



LAUNDE
PARENT

HANDBOOK



August 2026– July 2027





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

Assistants:
Mrs Tracy Goring &
Mrs Aesha Ayub

Chair of Gov
Mr Ahmed Khan

Flying High Academy

CEO
Mr Chris Wheatly

CFO
Zoe Maxey

COO
Nick Layfield



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.





Staffing and Classes

EYFS

Fourfold – Mrs Wilkinson & Mrs Williams

Poppyfield – Mrs Lynch

Year 1

1HS (Rainbows End) – Mrs Stewart

1LC (Sunburst) – Miss Cox

1SM (Stepping Stones) – Mrs Merz

Year 2

2IW (Bramblewood) – Miss Watkins

2RG (Swiftwood) – Mrs Gandwan

2SN (Bosworth) – Mrs Nerney

Year 3

3AM (Bradgate) – Mrs Smith and Mrs Majid

3SG (Striding Edge) – Miss Garcha (formerly Mrs Johal)

3FS (Stirding Top) – Mrs Frost and Mrs Spencer

Year 4

4JM (Foxton) – Mr Mukadam

4AS (Swithland) – Mr Sattar

4DB (Rosewood) – Mr Balhachet

Year 5

5KM (Rivendell) – Mrs Melody

5SF (Watership Down) – Mr Frost

5RP (Cader) – Miss Patel

Year 6

6MW (Strath Avon) – Mr Woodhead

6AP (Speedwell) – Miss Parker

6SP (Oakwood) – Mr Patel





Curriculum Overview

At Launde Primary School, we are proud that Ofsted recognised the positive improvements being made to our curriculum and acknowledged the work that has taken place to raise expectations and strengthen learning across the school. At the same time, Ofsted highlighted the importance of continuing to develop a curriculum that is carefully sequenced, knowledge-rich and meaningful for all children.

This year, we are taking the next step in that journey through the introduction of our new Enquiry Curriculum. Rather than simply learning facts, children will explore exciting, thought-provoking questions that encourage them to think deeply, make connections across subjects and apply their knowledge in meaningful ways. Each enquiry will be driven by a "big question" and will culminate in an authentic outcome where children can showcase their learning.

Our aim is to help children become curious learners, confident communicators and independent thinkers. The enquiry approach will provide rich experiences, broaden children's understanding of the world and ensure that learning is memorable, purposeful and engaging. It is designed to build knowledge, vocabulary and cultural understanding while helping children develop the skills they need for the future.

Most importantly, this curriculum will be shaped by our new LEGACY Principles: Language-rich, Exciting, Global, Ambitious, Creative and You Belong. These principles were developed together by parents, staff and governors and will guide all of our curriculum planning. They reflect the aspirations we share for every child and ensure that all children experience a curriculum that helps them thrive academically, socially and personally.

Through our new Enquiry Curriculum, we are building on our strengths while continuing to improve, ensuring every child leaves Launde with the knowledge, skills and confidence to make a positive contribution to the world around them.

Throughout the year, there will be opportunities for parents and families to come into school and experience our curriculum in action. We look forward to sharing the exciting learning taking place within our enquiry projects and celebrating the knowledge, skills and achievements that our children develop through their curriculum journey.





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:

FS / Year 1

11:45 - 12:45

Year 2-6

12:15 - 13:15

Afternoon lessons, including the enquiry curriculum 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:



Year 6 Timetable 2025-2026 Autumn

	08:45 – 09:20	09:20 – 10:20	10:20 – 10:55	10:55 – 11:10	11:10 – 12:15	12:15 – 13:15	13:15 – 14:15	14:15 – 15:00		15:00 – 15:15	
M	5 a Day Lesson detail (Not during assembly week)	Writing Lesson detail	Reading Lesson detail	B	Maths Lesson detail	L	Enquiry Lesson detail	PSHE	Spelling Lesson detail	S	
Tu	Handwriting Lesson detail	Writing Lesson detail	Reading Lesson detail	R	Maths Lesson detail	U	Enquiry		Spelling Lesson detail	T	
W	09:00 KS2 assembly	Writing Lesson detail	Reading Lesson detail	E	Maths Lesson detail	N	PPA Computing, Spanish and PE	PPA Computing, Spanish and PE		O	
Th	9:00 Hall of Fame Assembly	Writing Lesson detail	Reading Lesson detail	A	Maths Lesson detail	C	Science				R
F	Spelling Lesson detail	Writing Lesson detail	Reading Lesson detail	K	Maths Lesson detail	H	RE	PE Lesson detail	Handwriting Lesson detail	Y	



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: Disability, Race, Gender, Religion or belief, Age, Marriage and civil partnership, Pregnancy and maternity, and Sex 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.

However, we do also recognise and value the important role that you, as parents and carers play in supporting learning at home.

Homework is designed to reinforce and consolidate learning that has taken place in school, while helping children develop good learning habits and independence.

From Year 1 to Year 6, all children will be provided with CGP Reading Comprehension, Maths and Grammar workbooks. These workbooks will form the basis of our weekly homework programme and will be issued during the autumn term. Teachers will use Weduc to communicate which pages should be completed each week, along with the submission date. Completed work will be reviewed by yourselves as parents and teachers and used to support children's ongoing learning.

In addition to this:

- Year 1 children will receive weekly phonics homework linked to the sounds and skills being taught in class.
- Years 2, 3 and 4 children will complete regular Times Tables Rock Stars activities to develop multiplication fluency.
- All children from Year 1 to Year 6 are expected to read at least four times each week and record this in their reading diary.

For children in Early Years Foundation Stage (EYFS), homework will continue to focus on activities linked to current enquiry projects, helping children to reinforce and extend their learning at home. Children will also receive phonics-based activities and are expected to read with an adult at least four times each week.

We encourage families to work in partnership with the school to help children develop confidence, independence and a positive attitude towards learning beyond the classroom.



The New School Library

We are so lucky to have a school library that was generously funded by the PTFA fundraising in 2025. The children love their trips to the library as last year we were glad to open it up to parents to look and take books out.

Here's how the library will work:

Timetable and Reading Sessions: Each class has a scheduled library slot once every two weeks.

During the class's library session, the children will have the opportunity to listen to a story read by the teacher and also choose their own book to take home and read.

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 'SEND Support Plan' 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/>

Parental Offer

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 (WELLCOMM), IDL Literacy – dyslexia program and screening, reading and maths catchup groups.	Free Breakfast club Next year Breakfast Club will run from 7.45am and will be in the hall. At the end of the session (8.40am) the children will be dropped to their classes. Contact the office on 0116 2712261 if you would like to book any sessions.
Rock Steady We will be funding 10 students to take part in the Rock Steady Bands per term – more details to follow.	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 Clubs Each child will be entitled to one free school club per term (subject to availability).	Support with payment for trips We believe that a rich and extended curriculum is important for the development of the child, therefore we will pay 50% of the cost for all school trips and in school enrichment visitors.
School uniform Each child will be issued with two school jumpers/ cardigans. Should you need support to purchase more uniform please contact Mrs Pallett.	Support with payment residential visits Residential trips are run in Year 4 and 6. We ask parents to contribute £50 for Year 4 and £100 for Year 6 and only pay the deposit.
Free school meal As part of the Pupil premium offer your child will be eligible to receive a school dinner every day.	Parent/Teacher meetings Parents will have the opportunity to attend one-to-one meetings with the class teacher twice a year to discuss their child’s progress and attainment. This will be a half an hour apointment during the school day.



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 Johnston (SENDCo)



Behaviour Expectation and Curriculum

At Launde Primary School, we believe that positive behaviour is taught in the same way as reading, writing and maths.

Our behaviour curriculum helps children develop the knowledge, skills and values they need to become happy, confident and successful members of our school community. Everything we do is rooted in our vision of creating curious minds, kind hearts and bright futures.

Our behaviour curriculum is built around four simple school rules:

- Be Ready to Learn
- Be Kind
- Be Respectful
- Be Safe

These expectations are underpinned by our school values of respect, kindness, resilience, curiosity and confidence. Children are explicitly taught what these behaviours look like in classrooms, around school, at playtimes, during assemblies, on trips and within the wider community. Expectations are regularly revisited throughout the year so that positive behaviours become habits.

At Launde, we take a relationship-based and restorative approach to behaviour. We recognise that behaviour is a form of communication and that children sometimes need support to meet expectations. When mistakes happen, our focus is on helping children understand the impact of their actions, repair relationships and learn how to make better choices in the future, rather than simply applying punishment.

We place a strong emphasis on recognising and celebrating positive behaviour through:

- Verbal praise
- Dojo points
- Star of the Week awards
- Golden Tickets
- Golden Letters from the Headteacher
- Positive messages and communication with families

We value our partnership with parents and carers and believe that by working together, we can help every child develop the confidence, resilience and social skills needed to flourish both in school and beyond.

Together, we help our children to be ready, kind, respectful and safe, enabling them to thrive and reach their full potential.



Lunch Times, Play Times and OPAL

Improving Play and Learning at Lunchtime

At Launde Primary School, we are proud to offer OPAL (Outdoor Play and Learning), an award-winning approach to play that recognises play as a vital part of every child's development. OPAL is based on the belief that children learn important life skills through play, including problem-solving, teamwork, creativity, resilience, communication and independence. Through rich outdoor play experiences, children develop confidence, build friendships and learn to manage risk safely.

We launched OPAL in school last year and have already seen an extremely positive impact on our children. Lunchtimes are now vibrant, engaging and purposeful, with children of all ages mixing together happily across the playground. Older and younger pupils play alongside one another, creating positive relationships, developing leadership skills and fostering a strong sense of community. Children are once again enjoying the freedom to play, imagine, create and explore. This success was recognised during our recent Ofsted inspection, where inspectors commented on the calm, positive and successful atmosphere at lunchtimes.

Our OPAL offer provides a wide range of exciting play opportunities, including:

- Playing in the sandpit
- Digging and exploring
- Role-play and imaginative play
- Dressing up and performing on the outdoor stage
- Riding scooters
- Playing with spinning tops
- Construction and creative activities
- Loose parts play and den building
- Team games and collaborative challenges

These experiences allow children to choose their own play, follow their interests and develop important social and emotional skills in a safe and supportive environment.

Playing Outdoors in All Weathers

A key principle of OPAL is that children have access to outdoor play throughout the year. As the saying goes "There is no such thing as bad weather, only unsuitable clothing!"

Children will be outside in most weather conditions and, as a result, they may get muddy, wet or dusty during their play. We see this as an important and valuable part of childhood and outdoor learning.

To help your child make the most of these opportunities, please ensure that they:

- Come to school dressed appropriately for the weather.
- Have a waterproof coat every day.
- Bring a pair of outdoor shoes or wellies that you do not mind getting muddy.
- Keep a separate pair of indoor school shoes in school to change into during the day.

Your support helps us ensure that every child can fully enjoy the wonderful opportunities that OPAL provides while remaining comfortable, safe and ready for learning after playtime.

Through OPAL, we are creating active, imaginative and confident children who develop lifelong skills through the simple joy of play.



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.



Personal Development

Enriching your Child’s Learning Assemblies

Assembly Rota 2026 – 2027 – for Parents	
Class	Date
EYFS	
Nativity to Parents	Friday 11th December at 10am
Chinese New Year Assembly – Poppyfield & Fourfold	Friday 5th February at 2:30pm
Year 1	
1HS – Miss Stewart (Rainbows End)	Friday 22nd January at 2:30pm
1LC – Miss Cox (Sunburst)	Friday 5th March at 2:30pm
1SM – Mrs Merz (Stepping Stones)	Friday 19th March (Easter Assembly) at 2:30pm
Year 2	
2RG – Mrs Gandwan (Swiftwood)	Friday 18th September (Yom Kippur) at 2:30pm
2IW – Miss Watkins (Bramblewood)	Friday 29th January at 2:30pm
2SN – Mrs Nerney (Bosworth)	Friday 23rd April at 2:30pm
Year 3	
3FS – Mrs Frost & Mrs Spencer (Striding Top)	Friday 6th November (Diwali) at 2:30pm
3SG – Miss Garcha (Striding Edge)	Friday 14th May at 2:30pm
3AM – Mrs Smith & Mrs Majid (Bradgate)	Friday 21st May at 2:30pm
Year 4	
4JM – Mr Mukadam (Foxton)	Friday 15th January at 2:30pm
4DB – Mr Balhachet (Rosewood)	Friday 16th April (Vaisakhi) at 2:30pm
4AS – Mr Sattar (Swithland)	Friday 30th April at 2:30pm
Year 5	
5SF – Mr Frost (Watership Down)	Friday 12th February at 2:30pm
5RP – Miss Patel (Cader)	Friday 12th March (Eid) at 2:30pm
5KM – Mrs Melody (Rivendell)	Friday 18th June at 2:30pm
Year 6	
6SP – Mr Patel (Oakwood)	Friday 2nd October (Harvest) at 2:30pm
6MW – Mr Woodhead (Strath Avon)	Friday 20th November (Children in Need) at 2:30pm
6AP – Miss Parker (Speedwell)	Friday 4th December at 2:30pm



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.

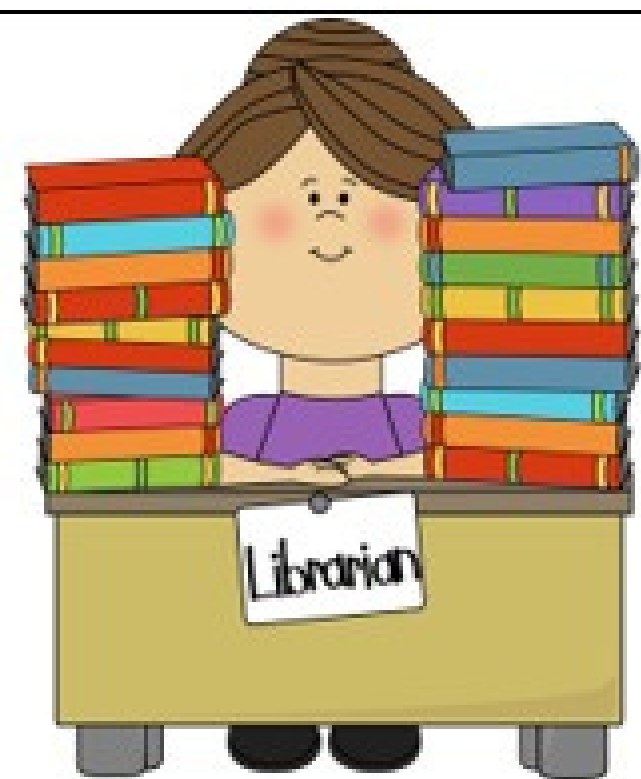
All letters are read and if necessary, candidates are shortlisted and interviews held.

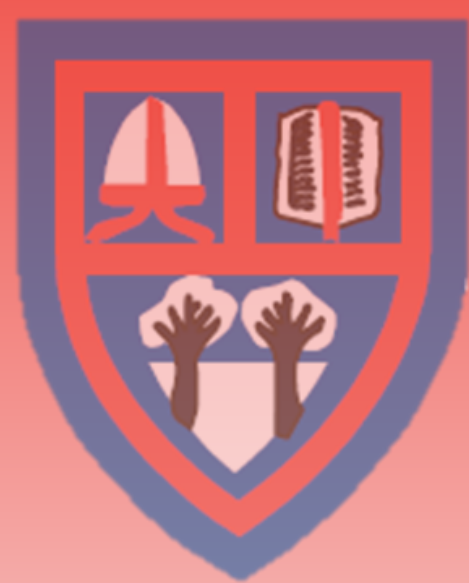
Job Overviews

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.

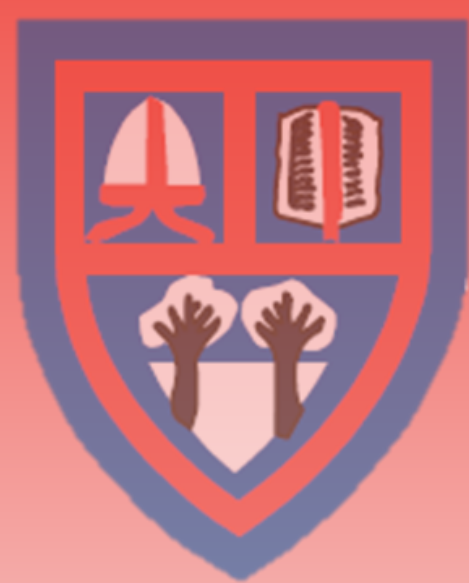


Launde Gardeners

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.

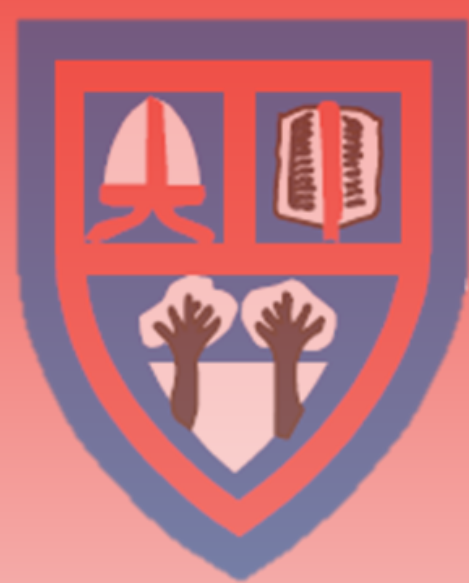


Launde E-Safety Officers

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

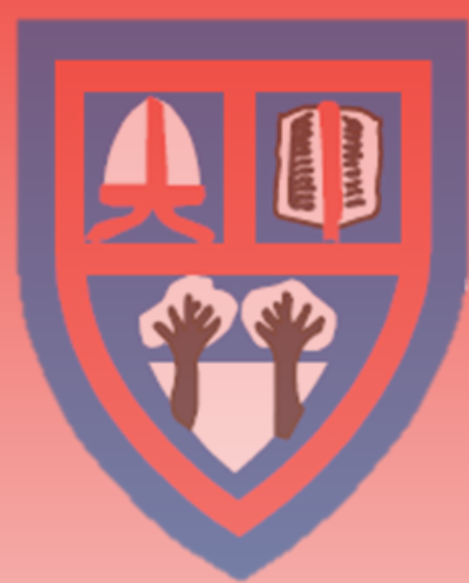
School Council Officers need to:

- 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.

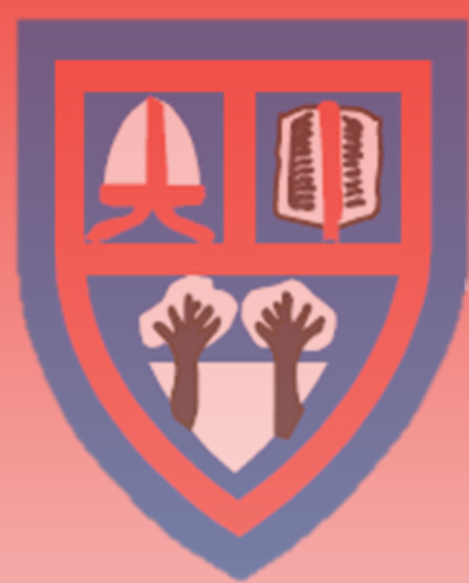


Launde Eco-Warriors

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.





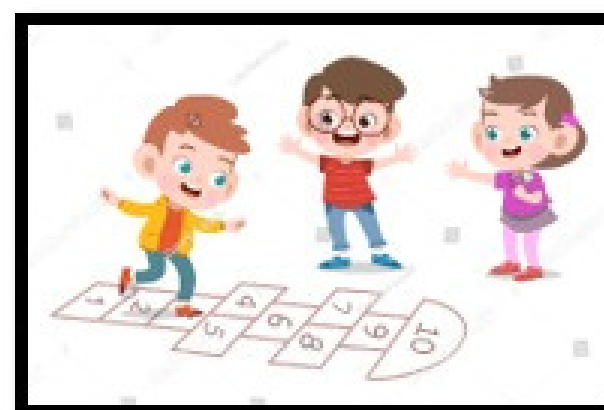
Personal Development Enriching your Child's Learning Little Hands, Big Plans



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 9am, 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

Autumn Term 2026

School opens: Monday 24th August

School closes for half term: Friday 16th October at 3.15pm

Half term break: Monday 19th - Friday 23rd October

School opens: Monday 26th October

School closes for end of term: Friday 18th December at 3.15pm

Spring Term 2027

School opens: Tuesday 5th January

School closes for half term: Friday 12th February at 3.15pm

Half term break: Monday 15th - Friday 19th February

Inset Day (closed for children): Monday 22nd February

School opens: Tuesday 23rd February

School closes for end of term: Friday 19th March at 3.15pm

Summer Term 2027

School opens: Monday 5th April

School closed for May Day Bank Holiday: Monday 3rd May

School closes for half term: Thursday 27th May at 3.15pm

Half term break: Friday 28th May - Friday 4th June

School opens: Monday 7th June

School closes for end of year: Friday 9th July at 3.15pm

Teacher Days - school closed for children

Thursday 20th August

Friday 21st August

Monday 4th January

Monday 22nd February

Friday 28th May



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.



Bullying and Supporting Children at Launde Primary School

At Launde Primary School, we are committed to ensuring that every child feels safe, happy and valued. We teach children about kindness, respect and positive relationships through our assemblies, PSHE curriculum and everyday interactions.

We use the STOP message to help children understand what bullying is:

S.T.O.P – Several Times On Purpose

Bullying is behaviour that is intentionally hurtful and happens repeatedly over time. It can take many forms, including physical, verbal, emotional or online bullying. Children are taught to recognise bullying behaviour and to speak to a trusted adult if they have any concerns.

It is important to note that bullying incidents are extremely rare at Launde Primary School. Most friendship issues, disagreements or one-off incidents between children do not meet the definition of bullying and are usually resolved quickly and effectively by the class teacher. For this reason, your child's class teacher should always be your first point of contact if you have any concerns about your child's wellbeing or relationships at school.

What To Do If You Suspect Bullying

Report Your Concerns

If you believe your child may be experiencing bullying, please contact the school as soon as possible. In most cases, we ask that parents speak to their child's class teacher in the first instance. You may also contact the school office by telephone or email.

Investigation Process

When a concern is reported, we will carefully investigate the situation. This may involve speaking with your child, other children involved, members of staff and any witnesses, so that we can gain a clear understanding of what has happened.

Action Taken

Following our investigation, appropriate actions will be taken based on the information gathered. These actions may include restorative conversations, increased supervision, support for the children involved, targeted PSHE work or other preventative measures to ensure all children feel safe and supported.

Communication with Families

We will keep you informed throughout the process and will share the outcome of our investigation where appropriate. Please be aware that thorough investigations can take up to five working days. You will receive a telephone call or email outlining the steps taken and any actions implemented.

Support for Your Child

The wellbeing of every child is our priority. If your child requires additional support, we will work closely with you to ensure they feel safe, confident and happy in school.

Ongoing Monitoring

Following any investigation, staff will continue to monitor the situation carefully. We will check in with the children involved and take any further action necessary to ensure that concerns do not reoccur.

Contact Information

School Office: Mrs Cooper or Mrs Goring

Email: office@launde.leics.sch.uk

Telephone: 0116 271 2261

Key Message for Parents

At Launde Primary School, bullying is rare. However, we take every concern seriously, investigate thoroughly and work closely with families to ensure all children feel safe, respected and supported.



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.



READY FOR BACK TO SCHOOL

a reminder to our families of our **UNIFORM** and **PE KIT** expectations.

UNIFORM

- ✓ A white polo shirt
- ✓ Black or grey trousers, shorts, pinafore or skirt
- ✓ A red jumper or cardigan
- ✓ Black indoor shoes
- ✓ Black outdoor shoes that are good to get muddy.

PE KIT

- ✓ A white t-shirt
- ✓ Black shorts or jogging bottoms – no leggings.
- ✓ A plain red jumper.
- ✓ Suitable trainers.
- ✓ No football kits, crop tops, skins or large brand logos.

BRANDED ITEMS

Branded items, if wanted, can be purchased from **School Wear Solutions**

<https://www.schoolwearsolutions.com/our-schools/launde-primary-school/>

UNIFORM SUPPORT

Contact **Mrs Pallett** if you are in need.

PERSONAL PROPERTY

Ensure all items of clothing are named. Pupils should not bring personal items from home (e.g. toys, gadgets etc.). The school cannot be held responsible for lost or damaged items.

JEWELLERY EXPECTATIONS

- One small stud earring in each ear.
- Religious items allowed.
- Earrings must be removed or covered on PE days.
- Smart watches are not permitted.

LET'S WORK TOGETHER FOR A GREAT YEAR!

Thank you for supporting our school by helping your child wear the correct uniform and PE kit every day.

Launde Primary School

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 unifrom 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 a high-quality, safe and nurturing childcare service for pupils before and after the school day. Our provision offers a welcoming environment where children can relax, socialise with friends, take part in a range of engaging activities and enjoy a positive start or end to their school day.

We are proud of the quality of care we provide. During our recent OFSTED inspection, inspectors recognised the strength of our provision, praising the positive relationships between staff and children, the supportive environment and the valuable opportunities available for pupils beyond the school day.

Our experienced staff work hard to ensure that children feel happy, safe and well cared for at all times. A variety of activities are available each day, enabling children to develop friendships, build confidence and enjoy creative, active and relaxing experiences in a structured environment.

Session Times and Charges

From August 2026, our sessions are charged as follows:

Morning Launde Care - £8.00 Includes a choice of toast, cereal and fruit.

Afternoon Launde Care (3:30pm to 4:30pm) - £6.50

Afternoon Launde Care (3:30pm to 5:45pm) - £10.00 Includes a light snack, such as a crumpet, bagel or toast, together with fruit.

Booking Sessions

For families requiring regular childcare, block bookings can be arranged through the school office and added to your School Gateway account for convenient payment and account management.

Ad hoc sessions can also be booked through the School Gateway app, subject to availability.

We accept Tax-Free Childcare and childcare vouchers, which can be credited to your School Gateway account once received and processed by the school office.

Visiting Launde Care

We understand that choosing childcare provision for your child is an important decision. If you would like to see our facilities, meet the team and learn more about what we offer, we would be delighted to show you around.

Please contact the school office to arrange a visit and experience first-hand the warm, welcoming and high-quality provision available through Launde Care.



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 £3.40 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.



And Finally.....

Thank You for Taking the Time to Read Our Parent Handbook
We hope this handbook has given you a clear picture of life at Launde Primary School and provided you with the key information you need to support your child throughout their journey with us.

At Launde, we firmly believe that the most successful outcomes for children are achieved when school and families work in partnership. Open communication, mutual trust and shared aspirations help us ensure that every child feels happy, safe and able to thrive.

Throughout the year, we look forward to welcoming families into school on many occasions. These opportunities may include:

- Working alongside your child in curriculum workshops and classroom activities.
- Sharing special celebrations and achievements.
- Attending performances, productions and assemblies.
- Participating in family events and community activities.
- Providing feedback and helping us shape the future of our school.

We value the views of our families and recognise the important role parents and carers play in our school community.

Our School Priorities for This Year
As part of our commitment to continual improvement, our key priorities this year are:

- Priority 1: Enquiry Curriculum
Deepening learning and developing critical thinking skills through an engaging, knowledge-rich curriculum that encourages pupils to question, investigate and make meaningful connections in their learning.
- Priority 2: SEND & Vulnerable Pupils
Providing highly bespoke and inclusive support that enables every child, regardless of their starting point, to achieve success and feel valued within our school community.
- Priority 3: Consistent Behaviour
Embedding a shared, relational approach to behaviour across all staff, ensuring that expectations are clear, consistent and supportive for every child.
- Priority 4: Parental Engagement
Strengthening meaningful two-way partnerships between home and school, so that parents feel informed, involved and empowered to support their child's learning and development.

Our Four Priorities at a Glance

 Priority 1: Enquiry Curriculum Deepening learning and critical thinking.	 Priority 2: SEND & Vulnerable Highly bespoke, inclusive support for every starting point.	 Priority 3: Consistent Behaviour A shared, relational approach across all staff.	 Priority 4: Parental Engagement Meaningful, two-way home-school partnerships.
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We would love to hear your thoughts throughout the year about how well you feel we are progressing with these priorities. Your feedback helps us to reflect, improve and ensure that we continue to meet the needs of our children and families.

Working Together

If at any point you have a question, concern or suggestion, please do not hesitate to speak to us. We pride ourselves on being approachable and responsive, and we would much rather have a conversation early so that we can work together to find a solution.

Our aim is simple:
To make every child's school day the very best it can be.

Thank you for choosing Launde Primary School. We look forward to working alongside you and your family in the years ahead.

The Launde Primary School Team 🌟