



Stalham Infant School & Nursery



PROSPECTUS

2021/2022



BOUDICA SCHOOLS
TRUST

What parents say about our school:

'The school has always offered a safe and secure environment for the children'

'I have seen my daughter grow academically and in confidence during her time at this school'

'I think the weekly newsletters work very well '

'The teachers are happy to be approached at any time to discuss progress or any concerns'

What our children say:

'I like my teacher and my friends'

'We learn lots of new things'

'I like writing on the white board'

'We like the playground toys'

What do other people say about our school:

'The weekly newsletter keeps parents well informed and helps keep them up to date'

'Effective links with home and the nursery help children settle quickly'

Table of Contents

| | |
|--|----|
| Welcome from the Executive Headteacher | 4 |
| Section 1 | 5 |
| Current Staff List | 5 |
| School Governance Team (as at September 2020) | 6 |
| Term Dates 2021/22 (subject to change) | 6 |
| The School Day | 6 |
| Stalham Nursery | 7 |
| School Uniform | 8 |
| Extra-curricular Activities | 9 |
| PTFA | 9 |
| Cooperative Learning | 10 |
| The National Curriculum | 12 |
| Curriculum Statements | 12 |
| Section 2 | 18 |
| Admissions Policy | 18 |
| Behaviour Policy - Aims | 18 |
| Rewards | 19 |
| Stalham Shines | 19 |
| Sanctions (Key Stage One) | 19 |
| British Values | 20 |
| Behaviour | 20 |
| Supporting Learning at Home | 20 |
| Making a Complaint | 20 |
| Reporting to Parent(s)/Carer(s) | 21 |
| The Role of Parent(s)/Carer(s) | 21 |
| Inclusive Education for Learners with SEN | 21 |
| Section 3 | 22 |
| School Activities | 22 |
| Medication | 22 |
| School Council | 22 |
| School Houses | 23 |
| School Meals | 23 |
| Absence from the Academy | 24 |

Welcome from the Executive Headteacher



“Everyone at Stalham Infant & Junior Schools play their part in achieving excellence for our children.” We would like to welcome you to Stalham Infant & Junior Schools, sponsored by Boudica Schools Trust.

We offer a safe, vibrant and happy environment for your children. We understand and appreciate the unique qualities of every child in our care and ensure that we do our very best to meet their individual needs.

Everyone at Stalham Infant & Junior Schools play their part in achieving excellence for our children. Teachers, support staff, parents and community play their part in shaping opportunities and offering guidance, support and challenge for our children to ensure they achieve excellence.

We do this through a learning approach of independent and collaborative methods that ensure children can learn the key skills of reasoning and enquiry.

With our sponsor, Boudica Schools Trust, we ensure that our standards continually improve and that we provide the best services possible for you and your child. We strive to ensure that your child will discover their talents and grow in confidence with a wealth of opportunities available to them.

'Valued People, Successful School' is at the core of how we work and approach life at Stalham Infant & Junior Schools. This is the principle that all in our learning community are to be valued, looked after and supported. For our children, this looks like caring and supportive staff and approaches. For our staff, it means approaches that reduce workload, ensure work-life balance and give them time to do the best for our children. For our community, it is valuing the contribution that they can all make to the progress and outcomes of all associated with our learning community.

Children thrive when they are doing well. Children at Stalham Infant & Junior Schools experience a full range of activities that give them a chance to grow, not only academically but also socially, spiritually and physically.

Glenn Russell

Mr Glenn Russell
Executive Headteacher

Section 1

Current Staff List

| | |
|--------------------------------|--------------------------------------|
| Executive Headteacher | Glenn Russell |
| Deputy Headteacher & SENCO | Ella Barnes |
| EYFS Lead / Teacher | Robert Bone |
| KS1 Lead / Teacher | Alice Jefferson |
| Teacher | Andrea Long |
| Music Instructor | Jeni Boardman |
| Sport Instructor | Marcella Aris |
| | Ruth Garlick |
| | Lisa Marshall |
| | Victoria Nudd |
| | Susan Parrett |
| | Asa Smith |
| Learning Support Assistants | Emma Bailey Tracey Baker |
| Nursery Manager | Amy Smith |
| Nursery Deputy Manager | Lisa Mason (SENCO) |
| Nursery Assistants | Sarah Baker |
| | Kirsty Beales |
| | Emma Folds |
| | Deborah Hoyes (SENCO) |
| School Administrator/Reception | Annabelle Cole / Amanda Brothwood |
| HR/Finance | Annabelle Cole |
| Midday Supervisors | Gavin Marshall |
| | Caroline Medler |
| | Hannah Withers |
| Caretakers | Nigel Rawlings-Smith |
| | Nigel Wells |

School Governance Team (as at September 2020)

| | | | |
|-----------------------|---------------|----------------|----------------|
| Chair | John Mules | Other Members: | Dave Jones |
| Parent Representative | Vacant | | Dennis Simpson |
| Parent Representative | Vacant | | Laurie Poulson |
| Staff Representative | Ella Barnes | | |
| Executive Headteacher | Glenn Russell | | |

Term Dates 2021/22 (subject to change)

| | Opens | Closes |
|-------------------|------------------|------------------|
| Autumn | 6 September 2021 | 17 December 2021 |
| Spring | 5 January 2022 | 1 April 2022 |
| Summer | 20 April 2022 | 22 July 2022 |
| Half Term: | | |
| Autumn | 25 October 2022 | 29 October 2022 |
| Spring | 14 February 2022 | 18 February 2022 |
| Summer | 30 May 2022 | 3 June 2022 |

The School Day

There will be a member of staff on duty on the main playground from 8.20am.

| | | | |
|-------------------|--------------|-------------------|-------------|
| 8.35am – 8.45am | Registration | 10.30am – 12.00pm | Lessons |
| 8.45am – 9.45am | Lesson | 12.00pm – 1.00pm | Lunch Break |
| 9.45am – 10.10am | Assembly | 1.00pm – 3.00pm | Lessons |
| 10.10am – 10.30am | Break | | |

Stalham Nursery

The Nursery shares a fantastic newly refurbished EYFS Block with the reception class. Allowing smoother transitions, ready for Rising 5's joining Reception class in September. Close links between classes allows more peer interaction for the children.

We are a team of highly qualified members of staff, each with many years of experience in early years.

We cater for children aged 2-4 years and take up to 23 children during a session.

Our sessions are as follows:

Morning: 08.45-11.15

Lunch: 11.15-12.15

Afternoon: 12.15-14.45

At Stalham Nursery, we follow the Early Years Foundation Stage and understand that children learn best through playing and exploring. Children are given opportunities and experiences to try new things and develop their knowledge and understanding further.

We aim to give the children an at home experience by helping them feel safe and secure with their settling in experience with us.

Settling into our Nursery is a gentle process as we understand that this may be the first time that your child has been away from their family. We encourage short stay and play sessions for your child and yourselves to meet the staff and have a feel of what we have to offer. Parent partnership is incredibly important to both you and us when leaving your child with someone new. We involve parents every step of the way and encourage parents to become involved throughout their learning using our online learning journals, Tapestry.

We pride ourselves on our outdoor learning environment. We have a very well equipped outdoor area as well as a wooded area allowing us to explore and learn about the world around us, this is something we call Muddy Learning.

If your child is between the ages of 2 and 4 years, then please contact us to arrange a suitable time to come and visit.

Contact us on 01692 580311

School Uniform

| | |
|--------------------|--|
| Jumpers/Cardigans: | Royal blue sweatshirt, jumper or cardigan |
| Polo shirt: | White polo shirt |
| Trousers: | Grey/Black – no jeans/leggings/tracksuit bottoms |
| Shorts (Summer): | Grey/Black – reasonable length |
| Skirts: | Grey/Black |
| (Summer): | Blue/White Gingham check Please provide a sun hat and apply sun block before school |
| Wet/Cold days | Please provide a coat or waterproof as all break-times are spent outside unless it's very wet |
| Footwear: | Sensible Black Shoes (no trainers, boots in school) Black, White or Grey Socks (not patterned) Black, Red or Grey Tights (not patterned) |
| PE kit: | Trainers/Plimsolls, a T-Shirt and shorts in a named drawstring bag |
| School book bag | |

Please ensure your child's named PE/Games kit is in school from
Monday – Friday inclusive during term time.

All school uniform is purchased on-line: www.brigadeuniformdirect.uk.com Select (Stalham Infant Academy). Orders are placed in a queue until 15th and 30th of each month and then delivered FREE to school. Orders placed from 1st July-3rd September will be processed through a home delivery service and standard shipping costs apply.

Please Clearly Label All Your Child's Belongings!

Jewellery - A watch and stud earrings are the only jewellery that can be worn, as items are frequently lost and some can be extremely dangerous. These must be removed for PE and class teachers are not allowed to remove earrings. Any child unable to remove their own earrings will not be allowed to take part in PE.

No Toys – please do not allow children to bring toys from home to school as children will be upset if they are lost or damaged.

Extra-curricular Activities

The school offers a variety of lunchtime and after school clubs providing opportunities and experiences for all year groups. Each term every child in Year 1 & 2 will be given a booklet which informs them of the different clubs available in school. This booklet will need to be returned to school completed with your child's choices. Please be aware that some clubs may have a restriction on numbers, therefore we operate on a first come, first serve basis. Reception class are included in the Summer Term.

Our expectation is that all pupils attend at least one club regularly which enhances and develops their social skills and learning.

PTFA

(Parents, Teachers and Friends Association)



Many of our events are enjoyed by the pupils and our school community - these events continue to be possible, due to the hard work and dedication of the PTFA Committee with support from Staff, Teachers and Pupils at Stalham Infant School & Nursery.

We host a Summer Fayre, Personalised Christmas cards and gifts, other fund raising activities as well as supporting external Charitable causes and National events.

The PTFA pride themselves on supporting the school; by raising extra funds for the pupils to gain additional-curricular activities and enrichment, plus enabling new and endless opportunities and will continue to do so, with the support of friends and parents. We are always seeking new members and encourage new parents/carers to join us. You will receive a warm welcome at our Committee meetings.

Thank you from the PTFA Committee

Cooperative Learning

A Cooperative Learning approach is the central method we use to teach at Stalham Infant School. What is Cooperative Learning?

Cooperative Learning is an approach to teaching. Knowledge and skills are modelled by the teacher and then learners are able to practise these skills in a series of structured activities. These structured activities are called CLIPS. CLIPS means Cooperative Learning Interactive Pattern. Each CLIP is designed to encourage certain elements of listening, speaking, questioning and response. The teacher will use the CLIP they feel best supports the learning of the groups of learners in their class. Cooperative learning is very interactive with pupils moving around the class, speaking to each other and answering questions.

What are the CLIPS?

CLIPS are content free – this means they can be used in any subject. At present there are 8

CLIPS used in classes to help learning. These are:

- Catch one Partner
- 3 for Tea
- Simultaneous Write Rounds
- Role Rotate Reading
- Word Round
- Boss and Secretary
- Meet in the Middle
- Think-Pair-Share

One of the most popular of these is Catch 1 Partner – Each child has a question on a card. They approach a partner and say “Excuse me, can I ask you a question please?” The other child answers them. They repeat and then swap cards. Usually this activity is used as a starter to remind children, whereby the teacher models something or refers back to something taught before. However, like all the CLIPS, they can be used at any time and/or in any situation.

Word Rounds, Think-Pair-Share, 3 for Tea and Meet in the Middle allow children to express and question each other in a timed situation so that they can explain how they solved a problem or answered a question.

Simultaneous Write Rounds encourage children to write in a supported way – reading each other’s work and adding examples – it means that children feel confident about their writing and allows them to “think of something to write”.

Boss and Secretary allows for procedures to be practised in any subject. After teacher modelling, one child is “The Boss” and explains, without writing, how to solve a problem to the other child (Secretary) who writes down everything they say in the procedure. The Secretary can ask questions to check but it is not always necessary. They then swap.

Role Rotate Reading is a method of children accessing the same text when they are at similar abilities to develop their comprehension.

What Does a Cooperative Learning Classroom look like?

As far as possible your children will work in groups of 4. Sometimes an adult may make up the fourth person if there is an odd number. These groups can be in ability groups or mixed ability depending on how the teacher wishes to differentiate. These groups are not set in stone and children will find themselves working alongside a variety of people in their class. This encourages and installs respect and positive behaviours in learning.

Will my Child still Work Independently?

Yes, they will. A “typical” lesson may look like this:

The teacher Models then uses a CLIP to practise the new skill. Then the teacher will model the next step or focus of the lesson followed by another CLIP. After that, the children will show what they know independently. This work is then marked in the book and tracked as evidence to show your child’s progress.

Cooperative Learning gives confidence, practise and support to a child before they start their independent work.

So how does Cooperative Learning Help?

Cooperative Learning is a way of ensuring that children develop communication skills and an acknowledgement that peers working together is an effective way of building skills vital for work and thought in the future. Also it helps to build confidence before independent work is undertaken. Cooperative Learning also encourages deeper and critical thinking skills as the follow up questions we usually ask are *how?* and *why?*

Is Cooperative Learning being used in any other Schools?

Many schools have parts of the Cooperative Learning approach as part of their teaching. A recent report from the Sutton Trust noted that Cooperative Learning was very effective at improving pupils’ progress. As the CLIPS are very structured in nature, they are very good for all children including those with additional needs.

How can I Help?

You can help in the same way as you usually do: reading regularly with your child, listening and talking and encouraging your child to explain their answers. You may even wish to ask which CLIPS your child has been using in class that day.

Curriculum

EYFS Curriculum

We follow the Early Years Foundation Stage and understand that children learn best through playing and exploring. Children are given opportunities and experiences to try new things and develop their knowledge and understanding further.

The National Curriculum

The National Curriculum is the curriculum laid out by the Government. It is to be studied:

- By all students
- In all state schools
- From the age of 5 – 16

The curriculum for a state school has to satisfy the requirements of the Education Reform Act 1988 and subsequent legislation.

The Act states that the curriculum should:

- Be balanced and broadly based
- Promote the spiritual, moral, cultural, mental and physical development of the student
- Prepare the student for the opportunities, responsibilities and experiences of adult life

Curriculum Statements

English

Each half term your child will learn to write, read and understand a variety of different types of text through either their Cross-Curricular focus or an exciting text. In writing, we focus and report on two aspects. First is the combined phrase of Grammar, Punctuation, Vocabulary, Spelling, the other being Composition. Cooperative Learning techniques are again the driving force behind all aspects of using and acquiring greater mastery of Standard English as teachers choose the best CLIP to facilitate your child's development.

Writing: Composition

Using the stimulus from exciting texts or Cross-Curricular work, children are given the opportunity to have purpose to their writing and are taught to adapt their style to suit an audience. Exploring various genres within fiction, non-fiction and poetry, children will plan, write and then edit an extended piece of writing on that text type independently. Your child's teacher then identifies what your child needs to do to improve their work further – opportunities for this will then be planned into the next text they will be studying.

Grammar, Punctuation and Spelling

The understanding of word classes and how verbs function is essential to the acquisition and use of Standard English. Children are given specific lessons in grammar usage within the text type they are experiencing so that they can use aspects of Grammar, Punctuation and Spelling in their extended pieces of writing with a focus on understanding how author's use these to make writing emotive. Recent changes to national testing also mean that children will have to be able to find specific word classes and features of the English language and be expected to know the technical words associated with them such as verbs, nouns, adjectives, determiners, relative clauses, etc.

Reading

Reading is taught in both a specific Guided Reading sessions and throughout the rest of the curriculum. In these sessions pupils are heard reading and discuss texts at least twice a week. During these sessions, specific intervention and phonics are also offered, dependent on the stage your child is at with their reading. The Guided Reading session also offers opportunities for children to listen to a wide variety of texts, practise their spellings and answer comprehension questions.

Mathematics

Our Mathematics curriculum equips pupils with tools that include logical reasoning, problem-solving skills and the ability to think in abstract ways.

"Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to Science, Technology and Engineering, and necessary for Financial Literacy and most forms of employment. A high-quality Mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject."

This statement is at the heart of both why and how we teach Maths at Stalham Infant School. The aim for all pupils is that they:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

We work to create a safe learning environment for the children that celebrates both achievement and attainment. Understanding is at the root of what we want for the children; we are looking for more from them than simply the ability to provide right answers.

Stalham Infant School's Maths Curriculum aims to enable children to reason and understand Maths so that they can appreciate the beauty and power of mathematics as well as answer questions.

Lessons are planned to tackle children's misconceptions and ensure they become mathematically literate. The children are encouraged to ask questions and investigate; opportunities for this are a regular part of lessons. These are discussed in class and valued as an important part of the children's mathematical development.

Science

In Science, we use the 2014 Primary Curriculum in all year groups. We develop the understanding of Science through the implementation of scientific enquiry. Using a practical approach means that science learning is both child-led and discovery based. Scientific Enquiry involves skill-based learning and through this the knowledge is imparted and embedded by asking 'Big Questions.' More specifically, our objectives are:

- To show respect for the world in which they live
- To develop thinking skills, applying scientific processes to solve problems and pursue scientific enquiry
- To work in a practical way and develop confidence in use and design of equipment
- To show that science impinges on many aspects of our lives
- To show that scientific knowledge is relevant to many aspects of our lives
- To apply learning from other areas of the curriculum

To consider Science as a potentially dangerous activity and respond accordingly.

Computing

Children at Stalham Infant School are taught to become digitally literate and are able to use and express themselves to be active participants in the digital world. Children are taught the principles of information and computation, how digital systems and work and put this knowledge to use through programming. Children work practically to write programs and in doing so have to solve problems which develop their logical thinking and problem solving skills. E Safety is an extremely important element of the Computing curriculum and all children are taught how to use technology and the internet safely.

They can recognise acceptable and unacceptable behaviour and are taught how to report any concerns.

Throughout their time at Stalham Infant School, children are taught to use a variety of software, such as Google Docs and Google Sheets. Moreover, they develop key life skills like sending emails and to be able to touch type.

Computing at Stalham Infant School allows children freedom to be creative by making their own films, creating podcasts and animations. Children who wish to explore Computing further all have the opportunity to join a weekly Computing Club.

Music

Music is taught throughout every year group at Stalham Infant School. The lessons are built around the 'Charanga' scheme which fulfils the requirements of the Music National Curriculum alongside extra input from our music specialist to allow the children to gain confidence with musical terminology, instruments and notation.

In lessons, we use a mixture of fun and interactive musical activities, songs and instruments to develop the children's performing skills, self-confidence and ability to read music as well as listening and appraising a range of genres from varied cultural backgrounds. The key skills that are the focus throughout each year group include; The musical elements: dynamics, tempo, structure, timbre, duration, pitch, notation and rhythms, Listening and appraising different pieces of music and the history of music.

We also explore the geography linked to the instruments and songs allowing us to experience different cultural backgrounds music has come from. The science of sound is also touched upon to enable a greater understanding of how instruments and our ears work. A variety of different units are covered during a child's time at Stalham Infant School to allow for concepts to be revisited and revised to enhance the recall of key vocabulary and skills resulting in keen musicians with the confidence and ability to perform.

History

Our History curriculum aims to encourage children's curiosity to find out about Britain's past and of changes in the wider world. History is taught through a cross-curricular approach, which allows pupils to link their learning to other areas of the curriculum. It builds and develops skills such as understanding, enquiry, interpretation and reasoning. The children are encouraged to consider how the past has influenced the present and through this, gradually develop an understanding of chronology. We aim to bring history to life and to instil a desire to find out about our predecessors and how they have influenced us today. Learning is enhanced by visits to museums and historical sites of interest.

Religious Education

Religious Education is a subject for all pupils whatever their own family background, personal beliefs or practices. It is an important subject as it develops individual knowledge and understanding of various religions and beliefs in our society. RE contributes to pupils' personal development and promotes a sense of community through mutual respect and tolerance in a diverse world. RE supports pupils' religious literacy; this means that pupils will have the ability to hold balanced and well-informed conversations about religion, world views and will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live.

At Stalham Infant School, RE is provided in line with current education guidance and according to the Norfolk Agreed Syllabus. The content of RE reflects the fact that religious traditions in Great Britain are, in the main, Christian, while taking account of the teaching and practices of the other religious traditions represented in Great Britain.

To enable us to provide a broad and balanced curriculum, Christianity is studied in each year group alongside other principal religions such as Hinduism, Islam and Sikhism. It is recognised that children may come from a variety of religious and secular backgrounds. Therefore, our religious programme is sensitive to the home background of each child; Religious Education should not promote or disparage particular religious views.

Geography

Our Geography curriculum is taught through a cross-curricular approach allowing pupils to link their learning to other areas of the curriculum. Children are encouraged to think about the natural and human worlds. It develops knowledge of different places, encouraging them to ask geographical questions. The children are taught to use maps, atlases, globes and compasses. Children investigate the local area and the wider world with carefully planned visits to enhance their learning.

Physical Education

(Named PE/Games kit must be in school from Monday – Friday inclusive during term time)

Physical Education at Stalham Infant School is valued for its unique contribution to developing children's physical, social, interpersonal and emotional skills. It gives opportunities to be creative and competitive while working with and respecting others.

At Stalham Infant School, the children are committed to PE and sport and make them a central part of their lives – both in and out of school. The PE curriculum focuses on the skills needed to be successful in sport - practise/performance, evaluation and tactics. Our pupils learn how to plan, perform and evaluate actions, taking part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group, helping them to develop the quality and effectiveness of their work. The children across our school develop confidence and competence in performing different skills and build resilience to overcome challenges as they arise. A positive attitude towards active lifestyles is promoted and we aim to introduce children to lifelong physical activity, they understand that PE and sport are an important part of a healthy, dynamic lifestyle.

Children work with sports coaches to enhance their skills for at least 2 hours per week. Children build on their previous experiences through a broad PE curriculum. They learn specific skills and refine and improve existing ones, they know what they are trying to achieve and how to accomplish it. The children develop the confidence to evaluate their own and others performances and reflect on how they can improve. They learn to work as a team, in pairs and small groups as well as taking part in competitive experiences so that they develop a greater awareness of the importance of their actions as well as winning

Art

Art is taught through a cross-curricular approach which allows pupils to make links with other areas of the curriculum. Art is a form of expression and is a great source of pleasure for many children. Children are encouraged to experiment and become more confident in their use of different mediums such as pencil, paint, charcoal, collage, inks, textiles and clay. They are encouraged to produce creative work exploring their ideas, recording their experiences and evaluating their own work. Links between their own work and the work of other artists are explored.



Design and Technology



Design and Technology provides our pupils with an opportunity to tackle problems of a practical nature. It incorporates many skills such as cooking, model making, drawing and sketching, problem solving, observation and discussion. Design and Technology is taught through our cross-curricular approach, enabling the children to apply their knowledge and skills from a number of other subjects.

Children are encouraged to explore and try out different materials, tools and processes of making. They learn independently and in groups, learning to co-operate, plan, design, make and evaluate their work.

Modern Foreign Languages

Learning a foreign language prepares our children for life in modern Britain, in which work and activities increasingly involve using languages other than English. Our aim is to foster pupils' curiosity and deepen their understanding of the world. Within 1 and 2 children have the opportunity to learn songs and phrases from French and German. In addition, children will begin to learn to sign.

We also use sign using British sign language in EYFS.

Personal Development

We have a broad Personal Development curriculum, covering PSHE and RSE, which gives pupils the knowledge and skills needed to manage their relationships, maintain good health and wellbeing and understand their place within the wider world.

We aim to prepare pupils for the opportunities, responsibilities and experiences of later life, building confidence and developing mutual respect through positive and open discussion.

This is done not only through regular lessons, but also through enrichment opportunities, visits, speakers and assemblies, as well as through initiatives, such as Anti-Bullying Week and Children's Mental Health Week.

Section 2

Admissions Policy

At present, our admissions arrangements are in line with the Norfolk County Council policy i.e.: In the event of over subscription, preference will be given to children living nearest the school according to the following criteria, in order of priority:

- Looked After Children
- Those with a statement of special Educational Needs, naming that school
- Those living in the designated area served by the school
- Those living outside the designated area served by the school but who have an older brother or sister attending at the time of admission
- Those living outside the designated area served by the school that have medical reasons to attend the school and have been professionally recommended to do so
- Those living outside the designated area served by the school if space permits.

An appeals procedure is in place for parents whose children are not allocated a place at the school. When your child is admitted to the school you will be asked to fill in a form giving such information as is necessary for our records.

As set by Norfolk Admissions, the 2021-22 Admissions Co-ordination Timetable is set out below:

| | |
|--|--|
| Round opens: 28 September 2020 | Round closes: 15 January 2021 |
| National Offer day: 16 April 2021 | Appeals closing date: 14 May 2021 |

Under the terms of 'More Open Enrolment', parents are free to choose a High School placement for their child, subject to Admissions Policies. However, the designated High School for Stalham Academy children is Stalham High School. We maintain especially close links with the High School to make the transition as smooth as possible.

Behaviour Policy - Aims

- To provide a safe, orderly and happy environment that is conducive to a high quality of learning taking place
- To provide a Code of Conduct that is recognised by all who use the school and which applies equally to all
- To provide an ethos that promotes the development of self-discipline that underpins the school 'ownership of our learning' through rewards.

Rewards

Good behaviour should be recognised verbally wherever possible through positive comments, praise and stickers. This will serve to promote a positive attitude to good behaviour with the culture of the school. Each class also nominates a 'Star of the Week' who is awarded a certificate, presented in the Celebration Assembly on Friday morning. Adults also aim to feedback positive behaviour to parents as much as possible, this could be face to face or over the phone.

Stalham Shines

At Stalham Infant School, pupils are recognised and celebrated in **Stalham Shines**. A pupil can be nominated by any member of staff for demonstrating positive values and attitudes. Pupils at Stalham Infant School are positively encouraged and good behaviours are modelled to enable them all to:

- Make decisions cooperatively and fairly
- Make good choices and understand rewards and consequences Understand and follow school expectations
- Respect one another and display good manners
- Listen to other points of view about different beliefs, customs and religion

Stalham Shines actively promotes and encourages the teaching of fundamental British values.

Sanctions (Key Stage One)

In Key Stage One - After two warnings to change behaviour (this can be flexible, depending on individual need) the child's name goes into a behaviour log and the child has to have 'Consequences'. Consequences are a replacement for what was previously called detention. If a child has Consequences the teacher may:

- Phone the child's parent(s)/carer(s) to inform them of 'Consequences'.
- Take time off a break or lunchtime.
- Complete a restorative action e.g. write a letter to apologise, help clean up.
- Internal exclusion to another class
- Exclusion from non-curricular activities e.g. discos.

We believe every child should have a 'fresh start' every day. However, where there is a build-up of consistent behaviour patterns then a full record will be kept to ensure that children could have access to additional support if possible.

Throughout their time with us, we try to encourage good social behaviours and attitudes in our pupils through discussions of issues during assemblies and leading by example. If a child persistently bullies other children verbally or physically, then the matter will be dealt with through our Anti-bullying Policy.

British Values

Stalham Academy is committed to promoting and ensuring that all pupils and staff have a good knowledge of British Values. These include:

- **Democracy**
- **Individual Liberty**
- **The Rule of Law**
- **Mutual Respect**
- **Tolerance and Respect of opinions and Diversity** – which includes:
 - **Anti-Racist/Homophobic/Prejudice**



Behaviour

The school has an Anti-bullying Policy which clearly states that any behaviour or language which is perceived to be racist, homophobic or prejudiced in nature will be recorded and dealt with in accordance with our Behaviour Policy and maybe recorded with the Local Authority.

Supporting Learning at Home

The link between School and home is vitally important in ensuring good learning and progress. Each week children are expected to read twice to an adult and revise spelling and timetables on a fortnightly rotation.

We regularly consult on supporting learning at home to ensure this helps the children achieve the best outcomes.

In EYFS we use Tapestry online learning journal in setting and encourage parents to add home observations.

Making a Complaint

If you are unhappy about a part of your child's education or experience at school, you should:

- Make an appointment to see the Class Teacher,
- If this has not resolved to your satisfaction, then you should contact a member of the Senior Leadership team,
- If this has not resolved to your satisfaction, then you should make an appointment or contact the Executive Headteacher.

If this is not resolved, the Executive Headteacher will provide you with a copy of the Complaints Policy and the name and address of the Chair of the Local Governing Body.

Similarly, if you wish to compliment the Academy on any aspect of your child's education, it would be really lovely to receive a short note, email or just a quiet word to a member of staff regarding the matter. Sometimes it is very easy to complain but people take for granted the hard work that goes on behind the scenes in the Academy.

Reporting to Parent(s)/Carer(s)

During the school year, opportunities are provided for parent(s)/carer(s) to come into school to discuss their child's progress with their teachers. Consultation sessions are set each term. At the end of the Spring term, parents will receive the Pupil's Annual Report, which is a written document providing parent(s)/ carer(s) with information on the child's progress through the year so far and key areas to work on to further enhance learning. Parent(s)/carer(s) of Year 2 children will also receive their child's SATS results towards the end of the Summer Term.

The Role of Parent(s)/Carer(s)

- Provide a peaceful and suitable place to complete work.
- Make it clear that work at home is important.
- Shown an interest in what they are doing.
- Give praise and encouragement.
- Remember your child may wish to complete their work in short bursts or one session.
- Let us know straight away if they have struggled or are not clear on what to do.
- Work with them if they need your support.
- If they are really struggling stop and come in to speak to the teacher.

Inclusive Education for Learners with SEN

We are committed to offering and ensuring each child has equal access to the curriculum through quality first teaching. As part of our approach of Cooperative Learning, children's individual needs are met through this process. Where additional education needs are required we offer:

- On site testing for some visual impairments.
- An interactive method of teaching.
- Intervention and catch-up programmes to accelerate reading the plug gaps in phonics knowledge
- On-line resources and ICT provision for specific programmes
- Specific programmes to help fine motor skills and dyspraxia.

We also offer access to a specialist integrative therapist who will deal with some areas of behavioural and emotional support.

They also liaise with parents to help recommend the best treatments.



Section 3

School Activities

Charges for School Activities

Legislation allows schools to charge for certain activities which take place both inside and outside of school hours. These are the activities and materials for which you will be charged by Stalham Infant School and its Governors.

Any money must be placed in a sealed envelope and clearly marked with the Child's name, class and what the money relates to on the envelope and posted in the letter box which is located at reception or a direct payment to the bank can be made (please ask for bank details, if required).

Medication

No Medication will be administered unless the following applies:

- The medication is necessary on a long term basis (e.g. inhalers for asthmatics) or short term (e.g. antibiotics).
- A consent form **must** be completed and signed by the parent/carer (and countersigned by the Head/Deputy Head) in order for us to administer prescribed medicines.
- All medicines must be in their original container with pharmacy instructions attached.

Please Note: There is no requirement for the Executive Headteacher or school staff to undertake any responsibility for the administration of medicines.

School Council

School Council plays an increasingly important role in the life of the school. At the beginning of each academic year, Year 6 in the Junior School will elect a Chair, Vice Chair, Secretary and Treasurer. To make up the rest of the council two pupils from every class, each term, are elected by class members. They need to show good communication skills, leadership skills and decision making skills. All these attributes contribute to promoting British Values.

Our School Council consists of three working parties. Each working party is led by two Year 6 pupils and a class teacher. The Year 6 pupils will stay on this working party for the whole academic year. This gives a consistency to the school improvements, developments and targets throughout the school year.

At the first meeting of each term, class school councillors decide which working party they would like to work with and where their strengths lie to develop the focused areas.

School Houses

We are looking to assign children to the four different houses from September 2021 so both the Infant and Junior School are alligned. There are four different houses and siblings within the school will be placed in the same house:

Jupiter (Red)

Mercury (Green)

Neptune (Blue)

Saturn (Yellow)

At the beginning of each academic year, the houses elect a Captain and a Vice Captain who are in Year 6.

Throughout the year various activities are organised in their houses where children experience cross-curricular activities.

School Meals

Universal infant free school meals (UIFSM) provides funding for all government funded schools to offer free school meals to pupils in reception, year 1, and year 2.

School meals are prepared and freshly made on site. The food provided follows the remit for healthy eating.

All parent(s)/carer(s) will be given a half-termly supply of order forms to complete. Lunches are ordered each Friday for the following week. (Please note that lunches are also ordered on the day the children break up for a school holiday, ready for the week they return to school). Please email the completed order form(s) or alternatively place in an envelope with your child's name and class clearly marked. The envelope is to be posted in the letterbox which is located in the foyer, or handed to their teacher at morning registration.

Vertas has a Special Diet Procedure. As you are aware our menus adhere to the School Food Standards and we endeavour to cater for the majority of children at Stalham Infant School which includes children with special diets. To ensure we are fully aware of any medically diagnosed allergy, intolerance or health condition, with the help of a Nutritionist they would prefer you to meet with the Head of Kitchen or the Operations Manager to discuss this further. By meeting with the parent(s)/carer(s) this will help speed up menu requests and will enable Vertas Catering to liaise directly with you via email or telephone whilst keeping both school and kitchen staff in the loop.

Further information can be found on our website: www.vertas.co.uk

Snack & Milk

The Nursery Milk scheme, allows children to receive milk free each day up until their fifth birthday. All children in Reception receive free milk.

The scheme is a government programme which entitles children aged 4-6 in fully state-funded schools to a piece of fruit or a vegetable each school day

Absence from the Academy

You can only allow your child to miss school if:

- They are too ill to go in.
- The only other authorised absence from Stalham Infant School is outlined below:
- Code C: Leave of Absence Authorised by the School
- Only exceptional circumstances warrant leave of absence. The Infant School will consider each request individually taking into account the circumstances, such as:
- The nature of the event for which leave is sought – e.g. a funeral.
- The frequency of the request – half-day – full day
- Advance permission must be sought

Code R: Religious Observance

Schools must treat absence as authorised when it is due to religious observance. The day must be exclusively set apart for religious observance by the religious body to which the parent(s)/carer(s) belong. Where necessary, schools should seek advice from the parent(s)/ carer(s)' religious body about whether it has set the day apart for religious observance.

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