



Dear Parents

Welcome to The Study School.

This handbook will present you with a clear picture of our school. We provide a carefully structured school day, giving our pupils a rich and balanced curriculum, together with a full programme of extra curricular activities that enables our pupils to achieve their personal best.

The programme of study at The Study School is undertaken within a happy, safe environment, whilst at the same time ensuring our pupils are kept abreast of the latest technology, equipping them with skills they will need for the next stage of their learning.

In the Early Years Foundation Stage the children cover the seven areas of learning, which include: - Communication Language and Literacy, Problem Solving, Reasoning and Numeracy, Knowledge and Understanding of the World including ICT, Creative Development, Physical Development, Personal, Social and Emotional Development.

Upon becoming part of our school family we hope you will feel free to approach myself or any member of the senior Management Team in school about any matter of interest to you. The school is owned and managed by Inspired Learning Group. You can contact the Proprietor, Amit Mehta on 020 7127 9862. Our policy documents are available on our website or hard copies are available to parents on request from the school office. These include:

- Anti bullying Policy
- Behaviour for Learning Policy
- Safeguarding Policy
- Details about Year Six destinations and offers for secondary school places
- Complaints procedure and the number of formal complaints in the previous school year
- Details of our staff list are in the prospectus but are also available from the school office.

I look forward to meeting you again once your child joins The Study School.

Yours sincerely,

Mr Alistair Bond
Head Teacher

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THE STUDY SCHOOL

Helping children achieve their personal best

1. Philosophy & Aims

The Study School's overall aim is to provide a happy, caring and stimulating environment within a warm, family atmosphere in which all children thrive and maximise their potential.

Our School overall aims:

- We acknowledge that every child is unique, with individual talents that need to be nurtured and encouraged. We recognise that there is more to school life than the pursuit of academic excellence.
- We expect all children to work to the best of their academic abilities but do not expect all the children to learn at the same rate or to achieve at the same level. Effort is as important as achievement.
- We believe that a balanced education includes developing a sense of responsibility and self-discipline in each child and that this is an important part of school life at The Study.
- We aim for children to develop good relationships with adults and other children whilst also developing a positive self-image.
- We recognise the influence and importance family and parents have in school life, and it is our aim to develop and maintain close links with parents throughout the time their child is at the school.
- We aim for children to develop moral values and learn mutual respect and tolerance for the cultural diversity of our community.
- We aim to ensure that when it is time to move on, each child is prepared not just for a school that will suit his/her individual aptitudes and abilities, but he or she will be equipped both academically and socially to face the future with confidence

How do we deliver our aims?

- There is a high staff to pupil ratio, and all children have a form teacher who has responsibility for the pastoral care of their year group.
- High academic standards and a sense of self-worth are achieved through the provision of a carefully structured day in which each child strives towards goals that are challenging, yet achievable.
- Children have access to a balanced and broad curriculum of skills, concepts and knowledge based on the National Curriculum but extending beyond that.
- Work is planned appropriately for children of all abilities, and we use ability groupings within the class.
- We regard homework as important, to support the learning in school.
- Children's best efforts are celebrated in many ways including recognition in school assemblies.
- Children are taught to respect others and older children have the opportunity to care for the younger children of the school.
- There is a house system that develops children's responsibilities in work and sporting events.
- The discipline of the school is based on encouragement and positive reinforcement through rewards for conduct, work and sporting events. The school also has appropriate sanctions to be applied when necessary to maintain good discipline. Please see our Behaviour for Learning Policy.
- We provide opportunities for children to take part in a wide range of extra-curricular activities, including residential trips for the older children, and there is well-established After School Care provision.

2. Admissions Policy

The first point of entry into the school is at the beginning of Nursery, after the child's second birthday. Nursery children have the option of full-time (50 weeks per year) or term time only. Often a small number of places are available for the Reception class, although precedence is given to our Nursery children for these places. In addition, the school is pleased to offer occasional places throughout the year groups as they become available.

NB children must be out of nappies/trainer-pants before joining Reception Class. Whilst we accept that there may be one or two "accidents", children must be independent when using the toilet. We do not have the staff or facilities for changing nappies/pull-ups in Reception Class upwards. Parents will be asked to come and collect or change a child who has soiled themselves.

The Study School is a non-selective, all-ability school. The criterion for the admission of pupils is usually a judgement as to whether they will be the sort of pupils who will benefit from the breadth of opportunities which are available at this school. Since these opportunities include, centrally, the academic curriculum, the school does expect a basic level of ability or achievement on entry to the school. All children meet with the Head Teacher. Year One to Year Six are given an assessment consisting of an English and Maths written exercise, appropriately set for their age and expected level of attainment. All children are assessed working alongside their peers, unless they are to be admitted during the school holiday, which enables us to assess social interaction. Following assessment teaching staff ascertain whether a place can be offered.

The preconditions for admissions are that:

- a. The applicant is of appropriate age and sufficient maturity for their year group.
- b. The applicant enjoys satisfactory general health and will be able to attend lessons and fully participate in the life of the school.
- c. The applicant's learning difficulties and other special needs (if any) have been fully disclosed at the point of registration to the school and are, in the opinion of the Head Teacher, within both the school's and pupil's capacity to cope. The school will make all possible and reasonable adjustments for a disabled applicant and if the applicant is refused based on their disability the reasons for that refusal will be justifiable.
- d. The present school/nursery report (where applicable) is satisfactory in respect of conduct and attitude.

Factors which are not taken into account in the assessment of a pupil for admission are: skin colour, sexual orientation, race, nationality, religious belief or any other factor which will have no bearing on an applicant's likely success at the school.

Once a child is admitted to the school, it is expected that s(he) will stay until the end of Year Six. However, our experience has shown that a small number of children do not stay beyond our Nursery Class. We can accommodate this, but for administrative reasons the school would appreciate being told by the Parents as early as possible in the school year (or even before) of their intention of withdrawing their child before Reception.

Admission to the school is managed on a "first come first served" basis until a year group is full.

The first stage for admission and entry to the school is when the registration form has been completed and returned to us and the non returnable registration fee has been paid. At this point, their names will be placed on record (unless candidates for an occasional or last minute place).

"Admission" occurs when Parents accept the offer of a place and "Entry" is the date when the child first attends the school.

If a place is available in the school, an offer will be made and will be deemed to have been accepted when the school receives the signed acceptance form and deposit. The offer of a place will normally be made three terms before the child's proposed date of entry (unless candidates for an occasional or last minute place).

Places are offered subject to acceptance of the school's Terms & Conditions.

If classes are over-subscribed, priority will be given to current siblings and then to children of staff. All other places will be allocated on a "first come first served" basis.

Bursary Applications

Bursaries are primarily offered to current pupils, whose Parents have had a change in circumstance and require support to maintain the continuity of their child's education. Under exceptional circumstances would a Bursary be offered to an applicant. Only means-tested bursaries are offered, that are reviewed annually.

You are required to arrange a meeting with The Head to discuss your change in circumstance. Following this a Bursary Application Form will be provided, and you are required to complete the form to the best of their knowledge and include any supporting documents as stated in the form. This should be sent to Head Office for review by the Head of Finance. Based on the affordability and taking all other factors into consideration a bursary offer will be made or rejected.

This decision will be communicated to the Head and School Admin, so that they can send an offer letter and the Terms & Conditions.

In the Spring Term all Parents that receive a Bursary are required to complete the Bursary Application Form and provide supporting documents. Changes in circumstances are taking into consideration and the Bursary offer can be amended or rescinded.

Childcare Vouchers

The School are able to accept Childcare Voucher payments. We are registered with the following Childcare Voucher company's:

Computershare
Care 4
Co-Operative
Busy Bees
Fideliti
Apple Care
You at work
Edenred
Enjoy Benefits
Kiddivoucher
Salary Exchange
Allsave
Sodexo
RG Childcare

If the company that you use is not on the list above, please inform the School Admin, so that we can register to accept the Voucher payments.

We are also registered to accept Tax Free Childcare vouchers. These can all be used to pay for Early Years Childcare costs (Up to age 5 years).

- Pre-school care such as nursery schools, play schools and crèches.

If the child is between 5 and 11, the following must apply:

- The childcare or activity-based childcare is provided out of school hours.
- The care is provided under the direction of the school's governing body.
- The care is provided on the school premises, or on other premises covered by the inspection that Ofsted carry out of the whole school - an example of this could be if the school uses a village hall for its out of school hours' childcare activities.

Details of the Childcare Voucher company and the amount to be paid using vouchers should be provided on the Acceptance Form. Please inform the Nursery Manager or School Secretary if there are any changes to these details.

Fee invoices are due for payments either by the 1st of each month or the first day of term. Voucher payments must be processed so that the funds are in the school account by the due date.

Where childcare vouchers are used to pay for After School Care or School Clubs, a booking form should be completed so that the value of the activities can be processed against the value of the voucher.

Tier 4 Applications for International Students

We have a Tier 4 Licence that enables us to apply for Visas to allow International Students to study in the UK. Fees and Administration Charges are available on request at the School Office. The admissions process should be followed and the Registration Forms and Acceptance Form should be completed, signed and returned to the School Office together with a payment for the Deposit.

Following an enquiry, Parents are required to complete a CAS Application Form providing all the details for the process to commence. This may take up to three weeks. Following the receipt of the CAS reference, Parents are able to apply for the Visa. Parents are required to provide a confirmation that the Visa application has been successful before your child is able to start School.

Visa applications are processed for one year and hence the process to renew the Visa should be started 2 months prior to the expiry date. An application for the CAS reference is made by the School then the Parents can proceed with Visa application. It is important to note that your child cannot attend School without a valid Visa.

3. The School Day

| | |
|---------------------------|--|
| Gate Opens | (8am for Full Year Nursery) 8:25 a.m. (Term Time Children) |
| Registration | 8:35 a.m. |
| Morning learning activity | 8:35 - 8:50 a.m. |
| Morning Session | 8:35 a.m. - 12 noon Term Time Nursery - 12:25 p.m. Reception and Years One to Six - 1:00pm Full Year Nursery |
| Afternoon Session | 1:30 p.m. - 3:00 p.m. Nursery - 3:10 p.m. Reception - 3:20 p.m. Year One - 3:20 p.m. Year Two - 3:30 p.m. Years Three & Four - 3:30 p.m. Years Five & Six - 6:00 p.m. Full Year Nursery |

The playground is open from 8:25am. Children line up in alphabetical order when the bell is rung at 8:35 a.m. For KS1 and KS2, the form teacher takes the register in the playground before going to the classroom with their class to start their morning learning activities. If children arrive after the registration has been taken they will be marked late. Classes remain with their form teacher during this registration period, undertaking a variety of learning activities (such as spelling and mental maths tests) which last until 8:50 a.m. when timetabled lessons begin.

Children arriving in class after the register is taken inside or outside are considered to be late.

Parents, please remember the teacher is responsible for the class from 8:35am and cannot be involved in an in-depth discussion. If you need to have a conversation with the class teacher, it would be better to make an appointment via the office, email or see the form teacher at the end of the school day.

In the Nursery, Reception, Year One and Year Two, children are with their class teacher for most of the day, and for all lessons with exceptions being Music, ICT, French and P.E. The Core Subjects such as English, Mathematics and Science are taught each morning by their form teacher.

In the Early Years and Year One classes break time is from 10:20a.m. for twenty minutes. Milk is provided at snack time (included in school fees) and children must bring their Study School water bottle. A small snack of either fresh fruit or vegetables in a convenient, named container should also be brought in.

For Years Three to Six, the morning is divided into three lessons, with break at 10:40a.m. Similarly, milk is provided (included in school fees) and water and snacks brought as described above.

Morning Nursery ends at Noon for Term Time children and 1pm for full time children.

Years One to Six have an assembly, PSHE, reading or Golden Time from 12:05pm to 12:25pm.

Nursery have lunch from 11:30am in the Nursery. Reception, Year One and Year Two have lunch from 12:25pm in Reception and Years Five and Six are in Year One. Years Three and Four have lunch in Reception at 12:50pm.

School lunch is included in the school fees and there are always two choices for children, including vegetarian options. If there are special requirements, please come and talk to us. An afternoon snack is included for full time Nursery children.

Afternoon School begins at 1pm for full time Nursery Children.

On Tuesdays Year One and Two go swimming at The Malden Centre. Parents are expected to collect their child from the pool. On Tuesdays Years Three to Six (and in summer Year Two) are taken by coach to the KGS Sports Ground in Thames Ditton. Children also take part in many inter-school matches. Notice of matches are given to parents on a fixture list in the newsletter and are available via the school noticeboard and website. If a late finish is expected a note will go home before the game.

Parents are very welcome to attend all matches and indeed offers of help are sometimes needed to provide and serve biscuits and squash at home fixtures. Your help and support is always much appreciated.

In the Junior Classes, Years Three to Six receive a broad curriculum of English, Mathematics, Science, History, Geography, Music, P.E. and Games, Art, R.E., Latin, Performing Arts, I.C.T. and French. Each class has its own form teacher who has overall pastoral responsibility for the class and sees the children at the beginning and end of the day. It is also the case that the teacher will be teaching them at least one of the subjects during the day, so there is ample opportunity to build good relationships with the form teacher.

4. Collection of Pupils

Parents may come in to the playground to collect their child and will only be dismissed when it is clear someone has come to collect them. If no one appears after a few minutes the child will be taken to the office or to After School Care and can subsequently be collected via the main door. Children cannot be collected by another parent or adult unless we have specific permission from the child's parent.

5. Consideration for our Neighbours

The beginning and end of the day can cause great congestion in Thetford Road. We wish to do everything we can to keep it as safe as we can for children and to reduce any inconvenience for our neighbours. **Please do not park over the yellow school markings in the road, in the bay designated for disabled badge holders (unless you have a blue badge), or across our neighbour's driveways.** Also do not double-park and block the road. We would ask that people do not try to turn around in the road. In a bid to ease congestion there is an unofficial one-way system. We would try to encourage everyone who has to come by car to enter Thetford Road from the Westbury Road end and then afterwards drive on down Thetford Road to South Lane. Please try to observe this.

Congestion will of course be reduced if children walk to school if that is at all possible. We hope, through the P.T.A., to put parents in touch with other walkers so that children can walk together under adult supervision. We take part in the local authority 'Walk to School Week' as well as many other environmental initiatives.

The Study School is making a big difference to the health, safety and wellbeing of our pupils by taking part in the STARS (School Travel: Active, Responsible Safe) accreditation programme. The STARS programme helps schools to put in place a successful accredited travel plan promoting safe and active travel. It rewards schools for adopting safe and more active travel behaviour at one of three levels: Bronze, Silver and Gold. The more initiatives delivered and the greater the change in pupil travel behaviour, the higher the accreditation award a school will achieve. We have been awarded the Gold Level Award for the past two years

6. Major Events in the Year

Autumn Term

- Welcome Evening
- Open Morning
- Harvest Festival
- Carol Service at St James' Church for Years One to Six
- Nursery & Reception Nativity production
- Written Reports
- Parent/Teacher Meetings.
- School Christmas Fair

Spring Term

- Spring Music Concerts for Years One to Six
- Open Evening
- Progress Report Meeting with Form Teacher

Summer Term

- Year Three and Four Residential Trip
- Years Five and Six Residential Trip
- Sports Day
- Prep School Summer Production
- Pre-Prep and Reception School Summer Production
- Nursery Summer Production
- Prize Giving for Years One to Six
- Written Reports
- Parent/Teacher Meetings
- Year Six Leaver's BBQ

7. Homework

Children's performance is improved when parents take an interest in their school. Thus, in relation to home assignments, parents' co-operation is invaluable in ensuring that such work is satisfactorily completed. Such tasks can include reading books with parents, talk homework (for Big Writing), learning "tables", number work, spellings and discovering facts for topic work.

In a typical week, children in the Early Years Foundation classes are expected to read at home every day; sometimes learn some spellings, tables and number facts.

In the Pre-Prep and Prep classes there will be reading every day, learning of spellings and tables, which is often best done for a few minutes each day rather than once a week. Then there will be two or three homework tasks which may be required the following day or some a few days later. Dates for submission are logged in the homework diary for Years Three to Six.

Any activity is going to take different children a varying amount of time, but ideally each task should be manageable in twenty to thirty minutes. Please see your child's homework timetable in their homework diary.

Reading Record Books and Homework Diaries are intended as a two-way means of communication for parents and teachers. If you do put something in the book, do please ask your child to show it to the teacher. We also now use ClassDojo.

The amount of homework is intended to build up over the Prep years.

8. Religious Education (R.E.)

The school has no affiliations with any particular religious denomination, although some activities take place in St. James' Church, New Malden or in their church hall.

R.E. is taught as a curriculum subject throughout the school. It focuses on six major world religions: Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism.

Assembly also features these world religions and often uses festivals and celebrations from them as a stimulus. This is also an important time in school to reiterate our ethos and values, the behaviour we expect of care, consideration and courtesy to others and to celebrate children's achievements.

Parents are invited into school to discuss their faiths; we value such parental involvement greatly.

9. Relationships and Sex Education and PSHE

Health Education is an aspect of the curriculum provided throughout the school and addresses issues such as food and hygiene, and an understanding of the body systems of animals and humans.

Relationships and Sex Education

Relationships and Sex Education (RSE) forms part of our Science Curriculum and the Personal, Social and Health Education Curriculum.

The subject of reproduction occurs a number of times in the school's science work in relation to animals and plants. However, the topic of Human Reproduction and Sex Education is covered in Years Five and Six. This is an area where the partnership between school and parents is most important. Many parents may have already talked with their children and/or given them books on the subject and it is entirely proper for parents to make their own judgements on this matter.

The school wishes to work together as closely as possible with parents. The school's dual aim is to provide RSE in the context of committed, loving relationships and parental responsibility, as well as helping children to understand the changes that their bodies will soon experience. To enable the school and parents to work together there is a meeting for parents to see the materials that the school will use, prior to presentation to pupils. As part of the lessons in school the children will have some time in friendship and single-sex groups to talk with teachers about some of the issues. At the meeting the school will give dates when the work is to be covered and some parents may wish to take advantage of the school's work to follow it up at home with their children.

10. Sporting Aims

The school aims to provide sporting opportunities for every child. In Curriculum time the children experience the major team games, football, hockey, rugby, netball, cricket, rounders plus short tennis, athletics and swimming.

We field teams to play in matches against other schools in the major games and every child will have many opportunities to play. We aim to encourage children to play and enjoy games as a basis for a lifetime's activity.

11. P.E. & Games

All children are expected to have the correct kit and to participate unless they have a note excusing them on medical grounds.

Swimming at the Malden Centre is offered for approximately a two-year period covering the infant years. Exact details will be given to parents at the start of each year.

Every class has P.E. lessons in the playground. Years Three to Six spend Tuesday mornings Kingston Grammar School Sports Ground in Thames Ditton, where they have access to full-sized sports facilities. Year Two also join them for the summer term.

From Year Three onwards we offer the children coaching in netball, football, hockey, tag rugby, athletics, cricket, rounders and short tennis. In many of these sports we play matches against other schools.

There are matches arranged for Years Two to Six. We try to include all children in at least some matches, especially those that happen during the school day, although there are some other events where we do need to select the strongest teams we can.

All items of the PE uniform must be clearly marked with the child's name.

12. Toys and Personal Possessions

We strongly recommend that children do not bring their own toys and games to school, except for situations such as 'show and tell' or for end of term activities. Items can easily be lost or mistaken school property. Mobile telephones carried by Year Six pupils who are travelling independently to and from school, and other valuables, must be handed into the school office on arrival at school and collected at the end of the school day.

Toy/replica weapons e.g. guns, bow and arrows etc. should never be brought into school, even for Dress-up Days, except by prior permission by the Head Teacher e.g. for a school play costume.

13. Extra-Curricular Activities

There are a variety of activities on offer for children during and after school, for example: 11+ English and Maths, Orchestra, Choir, Coding Club, Lego and Board Games, Drama, Tennis, Summer Sports, Art and Sculpture. These are all taken by members of the staff and are free and can change from term to term. Several clubs are taken by outside coaches or tutors, and a charge is made for example Football, Zumba, Building Blocks, Music, and Cookery. We also run Golden Time Activities on Fridays at midday. The children can choose from a variety of activities including Chess, iPads, Outdoor Games, Card & Word Games and Typing Practice.

Individual or small group music tuition can also be organised during or after school in a range of instruments at a reasonable cost.

Instruments available to learn at present include: -

| | | | | |
|-------|--------|---------|----------|----------|
| Brass | Drums | Singing | Guitar | Clarinet |
| Piano | Violin | Cello | Recorder | |

14. Music

All children sing as a matter of course in music lessons and previously in Year Two pupils have learnt to play the violin.

The Study Choir is formed from all children in Years One to Six.

The School Orchestra is open to any children who play an instrument and have achieved Grade 1.

A number of opportunities are arranged during the year for each class, the choirs and orchestra to perform.

15. Visits

Each term pupils have the opportunity to experience a class trip to complement the learning in the classroom. The cost of these is allowed for in the school fees. In addition to visits The Study School welcomes visitors into school to share their knowledge with pupils.

Years Three, Four, Five and Six also have the additional opportunity to experience residential trips. These are generally themed weeks e.g. Science/environmental studies or a week of outdoor pursuits and teambuilding activities. These are not included in your fees and do have to be paid for as extra.

16. Breakfast Club and After School Care

The school is able to supervise term time children before school from 7:30 a.m. Breakfast is provided for children arriving between 7:30a.m. and 8a.m. The current fee is £6.64 per session (reduced for arrival after 8a.m.).

The school organises After School Care to look after children until parents are able to arrange for them to be collected. This operates from 3 p.m. through to 6:15 p.m. Children are given a small tea, and there is a range of activities available for them to do, including a quiet area for homework for older pupils.

Fees for After School Care are £6.64 per hour. Parents can either block-book their child into the club or make ad-hoc arrangements at short notice.

This provision is well managed and much appreciated by working parents.

Children who are not yet three, may be accommodated in both Breakfast Club and After School Care. A decision will be made based on each child's development. Breakfast Club and After School Care is not available during school holidays.

Breakfast Club and After School Care must be paid for in advance using the SIMS PAY scheme. Parents will be sent login details upon joining The Study School.

17. Contact with Parents

In September we have a Welcome Evening in which your child's new form teacher and subject teacher outline the year ahead. Later in the Autumn Term there is also a Parents' Evening. After School Care on this occasion is available at school as usual. There is a written report in December. At the end of the Spring Term there is a written progress report and meeting with your child's form teacher. There is a further written report in June/July, followed by another Parents' Evening.

In January the Head meets with parents of Year Four & Year Five children to discuss options for Secondary School.

Parental support is vital if your child is to achieve his or her full potential. Through the year we operate an open door policy and parents are always welcome to come and discuss any aspect of school with either the Class Teacher, Senior Leader, including the Early Years Coordinator and Head Teacher. The Class Teacher can be seen at the end of the school day. For any other appointment it may be necessary to arrange this via the school office.

18. Records and Record Keeping

The school record-keeping system charts pupil progress during their time at The Study. It uses teachers' assessments of work, external tests and regular evaluations which include a variety of tracking data. This data is made available to parents at parent meetings and on school reports.

19. Verbal and Non-Verbal Reasoning Tests **11+ Entrance Tests**

Practice in Verbal Reasoning (V.R.) and Non-Verbal Reasoning (Non - V.R.) tests is something that the school wishes to offer to everyone.

11+ Prep including VR and Non-VR are part of the curriculum from Year Three. After-school preparation clubs are available for English and Maths in Year Four, Five and Six.

20. Behaviour for Learning Policy

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school community, whose values are built on mutual trust and respect for all. The school's positive behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Principles

After consultation with staff, parents and pupils the following principles are promoted within The Study School:-

- All children have a right to learn.
- Honesty, fairness and respect for truth and justice, within a caring and nurturing environment
- Members of the school community feel safe both on and off the school site. Members of the school community are respected
- Each individual in school shares in the responsibility for creating a calm, secure harmonious and efficient learning environment.

All these aspects reflect the school's ethos of care and consideration to others

It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate way towards others.

All children are treated fairly and this behaviour policy is to be applied in a consistent way.

The School aims to raise children's awareness of the effect of their actions on others.

Through the PSHE curriculum the fundamental rights of all those in school are also reinforced.

The Golden Rules and Golden Time

The Golden Rules are displayed in school and referred to by all staff as acceptable behaviour to be observed. There is an agreed reward system, whereby the children choose an activity at the beginning of the week and the aim is to retain their 20 minutes to carry out that activity on Friday at 12:05pm. This is the pupils' Golden Time. Staff organise the activities which children will be able to do in Golden Time.

Our Golden Rules are:

- We are gentle.
- We are kind and helpful.
- We walk in school.
- We look after property.
- We listen to people.
- We are honest.
- We use kind words inside and outside school.

In the Early Years the staff use their professional judgment to assess the severity of the child's behaviour, using one of the following sanctions as appropriate

- The child is given a verbal warning with an explanation why actions are not acceptable and what will happen next.
- The child is directed verbally to another activity;
- The child is accompanied by a member of staff to another activity
- The child is sent to sit on a chair for a short period of time (e.g. 1-2 minutes).

Any sanctions given are discussed with parents in private when they collect their child from school.

At each Key Stage positive actions, skills, attitudes are highlighted and the child is given the reason for any sanction given and asked to apologise if he or she has caused harm to others or to property.

Rewards

Rewards reinforce acceptable behaviour in school. Rewards provide a disciplined environment in which self-motivation and self-discipline are nurtured; developing each child's maturity.

The Study School praises and rewards children for good behaviour in a variety of ways:

- Teachers congratulate children verbally and with the giving of House Points.
- Class teachers fill out a 'commendation slip' when a child has worked particularly hard or has made a noteworthy achievement in a task, they normally find challenging i.e., working well in a group. They are then sent to the Head Teacher for praise and the commendation slip is sent home.

- Head Teacher Award Certificate, awarded at the end of each term for consistent good effort in class and homework, to acknowledge acts of kindness and for showing initiative in school.
- All classes have an opportunity to contribute to the "Good Work" Assembly where they are able to show and explain examples of their best work.

During this assembly staff have the opportunity to comment on pupil good deeds during the week in and out of the classroom and praising accordingly.

- Assembly Time is the opportunity for all Key Stages to learn a desired behaviour e.g. coming into assembly; greeting and speaking to visitors in school
- House points, are totaled weekly and announced in the Good Work Assembly to develop team cooperation and inter House competition.
- Children in Year Six have roles of responsibility. They aim to set an example to the rest of the school. They include helping the younger pupils in their classrooms first thing in the morning, Sports Captains, House Captains, Head Boy/Girl, Prefects, library/ICT monitors, Junior Travel Ambassadors and ABBA's.

Sanctions

Sanctions need to be age appropriate and commensurate with the misdemeanour.

In class in Reception, Years 1 and 2 if a child breaks a golden rule he or she is reminded of it and his or her name is put in a cloud or thunder cloud on the board.

From Years 3-6 the children start off each day with a green card, if they break a golden rule (normally after verbal warnings) they are given a yellow card and if the same offence is committed they receive a red card which equates to the loss of Golden Time. Year Six will also lose their prefect badge for a length of time commensurate with the misdemeanour. This is then recorded on a red card slip. This slip is signed by the class teacher and sent to the Head Teacher where it is placed in their class file.

As appropriate, a letter of apology may need to be written during lunch or play time.

If a child fails to behave appropriately, the teacher directs the child by saying "I want you to..." and praises other children who are behaving correctly.

We expect children to listen carefully to instructions in lessons. If they do not do so we ask them either to move to a place nearer the teacher, or to sit on their own.

If a child is disruptive in class, the teacher reprimands him or her with an official warning (yellow card) this is recorded on the golden time sheet.

If a child misbehaves repeatedly, the child is isolated from the rest of the class until s/he modifies their behaviour, and is in a position to work sensibly again with others.

A child could be sent to another teacher to work in another classroom or to the Head Teacher.

A child may be kept inside the classroom during breaktime under adult supervision.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

The school may confiscate items such as mobile phones (This includes portable devices that can store/communicate text/pictures etc, as outlined in the Study School Acceptable use of ICT Policy) and sharp or dangerous objects in certain circumstances. These items will be returned to the child's parents at the end of the school day.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident on the Pupil Incident Log and if necessary the child is sent to the Head Teacher. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

At this point parents will be informed and shown a Green Report Sheet. A focus is set and staff comment on how well the child achieves this focus in the form of a letter grade (A-E) and an individual comment for each lesson and/or break time. These are written down in a bid to improve behaviour within class or school. The pupil will need to present the Report Sheet to the teacher at the end of each lesson for their signature. Parents are informed as to what the focus is. Parents will meet the class teacher to discuss the Report Sheet at the end of every day. At the end of the week the parents will be asked to come into school to meet with the Head Teacher to discuss progress made and if necessary a Yellow Report Sheet will be implemented.

Suspension arrangements will be discussed after a third Report Sheet (red) is issued.

Homework sanctions are detailed in the Homework Policy.

Children will miss Golden Time for a serious breach of behaviour or consistent poor behaviour. They are supervised by the Head Teacher.

Suspension/ exclusion from school – could be for a day for poor behaviour or more for serious acts of misbehaviour. It will be an increased period if another episode of

poor behaviour occurs. At this stage parents are notified that if another period of suspension occurs then permanent expulsion may follow.

Procedures for dealing with anti social behaviour in the playground

1. Verbal warning
2. Children to sit on the bench for five minutes
3. Children to walk with the teacher/staff on duty

More serious incidents are to be logged in the Pupil Incident Log. If appropriate, incidents of extreme behaviour will be reported to the Head Teacher and the form teacher will record the incident. Parents will be informed.

Bullying

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, immediate action is taken to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

Persistent and malicious teasing, name-calling, racism, fighting or exclusion can be called bullying and will not be tolerated at The Study School.

Please refer to the Anti-bullying policy for further details.

Breaktime and Lunchtime Protocol

Children are to eat their break snack in class or take it outside and sit at the picnic tables whilst eating. At the end of break they will collect their named boxes from the table and return them to class.

Children should not need to re-enter the building during breaktimes.

At the end of breaktime, the first bell rings, all children stand still and silently; Children on the climbing frame are then asked to come down.

On the second bell, pupils walk quietly to their class line.

Teachers collect their class from the playground and take in quietly.

During wet breaktimes, children are to sit down on a chair or the carpet and occupy themselves using paper or games that the class teacher has deemed appropriate to use.

Children are to ask a member of staff if they need to leave the room for the toilet or other reason.

Any incidents that occur at break or lunchtimes are logged by the person(s) on duty at the end of the session.

All staff in our school have high expectations of the children in terms of appropriate behaviour.

Exclusion

This school would consider permanent exclusion only as a last resort. Permanent exclusion would only be considered for serious breaches of the school's Behaviour for Learning policy or when all other options have been exhausted.

Special Needs

Rewards and sanctions issued to children need to be appropriate to their needs and abilities. Teachers will have regard to the level of maturity of each child and their educational and emotional needs. However, these factors should not lead to a lessening of standards and expectations.

Equal Opportunities

The Study School will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This would apply to pupils with learning difficulties, physical disabilities and other pupils whose personal circumstances warrant it. This group of pupils may include those with dyslexia, autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties

The role of the class teacher or Nursery Manager

The class teacher or Nursery Manager will provide a calm, supportive and purposeful atmosphere.

It is the responsibility of the class teacher or Nursery Manager to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time.

The class teacher or Nursery Manager treats each child fairly and enforces the Golden Rules.

The class teacher or Nursery Manager should offer support to parents in developing the child's learning and social skills in the first instance of behavioural problems.

If a child misbehaves repeatedly in class, the class teacher must keep a record of all such events on the Pupil Incident Log.

In the first instance, the class teacher deals appropriately with incidents him/herself. The class teacher can refer to the stages of behaviour in order to gauge which steps are necessary to take.

However, if misbehaviour continues, the class teacher or Nursery Manager seeks help and advice from a member of the SLT and or Head Teacher.

The class teacher or Nursery Manager reports to parents about the progress of each child in their class, in line with the whole-school policy.

The role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the proprietor, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports staff by implementing the policy, by setting the standards of behaviour.

The Head Teacher has access to records of all reported serious incidents of misbehaviour held by class teachers.

The Head Teacher has the responsibility for giving fixed-term suspensions/exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Head Teacher/school may also consider the involvement of Social Care and Health Services if appropriate.

The role of Parents

Parents encourage pupils to do their best in every aspect of school life.

The school works collaboratively with parents, so children receive consistent messages about how to behave both at home and at school. Parents are to inform the school of any issues they should be aware of especially any factors at home, which may have a consequence on behaviour in school.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and thereafter the Head Teacher if necessary.

The Parental Concerns and Complaints Policy should also be followed when a parent feels that a matter has not been fully dealt with in school. (See Parental Concerns and Complaints Policy).

21. School Attendance

Regular school attendance has always been important. Parents are responsible for ensuring that their child attends school. It is also important that children are in school on time and ready for school.

It is parents' responsibility to inform the school of the reason for a child's absence as soon as possible and no later than 8:30a.m. Where a child is ill the nature of the illness and the predicted return day is helpful. An absence slip must be completed on return to school, or parents may communicate by email.

Absence can only be authorised by the school. Parents cannot authorise their child's absence if the reason is not a valid one. Where this becomes a problem the Education Welfare Service will become involved at an early opportunity.

Valid reasons for absence include:

Illness, medical and dental appointments, day of religious observance, interviews and external exams.

Leave may be granted for annual family holidays in term time, but only in exceptional circumstances. The school does not condone the taking of family holidays during term time. All requests need to be submitted to the Head Teacher in writing.

Leave in connection with family bereavements will be dealt with sensitivity; as will leave for public performances, and other special occasions.

Please contact the school office in all these instances.

22. Parent/Teacher Association

The PTA is essentially a fund-raising and social group. All parents are automatically members of the PTA, although some may take on additional responsibilities e.g. chairperson. The PTA organise our Christmas Fair and Summer Social Event, run the Secondhand Uniform Sale and also pay for the book prizes for Year Six Children at Prize Giving. An Annual General Meeting is held each year. An annual subscription fee is included with the school fees.

23. Parents' Rep Group

The Parents' Representative Group meets once a term and consists of the Senior Leadership Team, School Secretary and three or four parents, representing different year groups in school. Parents on this committee represent Early Years (Nursery and Reception), Pre-Prep (Years One and Two) and Prep (Years Three to Six). As vacancies occur, the school asks for volunteers, who must be proposed and seconded by other parents.

The elected members act as a conduit for other parents. Parents can ask Parent Rep Group members to raise matters of interest or concern to the senior management team at the termly meetings.

24. The Curriculum

In every class from Reception onwards, children will be taught English, Mathematics, Science and Technology, IT, History, Geography, Music, Art, Physical Education, Religious Education, French and Personal, Social and Health Education.

English and Mathematics are usually taught every day, whilst most other subjects happen weekly. Some subjects may be taught in blocks. For example, a class may spend some time on a history topic and another term concentrate on a geography topic. Every class has a number of form times with their class teacher and the elements of personal, social and health education will often be covered then.

In the Early Years (Nursery and Reception) your child will be learning skills, acquiring new knowledge and demonstrating their understanding through play and exploring, being active and using their creativity and thinking skills both indoors and outdoors.

There are 7 areas of learning and development:

3 prime areas:

- PSED- personal, social and emotional development
- C&L - communication and language
- PD - physical development

4 specific areas:

- Literacy
- Numeracy
- UtW - understanding the world
- EAD- expressive arts and design

The learning experiences that practitioners plan will be suited to your child's unique needs and interests.

The school takes as its core curriculum the National Curriculum for Key Stages 1 and 2, Pre-Prep and Prep. We are then able to build upon this. This prescribes the skills and knowledge that children should learn in the primary years. It is our aim to give children as broad an education as we can through literature, art, drama, music, I.T., French, Latin, D/T, performing arts, personal, health and social education and sports.

25. Lost Property

There is a lost property box inside the white gate. Clearly labelled items will always be handed back to pupils when found. The box is emptied termly and items without identification will be discarded.

Parents may look at unlabelled items in this box, before or after school. Encourage your child to take responsibility for his or her own belongings. **Ensure all items are clearly named** – even underwear gets lost after swimming. This is especially important when buying second hand uniform. Please ensure the old name is removed and your child's name is added.

26. Sickness

When a child is absent through illness please notify the school, either in writing, by telephone or by calling in at the school office before 8:30am. In the case of infectious diseases it is essential that the school is informed. NB if your child has had sickness or diarrhoea they must not return to school for 48 hours after the last episode. On returning to school your child should bring a note giving the reason for absence or you may send an email.

If a child becomes ill during the school day their parents will be contacted. The school needs to be notified of any change in your contact details so the correct details are on file should the school need to contact you in case of an emergency.

If your child has been prescribed medicines during an illness please ensure that he or she is able to cope with a full day's school before returning. Long term prescribed medicines, e.g. inhaler must be left at the school office with clear instructions and a letter. The school secretary or a qualified first aider, will administer medication, including prescribed antibiotics etc. if parents complete a consent form.

27. Helpers in School

If you would like to help in school, such as giving talks, walking children to their swimming lesson or accompanying the children on visits, please complete the form below or in the future contact the school office. We will contact you when we can use your help.

HELPERS IN SCHOOL

A number of parents have expressed an interest in helping in school.

If you wish to be involved, please read the notes for helpers, fill in the form and return it to the school office.

.....

NAME:

CHILD/REN:

IN CLASSES:

DAYS available:

TIMES available:

Any special interests/Age Groups

- | | |
|--|---|
| <input type="checkbox"/> RELIGIOUS TALKS | <input type="checkbox"/> REFRESHMENTS FOR SPORTS FIXTURES |
| <input type="checkbox"/> COSTUMES/MAKE-UP FOR SCHOOL PLAYS | <input type="checkbox"/> PROPS FOR SCHOOL PLAYS |
| <input type="checkbox"/> VIDEO RECORDING SCHOOL PLAYS ETC | <input type="checkbox"/> HELPING WITH SCHOOL VISITS |
| <input type="checkbox"/> PHOTOGRAPHY SCHOOL PLAYS ETC | <input type="checkbox"/> OTHER |

28. Uniform

All children are expected to wear the school uniform. Items marked with a * must be brought from our school outfitters:

AlleyCatz Ltd., 34 Molesey Road, Hersham, KT12 4RQ. Telephone: 0845 601 6535. Web: www.alleycatz.co.uk Some items can be obtained from high street stores.

Nursery Boys & Girls

*White polo shirt with logo

*Maroon sweatshirt with logo

Navy joggers

Navy poly cotton shorts

*Maroon fleece (full zip) with logo

Black Shoes *

White Socks *

*Navy school coat with logo

* Navy baseball cap/legionnaires cap (summer) or navy woollen hat (winter) with school logo

*School Scarf or plain navy scarf and gloves

For P.E. and Games: white plimsolls or white trainers

In the Summer Term the children wear their navy shorts and white polo shirt. Girls may wear the above or the school summer dress with white socks and black shoes.

Reception to Year Six Boys

*Blazer with school badge

Mid grey trousers (shorts in summer), with grey socks

*Navy long-sleeved jumper with logo

White shirt (short sleeved in summer), with **school tie**

*Navy school coat with logo

*Navy baseball cap/legionnaires cap (summer) or navy woollen hat (winter) with school logo

Black shoes

Maroon baseball cap (summer)

*School scarf or plain navy scarf

Plain navy gloves

Plain Navy Art Smock (can be ordered from AlleyCatz – see details below)

Reception to Year Six Girls

*Maroon blazer with school badge

*Navy long-sleeved jumper with logo

White open necked blouse, long or short sleeved

*School kilt worn with **navy tights or long navy socks**

**Navy school coat with logo

*Navy baseball cap/legionnaires cap (summer) or navy woollen hat (winter) with school logo

*School scarf or plain navy scarf

Plain navy gloves

Black shoes

Maroon hair bands/scrunchies

P.E.- Reception to Year Six Boys

*Navy/maroon *XXV Performance Sportswear* skorts with Logo (Optional for Reception- navy shorts instead)

*Maroon/Navy *XXV Performance Sportswear* poloshirt with Logo

Navy Base Layer (legs)

*Navy Base Layer (under top) with Logo

*Maroon fleece with logo (can be worn in playground in winter)

Plain Navy joggers (optional)

Maroon football socks

White trainers

*Navy school hat and plain navy gloves

*School scarf or plain navy scarf

Shin pads and mouth guard (Years Two to Six- Autumn/Spring terms)

Football boots (Years Three to Six- Autumn/Spring terms)

In addition, Years Three to Six Summer Term

Cricket white trousers, white socks

P.E.- Reception to Year Six Girls

*Navy/maroon *XXV Performance Sportswear* skorts with Logo (Optional for Reception- navy shorts instead)

*Maroon/Navy *XXV Performance Sportswear* poloshirt with Logo

Navy Base Layer (legs)

*Navy Base Layer (under top) with Logo

*Maroon fleece with logo (can be worn in playground in winter)

Plain Navy joggers (optional)

Maroon football socks

White socks

White trainers

*Navy school hat and plain navy gloves

*School scarf or plain navy scarf

Shin pads and mouth guard (Years Two to Six- Autumn/Spring terms)

Football boots (Years Three to Six- Autumn/Spring terms) Optional

Art – All Children

Plain Navy Art Smock

Children with long hair are expected to tie it back neatly and securely at all times in order to observe standards of safety and hygiene.

Study School Maroon Ruck Sack (all years) and/or Study School Black Ruck sack (Yr2 onwards).

All children – The Study School Water Bottle

29. Complaints Procedure

The school has a complaints procedure in place. If parents are concerned about any aspect of the school this should be represented to the Head Teacher in the first instance. If parents remain dissatisfied, then they may move to the next step of the complaints procedure. The full policy is available on request or on our website.

30. Dates

TERM DATES AUTUMN TERM 2022 – SUMMER TERM 2023

AUTUMN TERM 2022

| | |
|----------------------------------|---|
| Staff Inset: | Thu 1 and Fri 2 September |
| Term Begins: | Monday 5 September |
| Half Term: | Monday 17 October – Friday 28 October |
| Term Ends: | Friday 16 December <u>AT 12:30pm</u> |
| Staff Inset: | Friday 16 December from 12:30pm |
| <i>Full Year Nursery Closed:</i> | <i>Thursday 22 December - Tuesday 3 Jan</i> |

SPRING TERM 2023

| | |
|--------------|-----------------------------------|
| Staff Inset: | Tuesday 3 January |
| Term begins: | Wednesday 4 January |
| Half Term : | Monday 13 to Friday 17 February |
| Term ends: | Friday 24 March <u>AT 12:30pm</u> |
| Staff Inset: | Friday 24 March from 12:30pm |

SUMMER TERM 2023

| | |
|----------------|--|
| Bank Holidays: | Friday 7 th and Monday 10 th April |
| Staff Inset: | Monday 17 April |
| Term begins: | Tuesday 18 April |
| Bank Holiday: | Monday 1 May |
| Bank Holiday: | Monday 8 th May (King's Coronation) |
| Half Term : | Monday 29 May to Friday 2 June |
| Bank Holiday: | Monday 29 th May |
| Term ends: | Friday 7 July <u>AT 12:30pm</u> |
| Staff Inset: | Friday 7 July from 12:30pm |

The School and Nursery are closed on all Bank Holidays and all Insets

31. Staff List

Mr Alistair Bond

Head Teacher

Teaching Staff

Mr Ciarán Mc Auley
Mr Ben Talaga
Ms Montanna Bentley
Mr Connor Craig
Mr Lee Clatworthy
Mrs Vasiliki Douka
Mrs Susana Jorge Dos Santos
Miss Lucy Menon
Mr Jonathan Hassan
Mrs Lisa Cropley
Mr Jamie Gore
Ms Narjiss Bekkaoui
Ms Nektaria Mousi
Mrs Rachael Waite
Miss Fiona Field
Miss Elizabeth Paz
Miss Phoebe Sanders-Bovington
Ms Juliana de Sousa
Miss Jhonelle Williams
Mrs Elzbieta Kowalewska
Ms Ilona Paszko
Ms Janet Fragoeiro

Deputy Head Teacher and Year Six Teacher
Year Five Teacher
Year Four Teacher
Year Three Teacher
Year Two Teacher
Year One Teacher
Reception Teacher
SENCO
Music Teacher
PE Teacher
PE Teacher
French Teacher
Latin Teacher
Nursery Manager
Deputy Nursery Manager
Nursery Room Leader
Early Years Practitioner
Early Years Practitioner
Early Years Practitioner
Learning Support Assistant
Learning Support Assistant
Learning Support Assistant

Peripatetic Music Staff

Miss Hannah Black
Mr Christopher Marsh
Ms Carolyn Froggt
Mr Linus Håkansson
Ms Alexandra Vilmanyi

Peripatetic Flute Teacher
Peripatetic Clarinet Teacher
Peripatetic Violin Teacher
Peripatetic Guitar Teacher
Peripatetic Piano Teacher

Non-Teaching Staff

Miss Nicola Ash
Mrs Wendy Ridley
Ms. Rosie Lawrence
Mrs Elzbieta Kowalewska

Ms Ilona Paszko

Mrs Wendy Holland
Ms Ruby Bhurji
Mr Barry Gould

School Secretary
Chef Manager
Assistant Cook
Lunchtime Playground Supervisor
Breakfast Club Coordinator
Lunchtime Playground Supervisor
Breakfast Club Assistant
After School Care Manager
After School Care Assistant
Caretaker

32. List of Leavers' Destinations

2014

Emanuel School
FeltonFleet School
Hinchley Wood School
Kingston Grammar School
Sir John Lawes School (Harpenden)
Surbiton High School (Sports Scholarship)
The Hollyfield School x 2
Tiffin
Wellington School (Somerset)

2016

Blenheim High School
Guildford High School
Marymount International School x 2
Surbiton High School x 2
Sutton Grammar School x 2
The Lady Eleanor Holles School x 2
(1 x Academic Scholarship)
Tiffin School
Wallington High School for Girls

2018

Coombe Boys' School
Coombe Girls' School x 4
Epsom College x 2
King's College School
Marymount International School
Notre Dame School
Reigate Grammar School
St. Catherine's School
The Cove School
The Lady Eleanor Holles School
The London Oratory School
Tiffin School
Tolworth Girls School
Ursuline High School

2020

ASC Cobham International School
Canbury School
Coombe Girls' School
Ewell Castle School (Sport Scholarship)
The Kingston Academy
Westminster School

2022

Claremont Fan Court School
Coombe Boys School x 2
Cranmore School
Holland Park School
Surbiton High School
Tiffin School

2015

Claremont Fan Court School
Coombe Boys School
Nelson Mandela School, Berlin
Nonsuch High School for Girls
Poole Grammar School, Dorset
Sutton Grammar School
Wilson's School

2017

Coombe Boys' School x 2
Hampton School x 2
Kingston Grammar School
Marymount International School
More House School Farnham
Richard Challoner School

2019

ACS Cobham International School
Claremont Fan Court School
Coombe Boys' School
Coombe Girls' School
Halliford School
Holy Cross Catholic School x 3
Kingston Academy x 2
Marymount International School
Nonsuch High School for Girls
Notre Dame School x 2
Surbiton High School
Teddington School
Trinity School of John Whitgift
(Music Scholarship)

2021

Coombe Girls' School
Glyn School
Richard Challoner School
Sutton High School

33. Final Note

The information in this booklet was correct at the time of publication. If you feel that we have omitted any important points please tell us so that next time this can be corrected.

Policies available on request from the school office or on the school website are: -

- Safeguarding Policy (also available on our website)
- Anti-Bullying Policy
- Parental Concerns and Complaints Policy
- Curriculum Policy
- Behaviour for Learning Policy

Our Registered Office is: **Inspired Learning Group (ILG)**

Georgian House, Park Lane, Stanmore HA7 3HD Telephone: 020 7127 9862

PARENTS ARE REMINDED THAT

THE STUDY SCHOOL

IS A NO SMOKING AREA, INCLUDING VAPING

(THIS INCLUDES THE DRIVEWAY)

**PLEASE ALSO NOTE THAT NO ONE MUST ENTER
THE PREMISES WHILST UNDER THE INFLUENCE
OF ALCOHOL OR DRUGS, OR CONSUME THESE
ON THE PREMISES.**

**NB EXCEPTION TO THIS IS ALCOHOL PROVIDED
OR SOLD AT A PTA OR SCHOOL EVENT**

THE STUDY IS ALSO A NUT-FREE SCHOOL