Queen Eleanor's C of E Junior School
An Academy with The Good Shepherd Trust

"A caring, supportive community, grounded in a Christian ethos, where children are inspired to explore their potential and develop skills for life."

Parental Handbook 2021

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QUEEN ELEANOR'S SCHOOL VALUES
"A caring, supportive community, grounded in a Christian ethos, where children are inspired to explore their potential and develop skills for life."

We provide a safe, secure, caring and responsive Christian environment in which each individual can develop academically, socially, creatively, spiritually and morally. We aim for our pupils to be fully equipped for the challenges of life in an advancing technological world and an integrated society. We value all achievements, talents and interests and recognise the importance of the development of the "whole" child through the setting of high expectations and a challenging, creative curriculum.

OUR CURRICULUM VISION

Our school curriculum aims to challenge each pupil and inspire a love of learning. It will encourage creative thinking and risk taking to build confidence and self-belief.

To enable this our curriculum will make the most of the school environment, including outdoor learning, with an emphasis on practical skills and pupils' progression during their time in school, all with a clear purpose for learning.

Christian Values, PSHE and SMSC will all be embedded throughout the curriculum along with our school values of compassion, forgiveness, truthfulness and courage, celebrating the diversity within our school and valuing the whole person.

Developing a Love of Learning

We believe the curriculum is at the heart of Queen Eleanor's and our staff have a passion for a vibrant, exciting, meaningful curriculum, which is rich, demanding, and develops the imagination through the creative use of media and materials.

We believe in enabling the children by giving them a range of experiences, which will enable their confidence and self-esteem to grow in a supportive and caring manner. The curriculum is the means of developing our vision and ethos of the school and helps generate a strong sense of teamwork in everyone.

We have designed a curriculum that is topic-based and inclusive of all National Curriculum subjects. The activities planned for the children are wide-ranging and diverse and are aimed at developing the commitment, curiosity and potential of each child. Although an academy, all pupils are taught English, Maths and Science in line with the National Curriculum.

We believe that prior personal experience is the key to unlocking a meaningful context for children and our topic-based approach merges the individual subjects of the National Curriculum into a seamless blend of challenge, creativity and enjoyment. It enables…

- Learning in a meaningful context and allows for first-hand experience and concentrates on the depth and breadth of the curriculum

- Links to be made and ensures that children apply knowledge and skills learned in one area to others, thus reinforcing learning and increasing understanding and confidence
- Effective coverage of the National Curriculum and makes good use of longer blocks of time, enabling sustained work on themes covering more than one subject
- Team work and detailed cross-curricular planning and promotes shared vision and consistency
- Creativity in learning and encourages flexibility and the development of exciting learning opportunities through different teaching techniques and strategies, making learning vivid and real
- Provides the children with open-ended opportunities to develop their full learning potential.

To fulfil our aims of integration and creativity we have developed a curriculum model based on half termly/termly topics for each year group. These have been chosen to link in with the National Curriculum and act as hooks upon which to hang the programmes of study and learning objectives for all of the different subjects that have been carefully allocated to the topics.

We are very proud of the curriculum we have developed for the children at QE and really encourage you to look at some of the activities that go on over the school year.

SCHOOL STAFF FOR 2020/21 ACADEMIC YEAR

Mrs Joanne Davies – Headteacher
Mrs Karen Curtin – Interim Headteacher/Assistant Head

Teaching Staff	
Year 3	Miss Lauren Walton **(Lower Phase Leader)** Mrs Emily Ellery Mrs Vanessa Kearns
Year 4	Miss Subia Khan Miss Lucy Sinclair Miss Lorraine Tinson
Year 5	Mr Gary Papworth **(Senior Leader)** Mrs Claire Bevan Mr Toby Glover
Year 6	Ms. Claire Watkins **(Upper Phase Leader)** Mrs Sophie D'Amario-Peel Miss Rebecca White

Curriculum Support Staff: Teachers		
Mrs Selina Clayton	All Years	PPA Sports Coach & PE Co-ordinator
Primary Sporting Development	All Years	PPA Sports Coach
Mrs Naomi Strickland	All Years	Special Educational Needs Co-ordinator Designated Safeguard Lead Senior Leadership Team
Ms. Mandisa Taylor	All Years	Cover Teacher

Pastoral Care		
Mrs Rocio Barnes	All Years	Home School Link Worker Designated Safeguard Lead

Teaching Assistants/Special Needs Assistants/ Learning Support Assistants		
Miss Charlotte Wood	Mrs Annabel Haydon	Mrs Bridget Johnson
Miss Alice Willmott	Mrs Lucy McCorkindale	Mrs Tasmina Mosobbir
Mrs Debbie Murrells	Mrs Helen Stewart	Miss Victoria Roberts
Mrs Anita Coling	Mrs Naeema Shams	Mrs Imogen Wort
Mrs Wendy Prawitt	Mr Stuart McArdle	Miss Laura Cugulliere

Midday Supervisors		
Mrs Linda Beldjoudi	Mrs Humaira Choudhury	Mrs Rabia Baba
Mrs Sam Scudder		

Support Staff: Office	
Mrs Adele Robson	Office Manager
Miss Lisa Greenwood	Office Assistant

Ms Jane Warburton	Office Assistant
Mrs Annabel Morland	School Business Manager
Mrs Charlotte Smith	Finance Assistant
Staff: Other	
Mr Craig Emmerson	Site Manager
Mrs Lesley Matthews	Caterer (Surrey County Council)
Mr David Cross	ICT Support
Before School Club	
Mrs Humaira Choudhury	Mrs Sam Scudder

THE GOVERNING BODY:

Mrs Claire Stennett
Chair of Governors

Rev. Beverly Watson (All Saints)
Vice Chair of Governors

Dr. Ellie Atkins
Vice Chair of Governors

Mrs Cyndy Petersen
Foundation Governor

Ms Elise Russell
Parent Governor

Dr Ian Locke
Parent Governor

Mr Alan Hanney
Member Governor

2021 / 2022 Term Dates Including INSET Days

(NB. Dates incorporate staff training days throughout the year)

AUTUMN TERM 2021

Wednesday 1st September 2021	INSET DAY
Thursday 2nd September 2021	Start of Autumn Term
Thursday 21st October 2021	Break up for October Half Term (3:15pm)
Friday 22nd October 2021	INSET DAY
Mon 26th – Fri 30th October 2021	OCTOBER HALF TERM
Monday 1st November 2021	Return to School
Friday 17th December 2021	Break up for Christmas (1:15pm)

SPRING TERM 2022

Tuesday 4th January 2022	Start of Spring Term
Friday 11th February 2022	Break up for February Half Term (3:15pm)
Mon 14th – Fri 18th February 2022	FEBRUARY HALF TERM
Monday 21st February 2022	Return to School
Monday 21st March 2022	INSET DAY
Friday 1st April 2022	Break up for Easter (1:15pm)

SUMMER TERM 2022

Tuesday 19th April 2022	Start of Summer Term
Friday 29th April 2022	INSET DAY
Monday 2nd May 2022	Bank Holiday
Friday 27th May 2022	Break up for May Half Term (3:15pm)
Mon 30th May – Fri 3rd June 2022	MAY HALF TERM
Monday 6th June 2022	Return to School
Monday 13th June 2022	INSET DAY
Thursday 24th June 2022	GST staff training day – SCHOOL CLOSED (TBC)
Friday 22nd July 2022	Break up for Summer (1:15pm)

STATUTORY INFORMATION FOR PARENTS

Under the Education (School Curriculum and Related Information) Regulations 1989, the school is required to have the following school documents available for parents to view. A file of these documents is available in the school office and a selection of the main policies on school website. Should you wish to see this paperwork please contact the School Office to make an appointment to contact the Head teacher or visit the school website on:

www.queen-eleanors.surrey.sch.uk

The documents are:

1. Contact details
2. Admissions arrangements or where they may be found.
3. Links to the most recent Ofsted Report
4. The most recent KS2 results
5. Links to school performance tables on www.education.gov.uk
6. School curriculum information for each year group by subject
7. Behaviour Policy
8. Pupil Premium Allocation
9. SEND policy
10. All other school policies
11. Schools ethos and values
12. The Diocesan Guidelines for R.E. in Aided schools

THE GOOD SHEPHERD TRUST

The Good Shepherd Trust is a family of schools within the Diocese of Guildford that support and help each other yet each school in the Trust knows that they are unique. They also recognise that they have important roles to play in the development of their communities - both educationally and spiritually.

Schools in the Trust use the vision and values of Jesus Christ as the basis of their work, which means that they value each child as an individual - whatever, their social, cultural or religious background.

Ethos and Values

Our aim is to ensure that all schools in the Guildford Diocese are able to offer pupils transformational educational experiences which:

- Encourage and recognise positive achievement in every person
- Set high standards for all, confident that everyone can experience success
- Provide a learning experience which develops pupils in body, mind and spirit
- Provide a learning environment which is ordered and disciplined

What Makes Us Different?

We are committed to transforming learning, raising aspirations, increasing opportunities and improving standards for all our children. This means that:

We create an effective climate for learning –

- by enabling children to know that they are created in the image of God and uniquely valued by Him
- by providing a secure environment in which they can learn
- by creating a clearly established framework of values so they know what is expected of them and how they should treat others
- by offering them experiences, whatever their faith or background, that enable them to wrestle with life's 'big questions' and find answers that give shape and meaning to their lives
- by modelling Christian community life where all have a place and can contribute.

We set standards of excellence in teaching and learning

High expectations raise aspirations of pupils and their communities:

- because church schools strive to offer excellence in all they do
- because professional development of staff and school leaders is central to successful educational models.

We offer a curriculum and learning environment relevant to our learners

- because we seek high standards in the core curriculum, especially literacy and numeracy
- because we provide learning experiences which stimulate, challenge and inspire; rooted in Christian values and teaching
- because we shape the curriculum to the needs and interests of learners in school's community.

We build strong and effective partnerships with parents and the local and wider community

- because the engagement of parents/carers is vital to children's educational achievements
- because church schools are rooted in the local parish and wider church networks who provide practical and prayerful support for their schools

- because children's personal development grows through membership of community and enables them to become contributing citizens.

For more information, please visit:
http://www.cofeguildford.org.uk/education/the-good-shepherd-trust

YEAR 3 TRIPS

Autumn Term
Butser Farm

Spring Term
Wisley Gardens

Summer Term
Painshill Park

POLICIES & PRACTICE

Copies of all our main policies are available on our website.
www.queen-eleanors.surrey.sch.uk

HOMEWORK

It is important that homework is set appropriately and consistently throughout the school, and that both pupils and parents are clear about what is set and the School's expectations for its completion. This policy outlines the principles and strategies for the setting of homework.

As a school, we firmly believe that homework should enhance what has taken place in class and not introduce a range of new concepts for you, as parents, to teach at home. The Year 6 Independent Learning Tasks are the exception to this as they are research-based and very open-ended. The Independent Learning Tasks provide opportunities for the children to work independently, develop new skills and provide parents with an opportunity to actively encourage and participate in their child's learning.

We expect all children to read every night at home-this is even more important than it was at Infant school as it is less likely that your child will be heard whilst in school. Please refer to our Year 3 Parents Reading Guide for ideas with this. Ideally, this should include a range of reading activities such as reading aloud to an adult, sustained silent reading and reading or sharing books with a sibling, if appropriate.

Homework tasks, in line with previous DfE guidance, will normally take about 20-30 minutes for Years 3 & 4 and 30-40 minutes for Years 5 & 6 to complete and will be set with children having at least 3 evenings to complete work and hand it in. Lengthier pieces of work, such as research or ILTs, may be allowed longer periods.

Across the course of a week Year 3 children will be set:

- 1 spelling & tables (to run continuously across week in preparation for testing)
- 1 piece of Maths (completed online / Maths worksheet)
- 1 piece of Grammar / Creative Writing / Comprehension online
- At least 3 sessions of reading to an adult and homework diaries signed. This session should last at least 10 minutes per day

Homework in Year 3 is different to Infant school. However, we design all tasks with increased independence in mind. Children are responsible for remembering to return homework to school having completed it at home and we encourage children to be responsible for packing their own bags each night, ensuring homework and homework diaries as well as all the necessary equipment is ready for the following day.

THE HOME SCHOOL AGREEMENT

Queen Eleanor's has a Home School Agreement which parents and children are asked to sign on entry. It is drawn up in order to emphasise the importance of a partnership approach to education, with both School and Home working together in the best interests of your child.

MARKING AND FEEDBACK POLICY

The marking of children's work is an integral part of their learning. As a result, our teachers spend a lot of time reading and marking children's work to give them the feedback that they require in order to improve, as well as identifying areas where they have been successful.

It is important to note that the marking you may see in the children's books will not always reflect the amount of verbal feedback the children are given during the lesson, especially if the teacher has been working with the child on a 1-to-1 basis. Where this is the case, the marking at the end of the piece of work will be less than if they had not worked closely with the child.

EXTRA CURRICULAR ACTIVITIES

Clubs are run all year round before and after school. Clubs change from term to term and take account of requests from pupils. The list of activities on offer is constantly changing but here are some of the clubs that have been run in the past or are currently on offer:

Art
Athletics
Basketball
Chess
Choir
Cooking
Cricket

Cross Country
Dodgeball
Drama
Football
Hockey
Judo
Magic
Maths

Multi Sports
Netball
Pottery
Swimming
Yoga
Choir
Swimming

We are keen to encourage children to participate in clubs, which can often complement their academic work, and broaden their sphere of activities. A number of the clubs may lead to your child representing the School in one form or another, which is a great incentive for a high level of commitment.

Please note that places to all clubs will be allocated on a first come, first served basis.

THEMED DAYS

Throughout the year, we run a number of special themed days / weeks. These can be anything from Book Week, Geography day to Friendship Week. These days often involve suspending the normal timetable for a day in order to give the children a rich experience.

COLLECTIVE WORSHIP

There is a whole school, daily act of collective worship from 9.05 to 9.25 a.m. This is regarded as an essential way to begin the day – setting the tone for all members of the community.

The pattern of weekly collective worship is as follows:-

Monday Headteacher collective worship
Tuesday (School/GST Values) Worship led by SLT member or Clergy from All Saints & St. Nics
Wednesday Whole School Singing with the Assistant Head
Thursday Class Collective Worship
Friday Whole School – Time to Celebrate

(Collective worship is currently held virtually due to COVID-19)

Our methods are child centred but reflect the Anglican Liturgy by having a formula or format that is recognisable and repeated. Our rituals involve starting each act of worship by lighting a candle and with the words 'Peace be with you' to which the response is 'and also with you.' When we pray we start with the phrase 'Close your eyes and open your hearts'.

Parents/Carers have the right to withdraw their child/ren from the religious worship and instruction but we would discourage this. Parents must inform the Chair of Governors and Head teacher in writing of their wishes.

We welcome parents to join us for class assemblies and for our Christmas Concert at the Cathedral (or local churches).

SAFEGUARDING

Whom should I speak to if I have a problem about safeguarding?

In the first instance, you should speak to any member of staff about your concerns especially if it is about child protection. Any concerns you have as a parent or visitor to the school should be directed to the Headteacher or Assistant Head. We do have a statement regarding safeguarding on display in the school office and it should be read by all visitors entering the school. Our designated Safeguarding Leads are Mrs Jo Davies, Mrs Karen Curtin, Mrs Naomi Strickland and Mrs Rocio Barnes.

Why do I need to wear a visitor's badge?

The visitor's badge has two key jobs. Firstly, it identifies you as a legitimate visitor to the school and will allow you to move around the building without being constantly challenged. Secondly, it contains important information on the back that you agree to adhere to following by signing in on the entry system.

What rules do I need to follow if I am in school?

As a visitor to the school, you will need to agree to a code of conduct on the automated entry system.

Why do I need a Disclosure & Barring Service (formerly CRB) check?

It is the legal responsibility of the Headteacher to ensure everyone who regularly volunteers at the school or goes on a residential trip or is left unattended with a child or groups of children has a valid enhanced DBS check (formerly CRB check). This is statutory guidance from the Government in order to protect the safety and well-being of children in schools.

It is important to point out that having a valid DBS ensures you can help in school at the request of a teacher. It does not mean that you can enter the school in any other way.

Once you have a DBS you need to make sure that you come in to school regularly to keep it valid.

I have a DBS check for another school or club. Doesn't that count?

Previous CRB checks are not transferrable from one organisation to another. However, from 17th June 2013, anybody who has a DBS check carried out can subscribe to an 'Update Service' whereby the check is kept up-to-date and can be taken from role to role within the same workforce (i.e. with children, with adults, with both or other).

What about after school clubs?

If you are involved in an after school club that is an external provider and not a club run by school staff, it is that organisation's responsibility to ensure that you have a DBS. Even though you may be using the school site with that club, you are treated as a separate entity and as a

result, it is not the school's responsibility to ensure the DBS checks are done. If you are helping at a school club led by a member of school staff, you must have a valid DBS check undertaken through the school.

Finally, the rules we have in place at QE are not there to prevent you from coming in to school to help. We would not be able to deliver some of the opportunities we do without your help and support. The Government and Surrey set these rules and we are responsible for making sure your child is safe in school at all times.

THE SCHOOL DAY

The First Day of Term
For all pupils, this is **Thursday 2nd September 2021.** Parents should bring their child to school and drop them off at the gates. We do not allow parents onto the playground, as we believe the children should make their own way into class where they will be met by their new class teacher.

Everyday Morning Procedure (We are currently operating a staggered start due to COVID-19)
All Year 3 and 5 should be at school at 8.45am and we ask you not to drop your child at school any earlier as the staff are not officially on duty until then. Years 4 and 6 children start at 9.00am and finish school at 3.30pm.

The main gate and the gate on the gym side of the building are opened at 8.45am and children are then allowed onto the site. They go straight to their classrooms

The gate entrances to the school are then closed and locked at 9.10am. Any child arriving after the gates are closed must make their way into school via the main entrance so the office staff can record their attendance.

End of the Day
At 3.15pm, the gates are opened for parents. You will then be able to walk up onto the playground. Each Year 3 and 4 class will leave through their external door onto the playground and will leave via the main gate. Children in Year 3 remain with their class teacher on the playground until they can see the adult who is collecting them, when they will let their class teacher know, and then come to meet you. It is useful for children to be aware of who is collecting them each day, so they know who to look out for.

The children in Year 5 and 6 will leave school via the second gate, making their way out of the back door by the Year 6 classrooms. The front entrance is not used by any of the children to leave the building at the end of the school day. This will allow you to collect your child from the relevant area and will also allow you to catch the class teachers at the end of the day should you wish to.

If you are going to be late for any reason, please ring the school office so we can reassure your child. If you are late, your child will be asked to wait in the school office.

We ask for your co-operation in supervising younger children brought onto the school site. They should NOT use any equipment on site, including the Trim Trail, nor should they ride scooters on the school site.

We also ask that you do not enter the school via any classroom doors at the end of the day. Any issues should be taken to the office, if the teacher is not outside at the end of the day.

Parking

This can be a major problem in the roads surrounding school. There are certain considerations that will improve safety and maintain the good relationship we have with our neighbours.

- Please park with consideration for the local residents when collecting your children. Never park across driveways.
- Please do not park on the yellow lines around the front of the school, this includes dropping children off in this area as it prevents other drivers from passing easily and can endanger pedestrians.
- Please try to share lifts with other parents, or even better, walk to school with your child.
- Please do not leave your engines running whilst waiting for your children.
- Please respect our neighbours.

Day-to-day timetable

Morning Session	
8.45am – 9.00am	The children arrive at school and go straight to their classrooms. At 9.10am, the school gate is closed. Children who come into school after this time should register at the School Office and will be marked late.
8.45am – 9.00am	Children registered in class and Class Collective Worship.
9.00am - 10.00am	Lesson time.
10.00am - 10.15am Morning Break	In a bid to encourage healthy eating and reduce litter around the school, children may bring a healthy snack to eat at break, such as a piece of fruit or cheese. These are no longer provided by the school and should be brought from home. We have a no NUT policy at Queen Eleanor's due to allergies. Children are able to play on the adventure trail and playground areas. At the end of break, children are ushered back to class by the teachers on duty.
10.15am – 11.30am	Lesson Time
11.30am – 12.30pm Lunch Break	We are fortunate enough to have excellent meals cooked on the premises and served directly from the kitchen. More information on menus can be found on the school website. The children are able to choose their lunches on the day. Children eat school lunches in year groups in the Hall. Children with

	packed lunches eat their lunches in their own classrooms. Children may store their lunchboxes in their lockers.
Due to a number of children having severe allergic reactions to peanuts we have adopted a NO NUTS policy for meals. Please could you ensure that any snacks and packed lunches do not consist of nuts of any sort including peanut butter spread. We thank you for your co-operation and understanding in this matter.	
12.30pm - 3.15pm	Lesson time. The children in Year 3 are given a short break in the afternoon and may have another healthy snack if you wish. Unless they are involved in an official 'after school' activity, all children should have been collected by 3.30pm. If you are going to be late, please ensure you telephone the school to let them know.

Water in class
Children may bring a water bottle into class so that they have drinking water readily available in the classrooms. These may be refilled throughout the day. Please ensure that your child's bottle is clearly named and only contains water.

ACCESSIBILITY

We aim to install facilities for people with disabilities in existing premises wherever practicable to do so, and have incorporated new facilities into the building during the last two build projects. These facilities include wheelchair ramps, widened pathways and enlarged internal doors.

PUPILS' HEALTH & ADMINISTRATION OF MEDICINES

The administration of medicine is the responsibility of parents/carers and as such should normally be administered at home and only taken into school when absolutely necessary (where it would be detrimental to the child's health if the medicine were not taken during the school day). School staff have a professional and legal duty to safeguard the health and safety of pupils. They wish to do all they can to enable children to gain the maximum benefit from their education and to participate as fully as possible in school life. Children have a right to be educated and should not be excluded purely as a result of requiring medication.

At QE, we follow Surrey County Council guidelines on administering medicines. Our policy can be viewed on our school website.

In order for us to administer any medication at all, a completed Pupil Medication Request Form must be received by the office prior to medication being administered to the child.

A copy of that form can also be downloaded from the school website.

Illness and Emergencies
The school office is responsible for the administering of First Aid to the children. If children are

not well during the day, they will be taken to the Office and if necessary, parents will be contacted. All parents are asked to ensure that the school has an up-to-date contact number for use in such emergencies. If your child has been sent to the office because they have banged their head, the office will phone home to inform you. We may also contact you to make you aware of any other minor injuries your child may receive at school.

Children who suffer sickness or diarrhoea should be kept off school for 48 hours from the last incidence in order to avoid spreading any infection.

We also ask parents to inform the school of any infectious illnesses, so that we can inform and protect any child or member of staff who could be particularly at risk from them.

HOLIDAYS AND ABSENCES

Queen Eleanor's C of E Junior School, along with other local schools and Surrey County Council, firmly believe that all pupils benefit from regular school attendance. Full and regular attendance at school is crucial for a child's future life chances and establishes a positive work ethic early in life. To this end we will do all we can to encourage parents/carers to ensure their children achieve maximum possible attendance and that any problems that prevent full attendance are identified and acted on promptly. Pupils will be expected to achieve 100% attendance but when absence is unavoidable, parents/carers will be required to inform the school at the earliest opportunity.

The decision to grant a leave of absence in exceptional circumstances is delegated to the Headteacher by the Governing Body. The Headteacher will use his discretion when authorising requests for a leave of absence and will only grant permission where there is an exceptional reason for the child not to be in school. All absences will be considered unauthorised leave of absence unless permission is granted by the Headteacher in advance. All other requests for leave will be considered on a case-by-case basis by the Headteacher who has been delegated to do so by the Governing body. The decision of the Governing Body will be final. Please note: the school also uses penalty notices.

Absence request forms, obtainable from the office, should be returned at least one week before the holiday is taken. You will receive written notification on whether the absence has been authorised or not by the Headteacher.

Illness - If your child has to be away from School for illness or any other unavoidable cause, please contact the school by 10.00 a.m. on the first day of absence. If we have not heard from you by then, you will be contacted to find out why the child/children are not in school. For one day's absence, there is no need to send a letter. However, for more than one day please ensure that a letter is sent in on the first day of return.

Other Absences - We are now required by law to record "unauthorised absences" or frequent latecomers, and any absence must be considered unauthorised until we receive a note or a telephone call from a parent or guardian.

HOUSES

At Queen Eleanor's we run a house system. Every child belongs to a house team: Abbot (red), Carroll (yellow), Castle (blue) or Wey (green). Children should wear the corresponding house colour t-shirt as part of their PE kit. Children may earn house points for a variety of things as well as compete in house competitions, as outlined in the Guidelines and Rules Section.

SCHOOL UNIFORM LIST

BOYS	**GIRLS**
White Polo Shirt or White Shirt Long or Short Grey Trousers Grey Socks Black Shoes QE School Sweatshirt QE Fleece (Optional and for outdoor use only)	White Polo Shirt or White Shirt Grey Skirt Green/White Summer Dress Long or Short Grey Trousers (non-lycra) White Socks (knee length or ankle) Green or grey tights only (no flesh colours) Low heeled Black shoes QE School Sweatshirt or Cardigan QE Fleece (Optional and for outdoor use only)
P.E. KIT (All pupils) A drawstring shoe bag QE School PE T-shirt in House colours Plain Black Shorts (no stripes or sports logos) Spare Socks (trainer socks acceptable in Summer as part of P.E. kit only) Trainers or plimsolls Football boots (optional) **SWIMMING KIT (All pupils)** Towel Swimming costume (short trunks for boys and a fully covering costume for girls) Pupils may bring goggles to wear	**CLOTHING FOR SEASONAL WEAR** **(All pupils)** AUTUMN/WINTER Plain tracksuit bottoms (no stripes or sports logos) can be worn in very cold weather (Green/black/grey) SUMMER A Cap (Green/black or white caps may be worn)

Also available: Green Book Bag

SCHOOL UNIFORM

- Hair bands – Plain colours in black and green only. No hair braids/wraps or hair bands which are multi coloured, or bands which have large bows or flowers please.
- Socks and tights must be the colours listed above and not be brightly coloured. Tights must also be plain and not patterned.
- The children are also not allowed to wear make-up or nail polish. Any child seen wearing nail polish will be asked to remove it for the following day.
- Children are permitted to wear a single 'charity' wristband but are not allowed to wear any other bracelets or jewellery such as necklaces.

If a child is wearing an item of uniform that does not conform to our policy, a note will be written in their homework diary to draw your attention to the matter.

PLEASE LABEL ALL CLOTHING CLEARLY

JEWELLERY AND OTHER ATTIRE

Rings, necklaces and bracelets are not permitted as these can be caught or pulled during play and lead to injury and cause distress if mislaid or damaged. If children choose to wear charity bands, they should only wear one please, and at their own risk for the reason given above.
Earrings - If your child's ears are pierced, they may wear one small stud earring in each ear lobe. Hoops or dangly earrings are not acceptable as they may be caught during play activities. You should understand that if your child is wearing earrings, he or she must be able to remove them him/herself due to health and hygiene issues. If your child is unable to do this themselves, please remove them before school on P.E. days.
You will also need to provide plasters to cover your child's earrings for each lesson until such time as the child can remove them safely themselves.

Watches may be brought into school but we ask that they be CLEARLY named and handed to the class teacher for all P.E. and games lessons.

Mobile phones are not permitted unless there is a specific reason for your child to have one. In this instance, it should be immediately brought to the school office where it will be kept during the day and returned to your child at the end of school.

Please note, we do not allow dyed or highlighted hair at Queen Eleanor's for either boys or girls, and nail polish and make-up is not allowed.

LOST PROPERTY

All clothing must be named, and named items of lost property will be returned to pupils. Unnamed school uniform items will be disposed of at the end of each term. There is a Lost Property basket located in Reception – please check here, in the first instance, if your child has lost anything.

PERSONAL EQUIPMENT

All pupils are expected to have everything that is necessary for them to work quickly and efficiently. All children require a set of writing pencils, sharpener, a rubber of a suitable size, a ruler, a Pritt stick (not coloured glue or PVA glue please, colouring pencils, a whiteboard pen (preferably black) and a whiteboard eraser. These should come to school in a simple and small pencil case that will fit in their tray. Children do not need calculators, protractors or felt tip pens. Please ensure all items are named. Please also check regularly to see if items need replacing – especially the whiteboard pens.

DINNER MONEY

The cost of a school meal, from September 2021, is **£2.45** per day. **All meals have to be paid for in advance** as no credit will be given.

There are two choices of hot meal available each day: a meat or vegetarian meal, which is cooked on site in the school kitchen. A Grab and Go option is available: a meat and vegetarian option. In the spring and summer term this will be a pasta pot, a panini or wrap and in the autumn term this will be a baked potato, wrap or curry pot. A salad bar, fresh bread and vegetable crudité selection are all available daily for all menu choices. In the summer term, we also have BBQs and there are various 'special event' meals throughout the year.

We would ask you to give the office a full week's notice in writing if you would like your child to change from packed lunch to school meals and vice versa.

Payment can be made via the **ParentPay** website at any time with a debit or credit card and confirmation instantly reaches you. You may access the payment site via **www.parentpay.com**. **Payment is made through a secure site.** You may pay for more than one child at the school at the same time. Be assured that your debit/credit card details are not given to the school or the Council. If you need access to a computer and the internet this service is available at your local library.

If you require any assistance signing up to ParentPay or think that you are eligible for free school meals, please contact the school office. An up-to-date copy of the latest school meals menu and further information is available on the following websites:
www.myschoollunch.co.uk/surrey

HELP AND ADVICE

Our Home School Link Worker, Mrs Rocio Barnes, is available to help with any concerns you may have regarding your child, especially with behavioural or emotional issues at home. She can provide support for your child in certain emotional circumstances or help with signposting to outside agencies. Please contact the office if you wish to arrange an appointment.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

Pupils with Special Education Needs (SEND) are those who have a learning, physical, behavioural or emotional difficulty which prevents them achieving their educational goals, compared with the majority of their peers.

The School acknowledges the shared educational goals for all children, but recognises that individual children may have special needs. We aim to provide children with the same level of opportunity to all the School's teaching and non-teaching facilities, regardless of ability, ethnic background or gender. We aim to quickly identify children's needs and consult with parents.

Where children have particular and general learning difficulties, the class teacher or teaching assistant (TA), will give regular individual help either in class or in the setting of a very small group under the guidance of the school's Special Needs Co-ordinator. The School employs a number of Teaching Assistants to work with small groups of children in all years who need extra help with basic literacy and numeracy.

We follow the Code of Practice graduated approach that clearly lays out a progression of strategies and approaches. It is vital that children's needs are identified as early as possible. All children are assessed in September using a variety of standardised tests, so that problems are identified quickly and children's progress is monitored regularly. For children entering the School at Year 3, liaison with the child's previous school will include any special needs and how the school has sought to meet those needs, and the extent to which those arrangements have been successful. Judgements are then made in full consultation with parents as to how we continue to provide the help that the child needs. Children in need of SEND support will have a Pathway Plan, drawn up by the class teacher and SENDCO, with agreed specific targets, and regular reviews with parents to ensure that progress is maintained.

The school has close links with external agents who provide support and advice. They carry out individual assessments on pupils and provide intervention programmes. External agents regularly used are the Education Psychologist (EP), Learning and Language Support (LLS), Behavioural Support (BS), Occupational Therapy (OT), Physiotherapy, Visual Impairment (VI) and a Hearing Impaired Advisory Teacher (HI).

Our creative curriculum allows for extension work that challenges children and develops high order cognitive skills. Clear learning objectives are identified to stretch children of all abilities, including those who are particularly able. Teacher expectation is high.

ASSESSMENT & REPORTING

PARENT CONSULTATIONS

Parent/Teacher consultation evenings are held in the autumn and spring terms, although, on occasion, the class teacher or Head teacher may wish to discuss with parents' particular concerns as they arise. If you wish to discuss any matter relating to your child at any stage in the year, please do not hesitate to contact the school to make an appointment; write a note in your child's homework diary or speak to your child's class teacher to arrange a suitable time to meet.

We are committed to a strong teacher/parent partnership in the education of children, and believe that progress is best made through constructive, open and supportive communication between school and home. You may have access to any information or test data relating to your child at any time during the school year.

REWARD SYSTEMS

Catching children "being good" and rewarding positive attitudes, helpfulness and good work is central to reinforcing good behaviour. Teachers are encouraged to be proactive in encouraging behaviours such as politeness, honesty and the completion of homework on time, which are expected as standard.

HOUSE POINTS

To motivate and reward children more and encourage a sense of competition and fun, we operate a modern House system and house points can be awarded for a variety of accomplishments and behaviours. Children can achieve bronze, silver or gold certificates and contribute to House prizes. Children may also audition/try out for various house events, earning the opportunity to represent their house in a whole school competition.

CERTIFICATES

Certain children are chosen each half term for a Mathemagician or Writing Wizards Award. This represents impressive effort or skills demonstrated during maths or writing lessons over the course of the term. Throughout the school week, children are chosen to visit the Headteacher to share their good work/achievements. They are then celebrated with a certificate in front of the whole school.

GOLDEN TIME

Children at Queen Eleanor's have 25-30 minutes of golden time per week (usually on a Friday afternoon) as their reward for keeping the school rules. Staff will plan a range of interesting activities from which children can choose. It is important that the activities chosen are the ones the children want to do so that they are positively encouraged to behave well during the week and not lose time because they have broken a school rule.

CLASS TOKENS

A class token can be awarded to a child for an outstanding piece of work or an exceptional display of behaviour. These tokens will be added to the class token tube, which will be displayed in each classroom. The class who earns the most tokens each term will receive a special class treat.

OTHER REWARDS

Teachers will choose to use additional motivation strategies within their own classes. These may be targeted towards whole class rewards or individual motivation e.g. star charts etc. However, all classes operate the following in-house systems:

- Star of the Week

- Positive comments in marking, homework diaries and reading records
- Phone calls home for praise by teacher or by Headteacher if requested by teacher
- Showing of talents/good work in class assemblies
- Visiting the Headteacher to share achievements
- Class Tokens

SANCTIONS

In Class

A yellow and red card system operates in classes and during break/lunch for children who exhibit less than satisfactory attitudes or behaviour during work or play.

First warning

A WARNING is given for unsatisfactory behaviour or attitude towards work or poor manners. The child will be asked what they are being given it for and will be asked to think about how they can make a better choice and not repeat the behaviour. If the child is unable to explain, the teacher will calmly and carefully explain why it is given and what the impact of the behaviour has been.

Second warning

A second WARNING is given for a repeat of the above or similar behaviour with a more stern warning that the behaviour is not acceptable.

Yellow Card

A yellow card is given if bad behaviour continues or if the behaviour merits a straight yellow card. A note is put in his/her homework diary for parents/carers to sign and a record will be kept by the teacher. The child may be moved to an isolated position and/or kept in at break for a period of time to discuss their behaviour.

Red Card

A red card is issued for violent or serious bad behaviour. Should a child reach red card stage, they are to be removed to another classroom or suitable supervised area. A member of the Senior Leadership Team will discuss the issue with the child and record the behaviour in their homework diaries before returning them to their class and will record their name and the nature of the offence in the Central Discipline book. At this stage, parents will be contacted directly regarding the behaviour. A loss of a playtime will also be given.

For extreme behaviour such as deliberate or thoughtless harm to others, bad language, or rudeness to staff, the child should be referred directly to the Head teacher or Deputy immediately. Parents will be immediately notified of these incidents.

Exclusions

In exceptional circumstances, it may be necessary to isolate or exclude a pupil from the school. In such circumstances, the school will follow the procedures laid down for all Surrey schools by the L.A. in the Exclusions Manual. Records of all exclusions are kept and are passed on when the children transition to another school.

DEALING WITH BULLYING

What is Bullying?

We regard bullying as any antisocial behaviour directed towards others. It is repeated and persistent abuse, physical or psychological, carried out over time by individuals or groups on those who are not equipped to deal with it. Bullying causes misery, fear, stress and insecurity to the victim and is unacceptable behaviour in our school community. It is important to recognise that there is a distinction between bullying and the more commonplace arguments and incidents between children.

The school regards instances of bullying as a serious matter. We recognise that bullying happens in all schools and we try to encourage children to speak out when confronted with a problem, either to a friend, a parent, or a member of staff. The teachers are also alert to signs that a child is unhappy and may talk sensitively to the child if suspicious.

If parents find a problem, the school would encourage them to share their thoughts. The School also needs to be informed of incidents outside school that may affect relationships during the school day. It is a fact that 50% of bullying is not reported. To encourage a culture of openness, our school has an open-door policy and adults are available and accessible for pupils to talk to informally across the school day. Proactive elements are also planned into the curriculum, equipping pupils with a variety of skills to deal with such situations and we follow the National Anti-Bullying week, which involves a number of activities aimed at supporting the children's understanding of bullying and friendship issues.

We teach our pupils that all children have the right to:

- Be physically safe.
- Keep their own possessions.
- Be free of insult, derogatory terms and teasing.
- Be able to associate with others for companionship and friendship by choice.

Victims are victims because they are unable to deal with the situation and cannot "stand up for themselves." As with all life situations, there is no one way of dealing with these issues and teachers use their extensive knowledge of our pupils and their professional judgement in reaching resolution. In all cases of bullying, it is important to remember that the wishes of the victim must be considered in reaching a resolution. The ultimate aim is to stop future occurrences and enable the victim to feel secure.

In the long term, these children need a social skills programme in order to help them form relationships. When identified these are actively planned for individuals through PSHCE and Social Skills groups.

Safe internet access is a right for all learners and at Queen Eleanor's C of E Junior School. We ensure that all children are aware, through e-safety education, of the potential online safety risks associated with the use of ICT and mobile technologies, that all e-safety concerns are dealt with sensitively and effectively; that children feel able and safe to report incidents; and that children abide by the school's online e-safety policy.

PSA

The Parent-Staff Association includes every parent who has a child in the school and the staff who work there. We have a body of elected members who meet regularly, to discuss and plan events, and everyone is welcome to come along to share their thoughts and ideas.

Fundraising

The PSA organises and runs events to raise money so that the school can buy things for the benefit of our children. We try to space these out throughout the year so as not to clash with other school or local community events, and so that parents do not feel too overwhelmed. Events include regular cake sales, discos, quiz evenings, bingo nights and the very popular Firework Display and Circus, and so forth. We would always welcome any new ideas, which can be as simple as selling wrapping paper and cards.

Social events

The PSA also arranges events to support the school community enabling parents to get to know each other and the staff better in a less formal setting.

Supporting School Events

The PSA supports all school events and will have a role during each of these, such as holding a drinks stall during sports day, running a bar during school plays as well as other events and activities.

PARENTAL HELP

We are most grateful for help of all kinds: accompany groups of children on educational visits, Sports matches, hear reading under the teacher's guidance, or to take groups in activities in which they are interested. Without parental help in the School, we would find it difficult to maintain the high level of activity that we are able to offer. All parent helpers who are in school require a Disclosure and Barring Scheme (DBS) clearance from Queen Eleanor's. Please contact the School Office for a DBS clearance application form and accompanying explanatory booklet.

If you are coming in to help for a single day or on a trip, you are required to have a valid DBS check for Queen Eleanor's School.

SCHOOL FUND

This represents the income and expenditure of the School that is not covered by the budget from the Local Education Authority. We may ask parents for a donation during each academic school year. This money is used to fund or part fund a range of events which are either educational or that support the work of the school (e.g. coach cost to the District Sports event, theatre group visits, educational workshops), which staff, parents and the Headteacher believe is very important and which will enhance school life.

RESPONDING TO PARENTAL CONCERNS

Underpinning the aims of the school is the belief that education is a partnership between home and school. We believe that children gain the greatest benefits from school and feel most secure when parents and teachers work together in a positive and constructive way.

The Governors and staff want parents to feel confident that they can voice their concerns and that those concerns will be addressed.
Queen Eleanor's has adopted Surrey County Council's recommended "Five Stage" procedure for Responding to Parental Concerns. Details of the procedure can be obtained from the Head teacher, and more information can be found on our school website.

We aim to respond speedily to all expressions of concern. Normally the school would aim to acknowledge a written concern within 3 working days and make a fuller response, if necessary, within 10 working days.

If you have a complaint it is best to first approach your child's class teacher/Phase Leader (Miss Walton and Ms. Watkins) and then if it is not resolved, you can speak to either a member of the Senior Leadership Team (Mrs Curtin, Mrs Strickland or Mr Papworth). If the situation is still not resolved, then parents may speak to Mrs Davies (Headteacher) and ultimately the Governing Body. Parents also have the right to complain to the GST via their website.

Maintaining good relations
Parents are sometimes worried that if they raise a concern with the school it might affect the relationship between their child and the staff. This is not the case. Parents may be assured that the school will respond to any concern or complaint without any adverse effect on the relationship between staff and child. It may be necessary for staff to talk to the child to clarify circumstances giving rise to the concern.

Confidentiality
Concerns raised by parents will be treated in confidence. If the concern involves the actions of a member of the teaching or support staff, it will need to be discussed with them in the interests of fairness. Anonymous complaints cannot be handled through this policy.