# Great Bradfords Junior School

# Parent Handbook

# Contents


| | |
|---|---|
| Page 3 | Introduction |
| Page 4 | Mission, Aims and Code of Conduct |
| Page 5 | Our School Staff |


# Learning information:


| | |
|---|---|
| Page 6/7 | Our Curriculum |
| Page 8 | Special Educational Needs |
| Page 9 | Learning Behaviours |
| Page 10 | Restorative Practice |
| | Outside Learning |
| Page 11 | Positive Playtimes |
| Page 12 | Celebrating Success |
| | The Bradford Mile & Walk to School Challenge |
| Page 13/14 | The software we use |
| Page 15 | Homework |
| Page 16 | Pupil Voice in Action |
| Page 17 | Working together as a community |


# Parent Information:


| | |
|---|---|
| Page 18 | Wraparound Provision and clubs |
| Page 18 | Our School Day |
| Page 19 | Medical Matters |
| Page 20 | Uniform |
| Page 21 | P.E. Kit |
| Page 22 | Other important equipment |
| Page 23 | Absence Procedures |
| Page 24/25 | Admissions and Leavers Processes |
| Page 26 | Contacting the school |
| Page 27 | Site map |

# Introduction

We are a friendly, three-form entry junior school (Year groups 3 – 6) that puts the education and wellbeing of our children at the heart of everything we do. We are an enthusiastic, approachable and caring community underpinned by a hard-working, welcoming and creative team of teachers and support staff, who make learning fun!

Our school motto is **'Together we learn; together we grow'** and our Code of Conduct is: ***be safe, be kind, be responsible*.** We are a values-based learning community committed to the education of the whole child and are always seeking new and creative ways of engaging children in learning experiences that motivate and entice them to deepen their understanding.

We are passionate about providing an exciting and purposeful curriculum and strive to achieve high academic standards for all children. We believe this is best achieved through teaching that is engaging, innovative and personalised to children's needs. Our ambition is to prepare the children for the modern world, promoting and developing curiosity, independence and resilience. However, most importantly, we are proud of our school's caring ethos, ensuring the children are happy, safe and develop an enthusiasm for a life-long love of learning.

We look forward to welcoming you to Great Bradfords Junior School.

Mr Justin Wrench (Headteacher) and the Great Bradfords' Team

## Our mission: to enable everyone to achieve EXCELLENCE

## Aims

As a safe and secure learning community, we aim to fulfil our mission by:

- Providing a broad, balanced and purposeful curriculum
- Motivating all children to become independent learners
- Developing the skills to be a lifelong learner
- Encouraging an active lifestyle
- Recognising and celebrating successes

## Code of Conduct: *Be Safe; Be Kind; Be Responsible*

*Be Safe*:

- We enjoy and look after our environment
- We know where to go for help
- We know everyone respects our Code of Conduct
- When we behave in a safe way, everyone around us is safe

*Be Kind*:

- We smile and make everyone feel welcome
- We care and look after each other
- We are friendly towards everyone in our school
- We are all different, but equal

*Be Responsible*:

- We make good choices and wise decisions
- We try our best in our learning
- How we behave and what we do matters
- We treat others as we wish to be treated

## Our School Staff (2026/2027)

| | | |
|---|---|---|
| **Headteacher** | Mr J. Wrench | |
| **Deputy Headteacher** | Mrs B. Thompson | |
| **SENDCo** | Mrs V. Cook-Abbott | |
| **Teachers** | Mrs S. Buitekant | Mr N. Quilter |
| | Mr S. Cleary | Mrs M. Smith |
| | Mrs E. Collins | Mr B. Stevens |
| | Mr A. Cumpstey | Mrs J. Stewart |
| | Mrs K. Drake | Mr R. Tillsley |
| | Mrs R. Mecklenburgh | Mrs J. Walker |
| | Miss S. Miah | |
| **Administration & Finance** | Mrs A. Dickens | |
| | Mrs T. Hart | |
| | Miss B. Hawtin | |
| | Mrs H Locke | |
| **Behaviour & Pastoral Support** | Mrs C. Staton | |
| | Mrs S. Taylor | |
| | Mrs S. Wrench | |
| **Learning Support** | Miss M. Allen | Mrs J. Penman |
| | Mrs N. Beckett **(HLTA)** | Mrs A. Perrin |
| | Mrs S-J. Bennett | Miss S. Phillips |
| | Mrs C. Gilhooly | Mrs A. Rice |
| | Mrs C. Hughes **(Cover Supervisor)** | Miss M. Robbins |
| | Mrs E. Luxton | Mrs C. Saunders **(HLTA)** |
| | Mrs J. Lynch | Mrs K. Smith |
| | Mrs S. Morris **(Cover Supervisor)** | Mrs A. Thorne |
| | Mrs B. Page | Miss S. Turner |
| **Mid-day Assistants** | Miss M. Allen | Mrs Z. Skews |
| | Mrs K. Dick | Mrs K. Smith |
| | Mrs C. Gilhooly | Mrs S. Stredder |
| | Miss B. May | Mrs E. Turner |
| | Mrs B. Page | Miss M. Willcox |
| **Catering** | Mrs C. Bowden | Miss S. Mills **(Catering Manager)** |
| | Mrs K. Fisher | Mrs C. Steele |
| | Miss J. Mayhew | |
| **Premises** | Mr D. Penman **(Site Manager)** | Miss E. Pipe |
| | Mrs K. Dick | Mrs Z. Skews |
| | Miss C. Eaton | |

# Our Curriculum

## *Together we learn; together we grow*

*"If you're going to do something, I believe, you should do it well. You should sweat over it and make sure it's strong and accurate and beautiful and you should be proud of it."*
**Ron Berger**

At Great Bradfords Junior School, we provide a creative, engaging, inspirational and purposeful curriculum, designed with the ambition to give all learners: the knowledge, skills, confidence to succeed in life and an enthusiasm for learning, adjusting to meet the needs of every child.

Our curriculum is skills based and knowledge rich; we believe that our children should have the opportunity to study areas of the curriculum in greater depth. We want our children to produce excellent outcomes whilst developing their **independence, creativity, enthusiasm and resilience**. Through our projects, we aim to produce collaborators, innovators, leaders and, more than anything else, young people who are **kind, safe and responsible** citizens**.**

*''Excellence is not a skill; it's an attitude.''* **Ralph Marston**

At the core of our curriculum we strive to develop the ethic of excellence. We develop a Growth Mindset to help grow excellence for every child. Through our carefully planned projects, all children are assigned meaningful work that matters and they study examples of excellence across a range of subject areas. The environment displays excellent outcomes, which have been created by providing the children opportunities to produce multiple drafts, utilising the culture of critique. All of our projects provide purposeful outcomes or showcases for public presentation either within our school or the wider community.

To shift our children's thinking, through our project-based curriculum, we drip-feed aspiration and opportunity from the moment they enter to the moment they leave.

### *Concepts:*

Concepts give us the opportunity to create the **togetherness** amongst our community and connect our curriculum. The concepts lift us above the content of the project to a position where children can start to see things from a wider perspective. Along with this, concepts tap into the personal learning and develop thinking skills. Developing empathy, discovering a commitment to justice or enabling children to recognise that they can have an impact on their environment and community does not solely happen by delivering the curriculum, but does happen when we filter the content through our concepts. Concepts allow for connections to be made across subjects, across the school. For example, *democracy* can be explored across many eras of history. We have been inspired by the work of **Jonathan Lear** in developing concepts within our curriculum.

### *The 'Big' Enquiry Question:*

*"The important thing is never to stop questioning."* **Albert Einstein**

Every project begins with a question that frames the concepts and means that from the outset the children have a focus and purpose to their learning. Starting with a big question engages the children and leads to more questions which can be explored.

### *Critique:*

We believe that continual reflection and constructive feedback help us grow. By thoughtfully reviewing what we do and considering how we can improve, we strengthen our practice and ensure the very best outcomes for everyone in our school community.

Critique drives excellence and steers the children towards high-quality, beautiful outcomes. When modelled and taught effectively, the power of critique embeds the ethic of excellence and embodies the school's motto of: **Together we learn; together we grow**. We are passionate to support every child and we support them to help one another to develop their ideas, minds, skills and first and foremost, to grow a passion for learning to enable all children to be the very best that they can be.

We have three simple rules for critique: **Be kind; be helpful; be specific**

### *Purposeful Learning and Public Presentation:*

"Anytime you make the work public, set the bar high, and are transparent about the steps to make a high-quality product, kids will deliver." **Ron Berger**

We believe that we cannot expect children to produce incredible work if it will only get stuck in a book. Having a purpose is a key motivating factor with a project; the outcome must matter.

This could be:

- an answer to a question
- a completed challenge
- a solution to a problem
- a discussion of an ethical issue
- a final product

We create exhibits of the child's learning and opportunities for experts and members of the local community to engage with the outcomes. We, of course, provide opportunities for parental engagement, but we also aim to engage a critical audience, and the knowledge that the children's learning is 'out there' in the real world **inspires and motivates** them.

Our curriculum enables every child to: learn together, grow together and, most importantly, achieve together!

# Special Educational Needs

Local authorities and schools are required to set out and publish a 'local offer' (http://www.essexlocaloffer.org.uk/). This explains how they will work with parents, local schools and colleges, as well as other services such as Health and Wellbeing Boards. This will encourage a more collaborative process when delivering services for children with Special Educational Needs. It will also make the system less stressful for families by giving parents more information about the services and expertise available locally and increasing their choice.

### Our Ethos:

Our school believes that all students should be able to make the best possible progress at school. We are committed to ensuring that the necessary provision is made for any pupil who has SEND so that, with support, they are included in all aspects of school life.

### What kind of Special Educational Needs [SEND] are provided for?

Each pupil in the school has access to quality first teaching within the classroom. Some children need some extra support that is additional to, and different from, that which is offered by the classroom planning. In these cases, the children may be placed on the SEN support register and a personalised programme is set up for them which will be linked to the graduated approach of assess, plan, do, review. For some children, who need further and significant support, an assessment for an Education, Health Care Plan (EHCP) may be requested.

Special educational needs and provision can be considered as falling under four broad areas:

Communication and interaction

Cognition and learning

Social, mental and emotional health

Sensory and / or physical

### How will Special Educational Needs of children be identified and assessed?

Special Educational Needs can be identified through different routes including parental concerns, teacher observation followed by a range of educational assessments such as English and Mathematics screening, working memory assessments and analysis of progress in learning.

### Who is responsible for the Special Educational Needs provision in school?

The Headteacher (Justin Wrench), Deputy Headteacher (Beverley Thompson) and SENDCo (Vickie Cook-Abbott) have overall responsibility for Special Education Needs provision but responsibility will also include the Class Teachers, Governors with responsibility for SEND, and Inclusion Manager. All of the above can be contacted via the school office.

### How do we involve parents of children with Special Educational Needs in their child's education?

We believe the involvement of parents is vital; we hold regular parent consultation and review meetings of the pupil profile and an annual review for children with an EHCP. We also invite parents in to meet with the specialist teachers. Other meetings often take place and can be informal or formal, such as, a discussion by phone or an in person meeting such as a Team around the Family (TAF) meeting.

## Learning Behaviours: Our Superheroes!

Positive learning behaviours are what determines success as a student. At Great Bradfords Junior School, we encourage children to adopt our 'superhero' qualities to enable them to be the best learners they can be: **Perseverance Primrose** encourages children to not give up and work through problems they face in and outside the classroom; **Resilient Rose** encourages the children to bounce back quickly after a set-back and to not let it affect their future success; **Engagement Emily** and **Enthusiastic Eddie** ensure that children get involved in all of the learning offered with focus and interest; and **Independent Ivan** inspires children to take responsibility for their learning, using the other superheroes to work through problems and recognise when they need support. When these qualities are recognised by class teachers or learning support assistants, children are rewarded with house points, and could even be awarded with a Superhero certificate during our weekly celebration assembly.

Enthusiastic Eddie

Engagement Emily

Independent Ivan

Perseverance Primrose

Resilient Rose

## Restorative Practice

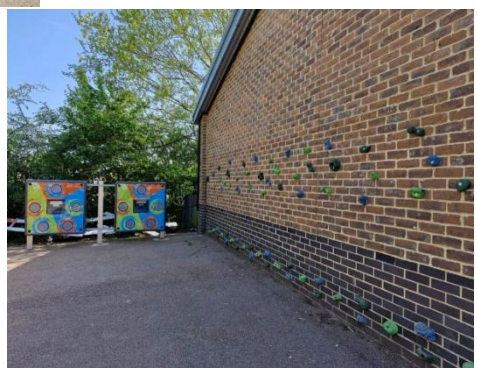
From formal lessons to social skills on the playground, children of our school are always learning and improving themselves. To help children make good choices in line with our code of conduct: Be kind; Be safe; Be responsible, our approach is based on the power of positive praise yet allows for a fair and restorative process when a child, as they all do at some points, need time to reflect on the choices they have made. Please refer to our Relationships and Behaviour Policy, available on our website, for more details.

## Outside Learning

Learning outside the classroom, helps children's physical and mental wellbeing as well as supporting a range of learning styles. We are very fortunate at GBJS to have such large outside spaces in which the children can learn and embed knowledge in a practical way. Our pond area is the perfect, safe space to explore nature with varied habitats to support our classroom-based science lessons. In addition to that, we are able to offer the children the opportunity to develop their understanding of plants and their importance through our allotment on the field. Children can cultivate and grow a variety of plants to use in their projects as well as providing produce for our talented kitchen team to use for school lunches.

## Positive Playtimes

Learning is our main priority here at GBJS; however, we understand the importance of development of social skills, brain breaks and 'down' time to allow the children to flourish when in the classroom. With this in mind, we have worked hard to provide the children of GBJS supportive outside spaces for them to enjoy positive playtimes and be ready for the learning. Our playgrounds have been painted with engaging and creativity-inducing markings where children play imaginatively with their friends, making up fun games. During lunchtimes, children also have the opportunity to play with plethora of games and activities, such as, giant Connect Four, our Activall Boards or active games to name only a few. On alternating days of the week, during break time, football is an option for children in different year groups on the lower playground, too. It doesn't stop there - we also have a wooden activity/fit trail for children to use during the fair-weather months, an outdoor gym and a huge field for them to run off some excess energy and play with their friends. Additionally, we have a bouldering wall with four challenging routes to provide extra fun at lunchtime. For those children who prefer a quieter pace at break and lunchtimes, the Helping Hand playground and hut is the ideal place for them to find some peace and support if needed, with a newly installed outdoor stage to showcase their talents too. With all of these options at break and lunchtimes, the children are guaranteed to find some fun and relaxation and, importantly, be ready for their learning.



## Celebrating Success

Recognising effort, achievement and celebrating success is vital in raising the self-esteem of our learners. Each Friday, during our celebration assembly, special 'Superhero' certificates are presented to children who demonstrate our learning behaviours or for going above and beyond our Code of Conduct; sports stars are recognised for their success or involvement in competitions; an Aspiring Author is selected by the English lead to share their brilliant writing with the school and the reading 'Millionaires' are announced and presented with a prize book and bookmark; Times Table Rock Stars are recognised for making excellent progress with their times tables recall, improving their 'rock status' and speed; and our house point results for the week, term and year are announced, as well as children's individual contributions being recognised. It is a positive, fun assembly and one which everyone looks forward to each week.

## The Bradford Mile

The Bradford Mile is a safe, simple and measurable way to improve health and physical activity. Every pupil, regardless of ability, can get involved by walking with pace around the route to collect miles and increase fitness. Bradford Mile time is at the class teacher's discretion, but children can also collect 'miles' during break or lunchtimes. Initiatives like this are supported by guidance from the Department of Health which advises that children should engage in regular daily physical activity habits across the week, every week of the year. Eleven laps of our course equals one mile!

## The Walk to School Challenge

The WOW Walk to School Challenge is something we are very proud to be involved in. WOW is a pupil-led initiative where children self-report how they get to school every day using the interactive WOW Travel Tracker. If they travel sustainably (walk, cycle or scoot) three times a week for a month, they get rewarded with an eco-friendly badge in our half termly celebration assembly. For those families who live outside of the local area and commute by car, there is also the option to 'park and stride'. It's that easy! Since its introduction, we have topped the table on numerous occasions in Essex and have been in the top ten in England out of 1500 participating schools.

# Software

Used in school and for homework

Accelerated Reader (referred to as AR or Renaissance) is a popular program used in schools. The program does not teach reading skills or strategies; it is intended to encourage children to read independently, at their own level and pace. When a child has finished a book, they 'quiz' on it using the online platform during the school day. Teachers use these quizzes to track progress and set appropriate learning goals (targets) to reach each term. As they work towards their goal, a sunflower grows on their screen to allow them to see their progress. To encourage more reading, the AR system cleverly counts the words read in each book, too, and children are rewarded with a brand new book of their choice for reading each million-word milestone.

For parents

This is our school Management Information System. Many of you will be familiar with it from the Infant School. There is a parent app which you will need to download as it enables you to view information, update contact details for your child and receive communications from us. It is also used to paying for school meals and trips and booking school clubs.

For Parents

Aspiring Authors:

Our Aspiring Authors Facebook page is a space where teachers proudly share examples of children's writing and celebrate achievements big and small. It helps us showcase pupils' progress, creativity and confidence as writers, while building a positive sense of community between home and school. We use the page to recognise effort, improvement and success, helping children feel proud of their work and motivated to keep writing.

CENTURY

Used in school and for homework

Century is an incredibly intelligent online software that personalises content, questions and pathways for every learner in English, Maths and Science, allowing teachers to identify and address misconceptions and close gaps in children knowledge and understanding. It is a supportive system that stretches the child at a pace that is right for them. At GBJS we use this as a classroom and/or homework tool, and also offer support in after-school homework club for children to attend.

PiXL

Used in school

PiXL is a valuable teacher tool which allows them to diagnose gaps in children's learning through termly assessments and use 'therapies' to close those gaps quickly. It also allows the school to track the progress of every learner, measure our progress against other PiXL schools nationally and accurately report to parents the progress their children are making each year. Parent consultations are structured around the 'postcards' where teachers will clearly explain your child's assessment scores and progress.

Spelling with Emile

Used in school and for homework

Emile is a Department for Education approved online platform to improve spelling skills by engaging children in a four-level online game process. We use this to support spelling through homework tasks.

Used in school

We introduced Teams, initially, as a way to provide a home learning platform during the pandemic national lockdown. If for any reason we need to resort to home learning again, we will use this to deliver lessons and set tasks. It will have been explained to your child/children that the discussion board is not a chat facility and should not be used to talk with their friends. It is purely for work-based discussion, tasks and questions.

Times Tables Rock Stars

Used in school and for homework

Times Table Rock Stars is a fun and challenging programme designed to help pupils master the times tables. To be a Times Table Rock Star you need to answer any multiplication fact up to 12×12 in less than 3 seconds! The goal is for all participating rockers to be Times Table Rock Stars as soon as possible. As well as having opportunities during the school week, please see the homework guidance in this handbook for additional practice expectations.

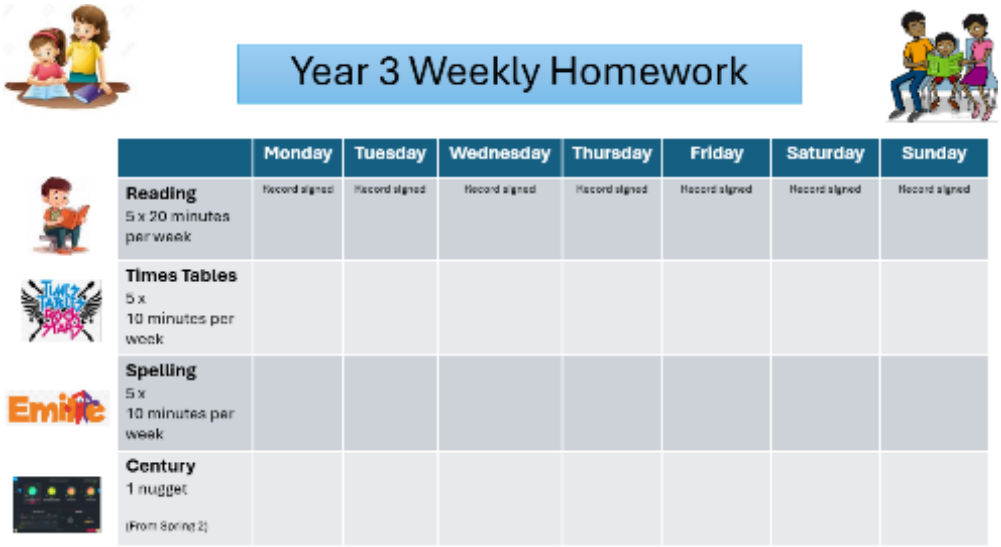
## Homework

As explained in our curriculum vision, we provide a curriculum which aims to be purposeful, motivating and inspiring. Homework is part of the curriculum learning process and is valued as a way of embedding knowledge and skills achieved in the classroom, but also for preparing for learning for future lessons. We use various e-learning platforms to provide homework, such as, Times Table Rock Stars and Century (see 'Software' section for more details), but, at times, we also make requests for research or project- based homework to be used in lessons. All homework expectations are communicated in an information sheet stuck into your child's homework book or Reading Record at the beginning of the year. For more information about homework, please visit our website and read our Homework policy.

| **Homework task** | **Benefits** |
|---|---|
| Reading | Improved reading skills, enhanced writing skills, increased knowledge, better concentration and focus, relaxation and stress relief |
| Times Table Rock Stars (TTRS) | Improved recall of times tables facts, increased motivation and engagement, enhanced problem-solving skills, personalised learning |
| Emile for Spelling | Improved recall of spelling rules, increased motivation and engagement, enhanced problem-solving skills, personalised learning |
| Century nuggets | Increased motivation and engagement, enhanced problem-solving skills, personalised learning |

| **Year** | **Reading** | **Spelling: Emile** | **Maths: TTRS** | **Century nuggets** |
|---|---|---|---|---|
| **3** | 20 mins x 5 per week | 10 mins x 5 per week | 10 mins x 5 per week or 500 points | 1 (starting from Spring 2) |
| **4** | 20 mins x 5 per week | 10 mins x 5 per week | 10 mins x 5 per week or 500 points | 2 nuggets |
| **5** | 20 mins x 5 per week | 20 mins x 1 per week | 20 mins 1 x per week or 500 points | 3 nuggets |
| **6** | 20 mins x 5 per week | 20 mins x 1 per week | 20 mins 1 x per week or 500 points | 4 nuggets |

To support you and your child build good routines and meet deadlines, we have recently created these handy, A4-sized laminated homework trackers. If you would like to purchase one, they are available from the school office for a small fee of £1 which includes a wipe-clean pen.



# Pupil Voice in Action

## Global Green Team

When the children reach Year 5, they are able to apply to be part of our Global Green Team. Children involved in this group meet to consider ways in which we can become an eco-friendlier environment by looking after our school and local community. They get involved in special projects and take action to combat climate change.

## House Teams

All children are allocated a 'house' team at the beginning of their junior school journey. Our house names were decided in collaboration with the children and it was felt that they were symbolic of the attributes to aspire to as a member of the Great Bradfords Junior school community. These are: Air, Fire, Water and Earth. Belonging to a house and contributing towards collective house points, allows the children to create a bond with a team and share successes together. House points are awarded by adults in the school for reasons ranging from demonstrating any of our superhero learning behaviours to keeping their classroom tidy.

## Pupil School Council

At Great Bradfords Junior School, we believe that children should be listened to and have the opportunity to have their voices heard. Each year, every pupil in every class is given the chance to lead their class as a Pupil School Council representative. The voting process is similar to the democratic one in central government where each candidate presents their pitch to their class and then the classes vote anonymously for their preferred candidate. The winner will be awarded with a badge and be expected to commit to attending lunchtime meetings, feedback to their class and contribute to sharing their classes opinions.

## Antibullying Ambassadors

We are pleased to have over 20 Anti-bullying ambassadors trained across the school with representatives from every class. Although we are on a mission to eliminate bullying for good, if it does happen, we want to deal with this swiftly to ensure any unkind actions STOP. The Diana Award's Anti-Bullying Programme trains young people to become anti-bullying ambassadors in their schools and communities. These ambassadors are then able to lead initiatives and campaigns to promote kindness, respect, and inclusivity, and to support those who have experienced bullying.

## Working Together as a Community

## Parent Forum

As a school, we are committed to working in partnership with our families and strongly believe in developing these relationships for the benefit of our children and wider community. As a result, we have successfully achieved the Leading Parent Partnership Award (LPPA). While the award recognises our commitment to parental engagement through accreditation, the main purpose of the process was to audit our current provision and identify next steps for strengthening and improving our home–school relationships, as this is where we can have the greatest impact on our young people. As part of this process, we established a Parent Forum, enabling parents and carers to both inform and be informed about decision-making within the school. This forum aims to strengthen home–school relationships, give parents and carers a voice, and provide opportunities to support one another.

## Pastoral and Mental Health Support Team

At the core of our decision-making for supporting our most vulnerable children is our Children and Family Team (CFT). This team meets regularly to ensure that every child feels safe, supported, and cared for both in and out of school. All members of the CFT are trained mental health first aiders and include the headteacher (Designated Safeguarding Lead), deputy headteacher (Disadvantaged Champion, Deputy Designated Safeguarding Lead, and Senior Mental Health Lead), SENDCo, administration manager, and our inclusion, pastoral and behaviour leads. These professionals are highly trained, experienced, and qualified in supporting children with social and emotional wellbeing challenges. To aid their work, we have well-resourced, dedicated spaces within the school — the Rainbow, Star, and Oasis rooms — where children can access targeted support. This includes sessions like 'Zones of Regulation', which help children learn to identify and manage their emotions independently.

As well as the support offered by our team, we are very lucky to be able to offer more in-depth support for children, where needed, through our links with the NHS Mental Health Support Team (MHST). The team deliver workshops for parents, children and staff over the school year as well as working individually to support specific families in our school.

## PTFA

The Parent, Teacher and Friends Association (PTFA) work together to support the school with fun, interesting events to raise much needed funds for the school. You may be interested to know that all parents are automatically part of the team as your child is part of our school; however, it is your engagement that counts! Please contact the school via admin@gbjs.co.uk to register your interest in getting involved with organising future events and supporting the school in this way.

## Wraparound Provision and clubs

CMXSC offer both breakfast club, from 7.30a.m., and wraparound care until 6.00p.m. They also offer holiday camps at our school during the Christmas, Easter and Summer breaks. During Wraparound sessions various activities are available including dodgeball, cooking, science and Nerf Battles. Places can be booked directly with CMXSC:

https://www.cmxsc.co.uk/

Our school offers a Homework club each day where children can complete their homework with the support of school staff and ICT access. This can be booked via the school at the start of each term. It is free and places are limited to one session per child, per week. We also have a choir that have the opportunity to sing at the Young Voices concert at the O2 in January along with other events throughout the year, and a Gardening Club which helps to look after our allotment and grounds and football clubs led by our specialist coach.

## Our School Day

| | |
|---|---|
| • Breakfast Club - Booked and paid for in advance via CMXSC – https://www.cmxsc.co.uk/ | 07:30 – 08:35 |
| Doors open (children should not arrive before this as they will be unsupervised) | 08:35 |
| Registers taken (children arriving after 08:45 will need to enter via reception). | 08:45 |
| Break | 10:30-10:45 |
| Lunch – staggered by year group (children have a 55-minute break during this time) | 11:45-13:00 |
| End of school day | 15:15 |
| • Wraparound Care - Booked and paid for in advance via CMXSC - https://www.cmxsc.co.uk/ | 15:15-18:00 |

If you meet your child at the end of the school day, please arrange to meet them at either of our parent waiting areas.

## Medical Matters

Our first aid procedures are informed by Essex County Council Code of Practice and we monitor them regularly. However, we are only able to administer basic first aid and if the injury sustained cannot be treated adequately, we always contact the parents/carers or other emergency contact.

In the case of sickness or an accident, every effort will be made to contact you. This is why it is essential that we have a current address and telephone number where you can be reached during the day.

The school is happy to consider requests from parents for administering medicines, both prescribed and non-prescribed. In the interests of all the boys and girls in the school, it is essential that the medicine request form is completed before the medicine is brought into school. Each request should be made in writing (using the appropriate form which is obtainable from the School Office).

All medication should be handed in by an adult at Reception. Inhalers will be kept in the medical room where it is readily available to your child when required. During school visits, and P.E. lessons on the school field, teaching staff will have the required medication with them.

In exceptional circumstances, some children with long term medical needs require further support from the school. For these children, an individual Health Care Plan is drawn up in conjunction with the parents and, where appropriate, the medical profession. If you feel your child needs this medical support in school, please contact the school office in the first instance.

## Nut-Free School and Allergies

We are a nut-free school and take the safety and wellbeing of all our children very seriously. Some children in school have severe nut and other food allergies, which can be triggered by even very small amounts. We kindly ask all parents and carers to be vigilant when preparing packed lunches and snacks and to ensure these do not contain nuts or nut products. This includes items such as spreads, cereal bars, cakes or snacks that may contain nuts or traces of nuts. Where possible, we also ask parents to be mindful of other common allergens. If allergen items are brought into school, we may need to send them home unopened to keep our children safe. Thank you for your understanding and continued support in helping us provide a safe environment for everyone.

# Uniform

We encourage all our children to wear the school's uniform. It is not only smart and practical, but gives the children a sense of belonging and of being important members of the school community.

The Government asks school governing bodies to ensure that the uniform chosen is widely available in high street shops and other retail outlets, rather than from an expensive sole supplier.

- Royal blue sweatshirt or cardigan with white polo shirt;
- Grey or black trousers/skirts/tailored shorts;
- Blue and white summer dresses;
- Black or white socks;
- Black shoes or black trainers – no boots, open-toed sandals or trainers of any other colour;

Royal blue is a colour that is easily accessible from retail outlets.

Our designated uniform supplier is MyClothing.com. Their school embroidery service supplies sweatshirts, polo shirts and fleeces with the embroidered school logo. These goods will be delivered direct to your home.

*It is extremely important that **you name all uniform items of clothing**. As you can imagine, missing items without names are extremely difficult to find!*

**Appearance**

To support a culture of high expectations and readiness to learn, children are expected to maintain neat and appropriate hairstyles. The following guidelines apply:

- Hair should be clean, tidy and not cover the face.
- Extreme hairstyles (e.g., unnatural colours, shaved patterns) are not permitted.
- Long hair should be tied back during PE and practical lessons for safety.
- Hair accessories should be practical, small, simple and in school colours.
- Make-up (including nail varnish) is not permitted.

## P.E. Kit

All children taking part in P.E./Games will need appropriate, clean P.E. clothing, which provides a freedom of movement and, when necessary, some protection from the weather. Our children come into school on P.E. days wearing their kit:

- House colour T shirt
- Loose-fitting black shorts (not cycling shorts)
- Black, white or house colour socks
- Black jogging bottoms (not leggings)
- Black sweatshirt for winter (no logos)
- Black or white trainers.

**PLEASE NOTE:**

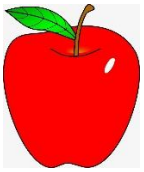
Children should wear their school sweatshirt/jumper/cardigan over their P.E. T shirt along with their shorts/tracksuit bottoms during the lessons which are not P.E. lessons, then change into their P.E. sweatshirt/jumper for their P.E. lesson. Your child's P.E day will be notified to you at the beginning of the year.

### Important Information

*Jewellery is not suitable for school wear, but named watches may be worn (**NOT** smartwatches). Watches will need to be removed for P.E. Children with pierced ears may wear one pair of plain small studs. **However, during P.E. and swimming, we require all children to remove their earrings for safety reasons.** If this causes difficulty, when your child has P.E. or swimming, please ensure that your child does not wear earrings to school that day. **If your child is unable to remove their earrings, they will not be allowed to go swimming or take part in P.E. lessons, both of which form part of the statutory curriculum.** To assist you, your child's class teacher will inform you of P.E. and swimming times. If you are planning to have your child's ears pierced, we would recommend doing this at the start of the summer holidays to allow time for the ears to heal.*

## Other important equipment needed for the school day

- A labelled, reusable water bottle (**water only** - **no juice**).
- A snack for breaktime (preferably fruit or vegetables) if desired.
- A small pencil case containing a pencil, blue biro pen, ruler and rubber. (This will need to fit into their tray so cannot be too large!)
- Reading Record, reading book and Homework book (these are provided by the school but need to be brought in every day).



At Great Bradfords Junior School, in line with our Code of Conduct, children are encouraged to take responsibility for their belongings by keeping them tidy and safe. As such, we provide them with a box which is linked to their 'house' (Air, Earth, Fire or Water) to store their belongings during the day.

To support your child being able to independently pack their box on a daily basis, we have provided the dimensions of the box below. This enables parents/carers to make suitable purchases for school bags, small lunchboxes, and coats.

Each box measures 36cm by 27 cm

## Attendance/Absence procedures

If a child is absent from school, the parent/carer must follow the following procedures:

• Contact the school on the first day of absence before 9.30a.m. The school has an answer phone available to leave a message. If nobody is available to take your call, you can email admin@gbjs.co.uk or call into school personally and speak to the office staff.
• Contact the school on every further day of absence, again before 9.30a.m.
• Ensure that your child returns to school as soon as possible and provide any medical evidence if requested to support the absence.

If your child is absent, we will:

• Telephone you on the first day of absence if we have not heard from you; however, it is your responsibility to contact us
• Write to you if your child's attendance is below 90%
• Invite you in to school to discuss the situation with our Attendance Champion, Child and Family Support Worker or Headteacher if absences persist
• Refer the matter to the Local Authority for relevant sanctions if attendance deteriorates following the above actions

### First day calling:

The school operates a first day response to absence: we will call you if we have not heard from you in the first instance. If we are unable to make contact with parents/carers by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made in the interests of safeguarding. A referral will be made to Local Authority if no contact has been made with parent/carers by the 10th day of absence, at which point your child will be considered Missing from Education.

### Term Time Holidays:

There is no entitlement for you to take your child on holiday during term time. You will be fined for taking your child on holiday during term time without consent from the school if the holiday exceeds 10 sessions (or 6 sessions in the month of September).

Absence during term time should be avoided because children can fall behind with their work and may find it difficult to integrate.

An application for leave must be made in writing to the school, detailing the exceptional circumstances.

The headteacher must be satisfied the circumstances warrant the granting of leave. Leave of absence will not be granted during term time unless there are **exceptional circumstances**. They will determine the number of school days a child can be away from school if the leave is granted.

If you do not apply for leave of absence in advance, the absence will be recorded as unauthorised. If your child is away for longer than was agreed, any extra time is recorded as unauthorised.

Medical appointments, where possible, should be out of school hours. Where this is not possible, evidence of the appointment will be required in order to authorise the absence.

## Admissions process for Great Bradfords Junior School

**Mid-year applications**

(i.e. applying for a place to transfer from another school or because you have just arrived in the UK)

**Primary admissions application**

(i.e. applying for a place in Year 3 for September of the following Year. This is done between November and January.

Apply for a place on the Essex County Council website:

https://www.essex.gov.uk/topic/admissions

They will contact the school to find out if we have a place available.

You will receive notification from Essex County Council if a place has been offered.

Contact the school (01376 326739) to arrange a visit and a start date.

### Contacting the school

You will receive notification on the National Offer Day (usually in April), of the place.

If your child currently attends Great Bradfords Infant and Nursery School, an information pack will be sent home with your child. There will be a series of transition events organised between the two schools.

If your child attends another Infant School, we will be in touch to invite you to the transition events.

## Leavers process for Great Bradfords Junior School

**Mid-year transfer to another school**

(i.e. applying for a place to transfer to another school)

**Secondary admission application**

(i.e. applying for a place in Year 7 for September of the following Year. This is done between September and October.

Apply for a place on the Essex County Council website:

https://www.essex.gov.uk/topic/admissions

They will contact the school to find out if there is a place available.

You will receive notification from Essex County Council if a place has been offered.

Contact us to obtain a Leavers Form, letting us know the new school details, your new address (if applicable) and the date your child will be leaving.

You will receive notification on the National Offer Day (usually in March), of the place.

Meetings and transition events for the new school will be communicated to you by the secondary school.

## Contact Information

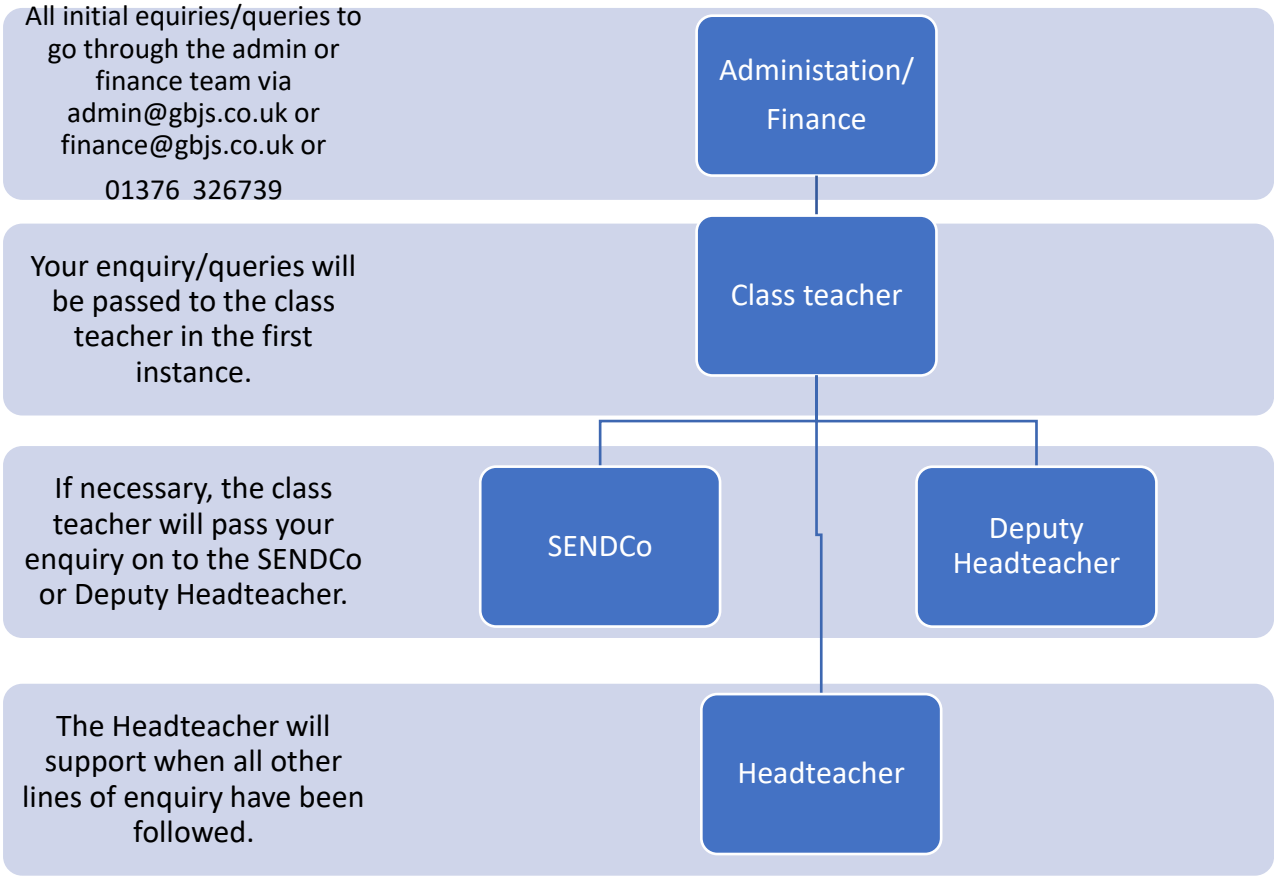
Office hours: 08:30 to 16:30

Phone: 01376 326739

Email: admin@gbjs.co.uk

Website: https://gtbradfordsjuniorschool.org.uk/

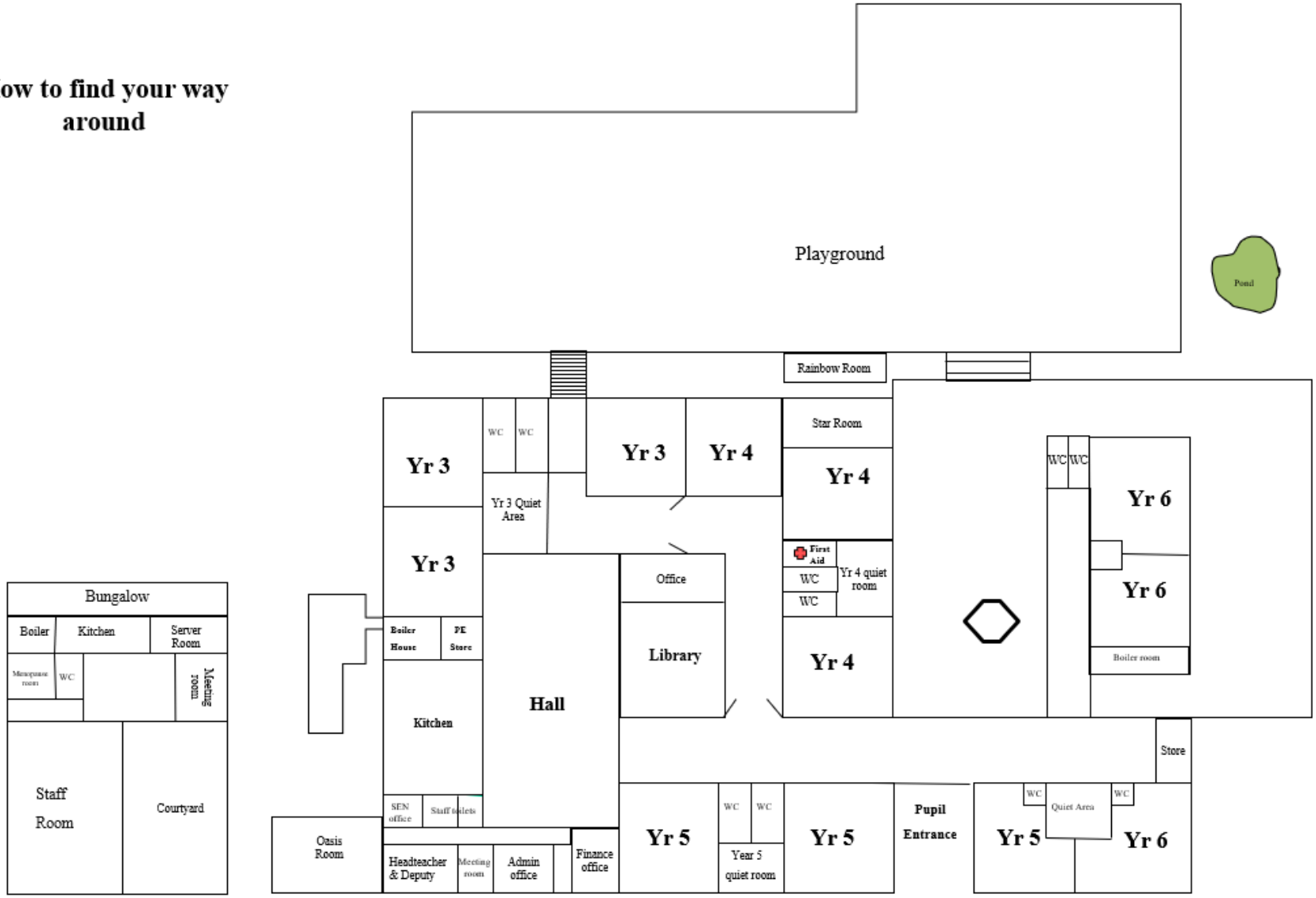
Facebook: We have a Facebook closed group. Please note this is only used for the school to share information and celebration, not as a communication channel.




If you have reason to raise a concern, please refer to our Compliments, Concerns and Complaints policy on our website.

# Site Map

**How to find your way around**



Together we learn;

together we grow