

STONAR



Prep School

Parent Handbook

2023/24

Contents

- 1 Introducing the Prep School
- 2 Structure of the School
- 3 A Globeducate School
- 5 Code of Conduct & Pupil Expectations
- 6 Life at Stonar Prep
- 7 An Inspirational Curriculum
- 8 Behaviour Curriculum
- 9 Learning Support
- 10 Beyond the Curriculum
- 11 Safeguarding & Pastoral Care
- 12 Communication
- 13 Opportunities for Parents to Visit
- 14 Health Care & Insurance
- 15 Transport Provision
- 16 Holiday Club – Club Stonar
- 17 Data Protection
- 18 Further Information



Introducing the Prep School

Welcome to Stonar Prep. I am delighted you have chosen to join our community.

Stonar Prep is a place where children achieve. We have highly experienced, passionate staff that ensure each child at our school makes the progress they deserve on their learning journey. We ensure that children experience the whole spectrum of learning so that they have the opportunities to meet and exceed their potential.

Our broad and rich curriculum means that every child has their moment to shine. Stonar is a place where children are able and are encouraged to be proud of the things they excel at. Equally, we teach children that it is ok to face challenges, it is ok to find things hard and it is ok to fail. We guide them that through effort, determination and the support of teachers and friends they can grow and improve.

At Stonar the relationship that you, as parents, will build with the School is individual and bespoke – we encourage your involvement and interest as this is key to the success of your child. Your child's class teacher is there for you and will keep you regularly informed about all the exciting experiences your child is having, as well as their academic progress.

Children get one go at their primary education. Stonar is a place where children can find out who they are and what they love, while being educated to the highest possible standard.

Welcome to Stonar Prep.

Rob Cunningham
Head of Stonar Prep



Structure of the School

Executive Management Group (EMG)	
Headmaster	Mr Matthew Way (m.way@stonarschool.com)
Head of Prep	Mr Rob Cunningham (r.cunningham@stonarschool.com)
Senior Deputy Head	Mrs Jo Worrall (j.worrall@stonarschool.com)
Deputy Head (Pastoral)	Mrs Tina Tilley (t.tilley@stonarschool.com)
Director of Finance and Operations	Mr Neil Mapletoft (n.mapletoft@stonarschool.com)
Director of Marketing & Admissions	Mrs Sarah Burns (sarah.burns@stonarschool.com)
Prep School Leadership Team	
Head of Prep	Mr Rob Cunningham (r.cunningham@stonarschool.com)
Deputy Head of Prep	Mr Dan Gower (d.gower@stonarschool.com)
Directors and Advisory Board	
Information on the School's Directors and Advisory Board can be found on the website in the About Us section.	
Teaching and Support Staff	
A full list of staff members and details of how to contact them can be found on the website in the About Us section.	

Code of Conduct & Pupil Expectations

At Stonar a Code of Conduct exists to enable all pupils to develop academically and personally, whilst being recognised, valued and celebrated as individuals. Personal development is key to success in a globalised world and our ethos is underpinned by the School's core principles of:

- Work Hard
- Be Kind
- Get Involved
- Shape the World

We encourage pupils to understand these principles and apply them to their daily lives.

A copy of the code and pupil expectations is available on the School website.



Work Hard



Be Kind



Get Involved



Shape the World

Life at Stonar Prep

Settling In

We work closely with each family on an individual transition programme to familiarise them with the School, classroom, staff and routine. This may include transition visits, meetings with the class teacher and connecting you with our existing families.

The culture and ethos of the School means that children entering all year groups at any transition point receive a positive and affirming welcome. We will link children with a “buddy” to help them learn how the School works. This buddy will guide them around, accompany them at break times, show them how to follow Stonar’s routines and generally be an advocate for the new pupil. This helps to settle any nerves that a child will inevitably have about starting a new school.

Most children adapt very quickly to our School and once they feel able, the new pupil will become independent and the buddy less obvious. All staff in the Prep School also look out for and support new pupils and their families.

For our youngest pupils, joining Reception, we work in the same way to provide an individual transition programme. This will include sessions in School that start with the parents being a part of the visit, reading a story with the class teacher, and build up to the child spending a morning with their new class. In addition to time in class, staff may arrange a home visit in the Summer Term prior to entry.

The School Day

8:30 - 8:40	Registration
8:50	Morning lessons
10:50	Break
11:10	Morning lessons
12:10	Lunch
13:15	Registration / Tutor time
14:05	Afternoon lessons
15:30	Lessons end Reception - Year 2
16:00	Tea
16:00	Lessons end Years 3 - 6
16:15	Clubs / After School Club
17:00	End of Clubs
17:15	Buses depart / parent collection / After School Club
17:55	Final collection from After School Club

Dropping Off & Collection

Mornings

At the front of the main house in Cottles Park there is an area of hard standing where parents are encouraged to drop off their children. Parking space is limited in that area and we ask that parents park there for the minimum length of time possible. If parents are staying for an extended period of time beyond just 'dropping off' we ask that they park in other parking areas within the school grounds to alleviate congestion.

From 8:30am, the door to the classrooms will be opened and the pupils will be admitted for registration and starter activities with their Form Tutors. Parents are welcome to speak to the Form Tutor between 8:30-8:40am. However, parents are asked to be mindful of the fact that the teacher oversees children at that time and anything other than the passing of a quick and simple message would be better done at another time. In these situations, parents are asked to make an appointment with the teacher via Reception.

Registration begins at 8:35am, after which time those arriving are marked as 'late' on the register. We encourage all but the youngest pupils to manage their entry to the Prep School and morning routine independently.

Afternoons

At the end of the day, we ask that parents collect their children from their classroom door. Staff wait with the pupils and release them to the parents waiting at 3:30pm or 4-4:15pm. If pupils need to stay at school until later, they are able to join our After School Club. Pupils who stay may be collected directly from the venue at any time.

Collection after Clubs

You will be informed as to where your child is to be picked up in the Club booking information that is issued each term. Should parents not arrive in time to collect their children at the end of a Club session the children will be taken to After School Club, where staff will look after them until collection.

Before and After School Club (Stay & Play)

Wrap around care is included in the school fees and is entirely flexible to suit the care you need.

Morning Care

- Children may arrive at school between 8:00 and 8:10am if parents require an earlier than normal drop off.
- Reception children should be dropped off at the Nursery.
- Children in Years 1 to 6 are dropped off at the front door of the Prep School.

After School Care

- The after school programme consists of afternoon tea, activities and After School Club.
- Reception, Year 1 and 2 children are looked after and can be collected from the Nursery.
- Children in Years 3 to 6 are in the Prep School and can be collected from the front door.

Delayed collection

If a parent is delayed, our aim is to accommodate children flexibly to ease any worries that may be associated with the delay. Please contact the School if you are likely to be delayed and your child requires after lesson care at short notice. There is a late stay fee for pupils not collected until after 5:55pm.

Food & Drink

Your child will receive a healthy snack mid-morning and in After School Club to include milk, water, a selection of fresh fruit. Lunch consists of a healthy two course cooked meal. Tea is provided for those children staying after 5:00pm and consists of a sandwich with selection of fresh fruit and drink. Water is provided throughout the day.

An Inspirational Curriculum

Prep School Personal Goals

Opportunities to experience and practise these are built into learning tasks within the curriculum, as well as in other areas of school life. For example, they form the basis of our assembly programme.

Personal Goals

- Enquiry
- Resilience
- Morality
- Communication
- Reflective Thinker
- Cooperation
- Respect
- Adaptability
- Global Readiness

Reception Curriculum

We follow the Early Years Foundation Stage framework (EYFS) to observe, assess and set targets for children to reach their optimum potential. We implement 'In The Moment' planning, which has a strong commitment to being child-centred. The adult's role is to observe children in a variety of situations in their setting, assessing what their play and interactions mean and recognising potential openings for further learning. In The Moment planning is not a new concept, it is what parents do every day with their child, responding to their interests and capturing these teachable moments whilst they are 'in the moment'.

All Reception children follow the 'Early Years Foundation Stage', which includes the following three prime areas:

Personal, Social and Emotional Development, which involves helping children to develop a positive sense of self, and of others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Communication and Language, which involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development, which involves providing opportunities for children to be active and interactive; and to develop their co-ordination, control, and movement. Children are supported to understand the importance of physical activity, and to make healthy choices in relation to food and exercise and the effects this has on their bodies.

As children grow in confidence and ability within the three prime areas, the balance shifts towards a more equal focus on all areas of learning, including the four specific areas of learning which includes:

Literacy involves encouraging children to link sounds and letters and begin to read and write using the Read, Write, Inc. programme. Children are given access to a wide range of reading materials, such as books, poems, and other written materials to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Art and Design includes art, music, dance, role-play and being imaginative. When children are creative, they make connections between one area of learning and another, extending their understanding. Expressive art and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Our curriculum is complimented by our co-curricular activities taught by specialist staff such as Swimming, Forest School, Spanish, Sports and Riding.

Key Stage One & Two Curriculum (Years 1 – 6)

Learning is at the heart of everything we do. As such we have an agreed definition of learning, devised by the children and the teachers:

- Learning means acquiring knowledge and skills and having them readily available from memory so that you can understand future problems and challenges.
- Knowledge - Skills - Understanding

Our curriculum consists of three main areas; core subjects, foundation subjects and specialist taught subjects.

The number of teachers teaching the children gradually increases as they move through the Prep School. The Form Tutor is the central figure for your child. The Form Tutor will teach your child for most lessons, being supported by specialist teachers in certain subjects, such as sports and languages.

Core Subjects & International Primary Curriculum

The timetable gives strong emphasis to the core subjects of English and Mathematics, with daily learning aimed at deeply embedding knowledge, skills and understanding.

We use the International Primary Curriculum (IPC) to teach many of the other subjects – we call this our ‘foundation’ subject. It is a comprehensive curriculum made up of exciting, engaging and globally relevant thematic units of learning, which are designed around a clear process of learning and with specific learning goals for subject, personal and international learning. Through our foundation lessons the children are taught Art, Geography, History, ICT and Computing, Science, Society, PSHE, Religious Studies and Technology.

Specialist Subjects

We employ specialist teachers in some year groups, for the following subjects; PE, Games, Music, Drama, Spanish, Forest School and Computer Science, with children using the School's facilities more widely as they get older, with use of the Art Studio, Music Centre, Buckle Theatre and science laboratories.

Forest School

The philosophy of Forest School is to encourage and inspire individuals through positive outdoor experiences. Forest School sessions are offered to the children as part of the curriculum in Reception and Years 1 and 2, and, when possible, as a club for older pupils in the Summer Term.

Reception Assessment & Learning Journey

On-going formative assessment is central to the detailed records made on all children in Reception. Assessment is documented using a variety of observation formats, carried out during child-initiated structured play sessions as well as adult-led activities. These observations are included in the child's Learning Journey, which is used to inform future planning for individual children, small groups, cohorts and/or the Reception class as a whole.

Tapestry is an E-learning journal tool that we utilise which allows us to work with parents and carers to share information and record your child's play and learning in, and outside of, our setting.

Parents and children are invited to review and contribute to the Learning Journey to build links between a child's learning, care and development at school and home. Whilst the Learning Journey tracks progress, it is understood that each child develops at their own rate, in their own way and statutory formal summative assessments are reported for each child during the Summer Term of Reception year.

Key Stage One & Two Assessment

We do not participate in national tests in the Prep School. On-going formative assessment combined with appropriate standardised testing is enough to monitor children's progress. We regularly assess skills as well as knowledge.

Within the core subjects some standardised testing is used to support the teacher's judgment. This data is used to monitor the effectiveness of teaching and learning. Tutors will also use this data to inform you about your child's progress and next steps at regular points through the year.

In foundation, we employ an Assessment for Learning programme that assesses our 9 Super Skills. This involves teacher, peer and self-assessment.

Our 9 Super Skills are tracked through the child's time in the School and are summarised below:

- **Science** – To be able to conduct scientific investigations.
- **History** – To be able to place the events, people and changes in the periods they have studied into a chronological framework.
- **History** – To be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied.
- **Art** – To be able to explain their own work in terms of what they have done and why.

- **Geography** – To be able to explain how physical and human processes lead to similarities and differences between places.
- **Geography** – To be able to create, use and interpret globes and maps in a variety of scales.
- **Technology** – To be able to respond to identified needs, wants and opportunities with informed designs and products.
- **International** – To be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups.
- **ICT** – To be able to design and write programs to accomplish specific goals, working with sequence, selection and repetition to control.

Prep (Homework)

Prep is set to enable the children to become:

- Independent learners
- Responsible and conscientious
- Motivated and encouraged by their achievements.

Through setting prep we help the children develop their organisational and study skills and their ability to use their time efficiently.

Prep is set as follows:

Reception and Year 1: 15 minutes reading/spelling practice
5 nights per week
An optional weekend activity

Year 2: As for Year 1 except more formal prep may be set at the class teacher's discretion

Years 3 – 6: 15 minutes reading at home plus 25-30 minutes set work in school, up to 3 times per week at the form tutor's discretion

The majority of your child's prep will be completed at School in a supervised private study session with their Form Tutor. It is important however that your child reads at home every night, if possible, out loud to an adult who can help with reading accuracy, pace, fluency and understanding. If your child has not completed all of their work at School please provide them with a quiet room in which to do their prep and make sure they spend the required amount of time on it. Children should not be allowed to spend hours and hours on their prep – just the set time please! If they can't do it or it is taking too long please stop them and let the teacher know in the morning so they can explain it to them quietly on an individual basis.

Encouragement and help in finding relevant books in libraries, helping with or hearing reading, learning spellings, language vocabulary, multiplication tables, reading newspapers etc. is always very welcome. Please do not help too much with written work! If you feel you have to help, write a note to their form tutor to say that you have. If you prefer your child to do all of their prep at home please let your form tutor know and suitable arrangements can be made.

Reading

Every child is encouraged to read as much as possible. Younger children or children who find reading more difficult are encouraged to read every day, out loud to an adult. We aim to do this at school in the Early Years and in Years 1 to 4. Pupils in Year 5 and 6 are given individual targets depending on their reading ability. Our aim is to develop free readers who enjoy reading for pleasure. Our team of adult helpers hear the children read at school assisting them with their fluency, pronunciation and, more importantly, their understanding of what they have just read! If we cannot hear your child read at School we ask that you hear them read at home so they can update their reading record every day.

Assemblies

There are two assemblies each week. Once a week the Head of Prep leads a celebration assembly where achievement across the school is recognised. In the second weekly assembly the School reflects on one of the Personal Goals. There are regular opportunities for the children to sing and be an active part of our collective reflection.

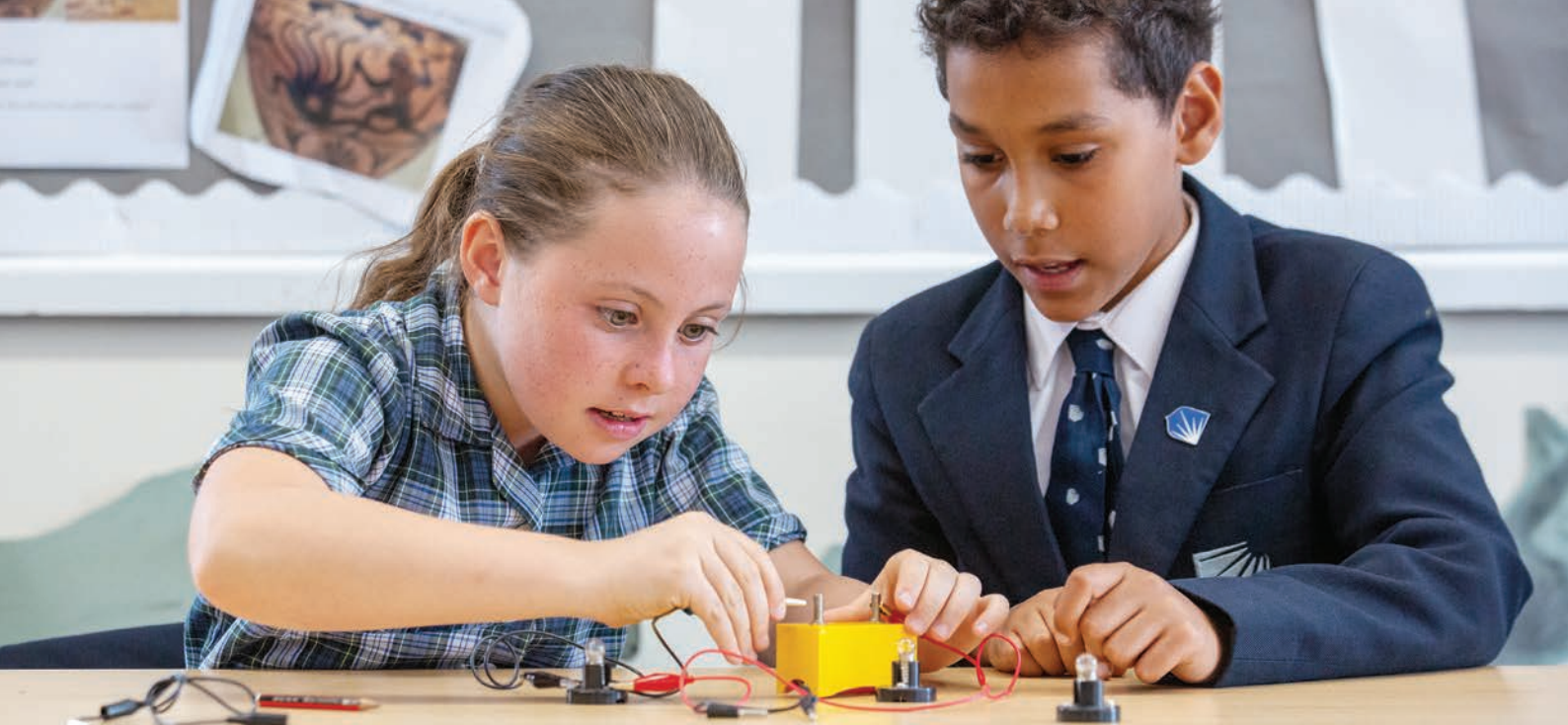
Class assemblies take place during the school year. Parents are encouraged to attend to watch their child's performance. All children participate in their class assembly, which may reflect recent topics of learning or tell a story. These assemblies are fun and all-inclusive and give children an opportunity to perform in public, perhaps for the first time.

Learning Assemblies are held through the term and are an opportunity to acknowledge learning and achievement that has taken place during the previous fortnight. Children are given the opportunity to present and discuss their learning to the rest of the school. Children are encouraged to bring in certificates and medals won outside of school too. House assemblies, teacher led assemblies, guest speaker assemblies and musical assemblies complete the programme.

How Can I Support My Child's Learning & Development at Home?

It is widely recognised that parental involvement in children's education and learning can have a positive and long-lasting effect on their current and future academic achievement. You know the most about your child; therefore you are your child's most important educator, especially at this early age. Learning happens all the time for young children, and there are many ways you can support your child's learning at home:

- Share books together
- Share your child's Learning Journey and contribute to it together
- Play with words by breaking them down and building them up orally
- Encourage your child to try new things
- Praise your child, showing them you believe in them and are pleased with what they can do
- Spend time playing outdoors
- Talk to your child about their day, what's the thing that they liked the most and least
- Play with your child and have fun!



Behaviour Curriculum

Our behaviour system is built on choice and consequences. We all make both positive and negative choices and we teach children that these choices will lead to negative and positive consequences. This culture means that children learn to be responsible for their behaviour – it is not anyone else's choice but their own.

Rewards

We believe the most successful people are intrinsically motivated. When you are motivated to behave well and work hard because it is the right thing to do. If you are driven by a desire to do well or make a difference you will be more successful than if you are always expecting a physical reward.

To this end our rewards focus on recognition not reward. At Stonar Prep you are recognised for going over above in learning and/or behaviour.

Merits can be awarded and feed into a whole school total.

Children receive positive messages home, either through a postcard or phone call.

Each week we recognise children that have demonstrated our personal goals with our Personal Goal awards. We also award Headmasters Commendations which recognise academic achievement.

Sanctions

Everyone makes mistakes. Our behaviour policy is based on the belief that we have a responsibility to teach children where they are going wrong and help them put things right, just as we would do with an academic concern.

Our behaviour policy employs a series of sanctions that deal with behaviour that falls below our expectations. Communication with you as parents is integral to supporting children when they are making mistakes.



Learning Support

We are committed to offering an inclusive education to ensure the best possible progress for all our pupils, whatever their needs or abilities. We actively promote a whole school approach to meeting Special Educational Needs and Disabilities (SEND), in which all members of the School community have an understanding of their role.

We aim to support pupils who, whilst able to access the curriculum, may need extra help due to a specific learning difficulty or a lack of confidence in a particular aspect of their work. Pupils identified with specific learning needs are issued with an individual pupil profile which is disseminated to their teachers detailing their strengths, areas of need and supportive strategies.

The Head of Learning Support, Mrs Jo Birkett-Wendes, is responsible for managing the provision for learning support. She is supported by a team of staff who specialise in working with pupils and liaise with class teachers to ensure the right level of provision for those experiencing learning difficulties. Pupils requiring specialist lessons are taught in the Learning Support Department which is based in two well-equipped rooms. Teachers in the department use a variety of programmes and teaching materials, including computer software, to provide a multi-sensory approach to learning.

There are many ways in which the department is able to measure its success:

- Improvements in individual reading, spelling and comprehension ages. We have seen some remarkable results.
- Progress of pupils as measured by results in end of module tests and end of year school examinations.
- Pupil perception of their own progress. This is most important to us as growth in confidence and self-esteem is often the key to learning.
- Praise from parents regarding the support their child has received as well as praise from external agents such as Educational Psychologists and Speech and Language therapists. In the Prep School we employ a targeted approach to offering pupils learning assistance. Our Teaching Assistants offer small group learning enhancement sessions for pupils who are exceeding the expected level in class or who have not achieved the expected standard.

Beyond the Curriculum

Whatever their talents and interests, a range of different opportunities within the School allow pupils to stretch themselves and develop their personal skills.

Sport

We deliver a structured, specialist taught sports development programme that all children participate in. We try to instil an understanding of competition and success whilst also teaching them the core values of participation, learning and enjoyment throughout.

Within the Pre-Prep, pupils develop their fundamental movement skills, building a solid foundation for them to progress onto the tactical and technical application of skills in Prep school. We have a strong intra-school and weekly inter-school programme that provides the opportunity for pupils to demonstrate these skills within competitive situations, whilst also learning about teamwork and sportsmanship.

Prep School Sports	
Boys' Major Sports	Rugby & Swimming (Autumn Term)
	Hockey & Swimming (Spring Term)
	Cricket, Tennis & Swimming (Summer Term)
Girls' Major Sports	Hockey & Swimming (Autumn Term)
	Netball & Swimming (Spring Term)
	Cricket, Tennis & Swimming (Summer Term)
Other Sports	Football, Athletics, Cross Country, Gymnastics, Health-Related Fitness

Pupils are expected to wear the Stonar sports kit which can be ordered through SchoolBlazer. Pupils wear various sports kit to coincide with both the seasons and activities across the calendar year.

Weekly fixtures in seasonal sports are arranged with local schools on Monday, Wednesday and Friday afternoons for pupils in Years 3-6. Parents are welcome to come and support and details of forthcoming fixtures are published in Stonar Matters, SchoolBase and on the noticeboard outside the Prep School.

Clubs

We aim to provide a broad range of Clubs for the children after the conclusion of the teaching day. We believe that the co-curricular programme greatly enhances the personal development of the children. Children are invited to sign up for Clubs at the start of each term using the SchoolBase portal.

Creative & Performing Arts

Specialist music teachers provide instrumental and vocal tuition and there will be plenty of opportunities to take music exams and compete in festivals.

Drama at Stonar is inspirational and ambitious. A specialist drama teacher will coach those who are keen to take Speech and Drama qualifications.

Our memberships of Globeducate and ISA give further opportunities for our pupils to enter competitions with pupils across the UK and internationally.

Equestrian Centre

Riding at Stonar can take place from the youngest of years. We offer Prep School pupils riding lessons during lunchtime and after school in small groups to help focus coaching. Teaching at this age is centred on the basics of riding and setting a stable foundation, allowing pupils to progress at their own pace.

The Prep School have their own Grassroots team for pupils who have their own ponies, who compete at NSEA competitions. The Grassroots team is parent led, with support from the Equestrian Centre. Once riders have outgrown the Grassroots team they can progress to join the Stonar Academy.

Stonar is an approved Pony Club Centre and we run weekly sessions for Prep School pupils. Pony Club members are able to work towards achievement badges and tests.

Riding lessons and the Prep Pony Club are available for pupils from Reception upwards.

If you would like to book riding lessons, or join the Pony Club, please contact the Equestrian Centre – ridingoffice@stonarschool.com

Inter-house Competitions

All pupils from Reception upwards belong to one of our four competition houses, Beaushin, Cottles, Hale and Pawlett. House competitions are run by our Sixth Form throughout the year.

The house programme includes inter-house drama, music, baking, show-jumping, public speaking and much more, ensuring that everyone gets a chance to contribute. This fosters the community feel at Stonar, bringing pupils together from the different age groups to work collaboratively and enjoy light-hearted, friendly competition.

Safeguarding & Pastoral Care

Our nurturing ethos is integral to the School, backed up by a robust pastoral structure which ensures the very best care for your child.

The Deputy Head (Pastoral), Mrs Tilley, leads the Safeguarding Team with the Head of Prep, Mr Cunningham, as the Deputy Designated Safeguarding Lead in the Prep School. The safety and wellbeing of our pupils is our primary responsibility and one we take very seriously. The team meets weekly to review active and ongoing cases of concern.

Because the children learn and grow within this environment, they develop a caring attitude towards each other, their school and the world around them. We have high expectations of behaviour both inside and outside the classroom, which is underpinned by the Prep School 'Personal Goals'. Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

There is an embedded culture of care and mutual respect in the School between peers, pupils and teachers alike. These values are reinforced continually, through assemblies and are also built into activities and tasks in the classroom.

The form tutor builds close relationships with all children and looks after their pastoral well-being, reinforced by an excellent team in the Prep and Senior Schools.

Raising a Concern

As a school we value and nurture the strong pastoral care that we can offer the children through our small class sizes and experienced staff. This allows us to identify concerns quickly and hopefully rectify problems before they escalate. Parents play a vital part in this process as naturally children sometimes express concerns at home that they may not express at school.

If you have a concern of any sort you are asked, in the first instance, to contact the form tutor who will invariably be able to help with most issues. This is possible through email or by contacting the reception to arrange a convenient time to speak to the tutor on the phone or to meet face to face.

We aim to resolve all issues at this level but if your concerns develop you may feel that you need to speak to a member of the management team. If the matter is serious you are asked to contact Head of Prep, r.cunningham@stonarschool.com.

All staff can be contacted by email or telephone.

For boarding house issues parents are asked to communicate directly with the houseparent.

Communication

Parents are encouraged to contact the School to discuss their child. Form tutors and houseparents are the initial point of contact for any individual concern or queries and are available via the phone or by email; full details are published on the School's website.

It is essential that the School has parents' current email address(es) and telephone numbers. Parents may amend their contact details via the SchoolBase Parent Portal.

SchoolBase

The majority of parent communication is through the SchoolBase portal which is accessible at:

<https://schoolbase.online/Logon?DName=Stonar>

Within SchoolBase parents can see the School calendar, documents and letters, school reports and learning feedback, attendance, daybook entries and the timetable.

Upon joining the School parents will be given their unique log in details. Parents can change the password as desired and these log-in details remain valid for the duration of their child's time at Stonar.

A stripped-down version of the information available on the website is available to download as an app from Google Play and the App Store. To optimise usability of the app, push notifications should be enabled. The code for Stonar is 7323.

Learning Feedback

Reports

The School notifies parents by email when reports are available for their child. Depending on the age of your child, the email may include a link to SchoolBase where reports can be seen online.

Online Learning Journeys

In the Nursery School and Reception the Tapestry Online Learning Journal is used to keep parents updated on their child's activities at School.

Parents will be given their unique login details by the teacher.

Communication Books (Reception, Year 1 and Year 2 only)

Each pupil receives a Communication Book which is filled in on a weekly basis by the class teacher. Parents can respond to comments or add notes for staff to read.

Parents' Evenings and Form Tutor Presentations

Parents and guardians are able to meet teachers and discuss academic progress, personal development and targets. These are listed in the calendar and parents are sent invitations.

School Letters & Weekly Newsletter (Stonar Matters)

Each Friday any school letters are emailed to parents, as well as a copy of Stonar Matters, the weekly electronic school newsletter, which details a summary of the past week as well as information of future events. Copies of the letters and Stonar Matters are also stored on SchoolBase.

Social Media

Parents are encouraged to follow our social media profiles:

www.facebook.com/StonarSchool

www.twitter.com/StonarSchool

www.instagram.com/stonarschool

www.linkedin.com/company/stonar-school

Messages from Parents

Messages telephoned or emailed to Reception after 9am are passed on quickly to children and staff alike. Often this is the easiest way to ensure that changes in plans or minor concerns are addressed quickly and effectively.

Please email: reception@stonarschool.com or telephone 01225 701740.

Reporting Pupil Absence

If your child is unwell, we ask that you contact Reception via email reception@stonarschool.com or telephone 01225 701740 to let us know that they will not be attending school. For predictable absence, for reasons such as requiring medical or dental appointments, we ask that we are informed in advance in writing.

Parents should not request absence from School for social functions. We do, however, acknowledge that occasionally there are important events that may require your child to miss school. In such instances parents should email their request, stating the reason for the absence, to the Head of Prep who will consider the request and write to authorise the absence or withhold permission. Absence without permission or explanation is recorded as 'unauthorised' on school records.

Opportunities for Parents to Visit

We welcome parents to support matches, concerts, plays and equestrian events. All events are detailed in the School Calendar, available online via SchoolBase. Opportunities include:

- Sports fixtures (mid-week)
- Exit Points (celebrating the end of an IPC topic)
- School plays, performances and concerts
- Harvest Festival (at Atworth Church) and Christmas Carol Service (on the last day of the Autumn Term the whole School attends a Carol Service, usually in Bath Abbey)
- Charity events
- Open Days for parents to view the next stage of the School (May / September)
- Stonar Stomp
- Speech Day & Summer Ball

Health Care & Insurance

Health Care

The School Health & Wellbeing Centre (HWBC) is under the direction of Sister Camilla Walter and the school Medical Officer, Dr Zoe Davis. The Bradford-on-Avon Clinic provides full back up, and all boarders are registered with the school doctor who runs weekly surgeries at the School. This health care provision comes under the National Health Service. Private health care can be arranged via group BUPA membership. The HWBC staff make a contribution to the School health education programme with the aim of providing a healthy lifestyle as well as giving full professional care to ill pupils. There is a School Counsellor who visits every week.

Day Pupils' Medication

The School Nurse will only give medication to day pupils if it is deemed absolutely necessary or in an emergency and only if a completed medical details form with parent/guardian signed consent has been returned.

Please ensure that you have given your child any medication they may need before coming to school and if he/she requires a dose during the school day please provide the medication clearly labelled with your child's name, date of birth and instructions for administration. This must be handed into the School Nurses at the start of the school day.

Insurance

At Stonar we aim to provide cost-effective insurance for all our pupils as follows:

Pupils' Personal Accident Insurance – This cover is provided inclusive in our school fee. The policy provides cover in the event of an accident resulting in death or disablement and includes dental injury expenses as standard.

Pupils' Personal Possessions Insurance (Opt-in) – This policy provides cover through Endsleigh for your child's personal belongings if they are lost, damaged or stolen up to a total value of £5,000. This cover is designed to protect your child's personal belongings during term time, and whilst they travel to or from school at the beginning or end of each term, or in connection with an official school trip. Where proof of purchase can be produced, items less than one year old will be replaced as new. Full details of the terms and conditions of cover can be found in the policy leaflet on the School website. You must OPT-IN to this policy by completing the application form available on our website and return it by email to accounts@stonarschool.com. The termly charge will be added to your school invoice.

Please note that the School's insurance for personal effects is limited to fire and theft, so we strongly recommend that parents arrange additional cover. Sums of money are not covered by the School's insurance policy and it is essential that if it is necessary for your child to bring money to school, all monies are handed in for safe keeping. We advise that high value items are not brought to school, and that all personal possessions are marked clearly with the pupil's name so that they may be easily identified.

Pupils' Absence Insurance – This scheme is provided through Endsleigh and cover will enable you to claim a reimbursement of fees should your child be unable to attend school for more than five consecutive days as a result of illness or injury. In addition, in the event of the death of the fee payer, fees are covered for up to five terms. Full details of the terms and conditions of cover can be found in the policy leaflet on the School website. You must OPT-IN to this policy by completing the application form available on our website and return it by email to accounts@stonarschool.com. The termly premium will be approximately 0.88% of the net fee (fee after scholarships, bursaries, other discounts). The premium will be added to your school invoice.

Application forms and further details of the policies can be found on the Fees page of the website:

<https://www.stonarschool.com/admissions/fees>

(All charges are subject to annual review)

Transport Provision

All travel related enquiries should be addressed to the Travel Co-Ordinator.

Email: travel@stonarschool.com **Telephone:** 01225 701747

Day Pupils

Stonar operates several buses within the surrounding area. If you wish your child to take advantage of this excellent service, please contact the Travel Co-Ordinator who will be able to provide details of the various routes on offer together with prices and departure times or see: www.stonarschool.com/admissions/useful-information/transport

Boarders

Information for boarders transport is in the Boarding Handbook.

Holiday Club

Holiday Club operates in the school holidays and is a safe environment for your children under the watchful eye of our highly experienced and familiar staff. Your children will be having great fun in the outdoors and indoors whatever the weather. A varied programme of activities includes arts and crafts, cookery, drama, Forest School, games, music, sports, water games and much more.

Children attending will need to bring the following:

- A water bottle
- Appropriate outdoor clothing for the season (such as coat/waterproofs/sun-hat)
- Footwear - trainers for sports and wellies for other outdoor activities
- A change of clothes

*Lunch and snacks are provided.

For younger children, where required, please pack nappies, wet wipes and nappy bags. In summer, please apply sun cream to your children before they come to Holiday Club and provide a labelled sunscreen with your child's name on it for application during the day.

Dates and times of Holiday Club can be found on the School's website, along with the booking form:

<https://www.stonarschool.com/nursery-prep/holiday-club>

Data Protection

General Statement of the School's duties

The School is required to use or process relevant personal data about individuals including pupils and their parents, carers and guardians as part of its operation and shall take all reasonable steps to do so in accordance with this Policy. Processing may include obtaining, recording, holding, disclosing, destroying or otherwise using data.

Personal data covers both facts and opinions about an individual. The School may process a wide range of personal data about individuals including current, past and prospective pupils and their parents, carers or guardians (referred to in this Policy as "parents") as part of its operation. This Policy applies in addition to the School's terms and conditions, and any other information the School may provide about a particular use of personal data.

Anyone who works for, or acts on behalf of, the School (including staff, volunteers, Directors, Governors and service providers) is made aware of the School's data protection policy for staff, which also provides information about how personal data about those individuals is used.

A copy of the full data protection policy for parents and pupils is available on the website.

Use of Personal Information by the School

The School, from time to time, makes use of personal data relating to pupils, their parents or guardians in the following ways:

- Periodically we may take photographs and videos of pupils at School. We may use these images in our School's prospectus or in other printed publications that we produce as well as on our website, School social media sites or on project display boards at School. However, the School does not publish photographs of individual pupils with their full names on the School website without the agreement of the appropriate individual.
- We may make video or webcam recordings for school-to-school conferences, monitoring or other educational use.
- From time to time, the School may be visited by the media who will take photographs or film footage of a high-profile event. Pupils will often appear in these images, which may appear in local or national newspapers, or on televised news programmes. Unless prior agreement with parents has been obtained, the School will not release pupils' full names to the media.

A copy of the policy on Taking, Storing and Using Images of Pupils is on the website and parents are sent an Image Consent Form as part of the School's joining instructions. Please ensure this form is completed and returned to the Admissions Department.

Should you wish to limit or object to any such use, please notify the Admissions Department by email:

admissions@stonarschool.com

Further Information

The following documents and policies can be found on our website:

- Accessibility Plan
- Admissions Policy & Procedure
- Behaviour & Discipline Policy
- Code of Conduct for Pupils
- Staff Code of Conduct
- Complaints Procedure for Parents
- Whole School Policy for dealing with conflict between pupils
- Data Protection Policy
- Day Bus Policy
- Dog Policy
- Educational and welfare provision for pupils with Special Educational Needs or Disabilities (SEND)
- Educational and welfare provision for pupils whom English is an Additional Language (EAL)
- Equal Opportunities Policy
- First Aid Policy
- Food Policy
- Health & Safety Policy
- ICT Acceptable Use Policy
- Mental Health Policy
- Mission Statement: Aims & Values
- Personal, Social, Health and Economic Education (PSHEE) Policy
- Recruitment of Ex Offenders Policy
- Relationships and Sex Education Policy
- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- Statement on Boarding Principles & Practice
- Taking, Storing, Using Images of Pupils Policy
- Teaching & Learning Curriculum Policy
- Terms & Conditions
- The Whole School Policy on Disciplinary Exclusion
- Whistle Blowing Policy

Copies of the following policies may be requested by email or post:

- Accessibility Plan
- Code of Conduct and Pupil Expectations
- Counter Racism Policy
- Detention Policy
- Drugs Policy
- Lost Property and Theft Policy
- Management of Pupils with Eating Disorders and Self-harm
- Search Policy
- School Trips Policies

For further information contact

t +44 (0)1225 701741

e admissions@stonarschool.com



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w stonarschool.com

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