a passion for the natural world so that they are prepared to make a lifetime of sustainable choices.
5. Know how they learn best, be independent, and have solid foundations for a lifelong love of learning.
6. Can read, write and have good numeracy and ICT skills.
7. Understand and respect people who are different from themselves. They are respectful of those who are of a different gender, age, sexual orientation, race, have a disability, or those who have a different religion or beliefs to their own. They will have enjoyed many rich cultural experiences and are well prepared to make a meaningful contribution in a multicultural, modern United Kingdom.
8. Have developed their individual special talents and enjoyed experiences exploring the arts, sport and other areas of interest.

Details regarding admission process

At Hall Cliffe Primary School we specialise in educating children aged between 5-11. Our pupils have challenges related to social, emotional and mental health and may have a diagnosis of autism, ADHD, PDA, Attachment Disorder, Speech, Language and Communication Difficulties. Children may have challenges relating to their life experiences and the trauma they have experienced.

Initial enquiries and informal visits are always welcome. We would be delighted to welcome you to the school to meet our inspiring children and see for yourself our very special environment.

Referrals are sent to the school by local authorities and all admissions are carefully considered by our admissions team. Following consideration of the referral and an assessment visit, a place may be offered to pupils whose needs can be fully addressed by the school. Fees and NASS-approved contracts will then be agreed with local authorities.

There will be an assessment period followed by a post-admission review after 12 weeks. Referrals can be made at any point throughout the academic year.

If you wish to discuss any aspect of our school or to make a referral, please contact Rachel Metherringham, Partnership Manager, on 07776651104 or by email Rachel.Metherringham@witherslackgroup.co.uk or Rachel Lyne, Referrals Coordinator, on 07833 697578 or by email on Rachel.lyne@witherslackgroup.co.uk.

The school's Admissions Policy is available on request.

Our Clinical Offer

Essential to the Witherslack Group's Therapeutic Model is our Clinical Services Team who work alongside the wider multidisciplinary team to provide an integrated provision of therapeutic intervention, care and education.

Each of the children's learning environments are supported by a designated and bespoke team of clinicians which may include Therapists, Psychologists, Speech & Language Therapists, Occupational Therapists and Assistant Psychologists.

Our children, and the staff supporting them, also have access to other specialist clinicians within the wider group including our Consultant Child & Adolescent Psychiatrist.

All of our practising clinicians are registered practitioners with The Health and Care Professions Council or their appropriate designated regulatory bodies such as The British Association of Counselling Psychotherapists, British Association of Play Therapists, and the United Kingdom

Council for Psychotherapy, and all receive supervision from other senior clinicians within the group or from externally commissioned specialists within their field.

Line management for the clinicians is provided by senior clinical colleagues and the Regional Director Clinical, who in turn is line managed by the group's Clinical Director.

All clinicians are supported to maintain their registrations through Continuing Professional Development opportunities; many being supported by the group to develop specialisms such as Sensory Integration Therapy and Trauma Informed Communication Approaches.

Clinical Governance is the responsibility of the Clinical Director who chairs the quarterly Witherslack Group Clinical Governance Board; attended by external advisors and internal Directors.

Details for consideration of pupils/ Parents whose first language is not English.

Appropriate provision is established prior to the child's start date. Additional support from a bilingual support assistant can be provided if this is an identified requirement.

Our Curriculum

"The school has developed a well-sequenced and ambitious curriculum. This is appropriately adapted to the starting points and specific needs of pupils, including their special educational needs and/or disabilities. While the school uses several published schemes of work, including in mathematics, phonics and science, it makes adjustments to these, ensuring that they are appropriate to pupils' current stage and prior knowledge."

(Ofsted 2026)

We want children to enjoy coming to school and enjoy learning. Creating a positive learning experience and growing personal development are at the heart of our school's curriculum. The 'curriculum' is a wide term we use to describe all the experiences children have in school that make them feel prepared for their next steps of life. We want children to enjoy and achieve in their time at Hall Cliffe Primary School and leave with positive memories and a thirst to continue learning.

Our curriculum is intended to be holistic. We aim to meet the academic, social, emotional and mental health needs of our children reflecting their starting points, special educational needs and life experiences (including Adverse Childhood Experiences). We strive to be inclusive. We want all children to access full-time classroom learning. We teach children how to contribute in a meaningful way to our school, their communities and the wider world.

Many of our children have come from a background of partial timetables, inconsistent attendance, high numbers of suspensions and have not accessed an appropriate, meaningful

curriculum. Our children often have additional learning challenges such as the ability to maintain or process information. We aim to provide all children with access to in-house therapy and clinical services, in order to manage and overcome their individual challenges. We teach children about their own neurodivergent profile and the strengths and challenges that this may bring. We teach children how to keep themselves safe, recognising that their disabilities and/or life experiences make them particularly vulnerable.

We recognise that many children have often not accessed classroom learning, or a full-time school timetable for some time when they join Hall Cliffe Primary School. They are often not emotionally regulated and ready to learn. Children may need to begin to access more formal learning once other SEN needs are met.

Every child has their own key worker. Children take part in regular key worker sessions. We aim to provide a curriculum that is thematic; the aim being that pupils can make links and connections in what they are learning and therefore remember more. Our skilled teachers and teaching assistants adapt their teaching style in order to make learning more active and hands-on.

Themes for learning have been selected because they are relatable to our children. The pupils' ideas have shaped our curriculum. The curriculum provides opportunities for all pupils to learn and to achieve, irrespective of social background, culture, race, gender, differences in ability and disabilities as defined as protected characteristics in the Equality Act 2010. We differentiate and support pupils through adapted resources and the level of adult support, scaffolding as well as personalising learning. Our staff are ELKLAN trained; this is a programme to support our children with their speech, language and communication needs.

We celebrate difference for children to gain an understanding and a rounded view of the world around them. We strive to promote culture opportunities as well as teaching children about fundamental British Values and Social, Moral, Spiritual and Cultural (SMSC). We focus on developing basic skills so that when children transition to their next stage of education, they can read, write, and use number and ICT in their everyday lives. We intend for children to move through the reading book bands, if possible being free readers by the time they leave. We want children to develop a love of reading, have a favourite book and a favourite author.

We teach children how to communicate effectively with others, developing social skills and essential employability skills. This includes developing skills of listening, responding appropriately, turn taking and sharing. We strive to develop their own personal interests and talents and offer all children the opportunity to learn to play the drums as well as a wide variety of other musical, dance and art experiences. These opportunities build a sense of character and personal development and build children's self-esteem.

We offer all children opportunities to attend Forest School, Life Skills trips and to attend swimming lessons. We aim to give children aspirations for their future careers. We teach children about issues relating to mental health and teach self-care, developing coping

strategies that can be used through their lives. We give all pupils a holistic understanding of achievement. Children achieve numerous AQA awards and Arts Awards. We strive to ensure that children will enjoy coming to school and develop fond memories of school life.

Parents' Right to Withdraw – Relationships Education, Sex Education and Religion and World Views

All our pupils will receive age and stage appropriate sex education on an annual basis. We know that this is an important part of giving children the knowledge they need to keep themselves safe as they grow older. Parents/carers can withdraw their children from these lessons. Where a parent/carer has a concern, we would urge a conversation with the subject leader to discuss further.

Parents/carers have the right to withdraw children from Religion and World Views lessons. However, we would encourage any parent/carer who may have strong views to discuss their concerns with the subject leader. We have designed a broad and varied Religion and World Views curriculum and feel that it represents the modern world. It is vital that children develop knowledge and understanding that will help prepare them to live in a multicultural world.

Details of our approach to behaviour support

"Leaders have clear expectations of pupils' conduct, teaching them to be 'ready, respectful and safe'. Most pupils respond positively to these expectations. Generally, pupils get on well. Bullying is rare. Pupils have trusted adults who they are confident to raise worries such as this with. Staff, including the school's pastoral and therapeutic teams, provide personalised support that helps pupils learn to manage their own feelings and responses."

Ofsted, 2026

"When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos".

L.R. Knost

Children who are able to develop and maintain positive behaviour patterns are more likely to experience improved outcomes and have a better quality of life. We have a thorough understanding of trauma and attachment and the impact of Adverse Childhood Experiences (ACEs), as well as an understanding of Autism and other developmental differences, which may impact a child's ability to manage their behaviour and conform to adult expectations.

Our expectations are clear and known as our 3 rules:

- Ready
- Respectful
- Safe

Children at Hall Cliffe Primary School may display challenging behaviour because of their life experiences, disability, communication difficulties and a lack of social skills and understanding. We understand that all behaviour is a form of communication. We acknowledge that children are doing the best they can to feel safe and to have their needs met. Because of this, we deal with challenging behaviours with understanding, empathy and warmth.

All behaviour support is underpinned by 'Positive Behaviour Support' (PBS), Dan Hughes' PACE approach and Emotion Coaching. We have also used the work of Paul Dix as a basis for our reward system and to support pupils to follow our three rules. These approaches are founded on the basis that positive relationships and co-regulation (supporting alongside) are the strongest ways of creating capable environments that improve the quality of life of our children. We teach and develop coping skills. The approach of Positive Behaviour Support (PBS) provides the right support for a person and their family to help people lead a meaningful life. It is not simply about getting rid of problematic behaviour.

Behaviour that challenges usually happens for a reason. It may be the child's only way of communicating an unmet need or processing previous trauma. Positive Behaviour Support helps us to understand the reason for the behaviour, so we can better meet children's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen. With the right support at the right time, the likelihood of challenging behaviour is reduced.

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."

The Gottman Institute.

Hall Cliffe Primary School promotes the use of restorative approaches. Restorative language helps shift the focus away from blame and shame and instead focuses on root causes and repair. We use restorative conversations to ask five magic questions to help children to deepen their understanding of what has happened and what they would do differently in future. The aim is to resolve incidents and to promote positive relationships, giving children a sense of ownership.

Where children are unable to remain safely in the classroom they may choose to or be supported to use our 'quiet spaces'. Our themed quiet spaces provide a quiet, safe space where children spend time with staff members in order to return to a calm state, ready to continue with learning. These spaces have been customised to the children's interests. They also include sensory resources; these include several sensory toys and resources to support children to regulate.

- At times, when children or young people are placing themselves, or others at risk of harm, staff may need to use physical intervention in order to reduce the level of risk. To maintain the safety and welfare of all our children, reasonable force is permitted by law. Section 93 of the Education and Inspections Act 2006 enables all school staff to

use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Injury to others, or likely to cause injury to others.
- Engaging, or likely to engage, in any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.
- Causing injury to self or likely to cause injury to self.

This is used within strict guidelines, only as a last resort, where other forms of de-escalation have failed. Staff have been trained to use the BILD accredited framework PRICE (Protecting Rights in a Caring Environment). The school does not encourage the use of restrictive physical intervention and actively aims to reduce it. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the staff members supporting the child at the time. The degree of force used will be the minimum amount needed to achieve the desired result to reduce the risk to the child and others.

The school believes that it is important to build the child's intrinsic motivation to do well. This will include the use of an internal 'secret mission' system. These are special, personalised targets. The children, through their key worker sessions, work towards the completion of missions to help and support their holistic development. This stimulates a voluntary and progressive improvement in their behaviour and increases their motivation towards the achievement of academic and/or personal objectives.

Individually, children earn tokens for being 'ready', 'respectful' and 'safe'. Children then use their tokens to vote for one of the three whole school rewards by placing them in our token collector in the hall. Each half term, the pupils get to enjoy the activity with the most votes as tokens are collected for the benefit of every child as we are 'one team'. The rewards are non-material experiences that are selected by our school council; they promote teamwork, friendship and memorable experiences. This will be something that includes everyone within the school because everyone will have contributed. For our systems to be attachment and trauma sensitive, we recognise and reward every child. Our aim is to create a sense of safety and containment where challenging behaviours can be addressed from within a safe adult/child relationship, without increasing internal shame and poor self-worth. Wherever possible children are supported within the classroom to maintain a sense of belonging and inclusion.

Internal Team Around the Child (ITAC)

"Leaders provide staff with detailed information and guidance on how to meet the needs of individual pupils. This includes in relation to their special educational needs and/or disabilities (SEND) and wider barriers, including past trauma. Staff access significant training that enables them to develop the knowledge of how to implement these strategies

effectively. Leaders keep the provision for individual pupils under regular review, including using its 'internal team around the child' meetings and timely completion of annual reviews of education, health and care (EHC) plans alongside wider partners."

Ofsted 2026

The 'Internal Team Around the Child' (ITAC) is led by the class teacher and consists of the learning support assistants, the pastoral team and then any members of the clinical team who are involved in your child's care. For some children this will include our Forensic Psychologist, Assistant Psychologist, Therapist, Speech and Language Therapist and Occupational Therapist.

Pupil and parent voice is a very important part of the ITAC process. We actively encourage parents/carers to share their views with staff before the meeting and pupil voice is gathered before the meeting. The ITAC team meet to discuss each child every term or more frequently when they first join the school. The frequency can also be increased if additional support is required.

We hold a pre-admission ITAC meeting before the child joins the school. At this meeting we ensure information is shared with key staff so that they can best support each child from their very first visit. This will include information from the EHCP, previous clinical reports, our observations from the previous setting and the home visit, and any information gathered from the previous school.

Our classes are also supported by our pastoral team, led by Mr Hargreaves and supported by Miss Morgan, Mr Crawshaw, Miss Moosa and Mr Hunter.

Provision for Education, Health Care Plans (EHCP)

An Education, Health and Care plan (EHCP) is a legal document which describes a child or young person's special educational needs, the support they need and the outcomes that the child is working towards.

Every year we review a child's EHC plan to see how they are progressing towards achieving the outcomes specified in the plan. This meeting is known as the Annual Review. We invite the following people to the meeting: the child's parent/carer, the young person, the class teacher, a local authority SEN officer, a health service representative and a social care representative to the meeting (where applicable) giving them at least a month's notice of the date and longer where possible. Other individuals relevant to the review will also be invited. Our in-house clinical team also attend which may include: our Occupational Therapist, Speech and Language Therapist and Forensic Psychologist or Assistant Psychologist. We will seek advice and information about the child prior to the meeting from all parties involved and send any advice and information gathered to all those invited at least two weeks before the meeting via secure email. Children and parents will be supported to engage fully in the review meeting.

Our Annual Reviews are child centred, and the child and parents/carers always give their views first; we celebrate success. Everyone working with the child discusses any changes or amendments that might be needed to best support the child. We prepare and return the updated paperwork to the local authority within the agreed timescales.

Within four weeks of the review meeting, the local authority must decide whether it proposes to keep the plan as it is, amend the plan, or cease to maintain the plan. They will notify the child's parents/carers. If amendments are agreed, the plan will be updated and a draft version of the EHCP will be sent to parents/carers. This creates a further opportunity to make any additional changes before you agree to the updated EHC plan. If the local authority decides not to amend the plan, or decides to cease to maintain it, they must notify the child's parent/carer of their right to appeal that decision.

Each child accesses a broad balanced, relevant and personalised curriculum and any necessary additional support or interventions as stated in the provision for each EHC plan outcome. Each child has individually tailored positive expectations for achievement, which ensures that they are challenged appropriately and experience success frequently. Termly learning targets are agreed and reviewed regularly.

The Boxall Profile tool is used to track the progress of personal development.

Teachers are happy to discuss progress at any point during the school year. If needs change it is possible to arrange an early review meeting. Our SENDCo is Lily I'Anson.

[Details of complaints procedure](#)

We want to know, and we want to help. Communication is the key to resolving any issues. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Hall Cliffe Primary School takes concerns seriously and will make every effort to resolve the matter as quickly as possible before the need for a complaint arises. In the first instance, concerns should be addressed to the member of staff in question or class teacher/key worker who will try to clarify the nature of the concern and the outcome being sought.

We aim to be able to resolve your concern quickly however if you still feel that your concern has not been resolved, we have a procedure to escalate your concerns to Mr R Horton, Head Teacher. Mr Horton will acknowledge receipt of the complaint in writing (either by letter or email) within two school days.

We have a detailed complaints policy on our website and can provide a paper copy on request. In accordance with the Children's Act 1989, all children at Hall Cliffe Primary School have access to a Complaints Procedure.

Our website address is www.witherslackgroup.co.uk/hall-cliffe-primary .

Statement regarding accessing exam results.

Our children who are academically and emotionally able to access SATs will do so in Year 6. This is assessed on an individual basis. Formal test conditions can heighten levels of anxiety, and our children may not show their full potential by gathering information in this way. SATs results will be reported to parents/carers via a personal letter on results day for those children who have taken part in SATs. Parents/carers of those pupils who have not taken SATs can request details of an overview of SATs results from the school. Other stakeholders are also able to request a copy of SATs results from the school by contacting the school office.

Safeguarding

Our Child Protection Policy is available on our website.

Hall Cliffe Primary School is committed to safeguarding and promoting the welfare and safety of our children. All staff members are regularly trained, receiving regular updates to identify possible safeguarding concerns and knowing how to respond to these concerns. Where there is evidence to suggest that a child may have suffered significant harm, we have a statutory duty to make a referral to relevant agencies. Where local procedures allow, we will inform the parents/carers of the referral. The school will share any information relevant to the referral with those agencies and will contribute to any assessments being undertaken.

Operation Encompass is a unique safeguarding partnership between the police and school. The Police will inform school, prior to the start of the next school day, where there has been an incident of Domestic Abuse. This ensures we can best support the child. The Police will inform school of any incident where a child has been exposed and considered to be vulnerable to harm. A nominated member of staff, known as a key worker, has been trained to liaise with the Police. At Hall Cliffe Primary School our key adult is Rachel Topham, Designated Safeguarding Lead. She will be able to use information that has been shared with her, in confidence, to ensure that the school makes provision(s) for possible difficulties experienced by children or their families. The Key Adult will keep this information confidential and will only share it on a need-to-know basis, for instance, with teaching staff of the child.

Rachel Topham is our Designated Safeguarding Lead (DSL), and the Deputy Designated Safeguarding Leads are Helen Terry and James Hargreaves.

If you require further support on safeguarding matters, please contact:

Rachel Topham - Designated Safeguarding Lead: 01924 614490

Claire Traynor - Regional Director: 07443732612

Mary Aurens - Witherslack Group Safeguarding Lead: mary.aurens@witherslackgroup.co.uk

Jan Tilson/Mark Wilkinson– Local Authority Designated Officer (LADO) for Wakefield: 01977 727032, lado.referrals@wakefield.gov.uk. For further information: [Managing Allegations and Concerns About Those Who Work or Volunteer with Children - Wakefield Safeguarding Children](#).

Promoting General Welfare

Uniform & Equipment

Uniform is important as it is a symbol that everyone is a key part of the Hall Cliffe Primary School community. It also helps prepare children for life as an adult when they may have to wear a uniform at work.

We provide each child with three white t-shirts and two sweatshirts. These are provided free of charge. We ask that parent/carers provide their child with smart, dark grey trousers/ dark grey skirt and smart black school shoes or black trainers. In warmer months, children can wear grey shorts, grey skirts or purple and white gingham dresses.

Parents/carers are asked to provide PE kits. This should be black shorts, white t-shirt and trainers. We ask that shorts and t-shirts do not have logos. In colder months, children can wear black jogging bottoms and a tracksuit top. Children are provided with a PE kit bag.

Children must bring a warm coat in colder months.

We label t-shirts and sweatshirts with children's names, however it would be a great help if you could make sure additional items of uniform are clearly labelled, as well as coats.

Each child receives their own schoolbag. They can use this to transport their reading books, homework and other personal possessions.

Personal Property

Hall Cliffe Primary School does not accept any liability or responsibility for the loss or damage of personal property. Children do not need to bring any personal possessions to school. Where personal items help to reduce the child's level of anxiety, we ask that these items are kept to a minimal amount.

To aid with transition and transport, before and after school, pupils are allowed to bring electronic items. This is for their own personal use once inside the vehicle. These items must be placed in the 'keep safe' box on arrival to school. Children are not allowed to access their personal items during the school day. Pupils will be given their items back at the end of the day when their taxi arrives.

Children are allowed to wear a watch. For health and safety reasons, jewellery is not permitted with the exception of a small, plain pair of earring studs for children who have their ears pierced.

Medical Care

The school has a medical room. Staff have been trained to support the first-aid needs of the children. The school has a defibrillator and staff have been trained to use it. The school is only allowed to administer prescribed medication; this is given by the Pastoral Care Team. All medication is recorded and kept in a locked medical cupboard. Paracetamol and Calpol can only be administered with consent from parents/carers.

Risk Assessments

Our role is to support children to lead a positive life, helping them to understand daily risks that they face and to learn how to overcome them safely. Due to our children's difficulties, some of them exhibit 'risk taking' characteristics; we therefore have rigorous procedures to ensure everyone's safety. Individual risk assessments will be completed for all pupils during their 12-week assessment period and will form part of the post-admission assessment review.

Risk assessments are in place and regularly reviewed that cover the environments, lessons, and general activities that take place within the school. Where off site activities are planned, the visit leader would complete a risk assessment and update our Evolve System which ensures all pre-visit checks have been completed, and the visit is authorised by a senior member of staff. A fire risk assessment has been undertaken, and this is kept updated following any changes to layout, heat-generating activities or fire hazards introduced. An annual review of fire safety is undertaken by a competent person.

Food and Menus

We are a healthy school and aim to provide pupils with healthy, varied and nutritious meals whilst in school. We have a health aware ethos and aim to help our pupils make healthy lifestyle choices.

Each day begins with breakfast, followed by a selection of snacks at break, followed by a main meal at midday.

We provide free meals for all children. Our menus follow national nutritional guidelines. We offer a wide variety of freshly prepared meals. Children can choose from: hot meals, sandwiches, jacket potatoes and salad.

Our menus are being continually evaluated and improved to provide children with a well-balanced and enjoyable diet.

Home/School Communication

Good communication is vital. Key workers will ring home for a general catch up once a week. In addition, we will also inform you if your child has been involved in any significant incidents each day. Some children have Home-School Books, some families request emails. The frequency and type of communication can be discussed with the keyworker. The Pastoral Care Team is available to discuss, via telephone, any issues or concerns that arise, either at school or at home. Parents/carers are encouraged to attend meetings, Termly Celebration Days,

Sports Day and any other events that we hold. Each term you will receive a written report highlighting academic and personal progress. Our Clinical Team also provide learning and support for parents/carers. The Clinical Team can always be contacted via the school office to provide additional advice and support throughout the school year.

Anti-Bullying

“Pupils trust staff to help them keep safe and to achieve well. Bullying and targeted acts of unkindness are rare. Usually, pupils show respect for others in their conduct. When this is not the case, staff work to help pupils understand the impact of their actions on others and how to better manage their emotions and frustrations.”

Ofsted 2026

The school's Anti-Bullying Policy is available on our website.

We pride ourselves on our warm and caring atmosphere. All members of our community are entitled to safety and protection and therefore bullying is not tolerated. We have clear policies and guidelines raising awareness in staff and children to the signs of bullying.

Given the needs of the children, some children will use unkind, inappropriate words when they are frustrated and upset. This may be due to their SEN, life experiences or social and communication skills. We use these opportunities to educate children as well as repair and strengthen relationships using a restorative approach.

One of our school aims is to educate children so that they have an understanding and respect of those of a different gender, age, sexual orientation, race, ability, or those who have a different religion or beliefs to their own. We offer children many rich cultural experiences, so that they are well prepared to make a meaningful contribution in a multicultural, modern United Kingdom.

Our curriculum, key worker sessions, DEAR (Drop Everything and Read), assemblies as well as sessions delivered by West Yorkshire Police on Hate Crime are all included in our curriculum and support children's understanding of bullying.

Our Anti-Bullying Ambassador is Mr Hunter and alongside a group of HEROs (children who 'Help Everyone Respect Others') plan anti-bullying activities throughout the year in order to educate and develop understanding.

Health and Safety

At Hall Cliffe Primary we have an ISO 45001 accredited safety and health management system that ensures risks have been identified and effective control measures are in place. Monitoring

is undertaken by the Head Teacher, Richard Horton and the Senior Management Team assisted by the Health and Safety Representative, Fraser Royston. The whole site has internal health and safety checks in place for the staff to complete, with an action plan put in place to rectify any faults.

The school has support from the Witherslack Group's Safety, Health, and Environment Team, who are competent health and safety professionals who provide advice, guidance and training to create safe and healthy environments for everyone. They undertake a health and safety audit of the school annually and complete additional visits when needed.

Attendance

Every day counts! We know that all children benefit from attending school regularly. Mr Hargreaves, our Pastoral Care Manager, and the Pastoral Team work together closely with families to ensure that any barriers to not attending school every day, are quickly overcome.

Our aim for 2026-2027 is for our overall attendance to exceed 95%.

We take the responsibility of monitoring and promoting the regular and timely attendance of all our children seriously. Regular attendance and punctuality is essential; it helps children to be successful and promote important lifelong skills and habits. Children who attend school every day will make the most progress in their learning, and in their social and emotional development.

Regularly arriving late or having time off, seriously disrupts learning, hinders progress and affects short and long-term outcomes. Unfortunately, many of our children struggle with any changes to their usual school routine and therefore establishing and sticking to a routine is vital.

Encouraging good attendance is the shared responsibility of schools, parents/carers and partners working with our school. We work closely with children's families to ensure all children maintain an excellent attendance record.

We have outstanding attendance, and we have high expectations that our parents/carers will support us in ensuring the very highest levels of engagement.

We politely ask you to arrange holidays during the 13 weeks of school holidays each year. We cannot authorise holidays taken during term time. Parents/carers must seek approval from your local authority and Social Worker (if applicable) before making any arrangements that will result in time away from school.

We request that medical appointments are arranged outside of the school day. It is not typically necessary to take a full day off school due to a medical appointment. Where there are changes to transport, it is the responsibility of the parent/carer to contact transport services.

We must know the reason for any absence. If a pupil is going to be absent, then it is the responsibility of the parent/carer to inform the school **by 9am** on the first day of absence and to share the reason.

If a pupil does not arrive by 9.00am, Pastoral Staff will call to establish why a pupil is absent. If we have no response we will try and contact you via email and Arbor, as well as continuing to contact by telephone regularly throughout the day. If we have been unable to establish the reason a pupil is absent, and the child does not attend school the next day, a home visit will be made.

For any pupil who fails to attend school regularly or has been absent without permission for a continuous period of 10 days or more, the school, in line with reporting agreements between the school and the local authority, will inform the local authority of such absences.

Where there are ongoing concerns relating to attendance and punctuality a meeting will be arranged with James Hargreaves, our Pastoral Care Manager. The purpose of this meeting is to gain a better understanding of the reasons for the continued concerns. This is a supportive meeting where actions to move forward and improve regular attendance will be agreed. Attendance will be regularly reviewed to ensure attendance and punctuality is improving.

A copy of Hall Cliffe Primary School's Attendance Policy is available on request.

[Details regarding staffing and recruitment](#)

Hall Cliffe Primary School follows a rigorous recruitment process in order that we recruit high quality staff and ensure that children and young people are kept safe. Senior Leaders involved in the recruitment process undertake Safer Recruitment training. All staff employed within the school are subject to an enhanced DBS check and rigorous recruitment checks.

Role	Full Time Equivalent
Head Teacher	1.00
Deputy Head Teacher	1.00
Assistant Head Teacher	1.00
Pastoral Care Manager	1.00
Designated Safeguarding Lead	1.00
Pastoral Assistant	3.00
Teachers	4.00
Teaching and Learning Assistants	13.00
HLTA	2.00
Senior Administrator	1.00
Administrative Assistants	0.71

Maintenance staff	1.00
Senior Cook	1.00
Assistant Cook	0.47
Forensic Psychologist	0.40
Assistant Psychologist	0.40
Speech and Language Therapist	1.00
Occupational Therapist	0.80
Therapist	0.80
Therapy Assistant	0.00



Hall Cliffe
Primary School

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