

# Giles Junior School

## School Prospectus



“A vibrant and successful school with a reputation for promoting leadership.”

Head Teacher – Louise Whitby

# Head Teacher's Welcome

Dear Parents/Carers,

## WELCOME TO GILES JUNIOR SCHOOL

I am delighted to welcome your family to our school and I look forward to a long and happy relationship in which we help your child to reach their full potential.

Giles is a vibrant and successful school with a growing reputation for excellence in behaviour, extra-curricular opportunities and improving standards. We have high expectations of those who join us; we expect pupils to work hard and insist on high standards of behaviour. In return we offer the highest standards of support, encouragement and teaching that our staff can provide. As a school, we are aware of additional needs pupils may have whether this be diagnosed or undiagnosed. We will seek to adapt the curriculum and setting to suit the needs of an individual. We have developed a strong local reputation for our inclusivity for all our pupils.

We also offer a unique programme of development for all pupils, based on leadership skills. As a result, our pupils are constantly recognised (by members of our community) for their outstanding citizenship, confidence and social skills and we pride ourselves on this.

We work hard to provide all children with a broad and balanced, high-quality education so that every child can succeed in all aspects of school life.

The support of parents and carers and our relationship with you is greatly valued and we embrace any help offered in school, either on a regular or occasional basis.

To find out more about Giles Junior and its amazing pupils, or to arrange a visit, please contact our school office. Visitors are always extremely welcome.

Yours sincerely,

*Miss Louise Whitby*

Miss Louise Whitby

Head teacher



# Table of Contents

|        |                                                       |
|--------|-------------------------------------------------------|
| 4      | Mission and Vision                                    |
| 5      | About the school – including governors and admissions |
| 6, 7   | The Curriculum                                        |
| 8      | Equal opportunities and SEN                           |
| 9      | School clubs and wrap around childcare                |
| 10     | Home learning/Assessment                              |
| 11     | Reporting to parents                                  |
| 12     | Home School Partnership                               |
| 13     | Medicines                                             |
| 14     | Pastoral Care                                         |
| 15     | Behaviour                                             |
| 16     | School Organisation                                   |
| 17     | School Meals                                          |
| 18, 19 | School Uniform x 2                                    |
| 20     | School Meals                                          |
| 21     | Complaints                                            |
| 22     | Key Leadership Team                                   |
| 23     | Public Access to documents                            |
| 24, 25 | Safeguarding                                          |



# Our Mission and Vision

At Giles Junior School, our mission is to provide an inclusive and nurturing environment where children feel welcomed, safe and happy. We aim to provide high-quality education for children to achieve their full potential and become life-long learners. We use the 7 Habits to develop leadership skills, good citizenship and encourage emotional and physical well-being which will equip the children with necessary life skills to navigate the outside world.



"Achieving excellence  
through Leadership"

# About the school

Giles Junior School is a three-form entry Junior School. It is a co-educational school for children aged seven to eleven, with three forms in years 3, 4, 5 and 6. There are twelve classes, each with its own class teacher and teaching assistant. We have an additional two classes where pupils may be taught full time or part time according to their needs. This allows us to cater for pupils' additional needs by offering bespoke timetable and curriculum which will support them to thrive. Pupils placed in this small-class provision I consultation with school staff and families prior to entry. All pupils develop good relationships between adults in school and ensures that the whole school works together as a team to achieve the best outcomes for each child.

Years 3 and 4 can be found in the original building while years 5 and 6 are taught in the newer block (build 2015). Pupils also have a multi-use games area (AstroTurf) for Physical Education. We encourage members of the local community to use this resource for after-school activities.

We have space within school where additional pastoral support is offered by specific members of staff trained in various aspects of social, emotional and mental health. We call this space "The Den" and it is accessed by children who might require additional support.

## School Governors

The Governors of Giles Junior School consist of nominees from Hertfordshire County Council, teachers, parents and co-opted members from the local community. They take an active role in developing the school and take responsibility for all that goes on. They are involved with decisions on all aspects of school life. They approve curriculum policies and school procedures, are involved with all aspects of staffing and help to manage the school finances.

They have varied backgrounds and experiences but share a common interest - our school.

## Admissions Procedure

Children are admitted to the Junior School at the start of the academic year in which they are seven.

Parents will receive admission information from Hertfordshire County Council during the Summer Term preceding children's transfer.

All admissions and school places are allocated centrally.

Children may be admitted during the school year providing there are places available. Parents will need to contact Hertfordshire County Council to request information regarding places and admission forms.

Information for parents on School Admissions is available on the HertsDirect website:

<http://www.hertsdirect.org/services/edlearn/admissions>

Information for parents on In Year Admissions is available on the HertsDirect website:

[www.hertsdirect.org/services/edlearn/admissions/admininfo/appinyear](http://www.hertsdirect.org/services/edlearn/admissions/admininfo/appinyear)

# The Curriculum

Our aim is to provide a broad, balanced, challenging curriculum which will enable all of our children to achieve the highest standard so that they can confidently pass to the next stage of their education.

The curriculum incorporates English, Maths, Science and Computing; these are core subjects.

Foundation subjects are covered in a thematic way using the Creative Curriculum. The themes ensure that areas such as History, Art, Geography and Music, are taught in an interesting and lively context.

PSHE plays a vital role, enabling us to teach key personal skills alongside the 7 Habits.

## ENGLISH

English is taught not only as a subject in its own right, but also permeates every other subject area. Handwriting lessons are taught discretely to enable pupils to take pride in their work and develop a fluid style. During daily English sessions, children are taught to evaluate fiction and non-fiction texts. Speaking and listening play an active part in sessions. Children are encouraged to write both prose and poetry imaginatively and to convey information clearly. Children are taught the rules of grammar and punctuation. They are also taught a set of spelling words each week which they are required to learn.

## SCIENCE

Science is taught to all classes and each year group follows a programme of study which has been set by the school. We develop scientific skills and scientific method of working which will benefit children in their futures'. Children will study the main areas of Science, Life and Living processes, Materials and their properties and Physical processes. Whilst the value of clear, concise recording will be taught, the emphasis will be on practical activities.

## BRITISH VALUES – 7 Habits

Within our school, we promote modern British values and democracy. We ensure that all classes display mission statements, agreed leadership responsibilities, class rules and that whole school decisions are run as a democracy. We prepare our children for life in the Britain of today and to keep them safe through whole school assemblies and class PSHE lessons. The children are taught that British Values are; Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with different faiths and beliefs.

## MATHS

At Giles Junior School maths is taught for between 45 minutes to an hour a day in all year groups.

Maths is taught following the 2014 national curriculum. At Giles, we aim to provide children with deeper knowledge and understanding of mathematical procedures and related concepts. As such the school has identified the key learning areas for each year group and supports teachers to plan to secure these. Learning sequences are developmental and, depending on the concept, a good proportion of time will be spent securing key learning and working on depth and mastery in terms of understanding the maths they do.



### PHYSICAL EDUCATION

Children will experience a broad range of activities which cover the main elements of Physical Education. There will be a balance of games activities, dance and / or drama, swimming (Year 4 only), gymnastics and athletics. PE at Giles is outstanding (The school won "Sports School of the Year 2016"). Children are encouraged to participate to the best of their ability and competition is openly encouraged.

Physical fitness and stamina are highly developed at Giles and pupils are encouraged to attend a range of after school clubs. Outdoor PE is taught by a fully qualified PE teacher and a sports coach.

### COMPUTING

The school has a set of 90 Chrome books per year group, which can be used to do whole class teaching of computing. In addition, there are two or more computers in some classes, which help children to access the internet and other programmes to support their learning across all subjects.

The children are encouraged to use computers in all areas of the curriculum.

Teachers use the most up to date Clever-touch interactive TVs to maximise lesson engagement.

We are currently using the Hertfordshire scheme of work for Computing in conjunction with a published scheme called Knowsley City which gives teacher additional support to deliver these lessons.

### PERSONAL SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

We teach Personal, Social and Health Education and Citizenship (P.S.H.E.C.) through the use of the 7 Habits.

The Jigsaw scheme of study is used to ensure progression in all areas of PSHE across the year groups.

SRE forms an important part of a child's overall health education. The schools' view is that it should be presented in a moral framework that is, of family life, of loving relationships and respect for others.

Parents have the right to withdraw their child from this aspect of the curriculum.

**A copy of the Governors' policy for sex education may be seen, on request, at school.**

### RELIGIOUS EDUCATION

RE is taught as a separate subject and children will find out about the main world religions of Christianity, Judaism, Islam, Hinduism and Buddhism.

We also aim to cover moral issues and values such as honesty, respect and personal responsibility. The school is non-denominational and the teaching of religious education is in accordance with Hertfordshire County Council agreed syllabus and is further informed by guidance from H.M. Government. Parents who wish their child to be withdrawn from Religious Education lessons should consult the Head Teacher.

For additional details on how our curriculum is structured, please refer to the school website and look for the Curriculum tab.

### Foundation Subjects

Geography and History provide children with key knowledge about various aspects, as advised by the National Curriculum. The curriculum is carefully structured to allow them to retain key knowledge and retain facts from one year to the next.

### Music, Art and DT

We recognise that the creative arts a vital and enjoyable part of children discovering the way things work, different ways to express themselves, in addition to learning about key skills which might be transferable in other situations. The curriculum in KS2 for these areas builds on key skills which are referenced in the National Curriculum and serves to give the pupils a range of experiences.



# Equal Opportunities and SEN

We aim to ensure that every individual child fulfils his / her potential by recognising and responding to individual needs.

The individual needs of children are met by the class teacher usually within the classroom. Children with particular learning difficulties may receive additional help from a support teacher or teaching assistant, either individually or within small groups.

As previously mentioned the school does offer small class support for those pupil who may not thrive in a mainstream class setting. This enables us to meet pupils needs according to their EHCP or SEND Plan.

The school, in consultation with parents, may seek additional help from the Learning Support Service of the Local Educational Authority (e.g. Educational Psychology Service) for children whose learning or behavioural / emotional difficulties are severe. Where appropriate an Education Health and Care Plan may be applied for and written by the local authority, in conjunction with the school, to detail needs and provision, drawing on advice from all relevant professionals to facilitate aspirational outcomes.

Similarly, the needs of more able pupils are carefully considered and their abilities developed across the curriculum.

Our SEN Co-ordinator/Inclusion Manager co-ordinates provision for all children at Giles. Pupil Progress Reviews are carried out bi-annually involving the Inclusion Manager, the Head Teacher and /or Deputy Head along with the class teacher. Pupils are tracked in Maths and English to ensure progress and plan provision as needed. This is detailed on a Provision Map. Support may be provided within the classroom by the teacher or teaching assistant, a booster group led by the teacher after school or at lunchtime, or may be an additional provision provided by teaching or teaching assistant staff outside of the classroom. Parents are informed of additional provision and encouraged to be involved in supporting their child at home. Training is provided for parents where necessary and parents are always welcome to come into school to discuss strategies used.

At Giles we offer a range of provisions to support the social, emotional and mental health needs of our children and families. This includes support from our own base which we call "The Den" using protective behaviours approaches, we offer our own wave one of support before we contact external agencies, such as our Family Support Worker or counselling sessions. We have a sensory room which children can use at lunchtimes or during the day if they need a calm environment or if sensory stimulation supports their individual needs. We also provide a safe learning space for those children who find it hard to manage in class. Support is put in place in discussion with parents, class teachers and the child.

Our SEN Information Report and SEN/D/Inclusion Policy, which can be found on our website, details our provision and how we support those children who have Special Educational Needs or Disabilities, and their families. Our Equality Scheme is also available here.



# Wraparound Childcare and School Clubs

## BREAKFAST CLUB

Breakfast Club is open from 7:45 a.m. and offers children a choice of meal, activities and supervision.

## AFTER SCHOOL CLUB

This runs from 3.15pm to 6.00pm, Monday to Friday, term time only.

Please contact the school office for full details of both clubs or look on the school website for more information.

## CLUB ACTIVITIES

The school organises a large number of after school clubs, details of which will be published on our newsletter/wesbite. Please see our website for more detail.



# Home Learning

Home learning focuses on the key aspects where parents can have the most impact. We expect daily reading between every child and an adult at home. The children have reading records which track their progress and are checked regularly by teachers and support assistants. The teachers take care to make sure that children's books are matched to their current reading ability. There is a fantastic range of texts available in each classroom for the children to select to promote good reading habits. Weekly spellings are given to children to learn; these are based on the National Curriculum word lists for their expected age-group. Depending on the child's need they may be given phonic specific learning which would be based on their stage of development within the Little Wandle Phonics Programme . We subscribe to Language Angels (Spanish) and the children can access this at home on a device. Log in details are provided. At the start of each term parents are provided with links to relevant information which can support core subjects at home. We have flexible arrangements about participation of this initially and then the demand increases by the time they get to year 6.

# Assessment

The class teacher assesses each child's educational needs and detailed records are kept of the children's achievements and progress. This information will be shared with parents during Consultation Evenings.

For National Curriculum purposes, children between the ages of 7 and 11 are considered to be in Key Stage 2.

# Reporting to Parents

Parents will receive information regarding their child's progress in a variety of ways.

## Autumn and Spring Term

- During the Autumn and Spring Terms parents are invited to "drop in" to classes for an informal look at their child's work; this is followed by a formal Parent Consultation evening. You will be informed if your child is meeting age related expectations and given ideas as to how you might support their targets.

## Summer Term

- During the Summer Term, full curriculum reports will be sent home to the parents of Year 3, 4 and 5 children.

## Year 6

- Year 6 parents will receive a full curriculum report and will also receive the results of their child's attainment as measured by the Statutory End of Key Stage 2 Assessment Tests at the end of the Summer Term.

Staff at Giles always aim to ensure parents are well informed about how their children are getting on at school. This may include contact by phone or e-mail. We will always address any concerns in a timely manner and will also look to highlight successes.

Appointments with class teachers can be organised via the school office.

# Home School Partnership

## COMMUNICATION

Parents can find out about school news/ events/ dates/ trips etc. in our newsletter which is available every other Friday on our School website/ via e-mail this can be viewed on your phone. Other letters will be sent out detailing information about trips, events or issues specific to your child's year group or class.

If you ever have any other queries or concerns about any aspect of school life relating to your child please come into the school office where the appropriate member of staff will speak to you or an appointment will be made for you.

## WEBSITE

The school has a website which is updated regularly. This is a great way of keeping in touch with all the things that are happening within school – the newsletter appears on the website.

## Facebook

We use Facebook as an opportunity to keep parents updated on key events or notices which might be lost in your email inbox! This is a particularly useful avenue of showing trips which your children might be going on so you can see what they have been doing outside of school or during whole school events which might be special such as World Book Day.

Website: <http://www.gilesjm.herts.sch.uk>

Facebook: \_Giles Junior School

## PARENTS AND SCHOOL

Parents are a highly valued group within the Giles community.

We really do welcome this support as it gives parents an insight into how this school operates on a daily basis. This contact between parents and the school is a very rewarding one.

We like to involve parents if children's work or behaviour gives us cause for concern. We have found that by working closely with parents we can resolve problems satisfactorily and swiftly.

## ABSENCE

In the event of a child being absent, parents are asked to contact the school on each day of absence. This can be done by telephone, a note to the school or by calling at the school office. The message must come directly from an adult and should be received in school before 9:30am.

The school will contact families when no message is received to explain their absence. This ensures that the school has no instances of unauthorised absence and that we are sure our pupils are safe even if they are not in our care directly. The school does not authorise any absence unless there are exceptional circumstances. Families who have had children miss 10 or more days of school may be issued a fine. Please note that exceptional circumstances are exactly this. Holidays being taken during term time for whatever the reason would not be labelled as exceptional.

## LATENESS

We monitor children who are persistently late to school, as minutes can rapidly turn into large chunks of time which are being missed in lessons. Children who come in late have often missed the explanation as to the plan for the day, or an explanation as to the main lesson content which puts them at a disadvantage. We invite parents/carers in to discuss persistent lateness to see how we might support you getting your children in to school on time.

Further Information on Attendance can be found on the school website under the policy section within our Attendance Policy.

# Medicines

Please ensure that information on the Admission Record is accurate and is updated as necessary. It is most important that school has this information. If your child is undergoing a course of medicine which needs to be administered at regular intervals, this would need to come to the office, with the correct paperwork being filled out and the medicine provided having the child's name and dosage required.

Please note that school can only give medicine prescribed by a doctor to children. The administration of prescribed medicines such as antibiotics can only be given if it has been agreed in advance and the relevant form has been filled in and returned to school.

Medication is signed in to school and records kept of times and quantities administered according to the instructions given by a GP or parent. Medication is signed out by parents once the treatment has finished or at the end of a term so medicine is not held in school.

In the few special cases where children have to take long-term or permanent medication, parents are advised to contact the office so necessary arrangements can be made to manage this effectively in school. This may include a meeting with the SENCO who might draft a medical care plan.

## Procedures

1. **Medicines** -see school statement for the administration of medicines.
2. **Tobacco** – the whole school is designated a Non-Smoking area (this includes all outside spaces within the boundary of the school).
3. **Vapes** – the same rules for tobacco are applied.
4. **Alcohol** – no alcohol will be consumed during the course of a normal school day. Alcohol will not be stored on the school premises for more than one day. Alcohol will be stored in an area designated as non-admittance for pupils and the Head Teacher will be informed.
5. **Solvents** - the school will ensure that potentially harmful substances are stored safely, and pupils supervised carefully in the event of them having to be used in the course of their work. The use of aerosol deodorant will be discouraged because of the potential risks to people with asthma or other bronchial problems.
6. **Illegal Substances** – no illegal substances should be brought to school or used on school premises.

To protect the health and safety of everyone in the school, regular checks will be made of the site.

## Staff Training

All staff receive statutory training at a frequency which is relevant to that training e.g. safeguarding training is annual, First Aid (Level 1), Prevent, Anaphylaxis etc. Adhoc training is given to staff when relevant according to the cohort of pupils.

# Pastoral Care

The education of your child is seen as a partnership between us, the staff of Giles Junior School, and you. We aim to provide a caring, happy working environment where children can feel confident that their problems or concerns will be dealt with in a positive and sympathetic way. Children can speak to any member of staff about a problem.

If a problem arises at home and you feel it may affect your child whilst they are at school, please contact us for support. The class teacher should be contacted initially if you have any concerns about your child's progress or welfare. It is best if you make an appointment to see your child's teacher after school if possible.

This could be by a note via your child or phone call to the school office (01438 353 374) will ensure that a meeting can be arranged quickly. In urgent cases it is possible to speak to the Class Teacher or Head/Deputy teacher before the start of the school day. Any information to what the issue is related to will help the teacher to deal with the issue and have all the necessary information ready for the meeting. As you will appreciate, this is a busy part of the school day and should be avoided if at all possible.

We pride ourselves on having "The Den" as a safe haven for children in our care. There is a designated Pastoral lead who is based here to give pupils additional support, whether this be Protective Behaviours, Bright Stars Sessions, Social Skills, Lego Therapy to help their identified need. Teacher's identify children in their class who might benefit from these sessions which take place in The Den, either one to one or in small groups as appropriate.



# Behaviour

Staff constantly model good behaviour and excellent social skills to children. In return, pupils are expected to be courteous, polite and helpful. The school is a harmonious place where very few behavioural incidents occur. We find that all rules are broadly contained within 3 rules: Be safe, Be respectful and Be ready...

There may be the occasions when pupils make poor choices and physically or emotionally hurt another child; the school works hard to ensure all pupils know the consequence for this (outlined in our Positive Relationships Policy) which may result in a consequence. Staff always use a restorative justice approach to conflict before discussing any outcomes related to consequences. All of our work relating to incidents is based around the ability from the child to understand the impact of their behaviour on others and seeks to avoid repetition by learning appropriate strategies to avoid these happening in the future.

## Rewards for Good Behaviour

At Giles we recognise the importance of rewarding good behaviour. We want to demonstrate that we value and appreciate children who consistently model expected behaviour and ensure that they feel rewarded for doing so. The school also aims to recognise children making positive choices and being supportive and kind towards others.

Each class has autonomy to decide their own reward system to suit their own particular needs. This is decided on collaboratively by the class and the class teacher. Each week there is a celebration assembly to recognise children from each class who have displayed the 7 Habits and excellent leadership.

## Consequences

The school follows a consistent approach in its delivery of sanctions across all classes. Whilst this may be adapted for certain children to suit their needs, the approach is designed to ensure consistency for the majority of students.

- 1) Children are highlighted who are showing correct behaviour.
- 2) A verbal warning is given on a 1-1 basis to ensure minimal embarrassment for the child.
- 3) Minutes are given by the class teacher which will be taken from the following break or lunchtime.
- 4) If the behaviour continues, the child will be removed to work in a partner class.
- 5) Incidents that are more serious may warrant a reflection, internal or external exclusion.

### Reflection

Pupils whose behaviour warrants "time out" may be asked to go to Reflection at lunchtime, where they will be asked to reflect on their behaviour and think of ways to avoid a similar incident from happening again. This is run by the pastoral lead. Children will be asked to write a letter of apology if appropriate.

Certain behaviours result in longer periods of reflection; these include: physical acts towards another, (Cyber) bullying, racism, homophobia and discrimination against people with a disability.

The school seeks to inform parents on the same day, where possible, when serious problems concerning discipline arise so that we can work together to bring about swift improvements.

The children generate their own Golden Rules at the beginning of each school year. We ask for parental support to help maintain the values and standards that we feel are appropriate for school. Parents can find the policy document for behaviour on the website.

# School Organisation

## School Times

The time spent on teaching during each normal school day is four and three quarter hours. The sessions are organised thus: -

|                   | <b>Year 3 / Year 4</b> | <b>Year 5</b>     | <b>Year 6</b>     |
|-------------------|------------------------|-------------------|-------------------|
| Morning session   | 8.45 a.m. -12:00/12:15 | 8.45 a.m. - 12.30 | 8.45 a.m. - 12.45 |
| Afternoon session | 12.45/13:00 – 15:15    | 13.15 - 15.15     | 13.30 - 15.15     |

**Children should not be on site before 8.30am unless attending breakfast club.**

Registers are closed at 9:00 am.

Children have a morning break for fifteen minutes. Lunch is staggered for each group by 15 minutes this ranges from between 12:00 and 12:45. Pupils eat in the dining room supervised by Teaching Assistants. Pupils have lunch time for 45 minutes.

It is most important that children arrive punctually. Any late attendance will be noted in the class register and on the child's annual report. The only exception to this is if we are told in advance that a child will be arriving late. It is expected that this will only be for unavoidable reasons i.e., hospital appointments or visits to the doctors / dentist.

If children are late for school they should go directly to the office, no matter how late they may be. An adult should supervise this as they will need to go through the vehicle gate and car park.

If you are late for any reason collecting your child at the end of the school day, they will remain in their classroom until 3:25 p.m. If you arrive after 3:25 p.m. you should collect them from the school reception area. Children who are picked up late regularly will be monitored. The head teacher or deputy-head teacher will call a meeting to discuss how we might help avoid this. When children are picked up late on a regular basis, this can be very distressing for the child and we would like to avoid this at all costs.

Late attendance is also monitored closely by the school. It is our aim to achieve 100% punctual arrival at school.

# School Meals

The Giles School has a reputation for producing excellent lunches. Many of our children have a school dinner and we do encourage our pupils to take the opportunity to have a hot meal at midday. There is a choice of meals each day and the menus run on a three-week rota.

School dinners are paid for daily/weekly, in advance via Arbor. Arrears of dinner money are not allowed to accumulate. Parents who are experiencing financial difficulties and who think they may be entitled to free school meals should contact the office for more information. If lunch money is not received after a reminder text or phone call then your child will need to bring a packed lunch until the debt is cleared.

Children are allowed to bring a healthy snack to school to be eaten during morning break. Parents should be aware that consistent unhealthy snacks may be removed from a child. We offer fruit for those who need a healthy alternative.

We currently have children in school who have life-threatening allergies to nuts. We therefore ask if parents are providing snacks these are nut-free to avoid a risk of other children being harmed as a result. This is also the case for packed lunch items. Please be vigilant as to products which contain nuts such as Nutella (or chocolate spread) and cereal bars.

The Education Department  
Hertfordshire County Council  
PO Box 153  
Stevenage

**The price of a school meal can be found on the school website.**



# School Uniform

Children are expected to wear our school uniform at all times. We choose to have a uniform to reinforce amongst our pupils that not only do they belong to a community, but that they are our representatives in the locality. School uniform can be ordered six times during each academic year, every half term. Order forms will be distributed to each child at the relevant times. Yellow sweatshirts can also be purchased at Stevenage Indoor market.

We feel uniform is important to give to each child a sense of equality and so they regard school as a place of work.



## The agreed uniform is:

Grey or black trousers or skirts  
Grey or black pinafore dress, Yellow summer dress  
Yellow or black sweatshirt/cardigan (with or without the Giles logo)  
Yellow or black polo shirt (with or without the Giles logo)

All items of clothing need to be clearly labelled with the child's name.



## PE Kit

White and black Giles polo shirt (with logo)  
Plain black shorts (shadow strip)  
Black and white (hooped) long socks  
Trainers for outdoor sessions, plus a pair for the all-weather pitch/MUGU  
Black track suit bottoms and fleece (for winter and spring months)  
Year 4 children will require a swimming costume or trunks (no bikinis)

## School Shoes/Socks

Children should wear either black or grey shoes/boots or black trainers to school. For safety reasons, children will no longer be allowed to wear open toed sandals during the summer months. (We apologise for any inconvenience this may cause – but the children's safety must come first.)

Socks need to be black, grey or white. No other colours are allowed.

Please note that we no longer require pupils to wear plimsolls in school, they can wear their outdoor shoes, but please can they ensure they wipe their feet on the mats before they enter the school from outside. They will not need plimsolls for indoor P.E. lessons anymore, bare feet will suffice.

## Jewellery and Hair Styles

We ask that children **wear only two small stud earrings (one per ear lobe)** for school. No other piercings are allowed. Anything deemed too large or inappropriate will be covered with tape to ensure safety. Unless there are religious reasons (and you have notified the school) children may not wear jewellery. On swimming days, we advise that children do not wear earrings.

We would ask that children do not wear nail varnish at school; children wearing nail varnish will be asked to remove it at school.

We would ask that children come to school with sensible hair styles – not shaven patterns and no hair gel (thank you for your co-operation).

Children with hair longer than shoulder length need to tie back their hair for school to avoid the spread of head lice. Head bands may be worn but these should be a sensible size for safety reasons and should match the school uniform.

Please do not send children with huge bags as we do not have enough space in our cloakrooms. Bags must be no larger than a "child-size back-pack".

# Complaints

The 1988 Education Reform Act requires all Local Authorities to provide a procedure through which parents complaints, concerning the actions of the Governing Body or the Authority with regard to the curriculum or Collective Worship, can be considered.

The Authority has set up a three stage complaints procedure:

Any complaints should be discussed informally at school with the Head teacher, other staff or a School Governor.

If necessary a formal complaint may then be made to the Governing Body.

A formal complaint may be made to the Authority.

Please see the school website for our Complaints Policy.

## Key Leadership Staff

|                 |                      |
|-----------------|----------------------|
| Miss. L Whitby  | Headteacher          |
| Miss M Khan     | Deputy Headteacher   |
| Mrs. A Chappell | Assistant Head/SENCO |

A full list of current staff can be found on the school website.

# Public Access to Documents

## The following documents are available to view

Hertfordshire statement of curriculum policy

Any Statutory instruments (including Statutory orders for National Curriculum Subjects), circulars etc., issue to schools by the DCSF.

Any published Ofsted Report which refers expressly to the school

Any scheme of work currently used by teachers in school

Any policy statements produced by the school

Hertfordshire's agreed syllabus for R.E.

## Governor policy documents on

Admission

Sex Education

Equal Opportunities

Charging Policy

Home Learning

Health and Safety

***Should you wish to see any further documents, including pupil records, please contact the Head teacher for further details.***

# Safeguarding Children

**Giles Junior School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**

School Policies are in place to ensure that there is a consistent approach to practices throughout the school and that they are adhered to by staff, governors and volunteers. It is expected that all adults at the school

- are good role models for children
- enjoy their work and working with children
- are conscientious and hard working
- welcome visitors to the school
- recognise and value strengths in each other and use these to support everyone
- work within the agreed policies of the school
- undertake all appropriate training
- promote a happy, caring and safe school
- encourage children to think for themselves, ask questions and find answers
- create an environment of trust
- challenge and support children in their learning.

The school prides itself on good attendance figures and monitors attendance and punctuality daily. Absences or patterns of absences are followed up by the Headteacher, who may involve the local Attendance Officer.

We use our curriculum to teach the children about personal safety, and how to keep themselves safe from harm.

There is a strong anti-bullying ethos evident throughout the school. We teach our children how to recognise bullying (Including cyber-bullying), how to keep themselves safe from bullying behaviour and how to report it.

We listen to our children and respond to their concerns and opinions.

Our curriculum includes opportunities to discuss feelings and emotions, and helps our children to think about their own personal safety and their rights as individuals to be kept safe from harm.

We teach our children about the uses and misuses of drugs, at an age appropriate time and level.

Our sex education programme teaches our children about keeping themselves safe from harm, at an age appropriate level.

We have clear guidance to help children to use the internet safely.

We actively support the Government's Prevent Agenda to counter radicalism and extremism.

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our Child Protection Policy which can be viewed in the Policies section of our website.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her

parents/carers first, unless we have reason to believe that such a move would be contrary to the child's welfare.

We have policies to manage potential allegations against staff, whistleblowing and the use of physical intervention. We also have a clear procedure for reporting concerns which is detailed in the school's complaints policy. These policies are published in the 'Policies' section of the school website.

Our staff recruitment policies and practices are rigorous and comply with safe recruitment and selection requirements. We always pursue identity checks and qualification checks and we take up and scrutinize written references before employment.

We require evidence of enhanced Disclosure and Barring Service (DBS) clearance before employing any staff, in addition to pursuing List 99 checks. All voluntary helpers, supply teachers, agency staff, and outside club and coaching staff are required to provide evidence of enhanced DBS clearance.

The governing body is regularly updated about child protection, bullying and safeguarding policies and practices by the Headteacher.

It is the responsibility of every adult in this school to ensure that we maintain the highest level of awareness about possible unsafe practices and deal with any issues immediately and appropriately.

Our Designated Senior Leads (DSL) are; Miss Louise Whitby, Mrs Louise Jones (Maternity Leave July 24), Mrs Andrea Chappell, Miss Manisha Khan and Mrs Laura Smith Family Support Worker

**We look forward to welcoming you to Giles Junior School.**

**If you would like a tour of the school, please contact the office on: 01438 353374.**