



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 2023

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Welcome to Queen Eleanor's C of E Junior School

I would like to welcome you to Queen Eleanor's C of E Junior School where every child is valued as a unique individual. We believe all children have the right to enjoy and achieve to the best of their ability in a safe, happy, and secure environment. At Queen Eleanor's, the safeguarding of children is our highest priority.

We believe that it is important to build up close relationships with the children based on mutual understanding and respect, and visitors to the school frequently comment on the friendly, calm atmosphere created by the children and staff. We have a strong partnership with our families, and this supports and encourages each child to reach their potential. We appreciate our families' involvement in school activities and share the children's success and progress.

Queen Eleanor's is a Church of England School, and we have strong links with our local churches and Guildford Cathedral. The spiritual development of our children is extremely important to us, and we provide many opportunities, within school, for our children to develop spiritually. Our school vision is: **To provide a caring, supportive community, grounded in a Christian ethos, where children are inspired to explore their potential and develop skills for life.** Children of all faiths and those who have no faith are welcomed into the Queen Eleanor's Family.

We celebrate the diversity within our school and believe that every child and adult is special to God and uniquely made in his image. We strive to ensure that all members of our community understand their worth and value.

***'Encourage one another and build each other up.'* Thessalonians 5:11**

We uphold Christian Values, and these are embedded in PSHE and SMSC and throughout the curriculum along with our school values of: **Honesty, Trust, Kindness, and Respect.**

I look forward to welcoming you to Queen Eleanor's.

Mrs Joanne Davies ~ Headteacher

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 honesty, trust, kindness, and respect celebrating the diversity within our school and valuing the whole person.

Developing a Love of Learning

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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, PHSE and SMSC will all be embedded throughout the curriculum along with our school values of **honesty, trust, kindness, and respect**, celebrating the diversity within our school and valuing the whole person.

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 effective use of longer blocks of time, enabling sustained work on themes covering more than one subject.
- Teamwork 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 function 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 immensely 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.

Term Dates 2023-2024

Autumn Term 2023

Friday 1 st September 2023	Staff Training Day – SCHOOL CLOSED
Monday 4 th September 2023	Children – start of Autumn term
Thursday 19 th October 2023	Children - break-up for half term holiday at 3.15pm
Friday 20 th October 2023	Staff Training Day – SCHOOL CLOSED
Monday 30 th October 2023	Children return to school
Friday 15 th December 2023	Break-up for Christmas holidays @ 1.15pm

Spring Term 2024

Tuesday 2 nd January 2024	Staff Training Day – SCHOOL CLOSED
Wednesday 3 rd January 2024	Children – start of Spring term
Friday 9 th February 2024	Children - break-up for half term holiday at 3.15pm
Monday 19 th February 2024	Children return to school
Thursday 28 th March 2024	Break-up for Easter holidays @ 1.15pm

Summer Term 2024

Monday 15 th April 2024	Children - start of term
Monday 6 th May 2024	Bank Holiday – SCHOOL CLOSED
Friday 24 th May 2024	Children - break-up for half term holiday at 3.15pm
Monday 3 rd June 2024	Children return to school
Friday 19 th July 2024	Break-up for Summer holidays at 1.15pm
Monday 22 nd July 2024	Staff Training Day – SCHOOL CLOSED
Tuesday 23 rd July 2024	Staff Training Day – SCHOOL CLOSED

One more GST staff training day TBC at a later date

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

What is the Good Shepherd Trust?

The Good Shepherd Trust (GST) is a family of sixteen church and community schools located within the Diocese of Guildford.

In partnership with schools, the Trust strives to provide transformational education by setting high standards, encouraging, and recognising positive achievement in everyone, raising aspiration, increasing opportunities and improving standards.

Queen Eleanor's joined the Good Shepherd Trust in November 2014.

Mission and Purpose...

Jesus said:

"I have come that they may have life, and have it in all its fullness." John 10:10-11

The Good Shepherd Trust is rooted within the Diocese of Guildford and their mission is to ensure the best possible educational outcomes for every pupil.

They believe that every pupil has the right to a broad and rich education to be achieved within a distinctly Christian context, valuing each child as an individual and enabling them to flourish by discovering and developing their God given gifts.

Their purpose is to build a strong and high performing family of sustainable schools supported by first class shared services. Working together, we will enable our people to achieve excellent outcomes for pupils, and harness resources to secure the long-term future of our schools.

The Good Shepherd Trust Principles...

- Distinctively Christian, with leadership characterised by serving others.
- With schools and for schools
- A stronger family by sharing expertise.
- Collaborating for the common good
- Strong stewardship and effective governance

The Good Shepherd Trust Safeguarding Statement

The Good Shepherd Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our employment practices reflect this commitment.

YEAR 3 TRIPS

Autumn Term

Butser Farm
Roman Day Theatre visit at QE.

Spring Term

Local Walk of Guildford

Summer Term

Wisley Gardens

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:

- One spelling & tables (to run continuously across week in preparation for testing)
- One piece of Maths (completed online / Maths worksheet)
- One piece of Grammar / Creative Writing / Comprehension online
- At least three 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 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 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	Cross Country	Multi Sports
Athletics	Dodgeball	Netball
Basketball	Drama	Pottery
Chess	Football	Swimming
Choir	Hockey	Yoga
Cooking	Judo	Choir
Cricket	Magic	Swimming
	Maths	

We are keen to encourage children to participate in clubs, which can often complement their academic work, and broaden their sphere of activities. Some 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 to give the children a rich experience.

COLLECTIVE WORSHIP

There is a whole school, daily act of collective worship from 9.00 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 a member of staff or Clergy from All Saints, St. Nic's and Guildford Reform Church

Wednesday Whole School Singing with the Music Coordinators

Thursday Class Collective Worship

Friday Whole School – Time to Celebrate

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 our class candles 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 the Local Committee and Headteacher in writing of their wishes.

We welcome parents to join us for class assemblies and for our Christmas Concert at the Cathedral.

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 Naomi Strickland, Mrs Rocio Barnes and Mr Gary Papworth and Mrs Adele Robson.

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 run by 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 into 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 always safe in school.

THE SCHOOL DAY

The First Day of Term

For all pupils, this is **Monday 4th September 2023**. 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

All children should be at school by 8.45am and we ask you not to drop your child at school any earlier than 8.30am as the staff are not officially on duty until then.

The main gate and the gate on the gym side of the building are opened at 8.30am 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 8.45am. 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 and please contact the school office if someone different is collecting your child.

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 at 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 and Climbing Frame, nor should they ride scooters on the school site. Dogs are not permitted on the school grounds.

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

8.30-8.45am	The children arrive at school and go straight to their classrooms. At 8.45am, 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 – 9.25am	Children registered in class and Collective Worship.
9.25am - 10.25am	Lesson time.
10.25am - 10.40am 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. We have a no NUT policy at Queen Eleanor's due to allergies. Children can play on the Trim Trail, Climbing Frame, and playground areas. At the end of break, children are ushered back to class by the teachers on duty.
10.40am – 12.10pm	Lesson Time
12.10 – 1.10pm 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 can choose their lunches on the day. Children eat school lunches in year groups in the Hall. Children with packed lunches eat their lunches in the hall or courtyard (weather permitting). Children may store their lunchboxes in their lockers.
Due to a number of children having severe allergic reactions to peanuts we have adopted a <u>NO NUTS</u> 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.	
1.10pm - 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 participate in an official 'after school' activity, all children should have been collected by 3.15pm. 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 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 Local Committee. The Headteacher will use her 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 Local Committee. The decision of the Local Committee 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 must 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 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

<p>White Polo Shirt or White Shirt Long or Short <u>Grey</u> Trousers Grey Skirt Green/White Summer Dress Black/grey socks or grey/white socks, or grey/green tights (NOT Black) Black Shoes QE School Sweatshirt or Cardigan QE Fleece (Optional and for outdoor use only)</p>	
<p>P.E. KIT 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</p>	<p>CLOTHING FOR SEASONAL WEAR (All pupils) <u>AUTUMN/WINTER</u> Plain tracksuit bottoms (no stripes or sports logos) can be worn in very cold weather (Green/black/grey) <u>SUMMER</u> A Cap (Green/black or white caps may be worn)</p>

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 handed to the class teacher 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 are 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 is **£2.75** per day.

All meals must be paid for in advance – you will be unable to book a lunch without payment.

There are two choices of hot meal available every day: a meat or vegetarian option, which is cooked on site in the school kitchen, alongside a jacket potato with a choice of 2 different fillings. A salad bar, fresh bread and vegetable crudité selection are all available daily.

Parents can choose their child's meal on a daily ad-hoc basis on the ScoPay system. (Registration letters will be provided). Payment is required at the time of booking and meals can be ordered until 9:00am each day, however we would suggest this is done in advance and that meals are booked for the whole week or longer as preferred.

If you require assistance signing up to ScoPay 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 school website:

<https://www.queen-eleanors.surrey.sch.uk/>

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 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 SENCO, 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 conduct 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 Headteacher 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, gold, or platinum 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 sterner 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, conducted 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 encourages 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 aim is to stop future occurrences and enable the victim to feel secure.

In the long term, these children need a social skills programme to help them form relationships. When identified these are actively planned for individuals through PSHE 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 extremely popular Firework Display and Circus, and so forth. We would always welcome any innovative 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 always incredibly grateful for volunteers. Whether a helping hand in school to listen to a child read or accompanying groups on school trips and local visits, all assistance is appreciated and encouraged. In keeping with volunteer requirements of the Good Shepherd Trust, the school now have a rigorous volunteer procedure for all would-be helpers:

Regular parent volunteers who visit the school to help with reading, clubs, library or who are part of the PSA will be required to complete the following:

- a volunteer application form
- a GST volunteering safeguarding self-declaration form.
- a criminal conviction disclosure form (DBS)

You will also be required to complete safeguarding information and training, which will be arranged by the school.

Volunteers coming in to help for a single day or adhoc basis, for example on a trip, are required to have a **valid DBS check for Queen Eleanor's School** and to read the relevant risk assessment for the activity you are helping with.

We encourage parents who can volunteer throughout the year to start the DBS process as soon as possible in September. Any applications after this will only be processed half-termly. Please contact the school office for more information. We look forward to hearing from you.

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 Local Committee 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 three working days and make a fuller response, if necessary, within ten working days.

If you have a complaint, it is best to first approach your child's class teacher, then Phase Leader and if it is not resolved, you can speak to a member of the Senior Leadership Team or Mr Papworth (Assistant Headteacher). If the situation is still not resolved, then parents may speak to Mrs Davies (Headteacher) and the Local Committee. 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 managed through this policy.