

## MINET JUNIOR SCHOOL

‘Enjoy, Achieve, Value All’



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Avondale Drive, Hayes, Middlesex, UB3 3NR



# Welcome to Minet Junior School

We hope the information in this brochure will enable you to quickly feel a valued member of our school community. At Minet Junior School we aim to promote a healthy atmosphere based on care and consideration for others. We aim to promote self-esteem in the children and a sense of respect to adults in our community.

## Staff Information

### HEADTEACHER

Mrs K Ryan

### DEPUTY HEADTEACHER

Miss K Gubbin

### ASSISTANT HEADTEACHER

for Safeguarding and well-being: Mrs R Taylor

### ASSISTANT HEADTEACHER

for Teaching and Learning: Miss D Molloy

### ASSISTANT HEADTEACHER

for Inclusion: Miss H Elderfield

### ATTENDANCE LEAD

Mrs R Taylor  
Mrs L Underhill

### ADMISSIONS

Miss K Gubbin

### EDUCATION OFFICE:

London Borough of Hillingdon  
Education Department  
Civic Centre  
UXBRIDGE.  
Middlesex  
UB8 1UW  
Telephone number: 01895 250111

### GOVERNING BODY:

**Thomas Babayode (Chair of Governors)**  
**Kellie Ryan (Ex-Officio)**  
**Jo Palmer (LA Governor)**  
**Elaine Pang (Staff Governor)**  
**Michael Balsom (Co Opted)**  
**Nirmal Dhanjal (Co-Opted)**  
**Christine Kiwanuka (Co-Opted)**  
**Firdous Begum (Parent Governor)**  
**Taha Mahmood (Parent Governor)**  
**Rebecca Wilson (Clerk to Governors)**





## SCHOOL VISION

### *Vision and Aims*

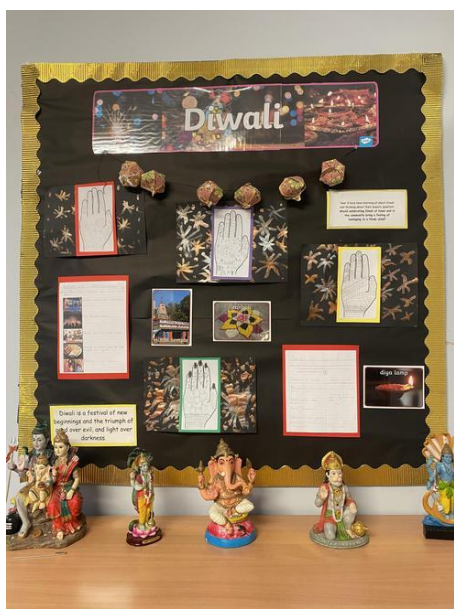
We believe in a 'Person Centred' approach to teaching and learning where all pupils are supported and nurtured in a caring, safe and stimulating environment to fulfil their potential. We will do this by providing the best standards of academic and pastoral care for all pupils so they can excel, becoming responsible citizens and life-long learners ready to succeed on their journey ahead.

#### Aims:

- To develop creative and critical thinking skills and resilience to be independent learners.
- To value and respect themselves and each other to work successfully together.
- To nurture strong partnerships and positive relationships with parents, carers and the wider community.
- To encourage and enable continued professional development of staff, ensuring best practice and outcomes for all.
- To recognise and celebrate success in all aspects of school life.

We believe that a positive ethos is a vital ingredient in a successful school. We aim to praise good work and behaviour wherever possible. We also ensure that every child is given the opportunity to succeed.

We require you to agree with our school ethos and show a willingness to engage in respect for all communities and faiths and show a desire to live as one community with everyone observing and respecting each other's cultures and beliefs.



## ADMISSIONS

The school caters for children between the ages of seven and eleven years. Children admitted to Year 3 should have attained the age of seven before September 1st. The main September intake each year comes from Minet Infant School and opportunities are provided for these children and their parents to visit the juniors and meet as many of the staff as possible. We have a transition programme in place for Year 3 to ensure a smooth transition. Any parent or prospective parent wishing to look around the school should contact the school office who will be very happy to make the necessary arrangements.

## SCHOOL TIMES

Morning school starts at	08.40am
Morning Break	10.15 – 10.30am
Lunch Break	12.00 – 12.55pm
Afternoon school starts at	1.00pm
School ends at	3.15pm

The school gate is opened at **08:35a.m.** and children should make their way to the playground at this time. Responsibility for the children prior to this time remains with the parents or carers. Similarly, responsibility for children at the end of the day ceases 10 minutes after the end of the last session, unless there is attendance at a club or match. We have a soft start system in place which allows the children to calmly make their way to class from 8.35am and participate in focussed activities until the school day begins.

## Breakfast Club

Breakfast Club runs each morning from 7:30am – 8:30am. Children are given breakfast and supervised before school begins. This costs £2.00 per session. If children arrive after 8am, the charge is £1.00. Breakfast consists of a choice of items, ranging from a selection of cereals, toast, bagels, milk and hot drinks in the winter months. Children will not be permitted to breakfast club after 8.25am.

## HOME-SCHOOL CONTRACTS

In line with Government Guidelines the school has now developed such contracts to promote a greater working partnership between teachers and parents to provide the best for children in our care. You will find a copy of this within the documents sent. Please sign in the appropriate place and return to the school.

## SCHOOL EXPECTATIONS

1. Walk around school in a sensible and safe manner
2. Please do not bring any items of value to school without permission. The school cannot be responsible for any losses.
3. Please do not bring sweets or chocolate to school
4. Fruit may be eaten at morning break
5. Clothing or equipment brought to school should be clearly marked with the owner's name.
6. Items of jewellery are not allowed, except for religious reasons. If your child has pierced ears – studs only – these will need to be removed for PE + Swimming lessons (it would be sensible not to wear earrings on PE or Swimming days)
7. **No other piercings** or tattoos or **nail varnish**. Children wearing nail varnish will be sent to the medical room to remove it.
8. Hair should not be brightly coloured or have markings i.e. patterns shaved into heads and long hair should be tied up every day.
9. No electronic devices or mobile phones are to be brought into school, unless your child is in year 6 and walking to or from school without an adult. If such a device is found on a child it will be taken to the office for a parent to collect. Repeat offenders may have the device confiscated for the term.

## CONSULTATION WITH STAFF

Parents are always most welcome at school. When you come along, would you in the interests of safety and security **firstly go to the school office** so that the staff concerned can then account for your presence on the premises.

Brief discussions on minor matters can take place with members of staff **at the end** of the school day. Longer meetings should be arranged with the Class teacher or Year Group Leader in advance. If you wish to see a member of the Senior Leadership Team, please make an appointment at the office.

Open afternoons are held each term for parental consultations. Those in the autumn and spring are formal, discussing progress, attainment and targets, the one in the summer is informal, giving you the opportunity to speak to the teachers about your child's end of year written report and any questions regarding the coming year. During the Autumn term an informal meeting is held with each year group to explain aspects of the Curriculum and school procedures. Information is also given out during that term dealing with Yr. 6 transfer to Secondary School.

If you wish to discuss any serious concerns you have regarding your child's education or welfare, the first approach should be to the class teacher. Thereafter, it may be suitable to contact the Year Leader, the Assistant Headteacher, Deputy Head or Head Teacher

Please remember that the staff at the school have many commitments, it may not always be possible for someone to see you immediately but we will arrange a meeting with you within 24 hours.

## CHILD PROTECTION

The Local Authority requires all schools to report any obvious or suspected case of child abuse. This may be a non- accidental injury, physical neglect, emotional abuse and/or sexual abuse. The designated leaders for Child Protection are the Assistant Headteacher for Safeguarding and Well-being, Deputy Headteacher and the Headteacher.

The procedure is intended to protect children who may be at risk. At Minet Junior School we have an open door policy and encourage parents to speak to staff if they have concerns.



## **THE CURRICULUM**

The following subjects make up the curriculum:

Core curriculum: English, Mathematics and Science

Creative themed curriculum: History, Geography, ICT, Religious Education, PHSE, Art, Music, PE and French.

The school has been awarded the Primary Quality Mark for the teaching of English and Maths. The school also holds the Primary Science Quality Mark, the Green Flag award, Travel award, P4C Silver award, Rights Respecting Gold award, Healthy Schools mark and the Investors in People Gold award.

## **MATHS**

At Minet, children are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols. Mathematical concepts are explored in a variety of representations and problem solving context to give pupils richer and deeper learning experiences. Maths homework is given out once a week. We believe that the contribution of mathematics to the modern society is significant and essential. Mathematics equips pupils with a uniquely powerful set of tools to enable them to become fluent, to reason, solve problems, make connections and assess risks in their everyday lives.

Mathematics skills are vital for the professional opportunities in science, technology, engineering and economics. Through their growing knowledge and understanding, pupils also learn to recognise and value the contributions made by many professionals to the development and application of mathematics.

## **ENGLISH**

In English lessons children learn to change the way they write to suit different situations, purposes and audiences. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Writing is fundamental to our children's ability to express themselves, this is emphasised through the teaching of high order skills to enable all children to become confident and successful in English. English homework is given out once a week. Children are taught reading skills in daily whole class Guided Reading sessions. During these sessions, tasks are set for the children to encourage a greater depth of understanding. It is during this time that adults and children can embark on the journey of a story together, discussing and comparing their responses. Non –fiction texts and poems are also used so that our pupils receive a broad and balanced English curriculum.

## **Computing**

ICT is used across the whole curriculum and helps the child to acquire confidence in using computers. Not only should they be better equipped to face the future, they should also be able to evaluate the potential as well as the limitations of this technology. Each class has a weekly lesson in our ICT suite.



The school is fully networked and the use of the Internet is incorporated into the teaching of computing. Our E-safety Agreement exists to ensure that both parents and children understand the correct use of the Internet i.e. children can access only appropriate material. We also use a range of other online platforms to support learning and homework such as IXL, Purple Mash, Teams and Office 365. These can all be accessed at home.



## **P.E**

P.E is taught by specialist teachers and years 4 and 5 will also swim as part of the National Curriculum. P.E is compulsory and we ask that all children have a full P.E kit in school every day and the correct swimming kit in school when needed.

## **R.E**

Religious Education, whilst largely concerned with Christian beliefs, covers all of the main religions of the world and takes great account of other customs and traditions. In this way we hope that all the children will develop tolerance, understanding and awareness of the cultural richness of today's world. This subject is linked to an agreed syllabus, backed up with legislation on national expectations.

## **P.S.H.E**

While PSHE is a non-statutory subject within the National Curriculum, we teach **Personal, Social, Health, Economic Education** (PSHE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We have developed our own PSHE curriculum to reflect the needs of our community based upon the Jigsaw PSHE Programme. This has resulted in the creation of a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Every year group covers the same 'piece' of the Jigsaw at the same time, these are:

- Being me in my world
- Aspirations & Careers
- Celebrating Difference
- Creating a Better Future
- Healthy Me
- Relationships

Our PSHE curriculum holds children at its heart and its cohesive vision helps children understand and value who they are and how they fit and contribute to the world through a lens of inclusivity and children's rights. The emphasis on both PSHE and RHE (Relationships and Health Education), blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge.

From September 2020, the Department for Education is making Relationships and Health Education (Primary) compulsory in all schools. Since then, we have gradually rolled out these changes to our curriculum in order to best meet the needs of our pupils.

The new guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships.

Learning about the emotional, social and physical aspects of growing up will give children and young people the information, skills and positive values they need to have safe, fulfilling relationships and will help them take responsibility for their own well-being. All of the sessions will be age-appropriate and meet the needs of all pupils in the class.

This guidance will form part of our school's PSHE education programme which is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body.

For more detail about our PSHE curriculum offer, please visit the school's website. All teaching in PSHE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for pupils to ask questions to further their understanding and to find out more about what affects them personally.

For more information, please see our website. <https://www.minetjunior.org.uk/pshe-1/>

## **THE KNOWLEDGE BASED CURRICULUM**

The school has a thematic approach to the knowledge based curriculum which provides a broad and balanced curriculum. The knowledge based curriculum is designed around a topic that is taught over a period of weeks and covers the objectives from the national curriculum for the foundation subjects in a fun and engaging way. This curriculum also lends itself to supporting the skills taught in reading, writing and maths.

Science is aimed at encouraging a child's natural curiosity, interest in the environment and the stimulation of questioning and reasoned approaches to problem solving.

History and Geography is focused on the teaching of key skills often combined and approached via a topic which is based on a particular theme.

Design and Technology will involve the children in planning, designing and testing models, usually through problem solving exercises, linked with other curricular areas when appropriate.

Art and craft provides the children with opportunities to explore the nature and characteristics of a wide range of materials.

Music lessons, led by music specialist, help to encourage the enjoyment of music, giving the pupils opportunities to make music for themselves.

French is taught throughout the school. Each class has a designated French lesson where progressive key skills and objectives are taught.





## **HOMEWORK**

Homework is seen as a key part of children's learning and the school follows Government guidelines. Children are expected to read daily to an adult and complete a summary of their reading on Boom Reader. They will also be provided with a comprehension to complete weekly in their comprehension book. English and mathematics homework will be set weekly alongside the learning of spellings and times tables. Parents are asked to aid the school in this process by supporting reading each evening and helping with the learning of mathematical tables. The school purchases IXL, Purple Mash and Times Tables Rock Stars for all pupils in the school, this provides access for extra on line home learning for our children. Children are expected to log on at least 3 times a week.

## **EDUCATIONAL TRIPS**

Trips are used as a hook into the curriculum and a way to stimulate children's learning. We aim to have three external trips or internal workshops a year to support the children's learning in school.

## **EXTRA CURRICULAR ACTIVITIES**

The school offers a wide range of after school clubs, such as Football, Athletics, Netball, Cricket, Basketball, Sewing, Art and Gardening. We recognise our diverse population and are offering more clubs to include all children. These clubs are subsidised but we will request a small payment towards the running costs of some clubs.



## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

A child may need to be referred to the Educational Psychologist for educational or behavioural problems. This might either be at the parents' request from the outset or deemed necessary on an exploratory basis by the Assistant Head for Inclusion. For any action to be instigated thereafter it is necessary for the parents to give their permission.

A child of exceptional ability would be able to extend work undertaken by differentiation with class work.

If you wish to speak to the Assistant Head teacher for Inclusion, please make an appointment through the school office.

## RECORD KEEPING & ASSESSMENT

Record keeping and assessment are a continuous process in the school. This is backed up by annual testing. Pupils are required to take Standard Assessment tasks (SATs) in English and Maths in May of Year 6. Years 3, 4 and 5 take similar tests in English and Maths.

Each half term teachers hold progress meetings with SLT to discuss the progress of every pupil.

Parents and children have access at reasonable notice to all records kept on their children. Applications must be made to the school in writing for access to records.

If you have any concerns about any part of the National Curriculum not being delivered to your child, you have the right of complaint under the terms of the Educational Reform Act. The Local Education Authority has established a formal procedure for the consideration of complaints. Your first point of contact is the Headteacher.

## BEHAVIOUR- Please also see our Behaviour Policy

At Minet, we primarily aim to develop respect in our children and children are encouraged to take responsibility for their own behaviour. Our behaviour policy is centred on the 6Rs which are Respectful, Resilient, Ready to Learn, Responsible, Resourceful and Reflective. We believe that rewards for successes are much more effective than sanctions for mistakes made. To encourage this, we have a house point system and we also reward children with leaves in keeping with our 6R system. Honourable mentions are given out each week to pupils in assembly in recognition of their attitude to learning, based on the 6Rs. In this way we hope that those achieving the rewards will influence others by their example. Children also receive rewards for excellent attendance as this is a key priority for our school. The class with the highest attendance rate of the week in both the upper and lower school receives a certificate to display in the class for that week and 10 minutes extra playtime. The pupils value the importance of attendance and these weekly awards are equally welcomed.

### Traffic light system

Alongside the 6R leaf rewards and the class charter, each class will display a green, yellow and red set of traffic lights. These are to be used as a classroom management tool and are consistent throughout the whole school.

There are the three stages of the traffic light system.

- **Green** is the ideal level (when the child is behaving as expected)
- **Yellow** is for when the child is becoming disruptive (when the child is engaging in minor problem behaviours),
- **Red** is the level on which the child is engaging in problematic behaviours consistently.

### Green

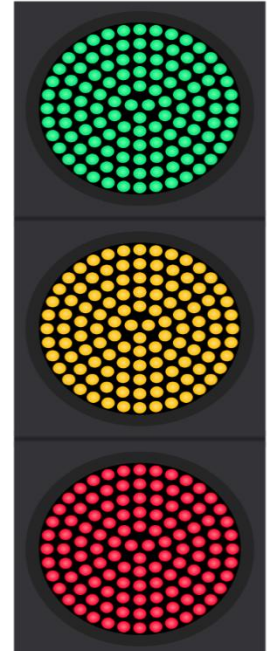
Child is behaving as expected – following adult direction, completing work, keeping hands to self, focussed on task etc.

- All children start on green at the start of every lesson and change of teacher- this gives the children the chance to reflect on their behaviour and change before the next lesson begins.
- Most children will remain on this stage all day.

### Yellow

Child is showing signs of disruptive, low-level behaviour (distracting others, not focussed on activity, continual chat or being disrespectful)

- The child is given a warning before being moved to yellow.
- If they receive another warning whilst still on yellow the child is given a five minutes time out. If in five minutes the child's behaviour has improved, they have the chance to move themselves back up to green – this may not be straight away. (To be recorded on CPOMS)
- If the behaviour does not improve, they will be moved to red.



## **Red**

Child is continuing to be disruptive, distracting others, not focussed on activity, still talking or being disrespectful.

- When placed on red, the increased behaviour policy triggers and the child is given ten minutes out of class in the year leaders class – this also results in the losing of ten minutes of break. (To be recorded on CPOMS)
- These behaviours may include: aggression towards peers or adults, swearing, rudeness, stealing or continued disruption

## **Escalation**

If the child continues to be disruptive, they will be removed from whichever class they are in and sent to a member of SLT or a learning mentor where additional provision will be put in place.

## **Non adherence to Positive Behaviour Policy - Summary of Stages**

These stages assume a gradual increase or persistence in bad behaviour. If behaviour deteriorates very quickly or if the first incident is of a serious nature it may be escalated to Stage 2, 3 or 4.

We expect that early intervention and discussions with parents will resolve most issues. Early involvement makes it easier to develop a positive partnership between school and home.

### **Stage 1**

- See above for traffic light system

### **Stage 2**

Incidents at this stage may include the following and will be discussed with parents at the earliest opportunity: Blatant defiance, task refusal, rudeness/insolence, disrupting others, unacceptable language, deliberate provocation, aggression – physical or verbal, stealing.

Sanctions at this stage may include the following:

Repeated incidents at Stage 2 will result in the year leader/Inclusion Team and class teacher meeting with parents.

Missing of break times

### **Stage 3**

Incidents at this stage may include the following and will be discussed with parents at the earliest opportunity: vandalism, a targeted racist incident, fighting, leaving school premises or persistent bullying.

A member of the inclusion team and if very serious – Head of Behaviour (Miss Cooper) or Assistant Head Teacher (Mrs Taylor) will meet with the parents, pupil and any other staff required.

Sanctions at this stage will result in an **internal seclusion**.

Repeated incidents at Stage 3 will result in the behaviour escalating to Stage 4, the Behaviour Lead, Assistant Head or the Deputy Head Teacher will meet with parents.

### **Stage 4**

Sanctions at this stage will result in the Head Teacher imposing a **Fixed Term Exclusion** (following guidelines in the Local Authority Behaviour Policy).

Staff will use their professional judgement and knowledge of individual children when dealing any incidents and sanctions.

A child who regularly misbehaves and who does not respond to the above measures will be referred to the SENCO and consideration for assessment by outside agencies which may result in the pupil being placed on the SEN register.



## PARENT CONTRACTS

These may be set up between the school and parents to support children with behavioural concerns.

## PASTORAL CARE

All staff are concerned that the children's school life should be both happy and productive and that they should be encouraged to approach them with any problems and worries. We operate a Zero Tolerance policy for abuse to school staff / parents on site

Our Learning Mentor and Thrive Practitioner provide support to students by delivering a variety of interventions including social skills, anxiety groups, Lego Therapy, Sand Therapy and one-to-one support. In addition, we have external support from an Art therapist and a Behaviour Mentor. These interventions enable students to increase their positive participation in class which have an impact on their learning.

All staff have attended training on being a Mental Health First Aider.

## MEDICAL CARE

A member of staff with first aid training will take care of any child who is sick or has an accident. If the child is too ill to remain at school the parents are contacted and asked to make arrangements to collect the child. In the event of a child needing referral to hospital the parents will again be contacted. Depending on the urgency of the need, parents will be asked to come along to school or go directly to hospital. It is useful to note that hospitals will not carry out treatment until a parent is present. **If your child vomits or has diarrhoea he or she should not be sent back to school for 48 hours.**

## IT IS ESSENTIAL THAT YOU KEEP US INFORMED OF CHANGES OF TELEPHONE NUMBERS AND ADDRESSES.

In common with practically every other local authority in the country Hillingdon does not carry personal accident insurance for the children in its schools. Parents, if they wish, can make their own arrangements either with a separate policy or through their household policies.

### **If a child has a "medical condition" it is essential that the school is informed.**

Medicines are best administered at home but if it is essential that they are given medicine at school, please hand them to the adult on the gate in the morning or bring them to Reception.

The medicine should have a letter of consent and be only that which is prescribed by a doctor.

The child's name, class and dosage should be clearly marked on the container. No other medication of any kind should be brought into school.

If your child has been prescribed antibiotics by the doctor you may bring this in and sign a Medicine Request Form that will give us permission to give your child the antibiotics in school.

## ASTHMA, ALLERGIES and EPI PENS

**Please inform us if your child has allergies, intolerances or asthma**, as it is essential that the sufferer has access to relief medication. All children using inhalers or Epi Pens are put on a school register.

Please follow these guidelines if your child has any medical issues:

- The correct in-date medication is always in school.
- If your child is asthmatic your child **must have 1 blue inhaler** in school which will be kept in the child's classroom. We also need a Volumatic Spacer for your child.
- If your child suffers from a severe allergy your child **must have 2 Epi Pens** in school which will be kept in the child's classroom.
- They must also have any anti-histamine medication kept in the medical room that has been prescribed for them.

- If your child no longer needs an inhaler or Epi Pen you must bring a letter from your doctor to the school so your child can be removed from the school register.

All staff attend annual Asthma and Epi Pen training.

Please remember, the school must be kept up-to-date about any medical problems your child may have. Failure to do so may result in serious consequences for the health and safety of your child.

## SCHOOL UNIFORM

The staff and Governors see school uniform as an important aspect of school life. Our high expectations of school dress reflect our high expectations of pupil learning and behaviour. We encourage our pupils to wear their uniform with pride at all times. The following is our school uniform list and all items can be purchased online from our partner company Mapac.

Please visit <https://www.mapac.com/education/parents/uniform/minetjuniorub33nr> for full uniform selection and payment/delivery instructions. **All uniform will be delivered directly to your home.**



### GIRLS

Royal blue sweat top with school logo  
 White blouse buttoned up to the neck  
 School tie  
 Black skirt or trousers  
 Blue & white gingham dress with school cardigan (optional for summer)  
 White socks  
 Black flat shoes  
 Outdoor rainproof coat  
 Head accessories, blue or black hairbands, elastics  
 White Hijab (if required)

### BOYS

Royal blue sweat top with school logo  
 White shirt with school logo  
 School tie  
 Black trousers or smart black shorts (optional for summer)  
 Black/Grey socks  
 Black shoes  
 Outdoor rainproof/fleece jacket with logo (optional)  
 Black Parka (if required)

**\*NO TRAINERS THANK YOU**

### **P.E. KIT (Boys and girls)**

White short sleeved T shirt or long sleeved T shirt with school logo

Blue striped shorts

White socks

Girls may wear close fitting black leggings under shorts if required for **religious reasons** however these should be a different pair to the ones they wore to school

Plimsolls (indoor)

White trainers (outdoor)

Blue swimming costume/trunks and blue swimming hat

**Bags** for school bearing the school logo can also be purchased.

Please ensure your child does **not wear soccer type shirts, hooded tops or jeans** for school. Also please ensure that your child wears black sensible school shoes at all times ~ **no heels or trainers.**

Hair **must** be tied back for Health and Safety reasons.

### **PHYSICAL EDUCATION**

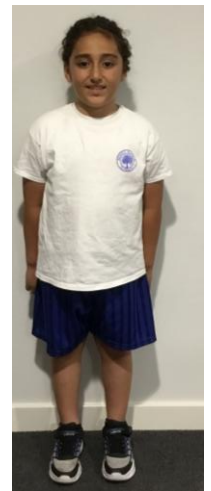
If, for medical or religious reasons, legs must be covered during PE lessons, boys may wear tracksuit trousers and girls may wear close fitting leggings.

Children should be provided with a PE kit to change into and **not use the clothes and shoes they have been wearing during the day.**

As PE is a compulsory subject in the curriculum, no child can miss these activities, unless there is a compelling medical reason, supported by a letter from a medical person.

Swimming is also a compulsory element of the National Curriculum for all year groups

Children are **not** allowed to wear watches and **any type of jewellery for PE, Games and Swimming**, as it is unsafe. It would be advisable if your child has pierced ears that they do not wear earrings on PE/Swimming days, alternatively you may provide them with micro pore tape to cover the piercing.



### **SCHOOL POLICY FOR RACIAL EQUALITY STATEMENT**

The school has a clear policy to Promote Race Equality based on the Race Relations Act 2000. The policy underpins all aspects of school life and aims to:-

- Promote racial equality
- Promote good race relations and eliminate unlawful discrimination

### **EQUAL OPPORTUNITIES**

We rigorously implement planning and policies through which all members of the school population have equal access and opportunities regardless of cultural background, race, creed or colour or disabilities. Facilities for disabled pupils are located in the double mobile and on the ground floor in the main building corridor.

We also aim to foster a sense of community. It is important that everyone involved in the school, be they teaching or support staff, governors, parents or children should feel that they belong.

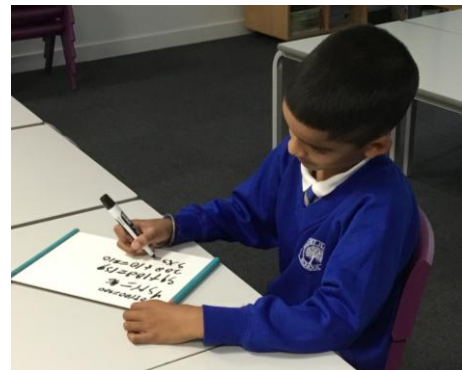


## ATTENDANCE

When pupils are absent notification is required on the day by telephone.

Pupils **may not** be taken out of school to go on holiday during term time. Local Authority fines may result if enforced by the Attendance Support Team.

If a child is away from the school for more than ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, his/her name will be given to the Child Missing in Education (CME) team to make reasonable enquiries to establish the whereabouts of the child. This will lead to them being removed from the admission register.



If children are to be collected for a clinic or hospital appointment, please give the school prior warning by bringing in the appointment card or hospital letter. Children **cannot** be allowed to leave school on their own to attend dental, hospital or doctor's appointments. **Medical appointments should, whenever possible, be made out of school time.**

Parents who move from the area are requested to let the school know in good time where possible and to supply the new address and the name of the prospective school if known.

Persistent lateness is disruptive and unacceptable as it hinders your child's learning. Children who are persistently late will be reported to the school's Attendance Officer who will take the matter up with the parents concerned.

## SCHOOL MEALS

In the academic year 2025-2026 every child in KS2 will be entitled to a free school meal. If you want your child to receive a meal you must book it via your ParentPay account, full information on the usage of ParentPay can be found on the school website or from the school reception.

Children joining us in year 3 will be given access to ParentPay once their admission forms have been returned. If you do not have access to ParentPay your child will need to bring a packed lunch.

A child may also choose to bring a packed lunch, which should preferably be stored in a plastic container. In the interests of safety, **NO BOTTLES CANS, FRUIT JUICES OR FIZZY DRINKS** will be permitted.

Packed lunches should be healthy and may include starchy foods like bread, rice, potatoes or pasta. Protein foods like meat, fish, eggs or beans. A dairy item, like cheese or yogurt. Vegetables or salad and a portion of fruit.

The responsibility to ensure that children are provided with a lunch in school lies with their parents to either book meals via ParentPay or provide a packed lunch.

Application forms for the Pupil Premium Grant should be completed by all parents and are available from the school reception.

## **SCHOOL SECURITY**

As with every aspect of school life, security is taken very seriously. All adults who work in the school are vigilant and will challenge any person found in areas where they should not be. This will include parents, who bypass the school office. Measures have been taken to ensure the security and safety of all that inhabit the school. Coded entry systems have been installed on all the entrances around the school.

Visitors are unable to drive onto the school site, as an automated gate is in place at the entrance of the drive and access is restricted.

All visitors to the school, including parents, are required to come to the school office first.

## **PROFESSIONAL DEVELOPMENT UNDERTAKEN BY TEACHING STAFF**

Teachers attend weekly staff meetings, most of which deal with forms of professional development. During the year there are also five days set aside for training. These dates can be found on the school website along with the school term dates for the year.