

Together towards our very best...



New Milton Junior School



Everyone at New Milton Junior School is proud to:



Be Respectful

- I am polite when I speak to others
- I am willing to listen to and value others
- I recognise that we are all equal
- I celebrate that we are all different

Be Honest

- I always tell the truth

Be Caring

- I am kind and friendly to everyone in the school community
- I am willing to help anyone in need
- I care for my own and other people's property

Be Supportive

- I am a good team member
- I show commitment and join in
- I encourage and work well with others

Be Responsible

- I make the right choices
- I make the most of opportunities to learn and achieve
- I look after my classroom, school and environment

Be Kind

- I think about how others might feel
- I treat others the way that I would like to be treated

Achieve

- I am self motivated to do my best
- I celebrate success
- I have a go even when it is difficult

If we follow these qualities, we can all
'Work Together Towards Our Very Best!'

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Welcome to New Milton Junior School

On behalf of the governing body of New Milton Junior School, I would like to welcome you to our school. This brochure will show you that the governors and teachers are committed to giving your child the best possible start in their life.

At school, we give your child an environment in which they can expand their minds by offering them every opportunity we can to be creative and develop their own abilities.

We hope that our enthusiasm towards your child's education will be matched by your own, because it is only as a team working together that your child will reach his or her full potential. We promise to keep you informed by newsletters and parents' evenings, and the usual channels for specific queries.

We look forward to working together with you and your child through these important years of their education at New Milton Junior School.

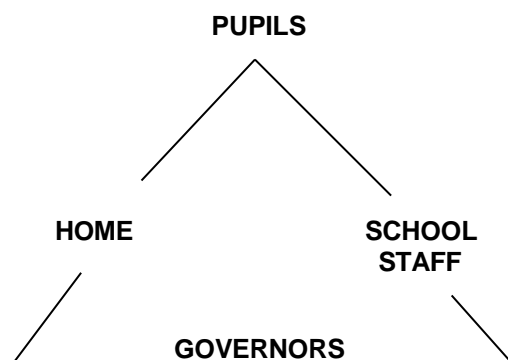
May I wish you a warm welcome to New Milton Junior School.

Mrs Anne Pritchard
Chair of Governors

A Welcome from the Headteacher and Staff

Your child is very important to us. We hope we can work together to forge a real partnership between us. We have high expectations and set high standards for your son or daughter. Our positive and active home-school partnership will help your child to make the most of his or her time at New Milton Junior. We hope that this brochure will answer some of the questions you may have about the school. Please do not feel shy about coming to talk to members of staff, governors or myself.

Kelvin Geary
Headteacher



The Working Partnership
All work together for the benefit of the child



Easter Egg Competition

At New Milton Junior School We Believe In:

Together towards our very best

New Milton Junior is a school which seeks to create a hardworking, welcoming and supportive community of which we can all be proud. We expect everyone to feel secure and valued so that quality learning, high standards and achievement can flourish in a positive and caring environment.

We believe that:

- Children learn best in a secure, caring and happy environment and that reading, writing, speaking, listening and maths are the key to becoming successful learners.
- Learning through first hand experience enables children to be actively involved in their own learning and that all children should be encouraged to concentrate, co-operate and work productively with others.
- Parents are partners in their children's learning. It is important that the whole school community should be proud of themselves, of each other and of their school.
- Our Rights Respecting School Award affirms our belief that all children have the same rights and, therefore, all children should know how to behave appropriately, be self-disciplined and act responsibly. They should respect each other; actively care about each other; actively care about those beyond the school; and actively care about the environment. We believe that children should be listened to, praised and rewarded and have high expectations of themselves.
- A child's personal and social development between the ages of 7 and 11 is vital to his or her own self-esteem, confidence and identity.
- The strength of the individual as a learner has its foundation in making the most of opportunities, belonging to and contributing to the school. At New Milton Junior, the strength of the school as a place of learning is the sum of everyone's contribution.

The 'New Milton Junior School Pupil' is:

Hardworking

- Always tries their hardest, even when the task is difficult.
- Understands how to learn, to co-operate and work with others towards a positive outcome.
- Able to concentrate and remain focused on their work and on the expectations of our school.

Supportive of our school and the local community

- Is self-disciplined and knows how to behave and act responsibly in a variety of situations.
- Supports others towards achieving their goals, exploring their own ideas, or expressing personal beliefs and opinions.
- Acts to make New Milton Junior School and our community a better place to live.

Caring

- Actively cares and values how he or she appears to other people and to themselves.
- Actively supports and cares about others and how they feel.
- Helps and supports the needs of others in the school community and beyond, showing, by his or her actions, a care for their world.
- Develops an awareness of the spiritual side and the wonder of life.

Self-motivated and works to achieve their best



- Makes noticeable improvements and good progress from year to year.
- Identifies what is needed to tackle the next step and follows this through without relying on an adult.
- Tries very hard to match expectations and reach his or her highest standards in schoolwork, mixing with people and in self-achievement.

These aims were created by a group of parents, staff and Governors and the pupils' School Council representatives, 'The Senators'.



At New Milton Junior School we offer:

- A spacious site with a variety of learning environments: recreation areas; large bright classrooms in a mix of late 1950s and modern buildings.
- A dedicated staff, both teaching and non-teaching, who have your child's best interests at heart.
- A Special Educational Needs Co-ordinator and Inclusion Manager who co-ordinates the work of our Teaching Assistants (TAs), Emotional Literacy Support Assistants (ELSAs) and Family Support Worker to ensure appropriate resources and support is available for children requiring extra provision.
- Family Support Worker
- Breakfast Club
- Accessibility for children and adults who use a wheelchair.
- Daily communication opportunity for teachers and parents through a communication book.
- Encouragement to our children within a system of target setting, a reward and award system. These recognise individual achievements within a system which fosters team spirit.
- Resources for our children of which we are proud: we have access to iPads and laptops; an extensive library; and an impressive outdoor space, including play area.
- Extra music tuition in a range of instruments e.g. piano, drums, violin and guitar. Please enquire at the office for availability.



- Lunchtime meals, with a rota system which allows children to have a choice between hot meals cooked on the premises or bring in a packed lunch.
- A large number of after school clubs and activities, voluntarily undertaken by teachers and friends of the school.



How Can I Help My Child?

- Keep in regular contact with the school.
- Encourage him/her to take part in everything that is offered for them by the school.
- Encourage him/her to organise the things needed for their school day.
- Share reading at home.
- Encourage him/her to practise tables and spellings, and to complete other homework on time.
- Name everything so it can be returned if mislaid.
- Make sure your child arrives at school ready to start for 8.50am.
- Talk to him/her about; the new things they are learning; the year team's curriculum letter; visits into the school; the work they bring home; and the information they share about their learning to help you.
- Be active in the school as a helper or PTA member.
- Share your views, praise and concerns to the school and governors. This will help in improvement planning.



School Improvement Plan*

It is always important to review the needs of children and ways of meeting these. The school has an Improvement Plan. This is one way of involving all the partners in the children's learning, enabling us to prioritise those needs.

(*See website)



Safer Schools

Child Protection

New Milton Junior School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

We take this responsibility with the greatest level of seriousness.

We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates and volunteers will be subject to Disclosure Barring Service (DBS) checks.

We have two Designated Safeguarding Leads (DSLs) and two Deputy DSLs (DDSLs).

Keeping Children Safe in Education (2024) states that: Everyone who comes into contact with children and their families has a role to play in safeguarding children and ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and by taking action to enable all children have the best outcomes. In this school, we make sure rigorous systems are in place, and that all adults are aware of their responsibilities and know what to do to carry them out.

We have received and given training to all employees, and regularly do so for our valued volunteers.

Safeguarding the School Community

We adopt a zero tolerance approach. Violence, racism, threatening behaviour and abuse towards any member of staff or member of the school community will not be tolerated and sanctions applied. *

Anti-bullying

We work hard to promote a caring community environment where anti-social behaviour, in particular, bullying, racism and intolerance are clearly identified as unacceptable and dealt with appropriately.



New Children

- Being part of a bigger school can be exciting and for some a little worrying as children make the transfer from their previous school. It is our aim to help them to settle in and feel secure and happy, so they are able to concentrate on their learning.
- To do this, we plan both separate and joint activities to help the children gain their confidence and feel part of the school. We are counting on you to tell us if there are any settling in problems. These can easily be sorted out by a chat sooner rather than later.
- The class teacher, as the person who works most with your child, is probably the best person to talk to. However, year leaders, the SENDCo, the deputy head or headteacher are also available. An appointment is preferable, as prior commitments will probably have to be fulfilled.
- Parents of New Milton Infant School children who are joining us in September are invited during the autumn term (Open Morning) to see the school in action, and during the summer term to discuss the move to this school, the new classes and our expectations.



Our Approach to Learning..... Some Questions and Answers

Q. How are the classes organised?

A.

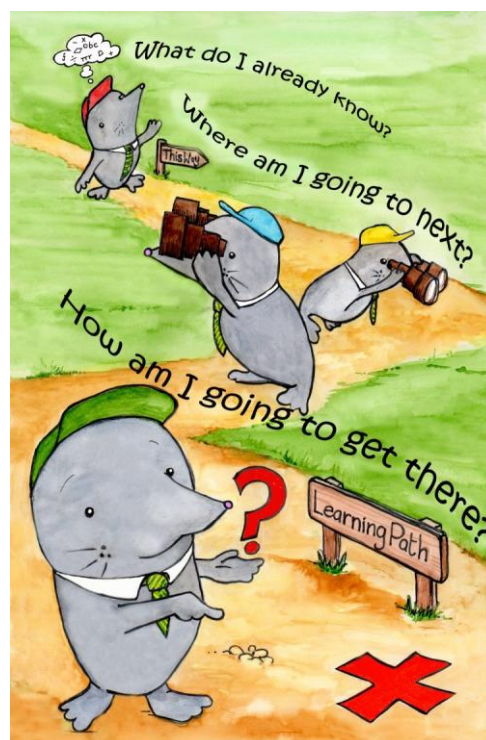
- Children of any one year group are organised into class registration groups. These are selected to achieve a balance within the year group. To do this, we take into account a number of considerations with 'working partnerships', as opposed to 'friendship groupings'.
- Our pupils will learn primarily in these class groups. Occasionally, they will move into ability groups in Year 6 if the need arises.
- As children move through the school, there will be organisational changes to use staff strengths and subject specialism. This might mean flexible groups operating in some learning areas, or additional support work for a variety of different groups of pupils based on need.
- Additional staff will cover for those involved in management or leadership roles and planning, preparation and assessment time [PPA].



Q. How is work and learning planned?

A.

- Delivery through activities and tasks to match the individual child's ability levels and needs is the role of the class/group teacher. To support this, we have an Inclusions Manager/Special Educational Needs and Disabilities Co-ordinator [SEND Co] and Subject Co-ordinators.
- Teachers will assess where pupils are in the progression routes across the curriculum. They will plan individually or together to meet the needs of their learning group or class, differentiating for the range of ability.
- When planning together, they will assess and consult with pupils to know what needs to be taught next.



What about the 'Key Skills' in English and Maths?

English

Through our delivery of the English curriculum, our children are taught to recognise that their 'voice' is important; whether it is through speaking and listening activities, reading aloud or their written voice - it conveys a message. Communication is a vital life skill. Our units enable the children to express themselves in a wide variety of ways both imaginatively and succinctly when required.

We foster a climate that encourages our children to see themselves as writers across the curriculum. They are reflective and allow time to edit and improve their written work, maintaining a complete awareness of whom they are writing for and how they will be successful in their purpose.

New Milton Junior is a rich reading environment. We use a wide range of rich texts to promote learning; have a wonderfully well-stocked library, which includes our whole school reading scheme: Project X; and teachers regularly timetable opportunities to share children's own written work with others. Children learn to read with confidence, fluency and understanding. Through library-use, class books, paired reading and daily reading, the children develop a love of books alongside the ability to question and evaluate a range of texts. In class, reading sessions provide a safe environment for our children to make good progress, and we encourage all children to read at home; to practise and reinforce skills taught at school.

Effective speaking and listening is essential in order to communicate effectively. Within our curriculum, we provide a wide variety of opportunities to communicate with others through careful questioning, group-led investigations, drama activities, paired research, presentations and general day-to-day learning. Every child is encouraged to reflect on their written and spoken voice and given support whenever necessary.

Our children write purposefully and wherever possible in 'real-life' contexts; this writing originates from either a book study, a theme or topic work. They are taught how structure their writing and choose vocabulary in order to take their reader on a journey and evoke an emotion. Grammar and punctuation skills are usually taught in the context of a unit, allowing the children to see how links are made. We teach spellings daily and all children use a Speed Sound chart to develop their knowledge and understanding of how to spell. A cursive handwriting programme is delivered and all children develop a well-presented legible style of handwriting.



Maths

Maths learning at New Milton Junior School strives to create a learning environment in which children can independently and collaboratively learn and achieve. Our maths curriculum aims to provide children with the opportunity to develop enjoyment and curiosity for maths, allowing them to understand the world around them through mathematical reasoning.

Considerable importance is attached to the children achieving and understanding mathematical processes, concepts and skills. A positive attitude to maths learning is encouraged by presenting it in an interesting and enjoyable way, allowing the children to actively participate in the learning process; thus creating a sense of achievement and confidence. There is a strong emphasis on the development of mental arithmetic and giving opportunities for pupils to use and apply mathematics in real life situations.

Using effective planning, teaching and learning strategies, assessment and knowledge of our children, we aim to develop and extend pupils' knowledge and understanding of all mathematical concepts.

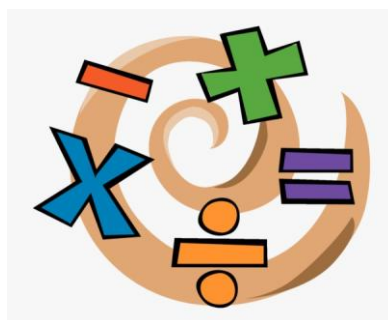
Maths is taught through a daily maths lesson which follows the principles of the new primary curriculum. Lessons involve teaching the whole class together. Teachers introduce a new concept or skill in the first part of the lesson; this involves lots of mathematical discussion supported by concrete and visual representations on the whiteboard. This is followed by guided practice where pupils work collaboratively to solve problems. Pupils are encouraged to use concrete apparatus and share ideas as they work in groups. They then have individual practice to develop fluency and build confidence.

Aims of the New Primary Curriculum

- Become fluent in the fundamentals of mathematics, including the varied and regular practice of increasingly complex problems over time.
- Reason mathematically by following a line of enquiry, understanding relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between mathematical ideas. The programmes of study are, by necessity, organised into distinct areas, but pupils will make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress will always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content.



How Are Other Subjects and Themes Taught?

Science

Science teaching and learning provides the foundation for understanding our world. We encourage children to develop a sense of curiosity about natural phenomena and scientific discoveries. We aim to develop scientific knowledge and understanding of nature, processes and methods of science. We want to equip children with the knowledge to understand the uses and implication of science today and in the future. Science is either taught in modules which link areas of study or as individual units.



Computing

In this ever-increasing digital age, we aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. Children are engaged in using computing in all curriculum areas. Every classroom has an interactive whiteboard in order to support teaching and learning across the curriculum. We have iPads and laptops shared across the school. A wide range of software is held within school to deliver all areas of the computing curriculum, including programming, word processing, spreadsheets, databases, presentations, movie editing, music and animation. Although our pupils are able to use internet facilities, we safeguard them by ensuring that they do not have unsupervised access and have a very sophisticated and efficient filtering system which restricts access to inappropriate internet sites. We provide many opportunities across the curriculum to discuss and teach online safety.

Music

We aim to develop pupils' understanding and enjoyment of music through performing, composing, listening and appraising, and by using a range of varied activities in which pupils of all abilities are encouraged to participate fully. Our choir participate in concerts in the local community and in other school events throughout the year, including an ensemble/soloists' summer concert.



Geography

We aim to encourage pupils to observe and understand natural processes, and the effects that people may have on their surroundings. We study places and processes that occur both locally and worldwide, extending pupils' vocabulary and improving their use of atlases and maps.

History

At New Milton Junior, we try to make sure history is a lively, vibrant subject. As well as developing historical skills and showing that there are different viewpoints and interpretations of the past, we aim to create a sense of excitement during our exploration and discoveries about people and events in history, focusing primarily on events through British History. Lessons take many forms. We have debates, watch TV programmes, research topics and go out on history inspired trips. We use role play to develop empathy with characters in history.

Design and Technology

Children will have an opportunity to hone their skills by designing and creating a variety of different projects throughout their time at New Milton Junior School. Children undertake each project firstly by planning their product extensively, before making their product as accurately as possible, choosing from range of materials and tools. Evaluating is the final stage where children will carefully reflect on their successes and development points once the product is completed. Current provision includes children working in the following areas: cooking, mechanical systems, structures, electrical systems and textiles.

Modern Foreign Language (MFL)

French is taught throughout the school. We hope to give the pupils a sound basis to communicate and a respect for this and all other cultures.

CPSHE

Our school promotes Citizenship, Personal, Social and Health Education. This includes the cultural, spiritual, moral, mental and physical development of pupils at the school and in wider society. We aim to equip pupils with a sound understanding of risk and with the knowledge and skills necessary, to make safe and informed decisions. The curriculum prepares pupils for the opportunities, responsibilities and experiences of later life.

The UNICEF Rights, Respect and Responsibility initiative has contributed to the development of the school ethos and remains a common basis for mutual respect and self-esteem across the school.

Art

Pupils at New Milton Junior School develop their creativity through half termly art topics, learning techniques and developing skills in drawing, painting, collage, printing, textiles, sculpture and digital media. Each unit of work begins with research into an artist, designer or craftsman, developing children's cultural knowledge, and offering a rich source of ideas and inspiration. Sketchbooks are used throughout each unit to explore, record, select, develop and reflect on the children's own ideas. Working processes and finished work are displayed throughout the school to engage, inspire and celebrate children's creativity.



Religious Education and Corporate Worship*

RE is based on Hampshire's handbook of guidance 'Living Difference'. Here we seek to bring a sense of spiritual and global understanding.

We look in the main at Christian beliefs and society; consider some other religions as comparisons; and think about the societies where these religions operate. Visits aid this understanding.

The school is not linked to any religious denomination. Assemblies are broadly Christian in nature. Parents are welcome to attend the class assemblies and to stay for coffee afterwards. Visiting speakers from local churches and groups also come to enrich our corporate worship.

Parents have the right under the 1944 Education Act to withdraw their children from Religious Worship or Education. Alternative arrangements can be made.

Physical Education (PE)

Physical education has six elements:

- Games - to develop ball skills and take part in competitive team games
- Gymnastic activities - balances and sequences
- Dance
- Athletics
- Outdoor and adventurous activities
- Swimming

* All policies available on website

Outdoor Education

We use the school grounds and the local area for outdoor education e.g. orienteering and tracking and for team-building challenges and activities. These facilities lend themselves to the environmental aspects of education. We organise Y5 Residential visit to Avon Tyrrell.



Relationship and Sex Education (RSE)*

It is felt that the most satisfactory place for this is in the home where a child's questions can be answered in a secure environment, honestly and by people whom they know best of all. Nevertheless, this aspect is part of the education for our children. We plan very carefully. It is based on the values of family life and encourages the children to have due regard for moral considerations. Parents may take the opportunity to discuss our approach on a more informal and personal basis with us.

You will be advised when your child is approaching this aspect of the curriculum and you may, if you wish, ask for your child to miss these lessons.



Q. What about those children who require additional support?

Special Educational Needs and Disability (SEND)

We accept the right of all children to equal opportunity in education irrespective of their needs. We believe that all children have an entitlement to access areas of learning and develop appropriate knowledge, skills and understanding.

We aim to ensure that children in our school feel included in school life; feel that they can achieve academically and feel that they belong in school. We aim for our school to be an inclusive environment, which supports and challenges students to achieve their full potential.

How are children supported?

If the child or young person also has an impairment or other additional need, we also consider what **reasonable adjustments** we will make to reduce barriers to learning and participation through:

- Teachers providing an inclusive learning environment that maintains high expectations for all;
- Staff having an excellent understanding of learners' additional needs, neurodiversity, and provision;
- Children with additional needs learning alongside their peers;
- Learners receiving high quality inclusive teaching in all their lessons;
- Learners pursuing a broad and balanced curriculum.

They may also follow Speech and Language Therapy (SaLT), specific reading, spelling or maths programmes, or social and emotional wellbeing Interventions. This provision may be delivered by teaching assistants, ELSA, the SENDCo or outside agencies.

This is educational provision that is **additional to** or **different from** that made generally for other children or young people of the same age by mainstream schools

**More information is available in the 'SEND and Inclusion' section of the school website.*

The class teacher has the main responsibility for support offered to SEND pupils in their class and are supported by a team of Teaching Assistants (TAs) and the SENDCo.

The SEND/Inclusion Register

Many pupils with Special Educational Needs or Disabilities will have been identified before entry to New Milton Junior School through liaison between feeder schools and with the transfer of pupil records.

SEND children receiving extra provision are listed on the Inclusion Register in accordance with the SEND Code of Practice (Jan 2015) as **SEND Support**.

Pupils with more complex needs may have an Education, Health, and Care Plan (**EHCP**).

Sometimes your child may need extra help in class, but this does not necessarily mean they have SEND. The majority of children identified as having SEND can be supported without the need for an EHC Plan.

They may also be receiving advice and/or assessment from a variety of external professionals e.g. Educational Psychologist, Speech & Language Therapist, Occupational Therapist, Primary Behaviour Service or Outreach from Specialist Provisions.

How are parents involved?

It is important that parents are informed and are involved. In addition to the class teacher, the SENDCo is available at the start/end of the school day, or contactable through the school office



Q. How Else Do Children Learn?

Educational Visits

As part of the curriculum, children may go on educational visits. Parents will always be informed in advance of these visits unless, occasionally, a small group of children is taken into New Milton or the environment around the school to pursue an immediate need.

All children will be able to go on these visits regardless of personal financial circumstances. Please let the headteacher know if there are any difficulties.

The Governors' Statement on 'charging for school activities' is available on the website. To obtain details about school journey insurance, please contact the school.



Residential

At present, we use Avon Tyrrell (New Forest) for mixed outdoor pursuits, environmental and history, geographical based activities.

For those not taking part in the residential experience, there are equivalent school-based activities.

Year 6 children have an activity week which includes a day trip to London.

After School Activities

These generally take place after the end of afternoon school. The majority are voluntary activities undertaken by the teachers or friends of the school. According to the season and to the age group, we offer a variety of sports which may include:

- Football
- Girls Football
- Netball
- Athletics
- Fitness
- Badminton

In addition, we also offer:

- Cycling Proficiency
- Drama Activities
- Creative Arts
- French

Before School

We provide a Breakfast School Club. Details and costs are available from the school office.

We can always point you in the right direction for extended services support.



Working at Home... how do I help?

Home Learning

Home learning is an important contribution to your child's progress at school. It is important to reach a sensible balance between homework and leisure time. We believe that all of our pupils should be engaged in worthwhile homework activities, including reading every day. Home learning will include a wide variety of tasks and activities, depending on the age of your child.

The following list shows some, but not all types of work, which your child is likely to bring home during their time at New Milton Junior School:

- Daily reading
- Spelling activities
- Basic numeracy (e.g. learning times tables)
- Maths and English assignments
- Simple research tasks
- Creative and artistic tasks and challenges

The quantity and amount of time to be spent on work at home will increase as children progress through the school, and by the time pupils leave us, we believe that they will have been well prepared for the increased levels of homework expected of them when they begin secondary school.

The children have a school communication/reading record book in which they record specific home learning tasks. Parents should check these daily to ensure that their child is completing homework on time. This book also contains advice for parents. We expect you to give your child every encouragement and to support their efforts.

A cheerful, positive attitude on your part will ensure that homework does not cause undue stress and anxiety for you or your child. Parental interest in children's work is greatly appreciated, and the willingness to give time and effort at home is valued highly in school.

What Can I Do?

The most important part is to support the home study principle and create a positive attitude.

- Provide a regular time for homework e.g. from 4.00 - 5.00pm.
- Create a quiet corner for concentration.
- Play an activity or maths game with your son or daughter.
- Listen to them read.
- Read with and to them and record this on the reading record book.
- Take your child to join the local library.
- Encourage reading a wide range of book types.
- Help learn tables, number bonds and weekly spellings.
- Make sure that deadlines are achieved and good habits formed early on.
- Build a home-school link and work partnership by working with your son or daughter at home.
- Ask for advice when there are difficulties.



How Do I Find Out How My Child is Doing at School?

Talking informally with the class teacher (preferably at the end of the day) and, if appropriate, with the Inclusions Manager will be a real help.

There are also the more formal opportunities as well.

Autumn Term

- An opportunity in late October to have an appointment to discuss your child's progress and to set some targets and goals for the spring term.

Spring Term

- Parents' evenings to discuss your child's progress during the first half of the year. Again, this is an opportunity to share targets and set goals.
- Open mornings/afternoons.

Summer Term

In July, we will send you an annual report. This will include maths and English test results and teacher assessment levels in the core subjects.

- If required, you will be able to talk about the report with the class teacher at a parent and teacher evening.

Parents of children with more complex Special Educational Need and Disability (SEND) will also have a Learning Journey book where personalised targets are recorded and evidenced. Children may also require an Individual Behaviour Plan (IBP) or an Education, Health and Care Plan (EHCP). You can discuss these with the class teacher and the Special Educational Needs and Disabilities Co-ordinator (SENDCo) at assigned formal meetings throughout the year.

Of course, there are informal opportunities as well for you to talk over issues or concerns.

What Can I Do?

- Come to your child's class assembly
- Attend the parents' evenings and open sessions.
- Talk to your child's class teacher or the Special Educational Needs and Disabilities Co-ordinator [SENDCo]. Look at your child's work and share it at home.
- Check and sign the Communication Book.
- Look at, share and discuss the Report of Progress.
- Talk about the targets and help set the next ones.
- Praise your son or daughter when they bring home a Learner of the Week certificate.



Learning To Live With Others

Home and School - help and support

We are always grateful for the ways in which you help the school.

For example:

- Walking to and from swimming or local town
- Volunteering for school trips
- Reading to, or with, individuals or groups
- Sharing your interests or activities with groups or classes of pupils
- As a member of the Parent Teachers' Association Committee (PTA)
- Sponsorship
- Using your business to aid the school
- As a governor

If you can offer your support and time to maximise our partnership and enrich your son or daughter's education, please let us know.

The School in the Community

At New Milton Junior School, we believe that the school and the children are an important part of the local community. The governors and the school's Parent Teachers' Association Committee represent the school in developing links within the community for the benefit of all the children. To achieve this, your help is needed by making suggestions to the staff, governors or headteacher. Everyone is able to influence the development of the school in the community. Please don't be shy!

With this in mind, we recognise a shared responsibility for pupils whilst still in school uniform, but outside school. Consequently, we may request that a child is walked to and from school by their parents to minimise unacceptable behaviour.

Year 3 pupils taking part in our

'Survival Week'



Behaviour

Our Behaviour Policy is based on a set of school values. They are as follows:

A New Milton Junior School child is proud to:

- Be respectful
- Be honest
- Be caring
- Be supportive
- Be responsible
- Be Kind
- Achieve

Our rewards system recognises the individual child, groups and teams.

There is a systematic approach to rewards and sanctions. Please see our behaviour policy.*

It is our expectation that:

- All children have rights, but with rights come responsibility
- Pupils will, therefore, show respect to others, both children and adults
- Children behave responsibly
- Pupils behave appropriately, so that they and others are able to benefit from an environment conducive to learning
 - within the classroom;
 - anywhere within the school;
 - on the school premises;
 - going to and from school;
 - at home.
- We cannot stress strongly enough the importance of your co-operation in maintaining positive attitudes and supporting your child to meet these expectations.

We will try to keep parents informed of significant good behaviour as well as behaviour causing concern.

Parents have the right to make representations to the governing body if we have arrived at the sanction of exclusion and they consider this to be unreasonable.

Parents may obtain a copy of the Procedure for the Exclusion of Pupils from the school.*

Home, School and Pupil Records

Data Information

At school, we keep careful records on the development and progress of each of our pupils to help to inform the next learning steps, aid transfer from class to class and school to school.

Teachers need to record your child's progress through the school so that all pupils have continuity, and that they and parents are kept informed.

It is also important that the school keeps personal records of all pupils, i.e. name, address, date of birth, name of parents or carer and attendance.

The government also requires us to share some information with them.

All this information is usually held electronically and is subject to Data Protection laws. Parents may ask to see their child's records if they wish.

Photographs/Media

Photographs for school also come within this law. If you do not wish your son or daughter to feature on a website or in a published school photograph (e.g. for the media), please complete the form available at the school office.

School Uniform and Games Kit

Clothes for School

Our school colours are dark green and grey. A simple school uniform is requested and welcomed by most parents. We believe it helps develop in the children, a sense of loyalty to their school and pride in their appearance. We would welcome your support in providing the following:

- **Green sweatshirts**, preferably with the school logo **or dark green jumpers or cardigans**
- **A school tie**
- **Plain grey skirt or grey, non - flared trousers**
- **White shirts or blouses** which should be tucked in at all times
- **Grey or white socks**
(‘Trainer socks’ with school shoes are not acceptable)
- **Grey, green or black tights**
(These must be ‘non-transparent’ i.e. between 70 and 150 denier)

For the summer term, they may wear a white polo shirt without a tie, a green and white striped or checked summer dress, or plain grey shorts.

- **Leather shoes of a ‘sensible’ school design either black or dark brown**

Safety and care for your child’s feet, rather than fashion, should always be considered. To this end, the following styles of shoe are not acceptable:

- High heels (above 4cms)
- Trainers or plimsolls
- Sling back sandals
- Shoes with a flashing light

Children should wear winter uniform at the start of the autumn term.

You can buy fleeces with a school logo as an outdoor coat. However, most coats are fine for school wear, but casual or hooded jackets are not.

Outdoor clothes are not worn in class as the school is adequately heated.

In ‘wellington’ boot weather, children must change into their usual shoes in school. A good tip is to have a clothes peg with the child’s name on it to keep the boots together.



Examples of our winter and summer uniform.



Purchase of School Clothing

Most items can be obtained from any supermarket clothing section.

Items with a logo, or New Milton Junior specific, can be bought at PMG Schoolwear, New Milton.



Clothes for Art and DT

An art/DT overall should be supplied. A large shirt worn back to front is ideal for art and most technology activities.

Clothes for Games and PE

These should be sports kit. Beach or leisurewear is not acceptable. For reasons of health and safety, children should have a separate sports kit and change after games and PE. We share responsibility with you to encourage personal hygiene.

The following are suitable:

- **Plain white T-shirt or sports shirt**
- **Plain black shorts** - for safety reasons, children must be able to tuck their T-shirts into their shorts
- **Sports socks**
- **Plimsolls** for some indoor activities
- **Trainers for outdoor games** (football boots are sometimes useful if you already have them)
- **Swimming costume/trunks** - when required
- **A tracksuit** - to wear over shorts and top for outside games in the winter



Your Child's Property

Naming Property

All clothing and bags and packed lunch boxes/water bottles need to be named; that way your child will be able to keep track of their property, and you should be spared the cost of replacement.

Lost Property

A lost property box is located in the school office foyer. Unclaimed property is kept for a term, and then disposed of to a charitable organisation.

Personal Property

Unless specifically requested, there are very few items of personal property that a child needs in school. We cannot accept responsibility for items of personal property e.g. cards, toys, computer games, iPods. Mobile phones should not be brought into school unless permission is requested from the headteacher or deputy headteacher. They will be handed to the office for safe keeping at the beginning of the day.

Bags

As we have difficulty with storage, backpacks are actively discouraged. Similarly, the use of plastic carrier bags leads to problems as they rip so easily. Drawstring bags are best for games and PE kit.



- PE kit and overalls should be carried in the drawstring bag.
- Homework should be carried in a book bag.
- Packed lunches should be brought in a named sandwich box with a handle.

If this is done, backpacks are unnecessary. This will really help us to keep the school safe and tidy. Thank you.

Jewellery and Watches

Jewellery should not be worn to school as it is easily lost, and can pose a safety problem when children come into close contact with each other during more practical activities.

Earrings, other than studs, are not permitted and must be removed or taped over for P.E. The term 'jewellery' also extends to any body piercing and, this should not be part of a pupil's attire.

Watches/fitness trackers are not encouraged, but if worn, are the responsibility of the pupil, and should be removed for PE and games.

Swapping or exchanging of any item is not allowed.



Meals and Snack Times

Lunchtime

In partnership with HC3S and in line with our Healthy Schools initiative, we are always seeking ways to improve the quality and options provided for school meals and break time snacks.

Your child may stay at school during the mid-day break for a school meal or a packed lunch. We would ask that, where possible, parents send the correct school meal money in a named envelope on a Monday to cover the cost of meals for the week. (Cash and cheques accepted). An "Internet Payment" system (SCOPAY) is also available for parents to pay for school dinners online, Log on information will be generated once your child joins the school.

Packed Lunches

Please send packed lunches in a named plastic container. A carton of drink or a named, unbreakable plastic flask are the most satisfactory drinks containers. Please do not send breakable containers, flasks, fizzy drinks or cans.

We actively encourage healthy options for packed lunchboxes and the avoidance of foods heavy in fat, sugar and salt.

We are training our children to make informed healthy choices as they prepare for adult life.

Please refer to the practical advice leaflets available online:

- 1) Food Standards Agency website (<http://www.food.gov.uk>)
- 2) British Nutrition Foundation (www.nutrition.org.uk)

If your child forgets his or her packed lunch, he or she should go to the school office. If we cannot contact you, we will arrange for a school meal to be provided. We ask that this meal is paid for on the following day.

Snacks and Water

Snacks at break are encouraged. A healthy snack or drink may be purchased at break time. Children may also bring their own, but really only fruit is encouraged. School milk is available through the 'Cool Milk' website. We also encourage children to bring bottled water with a 'non-spill' top to drink during class time.

Free Meals

Children are entitled to a free school meal if the family is on Income Support, Income-based Job Seekers Allowance or certain Child Tax Credit. You can apply on by following the link on the school website under key information or www.hants.gov.uk.



No nuts or nut related products can be brought into school because of the risk to children and staff with severe allergic reactions.

Medical

Individual Health Plan

Children with extra medical needs at school may require an IHP (Individual Health Plan).

Conditions which might require an IHP include Allergies, Asthma, Diabetes and Epilepsy. This list is not exhaustive, so if you are unsure or have any concerns please contact us to discuss

Tablets and Medicines

Administration of medicine or tablets is not a legal requirement for a school.

Prescribed Medication

If your child requires prescription medication during the day, parents should bring it to the office.

Prescribed medication must be in the original container as dispensed from the chemist, clearly labelled with the name of the child, the name and dose of the medicine, expiry date and the frequency of administration.

Medication needs to be collected at the end of the school day if required, or once they are no longer required. It is a parental responsibility to ensure that all medicines are in date. All medicines must be collected at the end of the school year. Any not collected which have expired will be disposed of.

Non-prescribed Medication

The medical room has a supply of paracetamol and antihistamine. When completing your child's New Milton Junior School admission pack, you will be given a permission letter to allow us to administer paracetamol or antihistamine if needed. These are the only un-prescribed medication we will give in school and only with parental permission.

Asthma

Children with asthma will need an IHP and an inhaler in school.

Year 6 children will carry their inhaler with them and self-administer it. This will ensure they are ready for secondary school.

Years 3, 4, and 5 children will have their inhalers in their classrooms in a named container.



In the event of an Accident

In the event of an accident, first aid is usually given by one of our First Aiders. If necessary, parents are informed as soon as possible using the emergency contact number. If parents cannot be contacted, the school will act in the best interests of the child and upon the available information.

Head Lice

It is always possible to catch head lice no matter how clean the child's hair. It is for parents, not the school nor Health Service to be responsible for the detection and treatment of head lice. Please examine your child's hair regularly. We ask you to let us know in confidence if your child has head lice so that we can alert other parents.

Administrative Arrangements

Attendance*

School and parents share responsibility for supporting and promoting excellent attendance and punctuality.

Regular attenders at school make better progress both socially and academically. The discussion whether or not to authorise an absence will always rest with the school.

We are only able to authorise absence from school in exceptional circumstances. In making a request for an authorised absence from school, you will need to explain the reason why the circumstances are exceptional. There is no general right to authorise absence for a family holiday. If you take your child out of school without permission, the absence will be unauthorised.

Leave of Absence forms are available from the office.

Absence From School

Please ring school on the first day your child is absent, or email the school office on admin@nmjs.hants.sch.uk However, please do not send your child to school if he/she is unwell because this puts other children at risk of infection. Your doctor will advise when your child is fit to return to school.

If your child is well enough to attend school, we expect him/her to join in all activities, including PE or games and go out to break. In extreme weather conditions, discretion is used in deciding the procedure at the beginning of school and break times for all children.

Arrival at School

We can only take responsibility for children who arrive in school ten minutes before entry time (8.40am). If there are occasional exceptional circumstances, please discuss this with the headteacher.

Children who are late after 8.50am should report to the school office so they may be registered.

Unless children are staying for an after school activity, it is expected they will leave the premises by 3.40pm.



School Security

Access to the school site must be by the gate near the road crossing signal. The gate is open up until 9.00am in the morning and from 3.20pm in the afternoon. At other times the intercom system must be used.

All visitors must report to the school office.

Collecting Your Son or Daughter

Please arrange to meet on the front playground and do not wait around the back or sides of the school as lessons are easily disturbed.

Telephone Numbers

It is important that we have a telephone number where you may be contacted should your child be taken ill or meet with an accident at school. We may do this through our 'Parent Text to Mobile' provision.

Emergency Contact

Changes and alterations must be updated, even if it's for a limited period only. The new information should be given to the school office as soon as possible.

Arbor App

Following the introduction of GDPR on 25th May 2018, we now provide parents with access to updating their own personal information in order for it to be accurate and up to date. You will need to download the Arbor App, you can update phone numbers and we use this to communicate with Parents.



Online Payments

To make a payment to the school using the internet, you will need to open up the website address

<http://www.newmiltonjuniorschool.co.uk>

and follow the link About us / Key information and then scroll down to the bottom of the page to find the online payments link. You will be given a unique log in for your child, once on role with NMJS.

You can now pay online for:

- School trip or visit
- Residential payment
- Account Payments (dinner money/ Breakfast Club)



Leaving School Premises

No pupil will leave the school premises during the day solely on a verbal message given by a child. Even then, they need to be accompanied by a responsible adult. Please contact us if you wish your child to leave school for any purpose during the day.

If your child has to visit the doctor or dentist during the school day because other arrangements are not possible, would you please make sure that the office has seen a copy of the appointment card/letter to authorise the absence.



Emergency Closure of School

Very occasionally, severe weather, failure of heating, or some other emergency may compel us to close the school altogether, or to send children home early. It is unlikely that children will ever be sent home during the day without giving parents prior notice. Nevertheless, we must not assume that it could never happen.

Arrangements have been made that information of this nature would be broadcast on Radio Solent, Wave 105, Heart and added to the Hampshire County Council website. Please check for announcements. Please do not telephone the school.

Cycling to School

We encourage children to walk to school. Unless you accompany your child, it will be necessary for him or her to have a Level II Cycling Proficiency Certificate to cycle to school and a safety helmet must be worn.

All requests for permission to cycle should be sent in writing to the Headteacher. Cycles may be brought to school at the owner's risk. It is recommended that cycles are insured and a suitable lock provided.

Cycling Proficiency Schemes Level I and II are run for year 6 children.



Car Parking

Cars must not be parked in the limited parking area, the entry bay to the drive, on the school drive or on the road in front of the school. For the safety of your children, extreme caution must be used in stopping or turning anywhere near the school.

A Park and Stride scheme, with free car parking in Crossmead Avenue Car Park, is available through the school office.



Sun Awareness

- Pupils are encouraged to adopt 'sun awareness' principles.
- We have shaded areas and the gazebo.
- A school cap is given to every new child and will be kept in school to use at playtimes and to take on school trips.
- High factor suntan creams are encouraged, although these must be self-applied and kept safe by the pupil.



Admissions

The area primarily served by the school extends from the county boundary with Dorset and Barton in the west, Station Road to the east and the B3055 (Bashley Cross Roads) in the north.

Children are admitted in September, having had their seventh birthday on or before 31st August.

The full Admissions Policy is available from the school but all children of the appropriate school age who live within the catchment area have, under normal circumstances, a right of entry to New Milton Junior School.

If the school is oversubscribed, places will be offered in priority order. See school admissions policy for criteria.

Applications for admissions outside the normal admissions round (i.e. other than for September entry), you will need to complete an in-year application form. You can access the form through the HCC website. If you are successful, an offer letter will be sent. If you are unsuccessful, you will be placed on the waiting list.

Waiting list criteria and admissions criteria will be the same as those for the normal admissions round.

If you are unsuccessful in your admissions request, you have the right to appeal.





General Information

Our School Address is:

**New Milton Junior School
Old Milton Road
New Milton
Hampshire BH25 6DS**

Tel: (01425) 614633

**e-mail: admin@nmjs.hants.sch.uk
www.newmiltonjuniorschool.co.uk**



If you have a complaint or a concern which the headteacher or the governing body are unable to resolve for you, or you need further information about educational matters, then the Local Education Office will be able to assist you. Please see the School's Complaints and Safer School Policy on the website.