

# **Stathern Primary School**



**Prospectus**

**2021—2022**

***'Nurture Inspire Discover Create'***

# **Stathern Primary School**

**Water Lane  
Stathern  
Melton Mowbray  
Leicestershire LE14 4HT**

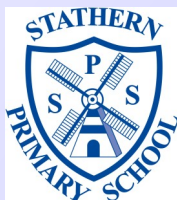
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**Headteacher: Mrs Karen Lambert**

**School website:  
[www.stathern.leics.sch.uk](http://www.stathern.leics.sch.uk)**

***‘Nurture Inspire Discover Create’***



**In March 2010, OFSTED graded the school as outstanding saying that it:  
*'Fully meets its aims to ensure 'achievement for all in a stimulating and caring environment. Pupils love school, behave impeccably and the excellent teaching means they make rapid progress.'***



***'The best thing about my school is that every pupil is valued; all children can speak to a teacher if needed and the school has a community feel'***

***'I think it's a fantastic school; I feel the school develops the child and their skill set as well as the academic side'***

***'Our child has some specific learning difficulties but his love of learning and of school has not diminished at all. We put this down to the fantastic experience that you all provide'***

***'The teaching is excellent, as is the forward thinking nature of the school'***

***'I am delighted with the new ethos and vision; it has set an incredibly positive tone and can be seen in my child's language and behaviour'***

***'Topics are inspiring and exciting with many opportunities for varied and challenging learning'***

***'It feels like the school has excellent leadership at all levels; we like the high expectations and striving to improve'***

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# Welcome

The headteacher, governors, staff and children of Stathern Primary School, would like to offer you a very warm welcome you to our school.

We are very proud of our school and hope you find this prospectus interesting and helpful. At Stathern we believe the school is very much a part of the community and we cannot exist without your encouragement and support.

We aim to provide the most engaging and inspirational learning environment possible and we try to ensure that all our children have the opportunity to achieve the highest standards of which they are capable. This means that everyone - governors, staff, parents and children work together and are mutually supportive.

The children need the support of us all as we strive to create a nurturing and creative atmosphere where everyone feels safe, appreciated and ready to enjoy both school life and the world beyond. We continually look to inspire children to become rounded individuals and members of society that can really 'make a difference' to the world in their own way.

The staff look forward to working with you and are committed to offering the very best possible primary school experience for your child.



*Karen Lambert*



***'Nurture Inspire Discover Create'***

# The School

Stathern School opened in 1845, celebrating its 150th anniversary in 1995.

Previously a church school, Stathern is now the only non-denominational Community School in the Vale of Belvoir. It retains good community links with St. Guthlac's Church.

The school has been improved and extended in recent years and now comprises:

- Four classrooms
- Kitchen
- Children's toilets
- Staff/disabled toilet
- Head's office and staff area
- School Office

The school site includes a tarmac playground and a newly refurbished outdoor area. There is also a separate outdoor area for Early Years.

With the help of School Council and Friends of Stathern School (FOSS), our outdoor area was recently overhauled to include new climbing equipment, a performance area and an all-weather play surface.

Adjacent to the school is a large grassed play park used by the school for lunchtime play, P.E. and games when the weather is suitable.

The school was a Beacon School from 2002-2005 and was listed as one of Ofsted's 'Particularly Successful Schools'.

In March 2010, Ofsted graded the school as outstanding, saying that it 'fully meets its aims to ensure "achievement for all in a stimulating and caring environment." Pupils love school, behave impeccably and the excellent teaching means they make rapid progress'.

In November 2015, the school was successfully audited by the external Financial Management Standards in Schools.

In November 2016 the school received a letter from MP Nick Gibb for its outstanding results and in February 2017 the school received another letter from MP Nick Gibb congratulating staff and pupils for 'the very high standard that the school had achieved in the 2016 key stage 2 assessments.' 100% of our pupils having reached or exceeded the expected standard in reading writing and maths. This placed the school in the top 1% of primary schools in England.

Over the last 2 unusual years, we have excelled in sport and continued to achieve high levels of attainment in the core areas of Maths, English and Science, despite there being no formal SAT assessments. In, 2020 our Year 2 achieved a 100% pass rate in their Phonics Screen, and in 2021, we proudly achieved an excellent Safeguarding audit, conducted by an Ofsted inspector as part of the Local Authority monitoring of Outstanding Schools. We pride ourselves on our Safeguarding practices within school.

# Governors

Mrs Clare Allen	Chair of Governors
Mr Ken Bray	Vice Chair of Governors Local Authority Governor
Mrs Karen Lambert	Headteacher Governor
Miss Helen Widdowson	Staff Governor
Mrs Sarah Cross	Parent Governor Responsible for Safeguarding and Antibullying
Miss Sally Camm	Co-opted Governor
Mrs Joan Sharp	Co-opted Governor
Mr Marcus Helps	Parent Governor
Mrs Kat Hampson	Co-opted Governor
Mrs Lisa Leathborough	Parent Governor
Mr Matt White	Co-opted Governor
Mrs Michelle Wright	Clerk to the Governors

The governors meet regularly and their work is of huge importance and value to the school. The role of the governing body involves developing and supporting the schools ethos, vision and values along with taking responsibility for the physical and financial running of the school, the appointment of staff and the curriculum.

Sub-committees including Standards, Finance and Health and Safety work hard to ensure the school is run to the highest standards. Safeguarding meetings take place termly. Minutes of all governors meetings are kept in school and are available to parents should they so request.

Governors regularly communicate and feed back to parents in a variety of ways and are always in attendance at school events throughout the year. We have three parent governors who are elected by parents and who serve on the governing body for a 4 year period.

# The Staff

Headteacher	Mrs Karen Lambert
Class 1 Teachers	Mrs Sarah Hatherley & Mrs Abbey Bailey
Class 2 Teachers	Mrs Denise Waller & Mrs Sarah Minnaar
Class 3 Teachers	Mrs Emma Hill & Mrs Emma Maxwell
Class 4 Teacher/Senior Teacher	Miss Helen Widdowson
Nursery Nurse	Mrs Janet Tomaszewski
Teaching Assistants	Mrs Helen Jones Mrs Ali Dee
Learning Support Assistant	Mrs Melissa Green
Clerical Assistant Clerical Assistant	Mrs Linzi Shaw Mrs Mary Swain
Premises Officer	Mr Kelvin Creasey
Lunchtime Supervisors	Mrs Mary Swain Mrs Linzi Shaw Mrs Ali Dee Mrs Melissa Green
Before & After School Care Organiser Before & After School Care Assistant	Mrs Mary Swain Miss Hannah Rowe

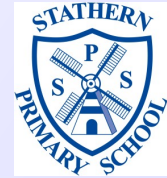


# Vision Statement

“Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being. “

## Our School Motto:

**Nurture, Inspire, Discover, Create**



The four words in our school motto form the basis of everything we do. Our children develop a sound understanding of what they mean...

**Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.

**Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.

**Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.

**Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.



# Our School Values

We believe in...

- Developing outstanding character and attitudes to learning in preparation for future challenges in a changing world.
- Promoting physical and mental health in a happy caring environment that is supportive and encouraging.
- Making a difference to the world we live in through creating enterprising solutions to local and global issues.
- Developing social skills and an appreciation of each person's unique strengths, respecting and embracing different cultures, races and religions.
- Fostering a deep sense of care and nurture for the world we live in and the people around us.
- Creating a broad range of inspiring experiences that allows children to develop skills and find their place in the world.
- Working in partnership with our school community and beyond to build brighter futures.
- High expectations alongside a culture of self-awareness, reflection and self-improvement.



# Admissions

Parents wishing to send their children to Stathern School should email, or ring to make an appointment to see the Headteacher, who will be happy to show you around the school and provide information about our philosophy, organisation and day-to-day routines.

It is now necessary for all parents, even those living in Stathern, to request a place at the school if they wish their child to attend. You can apply online at [www.leicestershire.gov.uk/popular-now/apply-for-a-primary-school-place](http://www.leicestershire.gov.uk/popular-now/apply-for-a-primary-school-place)

In common with other Vale schools, Stathern School allows children who wish to have full time admission to come for visits once they have had their fourth birthday. These visits are set in 4 sessions during the summer term to give the children a flavour of school life before they start in the following August.

From the September after their fourth birthday children are eligible to come full time.

# Induction

We aim to make the transition from home life to school a natural and enjoyable process for both children and parents.

Our induction programme includes:

- Pre-school visits for children and parents.
- Visits to the pre-school to see the child in their current setting.
- Home visits where necessary/requested.
- Individual parent meetings.
- Information booklets for parents.



# Organisation

There are currently 100 pupils on roll. The children are divided into four classes.

## SCHOOL HOURS

School opens for children to come in from 8.45 a.m.

The school register is taken at 8.55am

School lessons commence at 9.00 a.m.

Lunch is 12.00 to 1.00 p.m.

School finishes at 3.15 p.m.

The school offers before and after school care from 7:45am-8:50am and from 3:15pm—5:45pm.

Teaching time per average week is:

Key Stage 1 children  
(5 - 7 year olds) - 22 hours

Key Stage 2 children  
(7 - 10 year olds) - 23.5 hours

(This does not include registration, assemblies, breaks and lunchtime).

## Attendance

We kindly ask that all pupils attend regularly and punctually. Attendance at school is key to us making progress with learning and sets up the children for their future educational and working life.

The school is required by law to record lateness and authorised absence separately from unauthorised absence; repeated lateness can amount to a failure to attend school regularly.

We are now unable to authorise family holidays. Any requests for authorised absence should be put in writing to the headteacher. Each case is looked at on an individual basis.



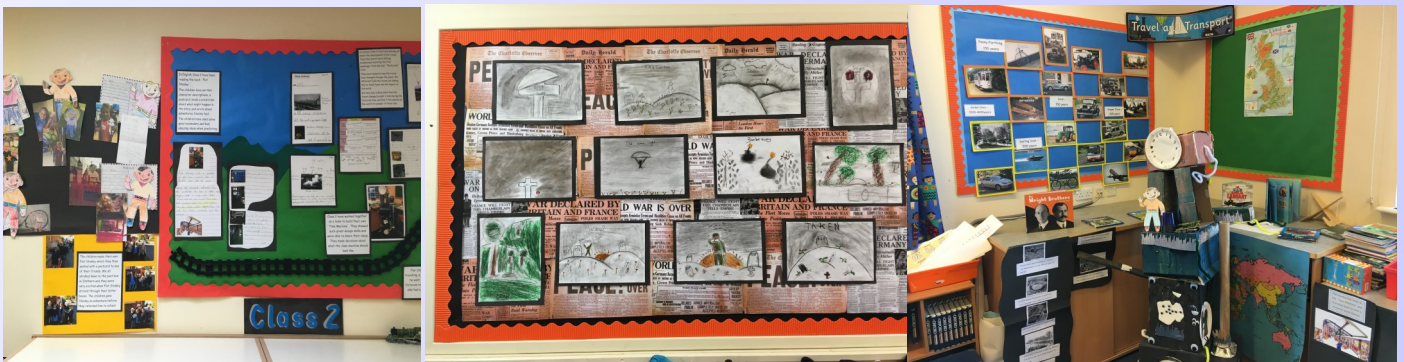
# The Curriculum

We regard the curriculum as all the knowledge, skills, values and attitudes that the school communicates to its pupils both within the classroom and through school life. We aim to provide a broad and balanced curriculum which allows the acquisition of knowledge and skills and the development of attitudes. The children are encouraged to develop an enquiring mind, self-confidence and a sense of responsibility for their own learning.

We have programmes of study which all the children of statutory school age follow. These cover the areas of English, mathematics, science, technology, computing, geography, history, physical education, music and art in primary schools. In addition, we also teach religious education, personal social and health education and French as our Modern Foreign Language. Children in Years 1 and 2 are said to be at Key Stage 1 and those in Years 3, 4, 5 and 6 at Key Stage 2. We teach daily English and mathematics lessons, and computing is taught as a discrete subject and is also used to enhance other curriculum areas. Personal development permeates through the whole school and curriculum, and we aim to develop each child through the curriculum and through our school ethos.

## Intent

- The school offers a curriculum that inspires children to change the world for the better.
- Knowledge is skilfully taught and shared to engage children in projects that 'make a difference' to the local community and the world beyond.
- Children embed knowledge in their long term memory and develop skills alongside a clear understanding of purpose and context, linking their learning to the world they are living in.
- Children are always encouraged to ask 'why' we learn about things. There is a great emphasis on high level vocabulary and the ability to articulate their learning and



# The Curriculum

## Implementation

- The careful implementation of an engaging and inspiring curriculum develops knowledge and skills that children can use for purposes set in real life contexts.
- These contextual applications challenge and engage pupils in equal measure. Lessons deepen pupils' knowledge skills and understanding across the curriculum.
- Subject leaders ensure that there is a high quality, overall specific plan of what children need to know in each subject. Senior and middle leaders support the design of an enterprising and creative curriculum where children make a difference to local society and the wider world through their projects.
- There is a consistent approach to feedback and marking for all learners. Pupils know how to improve their work, led by improvement prompts – verbal and written.

## Overall Impact Aims

The four words in our school motto explain the overall impact we have on children at Stathern Primary School. Our children develop a sound understanding of what they mean:

**Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.

**Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.

**Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.

**Create** – We enjoy working together to create new exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

# **The Computing Curriculum**

This area of work is primarily about the children developing their skills with computers and other electronic equipment, including programming. The school is well resourced; each class has access to 22 iPads and 22 Laptop PCs and appropriate software. Each classroom has brand new interactive tablet whiteboard. In 2021, the FOSS purchased Samsung tablets for Classes 2, 3 and 4.

Through supervised access to the Internet, children are able to exchange electronic mail with other schools and research information from museums, libraries and suitable web sites as part of their programme of learning.

Children will use computers as a part of their work from Reception right through to the end of Year 6. Word processing, simulation packages, data handling, graphics and command control programmes are all used. The use of information and Communication Technology is integrated into all curriculum areas so that it becomes a tool of the whole of the curriculum rather than a separate entity.

E-safety is carefully taught from an early age and always integrated into sessions that involve internet use.

# **Physical Education and Sports Provision**

We offer a full and varied curriculum which aims to develop confidence and skills across a range of physical activities. The school was awarded the prestigious 'Gold Mark' in 2016, 2017, 2018, 2019 and 2020—we are striving for the Platinum award next!

We offer the main areas of activity required by the National Curriculum, these being gymnastics and dance, games, swimming and outdoor activities. We use the Memorial Hall in Stathern for our gymnastics and dance lessons and Melton Pool for swimming. We also use the neighbouring play park for games and outdoor activities.

To support our curricular P.E. we also have a variety of extracurricular clubs which may cover such activities as football, cross country running and netball.

We are fortunate to work with sports coaches and specialists who supplement our P.E. provision. We use part of our Sports Grant to pay for professional coaches to work alongside regular teaching staff to deliver high quality sports tuition.



# Music

We aim to give children experience not only of performing but also of writing music. The opportunity exists for children to learn the recorder or ukulele and participate in an after school club. All children take part in school productions, concerts and seasonal activities such as Harvest Festivals and carol concerts.

Musical appreciation forms part of our regular school assemblies and children also learn various hymns and songs as part of these occasions.

Some children participate in the Vale Choir concert each year with pupils from all of the other Vale primary schools.

To enhance the children's experience in Music, Leicestershire Schools Music Service and other visitors are invited into school to work with the children and peripatetic music tuition is available for an additional charge, though places are limited.

# Religious Education

Stathern is not a church school and R.E. is non-denominational, being taught in accordance with the county's agreed syllabus. There is a daily act of worship which, in accordance with the 1988 Education Act is broadly Christian. Parents have the right to withdraw their children from R.E. and/or the daily act of worship.

Religious education is taught in each class and is approached in a variety of ways. Children hear both religious stories and moral tales. They are taught about people who have become famous through their works for mankind. Children are also encouraged to consider issues of daily life such as kindness and consideration for others.

The school has close links with St. Guthlac's church in Stathern, and representatives from different denominations are regularly involved in school assemblies.





## **Special Educational Needs**

Every effort is made to identify children with Special Educational Needs as early as possible. As we encourage communication between parents and teachers, this is usually part of an on-going dialogue. The schools Special Educational Needs Co-ordinator (Mrs Denise Waller), monitors progress and may be involved in more detailed assessments and in helping to devise individual programmes. We have a vast amount of experience of supporting children with a variety of physical disabilities and learning difficulties. Where the child's needs cannot be met in this way all available external agencies are used. Partnership with parents is viewed as crucial in such circumstances so children can be supported consistently, effectively and sympathetically. The school's Special Needs Policy reflects the requirements of the 2014 Code of Practice and details of the local offer can be found through a link on our [website](#).

## **Relationship and Sex and Education (RSE)**

We have successfully implemented a scheme based on Cambridgeshire PSHE and RSE programme. The lessons sensitively introduces reproduction, changes in the body and what makes us special, through carefully structured videos and lessons. Much of the RSE curriculum links beautifully with our Science curriculum.

Parents are consulted, and have the opportunity to meet together with school staff, to share their thoughts and ideas and help support their child's learning and currently have the right to remove their child from RSE should they wish, aspects related to science would not be optional. Parents will be informed in the summer term of the lesson content, and are free to discuss their thoughts with Mrs Lambert, who leads PSHE.

# Monitoring and Assessment

At Stathern, we recognise the importance of careful assessment and recording of children's achievements. We regularly review our practices in the light of national and local initiatives. National Curriculum records are maintained, as required by law, but in addition teachers keep day-to-day records of children's attainment.

Reception pupils are assessed throughout the year following a Reception Baseline Assessment on entry to Stathern Primary. This is completed in the first 3 weeks that the children enter school, and is submitted to the LA and Department for Education (DfE)

The children are assessed using external national assessments at the end of Year 2, when they are seven years old and again at the end of Year 6 when they are eleven years old. Children in Year 1 have a Phonics Screen at the end of the year, and children in Year 4 have a Multiplication Tables Check (MTC).

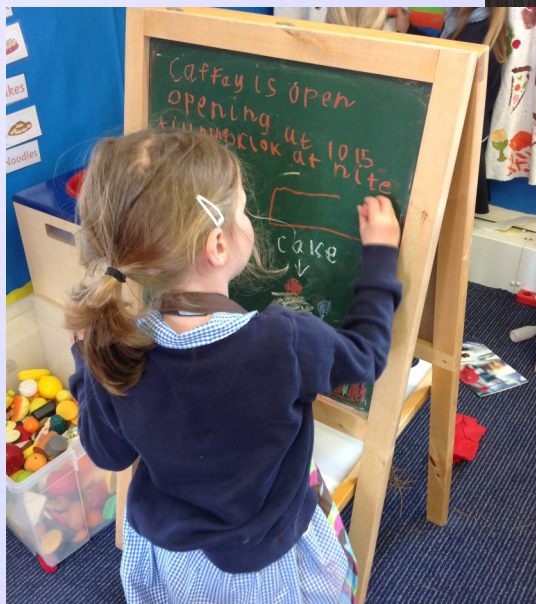
To monitor the effectiveness and success of our curriculum work, the teachers regularly assess the children in a variety of ways, ensuring consistency across the school.

As a school we respect that the teacher's professional judgement is probably the most significant factor in determining what has actually been achieved. We also value and

welcome the views of parents regarding their children. We feel by working together we can provide the best opportunities for each child.

We also encourage children to express their

own feelings about their progress, and to make judgements about how they are working.



# Homework

The school regards the purpose of homework as being able to develop, consolidate and reinforce skills and understanding, particularly in English and mathematics, and to exploit resources for learning of all kinds at home. In addition, homework extends school learning, through additional reading for example and encourages pupils as they get older to develop the confidence and self discipline needed to study on their own, and to prepare them for the requirements of secondary school.

The amount of time and the focus of the homework set by the school will reflect the broad guidance issued by the government:

YEAR GROUP	AMOUNT	ACTIVITIES
EYFS	20 minutes daily	Reading and phonics
Years 1 and 2	1.5 hour per week	Reading, spelling, other English work and maths fluency work.
Years 3 and 4	2 hours per week	Reading , Tables and spelling focus. Optional 'Topic' assignments in other subjects
Year 5 and 6	30 minutes a day	A regular weekly schedule with continued emphasis on Reading, spellings, English and maths. Optional 'Topic' assignments in other subjects

The precise amount of time spent on homework is much less important than the quality of tasks set and the way they are planned to support learning. Homework, tasks will be planned as part of the school's schemes of work for different areas of the curriculum, particularly the core subjects.



# Extracurricular Activities

Due to the extenuating pandemic situation, activities outside of school, have not taken place, however I ma so proud to report that, at various times of the year a wide range of after school activities take place.

We hope to pick up many of those usually done in the coming academic year.

These are organised by staff and include:

Athletics  
Yoga  
Mindfulness  
Guitar  
Writing  
Cheer-leading  
Multi-skills  
Drums  
Football  
Tag-rugby  
Cricket  
Cross country running  
Netball  
Hockey  
Dance

Clubs are also offered for all ages of children. Year 6 pupils also run some lunchtime clubs including computing and art.





## Educational Visits and Visitors

The school believes that the pupils gain an incredible amount from first-hand experience. Previous opportunities have included visits to Wollaton Hall (as part of their science topic looking at Forces), Twycross Zoo, Warning Zone, Nene Valley Railway, Sherwood Forest, Twin Lakes, Bosworth Battlefield, Duxford War Museum, local farms, a day visit to London, Warner Brothers Studio Tour, theatre visits to see 'The Elves and the Shoe Maker', 'Matilda', 'The Twits', 'The Princess and the Frog', and many sporting fixtures.



Residential visits are offered to pupils from Years 3-6 and have included PGL, Bushcraft, Beaumanor Hall, Hathersage in Derbyshire, Castleton in Derbyshire, Kingswood in Doncaster and Hunstanton.

We look forward to welcoming many visitors into school who have developed strengths in sports coaching (football, athletics, golf and rugby). Local operatic company, Magdala Opera and folk singer Karine Polwart have helped inspire the children in musical composition work and performance. Tudor alchemist Jack Greene enthralled us with looking into Tudor weaponry and inventions, Royal Dutch Shell financially backed a candle making workshop for the pupils and members of the New St. George Morris Dancing troupe supported students in learning the traditional English dancing. We have also welcomed The Owl Experience, professional African drummer Julie Wright, children's authors Michaela Morgan and Richard Penny as well as local Ballet teacher Clare Calder who also devised dance workshops for the pupils. We have also asked parents with expertise such as veterinary science or nursing to come into school to talk about their skills and jobs. The list is by no means exhaustive and we continually ask for suggestions for others to come in to support our work.



# Standards and Progress

## Key Stage 2

NO SATS TESTS HAVE BEEN COMPLETED IN 2020 or 2021, but for your information, our latest published data is as follows:  
Percentage at each level in 2019:

	Working Towards the Expected Standard	Working At the Expected Standard or Higher	Working at the Higher Level	Disapplied	Absent
Spelling, punctuation and grammar	14	86	7	0	0
Reading	29	71	29	0	0
Writing	14	86	21	0	0
Maths	14	86	21	0	0

The number of eligible children was 14 (1 child is 7.1%)

	Working Towards the Expected Standard	Working At the Expected Standard or Higher	Working at the Higher Level	Disapplied	Absent
Spelling, punctuation and grammar	11	89	72	0	0
Reading	11	89	56	0	0
Writing	17	83	22	0	0
Maths	11	89	56	0	0

Percentage at each level in 2018:  
The number of eligible children was 18 (1 child is 5.6%)

	Working Towards the Expected Standard	Working At the Expected Standard or Higher	Working at the Higher Level	Disapplied	Absent
Spelling, punctuation and grammar	29	71	57	0	0
Reading	29	71	57	0	0
Writing	29	71	0	0	0
Maths	29	71	71	0	0

# Standards and Progress

## Key Stage 1

Percentage at each level in 2019:  
The number of eligible children was 13 (1 child is 7.7%)

	Working Towards the Expected Standard	Working At the Expected Standard or Higher	Working at the Higher Level	Disapplied	Absent
Reading	23	77	46	0	0
Writing	23	77	15	0	0
Maths	8	92	38	0	0

Percentage at each level in 2018:  
The number of eligible children was 13 (1 child is 7.7%)

	Working Towards the Expected Standard	Working At the Expected Standard or Higher	Working at the Higher Level	Disapplied	Absent
Reading	23	77	46	0	0
Writing	23	77	15	0	0
Maths	23	77	23	0	0

Percentage at each level in 2017:  
The number of eligible children was 11 (1 child is 9%)

	Working Towards the Expected Standard	Working At the Expected Standard or Higher	Working at the Higher Level	Disapplied	Absent
Reading	18	82	18	0	0
Writing	18	82	18	0	0
Maths	18	82	52	0	0

# School Uniform

It is the consensus of opinion amongst parents and the wish of the governors that the children wear a school uniform.

## **Our school uniform is...**

Blue polo shirt with navy blue, black or grey trousers or skirt with a navy sweatshirt or cardigan. In the summer girls wear summer dresses, skirts or pinafores, and the boys can wear shorts.

For P.E. the children are expected to change into a plain white T-shirt, blue or black shorts or joggers and trainers or plimsolls. Full details can be obtained from the school office and this is available to buy online (through a link on our website).

## **Jewellery**

Children should not wear jewellery to school or to bring other valuables. Jewellery can be dangerous when worn during P.E. and at break times.

Earrings can be dangerous if they catch on clothing whilst the children are at play and we would prefer it if children did not wear them for school; if your child has pierced ears, studs may be worn if absolutely necessary, but earrings must be removed for P.E. lessons by the children themselves as staff are not permitted to remove earrings. All pupils are advised to remove earrings for swimming.

# Behaviour and Discipline

We believe the standard of behaviour and discipline at this school is very good. The children are expected to display high standards of personal discipline and show care, respect and tolerance in their behaviour. Should a child's behaviour become a cause for concern we would quickly inform parents and discuss the problem. The children know each step of the behaviour sanctions and they are aware of both their rights and responsibilities. Please see the school website for our Behaviour Policy.



# Pastoral Care

The general welfare of the children at Stathern School is a shared responsibility between all the staff working here. If there is any relevant information which may have some bearing on the child's well-being then please inform us. Such information would, of course, be treated in the strictest confidence.

## Contact and Communication

In cases of emergency, it is important that we are able to reach parents quickly. For this reason, would you please make sure school has a contact telephone number where you can be reached during school hours.

A text messaging service is now well established and allows us to keep parents up to date with information that we need to get out quickly. We send most of our Correspondence electronically, and most letters will be sent from the school eSchools account.

## Safeguarding

The staff at Stathern School have an overriding responsibility to protect the children at our school and work in partnership with other agencies like the Health Authority, Social Services and the police. Because our first concern must be the well-being of your child, there may be occasions when we have to consult other agencies before we contact you. The procedures we have to follow have been laid down in accordance with the Local Authority Child Protection Procedures. Please see the school website for our school Child Protection Policy, and if you have any safeguarding worries, please do not hesitate to contact the school office or Mrs Lambert .

# Medicines

The school follows the guidance given by the Local Authority in consultation with the Health Authority, concerning medicines in school.

## Short Term Medication

If the child is judged by the G.P. to be fit to return to school the timing of the dosage should be adjusted to fall outside school hours wherever possible.

## Long Term Medication

(Asthma, epilepsy, diabetes etc). This will be dealt with sympathetically on an individual basis. Please arrange to meet with us and discuss things further if your child is in this category.

# School Meals

The school does not have cooking facilities for school meals on site, but hot meals are delivered each day from the kitchen at Bottesford. There is a two option menu. Vegetarian alternatives are available.

All pupils in Reception, Year 1 and 2 are encouraged to take advantage of their free school meal entitlement.

Payment for meals is requested on-line using the School Money system and can be paid **in advance**.

Children who prefer to bring a packed lunch may do so. Packed lunches should be brought in suitable named containers which are to be placed in the classrooms. Glass bottles, tin cans and breakable thermos flasks are not allowed for safety reasons.

We encourage the children to eat healthy packed lunches and snacks and to avoid lots of treats that are high in fat and sugar. Pupils are also provided, on entry to the school, with a logo sports water bottle to encourage them to drink plenty of water throughout the day. Extra bottles can be purchased from the school office.

Children are supervised whilst eating their lunches by members of both teaching and non-teaching staff. We expect all children to sit and eat properly, to display good manners and show respect for others.

Children go outside to play at lunchtime, weather permitting. If the weather is unsuitable, then we have a selection of indoor activities. This recreation time is supervised by members of non-teaching staff.

Milk is free for under 5s and available at a small daily charge for all others. Full details can be obtained from the school office. All children can bring in a healthy snack to eat at playtimes (such as fruit or cereal bars). Sweets and chocolate bars are not allowed. We are an allergy aware school and nuts are not allowed.





# Parents and Community

The staff and governors regard education as a shared experience where parents, teachers, pupils and the local community all have a part to play. We are always keen to link with local businesses and enterprises, many of which are through parent connections.

Stathern School acknowledges the importance of good communications between home and school. A half termly newsletter provides information for parents on a regular basis. We encourage you to visit our school website: [www.stathern.leics.sch.uk](http://www.stathern.leics.sch.uk) - here you will find key dates along with information about our learning and exciting school events.

Parent's Evenings are held regularly giving staff and parents the opportunity to discuss individual pupil's progress. Meetings are currently held virtually or over the 'phone, allowing for convenience, safety and discretion. A written school report is issued for each pupil annually.

The school aims to be friendly and accessible to parents, whilst currently we are unable to invite adults into school due to the COVID risk assessment, it is hoped that parents will feel able to speak with staff informally should the need arise. The use of class emails is a vital link, and staff monitor these on their work days. The Headteacher is always available to meet with parents, and encourages them to contact her if they have a particular concern. An appointment is not always necessary, but it is helpful.

We are often seen at the heart of community events such as the Stathern Festival, Stathern Duathlon or helping to support local charities such as Dove Cottage Day Hospice and all pupils are encouraged to enter the Stathern Show. We look forward to embracing these events again in the coming year.



# Friends of Stathern School (FOSS)

A Parent/Teacher Association has been formed under the name of Friends of Stathern School.

The Friends of Stathern School (FOSS) was formed in 2001 with two main objectives; first, to raise additional funds for 'useful' items that would not normally be covered by the school's own budget, and second, to have some fun for both children and parents.

During recent years we have successfully raised money to fund the following projects and purchase the following items for the school: Forest Schools, iPads and laptops, visits and visitors, new outdoor play equipment, guided reading books, thinking skills games, a new cooker, new clipboards, big book stands, new musical instruments and new aprons for the Reception class. Recent fundraising by FOSS provided a range of outdoor play equipment for the children, including magnetic wall mounted games, a basketball net, outdoor games tables and playground markings and a visualiser for shared use between the classes, in 2021 the FOSS supplied the school with 18 tablets.

The parents who are involved in FOSS meet regularly to organise fund raising events throughout the year including The Stathern Duathlon, children's discos, even managing a school Zoom disco in December 2020 and we look forward to a return to events for the parents too such as the Fish and Chip Supper which have been supported by local bands including The Hoo Haas. New parents and helpers are always welcome as new ideas are vital for the continued success of FOSS.

Should you wish to contact a committee member of Friends of Stathern School please ask in the school office.





# Documents Available

Many of the key policies and documents can be accessed via the school website. The following information is available for parents to see in school:

1. Local Authority's Curriculum Policy Statement, Curriculum vision documents.
2. Local Authority's Syllabus for R.E.
3. School Policy documentation.
4. Any statutory documents sent to schools by the DfE and relating to parents.
5. Timetables and syllabuses currently used in school.
6. Children's National Curriculum Records.
7. Any published Inspection Reports which refer specifically to the school.
8. Arrangements made by the school and the Local Authority for the consideration of complaints about the school curriculum.
9. Minutes of Governing Body meetings.
10. Standard Assessment Tests (S.A.T.s) results.
11. Attendance figures.

# **Local Authority Policies**

## **1. Discipline in School -**

At its meeting held on 28th July 1982, Leicestershire County Council resolved that corporal punishment be passed out of use in all the Authority's schools by 1st January 1983 in the case of Primary and Special Schools and by April 1983 in the case of Secondary School.

## **2. School Uniform -**

At its meeting on 28th July 1981, Leicestershire County Council resolved that the wearing of school uniform shall no longer be compulsory in County Schools. No pupil will be refused admission to a County School merely because he or she is not wearing a school uniform and that action be taken forthwith to draw this directive to the attention of parents as well as school Heads and Governors.

## **3. Multi-Cultural Education and Equal Opportunities.**

The Authority opposes sexist, racist or homophobic behaviour among staff or pupils. Where necessary, procedures and sanctions will be used in accordance with Leicestershire County Council Guidelines, dealing with breaches of County policies concerning these matters.

## **4. Child Protection: Safeguarding children – Information for Parents.**

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy: parents may request a copy of this and it is also available on our school website.

# Local Authority Policies

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are five categories of abuse: physical, sexual, emotional, neglect and bullying (including cyber/online)
- In some cases the school is obliged to refer children to children's social care staff, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to children's social care if it is thought that this might put the child at risk.
- Children's social care tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your child may have been abused you should contact the children's social care office. If you think the abuse may have happened in school, contact the Designated Safeguarding Leaders for Child Protection, who are Mrs Karen Lambert or Miss Helen Widdowson. If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.
- If school staff need to express concerns about a child or refer a child to children's social care, it is understood that this can cause distress or anger for the child's parents.

For parent's enquiries, please contact: Mrs Karen Lambert or Miss Helen Widdowson (Designated Safeguarding Leads.)



