



Claygate Primary School Handbook

We are delighted to welcome you to Claygate Primary School.



Claygate Primary School
Foley Road,
Claygate,
Surrey
KT10 0NB
Tel: 01372 465348 Fax: 01372 462823
E-mail: office@claygate.surrey.sch.uk www.claygate.surrey.sch.uk

Visit our website for our Privacy Notice, up to date news about CPS and your child's year group, policies and other useful information including our school calendar.

The school website is: www.claygate.surrey.sch.uk

The school email address is: office@claygate.surrey.sch.uk

The school telephone number is: 01372 465 348

Please read this handbook carefully and keep it for future reference.

CPS Motto

Together We Grow

Vision

Our vision is to develop high achieving, aspirational, confident and responsible individuals. We will do this by providing a welcoming and happy school community within a safe and supportive learning environment, where all achievements are valued and celebrated.

Aims

To realise our vision, Claygate Primary School will provide an inclusive, safe environment and a rich inspiring and fluid curriculum which:

- Teaches the knowledge and skills that enable the children to be confident, successful learners particularly in reading, writing and mathematics.
- Teaches children to be creative thinkers: who use reasoning and are imaginative, curious, observant, investigative, co-operative, adventurous and determined.
- Facilitates opportunities for children to become effective communicators through speaking, listening, writing, debating, negotiating and computing.
- Teaches the children computing skills so that every child has the ability to safely use technology to learn and adapt in their ever changing world.
- Teaches children to recognise their own and others' strengths and consequently take ownership and responsibility for their own learning through becoming resilient, resourceful and reflective valuing reciprocity.
- Teaches children to be emotionally literate by promoting core values of respect, responsibility, honesty, patience and kindness which will enable them to be good citizens who are able to deal with all life's challenges and make educated choices for their own health, safety and well-being.
- Promote partnership with the community that respects diversity and where children become active and caring members of the wider community.

Safeguarding: CPS is committed to safeguarding and takes its responsibilities for the welfare of all children seriously. We expect all staff and volunteers to share this commitment. Mrs Ali, Mrs Cunniffe, Miss Dias and Mrs Cunningham are the named Designated Safeguarding Leads for Claygate Primary School.

The staff and Governing Body take seriously their responsibilities to safeguard and promote the welfare of children, and to work together with other agencies to identify, assess and support those children who are suffering harm.

All staff participate in a wide range of training in child protection awareness, to ensure that they are able to identify issues and know how to respond. 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 any concerns about pupils are discussed with parents first, unless we have reason to believe that such a move would be contrary to the pupil's welfare.

Please see the school's Child Protection Policy for more information. (Safeguarding policy)

Behaviour: We have high standards for behaviour with a focus on positive behaviour reinforcement and expect all pupils to behave in a positive and responsible manner, not just in school but also in the wider community.

Values

Our values were chosen by the School Council, in consultation with their peers. We use the Jammie Dodger biscuit as a simple symbol to represent our values.

- 🍪 **Safe and Healthy**
- 🍪 **Courageous**
- 🍪 **Achievers**
- 🍪 **Respectful**
- 🍪 **Responsible**
- 🍪 **Friendly**

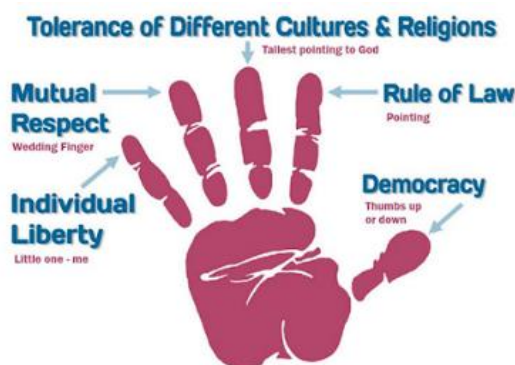
This spells SCARRF for easy recall and runs alongside our British Values:

We expect children to be polite and courteous to each other, to adults in the school and to visitors and we promote an ethos in which children look after and respect each other. The school values self-discipline and we encourage children to think carefully about the consequences of their actions.

Restorative Justice

We use a Restorative Approach to behaviour and learning.

The reality is that some children may experience difficulty with their behaviour at some point. For the vast majority, this will be temporary and is likely to involve difficulties with friendship groups, or adjusting to new situations at home or in school. For others, difficulties may be ongoing and require further support. We recognise that all behaviour is a form of communication and our job, working with parents, is to not only minimise any impact of that



behaviour on others, but also to work towards a resolution and, where possible, understand the cause. Again, in the majority of cases this will be achieved through our Behaviour Policy.

A Restorative Approach brings those harmed by conflict, and those responsible for the harm, into communication enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

Restorative Approaches are based on the following:

- ◆ Respect - for everyone by listening to other opinions
- ◆ Responsibility - taking responsibility for your own actions
- ◆ Repair - develop skills within our school community so children and adults have the resources to identify solutions that repair wrong doings and make sure behaviours are not repeated
- ◆ Re-integration - working through a structured, supportive process that aims to solve the problem

We have a clear and structured system for dealing with misbehaviour if it occurs. Children will be reminded about what is expected, and there will be consequences if behaviour does not improve. This may involve sanctions such as missing playtimes, being seen by senior staff, and in some cases parents being asked to come into school to discuss the situation with the Head Teacher, SENCO and / or class teacher.

Bullying: Bullying in any form is unacceptable and is dealt with in line with the school's Behaviour Policy. Parents, carers and children can feel confident that incidents of bullying will be dealt with promptly and fairly. All those involved in an incident are supported; the perpetrator, victim and bystanders. All cultures, backgrounds and those with protected characteristics are treated with equal respect. Persistent bullying is very rare; however, children can find themselves in situations where, sometimes with others, they behave badly towards others and are not always aware of the consequences of their actions. For this reason, we avoid and discourage the use of the word 'bully', as this can easily become a label which associated with a child. We do not, however, shy away from using the word 'bullying' to describe behaviour: this is a very powerful word that sends a clear message about unacceptable behaviour.

If you have any concerns please see a member of staff immediately. We remind children regularly of their right to be treated kindly and fairly by others, and we encourage them to speak out and find an adult if anyone is behaving towards them in a way they don't like. In practice – especially if this is an ongoing situation – children may be reluctant to speak to someone in school or may be unsure what to do. Therefore, do not hesitate to raise any potential issues with staff.

A Love of Learning!

Creative Curriculum

We teach our children how to learn through raising awareness of the learning process, encouraging them to evaluate their attitudes, strengths and areas for development. We want our children to become self-reliant, independent learners.

Our creative curriculum is designed to be broad and balanced, challenging children to dive deeper into their learning and provides stimulating opportunities to promote excellent social relationships. Purposeful cross-curricular links encourage children to apply skills, knowledge and understanding between areas of learning. Carefully planned themes and exciting topics help bring the children's learning to life and gives learning purpose too! Staff work collaboratively to ensure continuity and progression. Children are actively encouraged to pursue their own ideas e.g. utilising technology to develop skills and become independent learners.

Above all, we consider Reading, Writing and Mathematics to be of prime importance alongside Oracy. We need to be able to communicate effectively through the written and spoken word in school, at home and in the wider world. We value opportunities for talk in all areas of learning as this reinforces thought processes, writing strategies and develops a substantive vocabulary. Mathematics plays an important part in our lives and we aim to prepare children for future economic well-being. Our Mathematics curriculum is based on White Rose Mathematics, with the aim to develop a culture of deep understanding, confidence and competence – a culture that produces strong, secure learning and real progress. You may see children wearing Published Author and Marvellous Mathematicians lanyards around school - children's achievements are recognised and shared with the community; creating a sense of purpose and value to our learning!

Performing Arts At CPS, we know that Drama, Dance and Music develop high self-esteem and confidence in our children. They develop the creative side of their personality and improve their interpersonal skills. We are very fortunate to have a well-stocked music studio and our own Music and Drama Teacher.



Visual Art and DT Our high-quality Art and DT provision is designed to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they are given opportunities to think critically and develop a more



rigorous understanding of art and design. They learn how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Themed weeks and Art workshops further enhance our offer.

Artsmark: This is an award scheme administered by the Arts Council which acknowledges high quality provision in art, music, dance, drama and creative writing. We currently have held the highest form of the Award, Artsmark Gold, since 2014!





Sport and PE We offer an excellent range of sporting activities both within the curriculum and out of school hours. Children explore skills and rules associated with a range of sports, facilitating teamwork and sportsmanship. They have opportunities to compete in and beyond CPS. Children appreciate that physical activity complements effort and achievement. Indoors, children develop and hone skills within Gymnastics and Dance.

Our newly built indoor **swimming pool** provides all-year round swimming opportunities. Children learn and improve several strokes as well as lifesaving skills.

Learning Beyond the Classroom: provides learning opportunities impossible to experience within the confines of the classroom. At CPS we very much value first hand learning experiences. We are extremely fortunate to have extensive tree lined grounds to explore with a 'Mini-Apple Orchard', allotments and chicken run.



Mini-Woodies designed specifically for our younger children encourages with 'safe risk taking' and imaginative play. Our expansive **Woodland Learning Zone** houses our fabulous **pond** and provides opportunities to explore nature throughout the seasons as well as being a perfect place for outdoor problem solving, building of resilience and of course social skills. The annual Big Bird Watch is only one of the many activities on offer at CPS

Our play facilities are also extensive with a large climbing frame, traversing wall and Trim Trail. Our MUGA is available all year round. A wide range of activities keep the children active and include 'Craze of the Week' and table tennis. There is a range of equipment to facilitate active and creative play. We also have a covered Reading Pod and an Outdoor Zen Zone encouraging calming drawing and colouring activities.

CPS Claygate Charter and Cultural Capital CPS Claygate Charter is our promise to develop cultural capital for every child to reach both academic and personal potential. We believe that these are intrinsically connected; the rich offer we provide results in well balanced children who are eager and ready to learn, fostering transferable skills and boosting overall academic achievement, leading to better future work opportunities.

OFSTED 2020 "*The 'Claygate Charter' provides pupils with a variety of enrichment activities, such as gardening, sport, art and Japanese. These help promote pupils' physical and mental well-being. Many more pupils are representing the school in sporting fixtures.*"

Each block is carefully planned to dive deeper into aspects of the curriculum, broadening their experiences through a variety of activities, enriching their understanding, whilst promoting both mental and physical well-being.

Our rich offer includes:

Enrichment	Brilliant Botanists and Biologists	Terrific Textilers	Music & Drama	M-Fit	Orienteering and Problem Solving	Woodland Explorers	Computer Scientists
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Curriculum Link	Plant Science	Art and Design	Music and Drama	PSHE: Jigsaw Unit <i>Celebrating Difference</i>	Geography and PSE	Geography and PSE	Computing
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Although our Enrichment programme plays its part, at CPS, Cultural Capital is further developed through:

- Personal Development
- Social Development
- Physical Development
- Spiritual Development
- Moral Development
- Cultural Development

Extra-Curricular Activities: play an important role within the school community see CPS website. At CPS, we have a dedicated staff with a wide range of interests and expertise. We consequently offer a variety of clubs, further complemented by those run by external providers.

Children benefit tremendously by attending; self-discipline is learnt, respect for oneself and others, involvement as a member of the school community and the opportunity to build on learning which takes place during the school day.

As with everything involving our school, behaviour standards and expectations are maintained. A child could forfeit their place if behaviour/club attendance is an issue.

School Visits: Our Governing Body has adopted Surrey Policy regarding charges for school activities. No child will be excluded on the grounds of non-payment, however, the usual procedure is:

- a) Share the proposed visit/activity with parents and carers
- b) Seek voluntary contribution towards the cost of the visit/activity
- c) Decide whether the activity is financially viable
- d) Modify learning activities if necessary

Residential trips have many benefits, including building resilience, developing independence and of course provide the opportunity to have fun and bond as a year group!

3 day residential visits are designed to be inclusive and are not too far from home or too expensive, so children could attend daily should there be a barrier to staying overnight. Residentials are offered to Year 4 (Marchants Hill), Year 5 (Hindleap Warren) and Year 6 (Thames Young Mariners).

Pastoral Care and Well-Being:

Inclusion Your child's potential is their most precious resource. We believe all children are entitled to the best education possible and given the opportunity to be included in the wide variety of learning activities in order to thrive. We are fortunate to have a full time Inclusion Leader at CPS, Mrs Cunniffe.

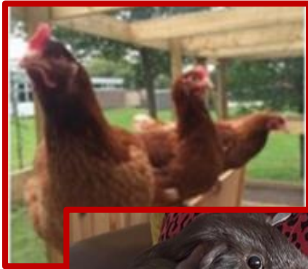
We appreciate different learning styles and interests and value and promote a **Growth Mindset**. Our children appreciate that our brains can 'grow' and although we may not find something easy at first, we can learn and develop our skills. Instead of: *'I can't do that'* (closed

mindset), we want: *'I can't do that...yet!'* (growth mindset). Our aim is to develop our children's Learning Power and actively teach the *Learning to Learn*.

Where necessary, the class teacher, our Inclusion Leader or other specialists will devise a co-ordinated, differentiated, programme for the child and further monitoring may be needed. CPS follows the Code of Practice for SEND and in conjunction with the Local Authority seeks to provide the best support for the child.

Opportunities for developing those with above average potential offered by the County, the Ember Learning Trust and nationally are considered and exploited whenever possible.

Animals at Claygate Primary School: We have resident guinea pigs, chickens, fish and a hamster which the children help to care for. We have a visiting Reading Dog too! He loves to listen to children read.



Not only does this help child appreciate the responsibilities of owning a pet, our animals help to support emotional literacy and positive mental health. Families may look after the pets during weekends and holidays.

At times, we also have additional *visitors*; we have hatched chicks and butterflies. Our Woodland Learning Zones and pond are full of wildlife; tadpoles transform into frogs before our eyes and our ducks return year after year!

Mental Health/Wellbeing: Happy children who feel safe and recognised learn best. Our Jigsaw Scheme develops an awareness of mental health and our M-Fit Enrichment block focuses on Mental Health and Wellbeing. We have a consistent approach to well-being and discuss our feelings throughout the day, utilising the tool; Zones of Regulation. We have Worry Monsters in every Class as well as in the Zen Zone.

We utilise the 5 Ways to Well-Being; **C L A N G** which encourages us to:



Charities: Our children are our citizens of the future. We aim for them to be aware of charitable organisations and to experience charitable deeds. This also aligns with the 'Give' aspect of **C L A N G**

We also encourage the children to be discerning as they help us to select charities for the year, led by our School Council, including; Poppy Day

- as it has national, patriotic focus, Sports Relief/Red Nose Day, Children in Need and Harvest.

Pastoral Support

We have 3 trained ELSAs who provide **Emotional Literacy Support**; promoting the emotional wellbeing of children. Occasionally a teacher may recommend a child for emotional support, in liaison with parents, having perhaps after facing a challenging experience, such as the death of a family pet. If you feel your child may benefit from this short term support, please alert the class teacher. ELSA HUB: our qualified team offer a 'drop in' session, to encourage children

to maintain a connection to their ELSA support as and when it is needed.

Our trained **Key Workers** have regular daily or weekly 'catch ups' with children on a more informal basis.

Zen Zone: this is a calm safe space for our children to reflect with activities to support mental well-being. We also have an outdoor equivalent for calm mindful colouring and drawing.

'Lunch / Colouring Club': A variety of activities are provided to enhance social development such as turn-taking, sharing and developing necessary skills in order to understand others' feelings.

For further advice, please contact the Inclusion Leader: Mrs Cunniffe:

sen@claygate.surrey.sch.uk



Our School Day:

The school gates open at 8.35am: Children are welcomed to class by their teachers for early morning activities. This is an important part of the day for all children.

Collective Worship: We have a huge variety of gatherings; from class to whole school! This meets the requirement for daily worship of a mainly Christian nature; opportunities for personal and social development are also exploited and we focus on our values. We utilise Picture News to explore events happening across the world and to reinforce and teach British Values, the Rights of the Child and the 9 protected characteristics.

Singing plays a huge part in our assemblies and we have our own school song! One of the highlights of Claygate Primary is the Jammie Dodger assembly! These are very special 'spontaneous' assemblies awarded when the school is working exceptionally well as a community, working hard and living our values.

There are also **class assemblies** throughout the year where parents are invited to celebrate their child's recent learning and achievements. Dates of class assemblies are advertised in the Newsletter and on the website, and you may also receive an invitation from your child.

(A child may be withdrawn from Collective Worship/ Relationships and Sex Education (RSE). A parent must do this via writing to the Head Teacher who may consult with the Governing Body - see policy on website.)

Break time: Children have a morning break. KS1 have an additional afternoon break. Children go outside whenever possible and therefore suitable hooded coats are required.

Lunch time: Children are supported by our staff who know the children well. Several clubs run including Lunch/Colouring Club. We also have a team of trained older children who act as 'buddies' and support the younger children as well as Sports Crew and Well-Being Ambassadors who run a wide range of activities.

Good table manners, respect and courtesy are expected throughout the school including break times. Golden tokens are awarded staff for outstanding courteous acts!

School Lunch: Our meals are provided by Surrey's 'Twelve 15' and are cooked freshly on the premises in our own kitchen. Lunches are paid for via a Parentpay online account. Reception and KS1 children are all eligible to have a school lunch provided. Our catering staff will cater for any special dietary needs (a form is available to complete). To ensure a balanced diet, children are encouraged to eat at least half of everything offered for their school meal.



Packed lunch: We assume your child's packed lunch will contain the quantity of food you consider appropriate and therefore expect them to eat what you have provided. For your child's sake therefore, please do not pack too much or include things they do not like.

Claygate Primary School holds Healthy Schools status. Packed lunches should provide a balanced, healthy diet (fizzy drinks, sweets and chocolate bars are not allowed).

CPS is a **Nut Free Zone** as staff and children may have very serious allergies. This includes sesame, pesto, satay sauces, some snack pots, cereal bars and chocolate spreads

Free School Meals / Pupil Premium: If you think your child may be entitled to Free School Meals please complete the relevant form or speak to the Office Team. Eligibility for Free School Meals also provides additional support including discounted residential trips.

End of the day: The school gates open at 3.10am and close at 3.25pm to maintain site security.

- ◆ At 3.15pm children are escorted outside to be collected by their designated adult.
- ◆ Parents/carers should keep all children in their care under close supervision.
- ◆ Use of the Trim Trail, climbing frames in the main or EYFS Playgrounds and ball games are not allowed before or after school.
- ◆ Once all children are safely dismissed, you may wish to catch up with your child's teacher.
- ◆ Year 6 may be given parental permission to walk home unaccompanied.

Please ring 01372 465348 by 3.00pm if collection is delayed due to an emergency.

Wrap Around Childcare

Childcare before and after school is provided on-site

- ◆ Breakfast Club: 7.15am – 8.45am
- ◆ After-school Club: 3.15 – 6.15pm.

Treetops Nursery and Reception children are welcome at Treetops our EYFS wrap around care run by qualified CPS staff

Clubland: is an independent company run by Clubland Playscheme Ltd. www.clubland-playscheme.co.uk.

Parking: We encourage children to 'Think Green' and walk, cycle or scoot to school. We are part of the WOW initiative where we track how our children travel to school. Children who travel sustainably are rewarded. The school car park is for staff and visitors only. Parents are requested to comply with the requirements of the Highway Code and observe courtesy to local residents and Rowan School. The road and school beyond the barrier has restricted access

to keep our children safe by mitigating risk, however we still encourage you to utilise footpaths and keep your children safely under your supervision at all times.

Cycle Racks and Buggy Park: provided for your convenience .

Attendance

(Term dates are available on our website www.claygate.surrey.sch.uk)

The Government sets the level of attendance at 95% as a minimum as absence during term time is disruptive and detrimental to a child's social and academic success.

Punctuality / Lateness: It is the responsibility of the parents/carers to ensure their children attend school and on time. Punctuality is crucial. Lateness causes disruption to both the individual's learning and to that of the other children in the class. When late, a child will miss the opportunity to network with staff and friends as they begin the school day as well as essential learning input from the class teacher. This is also a time when children may receive additional support from staff in reading or prior learning or have pre-teaching boosters.

The gates open at 8.35am so children can arrive in class by 8.45am for registration at 8.55am. Children who arrive after the register has closed at 9.00am will be recorded as late to school. After 9.30am, lateness is recorded as an **unauthorised absence**.

Persistent lateness will be addressed by the school in the first instance. The school's allocated Local Authority Inclusion Officer monitors attendance and punctuality and a referral to this service may lead to prosecution by the Local Authority.

Absence and Illness: Any absence is detrimental to the learning of your child. This cannot be stressed enough, however sometimes this is unavoidable. Any absence not covered by a reason which meets guidelines is also considered as 'unauthorised'.

Please telephone CPS as soon as possible if your child is unwell (by 9.00am at the latest) on the first day of absence. Under Government regulations any absence not covered by a written note, telephone conversation or personal visit is automatically 'unauthorised'.

If your child has vomited or experienced diarrhoea your child must remain off school for a minimum of 2 school days after the last episode.

If your child is well enough to be at school they are expected to go outside at break and participate in all aspects of the curriculum, including PE.

If, however, a long term medical condition occurs, such as broken bones, please contact us and we will make appropriate arrangements with you.

Requests for leave of absence during term time: The Education Regulations 2013, states that Head Teachers may not grant leave of absence, unless the absence is considered to be for exceptional circumstances. No parent/carer can demand leave of absence during term-time for their child as a right. Authorisation cannot be given retrospectively.

Whenever possible, medical and other appointments should be arranged outside of school hours. When appointments during school hours are unavoidable, the school office must be notified in advance in writing of the date and time of the appointment and when the child will be collected and/or returned to school. Evidence of the appointment must be provided. Only the time for the actual appointment will be authorised and children are expected to return after the appointment, if possible.

To request an absence in term-time a form must, wherever possible, be completed as soon as possible prior to the leave date. The Head Teacher, who may consult with the Chair of Governors, will then decide whether or not to authorise the requested absence. Each request will be considered separately and a decision made based on the reasons for each request.

Please note: Prior good attendance or academic ability is not a factor, however poor attendance may be taken into account.

Penalty Notices: In line with the guidance from the DfE, The Local Authority may issue a Penalty Notice to parents, when children are taken out of school for 10, or more, sessions (5 days or more) leave of absence within a 6-week period, without school authorisation.

Where a child takes 'leave of absence' without exceptional circumstances each parent/carer is liable to receive a penalty notice for each child (currently £60 per parent/carer per child if paid within 21 days, rising to £120 if paid within 21 – 28 days). If the penalty notice remains unpaid after 28 days the Local Authority is then obliged to prosecute for failing to ensure regular school attendance. In addition to Penalty Notices issued for unauthorised leave of absence, Penalty Notices may also be issued when a child is stopped by Truancy Patrol or if a parent / carer fails to ensure regular school attendance.

Please note: Monies from any penalty notices do not come to the school.

Emergency Closures: CPS has robust evacuation and lock-down procedures in place and we regularly practise our emergency procedures.

In the event of an incident where the safety of the children is threatened, we will be guided by the emergency services and will work closely with them. Should an emergency occur during the school day which would require the school to be closed early, parents would be contacted.

In the event of the decision being taken to close the school before the start of the day, e.g. due to severe weather conditions then, in line with agreed Surrey Policy, please check the **Newsflash** area of our school website, twitter, Facebook and your e-mail (Parentmail) for updates.

You may also wish to contact the Surrey County Council Contact Centre (03456 009009). This number is manned from 8am-8pm Monday to Thursday, and from 8am-6pm on Fridays.

Medication: Medication prescribed by the GP can be administered during the school day. Please complete and return a Medication Form (available from our website).

Although the school will try its best, if your child requires medication at a set time, you may wish to administer the medication at this time yourself.

Medication should only be brought into school and collected after school by a responsible adult. Medicines not collected at the end of term will be destroyed.

Money and Valuables

Online payments: we utilise an online payment system called +Pay, which is part of ParentMail. As we operate a cashless system, +Pay is used for all payments, including school dinners. Please ask in the school office if you would like more information about ParentMail or +Pay.

Money: Children should not bring money into school unless there is a specific purpose for doing so. Any money brought into school e.g. for Non Uniform Day, cakes sales etc, should be in a sealed envelope clearly marked with name, class and purpose. It must then be given to the class teacher during morning registration.

Parents may be asked for a commitment to pay for (or provide) materials or ingredients, etc. for practical lessons where the child wishes to own the finished product. If the child does not wish to own the finished product it will be retained by the school.

Valuable items: Valuable items of personal property must not be brought to school without permission from the Head Teacher. It is not easy to give a precise, all-embracing definition of what constitutes a 'valuable' item.

Mobile phones: Year 6 children who walk home independently may have a mobile phone. A permission form should be completed for authorisation by the School. Phones **MUST** be switched off and handed in before registration and collected at the end of the school day.

As part of online safety, children are not allowed phones in school or on trips.

Children breaking rules relating to mobile phones may forfeit this privilege.

In line with the general policy for personal property, the school does not take responsibility for money / possessions.

School Uniform

The children come to school in their PE kits on PE days. (On indoor PE days the children wear burgundy shorts and light grey t-shirts; we would recommend that they wear their grey tracksuit / maroon sweatshirt and / or fleece to keep them warm during the rest of the day. During PE zipped / hooded tops are not allowed)

KS2 children (Years 3 - 6)

All KS2 children are expected to wear a tie after Autumn half term.

KS2 Uniform Warm Weather (Autumn 1 and Summer term only)	KS2 Uniform Cold Weather (Autumn 2 and Summer term)
Red and white check summer dress or culottes	Dark grey trousers or shorts, skirt, pinafore dress
White polo shirt: No tie	White shirt or blouse with a school tie
Knitted burgundy school v-neck sweater or cardigan	Knitted burgundy school v-neck sweater or cardigan
Grey or white socks	Grey or white socks, grey or white tights
Black school shoes (not trainers, sandals or ballerina pumps)	Black school shoes (not trainers or ballerina pumps)
PE kit: Indoor PE Kit	PE kit: Indoor PE Kit

<p>Grey school t-shirt with Burgundy shorts or skort and black trainers. During the rest of the school day, they may wear grey tracksuit (no hood/zip) or a maroon sweatshirt or the school grey fleece.</p> <p>Outdoor PE Kit Grey school t-shirt with their grey tracksuit (no hood/zip) and black trainers.</p> <p>Any jewellery must be removed by the child for PE and hair should be tied up.</p>	<p>Grey school t-shirt with Burgundy shorts or skort and black trainers. During the rest of the school day, they may wear grey tracksuit (no hood/zip) or a maroon sweatshirt or the school grey fleece.</p> <p>Outdoor PE Kit Grey school t-shirt with their grey tracksuit (no hood/zip) and black trainers.</p> <p>Any jewellery must be removed by the child for PE and hair should be tied up.</p>
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Reception and KS1

Reception and KS1 Uniform Warm Weather (Autumn 1 and Summer Term only)	Reception and KS1 Uniform Cold Weather (Autumn 2 - Summer Term)
Red and white check summer dress or culottes	Grey trousers or shorts, skirt, pinafore dress
White polo shirt: No tie	White polo shirt: No tie
Knitted burgundy school v-neck sweater or cardigan (logo optional)	Knitted burgundy school v-neck sweater or cardigan (logo optional)
Grey or white socks	Grey or white socks, grey or white tights
Black school shoes (not trainers, sandals or ballerina pumps)	Black school shoes (not trainers or ballerina pumps)
<p>PE kit: Indoor PE Kit Grey school t-shirt with Burgundy shorts or skort and black trainers. Children may wear their grey tracksuit (no hood/zip) or the school dark grey fleece during the rest of the school day</p> <p>Outdoor PE Kit Grey school t-shirt with their grey tracksuit (no hood/zip) and black trainers.</p> <p>Any jewellery must be removed by the child for PE and hair should be tied up.</p>	<p>PE kit: Indoor PE Kit Grey school t-shirt with Burgundy shorts or skort and black trainers. Children may wear their grey tracksuit (no hood/zip) or the school dark grey fleece during the rest of the school day</p> <p>Grey school t-shirt with their grey tracksuit (no hood/zip) and black trainers.</p> <p>Any jewellery must be removed by the child for PE and hair should be tied up.</p>

Acorns Nursery

All year round
Grey jogging bottoms / shorts
White polo shirt
Burgundy school sweatshirt (logo optional)
Grey or white socks We recommend avoiding tights as they are tricky for children to dress independently and can make toileting trickier for the child.
Trainers - ideally black
Any jewellery must be removed by the child for PE and hair should be tied up

Reception and Nursery children also need an all-in-one waterproof and wellies.

Please note:

- ◆ An art overall and book bag is also required should you wish your child to wear one.
- ◆ All items must be named.
- ◆ The wearing of jewellery and earrings is discouraged in line with Surrey Health and Safety Guidance. A simple watch (analogue or digital) may be worn from Year 1. A single pair of plain stud earrings only may be worn during school time. All jewellery must be removed for PE lessons. Please provide a named box for storage. The teacher is not able to take responsibility for the safe keeping of valuables.
Ear piercing should only be done at the beginning of the Summer holidays to allow time to heal.
- ◆ Nail varnish / make up is not allowed and if worn children will be asked to remove it.
- ◆ Hair must be tied back with a plain white or maroon hairband, if shoulder length or longer. Hair slides, ribbons etc. should be discrete, maroon or white and without decoration. There should be no unnecessary accessories, colourants, excessive gels or designs 'cut' into the hair. This applies to both girls and boys.

Enrichment: wellies and waterproofs are recommended for some enrichment sessions

Communication

We have a number of ways of keeping in touch with parents on a regular basis, including weekly Newsletters, ParentMail, text messaging for urgent and important information, Instagram and Twitter. Our website is a huge source of information too: www.claygate.surrey.sch.uk

The office is staffed from 8.30am - 4.00pm. It can be quite busy in the morning, especially between 8.45 and 9.00am. If you have something you need to hand in (e.g. a reply slip or a non-urgent message) please use the postbox in the foyer of the main office, which is emptied every morning. There is also a box in the foyer for items which need to be dropped off (e.g.

lunch boxes/PE Kit). You can also e-mail the office (office@claygate.surrey.sch.uk), but please use the telephone or call in personally for urgent messages.

Day-to-day contact with class teachers is easiest at the end of the day, when you will be able to see staff informally in the playground.

For our communications we use a service called ParentMail, which is used by over 5,000 schools across the UK. ParentMail will be beneficial to you because:

- ◆ Messages get to you reliably
- ◆ You will quickly know about important or urgent messages
- ◆ We can tell you more about what's going on at the school

The email addresses you have supplied and given consent to use will initially enable ParentMail. ParentMail will then send you a text and email asking you to register. Once registered, you will be able to receive communications from the school. There is also a handy app that you can download to your phone.

Important: Please add messages@parentmail.co.uk to your email address books (or approved sender list) to prevent messages from being blocked by your SPAM/JUNK filters.

If you cannot get access to the internet please contact the school office.

ParentMail's privacy notice, terms and conditions of use can be found at www.parentmail.co.uk/terms.

Concerns and complaints: From time to time parents may have a query or worry about an aspect of their child's schooling. In the vast majority of cases these concerns are dealt with immediately by the class teacher. In some cases, however, parents may be unhappy about how the matter has been dealt with. In such cases there is the opportunity to raise the concern with the Head Teacher and, if necessary, the Governing Body, please see the website for our policy and procedures.

CPS has adopted the Local Authority's model complaints procedure, Responding to Concerns about Surrey County Council Schools, and we have produced a leaflet as a summary of this policy, copies of which are available on request from the school office, and can also be downloaded from the school website.

Volunteers

We welcome parents, and volunteers, who can offer help with reading, clubs and running the school library, general classroom help and assisting on trips and outings.

Parents and volunteers helping regularly in school and with swimming will need to have an up-to-date DBS (Disclosure & Barring Service) check. Volunteers who help on a one-off or very occasional basis will not generally need a DBS check, although this will depend on the nature of the activity and will be decided on a case by case basis.

If you are able to offer some time on a regular basis, or if you have a particular skill that you think would be of use or interest, please contact: hilary.ali@claygate.surrey.sch.uk Parents who help regularly do not, as a general rule, help in their child's class or the parallel class.

Claygate Primary School Parents' Association CPSPA: please see the CPSPA pages of the school website All parents are automatically members of the PA, and many parents also help out in more formal ways, for example by being a member of the PA Committee or taking on a specific role, such as being part of an organising committee for a school event.

The PA's remit is both financial and social. It has an important role in welcoming new families to the school, and many of its events are geared towards bringing parents together rather than (solely) fund-raising. The financial side is important, of course, and all money raised by the PA comes back into school in some way to improve facilities for the children.

Class Reps: a Class Rep is a parent who acts as a point of liaison between the teacher and the parents of each class.

They organise PA stalls and the class' cake sale; classes take it in turns to make or buy cakes to sell on the stall, with half of the proceeds going to the class.

Friends of Claygate Primary School (FoCPS): is a charity established to directly support the education of children at Claygate Primary School.

Since the charity began, donations have provided the following:

- ◆ Staff training (Maths, Science, First aid, Forest School, English)
- ◆ Computing resources, including Smartboard Screens
- ◆ Curriculum Resources (PE, Maths, SPAG, Books, Software to support reading)
- ◆ Pupil progress tracking system
- ◆ Subscriptions for resources eg Accelerated Reader

We ask each parent to contribute to Friends to support CPS in providing

Governing Body: The Governing Body is made up of volunteers who have an interest in supporting the school and its aims. Governors (in community schools like Claygate) come from one of four categories: parents of children at the school; staff (including the Head Teacher); community governors appointed by the GB itself; and those appointed by Surrey County Council.

The full Governing Body meets approximately 6 times a year, with a number of committees and working groups also meeting regularly. The minutes of GB meetings are public documents and may be requested. A list of Governors can be found on the website.

Ember Learning Trust (ELT): Claygate is part of a cooperative; a cluster of schools, which includes, Thames Ditton Infants, Long Ditton Infants and Long Ditton St. Mary's Juniors. Head Teachers from each school meet regularly to discuss local and national issues, and there are also working groups, governor and staff training and curriculum projects through which expertise is shared. This also facilitates enrichment opportunities in sporting competitions as well as various collaborative projects, eg Arts Week where all schools welcomed a visiting sculptor.