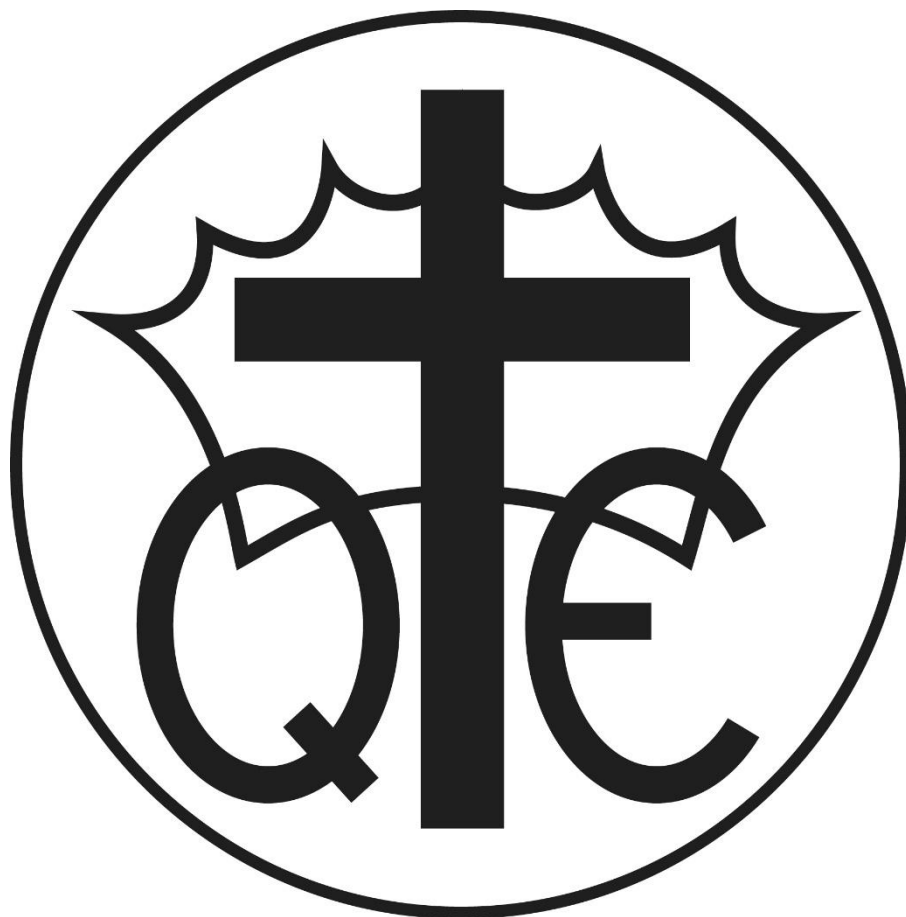




Queen Eleanor's C of E Junior School
An Academy with The Good Shepherd Trust

Parental Handbook 2025

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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.

In September 2024, we were awarded the Heritage Schools accreditation. 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 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 planned 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 2025	The Vikings (history) 	A local study of Guildford (geography) 	World War 2 (history) and Marvellous Maps (geography) 	End of Year Production 
Spring 2025	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 2024	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 2025-2026

Autumn Term 2025

Wednesday 3 rd September 2025	Staff Training Day – SCHOOL CLOSED
Thursday 4 th September 2025	Staff Training Day – SCHOOL CLOSED
Friday 5 th September 2025	Children – start of Autumn term
Thursday 23 rd October 2025	Children - break-up for half term holiday @ 15:15
Friday 24 th October 2025	Staff Training Day – SCHOOL CLOSED
Monday 3 rd November 2025	Staff Training Day – SCHOOL CLOSED
Tuesday 4 th November 2025	Children return to school
Friday 19 th December 2025	Break-up for Christmas holidays @ 13:15

Spring Term 2026

Monday 5 th January 2026	GST Staff Training Day – SCHOOL CLOSED
Tuesday 6 th January 2026	Children – start of Spring term
Friday 13 th February 2026	Children - break-up for half term holiday at 15:15
Monday 23 rd February 2026	GST Staff Training Day – SCHOOL CLOSED
Tuesday 24 th February 2026	Children return to school
Friday 27 th March 2026	Break-up for Easter holidays @ 13:15

Summer Term 2026

Monday 13 th April 2026	Children - start of Summer term
Monday 4 th May 2026	Bank Holiday – SCHOOL CLOSED
Thursday 21 st May 2026	Children – break up for half term holiday @ 15:15
Friday 22 nd May 2026	Staff Training Day – SCHOOL CLOSED
Monday 1 st June 2026	Staff Training Day – SCHOOL CLOSED
Tuesday 2 nd June 2026	Children return to school
Wednesday 22 nd July 2026	Break-up for Summer holidays @ 13:15

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. These can be found on the school website (www.queen-eleanors.surrey.sch.uk) or please do not hesitate to contact the school office for a copy.

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 GST is a multi-academy trust serving 24 schools across Surrey and Hampshire. Our trust comprises both primary and secondary schools, schools affiliated with the Church of England, and others that are not. The trust's purpose is to grow and maintain a strong network of schools within a highly supportive and dynamic network. We know that our school communities thrive when they collaborate, with common values and goals and the shared vision "to be better, together".

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

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

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.

Year 3	Fortnightly Spellings Times Tables Reading 3x a week and recorded in diaries – Class Teachers/Teaching Assistants to check and sign diaries each week
Year 4	Fortnightly Spellings Times Tables Reading 3x a week Online only Maths/English to alternate weekly Once a term – Creative Writing
Year 5	Fortnightly Spellings Times Tables Reading 3x a week Weekly Maths and English Once a half term – Creative Writing Once a year - Independent Learning Task
Year 6	Fortnightly Spellings Arithmetic Reading 3x a week Maths and English every week – replaced with SATs books in the 2 nd half of the Autumn Term Once a half term – Creative Writing One in the autumn term and one in the spring term – 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	Journalism
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: £7

AFTER SCHOOL CLUB

Session 1: 3.15pm – 4.15pm: £7 - *(This will be shown as the **Early** session for booking on Scopay)*

Session 2: 4.15pm – 6pm: £12 - *(This will be shown as the **Late** session for booking on Scopay)*

Session 3: 3.15pm – 6pm: £15 - *(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. 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 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 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

THEMED DAYS

Throughout the year, we run a number of special themed days / weeks. These can be anything from Book Week, STEM Inspiration Day to Science 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 08:55 to 09:15. 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 Whole School Collective Worship with Headteacher

Tuesday Collective worship led by Vicars/members of our local churches or the school faith team with a focus on parables and world religious festivals

Wednesday Singing assembly

Thursday Collective worship in class to reflect on current world events

Friday Whole School Celebration assembly

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. At the end of collective worship, children and staff are invited to pray or respectfully reflect on what has been discussed.

At QE we promote a whole school approach. During our weekly worship we invite all members of teaching and support staff to join us. This sets an important precedent about the value and significance of collective worship in our school. We expect children and adults to be present during our daily acts of worship, apart from in certain circumstances. We also recognise that parents have a legal right to withdraw their children from worship however, we would always seek consultation first to help break down any misconceptions that could be overcome.

We welcome families 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 Rocio Barnes, Miss Lauren Walton and Mr Gary Papworth.

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 **Friday 5th September 2024**. Parents should bring their child to school and drop them off at the gates. **New Year 3 families will be able to walk their child to their classroom on their first day but after this the children should make their own way into class where they will be met by their new class teacher.**

- At the end of the school day, 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 should bring a named 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.
8.45am – 9.15am	Children registered in class and Collective Worship.
9.20am - 10.20am	Year 3 and 4 lesson time.
9.20am-10.40am	Year 5 and 6 lesson time.

Year 3 and 4 Morning Break: 10.20am - 10.35am	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.
Year 5 and 6 Morning Break: 10.40am - 10.55am	
10.40am – 12.10pm 11.00am-12.10pm	Year 3 and 4 lesson time. Year 5 and 6 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 outside (weather permitting). Children store their lunchboxes in their class container.
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 send an email informing 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.

ATTENDANCE

Please see the attendance policy on the school website ([Attendance-Policy-Sept-2024-v2.pdf](#))

If you take your child/ren out of school without authority for 5 or more days (which do not have to be consecutive), then the following will apply:

1. If you have not incurred a penalty notice relating to this child/children in a rolling 3 year period since 19 August 2024, then the penalty notice will be charged at the rate of £160.00, **per parent/carers per child**, if paid within 28 days. This will be reduced to £80.00 if paid within 21 days of receipt of the notice. Failure to pay the Penalty Notice will result in Surrey County Council considering legal proceedings against you in the Magistrates Court.

2. If you have incurred a penalty notice relating to this child/children since 19 August 2024, the rolling 3 year period will be activated from the date of the first penalty notice and the second penalty notice will be charged at the flat rate of £160.00, per parent/carers per child, if paid within 28 days. There will be no reduction for payment within 21 days. Failure to pay the Penalty Notice will result in Surrey County Council considering legal proceedings against you in the Magistrates Court.

3. If you have incurred 2 penalty notices relating to this child/children in the rolling 3 year period since the first penalty notice was issued, then you will NOT receive a third penalty notice – Surrey County Council will have no option but to consider a prosecution, per parent/carers per child, in the Magistrates Court under s 444 Education Act 1996.

Surrey County Council is not responsible for authorising pupil absence and therefore cannot withdraw any Penalty Notice requests without the written permission of the Head teacher.

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/black trainers



PE and Games – the children are to wear their PE kits to school on their PE days

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. A donation is welcomed.

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 **£2.85** 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 be 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. 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:

- Teacher award
- 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
- Half-termly phone call home from SLT
- 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, Phase 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 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 that the child's/children's behaviour is not appropriate, these extra roles and responsibilities can be taken away on a temporary or permanent basis as deemed appropriate.

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 lunchtime. In Collective Worship each week, the updated house point totals are read out and 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.

BRONZE	SILVER	GOLD	PLATINUM
30 House Points	80 House Points	120 House Points	200 House Points

All house point certificates will be given out to the children at the end of each term.

Class Tokens

A class token is a whole class reward. A class can be awarded a token for producing outstanding work or an exceptional display of behaviour. These tokens will be added to the class token tube, which will be displayed in each classroom. When the class reach their token goal (decided upon as a class at the beginning of the year), then a token treat will be arranged by the class teacher. Examples of this are movie afternoons, class parties, visits to the local rec, a mini Olympics, cooking etc.

Sanctions

A yellow and red card system operates at all times (in classes, collective worship, during break and lunchtime, school-led after school clubs, QE meadows and school trips/ visits) for children who exhibit less than satisfactory attitudes or behaviour during work or play.

First warning

A first WARNING is given for breaking a Golden Rule, unacceptable behaviour or attitude towards work or poor manners. The child will be asked if they understand what the warning is being given 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 the impact of the unacceptable behaviour.

Second warning

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

Yellow Card

A yellow card is given for a repeat of the above or similar behaviour. A yellow card can also be given for a more serious behaviour, which does not meet threshold for a red card (see below). For example, rudeness to adults or drawing on school property. This needs to be written in the child's homework diary so that parents/ carers can see what has happened and sign for the next school day. In the event that the child does not have their homework diary in school, an email will be sent to the parent/ carer. Fifteen minutes will be taken from break/ lunchtime or Golden Time.

Red Card

A red card is issued for violent or seriously unacceptable behaviour. The Head Teacher, Deputy Head or Assistant Head 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 or Deputy Head's office, Senior Leader's classroom or suitable supervised area. The Head Teacher, Deputy Head or Assistant Head 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, Deputy Head or Assistant Head and parents notified as soon as possible.

Suspensions

Fixed term suspensions 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 towards 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.

Recognising the impact of SEND and additional needs on behaviour

The schools recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND needs. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made

on a case-by-case basis. When dealing with misbehaviour from pupil with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour 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 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.

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 will 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. 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.