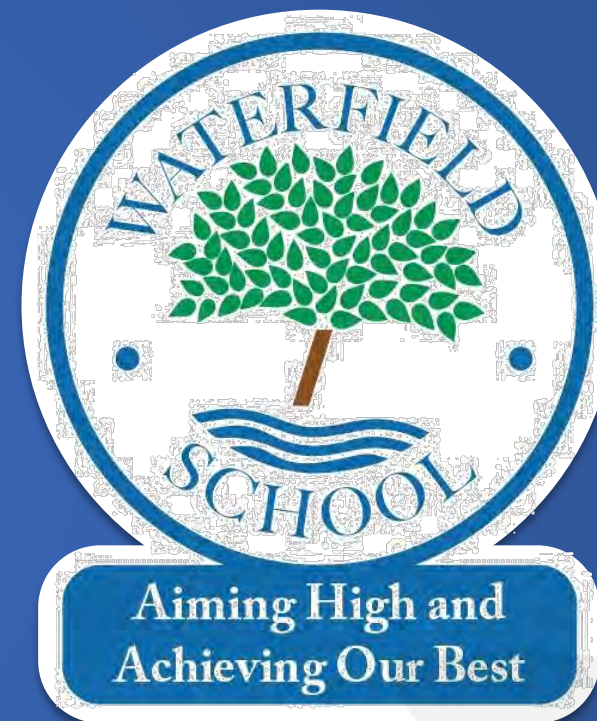




The Collegiate Trust
Exceptional Education for All



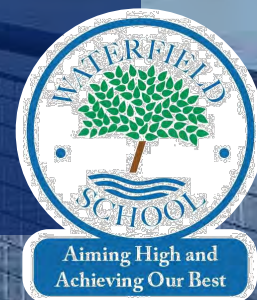
Parent Handbook

2023-2024


Ofsted
Good
Provider

**At Waterfield Primary School, children are
at the heart of everything we do.**

**We strive to create an inclusive
environment where we foster a love of
learning and a passion to aim high and
prepare children for their next steps in the
world as global citizens.**





ADDRESS

Waterfield Primary School
Waterfield Gardens
Bewbush
Crawley
RH11 8RA

SCHOOL OFFICE:

8am-4pm

TELEPHONE:

01293 548014

EMAIL:

office@waterfield.org.uk

WEBSITE:

www.waterfield.org.uk

TWITTER:

@Waterfield_TCT

Please refer to our School website for up-to-date information, news & dates for your diary.

PRINCIPAL:

Mr James Purveur

ASSISTANT PRINCIPALS:

Mrs Jacquie Duquemin, Miss Sally Newman, and Mr Karl Chamberlain

INCLUSION MANAGER & SENCO:

Miss Karen Billington

OFFICE MANAGER:

Mrs Hilary Wright

PERSONAL ASSISTANT TO THE PRINCIPAL:

Mrs Andrea Roman

CHAIR OF LOCAL GOVERNING BODY:

Mrs Dawn Martin

FACILITIES MANAGER:

Mr Mark Read

PREMISES MANAGER:

Mr Tim Parratt

PRINCIPAL'S WELCOME

As the Principal, and on behalf of the Local Governing Body, our staff, and most importantly, our children, I am very proud to welcome you to **Waterfield Primary School**.

Waterfield Primary School is a caring two-form entry primary school. We provide your children with a unique, ambitious primary curriculum that will enable all children to acquire the skills they require to succeed in the next steps of their education and beyond. Working collaboratively with The Collegiate Trust we aim to deliver 'Exceptional Education for All', through every member of our school community 'Aiming High and Achieving their Best'.

We pride ourselves in welcoming children to begin their seven-year learning journey in Nursery (in which we offer both 15 and 30-hour places) and Reception, forming close bonds with both the children and parents/carers. Children continue through our Lower and Upper School experiencing memorable learning experiences that build from learning about our locality and community to broadening their understanding of the global, inclusive and advancing world in which we all live in today.

We celebrate our diverse community through mutual respect and appreciating everyone's individuality. Whilst we pride ourselves on ensuring ALL children receive superb teaching in reading, writing and maths Waterfield places emphasis on the Arts, broadening cultural capital, integrating technology and giving children memories that they will look back on fondly in later years.

From our idyllic location by the Millpond, we have worked hard to ensure that learners have the advantage of accessing the highest quality resources and teaching spaces: including our Outdoor Early Years Learning Space, dedicated Arts Studio, Technology Suite, Access for ALL to specialist Music teaching (violin, clarinet, keyboards etc.), Robotic Computer Science, Forest Glade and our newest provision the NEST (a dedicated space both physical and digital for Nurture, Extended and Specialist Teaching), and a brand NEW Sensory Room.

By joining Waterfield, you are joining a partnership in learning, where we consider everyone to be part of the children's development and journey; encouraging School and Home to work in partnership as Co-Educators for our children's success, happiness and future.

Welcome to Waterfield.



*“Senior leaders are committed to providing the pupils of Waterfield Primary School with a **high-quality education** that equips them well for the future.”*

Ofsted



Mr James Purveur
Principal

WELCOME TO THE COLLEGIATE TRUST



An Exceptional Education For All

The Collegiate Trust exists to improve education in Croydon, Crawley and the surrounding areas for children and young people up to the age of 19. We are building a partnership of academies for all ages which will work collaboratively to deliver **Exceptional Education For All**.

The work of *The Collegiate Trust* is informed by our core values:

Ambition **Collaboration**

Leading to:

Achievement **Enjoyment**

A Balanced Approach to Learning

Such an education values and delivers wonderful academic learning and progress, but puts right alongside this the development of wider skills and qualities that come through a balanced focus on creative, cultural and active learning; it is driven by strong Local Governing Bodies in each academy, expert Principals and well developed and supported teams of teaching and other staff. The successful learners developed by our schools become confident individuals and responsible citizens in our modern British society.



Ambition

for everyone of our learners
and each of our staff to be the
best they can be



Collaboration

becoming better at what we do
through working together in a
supportive and challenging
manner



Achievement

reaching the highest academic
levels and developing personal,
social and creative skills



Enjoyment

recognising learning as a social
function which should excite
and inspire children and young
people

MESSAGE FROM THE CEO

“We work together, as the Collegiate Trust, to deliver the very best life chances for our pupils and students. To achieve this, we know that we must be a great employer to our team of 700+ staff, determined custodians of the facilities we hold on behalf of our communities, and role models to deliver the very best education for the 3- to 18-year-olds that attend our schools. Working in a school brings with it and awesome responsibility; working in a trust helps our staff to deliver on that responsibility.

We created TCT in 2015, out of a belief that the quality and success of Riddlesdown Collegiate enabled us to bring together other schools that would benefit from high quality collaboration. Since then, we have grown to become a family of seven schools in South London and West Sussex. Our approach to growth is not driven by a desire to be the biggest but by a determination to make a difference.”



Soumick Dey, CEO

The ethos and values of our school community

We aim to create a community where children, parents and staff share common aims and values, through enjoyment, participation and pride in our school.

Our children are provided with a **broad and balanced curriculum**, of the highest quality to teach them to acquire an apply skills and knowledge:

- To help the children to develop personal and social skills and to increase their moral awareness.
- To provide a caring environment which encourages courtesy, responsibility and consideration for the needs of others and the development of sound relationships between school, families and the community.
- To help children and staff fulfil their own potential by setting high expectations and to build self-confidence, motivation and commitment, by recognising achievement in all of its forms.
- Children are provided with a wide curriculum that aims to develop every child's full potential and to achieve the highest possible standards.

We strive to create an environment in which children are more than just educated and where all feel safe and supported. Waterfield children are empowered to change their own lives and the lives of those around them.

Together, we will continually strive to remove the barriers to success and fear of failure.

We foster a culture of mutual respect, inclusivity and acceptance with children moving onto their next venture with the skills and values to set them on the path to achieve their dreams.

Underpinning the learning journey at Waterfield are our three Community School Values of: **Kindness**, **Respect** and demonstrating a **Hard-Working** attitude, which are reflected by us all: adults and children alike.



We are a community.

We recognise success.

We support each other.

We care for one another.

We build self-confidence.

We have high expectations.

We are committed to learning.

Waterfield Vision



Waterfield Primary School works collaboratively with The Collegiate Trust to provide:
'Exceptional Education for ALL Children'.

Through our specifically designed curriculum and School Community Values of **Kindness, Respect** and **Hard Work** we aim for all children to **'Aim High and Achieve their best'**.

We aim for children to be **prepared for the next stages of their Education** and to be ready to take on their role as **global citizens**, demonstrating **tolerance** and **understanding of the world** around them. We will work in **parental partnership** with you as **co-educators**, to develop our young people to be **resilient, effective communicators** who are able to problem solve.

Together all children will develop a **love of lifelong learning** that is underpinned by a solid foundation of knowledge, skills and understanding that can be applied and drawn upon both now and in their futures.



TEACHING STAFF 2023-2024

RECEPTION (RSG):	Miss Sian Gillen (<i>Early Years Phase Lead</i>)
RECEPTION (RKH):	Miss Kelly Harvey
YEAR 1 (1JD):	Mrs Jacquie Duquemin (<i>Assistant Principal & Lower School Phase Lead</i>) and Mrs Jodie Wilkins
YEAR 1 (1LL):	Miss Lauren Lee
YEAR 2 (2MA):	Mr Michael Adamson
YEAR 2 (2SH):	Miss Shelley Hay
YEAR 3 (3KC):	Mr Karl Chamberlain (<i>Assistant Principal & Middle School Phase Lead</i>) and Mrs Natalie Musselwhite
YEAR 3 (3TD):	Miss Tina Dyer
YEAR 4 (4RL):	Mr Raymond Lilley
YEAR 4 (4LG):	Mrs Laura Gee
YEAR 5 (5HA):	Miss Hannah Arden
YEAR 5 (5DD):	Miss Daisy Duffield
YEAR 6 (6LS):	Miss Lauren Staines (<i>Upper School Phase Lead</i>)
YEAR 6 (6LC):	Miss Liz Crowther
SPECIALIST PRECISION TEACHER/PPA:	Mr Edward Lockton
SPECIALIST PRECISION TEACHER/PPA:	Mrs Bryony Jacobs
MUSIC SPECIALIST TEACHER:	Mrs Caroline Underwood
EARLY YEARS PPA:	Miss Sally Newman (<i>Assistant Principal</i>)

SUPPORT STAFF 2023-2024

EARLY YEARS - NURSERY

Mrs Anne Clacy *(Early Years Childcare Assistant)*

Miss Joanne Moule *(Learning Coach)*

Ms Eloise Leach *(Early Years Childcare Assistant)*

Miss Christabelle Alexis *(Early Years Childcare Assistant)*

EARLY YEARS - RECEPTION

Mrs Lisa Sciuto *(Learning Coach)*

VACANCY *(Learning Coach)*

LOWER SCHOOL (YEARS 1&2)

Mrs Michelle Clark *(Learning Coach)*

Mrs Aida Brooker *(Learning Coach)*

Miss Kelly Bines *(Learning Coach)*

MIDDLE SCHOOL (YEARS 3 & 4)

Mrs Emma Stamper-Dwyer *(Learning Coach)*

Mrs Stephanie Soin *(Learning Coach)*

Mrs Karen Warren *(Learning Coach)*

UPPER SCHOOL (YEARS 5 & 6)

Mrs Emma Harris *(Learning Coach)*

Mrs Caroline Mboya *(Learning Coach)*

INCLUSION & PASTORAL SUPPORT

Mrs Jane Newell *(Learning Mentor)*

MIDDAY MEALS SUPERVISORS

Mrs Farah Ali

Mrs Amy Lewis

CATERING – THE DINER

Mrs Kelly Ayton

Mrs Linda Amoordon

SCHOOL GARDENER

Mr Tony Cummings



The School Day

Years 1 to 6



The Collegiate Trust
Exceptional Education for All

Breakfast Club
(Monday-Friday)

7:30-8:30

Morning Session 1

8:30 onwards (ALL pupils **MUST** arrive **promptly** at **8:30** as precision teaching groups will begin at this time)

BREAK

10:15-10:30: Years 1 and 2
10:30-10:45: Years 3 and 4
10:45-11:00: Years 5 and 6

Morning Session 2

10:30-11:30: Year 1 **10:30-11:50:** Year 2
10:45-12:00: Years 3 and 4
11:00-12:20: Years 5 and 6

LUNCH

11:30-12:25: Year 1 **11:50-12:40:** Year 2
12:00-12:50: Years 3 and 4
12:20-13:10: Years 5 and 6

12:25-15:00: Year 1 **12:40-15:00:** Year 2
12:50-15:10: Years 3 and 4
13:10-15:10: Years 5 and 6

Afternoon Session

15:00: Years 1 and 2
15:10: Years 3, 4, 5, and 6

End of Day

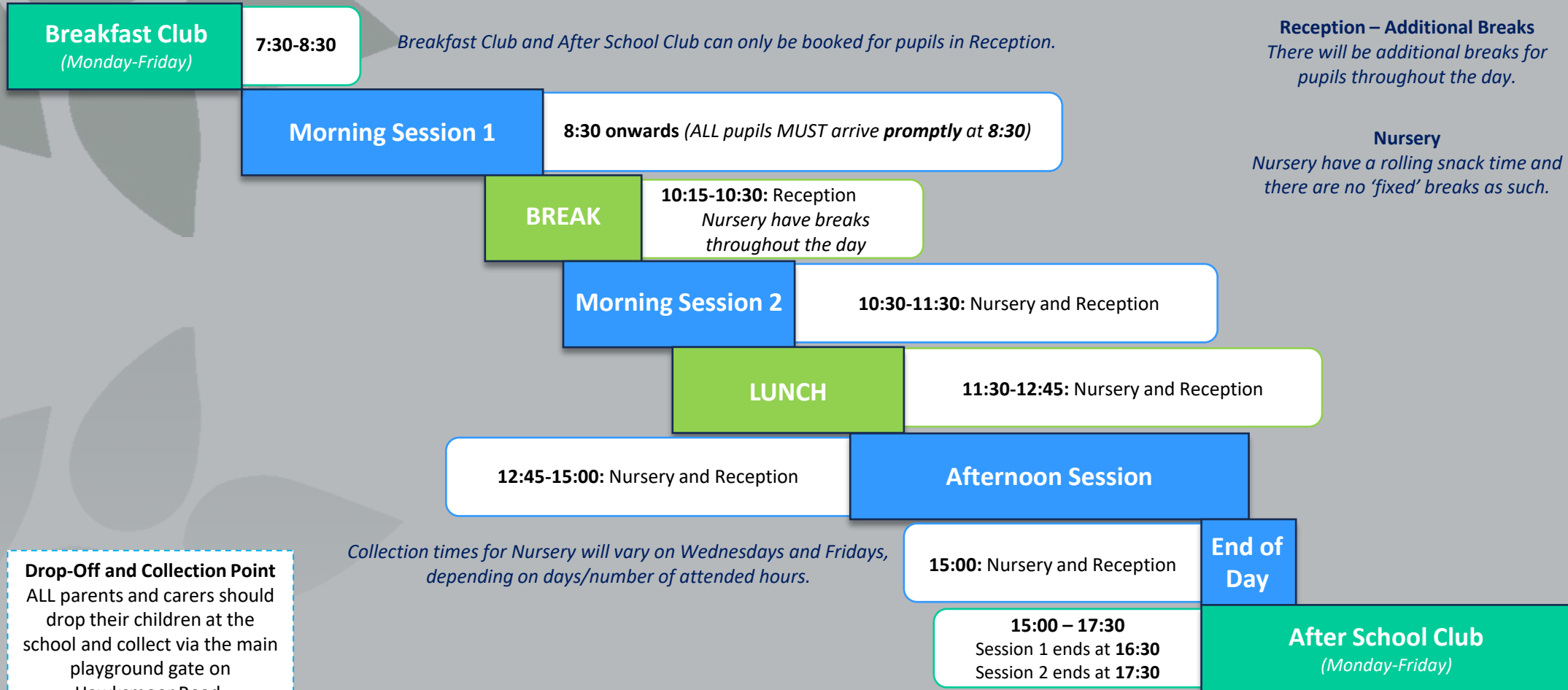
15:00 – 17:30
Session 1 ends at **16:30**
Session 2 ends at **17:30**

After School Club
(Monday-Friday)

Drop-Off and Collection Point
ALL parents and carers should drop their children at the school and collect via the main playground gate on Hawksmoor Road.

Pupils in Years 1 and 2 have an additional break in the afternoons (times may vary)

The School Day: Early Years



Behaviour

At Waterfield Primary School, we believe that all children and adults in our school and community are important. We have a legal responsibility to ensure every child is safe and protected from harm. We aim to provide an environment where everybody feels valued, happy and secure.

We are committed to enabling all of our pupils to access their education successfully by regulating the conduct of all pupils. Keeping pupils in control is not an educational aim in itself, but is a necessary pre-requisite for the achievement of many other educational aims.

We believe:

Developing the whole child enables them to take responsibility for their own behaviour by promoting self-discipline and proper regard for authority.

Providing a welcoming and friendly atmosphere in which the children will feel secure and develop skills, which will enable them to make the right choices.

Encouraging good behaviour and respect for others in order to prevent all forms of bullying among pupils.

Children need to know when they have been successful. Improved self-esteem leads to improved behaviour.

Schools can and do make a difference to the personal development of the child.

Praise and positive reinforcement is more effective than punishment.

Good behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times.

Good behaviour for learning allows children to work and participate to their full potential, completing assigned work in connection with their education.

Children will have equal access and opportunity to the curriculum.

Effective links and co-operation between home and school are essential to success.

Consistency is key to success. The positive behaviour management policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.



“Behaviour at the school is excellent. Right from the start of Nursery, children begin to learn the routines of the school day. Throughout the school, classrooms are calm and settled. Pupils want to do their best and are proud of the work they produce. Pupils trust school adults to resolve any friendship issues that arise.”

Ofsted 2022



School Community Agreement

As members of the Waterfield community, we believe kindness, respect and hard-work will enable us ALL to Aim High and Achieve our Best.

We will **respect** our environment both inside and outside our school.
We will welcome everyone to our school community, showing **kindness**, acceptance, good manners and a respectful attitude.
We will openly and respectfully discuss our concerns and collaboratively find resolutions in the best interests of our children.
We will all **work hard** and take an active role in the teaching and learning of our children.

Our children will act with **kindness, respect** and demonstrate a **hardworking** attitude.
Our school will work as part of The Collegiate Trust to deliver rich learning opportunities set in a broad curriculum designed to engage and develop a love of learning.
Our families will support home learning and ensure our children are punctual and ready to learn.
We will all continually and relentlessly work towards our school's mission of **'Aiming High; Achieving our Best'** to deliver **'Exceptional Education for All'**.



Kindness

Respect

Hard Work



The Collegiate Trust
Exceptional Education for All



Early Years (Nursery and Reception)

Our **Early Years** consists of our **Nursery** and two **Reception** classes. The Early Years Foundation Stage sets the standards for learning, development and care for children from birth until the end of the Reception year. It aims to develop each child to their full potential by offering a 'principled, play based approach to learning an development'. Young children learn best through play and our Early Years staff will be able to provide your child with appropriate play and learning experiences for their stage of development and help them to develop new skills.

The activities that are provided for our young children will underpin the skills they need to work towards the Early Learning Goals at the end of their Reception year in school.

The EYFS curriculum enables staff to recognise your child's strengths and areas where they need more support to develop new skills.

For young children, it is important that they are made to feel safe and secure in their surroundings. This is aided by having members of staff within the setting who get to know you and your child well and who build a positive relationship with you as a family.

The areas for learning and development are broken into seven areas. Three areas are particularly important for igniting children's enthusiasm for learning. These prime areas are:

Communication and language

Physical development

Personal, social and emotional development

This then leaves four specific areas through which the three prime areas are strengthened and applied:

Literacy

Mathematics

Understanding the world

Expressive arts and design



All areas of **learning and development** are **important** and **interconnected** and many activities will cover many of the areas. Each area is divided into stages of development and staff are able to identify resources and learning opportunities for individual children dependent on their developmental needs.

At Waterfield, we consider every pupil as an individual and provide a **bespoke, rich** and **varied curriculum** that enables every pupil to thrive.

Please visit the Early Years section of the school website for more information about the Early Years Curriculum.

Key Stage One (Years 1 and 2)

Our Key Stage One group is made up of two Year 1 and two Year 2 classes. Cross curricular topics known as 'Vehicles for Learning' are used to meet pupil's needs which are planned carefully, so there is coherence and coverage of all subjects.

Reading, writing, speaking and listening, and mathematics form the foundation to our teaching, ensuring our pupils have the appropriate skills in place to support their learning in other subjects.

Lessons are highly interactive, making use of our facilities both within and outside of the classroom. Our beautiful school grounds enable our pupils to spend time learning outdoors in our Science Garden, Outdoor Classroom, School Field, School Court, and at the Mill Pond located next to the school. We also aim to provide plenty of 'WOW' experiences for the children through visits and visitors.

A creative and fun learning experience is delivered through different 'Vehicles for Learning' which are often adapted depending on the interests of the children. Key stage One aim to build upon work from Early Years.

Aims and objectives of our curriculum in Key Stage One:

- Be independent thinkers/learners who are able to seek solutions creatively and co-operatively
- Develop links between their learning at home and in school
- Inspire an 'enquiring' mind and ask questions
- Read and write independently using knowledge of phonics
- Be confident enough to take risks in their learning
- Be able to listen and articulate responses showing consideration to others
- Linking 'real life' with their learning (building on previous experiences)
- Be aware of and recognise their own learning needs and be involved in future planning steps
- Develop a sense of self-esteem: be well balanced and healthy individuals



"Pupils' wider development is a real focus for leaders. They have carefully considered how to incorporate meaningful opportunities to build pupils' cultural capital into the curriculum. Leaders carefully utilise the local Mill Pond area, which is a Site of Nature Conservation Importance."

Ofsted 2022

Key Stage Two (Years 3, 4, 5 and 6)

Our Key Stage Two, our aim is to provide an education programme which will meet the needs and interests of every child in our Key stage and to establish an environment in which all the children can achieve their full potential.

We produce a stimulating yet secure environment which promotes confidence and enthusiasm. We strive to give opportunities for all pupils to learn to the best of their abilities through a curriculum which is diverse and engaging, whilst ensuring that basic skills in English and mathematics are consolidated.

In order to achieve these objectives, we believe that it is important to place children first, recognising them as individuals and building on their differing experiences and abilities. We plan activities that interest and engage the children whilst allowing them to reinforce key skills across the curriculum.

Pupils are given praise and encouragement and their achievements are celebrated throughout the school. Pupils are given targets which support their next steps and detailed marking allows them to be clear in what they are doing well and where they need to improve. Pupils are given regular opportunities to revisit learning in order to address misconceptions, consolidate their understanding and receive additional challenges. Pupils are also encouraged to revisit their work in order to edit and improve.

We encourage pupils to become independent learners. During their time in Key Stage Two, they become more adept in managing their own learning and progress; trying out different ways of completing tasks; assessing their own progress; and evaluating what they have found out.

Please visit the 'Curriculum' section of the school website for more information about the Key Stage Two Curriculum.



“The curriculum is well planned, and the core subjects provide a strong foundation of learning for all pupils. As a result, published outcomes are either in line with national or above. Careful thought has been given to high quality resources that both supplement and complement the curriculum both in terms of physical resources and technology to enhance learning opportunities.”

TCT – Teaching Leadership and Learning Review (May 2023)

Attendance

We take attendance very seriously at our school. We want our pupils to fulfil their potential and, in order to do this, they need to attend school regularly.

Please see below a summary of our policy which details expectations of the children, parents and school:

Children:

- Have a positive attitude about coming to school.
- Be willing to learn.
- Help to make sure they arrive to school on time.

Parents:

- Get your child(ren) to school on time every day.
- Do not let your child stay off for a minor ailment.
- Always let us know a reason for your child's absence. Good practice is to phone the School Office before 9am on the first day your child will be off school, giving details of the reason for absence and when you expect them to return. You can also speak to a member of staff in person (office staff, teaching staff, Education Welfare Officer – EWO, Leadership Team), or send in a written note with another adult.
- Keep the school updated if your child is going to be off for more than one day.
- Help your child to complete and catch-up work given to them as a result of being absent from school. Do not forget to return it to the class teacher.
- Try to make all appointments (for doctor, dentist, optician etc.) outside of school hours.
- For hospital appointments, please bring your child into school for part of the day if possible. Please show the School Office a hospital letter/proof of appointment so that pupil absence records can be updated accordingly.
- Book family holidays during school holidays. If you do plan on taking your child(ren) out of school on holiday, you must complete an 'Absence Request Form' so that we know exactly why they are absent during that time and when they will be back in school.
- Attend any meetings as requested by your child's class teacher/Education Welfare Officer/Leadership Team/Principal) to discuss attendance, if required.
- Sign a copy of our 'Home-School Agreement'.
- Make sure your child understands the benefits of regular attendance at school.



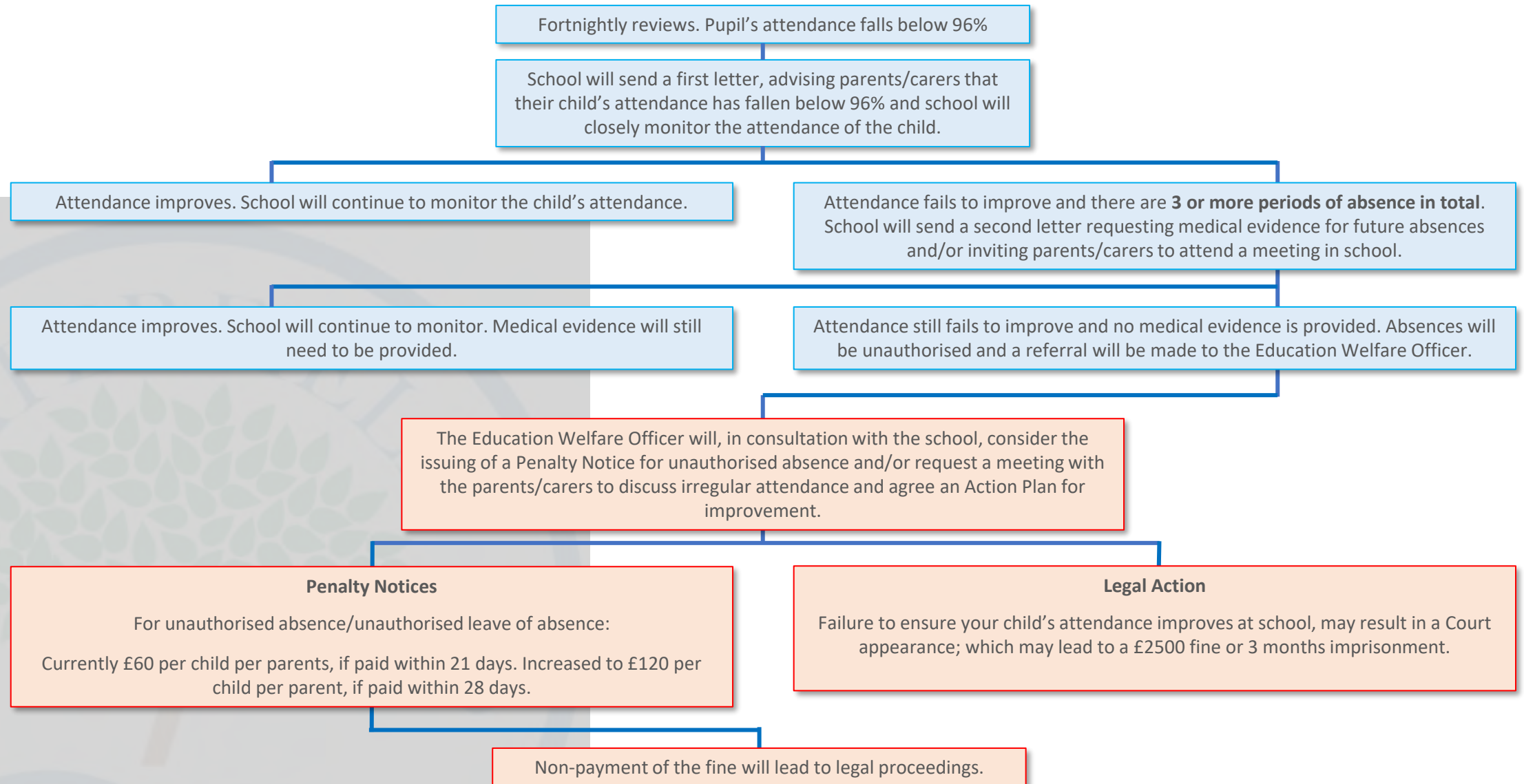
School:

- Manage attendance in line with the requirements set out by the Local Authority.
- Update our systems with reasons for absence.
- Record details of holiday taken during term time onto our system within a timely manner and return the original form (signed by the Principal) to the parent/carer.
- Update our records with details of any known appointments being taken during school hours and state whether an appointment card/letter has been seen.
- Update teaching staff/ Education Welfare Officer/Leadership Team/Principal with details of pupils' absence where relevant.
- Contact parents/carers of pupils who are absent where no reason is provided to find out why the child is absent.
- Inform parents/carers if an absence is unauthorised.
- Request proof of illness which has resulted in pupil absence where appropriate. This will be relevant to pupils who have had historically high levels of absence.
- Contact our Education Welfare Office (EWO) to carry out a home visit where no reason is provided or where there is concern over absence from school.
- Send work home to a pupil who is absent from school where appropriate.
- Contact the school nurse for details of an absence where required.
- Contact the parents/carers when a child is not well enough to remain in school.
- Remind parents/carers about the importance of good attendance via Community Newsletters and other documents produced for parents.
- Keep parents informed of their own child's attendance percentage during Parent Consultations and in the child's end of year report.
- Reward pupils for good attendance and punctuality.
- Reward classes for good attendance.
- Place pupils on internal school monitoring where attendance is below 96%, or following an unauthorised holiday taken during term time.
- Invite parents/carers into school for a meeting to discuss attendance if there are particular concerns or if historically attendance has been low.
- Refer pupils to the Local Authority for legal monitoring when appropriate.
- Refer pupils to the Local Authority to issue a fixed penalty notice following an unauthorised holiday during term time, in line with LA guidelines.
- Make a referral to social services if a child is absent where no contact has been made by the parents and we are concerned for the safety/wellbeing of the child.

Please remember that you can discuss any attendance issues with your child's class teacher or the Leadership Team at any time. [Our full attendance policy is available to view on our website.](#)



Waterfield Primary School Attendance Flow Chart



How to prevent your child from missing school

You can help prevent your child missing school by:

- having a routine from an early age and sticking to it,
- making sure your child understands the importance of good attendance and punctuality,
- making sure they understand the possible implications for themselves and you as a parent if they do not go to school,
- taking an interest in their education - ask about school work and encourage them to get involved in school activities,
- discussing any problems they may have at school and letting their teacher or Principal know about anything that is causing concern,
- not letting them take time off school for minor ailments or holidays during term time.

Reporting an absence

If your child cannot attend school due to illness or an unexpected, exceptional circumstance, please contact the School Office **before** the start of the school day.

SCHOOL OFFICE:	8am-4pm
TELEPHONE:	01293 548014
EMAIL:	absences@waterfield.org.uk

We are required, by law, to know why your child is not in school therefore, if you do not contact us, we will email, text or phone parents/carers and other contacts. We may also carry out a home visit if we are unable to determine why a child is absent. If we still cannot make contact, we reserve the right to contact the Police or Social Services to carry-out a welfare check. These visits are very rare as our families work proactively with us to share information.

Exceptional circumstances

By law, Principals may not grant any leave of absence during term time unless there are ‘exceptional and unavoidable circumstances’. **Holidays during term time do not constitute exceptional circumstances and cannot be authorised.**

If you wish to apply for an absence during term time, you **must** complete a request form which can be collected from the School Office.

Unauthorised absence

Your child’s absence will be unauthorised if:

- You have taken them out of school during term time for a planned event that has not been authorised,
- Your child arrives at school after 9:00am and this has not been authorised in advance.

In West Sussex, if a child accrues 10 or more unauthorised absences in a 10-week school period, then the Local Authority may issue a Fixed Penalty Notice (FPN) to parents. These are issued per parent, per child and are an alternative to prosecution.

Please note that the children’s attendance is registered in the morning and after lunch (morning and afternoon session), so 10 absences is the equivalent of 5 school days.

Going to school regularly is important for your child's future. Parents are responsible for making sure their children receive full-time education. Parents are legally responsible for making sure that children go to school. If your child doesn't go to school, you could be fined or prosecuted.

Department for Education (DfE)

In Service Training Days (INSET Days)

Inset days are formally called in-service training days, but the shortened term is used almost everywhere. These are days when teachers go into school when no pupils are there, for training, planning and other duties.

It's mandatory for staff to have regular training in certain areas, including child protection/safeguarding, health and safety, first aid and behaviour management.

Often, inset days at the start of the academic year in September are whole staff events, where any statutory training may be included, along with whole-school priorities.

The dates for these are published in advance of the school year and can also be found on the school website.

Staff absence

School staff may be absent from school for two main reasons:

Teachers and support staff need to take part in professional development activities and may be away from school if these are off-site. We try to ensure that any one member of staff is not away too often but as teachers have several roles, this can sometimes be difficult. In the case of planned teacher absence, we try to use our regular supply teachers or internal cover.

Staff are sometimes ill. At short notice, we may need to use supply staff not known to the children. All supply teachers undertake Disclosure and Barring Service (DBS) checks before they are allowed to work in West Sussex schools.

School closure

In the event of a decision being made to close the school because of adverse weather conditions or a significant site issue, families will be notified via School Ping, school website and our Twitter page.

Late collections

If pupils are not collected after 10 minutes, they will be taken to the School Office. If you are held up unavoidably, please contact the School Office to let us know.

Parents whose children are persistently collected late may be referred to Social Care.

Communication

Having good communication between parents and the school can make a big difference to your child's education. If parents are more involved, pupils are often better-behaved, have higher attendance rates and a lower risk of exclusion. In turn, this leads to better results. We work hard to develop and maintain partnerships between school and home.

Arbor Parent Portal

Personal data held in school, including relevant medical information, is kept on Arbor, which a secure database.

From September 2023, we will be coming away from SchoolPing (our previous parent communication tool) and moving to the **Arbor Parent Portal**. You will be given all of the information you need to set up your account when the school term commences. We will support all families with making the transition to this new tool and will ensure that you have all of the information you require to use access this communication tool.

From September 2023, we will no longer be using SchoolPing and therefore ALL communication will be made via Arbor Parent Portal. More details will follow.

Much of our communication will be sent through **Arbor Parent Portal**. Newsletters, other letters and important information will be sent directly to parents through this system. Messages regarding key events and urgent changes will also be shared via this portal.



Early Years (Nursery and Reception) use a system called 'Seesaw' to share information with parents. Letters will be provided with full instructions when your child starts school.

Speaking to Staff

The School office is manned between **8am** and **4pm**. The office email is checked regularly during this time. Members of the Senior Leadership Team can also be contacted between these hours. Please contact the School Office on 01293 548014 to make an appointment or to request a call back.

All queries relating to our Breakfast Club or After School Club should be made by emailing office@waterfield.org.uk or by phoning the School Office.

Hard copies of information and policies contained within the school website can be obtained by contacting the School Office.

Staff, including the Principal, are available, either formally or by appointment, to offer support or advice on any matter concerning your child's education. Senior members of staff (Assistant Principals and Phase Leads) are available on the school gate at the start and end of the school day.

Please do not expect to speak to teachers at the beginning of the school day, when they are welcoming and settling their classes.



Communication

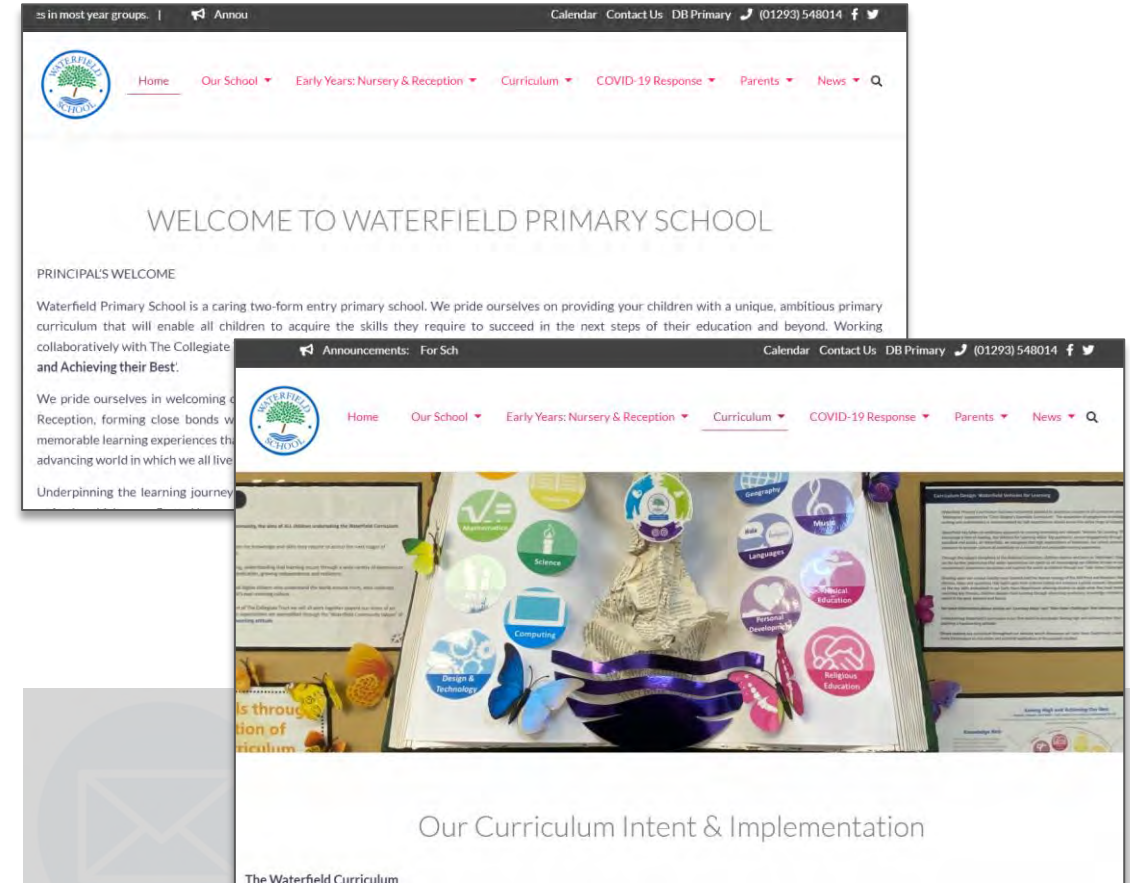
Community Newsletter

Our Community Newsletter will be shared fortnightly via the Arbor Parent Portal and is also available on the school website. Parents are asked to read the Community Newsletter carefully as it contains important information about school routines, logistics, meetings and events. It is also an opportunity to learn about your child's learning journey.



School Website

Our website, www.waterfield.org.uk, is continually updated and includes information about key school events. You can also access policies, school news, a school calendar and other key information.



Communication

Twitter

We also have a Twitter account and recommend that you follow our Waterfield page.

Please like and comment on our posts.



School Houses

From Reception, pupils are organised into our School Houses: **Lewes**, **Pevensey**, **Arundel** and **Windsor**. This system gives opportunity for pupils to mix with students in younger and older years and it gives rise to many more chances for leadership and cooperation. Friendly competition is also good for collegiality and this system develops a better sense of belonging by dividing the school into smaller groups.

Lewes



Year 6 House
Captains

Pevensey



Year 6 House
Captains

Arundel



Year 6 House
Captains

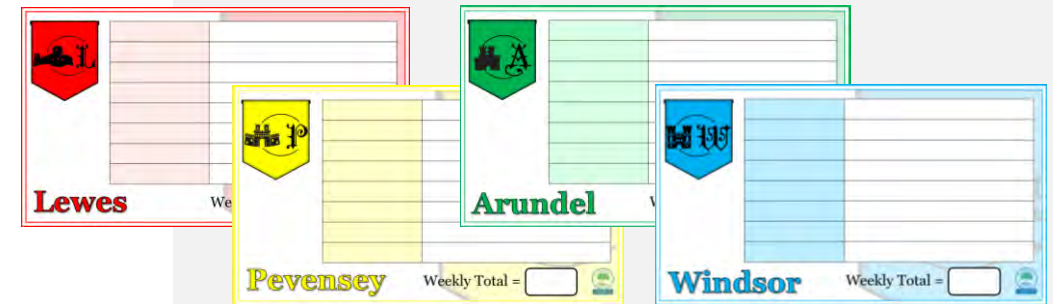
Windsor



Year 6 House
Captains

In September, Year 6 pupils who wish to be considered for the role of 'Prefect' and/or 'House Captain' must submit an application to the Principal.

In years 1-6, house points are updated on the classroom display. Staff encourage pupil to update their house points each day. House Captain are responsible for collecting the house points and calculating a total for the houses each week. At the end of each term, the winning house is announced and the ribbons are changed on the House Cup.



During PE lessons and competitive sporting events, pupils are expected to wear a PE top which matches the colour of their School House. This top **must** be completely **plain** in colour OR include the school logo.



Curriculum

Curriculum Design – Waterfield Vehicles for Learning

Waterfield Primary's curriculum has been coherently planned to sequence concepts in all curriculum areas that enable children to progress through 'Milestones' supported by '**Chris Quigley's Essentials Curriculum**'. The acquisition of progressive knowledge, skills and understanding in reading, writing and mathematics is complemented by high expectations placed across the entire range of subjects from **The National Curriculum**.

Waterfield has taken an ambitious approach to creating interesting and relevant 'Vehicles for Learning' (VfL). Ensuring high quality literary texts encourage a love of reading, the Vehicles for Learning utilise 'big questions', ensure engagement through exciting 'launch activities' and work towards specified end points. At Waterfield, we recognise that high expectations of behaviour, our school environment, knowledge of our own locality and exposure to broader culture all contribute to a successful and enjoyable learning experience.

Through the subject disciplines of the National Curriculum, children explore and learn as 'Historians', 'Geographers', 'Writers' etc. We place emphasis on the further importance that wider experiences can teach us all: encouraging our children to take on leadership roles, understand their environment, experience excursions and explore the world as *children* through our 'Take Home Challenges'.

Drawing upon our unique locality near Gatwick and the diverse ecology of the Mill Pond and Bewbush Water Gardens, Waterfield children explore themes, ideas and questions that build upon their cultural capital and embrace a global outlook. Sequentially planned learning from Years 1-6 builds on the key skills embedded in our Early Years Department allowing children to apply what they have remembered into their next stage of learning. By revisiting key themes, children deepen their learning through advancing vocabulary, knowledge retrieval and a broadening understanding of the world in the past, present and future.

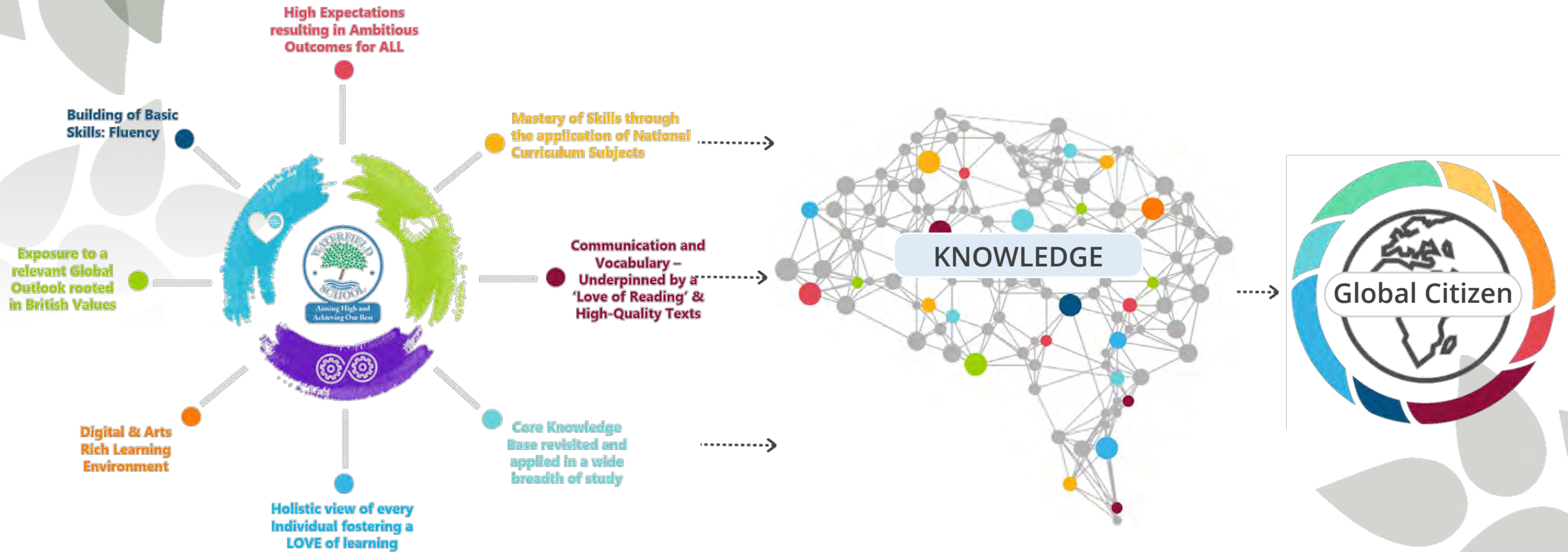
For more information please review our 'Learning Maps' and 'Take Home Challenges' that showcase specifically the 'Vehicles for Learning' (see school website).

Underpinning Waterfield's curriculum is our firm belief in everybody 'Aiming high and Achieving their Best' through showing **kindness, respect** and applying a **hardworking attitude**.

Please explore our curriculum throughout our website which showcases our Early Years Department, Lower School, Middle School and Upper School and provides more information on the vision and practical application of the subjects studied.



Curriculum



Religious Education and Assemblies



At Waterfield, we utilise Discovery RE - a comprehensive detailed lesson planning resource for Religious Education for the whole Primary School plus Nursery (Ages 3-11) written by teachers for teachers. This enquiry approach makes RE exciting and engaging for both teachers and children alike.

Christianity is taught in every year group, with Christmas and Easter given fresh treatment every year, developing children's learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are included and there is flexibility as to which religions the school chooses to teach when. Every attempt is made by staff to allow for **all** religious perspectives. Particular emphasis is placed on the need to reflect on religious and moral issues to form an informed opinion and belief. The importance of living a life based on these principles is stressed and the issue of faith is explored in this context.

All members of the school community are expected to respect others' rights to worship as they choose.

Assemblies form a vital part in spiritual, moral, social and cultural education and they play a major role in establishing ethos and standards of the school. Assemblies occur throughout the fortnightly timetable, usually occurring in the Hall (or outside in summer). Assemblies gather the whole school (or phases) together to offer a time to build a sense of community, cohesion and reflection.

Waterfield will:

- celebrate and utilise key events in the calendar to theme assemblies
- use our School Values: kindness, respect, hard work
- reflect on British Values
- ensure that, where appropriate, religious links are made that reflect our community and global outlook as part of 'modern' Great Britain.

Personal, Social, Health and Economic Education (PSHE)



From September 2023, we will be strengthening our PSHE lessons with the Jigsaw approach. This whole-school teaching approach establishes consistency and ensures

that we meet all the statutory requirements whilst elevating educational outcomes together with mental health and safeguarding.

Jigsaw nurtures children to be confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world. Developed by teachers and well-being experts, Jigsaw provides children with opportunities to develop their emotional intelligence and life skills.

For further information about this approach, please visit their website at:

www.jigsawpshe.com

Relationships and Health Education

Much of the Sex and Relationships Education (SRE) curriculum is taught as part of Science and PSHE and takes place progressively. Prior to covering areas which children may ask more about home, we will be inviting parents to attend a preview session where the content of the programme is outlined and there is an opportunity to see the teaching materials used and to ask questions.

Although parents have the right to withdraw their children from acts of worship and **parts of** Relationships and Health Education lessons, they are strongly advised against this as it can lead to misconceptions by the child. Parents are asked to discuss this fully with the Principal before taking such a step.

Spiritual, Moral, Social and Cultural Development (SMSC)

We recognise that the spiritual, moral, social and cultural development of our pupils is of fundamental importance in the 'whole child' education we strive to achieve. It supports all areas of learning and is key to a child's motivation to learn. We recognise that such development is most successful when the values and attitudes promoted by all staff provide a model of behaviour for pupils (*see right*).

We aim to provide an education that provides pupils with opportunities to explore and develop their own values, beliefs and spiritual awareness. Pupils should demonstrate a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures whilst encompassing the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with other faiths and beliefs.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of traditions will be recognised, and pupils will be given access to alternative views.

The school community will be a place where pupils can find acceptance for themselves as unique individuals, and where resilience and the opportunity to start again is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.



Values and Attitudes

Spiritual

Explore beliefs and experiences; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.

Cultural

Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

School meals



Our school meals are provided by The Collegiate Catering Company (The Diner), who provide freshly prepared, nutritious meals onsite. The menu is rotated every 3 weeks and the current menu can be downloaded and viewed on our website. Most days there are two choices of hot food – at least one of which is vegetarian – as well as a cold pasta or sandwich option. Every child who has a school meal also has access to a salad bar.

School meals are free for all children in Reception, Year 1 and Year 2 and for those children in KS2 who are entitled to **free school meals**. For pupils who are in KS2 and who are NOT entitled to free school meals, they cost £2.45 per day. All school meals, including free meals, are ordered through Arbor (NEW for September 2023). Orders **must** be completed by **midnight of the previous Thursday**. Parents can choose which food option they would like their child to have on individual days and know dietary requirements can be catered for. Unfortunately, we are not always able to offer halal meat so, if this is required, then please check with the School Office. A vegetarian option is always available.

Home Packed Lunches

Your child may bring a packed lunch from home to school. Please **do not** include sweets, chocolate bars or fizzy drinks in packed lunches and there are no cooling facilities for the packed lunches so please include a 'freezer pack' in the lunchbox if necessary. Children are not allowed to swap things from their lunch boxes or give each other food.

West Sussex is a '**nut free authority**'. Please **do not** include nuts (including peanut butter), as these are extremely dangerous for some children and members of staff.

Lunchtime supervisors and Learning Coaches oversee pupils eating lunch and will report any concerns to the class teacher e.g. children who do not seem to eat enough or do not appear to have a balanced diet. These concerns will then be passed on to parents or carers.

Water Bottle

All children should bring drinking water to school every day in a **clear, named, plastic bottle**.

Snacks and Sweets

Children in Early Years and KS1 are given a free portion of fruit and vegetables every day, provided by the NHS. KS2 pupils may bring a mid-morning snack OR money to purchase a snack from our Snack Shack (open every break – 50p per item).



Lunchbox Tips for Parents and Carers



Keep them fuller for longer

Base the main lunchbox item on foods like bread, rice, pasta and potatoes. Choose wholegrain where you can.



DIY lunches

Wraps and pots of fillings can be more exciting for kids when they get to make them. Dipping foods are also fun and a nice change from a sandwich each day.



Mix your slices

If your child does not like wholegrain, try making a sandwich from 1 slice of white bread and 1 slice of brown bread.



Ever green

Always add salad to sandwiches and wraps too – it all counts towards your child's 5 A Day!



Cut down on crisps

If your child really likes their crisps try reducing the number of times you include them in their lunchbox, and swap for homemade plain popcorn or plain rice cakes instead.



Tinned fruit counts too

A small pot of tinned fruit in juice – not syrup – is perfect for a lunchbox and easily stored in the cupboard.



Switch the sweets

Swap cakes, chocolate, cereal bars and biscuits for malt loaf, fruited teacakes, fruit breads or fruit (fresh, dried or tinned – in juice not syrup).



Yoghurts: go low-fat and lower-sugar

Pop in low-fat and lower-sugar yoghurts or fromage frais and add your own fruit.



Always add veg

Cherry tomatoes, or sticks of carrot, cucumber, celery and peppers all count towards their 5 A Day. Adding a small pot of reduced-fat hummus or other dips may help with getting kids to eat vegetables.



Cheesy does it...

Cheese can be high in fat and salt, so choose stronger-tasting ones – and use less of it – or try reduced-fat varieties.



Add bite-sized fruit

Try chopped apple, peeled satsuma segments, strawberries, blueberries, halved grapes or melon slices to make it easier for them to eat. Add a squeeze of lemon juice to stop it from going brown.

Free School Meals/Pupil Premium

The Pupil Premium Grant is an amount of money that schools are given to support children from lower income families. Parents can apply for this money by registering their children for free school meals, if they receive any of the following:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income support
- Income-based Jobseeker's Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit.

Children who are confirmed as eligible for Free School Meals are automatically registered for the Pupil Premium Grant. Children remain registered for Pupil Premium for six years after they no longer qualify for Free School Meals.

Signing up for Free School Meals helps the school because of the way our budget and national statistics are calculated and it also helps both you and your child in the following ways:

- Entitlement to free school meals
- One free piece of uniform each year
- Free dairy milk
- Help paying for residential trips
- Possible subsidy for instrumental lessons

If you believe that your child may qualify for Free School Meals, please apply:

www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/free-school-meals



Do you receive any of the following?

- Income support
- Employment Support Allowance (Income Related)
- Income based Job Seekers Allowance
- Guaranteed Pension Credit
- Child Tax Credit and your income (as calculated by the Inland Revenue) is less than £16,190
- Universal Credit
- Receiving support under Part VI of the Immigration and Asylum Act of 1999
- In the Armed Forces

If you can answer yes to any of the above you may qualify for free school meals/Pupil Premium

The school office will help with your application. If your application is successful not only will your child receive free school meals, but our school will receive £1,300 additional funding (per child). This is called Pupil Premium.

All applications are confidential.



Medical Matters



Children often complain of minor injuries and, in the majority of cases, we can deal with this in school without needing to contact you. In some cases, we will need to either telephone you to let you know of the injury or advise you that further medical treatment may be needed. It is therefore essential that we have a list of adults who parents would like us to use as emergency contacts, legally **at least two**, ideally up to four people (part of Keeping Children Safe in Education). In the case of an accident or illness, we use the list of contacts in order of priority indicated and it is helpful if the emergency contacts are someone who can reach the school reasonably quickly and who is regularly available.

We have first aid provision at all times whether your child is onsite or offsite on an educational visit. All of our First Aiders have attended a recognised First Aid course and attend refresher courses every 3 years. If your child has medical need, please ensure that you inform school staff of these needs. This includes medication prescribed by the doctor/hospital, any allergies they may suffer from and any short term or long term physical disability they may have.

Accidents and Illnesses



The school has several designated first aiders and a number of other staff who are first aid trained. A child injured in the classroom or the playground will be treated there for minor injuries or sent to the School Office for first aid. Most injuries are minor but all first aid is recorded and accident slips are sent home with the child at the end of the school day (during Autumn term 2023, we hope that we will be able to start recording incidents on Arbor instead so you will immediately be notified by the Arbor App). If your child has a more serious accident, you will be contacted to discuss the best course of action.

If your child receives an injury to the head, they will be given a band to wear around their wrist to alert adults to the injury.

On the rare occasion that it is necessary to call for an ambulance, you would be asked

to try to reach the school in time to travel with your child. If this is not possible, a member of staff will accompany them to hospital. In the case of an accident or illness, we use the list of contacts in order of the priority indicated by you.

Medicines



Members of staff are only permitted to administer short term medicines if parents sign the consent form at the School Office. If possible, short-term courses of antibiotics or medicines should be given before children arrive at school, on their return home or before bedtime.

The school does have a supply of paracetamol (Calpol) and antihistamine (Piriton). If children are brought to the School office with symptoms which these medicines might help alleviate, then trained members of staff are able to administer these medications, although we will phone you first to ensure that your child has not already had this medication. If you have given paracetamol or antihistamine in the morning before school, please ensure that you let your child's class teacher know (via the School Office). If we cannot get hold of you, we will not administer any painkillers until after midday, to ensure the longest period since possibly having painkillers at home. You will be asked to complete the relevant consent sections on the Arbor Parent Portal to allow staff to administer these medications when necessary.

If a child is on *maintenance* drugs i.e. those which must be taken every day to stabilise a chronic condition, guidance does allow staff to administer these on completion of a disclaimer form which is available from the School Office. Parents will need to provide prescribed medicines in their original container with a personalised prescription label and this will be kept securely in school. It is the parent's responsibility to inform the school about any changes in administration of maintenance drugs.

Continued on the next page...

Medicines



With the exception of asthma inhalers or medicines required to treat long term illnesses such as eczema or psoriasis, children are not allowed to administer drugs themselves. All inhalers and other emergency medication are kept in class first aid bags which are taken everywhere with the class. These should be clearly named and taken home at the end of each half term. Parents are asked to provide a second inhaler/auto-injector to be kept in the Medical Room as an emergency backup, and to ensure that all medications are in date. The school does have inhalers that can be used in emergency, but only if parents have completed a disclaimer in advance.

School Nurse



The School Nurse Team is based at Crawley Hospital and can be contacted by phoning 01293 600300 and asking to be put through to the School Nursing Team. Pupils may also be referred to the school nurse by staff.

Head Lice



Head lice and nits are a recurring problem for all schools, and they are very difficult to eradicate. If your child is found to have nits (lice eggs), you will be asked to treat them that evening. If your child is found to have head lice (live insects), you will be asked to take them home for treatment immediately, in order to minimise the potential for spreading. Once treated, children can be returned to school the same day. If you discover nits or lice at home, please treat your children and inform the school so that we can try to restrict the spread. Parents of other pupils in the relevant class/year group will be advised to be particularly vigilant. Free lotions are available for children, through a Chemist or GP.

Smoking

The school has a no smoking policy, both inside the building and in the grounds. We ask **all** adults to enhance this by not smoking at the school gate or in and around the site.

Dogs

We do not allow dogs on the school site, except trained, Assistance Dogs. Please notify the School Office if you intend to bring an Assistance Dog onto the school site. You may be asked to provide evidence.



**This is a
no smoking
site**



**No dogs allowed
except assistance
and guide dogs**



Safety and Safeguarding

In order to keep your children safe, we operate a 'secure school' during the working day. All gates are open for arrival and departure but are locked during the school day and entry to the main building is only through the front door. All adults working within the school wear an identification badge on their lanyard. External main doors have a security access locking system, which is controlled from inside or through key cards carried by members of staff. If a stranger should be found in school, he/she would always be challenged by an adult. Unless special arrangements have been made for a specific event, please only enter the building through the main entrance and sign in.

Child Protection

All adults working in school have a very clear duty to report any concern regarding child welfare to the Designated Safeguarding Leads who will in turn take advice from the appropriate authorities. There is a standard procedure to which we must comply, which may involve multi-agency working. The children's interests are always placed first. Please note that we are obliged to report ALL concerns, no matter how small, and to act on them without prejudice.

All staff, Governors, and visiting instructors have been cleared by the Disclosure and Barring Service as having no record which would prevent them from working with children.

The Principal, Mr J Purveur, is the Designated Safeguarding Lead (DSL) at Waterfield Primary School and Miss K Billington, Mrs J Duquemin, Miss S Newman and Mr K Chamberlain are also fully trained. If a child is subject to a court order, then parents or carers must make that known to the Principal. The DSLs can be reached via office@waterfield.org.uk

Child Protection

Any adult can report a concern about a child, 24 hours a day, through the Integrated Front Door (IFD) team on [01403 229 900](tel:01403229900) / [0330 2222 6664](tel:03302226664).

Special Educational Needs

Waterfield Primary is a school which welcomes pupils of all abilities and backgrounds and ensures that they have the best possible access to a broad, balanced and differentiated curriculum, relevant to their needs. Our belief is that all children should receive an education that is fully inclusive. To achieve this, we ensure that all children with special educational needs (SEN) are identified as early as possible and that appropriate action is taken to support their learning. We know that every child learns differently and that some require additional support within the learning setting. If staff or parents/carers identify a need or have a specific concern about an aspect of the child's learning or development, we take steps to address the need and access external support where necessary.



Miss K Billington
**SENDCO & Inclusion
Manager**

Parents and carers should not hesitate to speak to their child's class teacher if they are concerned about an aspect of their child's development, or if they need support to help them. Our Special Educational Needs Co-Ordinator/Inclusion Manager, Miss Billington, is also available for advice or to discuss any concerns that parents may have – please phone the school to request an appointment.

Individual Learning Plans

Pupils with specific learning or behaviour needs may be given an Individual Learning Plan (ILP), a Positive Behaviour Plan (PBP) or an Individual Behaviour Plan (IBP) as appropriate. These plans are reviewed at least once a term.

Uniform and Equipment

All of the uniform below can be branded with the school logo (purchased from TaylorMade - www.taylormadeuniforms.co.uk/uniforms/waterfield-primary-school) or plain – bought from supermarkets or high street shops. The school also holds a range of good quality second hand uniform; please speak to the office if you would like support in providing the correct uniform for your child.

- Blue cardigan or sweatshirt/jumper, either plain or with the school logo.
- Plain white polo top (or with school logo)
- Black or dark grey tailored trousers, shorts, skirt or pinafore
- Black footwear with covered toes and heels.

Any of the following are permitted:

- Black school shoes
- Black trainers (completely black with no other colours – this includes white)
- Plain white, grey or black socks or tights
- In warmer weather, children may wear blue and white striped or checked school dresses
- Children who need to keep their hair covered for religious reasons may wear plain white, black or navy blue head coverings or
- Children who need to keep their legs covered for religious reasons may wear plain white, black or navy blue leggings under dresses



Pre-Loved Uniform

We have a lot of pre-loved uniform in school. If your child grows out of school uniform, which is in good condition, please consider donating this to the school. If you are struggling to afford school uniform for your child, please speak to your child's class teacher or the office and we will see if we have any suitable pre-loved uniform that we can offer them. We welcome donations to the school for this pre-loved uniform.

PE Kit

Children should come to school dressed in their PE kit on the days they have PE. They should wear:

- A plain sweatshirt in their house colour, either plain or with a school logo, OR normal school sweatshirt (NO hoodies)
- A T-shirt in their house colour, either plain or with a school logo
- Plain navy or black shorts, leggings or tracksuit bottoms (no logos or decorations)
- Plain white, grey or black socks (not tights)
- Predominantly white or black trainers (with laces that can be tied securely or Velcro)

Hair Styles

Long hair must be tied up away from the face at all times, using plain blue, black or white hair ties.

Extreme hairstyles e.g. dyed hair, hair gel or shaved patterns are **not** appropriate for school.

PLEASE ENSURE THAT ALL ITEMS OF UNIFORM ARE LABELLED WITH THE CHILD'S NAME (FIRST NAME AND SURNAME)

Early Years and Year 1

Reception and Year 1 children are regularly involved in messy play and will be learning outside in all weathers. We therefore ask that all children have a complete change of clothes in school in case their first outfit gets wet or muddy. **We also strongly recommend that children have the following:**

A waterproof pinafore or overall for painting / water tray
Wellington boots
Waterproof trousers
Waterproof coat

**PLEASE ENSURE THAT ALL ITEMS ARE LABELLED WITH THE CHILD'S NAME
(FIRST NAME AND SURNAME)**

Equipment

Children will be provided with all of the stationery equipment they need for school; they should **not** bring their own pencil cases or other stationery into school.

Children will need to take their reading book and a water bottle into school everyday and may also have a lunch box. Children will therefore need a **small bag or backpack** to carry these items in. Please can children also have a separate plastic folder or bookbag (available to purchase from the School office) to carry their books home in so that school reading books do not get damaged by leaking water bottles.

Lost Property

Parents are asked to ensure that all personal property and uniform brought to school is clearly named. Found items which are clearly labelled will be returned to the owner. Other items will be placed in our lost property boxes. At the end of term, unclaimed, unnamed items will be taken to our pre-loved shop, a local charity shop or disposed of if they are in poor condition.

Valuables

Children should not bring money or valuable items to school. If it is necessary for a child to have money (i.e. for Snack Shack), then it should be given to the school office in a named purse/envelope and collected at the end of the school day. The school accepts no responsibility for loss of valuables in school.

We are predominantly a cashless school with all payments being made online through Arbor. If children are asked to bring in money for a school activity, e.g. non-school uniform day, the money should be handed to the class teacher at the start of the school day.

If children ride their bikes or scooters to school, please ensure they are safely stored against the wall or fence **within** the school site. The school accepts no responsibility for the loss or damage of these items.

Electronic Devices

Children are not allowed to wear smart watches in school. It is recommended that children do not bring mobile phones into school. However, if Year 5/6 children do require their phone in order to travel safely to and from school, you will need to complete a form agreeing to the mobile phone policy, prior to bringing their phone into school. Mobile phones are not allowed in school without the completed form. No child is allowed to be in possession of their phone during the school day so the phone should be handed to the class teacher first thing in the morning. This will be taken to the school office for storage and returned to the children at the end of the school day. The school is not able to accept responsibility for any loss or damage which should occur, even with a consent form signed.