



Rise Park Academy Trust

Welcome to Rise Park Junior School,

Rise Park Junior School believes that every child is entitled to enjoy their childhood. Each child should be valued for their individuality, culture and heritage. They will be encouraged to develop their full potential in a stimulating and caring environment.

We offer a broad, balanced curriculum which encourages all children to grow into rounded, healthy individuals. We work in partnership with all of our parents to help our children to acquire the skills and knowledge which will ensure that they succeed and achieve their full potential both now and in the future.

We want the time your child spends with us to be purposeful and enjoyable. Our aim is to provide your child with a happy and confident start to school life by creating a caring and stimulating atmosphere in which they will be enabled to become resourceful and responsible citizens.

Rise Park Junior School
Annan Way
Romford
Essex
RM1 4UD

Tel: 01708 761935
E mail: office@risepark-jun.havering.sch.uk

School website: www.riseparkacademytrust.co.uk

The school communicates with parents/carers via **Parentmail**, for which all parents/carers are required to register upon their child's admission to the school. **Please ensure that you log onto Parentmail promptly in order to update any changes in your contact details.**



Rise Park
Academy Trust

Rise Park Junior School

Ethos and Values

“Respect, Belief, Excellence”

- *We value every member of our community*
- *We enhance and celebrate our similarities and differences*
- *We recognise our lifelong ability to learn and grow*
- *We rise to all inspiring opportunities*



Rise Park
Academy Trust

Our School Creed

This is our school,
Let peace live here,
Let love abide here,
Love of one another,
Love of man-kind,
Love of life itself,
And love of God.
Let us show respect,
Have belief,
And strive for excellence.

Rise Park Junior School Organisation

Board of Directors/Local Advisory Board

Name	Role on Board Of Directors	
Mrs Victoria Botham	Chair Of Directors	Member
Mr Kevin Johns	Vice Chair of Directors Chair of Resources Committee	Director
Mr Justin Barrett	Finance	Member
Mr Denis Stevens	Vice Chair of Resources Committee	Member
Ms Teju Sogbetun		Director
Mrs Carolyn Fox	Executive Headteacher	Executive Director
Name	Role on Local Advisory Board	
Mrs Sam D'Ath	Chair of Governors Safeguarding/ Pupil Achievement	January 2023
Mr Clint Skinner	Behaviour/Attendance	January 2023
Mr Joel Franklin	SEND/Disadvantaged Pupils KS2	June 2021
Mr Jason Penalver	P.E./Travel Plan SEND/Disadvantaged Pupils KS1	June 2021
Mrs Carolyn Fox	Executive Headteacher Member	
Mrs Karen Palmer	Head of School (Infant)	
Miss Laura Carter	Acting Head of School (Junior)	
Mrs Wendy Gardiner	Staff Member Equalities	February 2021

Admission to School

Currently there are up to 360 children on roll, arranged in 12 classes.
We have a planned admission number of 90 per year group.

Visits by parents considering places are always welcome - please telephone for an appointment.

School Organisation

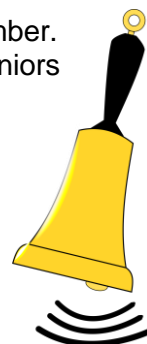
There are 12 classes organised as follows:

- 3 Year 3 Classes
- 3 Year 4 Classes
- 3 Year 5 Classes
- 3 Year 6 classes

The School Day

The exact timings of the school day will be confirmed prior to September. Please see the example below, of what a typical school day in the juniors might look like.

8.45am - 8.55am	Children enter classes
8.55am	Registration
9.00am - 9.20am	Assembly
10.15am - 10.30am	Morning break
9.00am - 9.20am/ 1.15pm - 1.35pm (Friday)	Celebration Assembly
3.15pm	End of school day



Receiving and Dismissal of Children

Children enter the school via the gate stipulated in our reopening plans which will be communicated prior to September. A member of staff will be on duty to receive the children.

If children arrive late they should be brought to the main school office by parents, where you will be asked to sign a late book.

At the end of the day all children are collected from their designated class collection points.

Could all parents/carers please ensure that the children are collected promptly at all times.

Site Security

We have electronic gates at the entrance to our school site to enhance the safety of the children.

Please note that parking is prohibited in the area of the road marked with zig - zag lines and there is no permitted parking for parents within the school site.

The pedestrian security gate will be open between the stipulated times in our reopening plans which will be sent out to parents/carers prior to September.

Unless there is an emergency, please do not enter the school site before the times stipulated, in order to safeguard the site during the school day.

N.B. Dogs are not permitted on the school site at any time, either walked or carried.

Term Dates

2020 – 2021

Autumn term:

Thursday 3rd September– Friday 18th December 2020

(INSET Days Thursday 3rd September and Friday 4th September 2020)

(Half Term – W/c Monday 26th October 2020)

Spring Term:

Monday 4th January 2021 – Thursday 1st April 2021

(Half Term – W/c Monday 15th February 2021)

Summer Term:

Monday 19th April – Friday 23rd July 2021

(Half Term – W/c Monday 31st May 2021)



Absence from School

If, for any reason, your child is absent from school due to illness or accident, please notify the school by telephone by 9.30am **on the first day of absence**. A note of confirmation



must be sent into school upon your child's return to school, or you can send a message via email to:

office@risepark-jun.havering.sch.uk

Failure to follow these procedures could result in the absence being recorded as Unauthorised. Unauthorised absences are regularly monitored by the London Borough of Havering Attendance Officer.

Please note that children must remain at home for **24 hours** following an episode of sickness/diarrhoea. If your child has a medical appointment, please try to make an appointment after school, but if this is not possible, please inform the school office well in advance.

If your child has an early morning appointment, please indicate by 9.30am whether they will require a school midday meal or if they will bring a packed lunch for that day.

If the appointment takes place during the day, you (or a person nominated by the family) should collect your child from school. We do not release children from school unaccompanied.

Please ensure that all non-urgent medical or dental appointments are booked in advance for school holiday periods.

The person collecting your child must report to the school office and quote the child's individual password.

Please note that any absences requested that are taken before/after school holiday periods will automatically qualify for a fixed penalty charge from the local authority. Any sickness absences, either exceeding 5 days or that are attached to a school holiday, will require medical evidence to be provided to the school.

School Meals

The school lunch break slightly shorter- timings to be confirmed prior to September.

Provision is made for children to eat a packed lunch. These should be brought in a small, rectangular lunch box, clearly marked with the child's name. Children may bring a non-fizzy drink if they wish. Water is provided.

Packed lunches should contain healthy options in line with the school's Healthy Schools' status and **should not include any nut-based products**, sweets, chocolate bars or cakes.

Meals are colour coded to indicate meat based, fish based and vegetarian options. Copies of the menu are sent to every parent/carers. Additional copies are available from the office/school website.

Children are supervised during the lunch break by duty staff and midday supervisors; they are expected to demonstrate good table manners whilst eating their lunch.



If you would like further information please contact:
London Borough of Havering Tel: **01708 433929**

Medical Care



Should your child become ill during the day, or have an accident which requires medical attention, we will contact you immediately; please ensure that the school is notified of any changes to your contact details.

Where a special case exists for long term medication (e.g. asthma) special arrangements can be made. Please contact the school office.

Should your child be absent due to a stomach upset, they should not return to school for **at least 24 hours** after the sickness and/or diarrhoea has ceased. This is local authority policy to prevent the spread of such infections.

Personal Possessions



Children should not bring personal possessions to school. Jewellery and toys can be broken or lost and disputes can arise over ownership.

No jewellery of any kind is allowed to be worn, as serious accidents can occur.
No nail polish should be worn at any time.

A standard non-digital watch may be worn. **No activity trackers or Fitbit watches are permitted at any time.**

Lost property boxes are situated in both school office foyers.
Any items which remain unclaimed at the end of each half term will be disposed of.

School Uniform

We believe that a dress code encourages identity, pride and ownership of the school.
The school colours are bottle green and grey.

We do seek your co-operation in ensuring that your children wear the required school uniform.

Children with hair long enough to tie back should have it tied back. All clothes should be marked clearly with the child's name.

Please also label PE bags, gloves, hats, coats, etc.

Designer handbags and oversized rucksacks are not permitted for use as school bags.

Uniform List

Bottle green school sweatshirt
Bottle green cardigan / jumper
Grey skirt / pinafore / trousers
White polo shirt / blouse
Green and white check dress / culottes
(Polo shirt topped dresses / culottes are not permitted)
(Summer term / first half of Autumn term only)
Grey / green tights
White / grey socks
Black shoes, or plain black smart trainers with black logos and branding
Black / white sandals
(Summer term / first half of Autumn term only)



N.B. No boots are permitted at any time, with the exception of heavy snow, during which time boots may be worn to school and then changed into shoes upon arrival.

Uniform can be ordered online from: Bespoke Schoolwear at:

www.bespokeschoolwear.co.uk

Further details are available in the school admissions pack.

P.E. Kit

Children will need a drawstring PE bag. It should be named and contain a pair of white trainers, a yellow T shirt/sweatshirt, black shorts and black/grey jogging bottoms for outdoor sessions



Key Stage 2 Curriculum

“Teachers and other adults work well together to plan activities that engage pupils well and help them to become successful learners.” Ofsted 2017

The school curriculum encourages a creative, experiential learning approach, which is reflected in all other experiences that the school plans for its pupils.

The National Curriculum is an important element of the school curriculum. For each subject and for each key stage, programmes of study set out what pupils should be taught, and attainment indicators set out the expected standards/greater depth standards of pupil performance.

English

“Teaching ensures that pupils read and analyse texts of progressively increasing difficulty and variety, including non-fiction. As a result, pupils make good progress from their starting points. The teaching of writing is good. Pupils write for a range of purposes and audiences.”

Ofsted 2017



Literacy has a high priority in our school. Our children spend at least an hour every day developing their oracy (speech) and literacy skills. During this hour, they are given many opportunities to discuss, enact and rehearse their ideas as preparation for writing.

The children's own interests and enthusiasms are built upon and they are encouraged to write for a wide range of purposes.

The teaching of reading/reading comprehension is seen as vital to access all other areas of learning. Whole class shared reading sessions are built into the daily timetable in all classes.

The children take colour coded books home regularly to share and enjoy with their family and we ask parents to read with their children and to give praise and encouragement. There is a wide variety of books in each classroom backed up by a well-resourced school library.

They are also taught grammar, spelling, punctuation and handwriting. Children are given weekly spellings to learn, as part of their homework tasks.

Class teachers are always available to give help and advice on any aspects of this curricular area.

Mathematics



“Teachers have planned learning that helps pupils across the school to make good progress in mathematics. There is a consistent and systematic approach so that work gets increasingly difficult.” Ofsted 2017

At Rise Park Junior School our mathematics curriculum, based on the **PA Maths** approach, aims to develop skills and concepts in arithmetic, reasoning, problem solving, shape/space and data handling.

Lessons are planned in a variety of ways including whole class teaching, guided small group work and independent small group work; all lessons are differentiated to ensure all abilities are catered for.

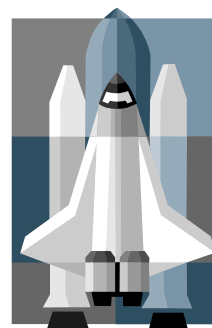
Pupils' activities are planned to encourage the development of knowledge, skills and understanding of concepts. Children work with tasks that encourage both accuracy and an open-ended approach to reasoning, enabling them to confidently achieve their full potential.

Much mathematical work is practical and problem solving, understanding having priority over mechanical ability. Children are led to further understanding by recording maths in a variety of ways.

We use a wide range of equipment to develop the children's skills and all classrooms are well resourced.

Computing plays a major part in our teaching of maths including a range of supporting software and small computing equipment e.g. Learnpads, laptops etc.

Science



***“Most able scientists visited a specialist science secondary school where they learned how to launch a rocket.”
Ofsted 2017***

The school fulfils all requirements of the National Curriculum in science.

Our aims are:

- To encourage children to develop enquiring minds so that they can learn about themselves and their place within the world
- Help to develop children for a life in an increasingly scientific and technological world
- Provide relevant experiences in order that the children develop a progressive understanding of scientific concepts and gain a knowledge of a range of scientific aspects
- Encourage children to develop a respect and appreciation for the world around them

Throughout the school we will help the children to develop scientific skills relevant to everyday life e.g. observing, classifying, measuring, testing, designing, making, predicting and investigating.

Children will be encouraged to develop an awareness and understanding of the health and safety procedures which need to be followed when carrying out scientific activities.

Computing

“Recently, digital leaders led a session for trainee teachers on the use of information



technology in teaching a variety of subjects. These opportunities prepare pupils well for their future lives.”
Ofsted 2017

We aim to maximise the use and benefits of computing as one of many resources to enable all pupils to achieve their full potential.

Thinking and problem-solving skills are developed by a systematic progression throughout Key Stage 2, which is stimulating and linked to other activities.

Each class has an interactive whiteboard, a visualiser and dedicated computer for presenting teaching materials and skills in all subjects.

There are computers for pupils' use in most classes to enable regular and whole class teaching of computing and coding to develop the pupils' technological skills and to support the cross-curricular nature of computing.

Learn pads are also accessible to the children and are used to support teaching and learning in many areas of the curriculum.

A curriculum network enables Internet access on all machines as well as storage and access to shared programs and files which the pupils learn to access independently and collaboratively.

The Creative Curriculum

“Through creative weeks, charity events, visits to theatre companies and topics covered in the curriculum, leaders make sure that pupils’ spiritual, moral, social and cultural development is good.”

Ofsted 2017



The school has adopted a cross-curricular integrated approach to learning which means that the majority of the work undertaken in the foundation subjects is experienced through topic work.

This will enable the children to learn the essential knowledge, skills and understanding of a broad range of curriculum subjects, which can then be built upon.

All classes follow half termly themes within which children explore and develop their knowledge of the foundation subjects, together with some aspects of English, mathematics and science.

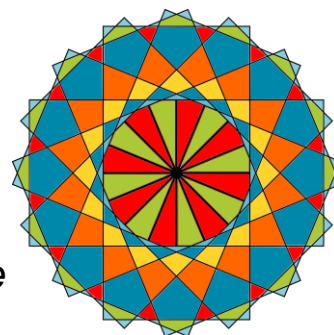
The content for the teaching of these areas is drawn from prescribed themes designed to give opportunities for individual, group work and class teaching, which develops interpersonal and intrapersonal skills.

Links between the subject areas make the skills and facts acquired by the children more relevant. Each term class teachers send out letters detailing the work to be undertaken.

Children are encouraged to take a lively interest in the world around them, as well as their own local communities.

Emphasis is put upon children realising that they themselves live in, and are part of, a community and world with their own heritage and histories.

Art/Design Technology



“Leaders have established a culture in the classrooms where it is fine to make mistakes and learn from them.”

Ofsted 2017

Children will experiment and work freely with many different media to create pictures, images and models.

We aim to promote children’s aesthetic awareness by providing artwork and displays of high quality. Children are encouraged to study the work of famous artists and to replicate this.

Each year the school holds an arts week, based around a central theme, which provides dance, drama, art and music activities for all pupils. This is a popular event which helps to stimulate the children's interest and awareness of inter-cultural traditions and customs.

All children are encouraged to work with a range of materials, including textiles, graphic media, construction materials and food.

The children are given opportunities to plan, design and make models and other items using a range of equipment and tools, from which they can choose in order to create their own unique designs and interpretations.

Children also take part in cooking activities.

Modern Foreign Languages



***“At the request of parents and pupils, leaders introduced Spanish this year in place of French.”
Ofsted 2017***

Spanish is taught to all year groups by external Spanish specialist providers. It was voted by the parents and children as the modern foreign language of their choice.

Curricular provision is also supported by a Spanish club offered by the external provider, which has also proved to be very popular.

Music

The practical “hands on” nature of music makes it very accessible by all children.



Music in the classroom follows the “Charanga” scheme of work, which uses a range of activities that integrate the three elements of performing, composing and appraising music. It is also linked to cross-curricular topic work.

We have a large variety of pitched and non-pitched instruments from around the world and a wide range of musical genres is accessible throughout the school.

Violin and keyboard tuition is also provided by peripatetic teachers. Instrumentalists perform their latest pieces.

History



“Pupils enjoy learning. They are diligent and try their best in class. They happily work alone, in pairs or in groups and help each other to succeed.” Ofsted 2017

Through the national curriculum, history is taught in order to develop an awareness of the past and to foster an understanding of broad differences in time.

By using artefacts, resources and educational visits, we help the children to learn about the life in the past and to compare this to the present day, enabling them to gain a greater appreciation of how life has changed.

Educational visits to venues such as Colchester Castle, RAF Duxford and The British Museum also support and enhance the children’s historical knowledge and skills.

Geography

The study of geography, as part of the curriculum, enables children to appreciate the diversity of places and people across the world and develops an awareness of the local, national and global communities and of the features within these respective environments.



The children use our wildlife areas and extensive grounds to learn more about a range of living creatures and their habitats.

Our Eco Warrior team also help to promote the best use of our school site and facilities, as part of our outdoor learning provision, which includes an allotment area which the children will be helping to re-develop.

Physical Education

“Leaders offer many opportunities for promoting pupils’ physical health. The school has its own swimming pool, so all pupils swim regularly. In addition, there are many sports-related clubs and pupils take part in a range of sporting tournaments.” Ofsted 2017



At Rise Park Junior School we provide a wide range of apparatus and equipment that allows pupils to participate fully in gymnastics, games, dance and swimming, as well as providing many extra-curricular opportunities for our pupils to take part in a range

of local school competitions, which are all supported by our own staff alongside specialist external sports instructors and coaches.

Pupils, whether working alone, with a partner or in a group, learn to be co-operative and competitive. They practise, improve and select their own targets. Our sports provider delivers excellent coaching and instruction across a range of multi-sports.

We encourage all pupils to develop a sense of sportsmanship and fair play and to learn to cope with responsibility and success; these skills are demonstrated during local competitions and during our annual Sports Day.

Using indoor and outdoor equipment in the hall, the playground or the field, the children learn to use the space around them and use the language of movement expressively and creatively.

We aim to promote an interest in and an appreciation of sport.

We encourage pupils to develop an awareness of their body and how it functions. We promote health and hygiene and set the foundation for a healthy lifestyle. This is well supported by our Travel Plan, for which the school received a Gold Accreditation in 2018, which acknowledged the many initiatives which the school have now introduced to promote a healthy lifestyle, such as the Bike Club and our participation in the Daily Mile.

Collective Worship

Collective Worship is held daily. Members of staff and children participate and outside visitors are also invited to contribute.

In accordance with the 1988 Education Reform Act, the majority of these acts of collective worship are of a broadly Christian nature, although of no specific denomination.

The content of other assemblies is designed to help children understand the world in which they live and the interdependence of individuals, groups and nations, in order to promote a tolerance and understanding of comparative faiths across the world, which is underpinned by our core values of “**Respect, Belief, Excellence**”.

If parents do not wish their child to take part in collective worship they should inform the Head of School of their request to withdraw their child from some/all such school events.



Religious Education



“Leaders are planning more activities to enhance pupils’ understanding of the major faiths in the UK.” Ofsted 2017

Religious education is included as part of the basic curriculum with equal standing in relation to the core and other foundation subjects.

The majority of lessons are of a broadly Christian content, but the children also have the opportunity to study the religious beliefs and customs of many other major world religions, as well as promoting British Values in order to prepare all of our pupils for life in modern Britain.

The Agreed Syllabus for Religious Education in Havering provides the basis of this element of the curriculum.

If parents do not wish their child to be taught the Agreed Syllabus they should inform the Head of School of their request to withdraw their child.

Relationships and Health Education

We consider that relationships and health education for children of this age is the prime responsibility of the parents. We do, however, realise that the school has a part to play where certain aspects of relationships and health education are part of the broader curriculum.

At Rise Park Junior School we believe that health and relationship education should be appropriate to the age and stage of development of the children.

The aim is to support young people through their physical, emotional and moral development. Children will be taught to respect themselves and others and to move with confidence from childhood through adolescence into adulthood.

Teaching opportunities will be found across the whole curriculum e.g. through circle time activities, assemblies and class discussion. Many issues will be addressed through the Personal, Health and Social or Science curriculum.

Year 6 will also receive a Health Education session, the content of which parents are invited to preview, during the Summer term prior to transferring to their secondary education.

The Relationships and Health Education Policy can be viewed on the school website.

Special Educational Needs



“Pupils who have special educational needs and/or disabilities are making considerably faster progress.”
Ofsted 2017

At some time in their life many children need some form of additional help with their learning. Most children can be helped as part of the integral provision of the school. In a small number of cases it may be necessary to make an assessment of a child's needs so that more specialised support can be provided.

Parental permission will be gained before such an assessment is made, and if it is found that there is a specific learning difficulty identified, the school will work together with parents and the relevant professional agencies to ensure that your child's educational needs are fully met.

Parents are kept fully informed of their child's progress and consulted at regular intervals. Children with special educational needs or disabilities are taught in class and may also be withdrawn for some specific teaching programmes, such as the Lexia home/school program.

The school has an Inclusion Manager and has access to an Educational Psychologist as well as a team of advisory teachers and workers who visit the school, such as the speech and language team, behavioural support team and the school nurse.

A named governor also has responsibility for Special Educational Needs/Disabilities.

A copy of the schools SEND Policy is available on the school website.

Every effort will be made by the school to accommodate the needs of disabled pupils so that they access the same opportunities as other pupils. The school has a three year Accessibility Plan and an Equality Policy, as well as Equality Objectives, based on our school context, which are regularly reviewed.

These plans ensure that our facilities are constantly improved and meet the needs of our current/prospective pupils and all members of the school community. These can be viewed on the school website.

The Inclusion Manager is the designated person for Looked After Children, ensuring that all staff are aware of relevant information regarding this pupil group in our school, giving due consideration to confidentiality and privacy. She also acts as the liaison between the school and other agencies.



Equalities

“Leaders are increasingly using the additional funding for disadvantaged pupils to good effect.

Current disadvantaged pupils are making faster progress this year across the year groups and subjects.”

Ofsted 2017

We are committed to meeting the needs of all children and adults within our school community. We believe that all learners are entitled to make as much progress as possible. We work hard to ensure that no one is discriminated against for any reason e.g. race, gender, religion or ability.

We encourage everyone to contribute towards a happy and caring environment in which there is respect and appreciation for all cultures. We expect all adults to act in a responsible manner. We do not tolerate discrimination towards anyone on the basis of race, gender, sexuality or beliefs.

P.H.S.E

“Leaders promote pupils’ mental health.

There are assemblies that promote resilience and more recently, leaders have introduced pupils to mindfulness.”

Ofsted 2017



Personal, Social and Health Education (PSHE) is taught alongside the National Curriculum, which also incorporates Social and Emotional Aspects of Learning.

Children are given opportunities to discuss moral, social and health issues in whole class sessions such as circle time and in school forums, such as the school council, where the pupils are able to voice their views and ideas on all aspects of school life. These are then cascaded to the staff and school governors for them to consider and implement.

All KS2 pupils access regular updates on current affairs, such as the Newsround programme, and discuss issues relating to national and global communities, including the prevention of bullying, extremism and radicalisation.

Teaching Strategies



“Teachers prepare activities that capture pupils’ interests. They have high expectations for pupils’ behaviour. As a result, pupils try hard, are keen to succeed and get on with their work without any fuss.” Ofsted 2017

In Key Stage Two, children’s work is planned in outline for the whole year and is then broken down into half-termly programmes around a topic, taking into account all the elements of the 2014 National Curriculum and the local Religious Education Syllabus.

A variety of teaching styles are used to implement these plans and to ensure effective teaching. These teaching styles may include whole class teaching, small group work/interventions and individual tasks.

The staff make every effort to match the teaching style and grouping to the needs of the children and to the subject being taught.

Your child will be assessed regularly and the understanding gained by the teacher of your child’s strengths and areas for development will inform lesson planning. Parents are also informed of their child’s progress and attainment at every Parents’ Evening.

Your child will be set literacy, mathematics and occasionally topic homework. Please try to find a regular time to support your child with their homework so that both home and school are working together to help your child reach their potential.

Year 6 children are assessed in the summer term using a mixture of national tests and teacher assessments (SATs) the results of which are then reported to parents within the end of year school report.

Extra-Curricular Activities

“Leaders enrich the curriculum further through interesting visits such as to the Imperial War Museum, and visitors such as an author who ran a workshop to help pupils develop their writing skills.” Ofsted 2017



From Year 3 onwards your child will have the opportunity to join a range of extra-curricular clubs to enrich their whole school experience.

We currently offer a range of clubs, including: Basketball, Netball, Football, Multi-Sports, Dance, Spanish, Performing Arts, Coding, Bike Club and Art Club.

There will be a charge for some external clubs. Places at clubs are limited and are allocated in line with set procedures, a copy of which is available from the school office.

An Out of School Breakfast Club/After School Club is also provided on site from 7.30am - 8.45am and 3.15pm - 6pm in term time. This club is run by an independent provider.

Details of the club are included in our admission packs.
If interested, please contact Mrs Sara Cook, the club manager.

Safeguarding

“Pupils have a secure understanding of how to stay safe in different situations. They feel very safe in the school because they know that adults are always on hand to help them if they or their families have any concerns. There is a culture of vigilance.”
Ofsted 2017



Security is always given the highest priority within the school; all outer and inner perimeters of the site are secured by entry systems at all times.

The Inclusion Manager is the Designated Safeguarding Lead for the school; there is also a named governor who has responsibility for safeguarding.

Every child is also issued with a password for complete security when being released at any time during the school day.

All staff are fully trained in Child Protection/Safeguarding procedures; the school policies for Child Protection are available on the school website.

Health and Safety concerns are always awarded the highest priority across the school.

Behaviour Policy



“Pupils behave well. They work diligently in lessons and are keen to succeed. They treat each other with respect, grow in self-confidence and welcome visitors to the school.” Ofsted 2017

Rise Park Junior School has a clear Behaviour Policy in place which is adopted as a whole school approach. Also displayed in every classroom is a colour coded behaviour ladder which indicate outstanding behaviour (bronze/silver/gold) good behaviour (green) one breach of rules (amber) or two breaches of rules (red) respectively.

All of our children have a regular “Golden Time” as a reward for good behaviour; silver and gold behaviour certificates are also issued at the end of each week in a celebration assembly.

Our Behaviour Policy is available in the school reception area and on the school website.

A written statement of Behaviour Principles is also published on our website.

We ask all parents to read and sign the home/school agreement, which is included within the admission packs and can also be obtained from the school office.

School Governance



“Leaders, including those responsible for governance, systematically check on all aspects of the school’s work. They address weaknesses with alacrity and determination. As a result, all aspects of the school’s work are now good and improving.” Ofsted 2017

Rise Park Junior School currently has a Board of Directors consisting of 3 members and 3 directors, as well as a joint Local Advisory Board consisting of seven members including the Heads of School and the Executive Headteacher.

The compilation of the Local Advisory Board is from different parts of the school community and all members come with a range of skills and experience that support the school.

4 Parent Members - parent members are elected by parents of children currently at the school

2 Staff Members - staff members are elected by staff of the school

2 co-opted Members – these can be adopted from all walks of the local/wider community

Executive Headteacher/Heads of School

It is the directors and LAB who are responsible for ensuring that their school provides a good quality education for the pupils. The directors, governors and leadership team set the school aims and policies and they work closely together to achieve their set targets.

The Executive Headteacher and Heads of School are responsible for the day-to-day management of the schools.

The **Board of Directors** work as a team to:

Select the Executive Headteacher/Heads of School

Ensure that the National Curriculum is taught

Make decisions regarding the schools budget, staffing, health and safety and capital project programmes

Make sure that the school has provisions for all pupils, including those with special needs and disabilities

Help to plan the schools' future strategic development/direction

Be the critical friend to support school development

The Local Advisory Board is accountable for the performance of the school and focuses upon safeguarding, teaching and learning, school policies and the attainment/ progress made by children within the school.

LAB/Directors are very keen to gather the views of the school community and are often available during parents' evenings.

They also meet the school council to hear what the children say about our school as well as communicating with parents from time to time to keep them informed of the priorities of the school and the progress that is being made.

Community Engagement

“Pupils have many opportunities to take on responsibilities. Leaders appoint them via an application, interview and voting process. Roles range from those of school councillor and eco-warrior to mini midday supervisor.”
Ofsted 2017



At Rise Park Junior School, we believe in contributing to a society in which there is a common vision and sense of belonging by all communities. We acknowledge that we live in a diverse society. We try to develop our links within the local community in a variety of ways.

Pupils take part in sport festivals and events with other local schools. Links with feeder secondary schools have also been strengthened in recent years. Visitors from different agencies help to deliver an enriched curriculum. We welcome parent helpers into our school. Pupils regularly make collections for different charities. The school also has a School Council and an Eco Club which help to develop children's involvement in their own community, in addition to supporting a variety of charities across the year, including Children In Need, war veterans (Remembrance Day) and Sports Relief.

The school has an active PTFA, where fundraising events are organised regularly, as well as non-profit events for children. Monies raised by these activities have been used to provide a range of new resources and to support larger capital projects across both schools. We are grateful for all of the PTFA's hard work which greatly enhances the provision for all of our children.

As part of the School Travel Plan this year, we promote healthy and environmentally friendly journeys to school as well as in school activities, such as the Bikeability training sessions.

Newsletters are regularly sent to parents to keep them up to date with events and parents' views are regularly canvassed at parents' evenings.

Parents are always welcome in the school and the Executive Headteacher/ Heads of School will see parents at any time by appointment. Teachers are most often available at the end of the school day.

The school strives to keep parents fully informed about all matters to do with the school via Parentmail. Information is available in both hard copy and electronic format.

Alternatively, information can be accessed/downloaded from the school website.

Complaints

From time to time parents, and others connected with the school, may become aware of matters that cause them concern.

If these concerns cannot be resolved informally, then the Board of Directors has adopted a Complaints Procedure so that these matters can be referred to the appropriate person. The procedure may be obtained from the school website/office.

Policy on School Trips and Charging



We believe that educational visits are of vital importance in developing the curriculum. Your child will go on visits each year to various places such as farms, museums and environmental centres.

There is also a residential visit for Year 6 pupils.

The school is not permitted to charge for these visits but it is permitted to request voluntary contributions.

School trips can only take place if sufficient parents are prepared to contribute. You will be informed of the contributions which are required to cover the cost of the trip.

These are non-profit making events. Any parent experiencing financial difficulty should see the Executive Headteacher or Head of School in confidence.

A copy of the Academy Trust's Charging and Remissions Policy is available from the office or can be downloaded from our school website.

Other Policies Available:

Child Protection Policy
Health and Safety Policy
Behaviour Policy
Teaching and Learning Policy
Attendance Policy
Uniform Policy
Equality Policy/Targets
Accessibility Plan
School Improvement Plan
Scheme of Delegation (Local Advisory Board)

These can either be viewed on the school website or a hard copy obtained from the school office.

Data Protection

Any personal information kept in hard copy or electronically at school is covered by the General Data Protection Regulations 2018.

A copy of our revised Privacy Notice is to be found at the rear of the brochure.

July 2020