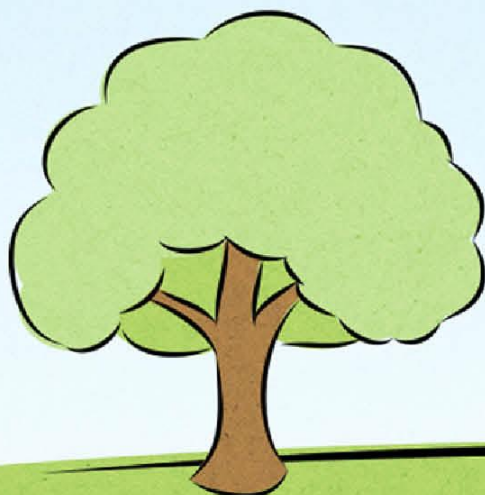




Glenfield Infant School



HAND BOOK FOR PARENTS 2020-2021

Revised: September 2020

Review date: September 2021

Signed: _____ Co-Headteachers

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NOVEMBER 2016 - OFSTED SAYS 'GLENFIELD IS A GOOD SCHOOL'



SCHOOL VISION

To develop Resilience and Kindness.

We provide a safe, caring, nurturing and stimulating environment for all pupils, challenging them to achieve their full potential through equal access to an appropriate, balanced and differentiated curriculum that develops their skills for lifelong learning. Children will have success today and be prepared for tomorrow.

Our Vision:

To be the best infant school in Hampshire where we inspire each child to be confident, ambitious and to be proud of achieving great personal targets.

Our Strategy to achieve this is to:

- Create a 21st century learning environment and make the most of our unique surroundings.
- Increase the extent of our provision and become a valued community hub.
- Further develop our curriculum, governance and teaching to achieve an outstanding Ofsted rating.
- Continue to work effectively with the Edwin Jones Partnership to improve standards and sustain a succession of high-quality staff by supporting NQTs and developing teachers

ABOUT OUR SCHOOL

Glenfield Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The school was opened in 1954 and is a non-denominational school for children from 4 to 7 years of age.

In January 2014 we became part of the Hamwic Education Trust, working as part of the Edwin Jones Partnership together with Beechwood Junior, Townhill Infant, Harefield Primary, Ludlow Infant, Weston Park Primary and Weston Shore Infant Schools.

Our school is set in beautiful grounds, which we have developed to provide a range of habitats for wildlife and for use as a resource for learning. Our grounds include woodland, a pond, allotments, herb beds, a playground, adventure playground and sloping banks of cut and uncut grass.

Teachers plan for outdoor learning as part of the curriculum and all of our children are encouraged to become environmentally aware and to take pride in their school.

There are nine classrooms, opening to outside areas for work and play.

We have a large hall for PE, assemblies and social gatherings. There is a separate dining room with a cookery area. This area is also used by Creative Kidz Club who run a successful Breakfast Club which runs from 7:20am-8:50am and the After-School Club which runs from 3.15pm - 6.00pm term-time and is open to children from Glenfield School.

There is a main office for administration, an office for Mrs Dorricott, Miss Carrie and Mrs Bradshaw who is our Inclusion Manager.

We have two Co-Headteachers, Mrs Dorricott who currently works Monday, Tuesday & Wednesday and Miss Carrie works Wednesday, Thursday & Friday.

There are currently 11 class teachers teaching 9 classes. We also have an additional teacher who teaches music to the whole school and provides cover to teachers who have senior management roles within the school, these teachers are released from class each week to do work which includes monitoring their subjects in other classes.

When a teacher is absent we may employ a supply teacher, split the class into other classes, or the Headteacher may teach the class. In the case of short term absence we also use our teaching assistants.

If you wish to contact our school at any time you can do so as follows:

Glenfield Infant School,
Rossington Way,
Southampton,
SO18 4RN,
telephone 02380 227966
For general enquiries email info@glenfieldschool.co.uk
or if you wish to contact the Senior Management Team direct you can do so on head@glenfieldschool.co.uk
(Headteacher)

POINTS OF ACCESS



There are two entrances, one in Glenfield Crescent and one in Rossington Way. **Both are for pedestrian access only** (except for staff cars and delivery vehicles which use the main entrance in Rossington Way). All children enter and leave school via the playground doors, unless they are late arriving to school.

Any child who is late for school must be brought to the school office at the front of the building where parents can sign their children into school using our computerised entry system. We request parents to bring children round the **OUTSIDE** of the school if you need to come to the office, not come through the building to aid the security for the children.

SAFETY

Parking

For the safety of children, parents are requested to park well away from both entrances at all times. Please also show consideration for our neighbours by keeping their grass verges and entrances clear.

Please do not park or stop on the zig-zags at either entrance at any time. The staff car park is not for use by the general public and therefore vehicle entry is prohibited.



Emergency vehicles, deliveries and staff need to be able to enter and exit the premises.

The registration numbers of vehicles which obstruct either entrance or park on the zig zags can be handed in to the office by any concerned parent for follow-up action by the Police.

Authorised cars in the car park are left at the owner's risk. The school cannot be held responsible for any damage or loss of possessions.

NO SMOKING POLICY

Glenfield Infant School is a no smoking zone.

This includes all buildings and all outdoor areas.



DOGS

In the interest of health and hygiene, dogs are not allowed onto the school grounds.

With the exception of

Guide Dogs	✓
Hearing Dogs	✓
Assistance Dogs	✓

SECURITY

Visitors:

The playground gate is locked between 9.00am and 3.05pm. Parents and visitors should call at the school office via the main entrance during these times.

All visitors, including parent-helpers, will sign in using the touch screen entry system in Reception, read our safety notices and be given a visitor's badge to wear while on site. Regular visitors will be required to undergo a check with the Disclosure and Barring Service (police check).

The playground is completely fenced off so there is no access onto it during school time.

Children:

Regular attendance and arrival on time are expected of all our children to ensure they settle into class smoothly. Children who do arrive after 8.55am must register at the office before being taken to their classrooms by a member of staff

(see page 12).

Delivering and collecting your children:

Parents are requested to wait in the playground to ensure the safety of the children as they enter and leave unless you are supporting your child when they change their books or participating in early morning activities.

In the mornings, please wait with your child in the playground until the bell rings at 8.50am as the staff are not responsible for children until this time. Class doors close at 8.55am sharp.

If you need to collect your child during the school day please come along to the main office and your child will be collected from class for you.



For the benefit of your child we encourage you to collect promptly at the end of the day. **THE OFFICE MUST BE INFORMED IMMEDIATELY BY PARENTS OF ANY CHANGES REGARDING WHO WILL COLLECT CHILDREN.** In an **emergency** children will be supervised in the office and you will need to come to the front entrance. A charge may be issued to parents of children who are put into After School Club due to lateness.

STUDENTS

Throughout the school year we support our local community by having students in school. This ranges from secondary students on work experience, childcare placements from local colleges and teacher training students from Southampton and Winchester Universities. Parents are informed when students are working in their child's class through the newsletter.

SCHOOL STAFF

SCHOOL LEADERSHIP	Mrs J Dorricott Co-Headteacher Working days: Mon - Weds	Miss E Carrie Co-Headteacher Working days: Weds - Fri	Mrs C Bradshaw Inclusion Manager/SENCO Working days: Tues, Thurs & Fri
MOLES CLASS	Mrs A Graham Teacher/Early Years Leader (TLR) and Mrs L Gadd	Mrs N Syvret Teaching Assistant	
RABBITS CLASS	Miss R Cooke	Miss R Guy Teaching Assistant	
HEDGEHOGS CLASS	Miss K Beckett	Mrs B Richards Teaching Assistant	
BADGERS CLASS	Mrs C Anderson	Mrs R Sabeur Teaching Assistant	
DEER CLASS	Miss M Collins	Mrs E Webster Teaching Assistant	
FOXES CLASS	Miss S Kent	Miss J Hull Teaching Assistant	
WOODPECKER CLASS	Mrs D Glasspool	Mrs Wood Teaching Assistant	
OWLS CLASS	Miss Douglas	Mrs Price Teaching Assistant	
DUCKS CLASS	Mr Little	Mrs C Honan Teaching Assistant	

OTHER CLASSROOM STAFF	Mrs P Kerr Teacher & Music Coordinator	Mrs J Clarke Speech and Language Teaching Assistant	
	Mrs H Robinson Teaching Assistant	Miss K Roe 1:1 Teaching Assistant	Mrs A Dalrymple 1:1 Teaching Assistant
	Ms A King 1:1 Teaching Assistant	Miss T Jones 1:1 Teaching Assistant	Miss H Marsh 1:1 Teaching Assistant
OFFICE STAFF & OTHER ADMIN	Mrs L Gennings School Business Manager	Mrs T Oldbury Administration & Attendance	
	Mrs J Goodman Clerical Assistant - AM	Miss L Russell Clerical Assistant - PM	
LUNCHTIME STAFF	Mr D Farminer Senior Supervisory Assistant	Mrs I Brown Supervisory Assistant	Mrs C Norman Supervisory Assistant
	Mrs R Sabeur Supervisory Assistant	Mrs E Webster Supervisory Assistant	Mrs C Honan Supervisory Assistant
	Miss J Hull Supervisory Assistant	Mrs L Gettings Supervisory Assistant	Miss S Luff Supervisory Assistant
	Miss L Wheeler Supervisory Assistant		
SITE MANAGEMENT & CLEANING	Mr D Farminer Site Manager	Miss L Buckle Cleaner	Mrs J Hooper Cleaner
	Mrs C Abreu Cleaner		

.....

Caterlink
Kitchen Manager
Miss H Drew

Southampton City Council
Crossing Patrol
Mrs J Brown (Mousehole Lane)

School Nurse Team: Tel 023 8029 4227

Family Support Officer - Mrs K Singerr (Tel 023 8078 6833)

GLENFIELD INFANT SCHOOL ADMISSIONS POLICY

Governing Body of the school are the Admission Authority for the school. As required in the School Admissions Code, the Admission Authority will consider all on-time preferences at the same time for September 2018 admissions.

Parents may express up to three (3) preferences, listing them in the order in which they would accept them. All preferences will be considered and where more than one school could be offered, the parents will be offered a place for their child at the highest ranked of the schools that could be offered.

Children with statements of special educational needs (SEN) / Education, Health and Care Plan (EHCP) that name the school

Children with statements of special educational needs or EHCPs that name a school must be admitted to that school under the Education Act 1996 and with regard to the SEN Code of Practice. These children will be admitted to the named school, even if it is full, and are therefore outside the normal admission arrangements. As required by the Code these children will count as part of the Published Admission Number (PAN) for the school.

Published Admission Number

Glenfield Infant School will admit up to 90 children to Year R in September 2021. This will be the Published Admissions Number for this year group.

Oversubscription criteria

Applications submitted by 15 January 2021 will be dealt with first. If the number of applications submitted by 15 January 2021 is greater than the Published Admission Number (PAN) for a school, admissions to the school will be decided according to the following priorities:

1. Children in public care (looked after children) and previously looked after children as defined by section 1.7 of the School Admissions Code.
2. Children subject to a child protection plan.
3. Children who have a brother or sister already on the roll of the school who will continue to attend that school for the following year. (This includes children living as siblings in the same family unit.) In the case of applications for places at infant schools a sibling at the linked junior school (Beechwood Junior School) will count as a sibling at the infant school.

A sibling is defined as a brother or sister including half, step, or foster or adoptive brother or sister, living within the same family unit at the same address.

4. Children who live within the school's designated catchment area. The catchment area is defined by the roads listed at the end of this policy.

If the school is oversubscribed within categories 1-4 above then priorities (i) to (ii), as set out in 5 below will be used to determine which children will be offered places.

5. Children who live outside the school's designated catchment area, in the following order:

- (i) Children of qualified teaching staff employed at the school for two or more years at the time of application and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
- (ii) Children who live closest to the school based on the shortest practicable walking distance using public roads and footpaths. Distances are measured from home to school. These are calculated using a computerised mapping system that uses data supplied by Ordnance Survey. Distances are measured from the point designated in the system as the home address to the point designated in the system as the mid-point of the nearest open gate to the school, using public roads and footpaths.

If the school is oversubscribed from within criteria 5(i) above, then distance, as defined in 5(ii) above will be used to prioritise applications. Should there be two or more identical distances requiring prioritisation, this will be done by casting lots.

Late Applications

The closing date for applications is 15 January 2021. Applications received after that date will be late applications. If the school has places available after admitting all on-time applications, late applications will be considered in accordance with the priorities set out above.

Waiting Lists

If a place cannot be offered at Glenfield Infant School, unsuccessful applicants will automatically be placed on the waiting list. If places become available, children on the waiting list will be offered them according to the priorities set out above and any previous offer of a school place will be withdrawn. The length of time on the waiting list cannot be taken into account. Unsuccessful late applications will be treated in the same way as unsuccessful on-time applications and placed on the waiting list according to the priorities set out above. Each time a child is added to the waiting list, the waiting list will be re-ranked according to the Admissions Policy criteria. The waiting list will be held until 31st July 2022. Any parent wishing to remain on the waiting list after this date will need to make a new in-year application to the school.

Entry into Reception Year

The offer made to parents for reception class on the initial offer date is of a full time place from the start of term in September. Schools normally stagger entry into school from that date and arrange for some initial part-time attendance to ensure a smooth transition from pre-school or home into school. Flexibilities exist for those parents who do not feel that their child is ready to start school in the September following their fourth birthday. It is possible for them to:

- Request part-time admission to the allocated school from the September following their child's fourth birthday. This should be negotiated with the headteacher of the school.
- Request to defer their child's entry until later in the school year but not beyond the point at which they reach Compulsory school age, and not beyond the beginning of the final term of the school year.
- Request to defer their child's entry until the September following their fifth birthday. Parents must make an in-year application and the pupil would start in Year One.

Parents of summer-born children, that is children born between 1st April and 31st August, may, in addition, choose to send their child to school in the September following their 5th birthday and may **request** that their child is admitted out of their normal age group to reception year rather than Year 1. Any parent wishing to apply for their summer-born child to start school outside their normal age group should read the 'Guidance on the education of children outside normal age group' booklet, available on the Southampton City Council website, which explains the procedures that need to be followed.

For all requests it is vital to understand that at each transition (starting reception, moving from infant to junior, primary to secondary, secondary to college) the decision whether to maintain the placement in a younger or older year group must be made by the admission authority for the school. As such, there is **no guarantee that it will continue throughout the child's education** and a new parental request **must** be made before each transition. As a general rule, requests should only be made once per phase transfer, unless there has been a significant change in circumstances.

One admission authority cannot be required to honour a decision made by another admission authority on education out of normal age group.

Co-ordinated Admissions Scheme

Glenfield Infant School fully participates in the LA published co-ordinated admissions scheme. The governors have delegated the management of the waiting list to the LA Admissions Team during the normal admission round. The waiting list will be passed to the school on 1st September 2021.

**GLENFIELD INFANT
CATCHMENT ROAD LIST**

STREET NAME	HOUSE NUMBERS
BARTON CRESCENT	
BEECH AVENUE	
BEECHWOOD GARDENS	
BITTERNE ROAD	196-388 / 193-359
COBDEN AVENUE	51+ / 90+
COBDEN CRESCENT	
DALMALLY GARDENS	
FERNDENE WAY	
FERNWOOD CRESCENT	
GLENFIELD AVENUE	
GLENFIELD CRESCENT	
HIGHVIEW WAY	
HUNTLY WAY	
JUNIPER ROAD	
LEYBOURNE AVENUE	
MACARTHUR CRESCENT	
MAPLE ROAD	
MERSHAM GARDENS	
MIDANBURY LANE	1-147 / 2-132
MIDANBURY WALK	
MONASTERY ROAD	
MONTGOMERY ROAD	
MOUSEHOLE LANE	
NEVA ROAD	
ROSSINGTON AVENUE	
ROSSINGTON WAY	
ROSYTH ROAD	
ROWBOROUGH ROAD	
TEDDER ROAD	
VALE DRIVE	
WAVELL ROAD	
WEST END ROAD	1-109 (odds)
WITTS HILL	39-81 / 58+

ATTENDANCE



WHAT SHOULD I DO WHEN MY CHILD IS ABSENT?

Please telephone, text or email by 10.00am on the first day of absence. You will receive a text message from the school if we have not heard from you. A note to your child's teacher is appreciated when they return to school. **The school must be officially notified of any absences.**



LEAVE OF ABSENCE

Parents by law are responsible for ensuring their child regularly attends school. Failure to do this is an offence and will result in a penalty notice or even prosecution (further details are available on DfE website).

The current law gives no entitlement for parents to take children on holiday in term time. If a holiday is taken parents will be fined.

We only have the children in school for 39 weeks out of 52; it should be most unusual for parents not to find time for their annual holiday in the 13 weeks available.

Leave of absence forms (available at the office) when completed will need to be returned to school, accompanied by a letter addressed to the Chair of Governors, for consideration of your request.

This school is actively seeking to reduce the number of absences and each half term the Headteacher, Family Support Worker and the Administration Assistant meet to discuss all children with attendance at or below 90%. All parents will receive their child's attendance record each half term.

The children receive certificates for excellent attendance (97% and above).



LATENESS

If your child arrives after 8.55am or 1.10pm, he/she must register at the school office before going to class.

Lateness may be registered as an unauthorised absence after 9.20am (morning session) or 1.40pm (afternoon session) even though he/she will be staying in school for the rest of the day. Persistent lateness or high levels of absence (less than 80% attendance) is reported to the Education Welfare Officer (EWO) who visits the Headteacher regularly. Parents may be contacted by the EWO to offer help or guidance.

We prefer children to come late rather than not at all and teachers will always help late children to settle into class. Obviously it is best for the class and child to start the day together.

	Number on Roll For specified period	% Authorised Absences	% Unauthorised Absences
2017-18	262	3.34	1.13
2018-19	269	3.33	1.23
2019-20	270	3.56	0.73

TRANSFER TO JUNIOR SCHOOL

Parents of children in Year 2 who pay their council tax to Southampton City Council will be sent a letter by Southampton City Council at the start of the autumn term advising them that it is time to apply for a space at Junior School. The application process is now online and can be found on the council website. Most of our children apply to transfer to Beechwood Junior School. When completing this application you must complete all three school choices with DIFFERENT JUNIOR SCHOOLS and return your application BEFORE the deadline to give your child the best possible chance of being awarded a place at your first choice of school. Applying for a space at a Primary School involves a different process and must not be applied for on the Junior School transfer form, you can ask at the office for an in-year transfer form.

Attendance at Glenfield does not guarantee a place at Beechwood.

Visits to Beechwood are arranged and their staff also visit us to meet the children and gain information to provide a smooth transfer between schools. Former pupils also visit us to talk about their school. More vulnerable children may also be offered extra visits/transition work. Contact details for Beechwood Junior School are as follows:

Headteacher:
Mrs S Marsh
Beechwood Junior School
Juniper Road
Bitterne
SOUTHAMPTON
SO18 4EG



Telephone: (023) 8022 7692

Parents should inform the Headteacher of Glenfield if their child is going on to a school other than Beechwood to ensure a smooth transition for your child.

TRANSFER FROM PRE-SCHOOL

Once you have been informed by Admissions that you have been offered a place at Glenfield you must accept that space by the deadline stated on their offer in order to secure it.

We also receive a list of children that have been offered a space on the same day that Admissions tells parents and based on this information we will send out a transition pack with details of all the New Entrant Events that we will hold. These transition events are a very important part of the introduction process for your child and will help them become comfortable and familiar with the staff and building.

Year R staff will also make arrangement to visit your child's pre-school when they are there to see them in their setting and also to liaise with your child's Key worker. They will also arrange a home visit in September, before your child starts school.

THE SCHOOL YEAR

DATES 2020-21

Autumn Term 2020

Begins on:	3 September 2020
Half-term holiday:	26 October - 30 October 2020
Ends on:	18 December 2020

Spring Term 2021

Begins on:	4 January 2021
Half-term holiday:	15-19 February 2021
Ends on:	1 April 2021



Summer Term 2021

Begins on:	19 April 2021
Half-term holiday:	28 May - 4 June 2021
Ends on:	23 July 2021

School term dates are also available on both our school website and that of Southampton City Council.

DAY CLOSURES: training

The school has 5 Staff Training Days during this year, when it is closed to children. These days are notified via the school newsletter at least two weeks in advance. We also may have an additional day closure if the school is used as a polling station and this will be advertised on the website and in the newsletter.

THE SCHOOL DAY

TIMES

The school office is open from 8:30am - 3.45pm

An answer phone is available to take your messages when office staff are unable to take your call.

AM

Entry time (1 st Bell)	:	8.50am
Registration (2 nd Bell)	:	8.55am
Morning school	:	9.00am - 12.00am
Morning break	:	Flexible



PM

Lunch	:	12.00pm - 1.10pm
Registration	:	1.10pm
Afternoon school	:	1.10pm - 3.15pm

We cannot accept responsibility for children before 8.50am or after 3.15pm (except for those children attending breakfast club or after-school clubs). If you are going to be late to collection your child for any reason, please notify the office.



LIAISON WITH PARENTS

We believe in the importance of good relationships between school and parents for the benefit of the children.

In the Autumn and Spring terms interviews are available for parents and teachers to discuss children's progress and set targets for improvement. Learning forecasts are sent out at the beginning of each half-term which show what the children will be taught.

You are always welcome to make an appointment to see the teacher at a time when you can be given full attention. The Headteacher, or the Co-Head in her absence, are always willing to see parents and in an emergency will try to see you immediately.

A WRITTEN REPORT IS PROVIDED AT THE END OF EACH SCHOOL YEAR.

This is completed by the child, teacher and Headteacher. Parents are invited to comment on a slip which is returned to school and kept with our copy of the report.

We try and offer as many opportunities as possible for parents to be involved in school. There is a Christmas performance which families are invited to. Each child participates in a class assembly and parents are also invited to attend. In the Summer Term everyone can come to support their child during sports day.



FRIENDS OF GLENFIELD (FOG)

All children and their families are automatically members of this association which is run by parents for the social and financial benefit of the school. They organise events, such as Discos, Summer and Christmas Fayres, cake sales and raffles. The school greatly appreciates all the hard work and support given by the 'Friends of Glenfield'.

Meetings are usually held at school during the day time. All parents are welcome to come along and share ideas. Offers of help are always appreciated and younger children can come too - toys are provided plus refreshments.

Information is regularly shared via the School newsletters keeping parents informed. Equipment bought so far includes books, play-ground equipment and a donation towards the cost of the Summer trips.

The Annual General Meeting is held every Autumn Term to appoint a committee. Anyone interested is warmly welcome to come and volunteer! If you would prefer to help in other ways, such as running a stall at the Fayre or helping with one or two other events, your support will also be appreciated.

Committee

President:

Miss E Carrie

Chair & Secretary:

Mr B Fallows

Vice Chair & Treasurer

Mrs Thorpe

SCHOOL COUNCIL

The School Council is made up of pupils from each year group and plays an important part in offering ideas and suggestions for a range of improvements in the school. These so far have included new playground equipment, revamp of reading areas and improvement in the pond area.

CREATIVE KIDZ - EXTENDED DAY FACILITIES

Since December 2019 our Breakfast & Afterschool has been run by Creative Kidz Childcare Ltd. Breakfast club starts from 7:20am and afterschool club between 3:15-6pm every day.

Further information and booking is via their website www.creativekidz.org.uk/breakfast-clubs/glenfield-infant-school/

Or call their head office on 023 8045 5699

THE CURRICULUM

We teach the National Curriculum at Key Stage One in years 1 and 2. Reception children are not part of Key Stage One. Our Early Years Curriculum for the youngest children ensures that they move on to National Curriculum work according to their individual development.

At Glenfield Infant School we aim to provide a safe and happy environment for children to develop an enjoyment of, and commitment to, learning.

These opportunities are carefully planned within a well-balanced and relevant curriculum that promotes children's moral, social and cultural development. We value a creative and practical approach that builds on children's strengths, interests and experiences.

We believe it is important to develop a child's self-esteem, confidence and independence in order to take responsibility for their own behaviour and actions.

Our beautiful school grounds make a valuable contribution across all areas of the curriculum. Learning about their own environment fosters a sense of care and respect towards the wider world.



POLICY FOR SPECIAL EDUCATIONAL NEEDS

The school's full policy for Special Educational Needs is available to parents and is published on the website. Children are classed as having Special Educational Needs if they have a learning or physical difficulty which calls for special educational provision to be made for them.

1. All children who have Special Educational Needs during or through their attendance at Glenfield are entitled to have their needs identified at the earliest opportunity so that appropriate provision can be made that will enable them to access the same broad and balanced curriculum as the rest of the school.
2. All children's needs are different and individual Learning Programmes will be set up to support children identified as having Special Needs. These needs will then be met wherever possible within the child's classroom, with the help of a Teaching Assistant under the direction of the class teacher and overseen by the Special Needs Co-ordinator.
3. Parental involvement is essential in all our work, more especially if a child has Special Needs. At all times staff will seek to keep parents informed and involved in their child's individual learning programme.
4. The school abides by the legal requirements of the Special Educational Needs 'Code of Practice'. Mrs Bradshaw is the co-ordinator for Special Needs (SENCo) at Glenfield. And has passed the National Accreditation for SENCo's. Regular training sessions are provided for support staff, and the Headteacher and SENCo work closely together. The SENCo works with teachers in planning to meet the needs of children needing extra support.
5. A few children need more support than the school can provide from its own resources. Parents are kept fully informed about the school's support for their children and are consulted at every stage should a request to the LA (Local Authority) for Formal Assessment be appropriate.
6. An **Integrated Assessment or Education Health Care Plan (EHCP)** may be recommended by the LA, to provide for the needs of a child with physical, learning or behavioural difficulties. This 'plan' is made up of the views of parents, the school, an Educational Psychologist and other outside supporting agencies.

INCLUSION POLICY

Glenfield Infant School is committed to the inclusion of children with Special Educational Needs, including Physical, Emotional and Behavioural difficulties, in mainstream schools. Inclusion also includes those children who are able, gifted and talented and children who do not have English as their first language. Our school supports this policy and is committed to including pupils with a wide range of Special Educational Needs.

Guidance and resources are obtained from the Outreach Support Service involving local special schools, an Educational Psychologist, Speech & Language services and from Pupil Support Services.

READING

We teach from the National Curriculum. We emphasise the importance of developing reading skills and provide a wide range of activities where children use fiction, non-fiction and reference books.

The support which parents give by sharing books at home is very important and a workshop for new parents is held in September to explain how we teach reading and how you can help at home.

A home-school link is provided by means of a reading record book. Book-bags are brought to school every day and children are encouraged to change books regularly.

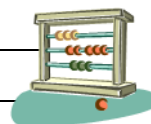
We also have class libraries and children are able to take a book home to read for two weeks. We are very lucky to have received a very generous donation of 250 books from our Friends of Glenfield committee.

We hope that you will visit the local library to help your child develop a love of books.

Parents are invited to buy a 'Glenfield' waterproof book-bag.



MATHEMATICS



We teach Mathematics using a range of methods with plenty of practical experiences. You can help your child at home by encouraging the use of Maths in everyday life, for example: shopping, setting the table, measuring, doing jigsaw puzzles and playing traditional games such as cards, snakes and ladders and ludo.

We teach from the National Curriculum.

COLLECTIVE WORSHIP AND ASSEMBLIES

The Education Act 1986 states that all schools must hold a 'Collective Act of Worship' every day which every child must attend. We provide daily broadly Christian Acts of Worship which can take the form of response, reflection and/or reverence.

Parents may, for reasons of their own religious persuasions, withdraw their child from RE and/or the Corporate Act of Worship assemblies by writing to the Headteacher. The child will be provided with alternative activities under staff supervision.



RELIGIOUS EDUCATION

This is given to all children by their teachers. We help children to learn about Christianity with some time given to Islam, Judaism, and Hinduism, aiming to foster understanding, knowledge and appreciation of cultural differences.

ASSEMBLIES

Mondays	:	Whole school Celebration Assembly *
Tuesdays	:	Whole School Assembly*
Wednesdays	:	Whole School Assembly*
Thursdays	:	Class collective Worship
Fridays	:	Whole school singing assembly*



*Please note that under current government guidelines whole school assemblies have been replaced with in class celebrations/singing.

When restrictions are lifted parents will be invited to celebration & class assemblies throughout the school year.

Our families are warmly invited to attend special occasions such as Christmas celebrations. We try to cater for all, so some performances are open to younger brothers and sisters.

HEALTH EDUCATION

The school has received accreditation from the Healthy Schools Award, confirming our commitment to health education.

Children learn about how their bodies work and how to take care of them, such as cleaning teeth, washing and bathing and keeping their hair clean and healthy diets.

We try to answer childrens' questions as naturally as possible within our policy for Personal, Social and Health Education.

Within the Science curriculum children learn about life-processes. Lessons about animals include beginning to learn about human beings.

The importance of caring and loving relationships within families is emphasised.



For the Governors' Policy Statement for Sex Education see page 26 of this booklet.

ASSESSMENT AND RECORDS

Records and assessment are essential to ensure that every child is helped to make good progress.

Before your child starts in their Reception class, Teachers receive information from you as parents during home school visits and from their current pre-school or nursery. This is used to build up a picture of your child and his/her needs. In their first year, children are assessed using the Early Years Framework, we would also carry out baseline activities upon entry into Year R and in this way we can start to help children early on in their school life.

Throughout the school, other assessments may be used to help us gain a more detailed picture of a child's needs. We may also use the expertise of outside agencies.

Individual targets for improvement are set for each child and shared with his/her parents.

Each half term each child's progress and level of attainment is monitored by the Headteacher and Class Teacher to ensure that appropriate progress is achieved.

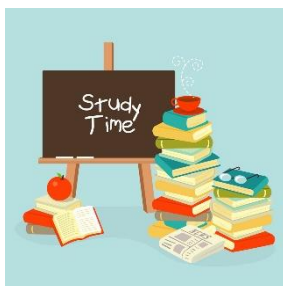
Towards the end of Year 2, teachers complete their Teacher Assessments in the three core subjects, English, Maths and Science, indicating if your child is 'working towards' 'met' or 'exceeded' age related expectations. As from May 2016 all Year 2 pupils have to sit tests in reading and maths. These are reported as standardised scores.

Year 1 children have to complete a phonic screen which is carried out nationally. Results are shared with parents.

The school uses the Local Authority System for individual pupil's personal records. These are kept in school, regularly updated, and are available to the next school your child attends, once we have confirmation of his/her admittance.

HOMework

Teachers give parents other ideas for activities to do at home when setting targets for improvement at parent interviews. Any time that you can spend listening and talking with your child about the current class work and his/her own ideas is valuable. We also provide an activities pack for new reception children to do at home before they start school. Ideas for maths activities to do at home are also provided by the school. Children are encouraged to read at home 20 times a month, weekly spellings are sent home for practice and sometimes some maths tasks to practice a skill.



EXTRA-CURRICULAR ACTIVITIES

We offer several extra-curricular clubs which are run after school from 3:15-4:15pm, these are usually run by people or companies and offer a variety of activities like Lego, Art, music or sports. When clubs are ready to run you will either get a notification that the letter is online or your child will bring a letter home in their bookbag, please note that there are fees payable for most of these clubs.

THE ROLE OF THE GOVERNORS

The Governing Body is responsible for deciding the strategic plan for improvement and acting as a 'critical friend' to the school. Its primary role is to monitor the work of the school.

They meet at least six times a year as a whole Body, organising meetings focusing on one or more of their responsibilities.

They discuss various matters concerning the running of the school and make decisions on a range of issues including finance, the curriculum, staffing and school policies.

Sub-committees comprise: School Management and School Development.

Each Governor's term of office is four years, after which time an election is held. The Chairperson is elected annually from within the Governing Body

The Governors' Annual Meeting for Parents is one of many occasions when parents can show their support for the school. The Governors' Annual Report sets out what has been achieved so far and parents have the opportunity to share interests and concerns of a general nature.

THE GOVERNORS

Mike Durkin	Chairperson	Community
Ian Pearce		Parent
Claire Anousis		Parent
Sam Coote		Parent
Joanne Dorricott (Co-Headteacher)		Staff Governor
Liz Carrie (Co-Headteacher)		Staff Governor
Clare Bradshaw		Staff Governor
Vanessa Cass		Clerk



DISCIPLINE

Good behaviour starts at home. The partnership between home and school is essential to secure acceptable behaviour in school. We value the support of parents to ensure that children behave acceptably in school.

The school behaviour policy is available on request.

Aim

- The central purpose of our Behaviour Policy is to encourage good behaviour based on mutual respect & trust.
- It is the policy of this school that everyone will feel safe and happy so that effective learning and teaching can take place.

Our 'Code of Conduct' sets out acceptable behaviour and is regularly discussed with the children.

Positive praise and rewards are used to encourage and promote co-operation, consideration, effort and achievement.

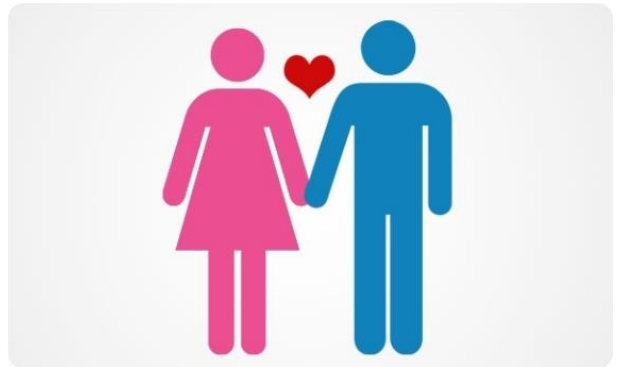
Objectives

- To work as a team, aiming to be fair and consistent when dealing with behaviour problems.
- To promote good behaviour through the use of praise and reward in recognition of and reinforcement of acceptable behaviour.
- To teach children that everyone is expected to choose acceptable rather than unacceptable behaviour and to discuss consequences of behaviour and choices.
- To work in partnership with parents to achieve acceptable behaviour.



SEX EDUCATION POLICY

Most of our Relationships and Sex Education will be taught through RE, Science and PSHE. We aim to provide lessons which will be taught at a level that support the children and their personal developments. During relationship education, children will be taught, in an age-appropriate way, about the characteristics and values of healthy relationships, including areas such as differences, boundaries, respect, trust and kindness. Teaching will focus on both face-to-face and online relationships, recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of



- Respect
- Kindness

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education and Health Education Statutory Guidance 2020 under the broad headings of

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

During science at Glenfield Infant School the children will be introduced to various body parts, learning which body parts link to various senses. Children will also be exposed to the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. This is the extent of 'Sex Education' at an infant school level. Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about how to be safe online and the positive, two-way relationship between good physical health and good mental wellbeing, including mindfulness and how important it is to discuss our emotions and how we are feeling. All staff have been briefed and understand that some children will have questions; all questions asked will be addressed and answered appropriately and children will be kept within a safe environment whilst doing so. If you have any further questions, please feel free to contact the school and these will be answered.

At Glenfield, sex education will be taught within the framework of National Curriculum science at Key Stage 1. The Governors believe sex education should also be covered within personal, social and health education for all pupils. This will be delivered as an amalgamation of sex education, family life education and emotional aspects of health education.

Teachers will ensure that children's questions are answered sensitively, simply and honestly, giving due consideration to any particular religious or cultural factors.

POLICY ON CHARGING FOR SCHOOL ACTIVITIES

Under the 1988 Education Act, schools have been forbidden to make a charge to parents for activities taking place during school time. These activities include outings, theatre visits, recreational activities and entertainment in school. The school is permitted to ask parents for a voluntary contribution towards the cost of the activity. The Act assumes that the school will pay for children whose parents do not wish to contribute.

The school contributes where possible towards entertainment from their funds which means that parents have been asked to help with only a part of the full cost.

In reality, funds are limited and it is not possible to meet the expense of all outings and entertainment. The straightforward answer is to stop all such activities but we do consider these to be enjoyable and educationally worthwhile for the children.

In the past our children have benefited from outings to farms, zoos, historical buildings, the Art Gallery, the New Forest and theatre experiences in school. We recognise the value of such experiences for our children and would deeply regret having to stop organising them because of lack of money.

Therefore the Governors have decided that the following Policy should continue to be implemented:

Purpose of Policy

We believe that all our pupils should have an equal opportunity to benefit from school activities and visits (curricular and extra-curricular) independent of their parents' financial means. This charging and remissions policy describes how we will do our best to ensure a good range of visits and activities is offered at the same time, try to minimise the financial barriers which may prevent some pupils taking full advantage of the opportunities.

Relationship to other policies

The policy compliments the school's equality policy, curriculum policy, finance policy, educational visits policy and the teaching and learning policy.

Roles and responsibilities of Headteacher, other staff and Governors

The Headteacher, staff and Governors will ensure that the following applies:

1. *No charges will be made for*
 - Education provided during school hours (including the supply of any materials, books, instruments or other equipment)
 - Education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of the school's basic curriculum for religious education.
 - Tuition for pupils learning to play musical instruments (or singing) if the tuition is required as part of the National Curriculum.

- Education provided on any trip that takes place during school hours. However, Governors have agreed that Voluntary Contributions may be requested.
- Education provided on any trip that takes place outside school hours if it is part of the National Curriculum or part of the school's basic curriculum for religious education.
- Supply teachers to cover for those teachers who are absent from school accompanying pupils on a residential trip.
- Transport provided in connection with an educational trip. However, Governors have agreed that Voluntary Contributions may be requested.

2. *Activities for which charges may be made*

- Activities outside school hours - Non-residential activities (other than those listed in 1 above), which take place outside school hours, but only if the majority of the time spent on that activity takes place outside school hours (time spent on travel counts in this calculation if the travel itself occurs during school hours).
- Residential activities - Board and lodging costs (but only those costs) of residential trips deemed to take place during school time. However, pupils whose parents are in receipt of certain benefits (see point 3 below) may not be charged for board and lodging costs. Residential trips deemed to take place outside school time (other than for those activities listed in 1 above). When any trip is arranged parents will be notified of the policy for allocating places.
- Music tuition - for individuals or groups of any appropriate size.

3. *Families qualifying for remission or help with charges*

In order to remove financial barriers from disadvantaged pupils, the governing body has agreed that some activities and visits where charges can legally be made will be offered at no charge or a reduced charge to parents in particular circumstances. This remissions policy sets out the circumstances in which charges will be waived. Criteria for qualification for remission are given below:

Parents in receipt of -

- Income support
- Income based jobseekers allowance
- Support under part VI of the immigration and asylum act 1999
- Child Tax Credit, providing that working tax credit is not also received and the family's income (as assessed by HM Revenue and Customs) does not exceed the sum given in the Revenue and Customs rules
- Guaranteed state pension

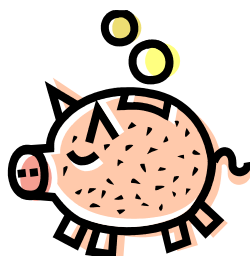
Additional categories of parents may claim help with some costs in some circumstances, which will be decided by the governing body taking into account as to whether additional help is justified.

4. *Additional considerations*

The governing body recognises its responsibility to ensure that the offer of activities and educational visits does not place an unnecessary burden on family finances. To this end we will try to adhere to the following guidelines:

- Where possible we shall publish a list of visits (and their approximate cost) at the beginning of the school year so that parents can plan ahead
- We have established a system for parents to pay in instalments

- When an opportunity for a trip arises at short notice it will be possible to arrange to pay by instalments beyond the date of the trip
- We acknowledge that offering opportunities on a "first pay, first served" basis discriminates against pupils from families on lower incomes and we will avoid that method of selection.



POLICY STATEMENT OF EQUAL OPPORTUNITIES IN THE CURRICULUM

Equal Opportunities including race equality

Introduction

At Glenfield Infant School we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with legislation:

Race Relations (Amendment) Act (2000);
Disability Discrimination (Amendment) Act (2002);
Sex Discrimination Act (1975).

Aims and objectives

We do not discriminate against anyone, be they staff, pupil or parent/carer, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

We promote the principle of fairness and justice for all through the education that we provide in our school.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone. We challenge prejudice views whenever they occur.

We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

Racial equality

In our school we will:

Strive to eliminate all forms of racism and racial discrimination

Promote equality of opportunity; promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures completing the relevant form and speaking to the persons involved.

We endeavour to make our school welcoming to all ethnic groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. Our curriculum reflects the attitudes, values and respect that we have for ethnic groups.

Disability non-discrimination

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children (as far as practically possible on our school site) full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Gender equality

We recognise that nationally the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school. We regularly review our curriculum to ensure it appeals to both genders. Pupil progress reviews every six weeks ensures all children are making good progress and receive any additional support.

The role of governors

In this policy statement the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor:

- admissions
- attainment
- exclusions
- racial incidents
- bullying reports

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities as far as possible.

The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

The role of the Headteacher

It is the Headteacher's role to implement the school's policy on equal opportunities, and she is supported by the governing body in so doing.

It is the Headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The Headteacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

The Headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

The role of the class teacher

Class teachers ensure that all pupils are treated fairly and with respect.

When selecting classroom material, teachers strive to provide resources which give positive images of equality

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log books, and draw them to the attention of the Headteacher.

Incidents of a racial or homophobic nature are reported to the Trust using the appropriate forms.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy.

The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

CLOTHING

School uniform should consist of;

Daily Uniform: Green sweatshirt/cardigan, white shirt/polo-shirt, optional green fleece jacket, grey trousers/skirt and book bag. Items embroidered with the school logo can be from the school office; forms are available in the foyer. It is also acceptable for your child to wear correct uniform that does not have the logo and this can usually be purchased from any major supermarket or selected clothes retailer. Shoes should be black and suitable for purpose, we do not allow children to wear strappy/heeled shoes or flip flops as neither of these are suitable footwear.

For PE: T-shirts (white), shorts (black), PE bags

A small amount of embroidered uniform is kept in stock but if it needs to be ordered this may take up to two weeks to be delivered. Payment is required before your order is released.

PLEASE MAKE SURE THAT YOUR CHILD ALWAYS HAS A NAMED COAT IN SCHOOL AS THEY MAY BE WORKING IN THE SCHOOL GROUNDS.

As we have many steps and stairs and often work outdoors, shoes rather than strappy sandals must be worn. Providing a pair of Wellingtons for outdoor work is a very good idea.



PE Kit

PE is a compulsory subject and your child must have a PE kit in school during term time.

They will need shorts, T-shirt, plimsolls or trainers, and a drawstring bag. We send kits home every half-term for washing. Please ensure your child's belongings are clearly labelled to enable their return if mislaid.

All children must have suitable clothing in order to take part in indoor and outdoor activities. A letter asking for the child to be excused from PE **for medical reasons only** must be given to the teacher before the lesson.

CLOTHING (Continued)

Personal belongings

Skipping ropes and items for topic work may be brought. We provide play equipment for indoor and outdoor playtimes.

THE SCHOOL CANNOT BE RESPONSIBLE FOR ANY LOSS OR DAMAGE TO CLOTHING OR BELONGINGS.

Jewellery

NO JEWELLERY OR WATCHES SHOULD BE WORN IN PE, DANCE OR GAMES for safety reasons, except for newly pierced ears which **MUST** be securely taped **BEFORE** coming to school. This is allowed for the six weeks healing period only. *As PE times may change during the week and it is a compulsory subject, it is advisable not to allow your child to wear jewellery at all.*



Hair

Long hair should be fastened back with a simple stretchy band. Fancy hair adornments are not suitable although we do hold 'fun' days when this is acceptable.



PASTORAL CARE

Glenfield's policy is to provide the best possible basic care for all children. We administer First Aid to any child who becomes ill or has an accident in school, but it is essential that we are able to contact you or your representative when we consider it necessary.

PLEASE MAKE SURE THAT WE HAVE UP-TO-DATE INFORMATION ON HOW TO CONTACT YOU.

Three people are fully trained First Aiders, 9 staff are paediatric first aid trained.

Within our Trust we also have **Family Support Manager - Dylan Wrixon** and **Family Support Worker - Kara Singerr** who are available to speak to about matters that you may be concerned with i.e. behaviour at home, eating, attendance. Within school we hold advertised parent drop in sessions where you can enjoy a coffee and a chat.

Please feel free to pop in - no booking necessary.

Sickness and accidents

- We need you to provide the name and telephone number of at least one other person who can be contacted to collect your child if we cannot contact you.
- If your child sustains an injury, First Aid will be given and we may try to contact you, depending on the seriousness.
- A 'bump note' will be sent home to inform you of any problem and any treatment given.
- If your child needs to go to hospital, they will be accompanied by an authorised member of staff who will stay with them until you arrive.

PASTORAL CARE (Continued)

Medicines

Only prescribed medicines are administered in school, including inhalers for asthma. Containers must be clearly labelled with the child's name and dosage. **A form will need to be completed by you to ensure correct procedures are carried out.**

Children who have either been sick or had diarrhoea, at school or at home, **should not return to school until 48 hours after it has stopped.**

Head Lice

Head lice are a common problem. The Health Service does not provide a checking service and parents are responsible for checking and treating their child's hair. Advice on how to treat head lice is regularly sent out by school. Please tell us if you find head lice in your child's hair so that we can alert parents to check their own child's hair.

If we detect head lice we will contact you via a note or telephone call.

School medicals and dental checks

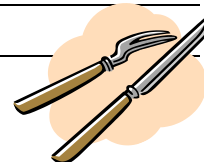
All children are seen by the school nurse around the time when they start school, with their parents. A questionnaire is sent home by the School Nursing Service which must be completed and returned to school. No examination will take place without your consent. Children's weight, sight and hearing are checked and some children are regularly monitored. You will be informed of any recommendations for treatment etc.

If you are experiencing a particular health problem or other health related issue we are able to make a referral to the School Nurse on your behalf.

The Health Authority checks children's teeth. You will be notified when this will happen and your consent will be requested. You will be advised if any treatment is needed.

ALL NON URGENT dental & medical appointments should be arranged AFTER 3:15pm ONCE SCHOOL IS FINISHED.

LUNCHTIME ARRANGEMENTS



Hot School Meals

We need to know by 10.00 am each day the number of children eating school dinners or packed lunch. The current school menu is sent home at the beginning of each term and is also available on our website. We also hold a limited supply of extra menus, available upon request, in the school office. The lunchtime period is 1 hour 10 minutes.

From September 2014 *all* infant aged children are entitled to receive a universal free school meal. ALL families can take up this offer and we therefore encourage all Glenfield children to have a hot meal at lunchtime, unless there are exceptional reasons for them to bring packed lunch.

If you receive Income Support/Income-Based Job Seeker Allowance, you are automatically entitled for additional funding to the school (Pupil Premium). This will entitle you to free dinners, reduction in the cost of school trips and a uniform grant when your child is in Year 1.

This can be applied for online at <https://www.cloudforedu.org.uk/ofsm/southampton>

Our school meals are cooked on-site by Caterlink.

Sandwich meals

If your child brings a packed lunch to school please provide a lunch-box of rectangular shape, labelled clearly with your child's name and class. Water and cups are provided but Caterlink do not provide cutlery or crockery for sandwich children.

If your child brings a flask **no** hot or fizzy drinks are allowed. The flask should fit inside the lunch-box. No glass bottles, canned drinks, or sweets/chocolate may be brought to school. ***Nuts and food containing nuts should not be brought into school as we have children on roll with serious allergies.***

We encourage healthy packed lunches to help our children eat their 5 portions of fruit and veg a day.

ALTERNATIVE ARRANGEMENTS

Parents are responsible for notifying the school in writing if their child is going home for lunch. **NO CHILD WILL BE ALLOWED TO LEAVE SCHOOL WITHOUT A NOTE FROM THEIR PARENT.**

Children should be collected from the school office by a responsible person, usually an adult and return for the afternoon session at 1.10pm. Children should return via the main entrance and register at the office.

SCHOOL OUTINGS

We are grateful to all support staff and parents who help to supervise on outings.

Trips to places outside school are an essential part of the curriculum we provide. We aim to take every child at least once a year and visit places such as Sir Harold Hillier Arboretum, Southsea Blue Reef Aquarium and Marwell Zoological Park.

We also arrange for in-school performances by musical and theatrical groups.

Insurance is held via the Department for Education's risk protection arrangement (RPA)



NUTRITION AND DENTAL CARE

We are keen to promote healthy diets and care of teeth in young children, good habits which will be continued for life if established early enough.

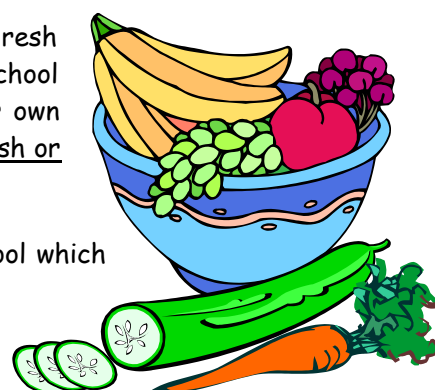
All children are entitled to a piece of fresh or dried fruit or fresh vegetable each day which is provided free of charge by the School Fruit & Veg Scheme. Children are also allowed to bring in their own healthy snack for break time and we only allow you to send in fresh or dried fruit or vegetables.

Children are requested to bring a **named** bottle of water to school which will be kept in the classroom.

Please provide a healthy balance of food in your child's lunchbox.

Advice on a healthy lunchbox can be obtained from the school nurse.

As we are keen to promote healthy eating we do not distribute cakes or sweets and request that parents do not send them in to celebrate their child's birthday. Thank you for your co-operation.



CHARITIES

Each year we consider which charities we will be able to support by way of fundraising/donations of goods. Part of this decision process is the consideration of the number of financial requests that are being made to our families. In the past we have supported many charities, including Two Saints, WaterAid, Comic Relief and Children In Need and the Royal British Legion Poppy Appeal. We appreciate the support given by our school families for these projects.

Collections at special events are donated to a chosen charity and we are grateful to the Friends of Glenfield for their help with fundraising.

GENERAL PASTORAL CARE

Children need to be happy and confident to be able to work hard and relate easily to other children and adults in school.

Please let us know of any changes or special circumstances which may affect your child's wellbeing.

CHILD PROTECTION

Elizabeth Carrie, one of the Co-Headteachers is the **Designated Safeguarding Lead (DSL)** for the school. There are 4 deputies as follows: the other Co-Headteacher, the Inclusion Manager and the TLRs from Year R and KS1.

There are set procedures which must be followed, for example:

The **DSL** will contact Social Services to discuss any concerns about a child which may constitute abuse or which cause concern. She is also legally bound by Social Services' decisions or guidance and in most cases will inform parents of any contact with Social Services.

In all other circumstances, the Co-Headteachers are always willing to see any parent who wishes to discuss a problem relating to their child.

ADDITIONAL INFORMATION

Newsletters:

Newsletters are available to view on our website every two weeks on a Friday. If you prefer to have a copy emailed to you please give the Office your email address. Hard copies of the latest newsletter are available in the main reception and on notice boards in the playground.

Notices:

These are displayed in the window in the main reception and on the notice boards in the main playground.

Parents' Information:

We keep a selection of information leaflets and letters in the foyer and are available to parents at any time

The following documents are available for all parents to read.

A full list of Glenfield's Policies are available on our school website and include:

Learning and Teaching

Curriculum

Admissions

Behaviour

Complaints Procedures

- ◆ Glenfield Governors: Minutes of meetings (kept in the office by hard copy only)
Policies (kept in the office by hard copy only)
- ◆ Department for Education: Any statutory instruments and circulars sent to the School which refer to Chapter 1 of the Education Reform Act.
- ◆ Leaflets on health issues
- ◆ Leaflets on road safety
- ◆ Local support service contacts

DISCLAIMER

The information in this Prospectus is relevant for the academic year 2020-2021. It was correct at the time of going to press but Government legislation, Academy Policy and the particular circumstances of the school might create the need for some organisational change and/or adjustments of Policy.

MAJOR CHANGES BETWEEN UPDATES ARE NOTIFIED TO PARENTS IN NEWSLETTERS.

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