



LAUNDE
PARENT

HANDBOOK



August 2025– July 2026



PARENT HANDBOOK

Welcome to Launde Primary School

Dear Parents and Carers,

Welcome to Launde Primary School! We are delighted to have you as part of our school community.

At Launde, we believe in fostering a nurturing and inclusive environment where every child can thrive academically, socially, and emotionally.

About Launde Primary School

Launde Primary School is dedicated to providing a high-quality education that inspires and empowers our pupils. Our committed staff work tirelessly to create a supportive and stimulating atmosphere that encourages curiosity, creativity, and a love for learning. We are proud of our diverse and vibrant community, where every child is valued and respected.

Purpose of the Parent Handbook

We have created this parent handbook to ensure that you have all the information you need to support your child's journey at Launde Primary School. This handbook is designed to provide clarity on our procedures and expectations, helping to create a strong partnership between home and school.

What to Expect

In this handbook, you will find detailed information on various aspects of school life, including:

- **Behaviour Expectations:** Our approach to promoting positive behaviour and the steps we take to address any issues.
- **Our School Values:** An overview of our school values and what this means and how we use these within Launde Primary School.
- **Raising Complaints:** The process for voicing concerns and how we handle complaints to ensure a fair and transparent resolution.
- **Academic Reporting:** How we communicate your child's progress and the methods we use to assess and report on their achievements.
- **Curriculum Overviews:** An overview of our school curriculums and what your children will be learning throughout the year across every subject.
- **Homework Expectations:** Guidelines on the amount and type of homework assigned, and how you can support your child in completing their assignments.
- **Attendance Procedures and Expectations:** Our policies on attendance, including the importance of regular attendance and the procedures for reporting absences.
- **Parent Involvement:** Opportunities for you to engage with the school community and support your child's education.

We hope this handbook serves as a valuable resource, providing you with the knowledge and confidence to navigate your child's educational experience at Launde Primary School. Together, we can create a positive and enriching environment that supports the growth and development of every student.

Thank you for your continued support and partnership.



Launde Information

School Type & School Address

Type of School:

Primary – ages 4–11

School Address:

Launde Primary
School, New Street,
Oadby, LE2 4LJ

Contact Details

Tel Number:

0116 2712261

Email Address

office@launde.leics.sch.uk

School Website

www.launde.leics.sch.uk

Key Personnel

Headteacher:

Mrs Shelley Meer

Office Manager:

Mrs Catherine Cooper

Office Assistant:

Mrs Tracy Goring

Chair of Gov

Mr Ahmed Khan

Scholars Acadremy Trust

CEO

Mr Paul Goodman

CFO

Zoe Maxey

COO

Nick Layfield

Academy Governing Body



Shelley Meer
Headteacher



Ahmed Khan
Chair of Governors



Sumeya Vankalwala
Vice Chair of Governors



Nafeesa Katib
Trust Appointed
Governor



Mark Woodhead
Staff Governor



Darren Wragg
Staff Governor



Deepti Zara Ibrahim
Trust Appointed Governor



School Ethos and Vision

At Launde Primary School, our core values of **Respect, Kindness, Resilience, Curiosity, and Confidence** are not just words on a page – they are the very foundation of everything we do. These five principles are deeply embedded in our daily life, shaping how we learn, interact and grow together as a school community.

These values were thoughtfully developed with the invaluable input of our parents, dedicated staff, and enthusiastic children. This collaborative process ensures that they truly reflect what we collectively believe is most important for our Launde School family. We also want to acknowledge the incredible support many of you have shown as we have navigated an intense journey of improvement as a school. Your partnership has been invaluable and we are truly grateful for your commitment.

What does it mean for our school that these values are embedded?

Respect: You will see this in the way our children and staff treat each other, valuing different perspectives and celebrating individuality. It fosters a culture of understanding and consideration in every classroom and interaction.

Kindness: Kindness permeates our school environment, encouraging empathy, compassion, and a genuine care for one another. It creates a warm and supportive atmosphere where everyone feels valued and safe.

Resilience: We actively nurture resilience in our children, equipping them with the skills to persevere through challenges, learn from setbacks, and develop a growth mindset. This empowers them to become confident and adaptable learners.

Curiosity: We foster a love of learning by encouraging inquisitive minds and providing opportunities for exploration and discovery. Curiosity drives our teaching and empowers children to ask questions and seek knowledge.

Confidence: By celebrating achievements, encouraging participation, and providing a supportive environment, we build confidence in our pupils. This empowers them to take risks, embrace new challenges, and believe in their own abilities.

Why do schools have a set of core values?

Core values provide a clear moral compass for our entire school community. They:

Shape our culture: They define the kind of school we aspire to be and the behaviours we expect from everyone.

Guide our decisions: They act as a framework for making choices, from classroom management to school-wide initiatives.

Promote a shared identity: They create a sense of belonging and unity, as everyone works towards a common set of principles.

Support pupil development: They help children develop strong character traits that are essential for success in school and in life beyond.

As we move forward and continue to refine our developments, ensuring the best possible outcomes for your children, our core values will be central to this process. They will underpin all of our improvements, guiding our strategies and ensuring that our efforts align with our fundamental beliefs about what makes Launde Primary School a special place.

Our new strap line, “**At Launde, we create Kind Hearts, Curious Minds and Bright Futures,**” beautifully encapsulates how these embedded values work together to achieve our vision for your child. We are committed to nurturing compassionate individuals, fostering a lifelong love of learning and empowering every child to build a bright and successful future. We believe that by living our values each day, in partnership with you, we can continue to build on our progress and achieve even greater things for our Launde community.





Curriculum Overview

At Launde, our curriculum is built around our four key drivers – Critical Thinkers, Safe and Well, Global Citizens, and Inspired Learners – supported by our values of Kindness, Respect, Resilience, Confidence, and Curiosity. These principles guide everything we teach and how we teach it.

Critical Thinkers



Our curriculum helps children to:

- actively identify real-world problems and challenge across all subjects.
- apply their knowledge and skills across a variety of different contexts.
- explore learning through hands on learning experiences.

Safe and Well



Our curriculum helps children to:

- Build healthy physical and mental habits that support their overall wellbeing.
- Understand how to keep themselves safe in and out of school.
- Learn to manage risks, make good choices, and tackle new challenges with self-assurance and determination.

Global Citizens



Our curriculum helps children to:

- Develop morally, spiritually, socially and culturally.
- Acquire the basic of an additional language and celebrate any additional languages they can speak.
- Develop an understanding of our local community and how they can contribute to this.
- Learn about different faiths, beliefs and cultures and to show respect for those that are different to ours.

Inspired Learners



Our curriculum helps children to:

- Investigate the world around them
- Ask why and how questions about the world around them.
- Explore and celebrate their own ideas, interests and passions.
- Try new challenges, even when things get tricky.
- Become curious thinkers who love to explore and understand.





Timetable of the day

Our school grounds officially open from 8:30am and children are greeted by their teacher at 8:40am.

8:45am Register

8:50 onwards Morning lessons, including writing and maths

Mid-morning break (15 mins)

Lunchtime (1 hour) as follows:

	August - October	November onwards
FS	11:30 - 12:30	11:45 - 12:45
Year 1	12:00 - 13:00	
Year 2-6	12:15 - 13:15	

Afternoon lessons, including wider curriculum subjects until

3:00pm

3:00pm Story

3:10pm Gates open for parents and carers to collect children

3:15pm Home time

An example timetable can be seen below:

	08:45 – 09:20	09:20 – 10:20	10:20 – 10:35	10:35 – 11:40	11:40 – 12:15	12:15 – 13:15	13:15 – 14:15		14:15 – 15:00	15:00 – 15:15
M	5 a Day Lesson detail Assembly	Writing	B	Maths	Reading	L	Spelling	Handwriting	PE	Story



Curriculum Overview

We follow well-structured schemes such as Kapow and United Learning, ensuring learning is carefully sequenced so children build on their knowledge and skills year by year. In Early Years, we focus on a love of learning and strong foundations for Key Stage 1. Our curriculum is adapted to reflect our local community, diverse cultures, and the individual needs of our pupils.

Art & DT

We follow the Kapow scheme, which develops creativity and practical skills while introducing children to diverse artists and designers. Lessons cover drawing, painting, sculpture, textiles, structures, and more, with clear progression across the years. Each year, our Art & DT Week gives children the chance to focus deeply on a creative project.

Computing

Our computing curriculum combines Teach Computing with Project Evolve to provide strong skills in programming, media creation, and online safety. Children explore topics such as computer systems, data handling, and digital creativity. E-safety lessons are taught regularly, ensuring pupils know how to stay safe online.

Geography & History

We use the Kapow scheme to ensure a structured, engaging approach, revisiting key concepts over time to build strong knowledge. In Geography, children take part in regular fieldwork in the local area and beyond. In History, pupils investigate the past as historians do, including local history studies developed with Historic England.

Maths

We teach maths through the Power Maths mastery programme, introducing concepts in small, carefully sequenced steps. Younger children also take part in the Mastery of Number programme to strengthen early number skills. Times Table Rockstars is used across the school to build speed and confidence in multiplication facts.

Modern Foreign Languages (Spanish)

All KS2 pupils learn Spanish using the Kapow scheme, which supports both pupils and teachers in building language skills. Lessons focus on speaking, listening, reading, and writing, with key vocabulary and grammar revisited over time. Teacher resources include sound guides and pronunciation support to ensure high-quality delivery.

Music

We follow the Leicestershire Music Hub scheme, which introduces pupils to a wide range of musical styles and traditions. Children learn recorders in Year 3 and ukuleles in Year 4, alongside singing, composing, and performing. Regular performance opportunities help build confidence and enjoyment of music.





Curriculum Overview

PSHE & RSHE

Our PSHE curriculum, based on PSHE Association resources, covers health, relationships, safety, and British values. Lessons are age-appropriate and build important life skills, including resilience and respect for others. Personal development is further enriched through trips, charity events, and safety workshops.

PE

We follow the Primary PE Planning scheme, ensuring pupils develop skills, tactics, and healthy participation over time. Both indoor and outdoor lessons cover a range of sports and activities. Specialist sports coaches from Premier League Primary Stars provide additional expertise and inspiration.

Reading

Children take part in daily whole-class reading lessons to improve fluency and comprehension. Texts are carefully chosen to offer variety and make links to wider curriculum topics. Teachers model reading strategies and give pupils frequent opportunities to read aloud.

RE

Our RE curriculum, based on the Leicestershire syllabus, teaches pupils about major religions and worldviews. Lessons encourage respect, tolerance, and understanding of different beliefs. All year groups visit a place of worship and learn about key religious festivals.

Science

We use the United Learning scheme to deliver hands-on science lessons alongside key knowledge. Children learn about scientists from diverse backgrounds and see how science relates to real life. Topics are supported by trips to enhance understanding and engagement.

Writing

Our “Pen to Paper” writing curriculum uses high-quality books to inspire a wide range of writing styles and genres. Lessons build grammar, vocabulary, and composition skills while encouraging creativity and self-expression. Text choices reflect and celebrate the diversity of our school community.





The Teaching of Protected Characteristics and British Values

Understanding Equality and British Values at Launde School

As part of our commitment to providing a safe, inclusive, and respectful learning environment, we want to keep you informed about how we prepare our children for life in modern Britain. This includes teaching about equality and the fundamental British Values.

We are actively working to ensure our pupils have a clear understanding of the nine Protected Characteristics as outlined in the Equality Act 2010. This is a statutory requirement and we are making sure this learning is more explicit for the children through assemblies and our curriculum.

The nine Protected Characteristics are:

Age
Disability
Gender
Marriage and civil partnership
Pregnancy and maternity
Race
Religion or belief
Sex
Sexual orientation

*To help remember the nine protected characteristics, we use the acronym Dr. GRAMPS: **D**isability, **R**ace, **G**ender, **R**eligion or belief, **A**ge, **M**arriage and civil partnership, **P**regnancy and maternity, and **S**ex and sexual orientation.*

We believe it is crucial for children to learn the importance of treating everyone with kindness and respect, regardless of their differences. Our aim is to foster understanding, compassion, and fairness, helping pupils to develop positive relationships and appreciate the diverse world around them.

These important topics are already integrated into our PSHE (Personal, Social, Health and Economic) lessons and are woven throughout our wider curriculum. We ensure that the language and content used are always appropriate for your child's age and stage of development. Our teaching focuses on key themes such as respecting others, celebrating differences, recognising unfair treatment, and promoting inclusion.

For example

In Key Stage One, our focus will be on building their understanding of core values and their early awareness of fairness, respect, and inclusion. Assemblies will be tailored to their age to support this.

When discussing the Protected Characteristics across the school, we will use age-appropriate language, such as:

- Age: People can be young or old, and all are important.
- Disability: Some people's bodies or minds work differently – we help everyone feel included.
- Gender reassignment: Some people feel different from the gender they were given – we respect how people feel.
- Marriage or Civil Partnership: Families are made in different ways – all kinds of families are special.
- Pregnancy and maternity: Some families have babies or are expecting – that's part of life.
- Race: People have different skin colours and come from different places – we celebrate this.
- Religion or belief: People believe in different things – all beliefs are respected.
- Sex (gender): Boys and girls can do the same things – we all have equal value.
- Sexual orientation: Some people have two mums or two dads – all families are filled with love.

Alongside the Protected Characteristics, we also teach the four British Values:

- Democracy: Understanding how we make decisions together, respecting everyone's voice, and the importance of participation.
- The rule of law: Learning about the importance of rules and laws to keep everyone safe and ensure a fair society.
- Individual liberty: Understanding and respecting the freedoms and rights of all individuals, while keeping ourselves and others safe.
- Mutual respect and tolerance of those with different faiths and beliefs, and for those without faith: Learning to understand, appreciate, and respect the differences in people's beliefs and ways of life.

Teaching both the Protected Characteristics and the British Values ensures that our children develop a strong sense of citizenship, understand the importance of equality, and are well-prepared for life in modern Britain. These principles are taught through our PSHE curriculum and are embedded in the ethos of our school.

We understand that you may have questions, and we want to reassure you that we are committed to teaching these important topics in a sensitive and age-appropriate manner, with a focus on equality and fairness for all.



Homework Expectations

Our approach to homework is grounded in both educational research and a commitment to well-being for our children and staff. Education Endowment Foundation (EEF) research has consistently indicated that the impact of homework, particularly at primary levels, is often minimal. As the EEF states, "The evidence suggests that the impact of homework on attainment is, on average, small" (Education Endowment Foundation, Homework).

Furthermore, this minimal impact often comes at a considerable cost in terms of teacher workload. Beyond the research, we believe it's crucial to align our educational practices with broader societal values. In an era where we increasingly promote a healthy work-life balance for adults, it seems counterintuitive to advocate for extensive homework for our children, especially when its impact is demonstrably low. We want to foster a love of learning, not an exhaustion from it.

Therefore, our homework focuses on high-impact, manageable activities that support core skills and reinforce learning without creating undue burden.

Our expectations are:

- **Reading:** 10-15 minutes of reading per night, ticked off in children's reading records
- **Maths Fluency:** 20 minutes of Times Tables Rock Stars (TTRS) or MyMaths per week, as recommended following research conducted by TTRS
- **Annual Presentation Project:** each year group will undertake one subject-specific project per year, culminating in a presentation. This allows for deeper engagement in a chosen area and the development of presentation skills.

In addition to this, knowledge organisers are accessible on our school website, accompanied by suggested revision strategies for parents to use to support children with their wider curriculum learning if they wish.

There may also be year-group specific homework tasks set occasionally where necessary, linked to key assessments that take place, such as phonics practice leading up to the Phonics Screening Check in Year 1 and higher engagement expectations for Year 4 in the lead up to the Multiplication Tables Check.



The New School Library

We're excited to announce the grand opening of our new school library! We believe this vibrant space will inspire a lifelong love of reading in our students,.

Here's how the library will work:

- **Timetable and Reading Sessions:** Each class has a scheduled library slot once every two weeks.
- **Theme Focus:** Each month, the library will feature a focused themed display for different year groups (Years 1/2, 3/4, and 5/6). During the class's library session, the children will have the opportunity to listen to a section from one of these featured books.
- **Borrowing Books:** The library time is also an opportunity for pupils to browse and choose a book to borrow. Books should be returned by the next library session.
- **Library Opening Hours:** For our more avid readers, the library will also be open during lunchtime from 12:15 p.m. to 1:15 p.m., Tuesday through Thursday.

Thank you for your support in encouraging a love of reading. We can't wait to see the children enjoying our new library!



Academic Reporting Expectations

We believe in keeping you well-informed about your child's progress throughout their time at Launde Primary School. To ensure a clear understanding of our reporting process, please see the schedule below:

Autumn Term: Parents' Evening

During the Autumn Term, you will have the opportunity to attend a Parents' Evening. This initial meeting will focus on how well your child has settled into their new year group. Your child's class teacher will discuss their initial academic achievements, their engagement in learning, any attendance issues and any observations or concerns they may have at this early stage of the academic year.

December/February: Interim Academic Report & Parents' Evening

In December, you will receive a brief academic report. This report will provide a snapshot of your child's current attainment in the core subjects of Reading, Writing, and Maths, indicating whether they are currently working below expected standard, at expected standard, or above expected standard for their year group. Following this report, you will be invited to your second Parents' Evening of the academic year in February. This meeting will provide an opportunity to discuss the information in the interim report in more detail. Together with the class teacher, you will review your child's progress, discuss any targets, and explore strategies that can be implemented both at school and at home to further support their learning and development.

July: End of Year Report

At the end of the academic year, in July, you will receive a comprehensive written report. This full report will provide a detailed overview of your child's academic achievements, progress across all subjects, their effort, and their personal and social development throughout the year.

Ongoing Communication Regarding Progress

While we formally report on progress three times a year, we are committed to ongoing communication. If your child's class teacher has concerns about their academic progress at any point during the year, they will proactively arrange additional individual meetings with you to discuss these concerns and work together to put appropriate support in place.

Please note that reporting formally three times a year is a standard practice across many primary schools. This schedule is carefully considered to balance the workload of our teachers, allowing them sufficient time to effectively plan and deliver high-quality teaching and learning, while also providing meaningful intervals for children to demonstrate progress. We believe this framework allows for focused discussions and the implementation of effective support strategies.

We are dedicated to working in partnership with you to ensure your child reaches their full academic potential. Please do not hesitate to contact your child's class teacher at any point throughout the year if you have any questions or wish to discuss their progress.





SEND at Launde

Launde Primary School: Supporting Children with Special Educational Needs and Disabilities (SEND)

At Launde Primary School, we are committed to providing the very best education for all pupils, including those with Special Educational Needs and Disabilities (SEND). We believe in strong partnerships with families to nurture each child's unique character and skills, ensuring a supportive environment where every child can thrive and reach their full potential.

How We Identify and Support SEND:

Identification Methods: We use robust systems to identify children with additional needs, including information from other agencies, parental concerns, ongoing data analysis (such as test scores), formal assessments by our Senco (Special Educational Needs Co-ordinator) or outside agencies, and "Wellbeing Check-ins".

SEND Support Triggers:

Your child may need SEND support if they show little or no progress despite targeted teaching, have difficulties with literacy or numeracy, present persistent social, emotional, or mental health challenges, or continue to make little progress despite specialist equipment or adapted curriculum for sensory, physical, communication, or interaction difficulties.

Provision Map:

If identified for SEND support, you'll work with the class teacher and Senco to develop a 'Provision Map' with key targets, reviewed termly at SEND Meetings where your views are essential.

External Agency Involvement:

External support services may be consulted for specialist assessments and advice, always with parental consent.

Partnership with Parents and Carers:

We value your expertise on your child's needs and welcome information on how they learn best, which informs their Provision Map. Termly review meetings ensure open communication and shared goals for your child's progress. Opportunities to engage with the school include specific curriculum events, induction sessions, "Parent Stay" sessions, and termly SEND Meetings.

Monitoring Progress and Providing Support:

Assessment involves the Senco, class teachers, parents, teaching assistants, and outside agencies. Parents are invited to termly review meetings.

Support structures include adapted work by class teachers, small group or one-to-one work with teaching assistants, specialist equipment, tailored plans from therapists, and various intervention programmes.

We listen to children's views by involving them in Provision Map targets, questionnaires, the School Council, Annual Reviews, and one-page profiles.

Emotional and Social Development Support:

We prioritise emotional wellbeing with a Mental Wellbeing Lead teacher, Mental Health First Aiders, and Emotional Literacy Support Assistants (ELSAs).

Social and communication groups are run by teaching assistants to develop confidence and social skills. Our Community and Inclusion Coordinator works closely with children and parents to address mental health and wellbeing needs.

Staff Expertise and Accessibility:

All staff are aware of their responsibilities towards children with SEND, with ongoing training provided by the Senco and external specialists to continually improve knowledge and expertise.

Launde Primary School aims to be accessible, with reasonable adjustments made to buildings to facilitate access where possible, including ramp access and disabled facilities.

All children have the opportunity to attend extra-curricular activities, with reasonable adjustments made for external trips.

Concerns and Transitions:

Raising Concerns: First, contact your child's class teacher or the Senco. If unresolved, speak to the Headteacher, or then the SEND Governor or Chair of Governors. For further issues, you can approach the local education authority's SEND disagreements resolution process.

Transitions: We support transitions from nursery to Launde and from Launde to Year 7, including multi-agency meetings for children with high needs or EHCPs, extra visits, and sharing records with new schools.

Specialist Support and Local Offer:

We work with various external agencies, including Educational Psychologists, Speech and Language Therapy, and Autism Outreach, to support individual children.

Launde contributes to Leicestershire's SEND Local Offer, a resource providing information on services and provision for children and young people with SEND.

For the full version of our Special Educational Needs and Disabilities (SEND) Information Policy, please visit our school website: www.launde.leics.gov.uk.



Pupil Premium at Launde

As a school, we want all children to be successful, empowered to learn and happy and excited to come to school. We feel strongly that school should be a place of opportunities and recognise that we can make a significant difference if we individually target the needs of children. To achieve this, we have adapted the pupil premium offer to ensure it is more personalised to provide individual support to each child. We are also working in conjunction with the charity LCH – Lifting Children’s Hopes. This is a charity dedicated to the happiness and wellbeing of young people and provides additional support to help families bridge the gap and to broaden horizons for their children.

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

Interventions Should your child need it, they will be offered a range of interventions to address their individual needs. These include: maths, reading, phonic interventions, Art/Lego therapy, social play groups ELSA sessions, Speech and Language sessions, IDL Literacy – dyslexia program and screening, Choir/music therapy and peer led interventions – Maths Mates and Reading Buddies 	Free Breakfast club Next year Breakfast Club will run from 7.45am and will be in the canteen. At the end of the session (8.40am) the children will be dropped to their classes. Sessions must be booked at least a week in advance either by email or you can sign up in the office. 
Music lessons and clubs Each child will be funded for 50% of the cost to learn a musical instrument, which will be taught in a group session. 	Swimming lessons Next year swimming will take place at school. We will be covering the costs for PP children and providing additional sessions for some. 
School uniform Each child will be issued with two school jumpers/ cardigans and two t-shirts. When they first join school, they will be given a book bag. For PE we will provide a red school t-shirt, a red pair of shorts and a red pair of joggers 	Parent/Teacher meetings Parents will have the opportunity to attend one-to-one meetings with the class teacher three times a year (once a term) to discuss their child’s progress and attainment. 
A half termly bag of books Reading is at the basis of all learning, it feeds their imagination and allows them to access a wealth of knowledge. We will be providing therefore a bag of books that will be changed every month. 	Support with payment for trips and residential visits We believe that a rich and extended curriculum is important for the development of the child, therefore we will pay 75% of the cost for all school trips. Residential trips are run in year 4 and 6. We ask parents to contribute the £100 deposit only 



Mental Health Support in School

'Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development.' (World Health Organisation 2022)

At Launde Primary School we are committed to supporting the health and wellbeing of our children, staff and parents, to ensure that the school is a community where everyone feels able to thrive.

We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.



Mental Health Support in School

Please see below what we offer as a school to support your child's mental health and wellbeing. However if you want to discuss specific concerns, worries or get some advice about your own mental health and wellbeing, then please don't hesitate to come and speak with Mrs Pallett who will be able to signpost you to several agencies that might be able to help, or signpost you to further support in school.

Targeted support

If children require further support in regard to their mental health and wellbeing we offer 3 levels of support, which will be discussed with the class teacher and parents, along with the Senior Mental Health Lead (Mrs Meer).

Tier 1

- Whole class provision - worry boxes/monsters, emotions check in each morning
- Intervention groups with 3 different focus areas (depending on child's need):
- Recognising emotions and how to deal with your own emotions
- Improving confidence and self-esteem
- How to deal with social situations and social friendships.

Tier 2

- 1:1 support from Mental Health First Aider:

This involves a more individual targeted support, once a week, for as long as the support is needed.

Launde's Mental Health First Aiders are:

- Mrs Merz
- Mrs Panacar
- Mrs Tufiq
- Mrs Ford
- Mrs Barker

Tier 3

ELSA Support - ELSA, or Emotional Literacy Support Assistant, is a program within our school designed to provide extra support for the emotional well-being and mental health of our pupils.

The program is run by a trained member of staff who works with children on a one-to-one basis or in small groups. The aim is to help them with a variety of emotional needs, such as managing big feelings, improving their self-esteem, or coping with changes at home.

The sessions are designed to be fun and are built around the specific needs of each child. If you'd like to learn more, please see the leaflet on the parent notice board in the reception area or speak to Mrs. Meer or Mrs. Merz.

Trained ELSA's are Miss Cox, Mrs Gardner, Mrs Ford & Mrs Panacer

Tier 4

We also partner with the NHS Partnership Mental Health and Wellbeing team. If the school and parents/carers feel that a higher level of support is needed, we can make a referral to this team.

Staff members to contact if you are concerned about your child's mental health:

- Your Child's class teacher
- Mrs Meer or Mrs Merz (Senior & Deputy Mental Health Lead)
- Mrs Melody (SENDCo)



Behaviour Expectation and Curriculum

Vision

At Launde Primary School, our behaviour curriculum is guided by our unwavering commitment to nurturing happy, resilient and unique individuals. We envision a school where every child feels valued, supported, and empowered to thrive in a positive and inclusive environment. Through our behaviour curriculum, we aim to instil in our students the **values of respect, kindness, resilience, curiosity and confidence**. We believe that by working together, parents and school staff can create an environment where these values are not just words, but are integral to everything we do and how we treat each other. These values will be present and discussed within every part of school life, fostering an environment where everyone feels safe and respected. We believe that by nurturing each child's individual strengths and talents, we can develop the whole child as a learner.

At Launde, we know that children need to be taught expected behaviours, which is as essential as teaching them academic skills like reading and maths. These will be revisited and rehearsed throughout the year so that they become learnt and instinctive behaviours. If a child does not meet an expectation of behaviour, then instead of punishing them, we will take the opportunity to reteach our expectations so that they can learn to do better for next time. Through an approach of reflective review, children will take onus on their own behaviour, the consequences of their behaviour on themselves and others and how to ensure it isn't repeated.

Our behaviour curriculum focuses on the school values and this links to our school's strap line **creating curious minds, kind hearts and bright futures**. It reflects our commitment to nurture compassionate individuals, to foster a love of learning and exploration and to empower children to achieve their full potential. We want our children to be ready to learn and confident to make mistakes. Our expectations are designed to be taught from EYFS to Year 6 and are adapted to suit the needs of those with SEND and other additional needs



Be Ready

At Launde Primary School, we prioritise teaching children to "**Be Ready**" through a structured approach that supports their understanding of what this expectation entails. We implement various strategies to foster readiness among our students. Firstly, teachers remind children of what "Being Ready" looks like at the start of each lesson, for example lining up silently, having equipment prepared and organised and arriving at school on time. Additionally, this expectation is reinforced during assemblies, where students are guided on the behaviours and attitudes that demonstrate readiness in various situations. Moreover, we establish routines and procedures that promote readiness, such as consistent schedules, organisation techniques, and time management skills. Our teachers offer individualised support and encouragement to students who may struggle with readiness, providing them with tools and strategies to improve. For example, sharing daily timetables at the start of each day, making use of knowledge organisers and utilising group and/or 1:1 intervention. By fostering a culture of readiness and providing ongoing support, we equip our students with the essential skills they need to thrive academically and socially at Launde Primary School.

Be Respectful and Kind

At Launde Primary School, instilling the value of "**Being Respectful and Kind to Others**" is a fundamental aspect of our educational philosophy. We employ multiple approaches to teaching children the importance of respect and kindness and how to demonstrate what those behaviours entail. During school assemblies, we address the concept of respect and kindness and its significance in building positive relationships within the school between other children and adults. Additionally, teachers model respectful behaviour in their interactions with students, treating each child with dignity and listening to their perspective. For example, welcoming children each morning with a "good morning", using polite language in everyday requests such as "please" and "thank you" and making use of restorative conversations to demonstrate reflection. Restorative conversations are held to encourage students to consider the impact of their actions on others and to explore ways they can demonstrate respect in various situations. This modelling serves as a powerful example for students, reinforcing the expectation that respect and kindness needs to be given and received by all members of the school community. Through consistent reinforcement, open dialogue, and positive role modelling, we empower our students to embody the value of kindness and respect in their everyday interactions, both within the school environment and beyond.



Be Confident and Curious

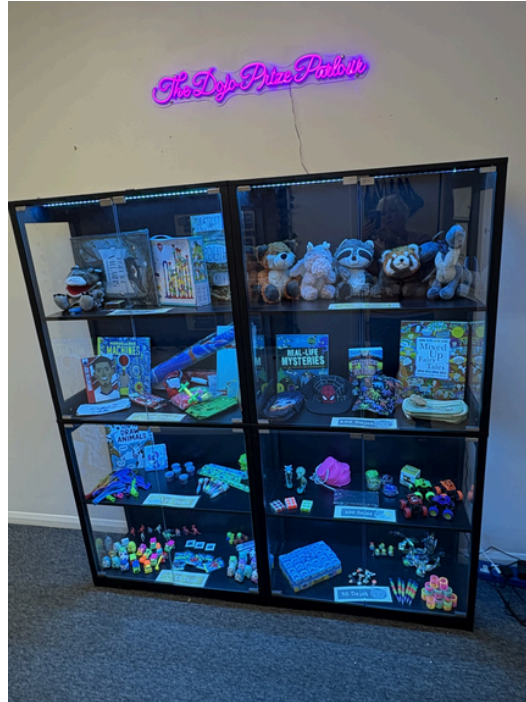
At Launde Primary, fostering **confidence and curiosity** in our students is a core aspect of our educational approach. We prioritise teaching children to be confident by encouraging them to embrace various challenges and opportunities for growth. This includes asking for help when needed, sharing feelings when upset, making responsible choices, taking responsibility for their actions and demonstrating resilience in their learning. Within lessons, we create a supportive environment where students feel empowered to take risks and try new things, to express curiosity – we want them to want to learn! Teachers provide guidance and encouragement, emphasising the value of perseverance and the importance of being truthful in their interactions. Our curriculum is designed to give children the opportunity to reflect on their work, make changes, and learn from their mistakes. For example, in maths we develop a culture of trying new methods and approaches and in English we will evaluate, re-draft and revise our written work. Through activities that promote problem-solving, creativity, and critical thinking, students not only overcome obstacles but also recognise their own progress. By nurturing a culture of bravery and providing ongoing support, we empower our students to navigate challenges with confidence and resilience, both in the classroom and in their daily lives.

Launde Behaviour Curriculum: Behaviour Principles		
Be Ready	Be Respectful and Kind	Be Confident and Curious
• We arrive at school on time, every time. • We wear the correct uniform with pride and have the right clothes for PE. • We say good morning and good afternoon to adults and each other. • We have positive attitudes to learning. • We sit, ready for instruction. • We are calm and attentive. • We go to the toilet at break and lunch times. • We line up sensibly and silently.	• We walk sensibly and silently around the school. • We always show fantastic listening when someone is speaking to us. • We follow instructions from members of staff. • We are polite and show good manners to everyone. • We respect each other's differences and know we are all equal. • We look after school equipment and resources. • We look after our classrooms and the environment. • We are kind to others	• We ask for help when we need it. • We support each other and include everyone. • We make the right choices. • We learn from our mistakes. • We participate in all lessons and activities, as members of staff instructs us to (e.g. hands up, hands down, think-pair-share, etc). • We show resilience. • We ask questions • We think and explore for ourselves • We believe in ourselves. • We take risks in our schoolwork. • We are truthful. • We try new things and accept new challenges. • We share our feelings when we are upset.



Rewards and Consequences

At Launde, we believe that the children should meet our expected behaviours as standard. This means that when we reward the children, we are rewarding them for something that has gone above and beyond our expectations and should be celebrated widely. To do this, we use a range of strategies, including praise, stickers and postcards home.



This year we are introducing the Class Dojo reward system to encourage positive behaviour in school. Children can earn Dojo points by demonstrating positive behaviour such as helping others, working hard, being kind to others and making good progress during lessons. However, children can also lose Dojo points for breaking the school rules, including being disrespectful, being off task or hurting others. Class Dojo' is a web-based program which allows teachers to track pupil's positive behaviours easily and efficiently. We feel this system will improve standards across the school and encourage the children to be more aware of their actions. We are also introducing our Dojo Prize Parlour for our Reward shop, where children can exchange every dojo point, they receive for prizes. They can choose a small prize in the Reward Shop or save their points for something bigger. child earns Dojo points for going that extra mile including for super attendance, behaviour and learning. They are responsible for choosing when they want to spend them – so they can spend little and often or save up for a bigger prize. Each child will have opportunities to visit the Dojo Prize Parlour, The children will have a voice in the kinds of prizes they want in the shop and will be involved in running the shop.



Rewards and Consequences

When behaviour does not meet our expectations, our first response is to remind or reteach the expectation, rather than assume that the children should know better. Any consequences given must be predictable and logical so that the child can be sure that if the behaviour were to be repeated, the same consequence would be reached. Staff are reminded to follow the behaviour policy for guidance on level 1 and 2 behaviour and what is our expected behaviours as a school and trust. Please be mindful of any specific learning or behaviour plans that are in place for certain children and follow those as a precedent over the ‘Good to be Green’ system below. If you have concerns around behaviour plans and the ‘Good to be Green’ system, please speak with the SENCO before adapting your practice. Consequences are delivered in the following order and make use of the ‘Good to be Green charts’ to support:

1. In the first instance, a non-verbal reminder will be given to the pupil e.g. a look which catches their eye, a nod of the head toward them.
2. On the second instance, a verbal reminder of our expectation, using explicit language e.g. This is a reminder that we shouldn’t be talking while a teacher is. The teacher can then add the ‘stop and think’ (blue) card at a time which is appropriate, this will act as a visual stimulus to the child and a reminder for the adult.
3. On the third behavioural instance, a warning card (yellow) is put into their name on the chart. A reminder given about behaviour expectations and that a consequence will follow if it is continued.
4. On the fourth behavioural instance, a consequence card (red) is put into their name on the chart. Acknowledge the behaviour and let them know it will be addressed fully later using a restorative task. The child will now need to complete a **reflective task** reviewing their behaviour, the impact of their behaviour and how to prevent it from happening in the future during their lunchtime with the adult involved. A phone call home will also take place by the adult teaching the class.
5. Final step - SLT contacted - continued poor behaviour at level 1 or 2 or any level 3 and 4 behavioural incidents, SLT to be called for support. This is a last resort, and the expectation is that it relates to continued and above level 1 or 2 behaviour. The previous steps will have been completed correctly with clear warnings and explanations where behaviour isn’t meeting expectations and there has not been a quick escalation or skipping of stages.



Lunch Times, Play Times and OPAL

Improving Play and Learning at Lunchtime

Over the last six months, we've been working hard to introduce the Outdoor Play and Learning (OPAL) program. OPAL is an initiative designed to ensure that the 20% of a child's school time spent playing is as thoughtfully planned as their classroom curriculum.

We're excited to launch Stage One of OPAL this half term. In preparation, we've already started to change how our lunchtimes are organised. OPAL gives children the chance to play with pupils of all ages, providing them with opportunities to develop their own games, take safe risks, and even get a little messy.

The entire school grounds are now open for play, allowing children to explore different surfaces and play in various weather conditions. Unless it's dangerous or the conditions are severe, children will be outside in all weathers. This is why it's essential that your child comes to school with appropriate clothing: a coat, wellies, and a pair of indoor shoes like plimsolls. This second pair of shoes ensures they don't have to sit in class with wet feet or bring mud and dirt indoors.

Lunchtimes will develop over the first few weeks so that:

	Initially	By Half Term
EYFS	11.30 – 12.30pm	11.45 – 12.45pm
Year 1	11.45 – 12.45pm	12.00 – 1.00pm
Years 2- 5	12.15 - 1.15pm Years 2-3 eat lunch at 12.15 - 12.45pm Year 4-5 eat lunch at 12.45-1.15	
Year 6	12.15 – 1.15pm Eat lunch during this period	

School Lunch Arrangements

For lunchtime, children have a couple of options:

School Meals: Children who get a school meal will eat in the canteen.

Packed Lunches: Children who bring a packed lunch can choose where they want to eat. On dry days, they can eat outside on the grass or at the picnic tables. If it's wet or they prefer to stay inside, they can eat in the New Hall.



Personal Development

Enriching your Child’s Learning Trips

We believe that learning extends far beyond the classroom, and our carefully planned trips and visits are designed to bring our curriculum to life! These experiences are an essential part of your child's education, creating lasting memories and new learning opportunities.

Here is a list of the exciting trips and school visitors we have planned for the coming year. Please note that all dates are provisional and may be subject to change. We will send you more detailed information as we get closer to each event.

For all trips, please ensure you provide permission and payment through our online portal - The Gateway. A separate letter will be sent out for each trip with all the necessary details, including timings and what your child needs to bring.

Whilst we welcome parent helpers on our trips, not all of the trips need additional support. We will let you know if your child’s trip needs volunteers. If you are volunteering then you will be asked to fill in a parent helper form from the school office to register your interest.

Planned Trips

<u>EYFS</u>	
December TBC	Pantomime at the curve
December TBC	Santa Express Steam Train
Tuesday 24 th March	Windmill Farm
Tuesday 23 rd June	Twycross Zoo

<u>Year 1</u>	
Monday 6 th , Wednesday 8 th and Thursday 9 th October	Stonehurst Farm - Science
TBC	Author Workshop – Bog Baby Jeanne Willis - English
December TBC	Pantomime at the curve
Monday 9 th February	Olden Day Toys workshop in school - History
Monday 23 rd , Wednesday 25 th and Thursday 26 th February	St Peter’s Church – RE, PHSE
Wednesday 20 th May	Beaumanor Hall Pirate Day - English

<u>Year 2</u>	
Wednesday 15 th October	Beaumanor Hall Victorian Day - History
Tuesday 16 th December	Pantomime at De Montfort Hall
Wednesday 14 th January	Synagogue Trip – RE, PHSE
Monday 23 rd and Tuesday 24 th March	Botanical Gardens - Science
Wednesday 6 th May	Everard’s Meadows – Geography Fieldwork
Summer 1 - TBC	Scooterbilly Scooterbilly – Personal Safety
Monday 18 th May	Belvoir castle - History

<u>Year 3</u>	
Tuesday 14 th October	Beaumanor Hall – Iron Age Celt Day - History
Wednesday 19 th November	Mandir Trip - RE, PHSE
Tuesday 16 th December	Pantomime at De Montfort Hall
Tuesday 10 th Feb	Roman visit to the Jewry Wall - History
Tuesday 17 th March	Oadby Local study – Geography Fieldwork
Monday 18 th May	Egyptian workshop in school - History

<u>Year 4</u>	
Tuesday 16 th December	Pantomime at De Montfort Hall
Wednesday 28 th January	Severn Trent workshop in school - Science
Thursday 12 th February	Silverstone Aerodynamics Museum – science and DT
Monday 5 th March	Visit to Gurdwara – RE, PHSE
Wednesday 18 th March	Anglo Saxons workshop - History
Thursday 21 st May	Aylestone Meadows – Geography Fieldwork

<u>Year 5</u>	
Monday 13 th October	Beaumanor Hall Vikings - History
Wednesday 29 th and Thursday 30 th October	Operation Encompass Workshop
Thursday 27 th November	Walk around Oadby – Geography fieldwork
Tuesday 16 th December	Pantomime at De Montfort Hall
Thursday 8 th January	I can Save a Life – at school – First Aid Training
Monday 19 th January	Visit to Mosque – RE, PHSE
Monday 23 rd March	Abbey Park – Geography Fieldwork
Tuesday 19 th May	Space Centre- Science
June 2026 TBA	Bikeability – Personal Safety

<u>Year 6</u>	
Monday 22 nd to Friday 25 th September	Bikeability – Personal Safety
Thursday 2 nd and Friday 3 rd October	Operation Encompass Workshop – in school - PHSE
Friday 18 th October	Twycross Zoo and evolution workshop - science
Tuesday 11 th November 2025	Warning Zone – PHSE, Computing
Tuesday 16 th December	Pantomime at De Montfort Hall
Thursday 12 th February	WW2 workshop in school - History
Thursday 8 th January	I can Save a Life – at school – First Aid Training
Thursday 21 st May	Cathedral Visit – RE, PHSE

No charge



Personal Development

Enriching your Child’s Learning

Residentials

Taking children on residential trips is a fantastic way to boost their development and learning outside of the traditional classroom. These trips provide a unique environment for growth that a day trip just can't match.

Why We Believe in Residential Trips

- **Building Independence and Confidence:** This is often the first time a child is away from home without their family. They learn to take responsibility for themselves—from packing their own bag to managing their time and making small choices. This helps them grow in confidence and teaches them resilience, knowing they can handle new situations on their own.
- **Strengthening Friendships and Teamwork:** Spending several days together outside of the normal school environment helps children form stronger bonds. They work together on challenges, share new experiences, and support one another, which builds a stronger sense of community within the class.
- **Bringing Learning to Life:** A residential trip can turn a learning into a real-world adventure, these hands-on experiences make learning more memorable and meaningful.
- **Encouraging New Skills and Achievements:** Many residential trips include activities that children may have never tried before, like rock climbing or orienteering. Succeeding at something new gives them a huge sense of accomplishment and a boost of self-esteem that they'll carry with them long after the trip is over.
- **Creating Lasting Memories:** Ultimately, these trips are about more than just learning. They're about fun, shared experiences, and creating cherished memories with friends and teachers that your child will talk about for years to come.

We understand that sending your child on their first residential can feel like a big step, but we've seen first-hand how much they grow and learn from the experience. We are committed to ensuring a safe, supportive, and incredibly rewarding time for all the children.

Staffing, Communication, and Safety

Our dedicated staff are on the trip primarily to ensure your child's safety and well-being while providing them with a wonderful experience.

- **Sharing Photos:** We will do our best to share photos with you on WEDUC, but we cannot guarantee daily updates. This is often due to limited time and unreliable internet or mobile reception at our location. Any photos we post are for private viewing and must not be downloaded or shared on social media. This is to respect the privacy of all families.
- **Medical Information:** For your child's safety, it is essential that all medical forms are filled out completely. Any medication sent must be prescribed and clearly labelled. If you have any specific concerns about your child's health, please speak directly to one of the staff members who will be attending the trip.
- **Keeping in Touch:** We will contact you via WEDUC to let you know when we have arrived safely and when we are nearing school on our return journey. In the event of a delay, WEDUC will be our main way of keeping you informed.
- **Electronic Devices:** To ensure a fully immersive and safe experience for everyone, we kindly ask that children do not bring any electronic devices, including mobile phones or smartwatches.

Year 4	
Tuesday 24 th – Friday 27 th March	Condoover Hall
Year 6	
Monday 8 th - Friday 12 th June	Skern Lodge



Personal Development

Enriching your Child's Learning Assemblies

Assembly Rota 2025 - 6	
Class	Date
EYFS	
Fourfold – Chinese New Year	Friday 13 th February
Beehive	Friday 27 th February
Poppyfield	Friday 24 th April
Year 1	
Rainbow's End	Friday 23 rd January
Stepping Stones	Friday 6 th February
Sunburst - Easter	Friday 27 th March
Year 2	
Bramblewood – Yom Kippur	Friday 3 rd October
Bosworth	Friday 30 th January
Swiftwood	Friday 1 st May
Year 3	
Striding Top - Diwali	Friday 31 st October
Striding Edge	Friday 16 th January
Bradgate – World Book Day	Friday 6 th March
Year 4	
Foxton – Mental Health Awareness	Friday 10 th October
Swithland	Friday 21 st November
Rosewood - Vaisakhi	Friday 17 th April
Year 5	
Speedwell	Friday 19 th September
Strath Avon – Eid al Fitr	Friday 13 th March
Rivendell	Friday 15 th May
Year 6	
Oakwood	Friday 12 th September
Watership Down - Harvest	Friday 26 th September
Cader Idris – Children in Need	Friday 14 th November

These are the anticipated dates but may be subject to change.



Personal Development Enriching your Child's Learning Little Hands, Big Plans



At Launde, we celebrate children that take an active role in our school community. We want children to make a valuable contribution to school life and help us to make our school even better. There are 12 jobs that cover a range of interests and school needs. Initially the job adverts are issued to which the children write a letter of application. Each application outlines the skills we are looking for, what the jobs entail, and when and to who the application should be made.

All letters are read and if necessary, candidates are shortlisted and interviews held.

Job Overviews

Launde Library Assistants

The Library Assistants need to:

- Enjoy reading and recommending their favourite books to others.
- Be committed to keep the reading books neatly organised.
- Help the Librarian to spot damaged books that need repair.
- Work well as part of a team.





Personal Development Enriching your Child's Learning Little Hands, Big Plans



Launde Community Envoys

The Community Envoys will need to:

- Be organised, reliable and interested in helping others.
- Be prepared to share ideas and listen to those of others
- Be confident and able to confidently articulate.
- Work well as part of a team and act as a role model for others.
- Keep abreast of events happening locally.
- Help organise and run projects that will improve lives of children and adults in our community.



Launde Dining Support

Dining Support Officers need to:

- Be kind and caring and able to talk to younger children.
- Be able to follow instructions.
- Be reliable and committed and be prepared to undertake a variety of jobs.
- Work well as part of a team and act as a role model for others.



Launde Gardeners

Gardeners need to:

- Enjoy gardening and able to plan own space
- Enjoy being outside
- Be committed and well organised
- Work well as part of a team





Personal Development Enriching your Child's Learning Little Hands, Big Plans



Launde Journalists

Journalists need to:

- Enjoy learning about the local area and talking to people
- Be committed and well organised
- Be keen writers and photographers
- Work well as part of a team
- Biweekly news report on school events and local news.
- Keep abreast of news in and around school.
- Promote the school, our pupils and the community.



Launde E-Safety Officers

The E-Safety Officers need to:

- Be good on computer and understand the dangers that children can be faced with on the Internet.
- Be prepared to share ideas and listen to those of others
- Be confident and able to confidently articulate.
- Work well as part of a team and act as a role model for others.
- Prepare and present an assembly during E- Safety week
- Prepare termly competitions, posters and newsletter for parents.
- Create vibrant and informative noticeboards in the suites.





Personal Development Enriching your Child's Learning Little Hands, Big Plans



Mental Health Ambassadors

Mental Health Ambassadors need to:

- Be kind and caring and able to communicate well.
- Be prepared to present ideas in assemblies.
- To be able to empathise with others.
- Work well as part of a team and act as a role model for others.
- Organise antibullying activities.
- Prepare and present an assembly for antibullying week.



Launde School Council Officers

School Council Officers need to:

- Be organised, reliable and full of ideas.
- Be to be able to communicate well.
- Be prepared to work hard and lead projects.
- Work well as part of a team and act as a role model for others.

Support SLT in moving the school forward – planning events, informing classes and bringing issues to SLT.

- Fundraising activities – new library.





Personal Development Enriching your Child's Learning Little Hands, Big Plans

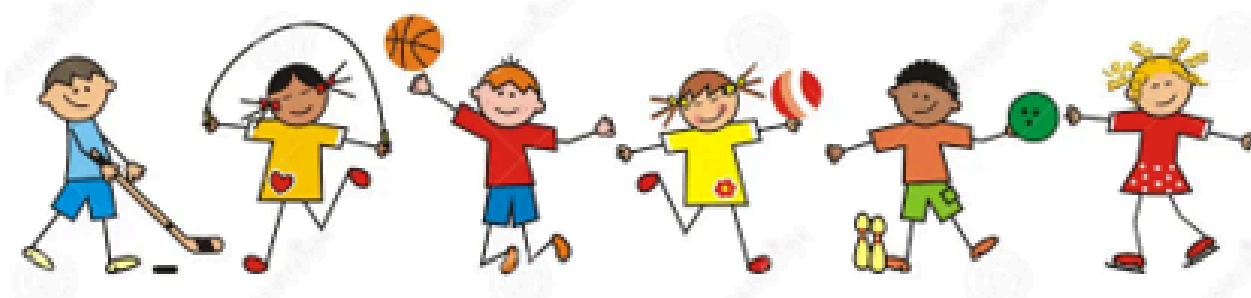


Launde Sports Leaders



Sports Leaders need to:

- Be fit and able to motivate others to take part in sports.
- Be reliable and able to communicate well.
- Undertake Sports Leader training in Autumn Term.
- Run warm up sessions in class sessions.
- Collaborate with other schools in sporting events.
- Keep equipment maintained.
- Be prepared to work hard and lead projects.
- Work well as part of a team and act as a role model for others.



Launde Eco-Warriors

The Eco-Warriors need to:

- Be reliable and committed to green issues.
- Be prepared to share ideas and listen to those of others
- Be driving force behind changes to protect school and wider environment. Spread eco-messages within school and wider community.
- Prepare and present an assembly to promote environmental change.
- Collaborate with other school groups to take part in school environment projects.





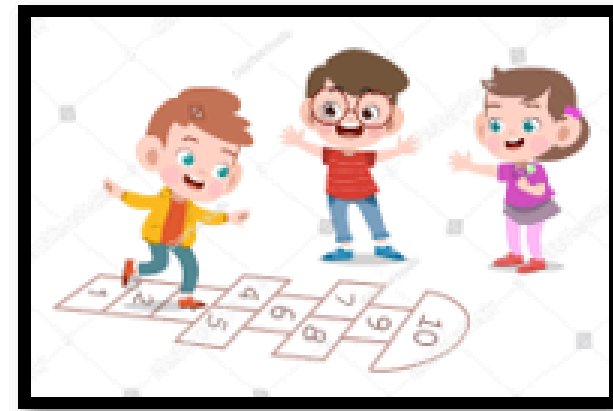
Personal Development Enriching your Child's Learning Little Hands, Big Plans



Launde Playground Leaders

Playground Leaders need to:

- Be prepared to give up some of their lunchtimes.
- Be kind and caring and able to communicate well.
- Be prepared to learn games and organise them with younger children.
- Work well as part of a team and act as a role model for others.
- Support play and turn taking.
- Maintain a happy playground and involve **all** children in safe and enjoyable activities.



Launde Road Safety Officers



The Road Safety Officers need to:

- Be organised, reliable and interested in helping others.
- Be prepared to share ideas and listen to those of others.
- Be confident and able to present ideas in an assembly.
- Be able to think of exciting ways to promote road safety.
- Undertake traffic surveys and plan for parking change – seek support from community, local police, councillors etc
- Provide information and updates for parents on WEDUC
- Plan and present an assembly in *Road Safety Week*





Attendance Procedures

At Launde Primary School, we place great emphasis on the significance of consistent and punctual school attendance.

We firmly believe that by maintaining regular attendance, children can attain higher academic achievements, access better opportunities, and develop positive habits crucial for their lifelong success.

We are committed to providing an education of the highest quality for our pupils and provide an environment where all pupils feel valued and welcome. Parents and pupils play a critical part in making our school a success, and we share the responsibility for excellent attendance and punctuality for all pupils.

‘Attendance is everyone’s business’.

Parents/Carers must notify the school on the first day of an unplanned absence by 8:45am or as soon as practically possible. They will be expected to provide an explanation for the absence.

Parents/Carers must notify the school each day that their child is absent.

Where a pupil is absent, and their parent has not contacted the school to notify them, a member of the attendance team will contact the parent by telephone as soon as possible on the first day that they do not attend school.

How to contact a member of staff about attendance:

Tel: 0116 271 2261

Email: office@launde.leics.sch.uk

Face-to-face: Come in and book a meeting with a member of the attendance team for a holiday request or a longer period of absence, or complete the absence request form on Weduc with as much information as you can.

*Please understand that as a school we do not authorise **ANY** holiday or longer term absences unless for exceptional circumstances.*

Weduc: send a message to the office about attendance and these are checked daily by the Office Manager and Office Assistant.

Lates:

The school gates and classroom doors will all close at 8:45am. If your child arrives late to school after 8:45am, please accompany them onto the school grounds. You must escort your child to the office and remain with them, where you will need to use the signing in system to sign your child in, the time that they have come in and a reason as to why they are late.

It is crucial that you stay with your child throughout the process and not simply leave them at the office or at the main gates. This is done for the safety of the children. If we notice that children are being left alone we will be in contact to address this issue. *At 8:55 am*, children will be escorted to their classrooms by a member of staff. If there are a lot of children late this will obviously take longer for office staff to take your child and therefore there will be a delay in taking children to their classrooms.

Our overall objective for us as a school is for every child to be in school every day, and on time!

Term-time holidays are not permitted during school term time. If you apply for a leave of absence that requires a pupil to be taken out of term time for a holiday, this absence will not be authorised. If your child is off for 5 days or more then a referral will be made to the local authority and we will be referring your absence to the local authority to issue a penalty.

Please refer to our Attendance Policy on our school website for more information.



Information on penalty notices

Penalty Notice Fines for School Absence

Fines are issued in line with the National Framework for Penalty Notices.

This poster explains when a fine can be issued for unauthorised absence that occurs from August 2025 onwards. Fines issued for absence that happened from August 2024 onwards count towards the escalation process.

Per Parent, Per Child

Penalty Notice fines will be issued to each parent, for each child who was absent.

For example: 3 siblings absent for term time leave will result in **each** parent receiving 3 **separate** fines.

First Offence

The first time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be:

£160 per parent, per child when paid within 28 days.

Reduced to £80 per parent, per child if paid within 21 days.

Consecutive days of term time leave

Penalty Notice fines will be issued for:

- term time leave of 5 or more consecutive days
- or 4 days where the absence immediately precedes/includes a 5th day which is a school closure day (e.g. school holiday / INSET / enforced closure) or **any** form of absence
- or for fewer days where this has happened before

10 sessions (5 days) of unauthorised absence in a 10-week period

Fines will be considered when there have been 10 sessions of absence in a 10-week period.

Second Offence (within 3 years)

The second time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be:

£160 per parent, per child when paid within 28 days. (No option to pay at £80 level)

Third Offence and Any Further Offences (within 3 years)

The third time an offence is committed for Term Time Leave or irregular attendance a Penalty Notice will not be issued. The case will usually proceed to the Magistrates' court. Magistrate's fines can be up to £2,500 per parent, per child.

Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate and may impact on **job applications and travel abroad**.

Court prosecutions: Penalty Notices will not automatically be issued. Parents are advised that where the LA considers that a Penalty Notice is not appropriate due to the level of concern about a child's absence, prosecution action may be taken.

By law, all Penalty Notice payments go to the local authority and not to schools.



Term Dates

The school term dates for the school year 2025-2026

Autumn Term

Bank Holiday: Monday 25th August

Schools open: Tuesday 26 August 2025

Half term break: Monday 20 to Friday 24 October 2025

School opens: Monday 27 October 2025

Schools close: Friday 19 December 2025

Spring Term 2026

Schools open: Tuesday 6 January 2026

School close: Friday 13 February 2026

Half term break: Monday 16 to Friday 20 February 2026

School open: Monday 23 February 2026

School close: Friday 27 March 2026

Summer Term 2026

School open: Monday 13 April 2026

May Day Bank Holiday: Monday 4 May 2026

School Close: Thursday 21 May

Half term break: Monday 25 May to Friday 29 May 2026

School Open: Monday 1 June 2026

Schools close: Friday 10 July 2026



Complaint or raising an issue procedure

Raising a Concern: A Step-by-Step Guide for Parents

At Launde School, we are committed to working in partnership with you and aim to resolve any concerns you may have quickly and efficiently. Here is the process to follow if you wish to raise an issue:

Step 1: Speak to Your Child's Class Teacher

In most instances, your child's class teacher is the first and best point of contact for any concerns regarding their learning, well-being, or classroom matters.

Please reach out to them at the beginning or end of the school, or by emailing the office to arrange a phone call.

We are confident that many issues can be resolved effectively through a conversation with the class teacher.

Step 2: Speak to a Member of the Senior Leadership Team (SLT)

If, after speaking with the class teacher, you feel that your concern has not been resolved, you can speak to a member of our Senior Leadership Team (SLT).

SLT members are present on the school gates every morning and afternoon. Please feel free to approach them at these times to discuss your concerns.

Step 3: Contact the School Office via Email

If you have spoken to the class teacher and still feel the issue requires further attention, and you are unable to speak to an SLT member in person, please email the school office at: office@launde.leics.sch.uk.

In your email, please clearly outline your concern and confirm that you have already spoken with the class teacher.

The office team will ensure your email is forwarded to the most appropriate person to address your issue.

You will receive a reply from the office acknowledging receipt of your email, confirming who your concern has been passed on to, and providing an estimated timeframe for when you can expect a response.

Step 4: Formal Complaints Procedure (if necessary)

We sincerely hope that following the steps above will lead to a satisfactory resolution of your concern.

However, if you feel that your issue has still not been adequately addressed, you can follow our formal Complaints Procedure.

This detailed procedure outlines the steps involved in making a formal complaint and is available for your reference on our school website at www.launde.leics.sch.uk.

We value open communication and are committed to working with you to ensure a positive experience for your child at Launde School. Please do not hesitate to reach out if you have any questions or concerns.



Suspected Bullying Incidents

What to Do If You Suspect Bullying

Report Your Concerns:

If you believe your child is being bullied, please report your concerns to the school immediately. You can do this by speaking to your child's class teacher, sending an email, or calling the school office.

Investigation Process:

Once we receive your report, we will start an investigation. This involves talking to your child, any witnesses, and the children involved in the incident.

Actions Taken:

We will take appropriate actions based on the findings of the investigation. This may include additional supervision, anti-bullying workshops, or other preventive measures.

Communication:

We will keep you informed throughout the investigation and let you know the outcomes. Please be mindful that this process may take 5 working days. You will receive a phone call or email detailing the steps we have taken and any actions implemented.

Support for Your Child:

We are committed to supporting your child's well-being. If your child needs additional support, please let us know. We can provide resources and assistance to help them feel safe and secure.

Ongoing Monitoring:

The school will continue to monitor the situation to ensure that the bullying does not recur. We will keep an eye on your child's well-being and make sure they feel safe at school.

Contact Information

School Office: Mrs Cooper or Mrs Goring

Email: Office@launde.leics.sch.uk

Phone: 0116 271 2261



Parent and School Communication

Working Together: The Importance of Communication

At Launde Primary School, we firmly believe that strong communication between home and school is essential for your child's success and happiness. By working together, we can create a supportive and enriching learning environment where every child can thrive.

Our primary method of communication is through a fantastic app called Weduc. Think of Weduc as your central hub for all things school-related. Through this app, we will send out important announcements, reminders about upcoming events, and general school news directly to your phone or device. We recommend that you check that your app notifications are turned on, as we do not want you to miss anything.

Furthermore, your child's class teacher will use Weduc to showcase the wonderful work and activities your child has been engaged in each week. This is a fantastic way for you to see their progress and celebrate their achievements.

In addition to Weduc, we also send out a comprehensive School Newsletter on a monthly basis, providing a broader overview of school life and upcoming events.

For our Early Years Foundation Stage (EYFS) parents, we utilise an online learning journal called Tapestry. Tapestry allows teachers to create a visual diary of your child's learning journey, capturing their progress through photos, videos, and observations. You will have secure access to your child's individual journal, enabling you to see their development and contribute your own comments and observations.

We understand that you may occasionally have a concern you wish to raise. To make this process as easy as possible, members of our Senior Leadership Team (SLT) are always available on the school gates both in the morning and afternoon. Please feel free to speak to them directly. Alternatively, you can send an email to our school office at office@launde.leics.sch.uk. The office team will ensure your message is promptly forwarded to the relevant member of staff, and they will also send you a confirmation email to let you know who your query has been passed on to and an estimated timeframe for a response.

Ultimately, open and consistent communication between home and school is key to ensuring your child reaches their full potential and enjoys a positive and fulfilling primary school experience. We look forward to working in partnership with you!



Uniform Expectations

School Uniform Policy Summary

At our school, we believe that wearing a school uniform helps to promote a sense of belonging, pride, and equality among all pupils. Our uniform policy is designed to be inclusive, affordable, and practical for all families,

Why Uniform Matters

Promotes Equality: Uniform helps reduce peer pressure and social barriers, ensuring all children feel included.

Encourages Responsibility: Wearing the correct uniform teaches children to take pride in their appearance and follow school expectations.

Supports Safety and Identity: Uniform makes it easier to identify pupils on trips and around the school premises.

Uniform Expectations

Children are expected to wear the correct uniform at all times, including:

Tops: White polo shirt, red jumper/cardigan (logo optional)

Bottoms: Black or grey trousers, shorts, skirts, or pinafores

Shoes: Plain black school shoes or trainers (including soles)

This year we are asking for **indoor shoes** such as plimsolls and **wellies** for outside play. All children should have a waterproof coat and warm weather clothing for the winter.

Summer Option: Red gingham dress

PE Kit: Black joggers/shorts, white t-shirt, black or white sports trainers

Accessories: Hair accessories in red or white; single stud earrings only; long hair tied back at all times

Uniform items can be purchased from Schoolwear Solutions or local supermarkets. Second-hand uniform sales are held during the Summer Fayre and several other times throughout the year. **We no longer sell school uniform from the school office**

If Uniform Is Not Worn Correctly

We understand that there may be occasional issues with uniform. However, to maintain our standards, we follow a clear and supportive process:

Initial Reminder: A gentle conversation with the child to encourage correct uniform and raise awareness.

Parental Contact: If the issue continues, the class teacher will contact parents/carers to discuss the matter.

Spare Uniform Provided: If the problem persists, the child will be asked to wear spare uniform provided by the school.

Letter Sent Home: A letter will be sent home, by SLT explaining the situation. This process will continue until the correct uniform is worn consistently.

We aim to handle all uniform matters with understanding and care. If financial hardship or other concerns are affecting your child's ability to wear the correct uniform, please contact the Headteacher—we are here to help.



Launde Care and Breakfast Club

Launde Care provides high-quality before and after-school care for your child. Our current charges are as follows:

Morning Care: £5

After school Care:

3:15 pm – 4:15 pm: £4.80

3:15 pm – 5:15 pm: £6.80

3:15 pm – 5:45 pm: £7.80

Booking and Payment

All sessions must be booked and paid for in advance through the School Gateway app under the "Clubs" tab. A Weduc message will be sent to you when a new block of sessions is available to book. If you need any help with the booking process, please visit the school office with your phone, and we'll be happy to assist you.

Payment Options

School Gateway: You can pay directly through the app at the time of booking. Please note that bookings are only confirmed once payment is successful.

Tax-Free Childcare or Childcare Vouchers: If you wish to use these methods, you must transfer the funds to our account first. Once the school receives the payment, a credit will be applied to your School Gateway account, which you can then use to book your sessions. Please allow up to 10 working days for this process to be completed. We recommend planning ahead to avoid any last-minute delays.



Payment expectations

Launde Primary School is a cashless school. All payments must be made via the School Gateway App. To register for the app, you need to use the mobile number and email address that the school has on file for you. Upon registration, you will be required to create a secure PIN for future logins.

Dinner

EYFS – Year 2: School dinners are provided free of charge under the Government's Universal Free School Meals scheme.

Year 3 to Year 6: School dinners are chargeable. The current cost of a school dinner is £2.75 per day.

Payment must be made in advance through the school gateway app.

We recommend making payments weekly, monthly or termly to ensure that your child always has sufficient credit on their account.

Dinner account balances are reviewed every Monday by the school office. If your child's account falls into arrears, you will be contacted. If the debt is not clearer within the week, your child will need to bring a packed lunch until the balance is settled.

If your child is eligible for Pupil Premium, they are entitled to a free school dinner. To check your eligibility please enter your details here:
<https://apply.cloudforedu.org.uk/ofsm/launde>

Trips

Most school trips will include a charge to cover entry fees and transport. Full details, including costs and payment deadlines, will be provided in the relevant trip letter.

Please ensure payments are made before the deadline to allow the trip to proceed. Trips may be cancelled if insufficient funds are received.

Clubs

Information on before and after school activity clubs is shared in a termly clubs letter. To secure your child's place, full payment for the block of sessions is required in advance.

Swimming

A small contribution is requested for all children participating in swimming sessions. Payment details and deadline will be outlined in the swimming letter.

Launde PTFA



Our PTFA is always looking for new members! Ask in the office to speak to Mrs Pallett for more information on how you can help our PTFA to help our school!

Upcoming events

Celebration Disco
16th October 2025

Winter Film Night
26th and 27th November 2025

Christmas Choir &
Christmas Fayre
17th December 2025