



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

**Parental Handbook 2024**

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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:

**Jesus the Good Shepherd said, "I have come to give life – life in all its fullness." John 10:10**

### **Queen Eleanor's is a church school that serves the community:**

- Offers a loving, welcoming and respectful environment that celebrates children and families of all faiths and none
  - Provides an oasis of green space that supports physical, mental and spiritual wellbeing
  - Values a rich and growing diversity, enabling all children to have a voice and become global citizens
  - Nurtures curiosity and enables children to thrive and achieve academically

**We aspire to bring life in all its fullness through our pastoral care, rich curriculum and inclusive community**

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**

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 Vision, celebrating the diversity within our school and valuing the whole person.

### **Developing a Love of Learning**

In order to achieve our vision, we have developed a structured progressive curriculum based on a shared understanding of what we want for our children and how we are going to achieve it. We have revamped the whole curriculum to make it more challenging, inspiring and more relevant to the children's interests. Content, skills and knowledge are progressive across the four year groups and children have a secure understanding of chronology.

The aim of our curriculum is for pupils to have the essential skills to be successful, independent and motivated learners in readiness for their stage of education as well as preparing them for the wider world. Our curriculum considers the development of the whole child; we strive to challenge and engage all children regardless of their background.

Our children learn and retain a range of knowledge and understanding in all areas of the curriculum to support their wider understanding of the world in subject specific areas connected both within knowledge organisers and to prior learning. We teach the children that they have a voice and support them to have the ability and confidence to express themselves, their feelings and their opinions effectively in a wide range of situations. Early reading is at the heart of our curriculum; children are provided with opportunities to read high quality and broad texts across the wider curriculum.

Knowledge underpins and enables the application of skill. We endeavour for children to learn new skills alongside knowledge, ensuring that both are explicitly developed. Teachers at Queen Eleanor's recognise that knowledge and skills are intertwined, ensuring teaching and learning is relevant and meaningful.

Our Curriculum takes a broad and balanced skills-based approach. Teachers plan units and lessons around the skills required for that year group from our skills of progression document. Subject leaders have spent time ensuring this is progressive across the school. In addition, subject leaders have ensured content is progressive and relevant in each year group.

As a school, we are working towards the Heritage Schools Award. Before researching into this award and adopting the approach at Queen Eleanor's, we asked ourselves three questions: How can we tailor our curriculum to meet the needs of our pupils in the context of where we live? How can we ensure our curriculum is relevant and engaging for our children? How can we continuously improve our curriculum and enhance its effectiveness? As a Heritage School, our children will

develop a sense of pride in where they live; understand their local heritage and have a more purposeful curriculum. In order to obtain the award, we are planning visits, workshops, community links and hands on experiences to enhance the children’s learning.

Each subject’s intent, implementation and impact are in line with our curriculum vision and detail the journey of the learning our children experience during their time at Queen Eleanor’s. Subject leaders have developed assessment tools in their subjects which teachers use across the school. These show the progress that all children make throughout the year. Each subject has a clear vision and is part of a monitoring schedule.

Teachers provide opportunities for pupils to have the skills to be successful, motivated and independent learners. We believe that when our children leave us for secondary school, they have a range of skills developed during their time at Queen Eleanor’s in an inclusive and nurturing environment. We promote a love of learning which we believe prepares our children to become life-long learners.

The table below includes each of the units that we will be teaching in the humanities (history and geography). As the units are taught, a curriculum map will appear giving you a snap shot of what’s taught in that unit.

Current Term	Year 3	Year 4	Year 5	Year 6
Summer 2024	The Vikings (history)	A local study of Guildford (geography)	World War 2 (history) and Marvellous Maps (geography)	End of Year Production
Spring 2024	Rainforests (geography) and Anglo-Saxons and Guildford (history and geography)	All Around the World (geography) and The Victorians (history).	Ancient Greece (history) and Eastern Europe (geography)	Crime and Punishment (history) and Rivers (geography)
Autumn 2023	The United Kingdom (geography) and the Romans (history)	Somewhere to settle (geography) and the Mayans (history).	Mountains and volcanoes (geography) and the Stone Age (history)	Ancient Egyptians (history) and Amazing Americas (geography)

### Term Dates 2024-2025

#### Autumn Term 2024

Monday 2 <sup>nd</sup> September 2024	<b>Staff Training Day – SCHOOL CLOSED</b>
Tuesday 3 <sup>rd</sup> September 2024	<b>Staff Training Day – SCHOOL CLOSED</b>
Wednesday 4 <sup>th</sup> September 2024	Children – start of Autumn term
Thursday 24 <sup>th</sup> October 2024	Children - break-up for half term holiday at 3.15pm
Friday 25 <sup>th</sup> October 2024	<b>Staff Training Day – SCHOOL CLOSED</b>
Monday 4 <sup>th</sup> November 2024	Children return to school
Friday 20 <sup>th</sup> December 2024	Break-up for Christmas holidays @ 1.15pm

#### Spring Term 2025

Monday 6 <sup>th</sup> January 2025	<b>GST Staff Training Day – SCHOOL CLOSED</b>
Tuesday 7 <sup>th</sup> January 2025	Children – start of Spring term
Friday 14 <sup>th</sup> February 2025	Children - break-up for half term holiday at 3.15pm
Monday 24 <sup>th</sup> February 2025	<b>GST Staff Training Day – SCHOOL CLOSED</b>
Tuesday 25 <sup>th</sup> February 2025	Children return to school
Friday 4 <sup>th</sup> April 2025	Break-up for Easter holidays @ 1.15pm

#### Summer Term 2025

Tuesday 22 <sup>nd</sup> April 2025	Children - start of Summer term
Monday 5 <sup>th</sup> May 2025	<b>Bank Holiday – SCHOOL CLOSED</b>
Friday 23 <sup>rd</sup> May 2025	Children - break-up for half term holiday at 3.15pm
Monday 2 <sup>nd</sup> June 2025	<b>Staff Training Day – SCHOOL CLOSED</b>
Tuesday 3 <sup>rd</sup> June 2025	Children return to school
Friday 18 <sup>th</sup> July 2025	Break-up for Summer holidays at 1.15pm
Monday 21 <sup>st</sup> July 2025	<b>Staff Training Day – SCHOOL CLOSED</b>
Tuesday 22 <sup>nd</sup> July 2025	<b>Staff Training Day – SCHOOL CLOSED</b>

**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](http://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](http://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 multi-academy trust serving 23 schools within the Diocese of Guildford across Surrey and Hampshire. The trust comprises both primary and secondary schools, schools affiliated to the Church of England and others who are not. The trust's purpose is to grow and maintain a strong network of schools within a highly supportive and sharing network.

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

### Good Shepherd Trust Vision

**'To be better, together, to ensure an ambitious education for every child in every school every day.'**

### The Good Shepherd Trust commits to:

- Having an ambitious culture which enables self-confidence and aspiration in everyone in our family, child or adult.
- Having a highly connected, growing and flourishing GST community where everyone is known, diversity is valued and highly effective, responsive services are shared.
- Serving our community by developing an enriching and exciting social, emotional, spiritual and cultural educational provision; driving high quality learning for all.

### Good Shepherd Trust Values

- Trust
- Love
- Courage
- Respect
- Integrity

### 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 TRIPS AND WORKSHOPS**

**Autumn term**

Trip to Butser Ancient Farm

**Spring Term**

Hobgoblin Theatre Visit at Queen Eleanor's – The Anglo-Saxons

**Summer Term**

Visit and workshop from Chertsey Museum at Queen Eleanor's – Vikings

Trip to Wisley Gardens – Science

**POLICIES & PRACTICE**

Copies of all our main policies are available on our website.

[www.queen-eleanors.surrey.sch.uk](http://www.queen-eleanors.surrey.sch.uk)

**HOMEWORK**

At QE, we feel that homework gives our children the opportunity to explore learning in an unstructured setting, encouraging them to be independent learners and follow their own lines of enquiry; preparing them for homework when they move onto Secondary School. In addition, homework creates a partnership between school and our families, giving you an insight into what your child is learning.

Over the last few years we have made some positive changes to homework regarding Spellings, the use of online resources and the amount of sustained writing pieces the children are expected to complete outside of school. We believe that there should be a noticeable progression between the amount of homework the children complete as they move through the year groups.

In order to be environmentally friendly and use less paper, homework is set each week using the school website (Year group pages). We recognise that not every family will have easy access to the internet or that for some, it is easier to complete the homework when it is on paper. Therefore we are more than happy to provide paper copies as and when they are needed. The children are able to attend Homework club, on a Wednesday lunchtime, if they would prefer to complete their homework in school.

<b>Year 3</b>	Fortnightly Spellings Times Tables Reading 3x a week and recorded in diaries – <b>Class Teachers/Teaching Assistants to check and sign diaries each week</b>
<b>Year 4</b>	Fortnightly Spellings Times Tables Reading 3x a week Online only Maths/English to alternate weekly  <b>Once a term</b> – Creative Writing
<b>Year 5</b>	Fortnightly Spellings Times Tables Reading 3x a week Weekly Maths and English  <b>Once a half term</b> – Creative Writing <b>Once a year</b> - Independent Learning Task
<b>Year 6</b>	Fortnightly Spellings Arithmetic Reading 3x a week Maths and English every week – replaced with SATs books in the 2 <sup>nd</sup> half of the Autumn Term  <b>Once a half term</b> – Creative Writing <b>One in the autumn term and one in the spring term</b> – Independent Learning Task

### 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	Judo
Athletics	Dodgeball	Magic
Basketball	Drama	Netball
Cooking	Football	Swimming
Cricket	Gymnastics	Tae-Kwon-Do
Fencing	Judo	Ukulele

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.**

**WRAP-AROUND-CARE**

**The morning club operates from 7:30am – 8.30am during term time.**

**The after-school club operates from 3.15pm - 6.00pm during term time.**

**Morning Club**

**7:30am – 8.30am: £6**

**After School Club**

**Session 1: 3.15pm – 4.15pm: £6** - *(This will be shown as the **Early** session for booking on Scopay)*

**Session 2: 4.15pm – 6pm: £10** - *(This will be shown as the **Late** session for booking on Scopay)*

**Session 3: 3.15pm – 6pm: £14** - *(This will be shown as the **Full** session for booking on Scopay)*

**Session 2 is to coincide with any internally run after school club or any external clubs held at Queen Eleanor's Junior School that finish at 4.15pm**

- The morning club will not run on INSET days but will be open on the last day of a term.
- The after-school club will not run on INSET days or the end of a term where school finishes at 1.15pm as is the case at the moment.

**Booking and Payment**

- Payment is due for all booked sessions in advance of children attending.
- Bookings and payments must be made via our online payment system SCOPAY. Please select the dates and sessions required. Bookings must be made by midnight for the following day for after school club and 48 hours prior to the intended session for morning club.
- In case of an emergency, where childcare is required after the closing of the booking system, please contact the school office directly.
- If paying by Childcare Vouchers or Tax-Free Childcare, a copy of the payment confirmation should be sent to the school office at [wac@queen-eleanors.surrey.sch.uk](mailto:wac@queen-eleanors.surrey.sch.uk). Once the funds are received, the office team will add the payment to the relevant account. Parents will then be able to make their club bookings online via SCOPAY. Bookings can be made a month in advance or as and when required. All bookings must be made in advance.
- Childcare vouchers will need to be emailed to [wac@queen-eleanors.surrey.sch.uk](mailto:wac@queen-eleanors.surrey.sch.uk) well in advance of bookings opening to ensure that your account is credited with enough money before booking your child's place.

### Late Collection Fees

- On the first occasion that a child is collected late, parents/carers will be reminded of the late collection policy and their reasons for lateness discussed.
- On the second occasion that a child is collected late, parents/carers will again be reminded of the late collection policy and an invoice detailing the late payment will be issued and the after school club leader will discuss any extenuating circumstances for the late collections. Any child (ren) collected late will be charged a late collection fee of £15.00 per late collection. Any late fees will be added to the child's account and until the account is paid, no further bookings will be able to be made. The parent will be expected to pay the late fees onto the online payment system within 48 hours. Failure to pay will lead to further action being taken.

### Session Cancellation

- Parents can change or cancel their sessions up to 24 hours prior to their child attending a specific session without incurring a charge. Any change or cancellation after this point is non-refundable.
- If a child will not be attending a session, the office should be contacted before 2pm on [wac@queen-eleanors.surrey.sch.uk](mailto:wac@queen-eleanors.surrey.sch.uk) or 01483 561323. By making a booking, terms and conditions are agreed to and the pupil will be expected to attend the club. Sessions will be 'released' for booking on a termly basis. Sessions will be allocated on a first-come, first-served basis.

**\*If there was a national emergency and phone lines went dead, the school would remain open and all children would be cared for until the last family member could collect their children.\***

### ARRIVAL & DEPARTURE

#### Morning club:

- Parents/Carers are required to bring their child directly to the hut and sign them in. Entry to the club is via the main school gate.
- At the end of the morning session, children will be escorted to their classes or their designated playgrounds at 8.45am by the club staff.

#### After school club:

- Children will make their way directly to the hut to be greeted by a member of staff.
- The club staff will take a register of all contracted children and will liaise with the class teacher/school office to determine any reason why a child is not accounted for.
- When a child is collected at the end of or during a session, they must be signed out by a parent/carer or named collector and the accurate time recorded.
- The parent/carer or named collector must inform a member of staff that they are collecting and signing out a child.
- Parents/carers must ensure that any person who may collect their child is listed on the school registration form and that it is kept fully up to date.

- Parents must inform after school club staff if their child is going to be absent by phoning the school office or emailing [wac@queen-eleanors.surrey.sch.uk](mailto:wac@queen-eleanors.surrey.sch.uk)

## DAILY ROUTINE

### Morning Club

- Families bring their children to the morning club situated in the hut (entrance via main school gate) where a range of activities will be set out.
- On arrival, children wishing to have breakfast (toast, cereal, fruit) wash their hands ready to eat.
- 8.20am tidy up time encouraging the children to take responsibility for the environment.
- 8.30am children collect their coats and bags. Children are to make their way to their classrooms where they meet up with the rest of the children awaiting the start of school.

### After School Club

- 3:15pm: All children make their way to the hut for registration.
- 3.30pm – 4.00pm: Children can choose from a range of play and planned activities, both indoors and outdoors (**cooking, homework, art/crafts, ICT Suite, games, outdoor games**).
- 4.15pm: children will be given a healthy snack (**e.g. sandwiches, toast, crackers, rice cakes, fruit**) and drink (Parents are allowed to send their child in with a packed-dinner from home if they wish). Staff members will sit with the children at this time. Children attending internal or external clubs will arrive at the after school club.
- 5.30: tidy up time encouraging the children to take responsibility for the environment.

### THEMED DAYS

Throughout the year, we run a number of special themed days / weeks. These can be anything from Book Week, International 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** Year 3 and 4 Collective Worship with Headteacher

**Tuesday** Whole School Collective 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** Year 5 and 6 Collective Worship with Headteacher

**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 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 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, 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 school, 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 **Wednesday 4<sup>th</sup> September 2024**. 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 families. You may then walk up onto the playground. Each Year 3 and 4 class leave through their external door onto the playground and leave via the main gate. Children in Year 3 and 4 remain with their teacher on the playground until they see the adult who is collecting them, when they will let their 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. 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.

### **Water in class**

Children are encouraged to 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.

**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.
Year 3 and 4 Morning Break: 10.20am - 10.35am  Year 5 and 6 Morning Break: 10.40am - 10.55am	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 collected from the playground by their class teacher/teaching assistant.
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. Schools meals need to be ordered and paid for in advance via Scopay. Meals may be ordered on an ad-hoc basis but we do ask that they are ordered before 9am on the morning the meal is required. 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 ensure any snacks and packed lunches do not consist of nuts of any sort including peanut butter spread. Thank you for your co-operation and understanding in this matter.	
1.10pm - 3.15pm	Lesson time. Unless they participate in an official ‘after school’ activity, all children should be collected by 3.15pm. If you are going to be late, please ensure you telephone the school to let them know.

### **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 09:00 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

Grey trousers (short or long)/skirt – medium grey

White shirt/blouse or polo shirt

Queen Eleanor's branded sweatshirt/cardigan

Black/grey socks or grey/white socks, or grey/black/green tights

Green gingham summer dress (or jumpsuit)

Black shoes/shoes with low heels (not trainers)



## PE and Games

Plain black shorts

House coloured t-shirt – does not have to be branded

White sports socks

Plimsolls or trainers

Tracksuit (optional)

## Swimming

Trunks/swimming short (not beach shorts)

Swimming costume (not bikinis)

Towel

- Hair bands preferably in the school colours. No hair bands which are multi coloured or have large bows or flowers please.
- No extreme hairstyles – including shapes/patterns shaved into hair, 'tramlines,' Mohican cuts and dyed hair.
- 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 and a watch. No smart watches are to be worn, as a safeguarding measure. Bracelets and necklaces are not to be worn.
- If ears are already pierced, only one small stud may be worn in each ear lobe. All studs should be removed for swimming and PE.

**The PSA has a stock of good quality pre-loved uniform including PE kit, plus some coats, shoes and trainers. If you can't make it to one of the after-school sales, please drop the PSA an email at [psaqueeneleanors@gmail.com](mailto:psaqueeneleanors@gmail.com). A donation is welcomed.**

**Further stock is always available for any child who needs uniform, shoes or coats free of charge via the office. Please just ask at the office or email [office@queen-eleanors.surrey.sch.uk](mailto:office@queen-eleanors.surrey.sch.uk)**

### 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

In person Parent/Teacher consultation afternoon/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 families are unable to attend in person, they have the option to book a telephone call or virtual meeting at another time. 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

We believe that positive strategies are most effective in ensuring good behaviour and therefore it is important that praise and reward are used to the fullest possible extent to reinforce and acknowledge positive behaviour. Reference should frequently be made to children who are good role models to others e.g. thank you Mary for putting your hand up, well done John's table for working quietly etc.

### GOLDEN TIME

Children at Queen Eleanor's have 25 - 30 minutes of golden time per week 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 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 REWARDS

Class Teachers use a wide range of motivation strategies within their class to support the children in achieving their full potential. These may be targeted towards whole class rewards or individual motivation. However, all classes operate the following in-house systems:

- Star of the Week
- House Points
- Class Tokens
- Positive comments in marking, homework diaries/reading records
- Phone calls home for praise by class teacher or Head Teacher if requested by the teacher
- Showing good work/achievements to the Head Teacher.



**INDIVIDUAL REWARDS**

Individual children will also be rewarded for good behaviour (as well as good work or effort).

This could include: • Specific praise • Award of house points, tokens and certificates. • Mentions in Collective Worship (including the whole school Celebration Collective Worship) • Being sent to the Head Teacher, member of SLT, Year Group Leader, Subject Leader or a previous class teacher • Informing families.

**EXTRA RESPONSIBILITIES**

Children at Queen Eleanor's are encouraged to use their voice to help make the school a better place. There are a number of opportunities for children to make a difference including becoming a house captain or sports captain (Year 6 only); a wellbeing ambassador; a member of School Council, the Faith Team or the Eco-Team; or a Science monitor. All these come with extra responsibilities and the children are expected to be role models for the other children. If the school feels the child's/children's behaviour is not appropriate, these extra roles and responsibilities can be taken away.

**HOUSE POINTS**

The use of House Points at Queen Eleanor's enables the children to develop a sense of community as well as fostering and encouraging healthy competition. The children are able to earn House Points that count towards a personal reward as well as contributing to the House Cup which is awarded every year. House Points are earned for behaviour and effort that is above the normal expectations held for each individual child. House Points can also be issued at lunch time. In Collective Worship each half term, the number of House Points awarded during that half term is read out and the House Points total is changed accordingly. At the end of term, the House with the most House Points will receive a House Treat of an exclusive mufti day.

The House Points children earn per term will go towards a certificate and end of term reward. The number of House Points they earn in a single term will determine the colour of certificate they receive. Below is a list of the certificates the children can earn and how many House Points they need to gain that certificate.

<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>	<b>PLATINUM</b>
30 House Points	60 House Points	90 House Points	150 House Points

**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.

## 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**

Yellow Card A yellow card is given for a repeat of the above or similar behaviour and this needs to be written in the child's homework diary so that the parents can see what has happened and sign.

### **Red Card**

A red card is issued for violent or seriously unacceptable behaviour. The Head Teacher, Assistant Head or Senior Leader will use their discretion in relation to violent incidents that occur between children. Should a child reach the red card stage, they are to be removed to the Head Teacher's office or a Senior Leader's classroom or suitable supervised area. The Head Teacher, Assistant Head or Senior Leader will discuss the issue with the child and will record the child's name and the nature of the incident on CPOMs. At this stage, parents will be contacted directly regarding the incident. Time will be taken from Friday's Golden Time or a ban from playtime may be given; however, depending on the nature of the behaviour, other appropriate sanctions may be given. For extreme behaviour such as deliberate or thoughtless harm to others, bad language, or rudeness to staff, children will be referred immediately to the Head Teacher or Assistant Head and parents notified as soon as possible.

### **Exclusions**

Fixed term exclusions can only be carried out by the Head Teacher or in her absence by a member of the Leadership Team. Generally, they would only be used in cases of very serious incidents of misbehaviour such as the use of violence or persistent verbal abuse of children and/or staff and after every other possibility had been exhausted.

Permanent exclusion can only be carried out by the Head Teacher, has far-reaching consequences, and would follow local and national guidelines.

## 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 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 and bingo nights, not forgetting the Summer Fair. 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 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 have recently changed their procedures for all would-be helpers:

Regular parent volunteers who visit the school 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)
- safeguarding information and training (arranged by the school)

**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.**

Should you wish to volunteer on a very ad-hoc basis you will not be required to complete the DBS process, however you will be accompanied by a member of staff or other DBS checked personnel. **A DBS will only be provided by the school if you are going to be a regular volunteer within 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 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.