

Leigh St Mary's Church of England Primary School



Arrival and Collection Policy

September 2026

INSPIRE To be the best that I can be

BELIEVE To believe I can make a difference for good in this world

ACHIEVE To know I have the roots to grow and the wings to fly

At Leigh St Mary's Church of England Primary School we promote a life-long love of learning. Through enriching, exciting learning opportunities and a creative curriculum, children are given the foundations to flourish. Our Christian values are at the heart of our school and provide us with a culture of happiness, respect and trust.

We aim to promote a sense of belonging within a warm, nurturing environment where children feel safe and valued. We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.

Through our encouragement of good manners, kindness and friendship we aim to ensure our children display the values of good citizenship. We hope to instil in our children an 'I can' attitude and to provide our children with the tools to succeed in an ever changing world.

Our ethos and purpose

At Leigh St Mary's, our Christian values underpin a warm, nurturing community where children feel safe, valued and ready to learn. We recognise that a positive welcome and a reassuring end to the day help children develop trust, confidence and a sense of belonging.

This policy sets out how families and staff work together to ensure safe, calm and well-organised arrivals and collections. It should be read alongside our Positive Behaviour, Attendance, Child Protection and SEND policies and our Code of Conduct for Parents.

Shared responsibility and supervision

Parents, carers and other accompanying adults are responsible for supervising their children, including siblings, on school grounds before handover to school staff and immediately after collection. This includes responsibility for their children's behaviour and safety.

Entering the playground or seeing a member of staff at the gate does not, by itself, constitute a handover. Adults must ensure that their child reaches the designated entrance and is received by staff.

Once a child has been handed over, school staff assume responsibility for their supervision. At collection, responsibility returns to the collecting adult when a member of staff clearly releases the child into their care.

The school retains its safeguarding responsibilities throughout. Staff will respond to unsafe behaviour or concerns, including while children are with their families.

Safe use of the school grounds

Adults and children are expected to show the kindness, respect and consideration promoted through our Positive Behaviour Policy.

Parents and carers must:

- Keep children close and actively supervise them.
- Encourage walking and calm movement around entrances.
- Prevent children from climbing fences, gates or other structures, or using outdoor equipment unless staff have expressly permitted it.
- Ensure bicycles and scooters are walked through the grounds.
- Keep classroom doors, pathways and gates clear.

- Follow staff instructions and leave the site promptly after handover or collection.

Adults should model respectful language and behaviour. Concerns about another child must be raised with school staff; adults must not approach or reprimand another family's child.

When driving, families must park safely and lawfully, keep school entrances and crossing points clear and avoid obstructing pavements, dropped kerbs, yellow lines or school zig-zag markings. Children should use the designated crossing safely with adult supervision where appropriate.

Morning arrival

The school gates open at **8.35am**. Classroom doors open from **8.40am**, with pupils expected to be in class and ready for registration at **8.45am**. The gates close at **8.45am**.

Parents and carers must remain responsible for their children until staff receive them at the designated entrance. Children must not be left waiting unsupervised before the supervised arrival period.

Class teachers and teaching assistants will welcome pupils warmly and support a calm transition into school. Children will enter through their classroom entrance and follow familiar routines for putting away belongings and beginning their morning activity.

Families should share brief, essential information with staff where this will help their child settle. Longer or confidential conversations should be arranged through the school office or messaging platforms so that staff can maintain effective supervision.

Once handed over, children must not leave school without staff permission and the appropriate collection arrangements.

Welcoming families at the gate

Mrs Watson, Headteacher; Mrs Coop, Deputy Headteacher; and Mrs Wilkinson, Pastoral Manager, provide a visible and approachable presence at the school gate during arrival and collection, subject to other duties and availability. Appropriate cover will be arranged when needed.

Their roles include welcoming families, reinforcing safe routines, noticing children who may need support and responding promptly to concerns.

- **Mrs Watson** oversees the arrangements and leads on significant behaviour, safety and safeguarding matters.
- **Mrs Coop** supports the organisation of arrival and collection and helps staff maintain consistent, positive routines.
- **Mrs Wilkinson** offers pastoral reassurance, supports children experiencing separation difficulties and works with families to address barriers to punctuality, attendance and wellbeing.

Their gate presence supports the whole school community. It does not replace parents' responsibility to supervise children before handover or after collection. Confidential matters will be followed up privately.

The proactive role of teaching assistants

Teaching assistants are active partners in creating a safe and positive start and finish to the day. Working with the class teacher, they will:

- Position themselves purposefully to supervise entrances, transitions and classroom routines.
- Greet children, notice changes in presentation and respond sensitively to distress.
- Help pupils organise belongings and begin learning promptly.
- Teach, model and positively reinforce expected behaviour.
- Provide agreed visual prompts, communication support and individual transition arrangements.
- Share relevant messages and concerns promptly with the class teacher or pastoral team.
- Support orderly dismissal and help verify collection arrangements.

Teaching assistants must not be routinely diverted into individual work where this would leave entrances or transitions insufficiently supervised. Any focused support must be planned around safe staffing and pupils' needs.

A calm and purposeful start to learning

Teachers will prepare accessible morning activities that consolidate foundational skills, such as handwriting, vocabulary, spelling, reading or number fluency.

Staff will support pupils to begin successfully, adapting activities and assistance where needed. Registration, lunch arrangements and the school's prayer or reflection routine will be completed efficiently so learning can proceed calmly.

Children who need additional reassurance will receive a supportive response, with a clear plan for joining their class.

Lateness

Children arriving after **8.45am** must enter through the school office with their accompanying adult and complete the late-arrival record. Office staff will arrange a safe handover to the classroom.

Arrival after registration begins but before the register closes at **9.15am** will normally be recorded using code **L**. Arrival after **9.15am** will normally be recorded using code **U**, unless another attendance code is appropriate to the circumstances.

The register-closing time is not an alternative arrival time. All children are expected to be ready for registration at 8.45am.

Mrs Wilkinson will work sensitively with families where punctuality becomes a concern, identifying barriers and agreeing practical support.

Breakfast Club

Children attending The Nest must be handed directly to Breakfast Club staff through the designated entrance. Bookings must be made in advance through Arbor.

Breakfast Club staff will supervise children and arrange a direct handover to their classes. Children must not be left at a closed entrance or sent into the building without staff receiving them.

Medical appointments and collection during the day

Appointments should be arranged outside school hours wherever possible. Where this is not possible, parents should inform the office in advance and minimise the learning time missed.

Adults collecting during the school day must report to the office. Staff will arrange for the child to be brought to reception and signed out. Children must not be collected directly from classrooms or playgrounds.

Children returning to school must be signed back in through the office.

End-of-day collection

The gates open at 3.10pm, and the school day ends at 3.15pm.

Parents and carers should wait at the designated collection point, keeping entrances clear. Teachers and teaching assistants will supervise pupils and release them through a clear, orderly handover.

The collecting adult must make themselves known to staff. Children must wait until staff confirm that they may leave.

Once a child has been released, the collecting adult is responsible for their supervision, behaviour and safety throughout the remaining time on school grounds and the journey home.

Authorised collectors and passwords

Parents and carers must provide current collection permissions, contact details and the agreed collection password. Any change should be communicated directly to the school office in sufficient time for staff to verify it and inform the class team.

Collectors must know the agreed password. Knowing a password does not, by itself, establish permission to collect a child.

Where a collector is unfamiliar, the password is missing or arrangements are unclear, the child will remain supervised while staff verify identity and authority. Staff will use contact information already held by the school when checking arrangements.

A message passed through the child alone will not be accepted as authorisation.

Independent travel and after-school clubs

Children will normally be released to an authorised adult.

Any independent travel arrangement must be agreed in writing with the school, taking account of the child's age, maturity, needs, route and safety. Permission for ordinary dismissal does not automatically cover collection after a club.

Club leaders must hold current collection arrangements and maintain supervision until a safe handover or an expressly agreed independent departure.

Late or non-collection

Parents must contact the school promptly if delayed. Children who have not been collected will remain supervised in a safe place.

Staff will contact parents and then authorised emergency contacts. If nobody can be reached, or concerns arise, the Headteacher or safeguarding team will decide the next steps under the school's safeguarding procedures, including seeking children's social care or police assistance where necessary.

Children will never be left alone or released to an unverified person. Repeated late collection will prompt a supportive discussion with the family.

Family circumstances and court orders

Parents should inform the school promptly of relevant changes in family circumstances and provide applicable court orders or other legal documents, subject to any restrictions on sharing them.

The school will consider parental responsibility, court orders and safeguarding information carefully. Separation or disagreement between adults does not automatically remove a parent's rights.

Unclear or disputed arrangements will be referred to the Headteacher or safeguarding team, with appropriate professional advice sought where needed. Staff will avoid discussing disputes in front of children.

Concerns about a collecting adult

Where staff reasonably believe that releasing a child would place them at risk - for example, because an adult appears significantly impaired, threatening or unable to provide safe care - the child will remain supervised while a senior safeguarding member of staff assesses the situation.

Staff will seek an alternative authorised collector where appropriate and contact children's social care or the police if necessary. Immediate danger will be treated as an emergency. Concerns and actions will be recorded.

Individual support and reasonable adjustments

We recognise that arrival and collection can be difficult for some children, including those with SEND, SEMH needs or experiences of trauma.

Staff will work with the child and family to agree appropriate support. This may include a familiar adult, visual routines, a quieter handover point or a personalised transition plan, informed by the school's ordinarily available inclusive provision.

Adjustments will be communicated to relevant staff and reviewed regularly, while maintaining safe supervision and clear handovers.

Year 6: Walking to and from School Independently

To support independence and preparation for secondary school, Year 6 pupils may walk to and/or from school without an adult where parents or carers have completed the school's written permission form. Permission must specify whether it covers the journey to school, the journey home, or both. Parents and carers remain responsible for their child's safety during these journeys and should consider their maturity, confidence and route before giving consent. Families must agree a 'get to school and home safely' plan, including road safety, travelling directly to the agreed destination and what to do if delayed, worried or in need of help. Any mobile device brought to school must be handed to the class teacher or teaching assistant at the start of the day. Pupils must arrive during the supervised arrival period and leave only when released by staff. Changes to permission must be communicated directly to the school office; separate arrangements must be confirmed for departure after an extracurricular club.

Monitoring and review

Mrs Watson has overall responsibility for this policy, supported by Mrs Coop, Mrs Wilkinson and the wider staff team.

The school will review arrangements annually and sooner following significant incidents or changes to guidance or practice. Feedback from pupils, families and staff will inform improvements.