

STAKEFORD PRIMARY SCHOOL

Tutum Iter Per Puerita – Safe Passage Through Childhood



Our Vision

At Stakeford Primary School we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment.

We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine.

We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.

We aim to deliver a stimulating and challenging curriculum which is meaningful to all our children and will encourage them to become self-motivated, independent learners.

We believe all our children should feel proud and important members of our school family and community, taking responsibility for themselves and their surroundings and showing consideration for each other.

We expect high standards of behaviour and encourage honesty, kindness and co-operation.

Dear parents,

We would like to extend a warm welcome to Stakeford Primary School to all parents, carers and children. There has been a school on the Stakeford site since 1911 and we have been proud to take our school into its second century in partnership with you all, providing a learning experience that challenges and extends young minds.

In February 2024, OFSTED visited our school in and we retained our GOOD grading. Parents have always been a fantastic support and this has significantly contributed to our ongoing success.

Your support is important to us and to the education of your children. By working together we can help them to seek and reach their goals and to be all they can be.

During the year we aim to keep you updated with developments, successes and changes which we will communicate to you via letters, newsletters and the school website at

www.stakeford.northumberland.sch.uk

We would like to thank you for your continued and unwavering support.

Yours sincerely

Mrs J. A. Hall
Headteacher
May 2025

Stakeford Primary School

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Contacts

Headteacher	Mrs J. A. Hall
Assistant Headteacher	Mrs S. Bewick
Chair of Governors	Mrs J Rowell
Vice Chair of Governors	Mrs V Nowicki

Teaching Staff

Mrs T Dixon	Nursery
Mrs A Nightingale	Reception
Mrs B Eastman	Year 1
Mrs J Preece	Year 2
Mrs S Bewick	Year 2
Miss A Wittland	Year 3
Miss E Wheeler	Year 4
Miss G Forster	Year 5
Mrs J Fitzsimmons	Year 6

Support Staff

Teaching Assistants	Mrs L Pringle, Mrs D Young, Miss T Laidler, Mr P Preece Mrs S Stoddart, Mrs T Lang, Mrs A Coleman, Mrs J Harnett, Mrs K Michelini, Miss S Chappell, Mrs S Purves, Mrs M Bucur, Mrs A Smyth, Miss S Middleton
Administration	Mrs L Barratt
Caretaking	Mr D Thompson
Catering	Mrs J. Turnbull, Ms M Mattocks
Lunchtime Supervisors	Mrs J Harnett, Mrs H Ward

Governors

Mrs Jackie Rowell	Co-opted Governor	Chair
Mrs Vivienne Nowicki	Co-opted Governor	Vice Chair
Mr Graham Huntley	Co-opted Governor	
Cllr Julie Foster	LA Governor	
Mrs Julie Hall	Headteacher Governor	
Mrs Jill Preece	Co-opted Governor	
Mrs Sarah Bewick	Staff Governor	
Mrs B Johns	Co-opted Governor	
Mrs Jenna Kerry	Parent Governor	
Miss C Emmerson	Parent Governor	
Mr Ainger	Parent Governor	

Admissions Policy

At Stakeford Primary School we follow the Local Authority Admissions Policy. This Policy covers admission for children of statutory school age and is subject to continual review and occasional amendment. The Policy as it will be applied for the school year 2025-2026 will be included in the Northumberland Guide to Schools normally available early in the academic year. Admissions documentation and information can be accessed online at www.northumberland.gov.uk/Education/Schools/Admissions.aspx

We encourage parents who are considering applying for a place for their child, to come and visit the school. Please contact the school Office Manager, Mrs Barratt to make an appointment for you to meet the Headteacher or a senior leader who will show you around and answer any questions you may have. The planned admission number, reviewed annually, is 30. The number of requests for admission to the school for 2024/25 was 17.

Starting School in Reception

Starting school is a very significant event in the life of both children and their parents. At Stakeford we aim to make this step as comfortable and enjoyable as possible. We have a single intake of children in September each year.

A meeting for parents of children entering school in September 2025 will be held in the Summer Term. Although many of our pupils will already be part of our Nursery, this meeting gives parents the opportunity to meet the Reception teacher and the Headteacher, to learn about how the provision is adapted for Reception age children and to answer any questions.

Joining Stakeford Primary School Mid-Year

There are occasions when pupils transfer to our school during the school year, for example those who move into the area. We always encourage parents to visit the school with their child before making a final choice. During this visit the child will be able to meet the class they would join and the class teacher, as well as giving them a chance to explore the school. Applications made mid-year need to be submitted to the County Council Admissions Team using the immediate transfer form. More information about downloading this form and mid-year admissions can be found online at www.northumberland.gov.uk/Education/Schools/Admissions.aspx .

On a child's first day mid-term, parents are invited to bring them into the school and see them settled into the classroom. The class teacher will ensure that they are paired with a child who will guide them through the school routines and help them to meet and make friends with their classmates. In some cases, an induction programme can be drawn up for children who need additional support to settle into a new setting.

Admissions to Early Years

We manage our own admissions to Nursery at Stakeford Primary School. We have a 52 place Nursery with 26 morning places and 26 afternoon places. There are three intakes per year: September, January and April. Children are offered a place to start the term after their third birthday. To apply for a place, parents can contact the school office for an application form to be collected or sent out. Forms can also be downloaded from the school website. www.stakeford.northumberland.sch.uk

Parents can submit an application for a nursery place at any time following their child's birth. Applications are marked with the date they were received then kept on file and we contact parents by letter during the term before their child is due to start.

All children are entitled to 15 hours of free Nursery education. At Stakeford Primary we offer these as either:

- Five, 3 hour morning sessions (8:45 am – 11:45 am); or
- Five, 3 hour afternoon sessions (1:15 pm – 3:15 pm)

Some pupils will be eligible for 30 hours of free childcare. Because we are a school, we will only be able to offer the 30 hour entitlement over the normal academic year. There will be no childcare provision during normal school holidays. Due to the constrictions of the school day and staffing, the 30 hours can only be offered as five full days. For those parents who require before and after school childcare, they can opt to pay for their child to attend Breakfast Club, from 8:00 am (£3.50 per session).

On application, parents are asked to express a preference for a morning or an afternoon place. This will also apply to children whose parents may be eligible for the 30 hour entitlement. Office staff will record the date and time of these returns.

When allocating places priority will be given to children with additional needs in line with the local authority's policy on Early Years Inclusive Practice. Morning places will be allocated to children entitled to 30 hours and are taking all of those hours in our nursery first, then to those children whose parents have returned their acceptance in chronological order by return date. Therefore, those parents who return their acceptance late, may not get their preferred session.

30 hour entitlement eligibility is checked three times per year and school will be informed if a family is no longer eligible. When this occurs, we will revert back to the part-time preference expressed by parents at the application stage and part time provision will begin at the beginning of the next school term. For this reason, all session allocations will be reviewed on a termly basis as it may then be possible to offer a place change to those parents who were not allocated their preferred session.

For parents who intend to access their 30 hour entitlement at two providers, hours at our school need to be taken in one of the blocks identified in paragraph 3. If the split between providers is anything other than 15 and 15, we will consider this on a case by case basis.

New children will begin their full entitlement during the second week of a new school term. They will be invited for an induction visit during the first week. At this meeting parents need to bring along their child's birth certificate. Staff are required to check that children have reached the eligible age before starting.

There is an expectation that any child attending a nursery class should remain in that setting until transfer to a reception class. **Please note, because Nursery education is non-statutory, there is no right to appeal.**

Links with Other Schools

The school belongs to the Hartford Alliance and the Bedlingtonshire Partnership and, depending upon parental choice, children normally transfer to The Bedlington Academy at the end of year 6. All the schools in the Bedlingtonshire Partnership work closely together to ensure a smooth transition between schools for all our pupils.

Home School Agreement

The School Promise

We promise:

- To provide an environment which is as safe, secure, stable and as stimulating as possible.
- To offer a broad and balanced curriculum.
- To provide good standards of teaching.
- To promote high expectations of children's learning.
- To maintain regular contact with parents and carers.
- To ensure high expectations of behaviour.
- To work in partnership with parents and children to celebrate success and resolve any difficulties.
- To provide homework when appropriate.

The Parent/Carer Promise

I/we will ensure that:

- My child attends school regularly, is on time and is properly equipped.
- I encourage a positive attitude towards school work and activities.
- I support my child's learning and discuss progress with the school.
- I support my child to complete homework and hand it in on time.
- I support the school's policies and guidelines for positive behaviour and anti-bullying.
- I respect school staff and the school environment and encourage my child to do the same.
- I approach the school directly if I wish to discuss any issues and will work with staff positively to reach a solution.
- I will not take holidays during term time and definitely not during the first two weeks of the academic year or the KS1 SATs in May.
- I notify the school of any absences immediately.
- I can be contacted during school hours and will respond to calls and messages quickly.
- I will read all information sent home regarding policies, meetings and activities.

The Child's Promise

I Promise:

- To work hard and do my best.
- To follow the school rules.
- To be kind to others.
- To try to talk to an adult if I have a problem.
- To respect the school's staff, pupils, building, grounds and equipment.
- To be polite and welcoming to visitors in school.
- To do my homework and hand it in on time.
- To accept responsibility for the things I do.

Home/School Partnership

We value our relationship with parents and believe that by working together we will develop a home/school partnership which will enhance the children's development and learning.

Staff, parents and governors of the school have worked together to produce a **Home School Agreement**. This is an agreement between home and school which will ensure that all parties understand their obligations and to ensure that we work together to provide the best possible education for the children in our school. The agreement will be issued at the beginning of each school year and should be signed by the Headteacher and parent or carer.

The Home School Agreement is not a legal document but by signing it, all parties are agreeing to work together towards what is best for the pupils in our school.

We keep parents informed about school issues, new policies and developments, children's work and events going on in school through a regular newsletter, on the school website and via the official school Facebook page.

We will inform you immediately if your child is having difficulties at school and would ask you to contact the school to discuss any concerns or to inform us if there are any factors which may affect your child's performance at school.

We welcome support throughout the school from parents and family members. If you can help in any way please contact the Headteacher. Any parents or family members who help out on a regular basis, will be required to undergo a DBS police check as part of our safeguarding measures to protect the children in our care.

Daily Routines

	Morning Nursery	Afternoon Nursery
9:00	Doors Open/Welcome Time <i>Parents bring their child(ren) into school via the Early Years entrance. A member of staff will stand at the open door for security reasons.</i>	
9:10	Snack and Chat	
9:30	Play and Learn <i>This will include the indoor and outdoor environments.</i>	
11:00	Learn Through Songs and Stories	
11:30	Lunch	
12:00	Home Time <i>Parents collect children from the classroom. A member of EYFS staff will stand at the door.</i>	
12:15		Doors Open/Welcome Time <i>Parents bring their child(ren) into school via the Early Years entrance. A member of staff will stand at the open door for security reasons.</i>
12:30		Lunch
1:00		Learn Through Songs and Stories
1:30		Play and Learn <i>This will include the indoor and outdoor environments</i>
2:50		Snack Time
3:15		Home Time <i>Parents collect children from the classroom. A member of EYFS staff will stand at the door.</i>



Reception and Key Stage 1 (Years 1 and 2)

8:30	Soft start	<i>Teaching and support staff are in the classroom from 8:30 am. Children complete a quiet table task until the official start to the school day</i>
8:55	Official School Start	<i>The main doors will close to signal that the school day has started. A member of staff will be on the door to speak to late arrivals.</i>
9:00	Registration and Phonics/SPAG/Guided Work	<i>During this time teachers and support staff will deliver intervention activities with small groups of pupils. Registers close at 9:15 any arrivals after this time are coded as 'Late' in the register. Arrivals after 9:30 are coded as an unauthorised absence.</i>
9:30	Teaching Session 1	<i>English Curriculum plans for each year group are available on our website.</i>
10:15	Assembly	<i>see 'Collective Worship' page</i>
10:30	Morning Playtime	<i>Children will play on the rear playground supervised by staff.</i>
10:45	Teaching Session 2	<i>Maths</i>
12:15	Lunch Time	
1:00	Teaching sessions 3 and 4	<i>During the afternoon children will be taught foundation subjects. For key stage 1 pupils there is the option to have an afternoon playtime. This is supervised by the classroom staff and can be taken when there is a natural break in planned activities.</i>
3:15	Home Time	<i>Reception children are dismissed from the classroom at the rear of the building. Children in Key Stage 1 will leave the building by the main entrance. Parents should wait in the front playground at the end of the day when teachers will check who each child goes home with. We ask that parents do not come onto the premises until after 3:10 pm.</i>

We like....



exploring.



problem solving



researching



investigating

Key Stage 2 (Years 3, 4, 5 and 6)

8:30	Soft start	Teaching and support staff are in the classroom from 8:30 am. Children complete a quiet table task until the official start to the school day
8:55	Official School Start	The main doors will close to signal that the school day has started. A member of staff will be on the door to speak to late arrivals.
9:00	Registration and Spelling, Punctuation and Grammar work	<i>During this time teachers and support staff will deliver intervention activities with small groups of pupils. Registers close at 9:15 any arrivals after this time are coded as 'Late' in the register. Arrivals after 9:30 are coded as an unauthorised absence.</i>
9:15	Teaching Session 1	<i>English</i>
10:15	Assembly	see 'Collective Worship' page
10:30	Morning Playtime	<i>Children will play on the front playground supervised by staff.</i>
10:45	Teaching Session 2	<i>Maths, including Mental Arithmetic and Fluency</i>
12:15	Lunch Time	
1:00	Silent Reading	<i>Children in KS2 are encouraged to give a sustained period to enjoying a book in a quiet environment.</i>
1:20	Teaching sessions 3 and 4	<i>Afternoon sessions are timetables across the week to deliver the foundation subject areas, including PSHE and RE.</i>
3:15	Home Time	Children in Key Stage 2 will leave the building by the main entrance. Parents should wait in the front playground at the end of the day when teachers will check who each child goes home with. We ask that parents do not come onto the premises until after 3:10 pm.

We like to be ...



Challenged



aActive



engaged



Inspired

The school week for children attending full time in which learning takes place is 32 hours and 55 minutes.

The Curriculum

Our Curriculum Intent

Our aim is to provide ALL of our pupils with a curriculum which equips them with the **motivation, aspirations, skills** and **knowledge** to become lifelong learners.

Our curriculum will provide us with:

Skills to help us communicate with a rich and varied vocabulary.

Time and support to ensure we are fluent readers, with a desire to read.

A firm foundation in basic skills so we have the building blocks for our future learning.

Knowledge of the wider world in which we live

Engaging and enjoyable learning experiences to inspire us.

Friendships, relationships and an understanding of self

Opportunities to revisit and develop skills to help us excel

Readiness for the next stage in education and life.

Determination and resilience to achieve our potential

At Stakeford Primary School we have produced an exciting curriculum aimed to enthuse our children with a hands-on approach to learning. The curriculum is delivered via individual subjects through interesting and stimulating topics with a child centred focus. We strive to reach beyond the school walls and use local resources to enhance and enrich the children's learning opportunities.

Here at Stakeford Primary School we aim to have a curriculum that inspires teachers to teach and children to learn. Copies of our long term plans can be downloaded from the Curriculum page of the school website. Details of the Early Years Curriculum are also available here.

We encourage children to lead healthy and active lifestyles. Our PE curriculum is being supported in 2024-25 by the Newcastle United Foundation. Children in Year 5 also have swimming during the year.

We are a musical school and have weekly whole school singing sessions. We follow a scheme of work produced by 'Sing-Up'. We encourage an enjoyment of music and incorporate it into lessons where we can, such as songs to help learn times tables and key facts. In Lower KS2, children learn an instrument using the services of a local authority peripatetic music teacher. This year children in Year 3 have learnt the ukelele,

We teach French in Key Stage 2. Children learn key vocabulary and useful phrases to help them engage in conversational French.

As well as the development of key knowledge and skills, personal development is an important element of our curriculum. We have identified core learning attributes and these are embodied in the Learning Crew. We also use Personal Development Days (PD Days) to provide children with a range of opportunities to develop skills and interests they would not normally have the opportunity to experience.



Homework Policy

Homework is an extension of school learning, supporting children’s understanding and reinforcing skills, particularly in English and Maths. As they get older, homework encourages children to develop the confidence and self-discipline needed to study on their own. Children learn best when home and school work together. It is the sharing of activities which is most valuable in helping children to learn. The precise amount of homework set is much less important than the quality of the tasks set and the way they are planned to support learning.

The school will ensure that:

- Homework is set regularly and effectively contributes to the raising of attainment;
- Tasks are adapted and are appropriate to the needs of individuals;
- Homework is marked in accordance with the school marking policy;
- The quality of completed homework is monitored and reviewed at regular periods in consultation with parents and pupils (e.g. parent consultation evenings);
- Parents who request help, are provided with support and guidance;
- Homework completed well is acknowledged and praised;
- Tasks reflect the range of learning styles within the class.

Parents are asked to:

- Find a suitable place for children to do their homework;
- Make it clear to their children that they think homework is important;
- Help their child organise his/her time to best advantage so that tasks are not all left to the last minute or forgotten;
- Support the school by explaining to children how homework can help their learning;
- Encourage their child and praise them when they have worked well;
- Talk about their child’s progress at home and with the class teacher;
- Let the class teacher know if there are problems with the homework that they cannot resolve;
- Ensure their child has access to basic equipment (pencil, pen, ruler etc).

Regularity of Homework

In the table below, reading is set as a daily task for every year group. This is vitally important and is monitored through the reading record. Our school data shows that children who read regularly to an adult at home, progress well across the curriculum. Reading is the key skill that will help pupils to access all other subject areas.

	Daily	Weekly	Occasionally
Nursery	Share a book with an adult (10 mins)	Complete a home talk task related to the class topic or phonics	Bring in items relating to the topic
Reception	Reading with an adult (10 mins)	Complete a home talk task related to the class topic and a phonics task	Bring in items relating to the topic
We recommend that homework for pupils in the early years is a shared experience which is why the tasks are mostly talk based. We ask that parents write a brief comment to support our understanding of how pupils managed the task which provides important parent contributions to assessment.			
Year 1	Reading to an adult (10 mins)	Spellings/Phonics and English or Maths task	
Year 2	Reading to an adult (10 mins)	Spellings/Phonics and English or Maths task	
In Key Stage 1, we recommend that homework should still be a shared experience with parents. Pupils			

are learning that their parents value the importance of learning and are helping their child to develop a homework routine.			
Year 3	Reading to an adult (15 mins)	Spellings and tables and English or Maths task	Research and investigations related to topic work.
Year 4	Reading to an adult (15 mins)	Spellings and tables and English or Maths task	Research and investigations related to topic work.
In lower Key Stage 2, we recommend that homework should still be a supported activity. Pupils should be able to complete the tasks independently as far as possible. Parents should support where needed and liaise with the class teacher where there are issues/difficulties. The recommended weekly time spent on homework is 90 minutes.			
Year 5	Reading (15 mins)	Spellings and English and/or Maths task	tables (if needed) Research and investigations related to topic work.
Year 6	Reading (15 mins)	Spellings English and Maths task	tables (if needed) Research and investigations related to topic work.
In upper Key Stage 2, we recommend that homework should be an independent activity. We ask that parents monitor its completion . The recommended daily time spent on homework is 30 minutes.			

Educational Visits



During the year there will be occasions when the children will make educational visits to support their work in particular areas of the curriculum, in order to provide meaningful first hand experiences.

Key Stage 2 children, will be offered the opportunity to attend a residential visit to Robinwood. This is an opportunity to explore outward bound and adventurous activities that build skills communication and collaboration.

Parents will be asked to make a voluntary contribution to help to meet the costs of visits. In these cases visits can only take place if sufficient voluntary donations are made to cover the cost of the visit and the activities. The school endeavours to keep these costs to a minimum and where possible will seek grants to subsidise visits.

Your child's safety is of paramount importance to us and so we ensure that each visit has a full risk assessment in place. These are completed online using the EVOLVE system to ensure all visits are safely and carefully planned in detail. Parent volunteers are always welcome to support on educational visits and are fully briefed before taking part as well as being asked to sign a Volunteer's Code of Conduct.



Assessment

Continuous forms of assessment are vital to monitor progress and tailor the curriculum to meet each individual child's needs. To achieve this, various forms of informal and formal assessment are used. Having an accurate understanding of each child's stage of development enables staff to guide and plan future work.

Children are assessed throughout Nursery and Reception. This is achieved through close observation and any evidence of achievement against the Early Learning Goals is collected and recorded by each child's key worker. Activities can then be planned and provided to develop children's skills towards the next stage. Parents will be given passwords to access their child's learning journey which will be recorded using a new system for Northumberland using School 360.

In Key Stage 1 and Key Stage 2 the school uses the expected outcomes for each year group, identified in the national curriculum programmes of study. Assessment in Literacy and Numeracy is ongoing and children's work provides daily evidence of their ongoing progress. Closely monitoring enables us to identify children who need extra support to ensure they can access the full curriculum or extension work to ensure they are challenged.

Marking is completed regularly. Children need swift feedback to understand where they have done well and what they need to do to improve their work further. For younger children, feedback is more meaningful if it is verbal and where possible marking is done with the child present. For sustained pieces of written work, across all subjects, the children are aware of the success criteria and marking refers to the success criteria, to identify what individuals have done well and one area for improvement next time, following the principles of Assessment for Learning (A4L).

During the year, teachers meet to look at assessment judgements together to ensure judgements are secure. For children in Reception and Year 6 teachers also complete this exercise with teachers from other schools. When children transfer school, their assessment data is passed on to their new school.

Special Educational Needs and Disabilities (SEND)

As stated in the Revised SEN Code of Practice (2015): 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

At Stakeford Primary School we have a good reputation for the inclusive nature of the work we do. We adopt a whole team approach to all aspects of school life. Team members include the Governing Body, teaching and non-teaching staff, parents and children. We believe that partnership between these groups is essential when supporting children with Special Educational Needs. We also value close working relationships with outside agencies in this approach.

As part of the requirements under the new SEND code of practice, we have published our 'Core Local Offer' on our website which outlines what provision is currently available in our school. This provision will adapt and change as the needs of our pupils adapt and change.

Our current school policy for SEND is available on the school website and will be reviewed in October 2025. If you have a child who you believe may have special educational needs or who is gifted and talented please do not hesitate to approach your child's class teacher or contact our SENDCo, Mrs Preece, for advice.

Reporting to Parents.

Time is allocated each year in the Autumn and Spring Terms for parents to discuss their child's progress with the class teacher and discuss targets for the following term. Suggestions of how parents can support their child and help them to achieve these targets will be given at these meetings.

In addition, parents are welcome to discuss their child's progress at any point during the school year with the class teacher at the beginning or the end of the school day, i.e. from 8.30 am until 8.50 am or from 3.15 pm until 3.45 pm **by appointment only**. An appointment can be made by contacting the school's Office Manager, Mrs Barratt.

In the Summer term, parents will receive a full written report of their child's progress during the year, focusing on the child's achievements and their next steps to continue making progress. Following this report, the parents have the opportunity to contact school to make an appointment to see the teacher if necessary. Pupils in the Early Years Foundation Stage also receive a written report at the end of their time in Nursery, before they start Reception, and at the end of Reception.

Collective Worship

Collective worship takes place each day and is broadly Christian in nature, although festivals and stories from other world religions are covered. There are also opportunities during the week to celebrate children's success.

Monday	Whole School Assembly
Tuesday	Class Based Assembly
Wednesday	Class Based Assembly
Thursday	Singing Assembly
Friday	Whole School Celebration (Awards)

Parents who wish to withdraw their child from Religious Education or Collective Worship should contact the Headteacher to discuss the matter. Alternative provision will be made for children who are withdrawn.

Attendance and Absence

Parents are asked that their child arrives at school, ready to start lessons at 8.55 am, and is collected at the end of the day on time. Any pupils arriving after 9:00 am, will need to report to the office where the accompanying adult will need to sign them in using the electronic signing in system. This is monitored weekly. Registers close at 9:15 am. Arrivals after 9:30 are coded as an unauthorised absence.

If your child is absent from school, please inform the school by phone before 9.15 am. If we have not received any message, the Inclusion Mentor or Office Manager will send a text requesting a phone call to explain the absence.

We would advise that children should not need to be kept off school for colds. Unless the cold is accompanied by a temperature or other additional symptoms, they will be fine in school. We teach children from Nursery onwards the importance of hand washing to avoid passing on germs. We also remind them to cover their mouths when they cough or sneeze, then wash them.

In the case of sickness and diarrhoea, the Health Service advises that children should be kept off school for 48 hours after a bout of sickness/diarrhoea. However, each case will be looked at individually and children may return to school sooner if a bout of sickness is over quickly and is not accompanied by any other symptoms.

We do not authorise a full day's absence for the treatment of headlice. The School Nurse team advocate the use of hair conditioner and a fine toothed comb for treatment, each day for two weeks.

The school is **not permitted to authorise** leave of absence during term time for family holidays since new regulations were introduced from September 2013. Any parents removing their children from school during term time for a family holiday which is not approved, will be referred to the Education Welfare Service who will issue a fine on behalf of the Local Authority. Fines are calculated as £60 per child, per adult.

Parents can still apply to the Headteacher for leave of absence by completing the school's Leave of Absence form. The Headteacher may approve an absence, but only if there are exceptional circumstances, which should be explained in a separate letter when the form is submitted. Further information about Leave of Absence can be found on the government website at www.gov.uk/school-attendance-absence/overview

If you need to collect your child during the school day, you should inform the Office Manager at the beginning of the day. On arriving at school you should report to the office where the Office Manager will collect your child from their class. You will also need to inform the Office Manager if you have made alternative arrangements for the collection of your child after school.

Attendance Figures for 2023/2024

Number of pupils of compulsory school age on roll for at least one session	Authorised Absences (%)
139	6.5%

Emergency Contact Numbers

It is important that parents supply the school with up-to-date information on how they can be contacted in case of illness or an emergency. **All pupils should have three emergency contact numbers.** Please inform school of any changes to these numbers immediately. Where a mobile phone number is our only point of contact, we ask that parents leave these switched on.

Illness

If your child has any infectious disease, please inform school immediately and consult your doctor about the incubation period.

Medicines

In order to comply with Health and Safety regulations we keep the administration of medicines in school to a minimum. If your child has to have medicine in school time, it will be necessary for you to complete a form which can be obtained from the school office or downloaded from the school's website. The medicine will be kept in the school office for safety. Your child will need to go to the office when they need their treatment. Inhalers for asthma sufferers will also be kept in the school office. Where possible, we encourage children to be responsible for their own needs and request their inhaler when it is needed. Children with ongoing medical needs will have a Healthcare plan, drawn up between school and parents. **Please note we are not permitted to give over-the-counter medicines to children in school they must be prescribed by a doctor.**

Behaviour and Discipline

We would wish to have children who:

- listen carefully;
- know when and how to talk in different situations;
- know how to move around the school appropriately;
- are respectful to themselves, peers, staff, visitors and property;
- know how to take turns and share;
- have good manners i.e. please and thank you/table manners;
- show kindness to others and to themselves;
- have a sense of responsibility; they can admit when they have done something wrong and say sorry;
- be able to tell the truth.

We will promote good behaviour by:

- setting appropriate but high expectations of work and behaviour;
- carefully planning correctly pitched work for each class and child that is both relevant and interesting to them;
- teaching children the rules and conventions of the class and school;
- staff constantly and consistently modelling the rules and conventions of the school;
- teaching and developing listening skills in children;
- praising appropriate behaviour;
- always to promoting children's self esteem.

Staff, parents, governors and children have worked together to develop a Whole School Behaviour Policy which is reviewed every year. For a full copy of the 2024 Behaviour Policy, please visit the school website www.stakeford.northumberland.sch.uk

We believe that by working together as a team, everyone in the school community is aware of the behaviour we expect in school and the rewards and sanctions that exist are known and understood by everyone. Children to be trained in the 'Stakeford' way. These replace the old 'rules' in the classroom and are learnt by children. They should be introduced in a special PSHE lesson in Week 1 of each new academic year, during which the class identify examples of what each attribute will look like in practice. The Stakeford Way reflects the rights and responsibilities above and will support us to work together to make Stakeford Primary School a happy, warm, caring environment in our journey towards achieving the school vision and curriculum intent.

The Stakeford Way

Sensible
Tolerant
Always respectful
Kind
Environmentally friendly
Focused
On time
Responsible
Determined

This will be openly and clearly displayed as reminders around the school where they will have most impact.

Anti-bullying Policy

The school has a responsibility to try to create a safe, secure and friendly environment. Good behaviour will be encouraged and appreciated. Negative behaviour and bullying will not be tolerated. Children need to know that something will be done about bullying and bad behaviour and that such matters will be handled discreetly and sensitively according to our behaviour policy.

Staff will:

- Listen to the parents' concerns
- Talk to the child who is suspected of being bullied
- Talk to the other children and/or adults involved
- Report back to the parents
- Monitor the situation carefully

Children Should:

- Know the school rules and carry them out
- Take responsibility for their own actions

- Report all bullying to a member of staff at the time of the incident

Prevention

The school works towards preventing bullying in the following ways:

- Participating in National Anti-Bullying Awareness weeks
- Engaging parents in Family activities relating to Anti-bullying messages;
- Tackling the issues around bullying via PSHE lessons/schemes of work;
- Discussing bullying issues through assemblies and stories;
- Working with children who have bullied (with the support of their families) to change their behaviour.

For a full copy of the school's Anti-bullying policy, please visit the school's website at www.stakeford.northumberland.sch.uk and follow the parent links.

Commitment to Equalities and Diversity Statement

This school is fully committed to discharging all of its equalities duties for all pupils, employees and visitors to the school site. The Equal Opportunities action plan contributes to an overall commitment by the school to improve standards and to build a school community with a positive ethos that reflects the wider community.

Through the school's ethos, curriculum and extended activities we will contribute positively towards:

- a common vision,
- a sense of belonging, and
- similar life opportunities for all

The school will ensure that procedures are in place to consider complaints or concerns. Procedures at Local Authority and school level are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incident.

Food and Drink

School Meals

At Stakeford Primary School we provide our own school meals. The aim is to provide each pupil a healthy meal during the school day which provides good value for money. In the provision of this service, the following documents have been used for guidance:

- The National food standards
- The Nutritional Standards

Both documents can be viewed at www.schoolsfoodtrust.org. For a full copy of our School Meals Policy Statement and menus, please visit the school website www.stakeford.northumberland.sch.uk.

The cost of school meals is reviewed annually. The price of each meal must cover the cost of ingredients, energy costs and staffing costs. School meal provision is non-profit making and any changes in price will be a direct result of changes to all or some of the elements listed. The cost of a school meal for Nursery, Years 3, 4, 5 and 6 in 2017/18 is £2.50 per day. Pupils in Reception, Year 1 and Year 2 are provided with a free meal each day as part of the Government's Infant Free School Meal initiative. Dinner money is collected via the School Money App.

Families may be eligible for Free School Meals if they are in receipt of one of the following:

- Child Tax Credit with NO Working Tax Credit (income below £16,190)
- Income Support
- Income Based Jobseekers Allowance
- Income Based Employment and Support Allowance
- Guaranteed Element of State Pension Credit
- The Immigration and Asylum Act 1999.

Details on how to apply can be collected from the school office or online at www.northumberland.gov.uk/fsm

Packed Lunches

Those children not eating a school meal may bring a packed lunch. We ask that these do not include sweets, chocolate or fizzy drinks. The school's packed lunch policy is available on request from the school office.

All children have access to water throughout the school day. In addition children have the opportunity to have a drink of milk mid morning. You will receive a letter at the end of each term so you can decide if you want your child to have milk the following term. The cost of this is currently £16 per term for children not in receipt of Free School Meals or aged under 5. Children not having milk may bring a drink of water to have mid morning. Please do not send your child with glass bottles.

Snacks

Children in Nursery, Reception, Year 1 and Year 2 are provided with a piece of fruit on a daily basis. Children in Years 3, 4, 5 and 6 can bring a piece of fresh fruit to enjoy at mid-morning break.

Safety

School Security

The school has a security system to ensure the safety of the children in school, which includes CCTV. The doors will be locked between 9.00 am and 3.15 pm. If you need to enter the school between these hours please use the main entrance where staff in the office will be happy to help.

Supervision Before and After School

Children are under the supervision and care of their parents until they enter the building when their care transfers to school staff. They are also in their care from the point of handover at the end of the school day. Please ensure that children continue to abide by the rules of the school site and do not play on outdoor equipment at these times.

Parking

The road outside the school is very congested at the beginning and end of the school day. If you do have to bring your child to school by car we ask you to park well away from the school entrance to ease the situation and ensure the safety of your children. **Please do not park on the pavements outside school.**

We will be running Walk to School Weeks throughout the year to encourage children to walk to school. Previous events have been very well supported and we hope they will eventually lead to a permanent reduction in traffic congestion around the school area.

Children may travel to school by bike or scooter, but they are left on the premises at your own risk. We request that all children who bring their bikes wear a helmet for protection. **Bicycles and scooters should not be ridden in the school yard for safety reasons.**

Mobile Phones

In school, staff and visitors are required to have their mobile phones switched off and locked away. The only places where they may be used are in the office or staffroom where there are no children.

We ask that parents and family members follow the same guidance and help us to continue safeguarding the children in our school. Staff in the office will not give anyone who is talking on their phone access to the school building.

School Uniform

Parents are now able to order school uniform online direct from the provider 'Tots to Teams' by visiting www.totstoteams.com. Click on the 'Schools' link then scroll to find the link to our school page. Uniform can then be delivered direct to your home for a small delivery charge or to school for free. We will continue to keep a small supply in school for those parents who do not have internet access.

Skirt/pinafore Grey /Charcoal

Trousers Grey /Charcoal

**Children in the EYFS may wear jogging pants or leggings to support toileting issues and for ease when learning to dress themselves following PE. This also applies to pupils with specific Special Educational Needs (SEN)*

Sweatshirt/cardigan Navy (available with school logo)

Jumper Navy

Polo shirt White (available with school logo)

Blouse/shirt White

Gingham summer dress Blue/white

Footwear

Flat black shoes. Trainers may be worn if they are black without logos or lights and have black laces.

Physical Education

T-shirt White, round necked (without logos or pictures)

Shorts Black or Navy (without logos)

Children have outdoor PE in the Spring and Summer Terms. In cold weather they may wear tracksuits.

For indoor PE black plimsolls and Trainers for outdoor PE.

Hair

All children with shoulder length, or longer, hair (girls and boys) must have it tied back. The school will not accept any 'extreme' hairstyles. The school considers the following hairstyles to be 'extreme': Mohicans, shapes/logos shaved into, or sprayed onto, the hair and coloured/bleached hair.

Face and Body Decoration

No child should be wearing make-up to school or nail varnish. Where children have used temporary tattoos which are visible when wearing their uniform or PE kit, these should be washed off before attending school.

Jewellery and Watches

Children can wear inexpensive watches, and small studs may be worn by children with pierced ears. Staff will not assist children in removing or putting in earrings but they must be removed or covered with medical tape before PE. We request that any new ear-piercing be arranged for the beginning of the summer holidays to enable ear-rings to be removed for PE by September. No other jewellery should be worn in school