

LEYBOURNE Ss PETER and PAUL C E PRIMARY ACADEMY



Parent Handbook

July 2022

We promote the learning and development of all children to achieve their full potential in a caring, happy, Christian environment.

Building a
safe and joyful
community with God.

Achieving our
full potential
in all we do.

Nurturing the spark of God within

Embodying our
core Christian values
of Love, Trust,
Compassion and
Respect in everything
we do.

Providing
opportunities to grow
into well-rounded
citizens of the world.

**'Those who trust in the Lord will find new strength.
They will soar high on wings like eagles'**

Isaiah 40:31



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Welcome to Leybourne Ss Peter and Paul CEP Academy

It is a pleasure to welcome you to Leybourne Ss Peter and Paul CEP Academy. We are delighted that your child will be joining our school community, and look forward to working with you over the coming years. We try to foster a family feel at Leybourne and we have written this guide in an attempt to provide you, as a new parent, with all the information you will need about how our school operates.

The school website should be your first port of call if you need to find information regarding dates and activities in school. The school office is staffed between 8am and 4 pm; Mrs Julie Hardy is our School Business Manager and is likely to be able to answer any questions you might have. Mrs Debbie Potter is our Admissions Officer and will be able to deal with any admissions queries, and Mrs Lynne Eldred is our Finance Assistant.

If you need to pass a message to teaching or support staff, please write a note and put it in an envelope for your child to give to their class teacher. Alternatively, please place the note in the post box outside the school office. Please do not use the Reading Record books for messages (other than in the Reception Class). Unfortunately, we are unable to check pupils' school bags for notes, so please do use one of the above means to contact us. Thank you.

Our staff are very happy to help if you have any further queries or concerns not covered by this handbook – please don't be afraid to ask!

Section One – The School Day

School Times

School playground is open to children	8.40 am
Classroom doors open – the children come into their classrooms.	8.40 am
Classroom doors close – children should be in by this time	8.50 am
Playtime – whole school	10.35 – 10.50 am
Lunchtime – whole school	12.30 – 1.30 pm
End of School	3.15 pm

Coming to School in the Morning

The school site is open to pupils attending Breakfast Club from 7.30 a.m. For all other children, the site is open from 8.40 a.m. when the gates onto the main playground are opened by Ms Miller, our Family Liaison Officer. The gates are closed at 8.50am.

All pupils arriving after this time should report to the school office where they will be expected to log in as late, stating the reason for being late. This will be recorded as late on the register.

Please note that we operate a one-way system around the school site, for the safety of all children, staff and visitors. Entry to the school is from Oxley Shaw Lane, through the staff car park round the side of the school buildings and out onto Rectory Lane North.

Mrs Holditch

I will be on duty at the front entrance every morning from 8.40am, apart from the occasional days when I am attending meetings off site. When this is the case, my place will be taken by another member of staff.

Should you wish to discuss any minor issue with me, please feel free to talk to me on the gate. If you have a bigger issue to discuss with either me, or another member of staff, you may make an appointment at the school office.

End of the School Day

Children will be released from class by their teachers at the end of the school day. Reception children will be released from the entrance doors to the KS1 block, and Years 1 and 2 from the school hall. Staff will not let them go until they have seen a parent or whichever other adult is known to be collecting them. It is helpful for your child to know who is collecting them each day and if this arrangement changes unexpectedly, please let the school know. Please note that we will require written permission from you as parents if you wish someone other than yourself to collect your child. KS2 children are released from the KS2 building at the end of the day.

Pupils in years 5 and 6 only may walk home alone, providing we have received written consent from their parents. They are not permitted to take younger siblings home with them.

Safety Before and After School

We do not allow any ball games on the playground before or after school, as it is just too crowded. *Children are also not allowed to play on any of the climbing apparatus on the school grounds.* Please note that we cannot accept any responsibility for any accidents which occur outside of normal school hours.

Cycling and Scooting to School

Children are encouraged to cycle or scoot to school, and racks are provided for the safe storage of bicycles and scooters at the entrance to the playground gates. Children should lock their bikes or scooters before leaving them. Unfortunately, the school cannot accept any responsibility for any loss or damage which may occur to the bicycles or scooters whilst they are on school property. It is forbidden for children to cycle or scoot on the playground or on the paths in the school grounds, including at the end of the school day.

Parking

There is severe congestion around the school at the beginning and end of the school day, especially in Oxley Shaw Lane. If at all possible, we do ask that parents refrain from driving their children to school, or try to car share to reduce the traffic around the school.

If you must use a car to get your children to school, we respectfully ask all parents to drive and park safely and considerately, with due regard for other road users.

The manager of Castle Lake Premier Inn has very kindly given permission for parents to use the Castle Lake car park at drop off and collection time, to ease parking congestion around the school. We are very grateful for this kind offer, and strongly encourage parents to use the car park!

The car park is a staff car park only. Only staff and authorised visitors are allowed to drive on site. No parents, other than those in current possession of disabled blue badges, or those experiencing exceptional circumstances, such as having a child with a broken leg, are able to drive onto the school site. In circumstances such as these, permission must always be sought from the Headteacher before using the car park. The car park gates are kept shut, and we ask that any parents who have been granted permission to use the staff car park close the gates after themselves as they drive into and out of the car park.

Please do not park, turn or wait in the entrance to the staff car park. The entrance to the school is always busy and we have had a number of near misses as cars drive into the school entrance and put pupils at risk of injury, or worse.

Section Two – The Extended School

Extra-Curricular Activities (Clubs)

We believe that it is extremely important for children to have every opportunity possible to participate in extra-curricular activities. Hence, the staff at Leybourne give up a great deal of their time to run a wide range of activities.

You can collect a list of the current club activities from the office or via the school website.

However, the activities generally include a range of seasonal sports, including high five (netball), athletics, hockey, cricket and rugby. Additional clubs include street dance, art, board games club for the younger children and choir. These are augmented by activities run by external providers for which a cost is charged. Activities vary from term to term with different clubs being offered to different year groups.

Many of these clubs are run voluntarily by school staff and are often oversubscribed. Therefore, we do expect that pupils commit to attending the club if they gain a place. We expect written confirmation from parents if their child is unable to attend a club for any reason.

Breakfast Club

We also offer a breakfast club for those parents who require supervision for their children before school opens in the morning. The club is run by members of the school staff. Sessions currently cost £4.25, with a reduced rate of £3.50 for siblings. The club is open from 7.30 in the morning. Children are expected to arrive between 7:30am and 7:45am. The children receive a comprehensive breakfast, including toast, cereal, pancakes, waffles, fruit and yoghurt and have the chance to participate in a range of activities, before being escorted to their class rooms for the start of school. Please contact the school office for further details.

PTFA

The PTFA raise a phenomenal amount of money each year and these funds have supported a wide range of projects within the school. The financial support afforded by the PTFA is crucial to the development of the school.

However, the PTFA isn't just a vehicle for fundraising. The Headteacher endeavours to attend every PTFA meeting and reports on what is happening within the school. The PTFA serves as another vehicle for communication between parents and the school.

We would welcome your involvement in the PTFA. It is a very friendly group and meetings are held regularly. If you would like to become a member please contact the Chairs through the school office.

Section Three – School Organisation

At Leybourne, we operate in the traditional Key Stages. Miss Kelly Dale is our Head of Lower School (EYFS and Key Stage 1), Mrs Louise Grinstead our Head of Upper School (Key Stage 2).

Whilst the school has regular whole staff meetings, which allow us to focus on the larger issues we face, we also have regular Key Stage meetings, which

allow the staff to focus specifically on the issues which are pertinent to their children. We believe that this system allows us to focus our efforts more effectively on developing the school at every level.

Section Four – The Curriculum

We offer a rich curriculum for our children. At the core of the weekly timetable are lessons which develop the children's skills in reading (phonics), writing and maths. However, this is supplemented by science and computing, History, Geography, a range of arts activities including visual art, drama and music, as well as sporting opportunities. We want our children to be well-rounded learners and to explore the world around them with curiosity, interest and enthusiasm.

Further information about the curriculum for each year group can be found on the school website.

The Basics!

As you know, the ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.

Children learn and practise many of the skills that they need for reading and writing from a very early age. They do this through a wide range of activities and experiences, at home, in settings and in school. They explore and learn through singing and saying rhymes, making and listening to music, talking with others, sharing books with adults and other children, dressing up, experimenting with writing and using puppets and toys to retell and make up stories.

Phonics

At Leybourne, when children enter the Reception class they take part in high-quality phonics sessions every day. These are fun sessions involving lots of speaking, listening and games, where the emphasis is on children's active participation. They learn to use their phonic knowledge for reading and writing activities and in their independent play.

From a very early stage, children develop awareness of different sounds in spoken language. They develop understanding that spoken words are made up of different sounds (phonemes) and they learn to match these phonemes to letters (graphemes). Phonics is about children knowing how letters link to sounds (graphemes to phonemes), for example, **c** as in 'cat', **ll** as in 'fell', **ee** as in 'sheep'. Children use this phonic knowledge when they are reading and writing. This approach has been shown to provide a quick and efficient way for most young children to learn to read words on the page, fluently and accurately. We want children to develop this skill so that it becomes automatic. This also greatly helps them with their spelling.

In our school we use a synthetic phonics programme called Little Wandle Letters and Sounds Revised. In Term 1 we invite Reception parents into school for a Phonics Information Evening where the Reception teacher provides information about the Little Wandle Phonics Programme which we use at Leybourne. We also invite Reception parents into school to watch a phonics session and to ‘Stay and Play’ three times a year so you can see how children progress with their phonics.

1. Learning the letter sounds

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue and trigraphs such as igh, air and ure.

2. Blending

Children are taught how to blend the phonemes (sounds) together to read and write new words.

3. Identifying the sounds in words (Segmenting)

Listening for the sounds in words gives children the best start for improving spelling.

4. Tricky words

Tricky words have irregular spellings and do not follow phonic patterns. The children learn to read these words on sight.

Phonics teaching will continue into Key Stage 1 (Year 1 and Year 2)

As children enter Key Stage 1 (Year 1) they continue to learn that most sounds (phonemes) can be spelled in more than one way. For example, the **f** sound can be written as **f** as in fan or **ff** as in puff or **ph** as in photo.

This develops their knowledge of spelling choices. They will continue with this spelling work into Year 2 and beyond. They will learn that most letters and combinations of letters (graphemes) can represent more than one sound. For example, the grapheme **ea** can be read as /ee/ as in leaf or /e/ as in bread. This supports their reading development. Good phonics knowledge and skills help your child to read words fluently and spell words.

Reading

At Leybourne, children are initially given a reading book without text to develop their story telling skills and ability to sequence a story. Phonics is the prime approach to reading and once the children have sufficient phonic knowledge they will be taught to decode and blend sounds in order to read words. At this point they will be given a reading scheme book; we use books from a variety of schemes, such as Phonics Bugs, Dandelion Books, Oxford Reading Tree and Storyworlds. The children will bring books home to share

with you on a regular basis and the books will be changed regularly. Of course, it is essential to read a variety of books at home, not just those from the reading scheme.

Reception and Year 1 follow the Little Wandle Reading Scheme to teach reading, this runs alongside the Little Wandle Phonics Programme. In Reception the children take part in three reading sessions a week. Session one focusses on decoding where the children can develop their blending skills, session two focuses on reading with prosody (expression) and session 3 focuses on comprehension skills and ensuring children develop their understanding of what they read. Year 1 take part in two reading sessions a week. Session one focuses on decoding and session 2 focuses on prosody and comprehension.

Ways you can support your children at home:

Read together

Teach lots of nursery rhymes – each one tells a different story.

Enjoy and share books together – buy or borrow books that will fire their imagination and interest. Read and reread those they love best.

Make time to read with your child throughout their time in school – PLEASE continue reading to your child, even when they are reading independently. This is very important – your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.

Let them see you reading – grown-ups can share their magazines about their favourite sport or hobby.

Read with your child – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they *blend* all through the word.

Talk about the meaning of the book, too – take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and important events. Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act out stories.

Explain the meaning of words (vocabulary) that your child can read but may not understand, for example, flapped, roared.

Listen to story tapes.

Teach your child some action rhymes – ‘Heads, shoulders, knees and toes’, ‘Here we go round the mulberry bush’, ‘We all clap hands together’. Use tapes and CD-ROMs of nursery rhymes to sing along to.

Read simple rhyming books together – leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.

Borrow or buy the best books you can to share with your child. Libraries and bookshops can advise you of the most popular books.

Add sound effects when reading a story and encourage your child to join in.

A quiet area with some cushions and toys is a comfortable place where you and your child can go to look at a book together.

Handwriting

Learning letter formation

Teachers model how to form letters correctly, so that children can eventually acquire a fluent and legible handwriting style. In Reception the children are taught how to form letters in a pre-cursive style with 'lead ins' and 'lead outs' and this enables the children to easily join their letters when they start to write in a cursive style in Year 2. At Leybourne, we have very high expectations and expect children to take great pride in the presentation of their work.

We aim for all the children to be able to write in a neat, cursive handwriting style. In Early Years Foundation Stage, children are taught to form letters with 'lead-ins.'

The following letters are formed this way:

a c e i m n o r s u v w x z

Some letters have tall ascenders:

b d h k l t

Some letters have descenders:

f g j p q

Once lines are introduced, all letters' lead-ins start on the line and all letters sit on the line.

Capital letters are only used at the start of sentences and for proper nouns – names of people, places, days of the weeks and months of the year. Capital letters are written like this:

From the beginning of Year 2, children are taught to join their letters. Capital letters are not joined to other letters, but all lower-case letters are joined.

Children write in pencil, until later on in Year 5, when handwriting pens are introduced. Mistakes are crossed out with one neat line and children are always encouraged to take pride in the presentation of their written work.

EYFS - Observation, Assessment and Planning: Data and Assessment

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. The planning within the EYFS is based around the children's interests and topics. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of observations which are recorded on the 'Tapestry' programme using I-Pads. These observations are carried out by the teacher and other adults as appropriate. Parents and carers are given the opportunity to meet with the Foundation Stage Teacher in Term 2 and Term 4, when they can discuss any of the observations logged on the Tapestry system. At the end of the year we provide a written summary to parents and carers in relation to the three characteristics of effective learning, as well as reporting on the children's progress towards the Early Learning Goals.

Children who do not achieve all of the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1. All attainment data is passed to the Year 1 teacher for continuity at this time of transition.

Assessment in KS1 and KS2

In KS1 and KS2 formative assessments continually take place to enable teachers to assess children's areas of strength and difficulty. Assessments are used to enable teachers to plan next steps appropriately. Assessments may take the form of questioning, small group activities and tests relating to learning that has taken place.

Spellings are given for children to learn weekly and tests take place in class; these begin in Year 1 and continue through to Year 6. Times tables tests take place from Year 2 upwards. Pupils in Year 4 are required to take the national Multiplication Tables Check.

In Year 1 there is a formal Phonics Screening Test which occurs towards the end of the year; any children who do not reach the required standard are retested in year 2.

In term 5, Year 2 and Year 6 children take formal tests in English grammar, punctuation and spelling, Reading and Mathematics. In KS1, these test

results are used to inform teacher assessments, whereas in Year 6 the test results are provided for parents in the end of year reports.

Tracking Children’s Progress

The National Curriculum advocates a mastery approach to teaching and learning. Schools are expected to track ‘depth of understanding’ against age related descriptors. Our tracking uses a three point grading to reflect ‘depth of understanding’ against the yearly programmes of study. *EXS* is the standard that children are expected to reach at the end of each year. *GDS* recognises the deeper understanding of a year’s concepts by higher attainers, and *WTS* recognises that a learner is working towards the expected standard.

Home Learning

In our school, the type and amount of home learning given varies from year group to year group. A sensible, manageable amount of home learning is set and all children are expected to complete it.

The most important element of home learning is reading and ideally all children should read every day. While children are reading books from the reading scheme, we ask parents, grandparents etc. to hear children read as often as possible. Even once children have completed the reading scheme and are ‘free readers’, it is essential that they continue to read daily and should read out loud to an adult as often as possible. The adult can then support the child with any tricky words and ask questions to ensure that the child is understanding what they have read.

Other tasks may include practising spellings, learning times tables, maths tasks to reinforce work completed in maths lessons, carrying out research, making things etc.

This table shows the typical amount and type of tasks set in each year group:

Year R	Daily reading Occasional practical tasks, such as making an Easter garden
Year 1	Daily reading Weekly phonics tasks
Year 2	Daily reading Weekly spellings Additional tasks to support classroom learning – E.g.: something from the Purple Mash program
Year 3	Daily reading Weekly spelling Weekly times tables Weekly maths or English task
Year 4	Daily reading Weekly spelling Weekly times tables

	Either a weekly maths or English task, or an extended project, such as making a volcano or topic-related research
Year 5	Daily reading Weekly spelling A weekly home learning task, either related to English, maths or topic work
Year 6	Daily reading Weekly spellings to learn Weekly maths or English task Some practical tasks over longer periods, such as making a model of a wartime shelter Practice SATs papers as the tests approach Once during the year, preparation for a 'teacher of the week' presentation

Italian

Pupils throughout the school are taught Italian on a weekly basis by Mrs Ward. Mrs Ward is herself Italian, and we believe that the experience of being taught a language by a native speaker is second to none.

Latin

Pupils in Key Stage 2 also have the opportunity to learn Latin. The children greatly enjoy these lessons, and they reinforce the links between our modern English language and word families and roots.

Section Five – Information About Pupil Progress

Curriculum Information Meetings

At the end of each academic year, parents have the opportunity to formally meet their child's new teacher during our Curriculum Information Meetings. Teaching staff produce a Year Group Information letter which contains lots of useful information about their child's new year group. Information covered includes the topics being studied and more specific arrangements such as how spellings are taught, when homework will be set, on which days the children will need their PE kit etc.

Reports

Parents are provided with an end of year school report, which provides you with information about your child's level of achievement, their progress and the effort they are putting into their studies. Reports are accompanied by information about the next steps that teachers would like your child to work on.

Parent Consultation Meetings

Parents have two formal opportunities over the course of the school year to meet the class teacher on a one to one basis, to discuss any issues which

have been identified. Pupils in Years 5 and 6 are expected to attend these meetings with their parents.

However, please understand that you are free to make an appointment to see your child's teacher whenever the need arises - you do not have to wait for a scheduled consultation evening if you wish to discuss a concern. You can speak to your teacher directly at the end of each day. Teachers will either be on the playground after school finishes, or at the doors of their classrooms. They may not be free to discuss an issue straight away, as many of the teachers run after school clubs. However, they will always arrange a time when they can speak to you.

Alternatively, you can make an appointment to see your child's teacher by contacting the school office on 01732 842008. The office is staffed from 8.00 am to 4.00 pm Monday to Friday during term time.

Section Six - Supporting Your Child

Special Educational Needs, Disability and Emotional Wellbeing

Mrs Newington is our SEND Manager and arranges any provision for pupils with special educational needs or disability (SEND). She manages the work of our Teaching Assistants (TAs), who work alongside the teachers to provide additional support to our pupils. Mrs Newington will be involved with you, should your child have a specific issue affecting their progress within school. This may include special educational needs, medical difficulties, social or emotional concerns, or English as an additional language. Further information about how the school supports pupils with special educational needs can be found on the SEND pages on the school website.

The school has a team of exceptional teaching assistants who support the children's learning and development. Support is generally provided in class in the mornings, with teachers and teaching assistants implementing focused intervention groups before school or in the afternoons to support the children's needs.

Pupils who receive such support will have an individual provision map, detailing the additional support they are receiving. This provision map will be given to parents during parent consultations, in order for parents and teachers to discuss it more fully at the meeting. Mrs Newington is also available to attend parent consultations in order to discuss a child's individual needs more fully with both parents and teachers present.

Some children with more complex special educational needs may have 1:1 support.

Our Family Liaison Officer and ELSA (Emotional Literacy Support Assistant) Ms Kerri Miller, is available to help parents in supporting the well-being of their children and family. Ms Miller may offer help and advice with issues

such as behaviour, separation, bereavement or anxiety. Support may be offered on a 1 to 1 basis or through signposting parents to other agencies who may also be able to assist. All our children are encouraged to discuss their feelings in school and to let staff know of any concerns or worries that they might have. Provision may be arranged to support children with their emotional or social wellbeing.

Zones of Regulation

Zones of Regulation (by Leah Kuypers) is ‘a curriculum designed to foster self-regulation and emotional control’

At Leybourne St Peter and St Paul we recognise the importance of the social and emotional well-being of our pupils and the affect that low self-esteem has on their ability to learn and maintain friendships. We are noticing that more of our pupils are struggling with anxiety, are not able to verbalise their emotions and do not yet have a repertoire of strategies to enable them to self-regulate. We have therefore Zones of Regulation on a school-wide basis. We feel this will benefit everyone, with adults taking part as well as pupils, so pupils will become aware that adults, as well as themselves, have different emotions and use different strategies to self-regulate.

What is self-regulation and how will this help?

‘Self-regulation is defined as the best state of alertness of both body and emotions for the specific situation’. The idea is to help pupils ‘recognize when they are in different zones’ and to understand that everyone will experience all of the zones at certain times. There is no right or wrong zone and NO zone is ‘bad’ or ‘naughty’. Alongside learning to recognise, categorize and communicate feelings and emotions, children will learn which strategies or tools to use to help cope with however they are feeling and to move between zones.

Zones of Regulation at Leybourne St Peter and St Paul School.

The full Zones of Regulation programme is very involved, so we adapted it to suit our school. It was introduced to the whole school in January 2020. We think it is important that you, as parents and carers, understand the language and strategies of the Zones of Regulation, so that you can also support your children to become more emotionally aware and, more importantly, how to help themselves self-regulate and also to be more aware of their own and others’ emotional needs.

The 4 Zones

The Zones are in 4 colours and used to describe states of alertness and emotions.

The Blue Zone: Low states of alertness; maybe feeling sad, tired, unwell or bored- our body or brain is moving slowly or sluggishly.

The Green Zone: Regulated state of alertness, being in control; maybe feeling calm, happy, focused, ok.

Green zone is generally where we need to be for learning and socializing.

The Yellow Zone: Heightened state of alertness, starting to lose some control; maybe experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, wriggly.

The Red Zone: Extremely heightened states of alertness, very intense feelings, not in control; maybe anger, rage, explosive behaviour, panic, terror, or elation.

Outline

As the pupils become more familiar with the Zones they will, hopefully, automatically use the strategies that work for them to move to the Green Zone, so becoming more able to self-regulate.

We trust you will support us to work with your children to further develop their ability to cope with their emotions and increase their resilience.

Reception and KS1- Colour Monster

With the younger children in school we use 'The Colour Monster' books to support self-regulation and to help the children recognise and understand their emotions.

One day, **Colour Monster** wakes up feeling very confused. His **emotions** are all over the place; he feels angry, happy, calm, sad and scared all at once! We use this story to explore emotions and then the children in class place their name (on a peg or lolly pop stick) next to the appropriate coloured colour monster to demonstrate how they are feeling. They do this when they enter the classroom and at other times during the day.

Section Seven - Rewards and Sanctions

School Team System

At Leybourne we operate a very successful School Team system where the children throughout the school (from Year 1 upwards) are divided into four teams (St. Andrew, St. David, St. George and St. Patrick).

Children receive individual team points for good work and good behaviour and these contribute to overall Team Totals which are announced in Worship each week. Each Team is led by Team Captains who are elected from Year 6.

Inter-team competitions, such as our annual sports days in the summer are run throughout the year.

Celebrating children's success is important to us. Every Friday, we have Celebration Worship. Teachers select children from their class who deserve to be recognised for either good work or good behaviour and certificates are presented.

Behaviour Policy

Should your child misbehave, they will receive a warning from a member of staff. If the poor behaviour persists, or if the child is verbally or physically aggressive towards another child, they will then be sent to the Key Stage Lead, or the Headteacher if the offence is sufficiently serious.

If the poor behaviour persists, there are a range of increasing sanctions, culminating in a fixed term exclusion or, ultimately, permanent exclusion from the school. These are set out in our discipline policy, which is available online in the policy section of the website.

Section Eight - The Wider Curriculum

Our Christian Ethos

As Leybourne is a Church of England school, it differs from a community school in a number of important ways.

There is a strong emphasis on the teaching of the Christian religion and regular contact with the Parish Church of Ss Peter and Paul. In addition, the school's ethos is strongly Christian, based firmly on Christian values, caring and mutual respect. While it is not required that every parent is a practising member of the Church of England, it is important for all families to support the aims of the school.

As a school, we work hard to preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with our local parish Church and the wider Diocese as a whole.

We aim to serve our community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith. We promote Christian values and spiritual development through the experiences offered to all pupils.

Staff and Governors worked together a number of years ago to identify the school's Core Christian Values of Love, Trust, Compassion and Respect. These values are now embedded throughout the school – they underpin all we do, and are as relevant today as they were then.

As a school, however, we recognise that we, and society, have evolved over the years, and our identified Core Christian Values are only part of what we wish for our pupils.

To this end, we have developed our school vision – with our intention to “nurture the spark of God within” each and every individual at the very heart. We are confident that this vision reflects our core purpose, both as a Church school, and as a learning community.

Woodland Learning

We are extremely pleased to run a comprehensive Woodland Learning programme throughout the school. It takes place in the woodland adjacent to the car park, and on occasions in other local outdoor spaces, whatever the weather! Our programme is tailored to meet the needs of the children as they grow in confidence, skills and understanding. The ethos of Woodland Learning allows learners the time and space to develop skills, interests and understanding through practical, hands-on experiences. It also allows practitioners to step back and observe the children in order to then encourage and inspire individuals to achieve, through careful scaffolding and facilitating.

Activities increase week on week and may include:

- Games
- Cooking and eating wild food
- Storytelling
- Natural art activities
- Use of tools (if skills and behaviour indicators secured)
- Exploring
- Nature watching and bug hunting
- Climbing, rolling
- Practical woodland skills (e.g. Willow weaving)
- Building dens
- Exploring the stream
- Time to be quiet, reflect or talk

Some of the activities the children may participate in are ‘higher-risk activities’ (such as campfire cooking or tool use). However, these activities are not available to the children until certain behaviours and boundaries are established. Children are encouraged and supported in recognising and managing risk for themselves, through real life situations and experiences.

Please make sure that your child has appropriate clothing for the weather, for example wellingtons in the wet, or stout trainers in the dry. We suggest a pair of jogging bottoms and a long-sleeved top as a base layer, adding layers according to the weather. Please ensure your child has a waterproof coat with them just in case there is rain.

Woodland Learning Winter Kit List

2 pairs socks
Vest or t shirt or skins top
Long sleeved top
Trousers

Tights, sports skins, long johns or leggings for underneath
Fleece /jumper
Warm waterproof coat or warm coat and waterproof coat over the top
Waterproof trousers/salopettes (or a waterproof all in one)
Wellies
Hat
Gloves

Woodland Learning Summer Kit List

Socks
T shirt
Light long trousers (shorts are permitted in hot weather but be advised that there are nettles and brambles on site)
Trainers or walking boots/shoes
Light waterproof jacket in case of showers

Educational Visits

We supplement our usual lessons with numerous offsite visits, as well as having visitors to our school. It is important that children gain first-hand experience of what they are studying. This can include trips to castles and museums, dressing up days, visits from dancers, actors and bands of all nationalities. Parents are asked to make a contribution to the cost of these activities.

Residential Visits

We run a range of annual residential trips for those children in Key Stage 2. From 2022 -2023 Year 5 and 6 will each enjoy a two night stay at the KCC Centre in Hardelot, France. These trips will alternate with a joint Year 5 and Year 6 trip to a PGL Activity centre in England.

The Hardelot residential offers our children the opportunity to visit France, to practise their French and to experience the French culture. In doing so, they become more confident and rounded people. The trip includes visits to a sweet factory, a goat cheese farm, Etaples' market and the beach at Le Touquet.

The PGL trip is more activity based and aimed at developing the confidence and social skills of our children. It involves activities such as abseiling, rock climbing, raft building, fencing, team games, orienteering and no doubt many nights of the children staying up chatting long after they are supposed to be asleep!

Worship

Our daily act of collective worship strengthens and supports the distinctive Christian character of our school, reaffirms our Christian values and celebrates the contribution that each child makes to our community. Worship reflects the variety of traditions found in the Church of England as well as other Christian traditions, and recognizes and follows the Church's liturgical

year. The daily Christian act of worship is central to our ethos and is supported by all staff and governors.

Collective worship at Leybourne Ss Peter and Paul CEP is in line with the school's Trust Deed and supports the school's Mission Statement, by providing opportunities for students and staff:

to explore a relationship with God as Father, Son and Holy Spirit
to reflect on our explicit Christian values
to develop personal spirituality especially through prayer, and also through a range of other experiences
to be engaged in an exploration of the relevance and application of the Christian faith
to develop an enquiring mind and express and explore their own views openly and honestly
to develop a community spirit, a common ethos and shared Christian values
to foster an awareness of the world around them and a sense of their place within it.

School worship is intended to help pupils to develop the skills necessary for worship, e.g. of reflection, silence, prayer and appreciation of Christian symbol, ritual and teaching.

Parents may have particular religious or social reasons for wanting their child to be withdrawn from all or part of Worship. If this is the case, please arrange to discuss this with me.

Class Worship

Throughout the course of the year, each class will lead Worship on two occasions. Parents are invited to join their children on these occasions. Dates will be published on the school website and in the weekly class newsletters.

British Values

As of November 2014, all schools have a duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The British Values promoted in our school are:

- Being part of Britain
- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Further details of the British Values promoted in school are available on the school website.

Section Nine - General Information

Absence and Attendance

100% attendance at school is encouraged in all pupils.

It is the parents' / carers' responsibility to contact the school whenever their child is absent stating the reason for the child's absence. Parents should inform the school of their child's absence on each day thereafter.

In September 2013, the government introduced a new policy regarding term time absences, which means that parents may be fined if they take their children out of school during term time. Term time absences are only granted for what are classed as exceptional circumstances. Holidays during term time will not be authorised. The full details of the government's measures are outlined in our school attendance policy, which can be found on our website.

We are aware that as a result of this policy some parents may find it tempting to add a day or two onto a half term break or school holiday, by telling us their child is unwell! Please can I urge you not to do this?! We really are not silly – we do recognise a giveaway suntan, plus children often tell their friends – and it is a really unhelpful message to give your child, that lying to the school is acceptable. Thank you for your cooperation.

Academy Status

Leybourne Ss Peter and Paul CEP Academy is an Academy School, and a member of the Tenax Schools Trust. Further details about the Governing Body of the school can be found on the school website.

Administering of Medicine / Medical Needs

In the event that your child requires medication during the day we would, in the first instance, suggest that dosages be taken before or after school. In the event that this is unworkable, we would ask that parents complete a form available at the school office, in order for school staff to administer medicines to your child. However, please note that only prescription medicines can be administered by school staff. Parents are asked to complete a medical needs form for their child. This is a confidential form which asks for information about existing medical conditions and allergies, allowing us to ensure that any needs for your child are accommodated.

Please also ensure that you provide the class teacher with an inhaler if your child requires one in school, and also that you complete a "Administration of Medicine" Form, available from the school office.

Change of Contact Details

Please keep us informed of any change to your address, email address, telephone numbers, work place or the details of your 'emergency contact'.

Communication

Communicating with parents is an important part of what we do. At Leybourne we use the electronic SchoolComms system to communicate to parents. Details regarding SchoolComms and how to verify your account are contained within your information pack.

The school also produces a regular newsletter; in which we endeavour to provide parents with as much information as possible about what is happening within the school.

Each class teacher also writes a weekly class newsletter, giving information about what has been happening in class over the course of the week, and giving helpful reminders of future events, such as Woodland Learning. Home learning and spellings (in Key Stage 1) are also shared in the class newsletters. Newsletters are sent to parents via email, and are also published on the school website.

The school web site address is www.leybourne.school In addition, the website also contains a school diary, to keep you abreast of forthcoming events.

The school website is also an excellent source of information about many other areas of school life. Here parents can find key school policies, new lunch menus and find out how they can help their children at home. Information about the SEND Team and the support we offer in school, along with information about some areas of SEND can also be found here.

Equipment

We encourage the children to bring their own equipment to school in addition to that which we provide. Useful items are pens, pencils and coloured pencils in a pencil case which should all be named.

Healthy Schools Policy

Pupils are encouraged to bring a bottle of water to school with them. They are allowed to keep the bottle on their desks, during lessons, to drink from as they wish.

They are also allowed to bring healthy snacks for morning break times. Chocolate and crisps are not allowed. This should be a piece of fruit or vegetables.

We participate in the 'Fruit and Vegetables for Infants' scheme, in which every child from Reception to Year 2 is provided with a free piece of fruit or vegetable daily.

Due to the number of children in school with nut-based allergies, we must ask that parents refrain from sending children to school with any nut products e.g. nut bars or peanut butter sandwiches.

Helping in School

We welcome parents into the school. We are happy to have you come in and help. Parents fulfil a variety of roles from helping in class, to listening to readers, to helping with displays. Some parents help run clubs. If you feel that you have a special skill, or you just feel that you could help generally, please contact the school office who will explain the application process for volunteer helpers. Please note that this process will include a criminal records check.

Lost Property

Please ensure that any items of clothing or equipment brought to school are permanently named. With over 210 children in school there will be times when property goes astray, although measures are taken to avoid these. Lost property boxes are located in the front entrance.

Lunchtimes

We aim to make the lunch break as enjoyable as we can. We don't want the children trying to eat as quickly as possible in order to get back outside to the playground. We want the children to have a suitable period of time to eat their lunch and to sit and talk with their friends whilst they eat, and to relax after a hard morning's work!

All children in Years R-2 are entitled to a free school meal under the Government's Universal Free School Meals Scheme. Children in Years 3-6 may also be entitled to a free school meal if parents are receiving certain benefits. If you believe that your child may be entitled to free school meals, please contact the school office.

The school kitchen is run by The Contract Dining Company. They provide a very good meals service with an emphasis on providing fresh food. Pupils are able to choose whether to have a packed lunch or a school dinner on a daily basis. During morning registration, those children who wish a school dinner are able to choose what they wish from the menu. The menu is on our school website, so you are able to look with your child whenever you wish. You pay for the meals through an online payment system only.

If children choose to have a packed lunch, we would ask parents to supply a lunch which is healthy in nature and which reflects a good dietary balance. Please do not overload lunchboxes with lots of unhealthy snacks and include fruit or vegetables if possible. Sweets are not allowed in lunchboxes. *We would also ask parents to refrain from including nut-based products (e.g. peanut butter, packets of nuts, Nutella), due to the number of children we have at school with nut related allergies.*

Children are only allowed to drink plain water during the school day. Lunch playtimes are supervised by our team of mid-day supervisors.

Medical and Dental Appointments

We would ask where possible that any medical or dental appointments be made out of school hours. We appreciate that this is not always possible but would ask that you accompany your child to the school office after their appointment for them to be signed in. This will then be recorded as an authorised absence in accordance with our attendance register codes.

Online Safety

It is important to us that our children learn how to use modern technologies such as computers and the internet safely. Both parents and children are informed about our online safety rules and are asked to sign a 'responsible internet use form', a copy of which is enclosed with your information pack when your child starts school. Full details of the school's approach to online safety can be found on the school website.

Our Digital Images Policy outlines the protocol involving the taking and use of pupils' photographs by the school and by parents at school events.

P.E.

The children must wear school P.E. kits for all activities. Earrings must be removed, by the children, before any activities begin. If the children are not able to remove earrings please do it for them on the days that they have P.E., before they come to school. If your child is considering having their ears pierced, then please do so at the start of the summer holiday – this will allow sufficient time for ears to heal so that earrings can be removed for PE at the start of the year.

Photographs

Parents are welcome to take photos of their own children at school events, such as Sports Day and Class Worship. Any such photos are for parents' personal use ONLY. Photos containing images of other children MUST NOT be shared on any form of social media.

Photos must not be taken whilst parents are in class, in Woodland Learning or on school trips.

Pupil Premium

The school is able to obtain additional funding for pupils whose parents are in receipt of certain benefits. Please contact the school office if you believe that you may be entitled.

Relationships and Sex Education (RSE)

RSE is built into our PSHE (personal, social and health education) curriculum. Parents are fully informed as to the content of these sessions and how they may withdraw their child from certain aspects of this curriculum.

Safeguarding

Safeguarding children's well-being is a crucial part of a school's role. The safeguarding pages on the school website contain useful information relating to pupil safety and wellbeing.

Mrs Holditch, Headteacher, is the Designated Safeguarding Lead and Online Safety Lead. Any concerns regarding pupil welfare or potential abuse should be brought to her attention, or, in her absence, Miss Dale or Mrs Grinstead, both Deputy Designated Safeguarding Leads and Online Safety Leads. A copy of the school's Safeguarding (Child Protection) policy is on the website.

Smoking

We have a 'smoke free' policy in school. Smoking is not permitted inside the school building or in the school grounds. This includes the use of e-cigarettes. We would kindly ask that all visitors to the site respect this policy.

Transition into the Reception Class

Before children start in the Reception classes, Reception staff complete pre-school visits and home visits, calling in at the homes of every child who is joining our school. They will discuss the child's needs with their key-workers and parents and start the process of getting to know the child and the family.

In order to ease the transition to school, new reception children are invited in for activity sessions in the summer term before they start. There are also information sessions for parents during which you will be advised about key issues connected with your child starting school. Further information about starting school in reception is available on the school website, www.leybourne.kent.sch.uk.

Transition from Year 6 to Year 7

Leaving primary school and moving onto secondary education is a huge change for children, so we do all we can to make the move as smooth as possible for our Year 6 children. All children are different and we have several local schools to choose from, so the most important thing is to choose the right school for each child. Children and parents are offered lots of support when making this decision and children are encouraged to visit secondary schools before final choices are made.

In term 6, teachers from all the secondary schools come in to meet the children who will be transferring in September. The Year 6 teacher also has an opportunity to meet the school representatives, enabling essential information to be shared. All children are invited to go to their future schools for at least one taster day.

For some children, the move to secondary education is likely to be particularly difficult. For these few children, additional support is given, which may involve making additional visits to future schools and ensuring that all questions are answered and all worries are addressed.

Lessons in the final term of Year 6 also support the transition process, including an English unit of work which is based on a book about children starting Year 7 and PSHE lessons to address concerns and discuss issues such as what to do if you get lost, how to deal with bullying etc.

As a school, we strive to produce children who are confident, independent and resourceful, so we usually find that by July, although we are sad to see our Year 6 pupils leave us, they are more than ready to go!

Uniform

Autumn and Spring Term

Grey trousers, skirt or pinafore

White polo shirt (plain or with the school logo)

Bottle green school sweatshirt or sweatcardi with the school logo

Grey or white socks, or black or grey tights

Black low-heeled shoes

Summer Term

Grey trousers, shorts, skirt or pinafore

Green and white dress, checked or striped

White polo shirt (plain or with the school logo)

Bottle green school sweatshirt or sweatcardi with the school logo

Grey or white socks

Black low-heeled shoes or black or white flat sandals

Leybourne School baseball cap (optional)

PE Clothing

Plain navy-blue sports shorts (not cycling shorts)

Plain white T-shirt without buttons

Plimsolls / inexpensive trainers (Key Stage 2)

Plain navy or black tracksuit

PE kit should be kept in a named school drawstring bag.

Bags

Only school PE, Book Bags or Rucksacks should be used. We have very limited space in which to store bags and therefore ask that all bags are the set school bags. Thank you.

Baseball caps, PE shorts, T-shirts, sweatshirts, sweatcardis, fleece jackets and reversible fleeces, PE bags, book bags and ruck sacks are all available from Pages Uniform suppliers in Maidstone, or online from their website. All other items of uniform are available at reasonable prices from High Street stores.

The PTFA also run a second-hand uniform stall, with many items of good quality school uniform available at a very reasonable price. Please contact terimorleyocsko@gmail.com for more information.

All children's property and clothing must be clearly marked with their name. During the school day, and for all sporting activities, long hair should be tied back.

Jewellery

The wearing of jewellery is not permitted, as these items could be dangerous during many activities in a normal school day. Children may wear watches, but these must be removed for PE and Games. If a child's ears are pierced, they may wear plain gold or silver ball stud earrings ONLY to school. These must be removed by the child before the child is able to do PE. Staff are not permitted to remove a child's earrings, or to tape over them. *Please consider this before making a decision regarding ear piercing.*

Voluntary Contribution

As a Church school, we are funded differently to other state schools, especially with regard to the maintenance and development of our school buildings. In these instances, we are responsible for raising 10% of the cost of all repairs, alterations, extensions and maintenance work. In return, the Governors enjoy the privilege of being able to maintain the school's Christian tradition. Each year, therefore, the Governors do request a Voluntary Contribution of £30 per family per year. We also encourage parents to complete a Gift Aid form which allows us to reclaim tax on the sum donated!

We hope that your child will be very happy at Leybourne Primary and we look forward to working in partnership with you during the course of your child's time at school. If you have any comments, queries or concerns, please do not hesitate to contact me to discuss them. I would always much rather deal with a small concern at an early stage than wait for it to develop into something much bigger.

Tina Holditch

STAFF (from September 2022)

Senior Leadership Team

Headteacher: Mrs T Holditch
Head of Lower School: Miss K Dale (Reception Class Teacher)
Head of Upper School: Mrs L Grinstead (Year 5 Class Teacher)

Teaching Staff

Mrs N Siverland-Bishop Year 6
Mrs L Grinstead Year 5
Mrs Z Ward Year 4
Mrs A Bland Year 3 (Thursday, Friday, maternity cover)
Mrs S Richardson Year 3 (Monday-Wednesday maternity cover)
Miss D Courtney Year 3 (on maternity leave from Term 4 2022)
Mrs T Pattanshetti Year 2 (covering maternity leave from Term 1)
Mrs B Mockler Year 2 (on maternity leave from Term 1 2022)
Mrs J Spackman Year 1
Mrs M Irvine Year 1 (Tuesday – Friday)
Miss K Dale Reception

Teaching Assistants

Miss D Brooks	Mrs D Brown	Mrs T Burling
Miss L Button	Mrs A Gibbs	Mrs K Glennon
Mrs K Lowe	Mrs L Millar	Mrs T Mitchell
Mrs S Patterson	Mrs A Phillips	Miss K Reddick
Mrs L Robinson	Mrs L Spratt	Mrs I Ward

SEND Team

Mrs V Newington	SEND Manager
Mrs K Lepavoux	KS2 SEND TA
Mrs N Whyman	KS1 SEND TA
Ms K Miller	FLO/ ELSA

Non Teaching Staff

Mrs J Hardy	School Business Manager
Mrs D Potter	Admin Assistant, Admissions Officer
Mrs L Eldred	Finance Assistant

Mr S Littlefield	Caretaker
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Mrs E Millar	Senior Breakfast Club Supervisor
Mrs P Millar	Breakfast Club Supervisor
Mrs K Lowe	Breakfast Club Supervisor

Midday Supervisors

Mrs J Azzopardi
Mrs M Mollett

Mrs L Holmes
Mrs L Spratt

Mrs K Lowe
Mrs C Vaughan-Pollard

Mrs I Ward

Senior Supervisor