

# Wendover Church of England Junior School

Respect

Reflection



Responsibility

Resilience

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Wendover Church of England Junior School is a large junior school set in delightful surroundings. We share a campus with John Hampden Infant School and John Colet Academy; we work closely with both organisations to provide smooth transition and progression between the phases of education.

We are a successful school with a purposeful atmosphere and a strong sense of community. Our aims and values are underpinned by Christian belief and practice; we expect all members of our community to demonstrate the values which the children have selected – Respect, Responsibility, Reflection and Resilience. Relationships between members of our community are good as a result of the school values and our belief in a restorative practice to behaviour management. The school provides an excellent environment for learning where expectations are high for both achievement and behaviour. We want all of our children to develop life-long learning skills and positive dispositions towards learning: these include resilience, trying your best, working collaboratively and celebrating success. We are fast developing our growth mindset culture and our pupils talk confidently about their learning and success.

I consider it a real privilege to be a member of this school family and lead the continual work to improve the life chances of our young people. If you would like to know more or visit us, please do not hesitate to contact the school office.

**Gareth Mirams**  
Headteacher

## Message from our Chair of Governors

I am very pleased, on behalf of the governing body, to welcome you to Wendover CE Junior School. Our aim is to be a school where every child matters and has the ability to learn and achieve well, in a stimulating, effective, creative and excellent environment. The governing body works as a single team with the headteacher and the rest of the staff to realise this vision.

While we appreciate the value of academic success, we encourage children to strive for excellence in whatever direction their talents lie. Your child will have many opportunities to develop their skills in a variety of areas, both within the classroom and in the exciting range of extra-curricular activities that we offer. Every year I attend many school events and I am amazed by the development of maturity and skills demonstrated by all our children. As you will be aware, we are a church school and our Christian ethos is supported by strong links with St Mary's Church.

The governors are involved in the life of the school in many ways. We are represented at all school and PTA events and are also available at parent consultation evenings should you wish to speak to us or find out more about our work. I look forward to meeting you on one of these occasions.

**Tony Fish**  
Chair of Governors

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## **General Information about the School**

**School Classification:** Church of England Voluntary Controlled School

**Age Range:** 7 to 11 years

## **Our Mission Statement**

*Our inclusive learning community is based on a foundation of Christian values, where everyone is given the opportunity to grow academically, creatively, socially, spiritually and prepare themselves for the challenges of an ever-changing world.*

We believe that Every Child Matters. We want all our children to develop in a loving, caring community so that they feel confident to take responsibility for themselves and to be independent learners.

## **Our Values**

We have four simple Christian values: Respect, Reflection, Responsibility and Resilience. We call these the 4Rs and we learn about these values through collective worship and our curriculum. The values are clearly displayed throughout the school and we reinforce them through reference to religious teachings. We aim to live our lives in a way that is true to our values.

## **The History of the School**

There has been a school in Wendover since 1524. The old school building near the Clock Tower served as the village school from 1869 until we moved into the present building in October 1974.

The building, which is all on one level, is made of traditional brick and slate and is sited with lovely views of the Chiltern Hills on all sides. We have the advantage of extensive playing fields surrounded by wildlife areas which have been developed over the past few years.

The school has a North End and South End which are separated by our hall. Each end accommodates up to 180 children and has six classrooms and a shared resource area. We have well-stocked library areas, a music studio and an ICT suite with 30 desktop computers. We have also invested in 60 iPads for classroom use.

## **Organisation of the School**

Hours spent on teaching are slightly in excess of the recommended 23.5 hours per week. We use this time flexibly to allow our curriculum to meet the needs of our young people. The last fifteen minutes of each day is spent in class groups with mentoring activities provided as appropriate.

There are three classes in each year group and a year leader takes responsibility for each team. Each child is allocated a house on joining the school. These are named after local hills: Bacombe (Red), Boddington (Green), Coombe (Blue) and Haddington (Purple). House points count for the house, as well as for the individual, rewarding both communal and personal effort.

The headteacher is ultimately responsible for the day-to-day running of the school, including the curriculum, buildings, personnel, finance and premises.

The governors are responsible for the policies and strategic direction of the school, in liaison with the headteacher and staff.

Each class has a maximum of 30 children of mixed abilities and they learn in mixed group settings for most of the curriculum. Children in Years 5 and 6 are taught maths in ability groups; these are closely monitored to ensure that each child is taught in the most suitable group.

## **Safeguarding Statement**

At this school, the health, safety and well-being of every child are our paramount concerns. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school.

We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies, even before we contact you. The procedures we follow have been laid down by the Buckinghamshire Area Child Protection Committee and the school has adopted a child protection policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the headteacher, one of our assistant headteachers or your child's class teacher.

Our designated safeguarding leads are Mrs Bartlett and Mrs Cook.

## **Safer Routes to School**

We are part of the national Modeshift Stars scheme (replacing the previous Bucks County Council scheme) which encourages pupils to travel to and from school in a sustainable way. Our School Travel Plan has been in place for many years and we are currently working towards gold accreditation on the new system, having gained bronze in 2013 and silver in 2014. Governors, staff, parents and children highlight and develop schemes such as 'Walk to School' to raise the awareness of all members of the school community about travelling to and from school. In recent years our STP committee has raised funding for an automated barrier to the campus entrance as well as a parents' waiting area at the front of the school.

## **The Curriculum**

The needs of the individual child vary according to age, ability, previous knowledge, maturity and many other factors. The emphasis given to any of these needs will change from time to time depending on the child.

A variety of approaches will be used in order that individuals may acquire knowledge and skills in the manner appropriate to them. Learning may take place within a whole class, smaller groups or on an individual basis. Learners are supported through differentiated and challenging teaching approaches and appropriate resources.

First-hand experience is essential at this stage to reinforce and give meaning to abstract ideas. Experiential learning using the valuable material resources of the school, the local environment, field study visits and man-made objects, events, happenings and natural phenomena will be used as tools by teachers in order to give variety and relevance to learning.

Children are increasingly imaginative and curious and the curriculum calls for the stimulation of each child's ability to solve problems, reason verbally, and question and sustain an argument. Consequently, they will be introduced to a wide range of materials, equipment, tools and learning instruments to achieve this aim. As appropriate, teachers provide differentiated tasks and activities for all levels of need.

Less able children and those identified as having specific learning needs are supported in line with national policy and our local agreement. The Area Education Learning Support Team and the County Educational Psychological Service support the school in this process.

The new national curriculum for 2014 sets out the statutory requirements for what must be taught by the end of each key stage (Year 4 for Lower Key Stage 2 and Year 6 for Upper Key Stage 2). The school builds on these requirements in order that pupils have access to a wide curriculum with opportunities to develop their talents and discover new ones. Curriculum overviews are shared with parents each term and are available for download on our website. The subjects taught are divided into two bands:

Core Subjects:                English, mathematics and science

Foundation subjects: Computing, design technology (DT), history, geography, music, art, physical education (PE), religious education (RE), personal, social and health education (PSHE), modern foreign languages (MFL)

### **Tracking Progress**

A mixture of continual assessment and tests are used to track the progress of each individual. Parents have regular opportunities to meet with teachers in order to discuss their child's progress. This is facilitated by a termly report which identifies what your child needs to do to further improve.

Children's progress through school is tracked from entry, using a baseline of KS1 SATs, optional SATs results and teacher assessments. We are currently reviewing our assessment system and are working closely with our main feeder school, John Hampden, as well as other local primary schools.

At the end of Year 6, children are assessed in English and mathematics by standard assessment tests (SATs) and results are reported to parents. The school supports the local authority in administering the secondary transfer tests; these are completed in early September.

### **English**

English has a unique importance in our school curriculum. Not only is it recognised as a subject in its own right but it also acts as a medium for all our learning. It is divided into three broad components: spoken language, reading and writing.

Spoken language underpins the development of reading and writing. Confident, competent talk grows in a climate where children's contributions are listened to and valued and where they feel able to offer their opinions and make mistakes. Children who are able to express themselves clearly find it easier to organise their thoughts in writing and explain their understanding of books and other reading materials. Pupils are also taught to understand and use spoken language for discussion, debate and drama.

Reading is an essential skill in our print dependent world. The school provides an environment where a love and enjoyment of books is fostered. Children are encouraged to read a range of literature and to use a variety of sources for reference. We have an ever-developing library allowing the children access to a classified collection of books. Guided reading sessions help to develop pupils' competence in reading and comprehension.

The children are introduced to a wide range of writing experiences: imaginative, descriptive, explanatory, persuasive, recording information and letter writing. The emphasis is on writing for a purpose, with a focus on writing for an audience. Good spelling and grammar are always encouraged. Distinct lessons are taught to cover these skills as well as providing instruction within the context of their written work. Pupils are encouraged to plan, revise and evaluate their writing across the curriculum.

### **Mathematics**

Maths is taught in class groups in Lower Key Stage 2 and ability groups in Upper Key Stage 2 to ensure quality learning of important mathematical ideas based on the new national curriculum. Furthermore, maths is taught in units of work which revisit areas of the curriculum and build on children's early number knowledge in order to give them a deeper understanding of concepts. Children are encouraged to show and explain their reasoning in order to consolidate their understanding and this 'talk for maths' is an important part of every lesson. A range of resources is used along with practical experiences to provide appropriate differentiation and challenge. In addition, we have the aspiration that a high percentage will make more than expected progress and attain higher than the national age related expectation. A whole school calculation policy is used to provide a common format across the school.

### **Science**

Children in all years follow a programme of study based on Key Stage 2 of the national curriculum. During each year children learn to communicate and interpret information in a variety of forms. Observation skills and

scientific techniques are introduced and developed. Children design and carry out investigations and are encouraged to seek explanations for their observations.

### **The Creative Curriculum**

Many of the foundation subjects are taught through a theme based approach. This often has one of the humanities as a core thread: history, geography or RE. Other subjects help to enrich the study and provide opportunities for children to understand that subjects are linked and often impact on each other. Educational visits, field work and the use of artefacts all extend the children's knowledge and enjoyment of these subjects.

### **Music**

Music is an integral part of school life and children are taught to make and appreciate music. Our music studio is equipped with a wide variety of percussion instruments. Opportunities exist to learn an instrument with a peripatetic teacher, though a charge is made for tuition. There is an annual concert which showcases the variety of instruments being taught in school and there are many opportunities for pupils to engage in extra-curricular activities, both during the school day and in the wider community.

### **Art**

We encourage children to express themselves and learn about the world around them. The children have access to a wide range of tools and materials to give them the opportunity to work in a whole range of media. They are encouraged to create visual patterns and pictures as well as work in 3D forms. The children are asked to respond practically and imaginatively to the work of artists, craft workers and designers and to explore art, craft and design in a wide historical and cultural context.

### **Design Technology**

Design Technology is a curriculum area which places great emphasis on the creative process from idea to finished product. Projects are devised which will provide children with the opportunity to experience planning, designing, making and evaluating in a variety of contexts and using many different materials and techniques.

### **Computing**

Computing is an important subject in the national curriculum. Children are taught computer skills discretely and ICT is used across the curriculum. Coding is taught throughout the school and we make good use of technology, such as iPads and interactive whiteboards. Our digital leaders play an important role in promoting ICT across the school and engaging children in competitions, such as designing a computer game for the future.

### **Modern Foreign Languages**

Spanish is currently taught in all year groups. The Buckinghamshire programme of study is followed, with the main emphasis on the spoken word, rather than written Spanish.

### **Physical Education**

Children are helped to develop and extend their range of movement, agility and co-ordination through the PE curriculum. Children are involved in the continuous process of planning, performing and evaluating physical activity. Skills and rules of team games are taught in small groups and the children have the opportunity to gain experience and competence in team games and individual sports. We place a high importance on swimming and believe that all children should be confident in the water whilst still young and aim for every child to be able to swim 25 metres by the end of Year 6.

Our school teams are keen participants at cross country events, football and netball matches and many other local inter-school tournaments. The school has a high success rate in all sports and we encourage as many children as possible to participate.

### **Personal, Social & Health Education**

A programme of personal, social and health education is provided for all classes. Sex education lessons are conducted with Year 6 children as part of their health education programme. These are planned to help the children understand their own bodies and the physical changes that are beginning to take place. The idea of

reproduction is introduced by examining ways in which plants reproduce themselves and comparing reproduction in animals and humans. Discussions are also held with the children regarding their feelings, stories or myths they may have heard and also questions they have which they feel have been unanswered. The teachers' work is supported by a range of audio-visual aids which parents are invited to view each summer term.

### **Religious Education**

Religious education, following the Buckinghamshire agreed syllabus, is taught on a weekly basis in each class. Many of the religious themes form part of class and whole school collective worship which takes place daily. The syllabus promotes the spiritual, moral, cultural, mental and physical development of children and therefore, by necessity, includes a multicultural dimension as well as elements of personal, social and health education. Parents have a statutory right to withdraw their children from RE; children will be provided with alternative work from other curriculum areas and will join another group for the duration of the lesson.

Our school is a Church of England controlled school and we have close links with our local church. A number of annual celebrations are held at St Mary's Church and this means there are occasions when the staff walk the children down to the church during the school day for various visits and services.

### **Extended Learning**

All children are expected to complete a certain amount of learning each week outside the normal school day. The purpose of extended learning is for children to develop key skills and good attitudes to independent study, as well as consolidating their learning. Building solid foundations through securing basic information, such as times tables and spellings, is incredibly important to children making good progress. We encourage all parents to engage with their child to support independent learning and provide a variety of materials for this. Expectations for extended learning are clearly set out in our extended learning policy which is available on the school website.

### **Special Educational Needs (SEN) Policy**

Provision is made for children of varying abilities within our mixed ability class groups. All children with SEN will be educated together with other children to the greatest practical extent. Additional help is given to children with special needs following the Department for Education's Code of Practice and local authority guidelines. Our policy is to provide appropriate staged support by the SENCo who is responsible for dealing with special curriculum provision.

Many children have special needs at one time or another and these needs can often be met by the class teacher. Teachers' expectations of the achievements of children with SEN will be appropriately high and all staff receive training and advice in order to meet the needs of individual children. At other times specialist support will be required and outside agencies are available to us.

Parents can obtain further information, advice and help from the school on SEN through our open door policy, termly reviews and provision maps. In addition a full copy of our SEN policy is available on the school website, together with the 'Local Offer' which outlines what we can offer and has been drawn up in liaison with other schools in the area.

### **Collective Worship**

Collective worship is held daily and we value these moments of quiet contemplation. Worship provides time for consideration of the individual and their place in the world. It offers an opportunity to consider events which may be important but personal. Most of all worship gives the individual a time when they can think about things that are happening to them and find some sense of peace and comfort in their quiet reflection. It often takes place in assembly, but can exist in other parts of the curriculum. The sense of awe and wonder, which is often experienced in developing spirituality, can occur in many ways.

Once a week, collective worship is led by a member of the Wendover Churches Together team, thus fostering good links between the school and the church. We welcome visitors to participate in collective worship so that we can celebrate and learn from different faiths and cultures.

We encourage each child to participate in their annual class assembly to give them opportunities for speaking and acting in front of large audiences. Parents are invited to class assemblies in the spring (Years 3 and 4) and summer terms (Years 5 and 6). We enjoy celebrating success and our weekly achievement assembly is an opportunity to celebrate through the awarding of badges and certificates or presenting the house point trophy to house captains. Collective worship and assemblies are also important for disseminating information affecting the entire school and to develop a sense of unity and common shared purpose.

Though as a school we do not encourage withdrawal of pupils from acts of worship, parents do have the right to do so. In such cases PSHE work will be set and undertaken with a member of staff.

### **Policy Statement for Worship**

This policy was drawn up by the Foundation Governors in consultation with the headteacher and staff. It should be read in conjunction with the school's policy for religious education.

- Wendover CE Junior School is a Church of England controlled school and our worship is based on Anglican principles.
- The ethos of the whole school should reflect the content and conduct of the acts of worship.
- The organisation and planning which underpins whole school worship or small group acts of worship reflects the broad traditions of Anglicanism.
- Opportunities are given to children to reflect on spiritual issues through a wide range of styles and presentations and they are encouraged to reflect on these both during and after worship.
- While recognising the Anglican tradition in acts of worship, the school aims to offer a wider perspective of the Christian faith.
- The school expects all the children to be present in the acts of worship and respects the integrity of each individual's faith journey.
- The school recognises the legal right of withdrawal by parents of children for acts of worship and that children should be allowed to remain physically present during the collective worship but not take part in it, if parents so wish.
- The school should share worship with staff and children, in order to support the promotion of Christian values and develop the whole school ethos, but recognises the legal right of staff to withdraw from collective worship.
- Information concerning acts of worship is available to parents at school upon request.
- The school records the themes for collective worship.
- The school policy on worship aims to reflect the Oxford Diocesan policy and it is reviewed at regular intervals.

### **Equal Opportunities**

We are committed to a policy of equal opportunity irrespective of gender, disability or race. This applies to every area of the curriculum and is a fundamental aspect of our school. The school has level access as well as parking and toilet facilities for the disabled.

### **Sporting Activities**

We aim to provide a broad and balanced programme for our children encompassing major sports. Much of this activity will be included in lessons, but sometimes is held during lunchtimes and after school. We encourage children to participate in sporting activities and currently offer the following clubs: athletics, baseball, basketball, cheerleading, cricket, cross country, dodgeball, football, gymnastics, judo, karate, netball, rugby and street dance.

Our house captains and sports leaders have the opportunity to organise and run inter-house competitions. Sports day is held each year involving all children in a competitive, inter-house athletics competition, with the house relay races being the culmination. We encourage all children to participate in sport for enjoyment and the excitement of competition. If children do not participate, then we encourage them to support their teams. This builds a sense of belonging and loyalty to their peers, to their house and to their school.

We hold the Gold Award for PE and Sport through the Sainsbury's School Games programme.

## **Other Extra-Curricular Activities**

In addition to the sports clubs available, we also offer recorder, African drumming, choir, Scratch coding, maths, drama, Scrabble, sewing, science, French and Spanish clubs. Some clubs are run by external providers and incur a session fee.

Our School Council, which is made up of elected representatives from each class, meets on a weekly basis to discuss school issues and organise charity fundraising events.

## **School Educational Visits and Visitors**

In Year 6 we organise a 5 day team-building residential trip, offering the opportunity to try a range of climbing, adventurous activities. We also offer a 3 day residential trip to our Year 4 children linked to their geography and science topics.

All year groups participate in a variety of curriculum-themed day visits for which voluntary contributions will be requested. We have also welcomed several educational visitors into school in recent years to enhance the teaching of curriculum topics.

You will be fully informed of visits and trips well in advance and we hope you will give consent for your child to take part. They are not only educational, but are great fun and add to the whole learning experience.

## **Policy for Charging and Remission**

The governing body recognises the valuable contribution that the wide range of additional activities including clubs, day visits and residential experiences can make towards children's personal and social education and aims to promote and provide such activities, both as part of a broad and balanced curriculum and as additional optional activities.

There are two types of financial contributions for which parents can be asked in relation to educational activities:

- voluntary contributions
- permitted charges

### ***Voluntary contributions:***

Where activities take place during the school day, parents will be invited to make a donation towards the costs involved, eg coach hire, entrance fees. Where activities take place outside school hours, eg residential trips, charges will be levied as above together with the board and lodging costs connected with the trip. No child will ever be debarred from taking part in an activity because his/her parents are unable or unwilling to contribute. However, it should be noted that unless sufficient contributions are received to fund the activity, it may be cancelled for all children.

### ***Permitted charges:***

Appropriate charges will be made for activities such as cooking, arts and crafts where parents have indicated in advance that they wish to own the child's finished work. Parents will be asked to meet the cost of breakages or damage where this is a result of their child's deliberate misbehaviour.

### ***Remissions:***

Any request for remission of charges should be put in writing to the headteacher for consideration. Each case shall be considered on its particular merits. Families who are eligible for Pupil Premium funding can request financial assistance towards the cost of trips and visits.

## **Home/School Partnership**

We believe in the importance of working with parents to ensure their child makes the most amount of progress they can. A home/school agreement is issued by the school as an indication of a firm commitment by all parties to promote partnership and support in learning.



If you have any concerns or questions which your child cannot answer, staff are always happy to help. As a school we would much rather you talk to us as queries arise so that they may be swiftly and satisfactorily resolved. If you wish to speak to your child's class teacher, you can call into school at the end of the day and we will try to accommodate you. However, owing to the prior commitments of staff, we would ask that wherever possible a mutually convenient appointment time is arranged through the school office. Each child also has a diary which can provide frequent opportunities for dialogue between home and school.

Parent consultation evenings are held twice a year to give parents the opportunity to meet with their child's class teacher. Interim reports are sent home prior to these meetings to update parents on their child's progress. A full report on children's work, attainment and progress is produced towards the end of the summer term.

### **Volunteer Helpers**

Parents and other interested volunteers can become involved in school life in many ways and this help is greatly appreciated. You will be informed about possible ways of helping and you may well have something new to offer. All volunteers are required to complete a volunteer information sheet and sign a volunteer agreement which sets out the school's expectations. The school will seek an enhanced DBS clearance for any volunteer before they come into school to protect children and staff.

### **Parent Teacher Association**

Our Parent Teacher Association is a most valuable asset with its principle aim of raising additional funds for the school. All parents automatically become members when their child joins us and the committee organises a variety of functions for both children and parents throughout the year. In recent years the PTA has funded playground improvements, scooter racks and a range of classroom resources.

### **Behaviour Management**

We seek to provide an education for life in a caring environment that is based upon Christian values and work in partnership with parents to facilitate and encourage good behaviour. 'The prime responsibility for bringing up children belongs to their parents', but at school we have a privileged responsibility to 'work with and support parents in caring for their children'. *Learning Behaviour: Lessons Learned, Steer 2009 p19.*

We aim to fulfil our responsibility through consistent modelling of good behaviour, through dynamic and effective learning and teaching, through the teaching of behaviour strategies and a fairly administered system of rewards and consequences. We encourage self-discipline and the values of respect, responsibility, reflection and resilience which link closely to and develop the core values from the John Hampden Infant School.

We believe in creating an atmosphere of friendly relationships based on mutual respect and trust. It is our collective responsibility as a school community to ensure that high standards of behaviour are maintained. We have high expectations but feel they are realistic for the children. Encouraging children to care for others and be responsive to each other's needs is pivotal to the ethos of our school and we encourage everyone to take pride in and responsibility for their behaviour.

We use a restorative approach to behaviour management and staff receive regular training in this. Each member of our community is expected to take responsibility for their behaviour and to make a positive contribution towards repairing relationships.

We facilitate this by:

- Ensuring that relationships between pupils and teachers are mutually respectful and that communication between home and school is open and honest. We try our best to be approachable in every situation and put a great deal of time into fostering excellent home-school relationships.
- Encouraging all children to develop appropriate and relevant social skills.
- Creating an interesting and stimulating environment in which children want to belong and develop their learning.
- Promoting, rewarding and praising good behaviour.

- Encouraging pupils to take responsibility for the consequences of their actions and choices and encourage collective responsibility.
- Rejecting all forms of inappropriate behaviour, especially bullying and discriminatory behaviour.
- Encouraging individual and group co-operation in discussions in order to promote and develop emotional literacy in all pupils.
- Ensuring behaviour management is part of the induction process and shared with new teachers, parents and children.
- Maintaining standards of behaviour through a consistent approach.

### **Rewards**

The rewards a pupil receives for good behaviour are varied:

- Another pupil or adult behaves in a manner towards them that also demonstrates good behaviour; good behaviour rewards itself
- Classes are awarded links for demonstrating good learning behaviour (each link is worth one minute of reward time and may be saved up and 'cashed in' as the class decides)
- House points
- Written praise
- Headteacher awards are given for outstanding effort or achievement
- Promotion to a position of responsibility, such as prefect, house captain or school councillor
- End of year awards

As adults we model good behaviour through our words and actions and these impact positively on the pupils. This continues around the school, as well as in lessons; positive behaviour is instantly recognised and positively rewarded. We strongly encourage positive learning behaviour and responsible behaviour at social times.

### **Attendance and Absence from School**

As parents you will understand the importance of regular and punctual attendance and your co-operation in this aspect is valued. We have a shared attendance policy with our local schools and a copy is given to parents when their child joins the school. It is also available to download from the school website.

If a child is absent, we ask that parents inform the school office on each and every day of the absence (apart from those agreed by prior arrangement):

- by phone 01296 696822 (option 1)
- by email ([admin@wendoverjunior.co.uk](mailto:admin@wendoverjunior.co.uk))
- by calling at the school office

An application for leave of absence form must be used for all requests to remove your child from school for reasons other than medical appointments or illness. The form is available from the school office or can be downloaded from the school website. The application must be received at least four weeks prior to the leave being taken. The headteacher will make a decision as to whether the leave will be authorised. Leave will not be authorised during SATs week in Year 6 and is strongly discouraged.

### **School Uniform**

The children take pride in their school uniform and we expect parents to adhere to the policy which is included in the pack for new starters. The policy is also available on the school website.

Families who are eligible for Pupil Premium funding can request assistance towards the cost of purchasing school uniform. Please contact the school business manager for further information.

Make up and cosmetics (including nail varnish) are not to be worn by pupils unless there is a specific event for which the headteacher has given permission. Staff will assist your child in removing nail varnish or make-up should they choose to wear this to school.

Jewellery is not allowed in school, except for small plain studs in pierced ears (children will remove or cover these for PE and it is the responsibility of the parent to supply the child with suitable tape to cover ears).

Hair should be of natural colour and of an even cut (no shaved patterns). Longer hair must be tied back at all times and a plain band or hair tie should be used (black, grey or red); large clips, pins or elaborate decorations are not acceptable.

### **Lockers**

Each child is allocated a locker on arrival in school which they keep for the whole school year. The internal dimensions of each locker are 418mm x 250mm x 279mm. Your child's bags must be able to fit inside this space – we cannot accommodate larger items.

### **Mobile Phones**

If a mobile phone is necessary for your child, a consent form must be submitted requesting permission for them to bring their phone to school. All phones must be turned off and handed to school staff at the start of the day and collected at 3.30pm. Please note that the school cannot accept any responsibility for their loss or damage if brought on to the school premises.

All pupils must adhere to our e-safety policy in relation to mobile phone use. Phones are not permitted at social events such as school discos.

### **Health and Welfare**

Minor accidents and ailments that occur in school are dealt with by trained members of staff. If more specialised treatment is required, children will be referred to hospital and the parent or guardian informed immediately. Where your child has a bumped head and it is reported to one of our first-aiders, you will be informed using a bright yellow head bump form. All reported incidents are recorded in a central register in line with County guidance.

Children who have vomited or experienced diarrhoea should be kept away from school for a minimum of 24 hours. The school must be notified of any infectious diseases and will advise on the necessary exclusion period. We cannot look after children who are sent to school unwell and parents will be asked to collect them. If your child is taken ill at school, you will be contacted and asked to make arrangements for their collection. It is important, therefore, that we have an up-to-date emergency number and are informed of any changes as they occur.

If your child requires medication during the school day, this must be handed into the school office by the parent/carer in its original packaging and a parental agreement form completed. We will not give medicine (even if it is available) without a consent form.

Parents are requested to contact their child's teacher in writing if their child is unfit and unable to participate in PE lessons.

We are no longer allowed to do head checks for lice, but they do occur from time to time. Where we do find that this is the case, a note will be put in our weekly newsletter. Where head lice do occur, various treatments are available and information leaflets are held in the school office.

### **Sun Protection Policy**

We want staff and pupils to enjoy the sun safely and work to achieve this through:

- **PROTECTION:** providing an environment that enables pupils and staff to stay safe in the sun.

- **EDUCATION:** learning about sun safety to increase knowledge and influence sensible behaviour.
- **COLLABORATION:** working with parents, governors and the wider community to reinforce awareness about sun safety and promote a healthy school.

### **Pastoral Care**

Every child matters to us and their care and development is the concern of every member of staff. Each class teacher is responsible for giving the security of pastoral care to the individual child within a class base. The class teacher receives support from the headteacher, assistant headteachers and in some cases the Educational Welfare Officer.

### **Lunch Arrangements**

Lunch is eaten in the school hall, or outside when weather permits in the summer, and the children are looked after by a team of midday supervisors.

Hot meals are provided by Alliance in Partnership and can be booked online via Parent Pay. Login details will be provided once your child has joined the school. If your child does not want a hot meal, we ask that parents provide a well-balanced and nutritionally sound packed lunch that contains fruit and/or vegetables, a good helping of starchy carbohydrates and some dairy products. Adding a treat every now and then is fine, such as your favourite cake, but keep the portion small. Fizzy drinks and sweets are not allowed and will be removed.

Children are encouraged to bring a water bottle (with a non-spill top) to drink throughout the day.

### **Free School Meals**

Free school meals are available to any eligible pupil. To find out if your child qualifies, please complete the application form provided in the new starter pack or request a copy from the school office.

### **School Closures**

#### ***Closure due to severe weather***

A county-wide system for arranging the broadcast of emergency school closure announcements in bad weather has been arranged. Closures are notified to local radio stations (MIX 96 and Chiltern Radio). Broadcasts start as early as possible and continue until 9am. The school website home page will be updated with closure details. A full list is available on the Bucks CC website: please visit [www.buckscc.gov.uk/bcc/schools/](http://www.buckscc.gov.uk/bcc/schools/) then click on school closures for current status; this is regularly updated.

#### ***Closure during a school session***

In some circumstances it may be necessary to close the school during session time. Under these circumstances, the school will text parents to arrange for their child/children to be collected. If parents cannot be contacted, members of staff would supervise children until arrangements could be made to get them home (or in some circumstances to a neighbour, where this is pre-arranged with the school).

### **Admissions**

Places are coordinated and allocated by the admissions team at Bucks County Council's using their admissions criteria. They can be contacted via email at [admissions@buckscc.gov.uk](mailto:admissions@buckscc.gov.uk).

### **Finally**

We hope you will be entirely happy with the school, but we know that concerns do arise from time to time. In the first instance please ask to see your child's class teacher. If the matter remains unresolved please contact the year leader or headteacher. A copy of our complaints procedure is available on the school website.

## TERM DATES 2016/17

<b>AUTUMN TERM 2015</b>	
Thursday 1 September	<i>INSET DAY</i>
Friday 2 September	<i>INSET DAY</i>
Monday 5 September	School reopens at 8.40am
Friday 21 October	School closes at 3.30pm
<b><i>Saturday 22 October to Sunday 30 October – HALF TERM</i></b>	
Monday 31 October	School reopens at 8.40am
Friday 2 December	<i>INSET DAY</i>
Tuesday 20 December	School closes at 1.15pm
<b><i>Wednesday 21 December to Tuesday 3 January – CHRISTMAS HOLIDAYS</i></b>	
<b>SPRING TERM 2016</b>	
Wednesday 4 January	<i>INSET DAY</i>
Thursday 5 January	School reopens at 8.40am
Friday 10 February	School closes at 3.30pm
<b><i>Saturday 11 February to Sunday 19 February – HALF TERM</i></b>	
Monday 20 February	School reopens at 8.40am
Friday 31 March	School closes at 1.15pm
<b><i>Saturday 1 April to Monday 17 April – EASTER HOLIDAYS</i></b>	
<b>SUMMER TERM 2016</b>	
Tuesday 18 April	School reopens at 8.40am
Monday 1 May	<i>May Bank Holiday Monday</i>
Friday 26 May	School closes at 3.30pm
<b><i>Saturday 27 May to Sunday 4 June – HALF TERM</i></b>	
Monday 5 June	<i>INSET DAY</i>
Tuesday 6 June	School reopens at 8.40am
Friday 21 July	School closes at 1.15pm