‘Learning for a fuller life…’

“Coming to this school gives you the best feeling ever. It feels warm, like standing in the sunshine. It’s the best school in the world. I love it.” (TJS Pupil)
| **Address**       | Taverham Road  
|                  | Taverham  
|                  | NORWICH  
|                  | NR8 6SX  
| **Telephone**    | 01603 867740  
| **e-mail**       | office@taverhamjunior.norfolk.sch.uk  
| **website**      | www.taverhamjunior.norfolk.sch.uk  
| **Headteacher**  | Mr. P. Stanley  
| **Chair of Governors** | Mr. C. Wilson-Town  

The details contained in this brochure are correct at the time of printing (May 2017) but may be subject to change at any time.
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WELCOME TO TAYERHAM V.C. C.E. JUNIOR SCHOOL

The words on the front cover of this brochure were spoken by one of our pupils, a member of the school council. They were talking about the school to the candidates applying to be our new Deputy Headteacher in April 2015. I was incredibly proud to hear these unprompted comments, not least because they echo the positive comments of many visitors, and also because they demonstrate our caring, child-centred ethos, based on universal and Christian values.

Taverham Junior is a ‘Voluntary Controlled’, Church of England school, maintained by Norfolk Local Authority. We have an expectation that all of our pupils aim for the highest standards in all that they do, whether it be academic work, relationships, sporting and musical activities or outstanding behaviour. We are committed to mixed-ability, cross-curricular teaching that provides a broad, balanced education of the ‘whole child’, with the aim of creating happy, healthy and high-achieving pupils. As well as academic success, we are proud of, and celebrate, our children’s achievements in music and sport, helped by the wide range of extra-curricular activities that we offer.

Our school is set in large, pleasant grounds with four zoned or themed playgrounds. We have two large playing fields, a traversing wall, a ‘trim trail’, a ‘Forest Schools’ wildlife area, den-building area, a school garden with a pond, as well as numerous areas for pupils to sit and reflect, or chat with friends. Indoor facilities include a multi-purpose hall, a music/drama studio and a large, attractive and well-stocked library. All of our classrooms are equipped with computers, visualisers, interactive whiteboards and data projectors and we have complete wireless access, with mini iPads, laptops and netbooks. In 2016 all the lighting in the school was replaced with energy-efficient and more effective LED lighting.

Our most recent OFSTED report, in November 2014 reaffirmed Taverham Junior as a ‘good’ school where ‘pupils have very positive attitudes to learning and achieve well from their individual starting points.’ We are striving to become the first ‘outstanding’ junior school in Norfolk, and one of only a few in the whole country. The full report can be viewed at www.ofsted.gov.uk/reports.

This brochure is intentionally detailed in its content and we hope that it enables you and your child to gain an initial understanding of our aims and the way in which Taverham Junior School operates. However, the best way to get to know any school is to come into school and to meet us and to see us ‘in action’. I try to personally show all prospective parents around the school, and would be happy to meet you. We believe that school and parents must work closely together and we look forward to developing a positive and successful relationship with you and your child.

Our key policies are available on our website, along with details of our curriculum and how we spend our ‘Pupil Premium’ and ‘Sport Premium’ money. There are also photos illustrating the learning, events, trips and activities that go on. We also use Twitter (@TaverhamJunior and @headtaverham) to share news and photos of events. If there is anything you wish to know that is not included here or on the website, please contact the school.

We look forward to meeting you.

Paul Stanley
Headteacher
OUR AIMS AND VALUES

Our Vision for Taverham VC CE Junior School

‘Learning for a fuller life’

This is based on the words of Jesus Christ, as reported in the Gospel of St John - ‘I have come that they may have life and have it to the full’ (Chapter 10 verse 10)

In adopting ‘Learning for a fuller life’, we want all children at Taverham VC Church of England Junior School to become:

- **Successful and happy individuals**, who participate fully, enjoy learning, make progress and achieve;
- **Confident and resilient young people** who are able to live safe, healthy and fulfilling lives;
- **Responsible citizens** who make a positive contribution to society, locally, nationally and globally;
- **Caring, respectful and tolerant** members of their community;
- **Reflective individuals**, with a strong spiritual and moral awareness

We see it is our duty to give children the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

As a Church of England School, we believe that all children, whether they have a faith or not and whatever their background or culture, are loved by God and are individually unique.

"Each second we live is a new and unique moment of the universe, a moment that will never be again. And what do we teach our children? We teach them that two and two make four, and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all the years that have passed, there has never been another child like you.'

Pablo Casals (1881 – 1973)

Taverham VC Church of England Junior is not a faith school for Christians but a Christian school for all.

TEACHING STAFF

Our school has a range of well-qualified and experienced members of staff:

- **Mr. P. Stanley**  Headteacher, Designated Safeguarding Lead (DSL), Educational Visits Coordinator (EVC)
- **Mr. P. Henman**  Deputy Headteacher, Assessment Leader, Deputy Designated Safeguarding Lead (DSL),
- **Mr. L. Hughes**  Year Group Leader (Year 6); Leader for E-safety (CEOP trained)
- **Mr. P. Hollidge**  Year Group Leader (Year 5)
- **Mrs. S. Munt**  Year Group Leader (Year 4)
- **Mr. C. Lamb**  Year Group Leader (Year 3)
- **Mrs. M. Wilson**  Special Educational Needs and Disabilities Co-ordinator (SENCo); Deputy Designated Safeguarding Lead (DSL); Designated Teacher for Looked After Children (LAC)
- **Mrs. S. Nudds**  Year 6 Class teacher, Lead Teacher for English
- **Mr. J. Merrill**  Year 6 Class teacher, Lead Teacher for Computing
- **Mr. B. King**  Year 6 Class teacher, Lead Teacher for Maths
- **Mrs. J. Potts**  Year 6 Class teacher (0.6), Lead Teacher for PSHE (Personal, Social & Health Education) and Sex and Relationships Education (SRE)
- **Mrs. L. Lacey**  Year 6 Class teacher (0.6), Lead Teacher for Science
Mrs. H. Penwill Year 5 Class teacher, Lead Teacher for Music
Mr. P. Loughlin Year 5 Class teacher
Miss R. Comfort Year 5 Class teacher, Lead teacher for RE
Mr. S. Jones Year 4 Class teacher, Pupil Premium Champion (SLT member)
Mrs. F. Perry Year 4 Class teacher (0.5), Lead Teacher for Geography
Mrs. H. Suswain Year 4 Class teacher (0.5), Lead Teacher for Art
Miss E. Fry Year 4 Class teacher, Lead Teacher for Design/Technology
Mrs. L. Wells Year 3 Class teacher (0.6), Lead Teacher for EAL (English as an Additional Language)
Mrs. E. Moulton Year 3 Class teacher (0.4) Joint Lead Teacher for Physical Education
Mrs. E. Potter Year 3 Class teacher

**SUPPORT STAFF**

Mrs. K. Goff Higher Level Teaching Assistant-Inclusion (HLTA)
Miss E. James Higher Level Teaching Assistant-Inclusion (HLTA)
Mrs. R. Bird Higher Level Teaching Assistant-Inclusion (HLTA)
Mrs. K. Miller Higher Level Teaching Assistant (HLTA), Librarian/Cover Supervisor
Mrs. T. Green Higher Level Teaching Assistant (HLTA), P.E. Instructor; School Lead for P.E. (joint)

Mrs. K. Head Teaching Assistant (Y3) Mrs. J. Bilby Teaching Assistant (Y4)
Mrs. K. Burdett Teaching Assistant (Y3) Mrs. M. Annison Teaching Assistant (Y4)
Mrs. S. Cockburn Teaching Assistant (Y3) Mrs. C. Wooley Teaching Assistant (Y4)
Mrs. K. Burdett Teaching Assistant (Y5) Mr. I. Rukaber Teaching Assistant (Y4)
Mrs. K. Harvey Teaching Assistant (Y5) Mrs. L. Reid Teaching Assistant (Y6)
Mrs. V. De-Abreu Teaching Assistant (Y5) Mrs. C. Laurence-Couzens Teaching Assistant (Y6)
Miss G. Vickery Teaching Assistant (Y5) Mrs. T. Clark Teaching Assistant (Y6)
Mrs. J. Sparkes Teaching Assistant (Y5) Mr. A. Garrood Teaching Assistant (Y6)
Mrs. J. Harvey Teaching Assistant (Y4/6) Mrs. E. Pearson Teaching Assistant (Y6)
Mrs. R. Blois  Office and Finance Manager
TBC  Secretarial Assistant
Mrs. D. Watts  Receptionist/Clerk
Senior MSA (Midday Supervisor)
Mr. N. Hall  Site/Health and Safety Manager

Mrs. B. Aldred  MSA
Mrs. K. Browning  MSA
Mrs. P. Burrows  MSA
Mrs. S. Cockburn  MSA
Mrs. M. Cooke  MSA
Mrs. D. Cornish  Senior Cleaner
Mrs. D. Cornish  MSA
Mrs. A. Harris  Cleaner
Mrs. R. Daley  MSA
Mrs. V. Ward  Cleaner
Mrs. A. Harris  MSA
Mrs. P. Tacon  Cleaner
Mrs. T. Jacks  MSA
Mr. C. Chapman  Cleaner

THE SCHOOL GOVERNORS

The Governing Body is made up of a cross-section of local people who freely volunteer their time. They meet twice each term to discuss a wide range of school issues. Governors also meet in two smaller committees (Personnel Premises and Finance; Children, Curriculum and Standards)

**NAME**

Mr. C. Wilson-Town [Chair]
Mrs. J. Rayner-Wells [Vice-Chair]
Reverend P. Seabrook
Mr. P. Stanley
Mrs. R. Bird
Mr. S. Jones
Mr. N. Dyas
Vacancy
Vacancy
Mr. P. Henman
Ms. F. Johnston

**GOVERNOR STATUS**

Co-opted
Foundation
Community
Foundation
Staff (Headteacher)
Staff
Parent Governor
Parent Governor
Associate Governor
Clerk to the Governors

THE SCHOOL COUNCIL

Our School Council helps to encourage citizenship and responsibility. Each class elects a representative who stands on the council for one year. This way all pupils can be consulted and have opportunities to raise their concerns and make suggestions for ways of improving school life and learning. The School Council interviews all shortlisted applicants for teacher and teaching assistant posts. They also interview applicants for the school nurse course at the Norfolk and Norwich University Hospital every year and meet regularly with our Norse Key Account Manager and school cook to discuss school dinners etc. We also have an Eco Council, who focus on the school grounds and issues around the environment, waste and energy use etc.
THE PTFA (PARENT, TEACHER AND FRIENDS ASSOCIATION)

The school has a very hard working group of parents and teachers who support us by organising a wide variety of events. The money raised is used to purchase additional resources and equipment for the school. All parents of pupils automatically become members of the association and are welcome to attend any of the meetings. We hope you will want to support the school in our social and fund raising events. The PTFA committee meet once a half term and organise events such as regular children’s discos, a quiz and chips and a summer barbecue.

The considerable efforts of the committee, along with the support of parents, raises substantial sums of money which enable us to considerably enhance the quality of education provided for our children.

The PTFA’s current focus is fund raising for a new minibus, including a major community running event in June 2017. In the last few years the PTFA have funded/purchased:

- School grounds improvements
- Water coolers
- Medals and trophies
- Athletics vests and football kits
- Subsidised school trips and visits
- Musical instruments
- Minibus running costs
- Exhibition display boards
- Library furniture
- Magazine subscriptions for the school library
- PA system
PRACTICAL INFORMATION FOR PARENTS

ADMISSIONS

Although children from the two feeder infant schools are normally offered places at Taverham Junior School, there is no guarantee of a place as this is dependent on the school’s admission limit (currently 120). Places are offered according to the Local Authority guidance on criteria in the event of over subscription:

Preference will be given to children living nearest to the school according to the following criteria in order of priority:


Children who live within the designated area and:

2. Have a sibling attending Taverham Junior School.
3. Have no sibling connection with the school.

Children who live outside the designated area and:

4. Have a sibling attending the school at the time of their admission.
5. Have no sibling connection with the school.

TRANSFER AND TRANSITION

"Since moving here, and leaving my old school, this school has been like a second home." (Pupil)

We have good relationships with our feeder high school, Taverham High School and our feeder infant schools, Ghost Hill Infant School and Nursery, and Nightingale First School and there is frequent communication between all the schools, as well as regular meetings of Headteachers, other staff and governors from schools in the Taverham/Drayton cluster.

During the second half of the summer term before they are admitted, we organise a gradual introduction for all Year 2 pupils who are transferring from feeder infant schools. Firstly, children who will be entering our Year 3 classes join us in a joint multi-sports activity with our current Year 3 pupils (led by our Year 6 pupil Sports Leaders). The Year 2 children also visit the school for an afternoon, for a ‘Music Showcase’; our school orchestra performs and the children talk about and demonstrate the instruments they learn to play at Taverham Junior. Our Year 3 teachers and Team Leader then visit both of our feeder infant schools to talk informally with Year 2 pupils about their transfer to Taverham Junior. Finally, the Year 2 children spend a day with us, meeting their new class teacher and getting to know their way around, along with the school routines. For those pupils who have Special Educational Needs, or may be particularly anxious about transition, an additional visit is organised, as a small group, so that they can become familiar with the layout of their new school and get to know some of the key members of staff. We are very happy to arrange further visits for any child or parent, as required.

Parents of pupils in Year 2 are also invited to an (evening) induction meeting, which gives them an opportunity to understand a little more about our school, to meet staff and to ask any questions that they may have.

We maintain very positive links with our feeder high school, including staff from both schools visiting the other. Regular communication and meetings between teachers at Taverham High and
Taverham Junior help our Year 6 children when they transfer into Year 7. They also attend an induction day at the high school in the summer term of their final year with us.

In November each year, we have an 'open week' when prospective parents can visit the school during the school day and walk around the school to see it 'in action'. Guided tours from the Headteacher or Deputy Headteacher are also available during the week.

**TIMES OF THE SCHOOL DAY**

School begins at 8.40 a.m. **Children can come into school from 8.30am and should go straight to their classroom.** All the classrooms are supervised from 8.30am; children on the playground before 8.30am will not be supervised by school staff. The children are expected to get on with a set task prior to the lunch and attendance registers being called at around 8.45am. The ‘formal’ school day starts at 8.40am. Any child arriving after 8.50am will be marked late.

*(Arrangements for Year 3 are slightly different for the first half term of the school year; parents may wait on the playground with their children until the bell goes at 8.40am. The children will be supervised in the playground from 8.30am and then each class will line up and be collected from the playground by the teacher.)*

If parents need to communicate urgently with a teacher, there will be at least one member of staff at the Taverham Road and St. Edmund’s Rise entrances (usually the Headteacher or Deputy Head); they will be happy to speak to parents/carers, take a message or if urgent, fetch the requested member of staff. Alternatively, parents/carers can call at the office, phone or email the school with any message.

**Parents should note that a late start to the day is very unsettling for your child and is also disruptive to other pupils and teachers.**

**A LATE START IS A BAD START! Please ensure that your child arrives at school on time.**

Lessons finish at 3.00 p.m. During a normal school day, the duration of lessons (not including assemblies, registration and break times) totals 4 hours and 55 minutes. There is a lunch break of 55 minutes, and a short break during the morning session.

**BRINGING AND COLLECTING CHILDREN**

The school has a significant problem regarding congestion at the beginning and end of the school day. **Whenever possible, please walk your child to school to make the local area a safer place for all of our pupils.** If you **must** bring your child to school by car, please avoid parking on the yellow zig-zag lines which are painted on the road as a safety precaution. Our overflow car park on Taverham Road can be used by parents when dropping off or collecting children.

For safety reasons, parents and children should enter school via the single pedestrian gates. Parents can bring their child onto the school playground and then leave or to say goodbye at the school gate. Similarly, parents are encouraged to collect them from the same place. **Please do not enter the school building during the school day (8.40am-3pm)**

**SCHOOL TRANSPORT**

Pupils are eligible for free school transport if they attend the school designated as appropriate by Norfolk County Council, and live more than walking distance from it. If there are spare places on the taxi or minibus, it **may** be possible for pupils to take a 'discretionary' place, which would need to be relinquished should an eligible pupil require that place.

If you believe your child may be eligible for free transport, you should contact the Passenger Transport department of Children’s Services at County Hall.
ATTENDANCE

‘Pupils speak with great pride about their school and thoroughly enjoy coming to school so that attendance is consistently above average.’ (OFSTED, Nov 2014)

It is a legal requirement of schools to keep daily attendance records for each pupil. Pupils are registered as PRESENT, ABSENT (authorised) or ABSENT (unauthorised). Authorisation of absence may be obtained by telephone call, written note or direct message by the parent/carer. (Please note that, because it is not possible to be certain of the originator of an e-mail message, the school is unable to accept an e-mail as parental authorisation of a pupil absence).

We are able to authorise absence for the following reasons:

- Illness (we may have to ask for medical evidence if absence due to illness is regular)
- Doctor, hospital or dental appointment (although appointments out of school hours are always preferable if at all possible)
- An activity which could be deemed as being of educational value, authorised by the Headteacher
- Death of a close family member
- Severe weather preventing attendance
- ‘Exceptional circumstances’

PLEASE NOTE: Late arrival to school is also recorded.

The Taverham and Drayton Cluster of schools have an agreed approach to school attendance / absence, which is communicated to parents.

Attendance at school and legal intervention

Research commissioned by the Department for Education shows missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances. At Taverham VC CE Junior School our aim is to work with parents to ensure that all our pupils receive the most from their education and reach their full potential.

The Government remains very clear that no child should miss school apart from in exceptional circumstances and that schools must to continue take steps to reduce absence to support children’s attainment. In making decisions about whether to authorise absence under ‘exceptional circumstances’, headteachers of schools in the Taverham/Drayton cluster will liaise with each other where a child has siblings at other local schools.

The Local Authority operates a system where any pupil will meet the criteria for legal intervention where they have:

1. 85% attendance or less, with at least 15% unauthorised absence over a 6 week period; OR
2. Below 90% attendance within a 12 week period where some or all of the absences are due to unauthorised term time holiday absence

Any pupil at Taverham Junior who meets either of the criteria, will be referred to the Local Authority for action to be considered. The intervention could be in the form of a Fixed Penalty Notice.

If a Fixed Penalty Notice is issued it is a fine of £60 per parent per child which must be paid in one payment in 21 days. If unpaid, a further invoice for £60 per parent per child is issued; both individual invoices would then have to be paid making a total payment of £120 in 28 days. You should be aware that failure to pay the total amount within the timescale will result in legal action being taken. Please note that anyone with parental responsibility is defined as a parent and therefore liable to a fixed penalty.
It is highly unlikely that we will need to take action such as that outlined above. Attendance at Taverham Junior is higher than the national average and we appreciate the efforts that parents and pupils make to attend school regularly and on time. However, we are required to make the consequences of poor attendance very clear to all parents.

**ABSENCE FROM SCHOOL DUE TO ILLNESS**

If your child is unwell, please telephone the school on the first day of absence. **In the case of any sickness or diarrhoea, pupils should remain at home for a minimum of 48 hours** to avoid passing it on to other children and staff. Please note: this policy is based on local authority and HPA (Health Protection Agency) guidance.

If you feel that your child is well enough to attend school, but is still continuing with a course of medication, we may be able to administer the medicine on your behalf.

**All medication MUST be given directly to a member of school staff. It will be securely stored, and dispensed or supervised by school staff.**

The Local Authority requires parents who request that medication is taken by their child on school premises, to complete an appropriate form. **The Headteacher is not allowed to sanction the use of medicines unless this form has been completed.**

If your child uses an inhaler regularly, please make sure that this is clearly labelled with your child’s name and class. Inhalers should be kept in the classroom so that they are readily accessible. Children requiring an ‘Epipen’ will be provided with a ‘bum-bag’ to keep their Epipen in whenever they are outside.

If your child may have caught a contagious disease, please seek advice from the office immediately.

**EMERGENCY SCHOOL CLOSURE**

The school will only be closed in an extreme emergency such as heavy snow, problems with water supply or heating/lighting problems due to a loss of power. Deciding whether or not to close the school is always a difficult decision and a number of factors need to be considered, including whether members of staff living a long way from school are able to get into work, or if the school meals can be provided. Advice from the county council is that schools should remain open wherever possible and we will always aim to do this. In the event of heavy snow, parents should listen to local radio (Heart: 102.4 FM or Radio Norfolk) to hear whether the school is closed. Details of school closures are also available on Norfolk’s schools website: [www.schools.norfolk.gov.uk](http://www.schools.norfolk.gov.uk). Please avoid ringing the school if at all possible-this blocks the phone lines and means the office staff spend all their time on the phone between 8 and 9 am. **If the school is open, parents should make every effort to get their children to school.** The school uses a text messaging/email system to inform parents of school closure during the school day, as well as communicating other important information, such as cancellation of clubs. The decision as to whether minibuses and taxis run is made by the drivers of those vehicles, as the safe conveyance of pupils is their responsibility rather than that of the Headteacher.

**TERM DATES**

**Autumn Term 2017**

Begins on Wednesday 6th September and ends on Tuesday 19th December 2017

**HALF TERM CLOSING:** Friday 20th October to Friday 27th October inclusive

**STAFF TRAINING DAYS:** 4th and 5th September 2017
**Spring Term 2018**

Begins on Thursday 4\textsuperscript{th} January and ends on Wednesday 28\textsuperscript{th} March 2018

**HALF TERM CLOSING:** Monday 12\textsuperscript{th} February to Friday 16\textsuperscript{th} February 2018

**STAFF TRAINING DAY:** 3\textsuperscript{rd} January 2018

**Summer Term 2018**

Begins on Monday 16\textsuperscript{th} April and ends on Tuesday 24\textsuperscript{th} July 2018

**HALF TERM CLOSING:** Monday 28\textsuperscript{th} May to Friday 1\textsuperscript{st} June 2018

The school will also be closed on Monday 7\textsuperscript{th} May (May Day Bank Holiday).

**IMPORTANT NOTE:** Dates for Staff Training Days may need to be altered. Notice will be given if this proves to be necessary.

**PARENTS’ EVENINGS (‘LEARNING REVIEWS’)**

Near the start of the new school year, each year group holds an open evening for parents, where the year group leader will outline details of the year group curriculum, expectations and provide information about home learning etc. There will also be a chance to see your child’s classroom and speak informally to the teacher. Structured ‘learning reviews’, involving parents, their children and the teacher, take place early in the spring term and towards the middle of the summer term. A mid-year report is provided for parents prior to the spring term learning reviews. (Parents are also offered the opportunity to make an additional appointment to meet the teacher without their child present). More generally, if you have a concern about your child at any time, please telephone the school to make an appointment to see your child’s class teacher.

A problem is always better resolved at an early stage, rather than allowing it to develop into a major concern, and you certainly don’t have to wait until a learning review to speak to your child’s teacher!

**PARENTS IN SCHOOL**

‘Relationships with parents are excellent. The overwhelming majority of parents are delighted with the school.’ (OFSTED, Nov 2014)

We welcome parents into school to assist in a variety of ways including hearing children read, working with small groups who require additional support, craft activities, mounting and displaying children’s work etc. You do not have to help in your own child’s class (and it is often preferable that this is not the case) but if you would like to become more involved please talk to your child’s class teacher, the Year Group Leader or the Headteacher.

While as a school, we want to listen to and welcome parents, we also have very clear duties and responsibilities with regard to the safeguarding of children and the well-being of staff. A particular issue is the fact that a number of parents use the St Edmund’s Rise gate to access the school and then the building itself. Staff may assume that someone in school without a visitor’s badge is a parent, yet of course, they might not be. This therefore completely undermines the rigorous safeguarding checks and procedures carried out at the main office, as well as our expectation that all staff will wear an ID badge and all visitors who sign in at the office are issued with a badge. We hope that parents appreciate the potential safeguarding and security risks that would exist if anyone can come into the school building unchecked via entrances other than the main office entrance.

In order to ensure the children’s safety, the security of the school and the well-being of staff:

- **Parents/carers must not enter the school building at any time** unless invited and escorted by a member of staff.
- **Any parent/carer needing to enter the school building must do so via the main office entrance**, where they will be signed in and given a badge.
Any person in school without a badge will be challenged.

Most teachers are on the playground at the end of the school day, so any parent wishing to speak to their child’s teacher can still do so. Any message or information that the teacher needs to know can be passed on in a letter/note which your child can give to their teacher. Alternatively, a note can be written for staff in your child’s reading record or planner. Parents/carers can ring the office and speak to someone (or leave a message on the answerphone, which is checked first thing every morning). Communication can also be made via email office@taverhamjunior.norfolk.sch.uk

If you have a more urgent or serious concern and need to speak at greater length and/or in private with a member of staff, please contact the school office, who will liaise with the member of staff in question and arrange a mutually convenient appointment.

Our priority is to ensure that all children are safe and secure, and to minimise risks to them and to the staff. We will continue to do all we can to provide parents / carers with appropriate access to staff and with a variety of ways of communicating with the school.

**SCHOOL UNIFORM**

All pupils are expected to wear our school uniform that has been approved by the Governing Body. We are proud of the achievements of our school, both past and present, and believe that such pride and a sense of belonging can be further encouraged by our pupils wearing a single colour which identifies them with their school. School sweatshirts, polo shirts, P.E. T-shirts and Sports Sweatshirts are available online from [www.yourschooluniform.com](http://www.yourschooluniform.com).

**UNIFORM FOR BOYS**

- Mulberry sweatshirt with school logo
- Mulberry polo shirt with school logo
- Mid/dark grey or black trousers* (Smart, tailored knee-length shorts as a summer alternative)

**UNIFORM FOR GIRLS**

- Mulberry sweatshirt with school logo
- Mulberry polo shirt with school logo
- Mid/dark grey or black trousers* or mid/dark grey or black knee-length skirt (Smart, tailored knee-length shorts or red/white striped or checked dress as a summer alternative.)

**Footwear**

- Flat, black shoes
- Plain white/grey/black socks

*Denim, chinos, cords, leggings or track suit bottoms are not allowed

All pupils should wear a baseball cap, or similar, outside to protect them during hot and sunny weather.

**THE FOLLOWING ARE NOT ALLOWED:**

- Short or long skirts or shorts
- Boots (of any kind)
- Jewellery (other than small, plain studs)*
- Cardigans
- Extreme haircuts or dyed hair
- Nail varnish or make up
- Tattoos

*Studs must be removed for Games and P.E. lessons.
GAMES AND P.E. KIT

For health and safety reasons, it is absolutely essential that your child is properly equipped for P.E. and Games lessons, particularly during the winter, for those activities that take place outside. Parents should ensure that their child brings all necessary Games and P.E. kit into school every Monday morning so that it is available to them at any time during the week. Kit is then taken home for washing on Fridays.

The following kit is needed:

- White T-shirt with school logo or House-colour T-shirt with school logo
- Black/navy sports shorts (girls may wear skirts)
- Blue Sports Sweatshirt
- Plimsolls or trainers for indoor P.E.
- Trainers for outdoor P.E. & Games
  (a different pair to those used for indoor P.E.)
- Track suit or a pair of warm trousers for cold weather
- Swimsuit (no bikinis)/trunks and swimming hat

**PLEASE COULD ALL ITEMS OF CLOTHING AND EQUIPMENT BE CLEARLY LABELLED.**

With around 440 pupils at our school it is virtually impossible to return unnamed clothing to individual children. However, named items can be easily returned or claimed, avoiding upset and further expense. Lost Property is kept in a cupboard outside the Studio. Parents are welcome to look in the cupboard for lost items. Named articles are returned to their owners, whilst un-named and unclaimed items are sold to raise money for charity or recycled.

**EARRINGS**

Ideally, children should not wear earrings (studs) for P.E. or games lessons and they should remove their own earrings before these lessons. If your child cannot remove their own earrings, they should not wear them to school on any day that they have PE, games or swimming.

However, children may participate in most P.E./Games lessons, as long as their stud earrings are covered with tape (*provided by parents and applied by the parent at home, or the child themselves, before the start of the lesson*). School staff are encouraged to manage risk on a lesson by lesson basis, depending on the activity. It is likely that children will be able to take part in the skills-development part of a lesson, but not in a more competitive (and potentially dangerous) match situation, particularly where there is a likelihood of contact with other individuals, or being hit by a ball flying through the air.

Children cannot take part in any part of a swimming lesson if they are wearing earrings, even if they are taped.

Clearly, children are physically active at playtime and lunchtime, but there is a distinction in health and safety law between accidents requiring hospital treatment that occur in supervised lessons and clubs and those which take place in the playground at lunchtime, for example. If parents are concerned about their child being hurt as a result of wearing an earring in the playground, it would be advisable to send your child to school without an earring.

**SCHOOL SECURITY/SAFEGUARDING**

‘The school focuses very strongly on all aspects of pupils’ safety and well-being, in both the school environment and through pupils’ learning and understanding of how to keep themselves and others safe. Pupils say that they feel very safe in school and their parents agree. Parents spoken to during the inspection and those who responded to Ofsted’s questionnaire also agree that the school is a safe environment’ (OFSTED, Nov 2014)
The staff and governors take school security and safeguarding very seriously. All school staff have photo ID badges. All visitors must report to the school office, via the main entrance, where they are required to sign the visitor’s book and wear an identifying badge for the duration of their stay. Any unauthorised persons found on the school site will be challenged immediately.

Access to the building via the main entrance is made by use of a controlled entry system. For the safety and assurance of everyone concerned, please do not enter the school building without permission from a member of staff.

Parents who need to take their child out of school for a medical appointment should also use the main entrance, where they will be asked to sign their child out and then back in, using the book provided in the secretary’s office.

**At Taverham VC CE Junior School we are committed to supporting all of our children to do well. We will do everything we can to ensure our children are safeguarded and protected from harm and we expect everyone to share this commitment.**

**What does safeguarding mean?**
Safeguarding means ‘keeping safe’; every child has the right to be safe from harm and danger.

’Keeping safe’ includes:
- How children behave towards each other
- The behaviour of staff towards children
- The behaviour of any visitors or volunteers in our school
- The safety of children on trips or visits out of school
- Children’s health and medical needs
- The security and safety of our buildings and grounds
- Safe use of the internet
- Learning about personal safety through school routines and the curriculum

**How does the school make sure your child is safe?**
- We ensure that the school is a safe environment for your child to learn that complies with safeguarding in education legislation and guidance.
- We will take good care of your child whilst they are with us.
- We will talk to you about anything we see or hear that we are worried about.
- We will keep accurate up to date records.
- If your child transfers to another school we will share important information with them that will help to support your child’s move.
- We will contact you if your child is absent and you haven’t let us know why.
- We will respond promptly to any problem or concern you tell us about.
- Our staff will offer support and assistance when needed.

The Headteacher and a number of governors are trained in safer recruitment. This means they can be sure that they only employ staff who are safe to work with children.

All staff are fully checked and trained in safeguarding and child protection. The school’s governors and regular volunteers also have safeguarding checks (DBS). The school ensures that all contractors and visitors have identification and have safeguarding checks if they have any unsupervised access to pupils.

We have fully trained members of staff whose job it is to be responsible for all aspects of safeguarding in our school:
- Mr. Paul Stanley (Headteacher) [Designated Safeguarding Lead]
- Mr. Paul Henman (Deputy Headteacher) [Alternate Designated Safeguarding Lead]
- Mrs. Mary Wilson (SENCO) [Alternate Designated Safeguarding Lead]

We also have a named governor for safeguarding: Mrs. Josie Rayner-Wells (contact via school office)
Safeguarding issues are covered by all pupils within their lessons for Personal, Social and Health Education. Parents should be aware that we are required to act on any information presented to us regarding the possible neglect, personal injury, sexual or emotional abuse of any child in our care. Other agencies may also become involved in order to provide appropriate action or support for such children and their families. Such information is treated in the strictest confidence and only shared with those who have a legal right to be informed.

**SCHOOL MEALS AND SNACKS**

The school provides hot meals and packed lunches, including vegetarian options, via ‘Norse’ (Norfolk County Council’s catering company). A daily salad bar and choice of dessert is available for children who have a hot meal. You may of course, prefer to send your child with their own packed lunch. (No fizzy drinks or glass bottles please).

Parents who wish to apply for free school meals should speak to the school secretary who will deal with each application confidentially.

As an ‘National Healthy School’, we have a healthy snacks policy; break time snacks should be fresh or dried fruit only, or fresh vegetables (carrots, celery sticks etc). The school kitchen sells mixed fruit or vegetable bags at breaktime, along with fruitbread.

Chocolate and crisps are only allowed as part of a packed lunch. Sweets are not allowed at all.

We have several children in school who require special diets. To avoid the possibility of a child unknowingly eating, or coming into contact with something which could cause them extreme danger, **items containing nuts or nut products (including chocolate spread) should not be brought into school at any time.**

All school meals, hot or cold are at a cost of £2.20.

**BEHAVIOUR**

‘Pupils’ behaviour is very good and much is exemplary. Pupils learn well how to be polite, they listen to their teachers and to each other. They are very accepting of each others’ differences.’  
(OFSTED, Nov 2014)

Taverham Junior is a happy and caring school, where high standards of achievement and behaviour are expected of all pupils. Self-discipline amongst all children is considered to be an integral part of each pupil's education, not only to enable each individual to make good progress in their learning, but also to ensure that the actions of one child are not allowed to detrimentally affect the education of others. Good discipline encourages a positive self-image, which underpins a child’s success in the school.

Our behaviour policy is firmly underpinned by our aims and values. We see it is our duty to give children the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

As a Church of England School, we believe that all children, whether they have a faith or not and whatever their background or culture, are loved by God and are individually unique. Taverham VC Church of England Junior is not a faith school for Christians but a Christian school for all.

**What does this mean in terms of how we approach and deal with children’s behaviour?**

- We believe that good teaching, developing positive self-esteem and rewarding positive attitudes and behaviour is the key to effective behaviour management and personal development.
- We believe that the staff who know children best should be free to develop rewards and sanctions that will be most effective for the pupils they work with, as long as it reflects and supports the school’s aims and values.
We believe that children should be valued and listened to and that their self-esteem and confidence will not be improved through negative interactions with staff or other pupils.

We apply Christian values such as compassion, respect, forgiveness and tolerance when dealing with pupils and their behaviour and we use restorative justice approaches to resolving problems between children.

We seek to understand the reasons for any poor behaviour and any subsequent action will try to address the causes of poor behaviour.

We understand that responses (and sanctions, if necessary) may be different for different children, depending on their social/emotional needs, background and past experiences. For example, a pupil in care, or with special educational needs (e.g. Autism) should be treated differently to a child who fully understands when they are deliberately breaking school rules/expectations. In the words of Thomas Jefferson, *'There is nothing so unfair as the equal treatment of unequal people.'*

**School Expectations**

These 'expectations' (rather than rules) reflect our values and help to fulfil our aims. They are a statement of the standard of behaviour we expect in our school.

In order to develop a common understanding of what they mean, we have agreed to formally discuss the expectations at the beginning of each school year and they will be displayed in each classroom and in the playground. We will refer to them in the context of encouraging correct behaviour as the need arises. Modelling and praise/reward will be used to highlight positive examples of what good manners, following instructions, caring for everything etc. looks like.

Our Expectations are:

- We follow instructions straight away.
- We show good manners at all times.
- We care for everyone and everything.
- We always do our best.

**Rewards**

Creating a positive climate places great emphasis on rewards. We believe that rewards have a motivational role, helping children to see that good work and behaviour are valued. Some children behave inappropriately because they want attention. It is important to note/praise/reward good behaviour by such children, as well as the majority who just ‘get on with it’ and never cause problems. The school uses the following systems:

- Praise-positive verbal and written encouragement.
- Stickers, stars, certificates, positive points, pen licence etc.
- House points (including a termly trophy for the winning house; bronze, silver, gold and platinum certificates for individuals)
- ‘Golden Time’
- A special mention in assembly
- Letters/emails/text messages to parents
- Achievement Award
- Citizenship Award
- A visit to, or from (for a whole class), the Headteacher
- A pen and pencil set in presentation case
Unacceptable behaviour

While we hope to encourage and reward positive behaviour, there are inevitably occasions where poor behaviour results in punishments or sanctions. For our behaviour policy to be effective the pupils must be made aware of the inevitable consequences of their actions. We make it clear that if a child’s behaviour encroaches upon the rights of others or infringes the school rules, agreed procedures will be followed.

We are aware that situations may vary and that members of staff will need to take account of the difficulties experienced by each individual, any SEN/disability, and the circumstances in which the incident took place.

The following strategies exist to discourage or stop unwanted behaviour:

- Planned ignoring of behaviour not disruptive to others or safety threatening. This is only effective if rapidly followed up by praise for appropriate behaviour for the child or one nearby i.e. ‘catch them being good’.
- Non-verbal signals (eye contact, frown, shake of the head etc.)
- Proximity control (member of staff moves nearer pupil, pupil nearer to member of staff to de-escalate disruptive behaviour)
- A reminder of the rule
- A warning
- Time out/Cooling off
- Detentions
- Exclusion: a) Internal (working in a separate place, in isolation) b) External (working away from school; fixed term or permanent exclusion, notified to County)

Usually, these sanctions are applied on an incremental, step-by-step basis; however, bad behaviour of a serious nature will result in a more serious punishment, without any warning.

The school’s behaviour and anti-bullying policies are on the school website and we will be happy to provide hard copies for parents, on request.

“Our school always feels safe. People here are nice to you. If they are not, normally because they have behavioural problems, you know the teacher will always help you.” (Pupil)

HEALTH AND SAFETY

Our staff are committed to ensuring the health and safety of the children in their care during each session. To this end, safe practice is observed by staff and taught to the children regarding the use of equipment, indoor and outdoor play habits and safe routines regarding arrival and collection.

Guidance from the Local Authority recommends that parents should be made aware of the following section of the school’s Health and Safety policy.

Pupils are expected to:

a. Exercise personal responsibility for the health and safety of themselves and others.
b. Observe expected standards of dress to ensure safety and hygiene.
c. Observe all the rules of the school and instructions given by staff.
d. Not wilfully misuse, neglect or interfere with things provided for his/her health and safety.

Parents and children should enter school through the pedestrian gates rather than cut across using the vehicular gates.

There is strictly no parking within the school grounds at any time.
We have a very serious congestion problem at the beginning and end of the school day. This results in obvious concerns for the safety of our children and we therefore ask all parents to consider the following:

- Please try to walk your child to school, rather than drive.
- If you must drive, please park as far away from the school as possible, and never park, or even stop on the yellow zig-zag lines.
- Only park on the side of the road adjacent to the school, avoiding the need for your child to cross the road.
- Drive and park with additional caution, knowing that the roads and pavements are busy with hundreds of children.
- Please be considerate in parking and avoid blocking the driveways of local residents.

Pupils are allowed to cycle to school on their own, ideally once they have passed their Cycling Proficiency Test. Pupils wishing to cycle are issued with a Cycle Permit which outlines our expectations regarding cycling safely to and from school. This is signed by pupils, parents and the Headteacher. Pupils who fail to keep to the conditions outlined on the permit, or fail to cycle in a safe manner will have their permit withdrawn.

HOMEWORK/HOME LEARNING

Homework or Home learning can make a very important contribution to your child’s progress at school, if completed appropriately. However, it is also important to reach a sensible balance between homework and leisure time. We believe that all of our pupils should be engaged in worthwhile homework activities (which includes reading) every day, but would be concerned if parents expected their child to spend excessive amounts of time on school related tasks, having worked hard during the school day.

Home learning will include a wide variety of tasks and activities, depending on the age and ability of your child. It will be based on ideas/work/learning that the children will have covered in class. Often children can choose from a ‘menu’ of activities, with the expectation that a minimum number are completed over a certain period of time. Some homework activities will involve your child working independently, whilst others will require parental support and assistance if they are to gain the most from the task which has been planned. The following list shows some, but not all types of work, which your child is likely to bring home during their time at Taverham Junior School:

- Reading and spelling activities;
- Basic numeracy (e.g. learning times tables);
- Maths and literacy assignments;
- Simple research tasks;
- Creative and artistic tasks and challenges;
- Completing a piece of work which was begun at school.

There is a ‘Homework Club’ on Friday lunchtimes, based in the ICT room, group room and library. The idea is that resources are available for children who may not have the necessary books, internet access or other resources at home. Staff are available to help and support children with any homework, if necessary. The Homework Club is useful for children who know they may not have time to do homework at the weekend, perhaps if they are going way, having visitors, or just a generally busy schedule! We hope that the club is a useful resource for children and, indirectly, for parents too.

Our policy for homework/home learning is available on the school’s website.

The children have a notebook/reading journal or school planner in which they record specific home learning tasks. Parents should check these every week to ensure that their child is completing homework on time and to lend them support if needed. Planners and reading diaries are also used to communicate between home and school.
THE CURRICULUM

'The very effective curriculum places strong emphasis on the teaching of English and mathematics. Both are successfully woven through all other subjects so that learning is both interesting and stimulating for all pupils. There is very good emphasis through all subjects and teaching on ensuring that pupils develop excellent spiritual, moral, social and cultural awareness.’ (OFSTED, Nov 2014)

"The teachers inspire us to do new things, so we can discover what our talents are.” (Pupil, 2015)

The school’s curriculum has been developed by taking into consideration national and local authority initiatives as well as local needs and fully incorporates the latest National Curriculum (2014). It is important for parents to understand that the National Curriculum forms only part of the overall curriculum of a school. In addition to other curriculum work which occurs in all classes, there is also the ‘hidden curriculum' which includes the social, emotional, spiritual, moral and cultural development of our pupils.

All children are taught in mixed ability classes where work is planned carefully to match the ability of all pupils and allow all to achieve as much as possible. Tasks are presented as ‘Mild’, ‘Spicy’ and ‘Hot’ (or even 'Extra Hot'!) challenges for the children to choose.

By teaching children in their classes, we are able to teach more flexibly and creatively, maximising links between subjects and allowing pupils to apply and develop their skills across the curriculum in a relevant, meaningful and enjoyable way, without putting a ‘ceiling’ on what they can achieve. Teachers are able to gain a much deeper sense of a child’s character and personality when they teach them in all subjects, as well as their strengths and weaknesses, knowledge, understanding and progress.

Children are formally assessed by their teachers on a termly basis. Assessment results are placed on our sophisticated, web-based tracking system and termly ‘pupil progress’ meetings involving all the staff in the year group and members of the Senior Leadership Team are held to ensure that every child is making the expected progress; if not, support and interventions are put in place. We strongly believe that mixed ability teaching has a positive impact on standards of attainment and this is backed up by huge amounts of research evidence (EEF/Sutton Trust; Durham University; Jo Boaler).

‘Pupils thoroughly enjoy the subjects and activities provided for them. The very well-planned curriculum ensures that pupils experience a wide range of subjects, including a strong emphasis on music, which is a strength of the school.’ (OFSTED, Nov 2014)

Details regarding the curriculum is shown below. Information about the school’s curriculum is also on our website.

Our Christian ‘Values for Life’ and our own ‘Values for Learning’ link with our work on promoting universal and British values (see below). Together with our PSHE/SRE and RE curriculum, we believe these values provide a moral purpose that underpins our curriculum.

The DfE (Department for Education) state that there is a need “to create and enforce a clear and rigorous expectation on all schools to 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.
Promoting ‘Fundamental British Values’
The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. The 2015 OFSTED framework states that ‘Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors…..actively promote British values.’

The term ‘British values’ might be slightly misleading in that these values are integral to so many countries throughout the world; they differ only slightly, if at all, from the values of most western European countries, for example.

As a Church of England School we have adopted the Church of England’s ‘Values for Life’ as our core values. These are shared through assemblies/collective worship, the curriculum, newsletters to parents and displays around the school and in classrooms. We believe that many of the ‘Values for Life’ incorporate ‘British values’.

At our school these values are reinforced regularly and in the following ways:

Democracy
Democracy is embedded in the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council, Eco council and through occasional survey/questionnaires. Pupils are also consulted on a regular basis as part of subject leaders’ monitoring. The elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action. The Y6 curriculum features a full scale House of Commons-style debate on issues such as graffiti and new housing in Taverham. Year 5 conduct a ‘mock election’ as part of their curriculum work on democracy in Ancient Greece.

The Rule of Law
The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced regularly, as well as when dealing with behaviour and through assemblies/collective worship. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. The police have visited the school to talk to the children about e-safety and have been present at the school’s summer barbecue; other authorities have visited the school as part of our Aspirations Week’.

Individual Liberty
Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety and P.S.H.E. Our pupils are given the freedom to make choices: about their behaviour; of which challenge to tackle in a lesson; of how they record; whether to apply for a responsible role/job (e.g. Sports Leader, Digital Leader, Christmas dinner waiter or waitress); whether to participate in our numerous extra-curricular activities etc.

Mutual Respect
‘Pupils learn well how to be polite, they listen to their teachers and to each other. They are very accepting of each other’s differences.’ (OFSTED, November 2014). Our school ethos and behaviour policy is underpinned by the principle of respect and our ‘school expectations’ (rules) reflect this, as does the school’s Mission Statement. Children learn that their behaviours have an effect on their own rights and those of others. A key school aim is to help children become ‘caring, respectful and tolerant members of their community.’

Tolerance of Those with Different Faiths and Beliefs
As a Church of England School, we believe that all children, whether they have a faith or not and whatever their background or culture, are loved by God and are individually unique. Taverham VC Church of England Junior is not a faith school for Christians but a Christian school for all. We try to enhance pupils’ understanding of their place in a culturally diverse society through the curriculum, visitors to the school and assemblies/collective worship. This is particularly important
because our school is situated in an area and a county that is not greatly culturally diverse. Members of different faiths or religions, and those who speak languages other than English, are encouraged to share their knowledge to enhance learning within classes and the school.

**Personal, Social, and Health Education (PSHE) and Sex and Relationship education (SRE)**

Through our PSHE/SRE curriculum we aim to help our children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for healthy relationships with others;
- Have respect for others regardless of race, gender, sexual orientation and mental and physical disability;
- Be independent and responsible members of the school community;
- Play an active part in decision making;
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Be positive and active members of a democratic society and engage with the fundamental values of British democracy.

**Teaching and learning in PSHE/SRE**

**PSHE** whole school themes are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

**SRE** themes are:

- Yr3 Families. Keeping safe
- Yr4 The human life-cycle, including pregnancy
- Yr5 Physical and emotional changes at puberty. Friendships and respect for others.
- We teach PSHE in a variety of ways, from ‘R-time’ sessions, class circle times, assemblies, projects, subject days and homework.

The PSHE curriculum should address the needs of our children, so therefore issues and themes might vary accordingly. Research and good practice demonstrates that PSHE/SRE needs to 'start from where the pupils are'.

- In some instances, e.g. drugs education, we might teach PSHE as a discrete subject. We also play particular attention to the area of ‘Bullying’ during the national annual Anti-Bullying focus week.
- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, R-Time, role-play activities, puppets, group-work and problem-solving.
- Residential visits offer an opportunity where there is a particular focus on developing pupils’ self-esteem and giving them opportunities to take responsibility and to develop leadership and co-operative skills.
- The correct terminology will be used for naming parts of the body. Teachers will acknowledge that there are lots of other words that are used – so as not to embarrass children or undermine teaching at home – but also to emphasise what the correct words are and that they will be used within school.
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project.
- PSHE is also developed through activities and whole-school events. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; School council and Eco council meetings; and by taking on roles of responsibility for themselves, for others and for the school (e.g. Sports leaders, Digital Leaders, House Captains)
• We have ‘Positive Play’ and ‘Social Stories’ sessions for those pupils who need to develop their social interaction skills and a nurture group (‘Starfish Class’) for a small number of pupils with particularly significant social, emotional and learning needs.
• Also contributing to the taught curriculum we have visiting speakers such as The Matthew Project, the police and representatives from local organisations whom we invite into the school to talk about their role in creating a positive and supportive local community.
• Whole school, year group and class assemblies are based on half-termly units and are part of the ‘Values for Learning’ and the Church of England’s ‘Values for Life’.
• We encourage the exploration, clarification and development of attitudes and values that are positive to health and well-being, and foster self-esteem, positive self-image and confidence.
• We value the development of personal and social skills to enable emotional development, interaction with others, active participation in society, and the making of positive healthy choices (assertiveness, communication and effective dialogue in relationships)

Parents have the right to withdraw their child from the non-statutory element of SRE lessons but we would urge anyone considering doing so to contact the Headteacher to discuss the matter.

Religious Education (RE)
As a Church of England School Christianity is the main focus of our RE curriculum, but other major world religions are also covered. Our RE curriculum is based on the SACRE Norfolk Agreed Syllabus. Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Taverham VC CE Junior School, we develop the children’s knowledge about Christianity and its values as well as the understanding of the major world faiths. We address fundamental questions concerning, for example, life as a journey, the existence of a deity and life after death. We enable children to develop a sound knowledge of Christianity as well as other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

RE is blocked for each year group in in half termly RE days. These allow the children to immerse themselves fully in meaningful, enquiry-based learning.

Any parent wishing to withdraw their child from R.E. should contact the Headteacher to discuss the matter.

English
Every class has a daily English lesson. In English lessons children build up a knowledge and understanding of the English language, which will enable them to be confident and competent users of the written and spoken word. To this end, the children will be challenged with a wide range of tasks, encompassing skills in speaking and listening, reading and writing.

Emphasis is placed on regular reading and your child will experience and study a diverse range of literature. We have good links with Taverham Library and a spacious, appealing and well-stocked library of our own, at the heart of the school, where children can enjoy a wide variety of fiction, non-fiction and poetry books. We believe reading for pleasure is vital and use novels and picture books to stimulate children’s imagination and interest, develop their comprehension skills and provide a context and inspiration for writing. Every year we have ‘Book Week’ linked to World Book Day, focussed on developing enthusiasm for books, reading and writers.

Writing for purpose and meaning is developed across the curriculum, through a variety of situations requiring differing forms of writing for different audiences.

Through discussion, debate and drama, children will be encouraged to express themselves appropriately and creatively and to think critically.

The teaching of spelling builds on the phonics approach used in infant schools, supplemented by work on grammar, topic/subject-specific and technical vocabulary, sentence-level work and interventions where necessary.
**Mathematics**

Following an introduction for the whole class, daily mathematics lessons usually consist of three levels of challenge based around a core concept; the children select the task appropriate for their own confidence/ability level.

There is a huge amount of research showing that attitudes to and anxiety about maths are responsible for many children not succeeding in the subject. Addressing this and the teaching of maths in general is a key part of our school development and improvement plan. Many children see maths as being all about using methods and processes and getting the right answer. While these are obviously part of it, a professor of mathematics will tell you that maths is a creative subject; all about patterns, ideas, making connections, ‘conjecturing’, testing out theories etc. We strongly believe that a more open-ended, creative approach to maths will develop the vital skills of fluency, reasoning and problem-solving.

Games, puzzles, investigations and work in other subject areas are also used to help practise, reinforce consolidate children’s maths skills and practical/visual apparatus is used throughout the school to help pupils visualise and understand mathematical concepts. We also stress the importance of mathematical enquiry and reasoning, questioning, mental arithmetic, knowing your times tables and the ability to think about numbers in your head. As such, we involve our pupils in activities which enable quick recall of number and build confidence in calculating mentally.

Opportunities are provided for pupils to use and apply their maths skills across the curriculum.

**Science**

The aims of our science curriculum link directly into our school aims for developing successful and happy individuals. We strive to enable our pupils to become confident, resilient and responsible citizens, both on a small school scale but also on a wider global aspect. By allowing our pupils to safely explore and discuss the natural phenomena that are all around them (and govern everything we do), the children will become more caring reflective individuals and inevitably allow them to learn for a fuller, more informed life.

Key aims:

- For pupils to become curious and wonder about the world around them and the things that they observe, experience and explore
- For pupils to develop a love and respect of nature and a knowledge of the flora and fauna found locally
- For pupils to reflect on their observations, and those of others, and realise that science is about being wrong, finding patterns and moving forward, building resilience
- For pupils to develop respect for the environment and living things, including themselves and each other, working cooperatively with each other and nature
- For pupils to acquire and refine the practical skills necessary to investigate ideas and questions safely and confidently
- For pupils to use their experiences to develop understanding of the key scientific ideas and use progressively technical scientific vocabulary
- For children to practise mathematical skills (e.g. drawing graphs) and enhance literacy skills (listening and speaking, writing and reading) within real contexts
- For children to use a range of media including ICT to extract scientific information.

Each unit of learning is taught and developed during the children’s time at the school through a variety of science topics which have been adapted from the National Curriculum 2014. Cross-curricular links are also made where possible to enhance the learning of science. Progression is achieved by the science lead over-seeing and monitoring the planning, teaching and learning of both the skills and content parts of the curriculum.

The science curriculum has an element of sex education (reproduction and human development) and the vocabulary that supports this teaching and learning. There is a distinction between sex education taught through science and what is delivered through PSHE Education. The PSHE curriculum is delivered in a timely manner to build on the scientific learning to boost children’s knowledge of human biology and helps pupils to stay healthy and safe as they grow up. Please refer to the PSHE/SRE Policy for full information.
Computing
The computing curriculum consists of several key aims. In programming, the aim is to develop the children’s ability to solve problems and to build resilience in identifying and rectifying issues. In creating content, they should gain experience in a wide variety of software chosen for specific goals such as analysis or presentation. Finally, it is the aim of curriculum to ensure that children are able to use computers safely. They should feel confident in identifying potential risks as well as knowing how or where to report issues that they may come across.

Rules for Responsible Internet Use/E-safety
The school has mini iPads, laptops and other computers with internet access to support learning. We promote E-Safety, and have the following rules in place for pupils:

Using computers:
- I will only access the computer system with the login and password I have been given;
- I will not access other people's files;
- I will not bring in any form of media storage such as memory sticks from outside school and try to use them on the school computers without permission

Using the internet:
- I will ask permission from a teacher (or member of staff) before using the internet;
- I will report any unpleasant material to my teacher immediately in order to help protect other pupils and myself;
- I understand that the school may check my computer files and may monitor the internet sites that I visit;
- I will not complete and send forms on screen without permission from my teacher;
- I will not give my full name, my home address or telephone number when completing forms.

Using e-mail:
- I will ask permission from a teacher before checking e-mail;
- I will immediately report any unpleasant messages sent to me in order to help protect other pupils and myself;
- I understand that e-mail messages I receive or send may be read by others, including the teacher who will check what has been sent and by whom.
- The messages I send will be polite and responsible;
- I will only e-mail people I know, or who my teacher has approved;
- I will only send an e-mail when it has been checked by a teacher;
- I will not give my full name, my home address or telephone number in any e-mails I send;
- I will not use e-mail to arrange to meet someone outside school hours

Physical Education (PE)
Within our Physical Education lessons, pupils experience different activities in the areas of gymnastics, dance, athletics, games and outdoor education. Our aim is to develop increased levels of strength, stamina, co-ordination, balance, confidence and team work. The importance of keeping ourselves fit and healthy is also emphasized and incorporated into P.E. and games activities. Pupils in Year 3 and 4 have swimming lessons which take place off site at Drayton and Hellesdon.

Lessons are taught by specialist staff-our HLTA P.E. instructor or our team of coaches from Norwich City F.C.’s ‘Community Sports Foundation’. Other members of staff or external coaches provide a range of lunchtime or after-school clubs, including, ‘Fitball’, multisports, football, cricket, athletics, table tennis, martial arts, cross-country etc. The school competes regularly in league fixtures and tournaments with other local schools.
**Geography**

Effective geography teaching should inspire our children to want to understand and explore their planet. Our teaching of geography involves extending pupils’ knowledge beyond the local area and United Kingdom to learn about the world’s countries. We use maps and atlases to learn about locations, while understanding geographical terms like longitude and latitude in context. The children learn about the human aspects of geography such as land use, trade and the distribution of natural resources. They study aspects of physical geography such as volcanoes, biomes and rivers. In order to enhance the children’s learning they undertake fieldwork in our extensive school grounds and the local area. We provide opportunities for pupils to use equipment such as compasses, as well as other available technologies, to help them describe any geographical features they observe and to build their experience.

**History**

At Taverham Junior we try to make sure history is a lively, vibrant subject. As well as developing historical skills and showing that there are different viewpoints and interpretations of the past, we aim to create a sense of excitement and to encourage our children to explore and make discoveries about people and events in history.

Lessons take many forms - we use text books, library books, internet sites, artefacts and copies of old documents. We also have debates, watch TV programmes, research topics and go out on history inspired trips. We use role play to develop empathy with characters in history, visiting companies lead Ancient Egypt days and children visit local places such as Colchester Castle, West Stow Anglo-Saxon village, Norwich Castle Museum, The North Norfolk Railway and Gressenhall Workhouse and Farm.

**Art, Design and Technology**

Activities provided in this area of the curriculum include drawing, painting, printing, cooking, needlework, design, control technology, clay and woodwork. By offering a wide and diverse range of activities, we hope to give pupils access to a variety of materials and tools.

Excellence in art is also celebrated in our school art gallery where pupils’ work is framed and put on display for all to see.

A greater knowledge and understanding of art is gained through both practical activities and research into art and artists.

**Music**

Music is valued and has a high profile in the school. We aim to develop pupils’ understanding and enjoyment of music through performing, composing, listening and appraising and by using a range of varied activities in which pupils of all abilities are encouraged to participate fully. The school orchestra, choir, instrumental groups and ensembles offer pupils the opportunity to further their experience of performing.

The choir, orchestra and instrumental groups participate in concerts in the local community and in other school events throughout the year, including an ensemble/soloists’ concert, a summer concert and our Christmas Carol service at Norwich Cathedral.

In addition to music groups, a wide variety of instrumental tuition is offered by the peripatetic music service, for which a charge is made.

**Modern Foreign Languages (MFL)**

At Taverham Junior is French is taught from Year 3 to Year 6. This links with the main language taught at our feeder high school. Some French lessons are timetabled, but French is also taught through informal activities.
Extra-Curricular Activities

Clubs
A variety of clubs and activities take place during lunchtime and after school. Most of these are organised and run by staff who give their time voluntarily and on an unpaid basis. We also sometimes arrange for outside groups to run activities, for which a charge may be made. Extra-curricular activities which have taken place during the last academic year include:

- Football / Girls’ football
- Cross Country
- Martial Arts (SESMA)
- Art/Craft
- Tennis
- Ukulele
- Athletics
- Chess
- Athletics
- Cricket
- Rounders
- Cricket
- Brass group
- Chess
- Brass group

*Constructing and racing an electric Go-Kart.*

We also operate a House Team system which enables children of all abilities to participate in a competitive but friendly way, in a variety of sporting competitions and our annual Sports Days.

Boudicca - Yellow  Cavell - Red  Kett - Green  Nelson - Blue

Trips and Visits
Out of school activities take place locally, within the county and further afield, enriching our pupils’ education by extending the work in which the children are already involved. Visits this year have included Gressenhall Farm and Workhouse, West Stow Anglo-Saxon Village, Colchester Museum, How Hill, an evacuation day on the Poppy Line, at Sheringham and a visit to the Royal Norfolk Show. We also host a number of events in school, through external providers; including an Ancient Egypt day. We usually ask for a voluntary contribution towards the cost of the trip, but may have to cancel the visit if there is a lack of support from parents. (Please see Charging Policy).

We may ask for a contribution towards completed craft activities such as woodwork, cookery, sewing etc. to assist the school in paying for any materials which are used.

Currently, our Year 6 pupils enjoy a residential trip to the PGL Centre at Caythorpe Court in Lincolnshire, where they follow a course of Outdoor and Adventurous Education.

Parents of children for whom the school receives Pupil Premium funding will not be expected to make a voluntary contribution and will receive financial support from the school with payments for anything that enhances children’s learning and achievement.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

*The school provides extremely well for pupils who have a range of social, emotional, behavioural or learning difficulties. The special educational needs co-ordinator is highly skilled and works very closely with class teachers and other external support agencies. Pupils who struggle with their learning for a range of reasons are very well supported, this is enhanced by a skilled team of additional adults employed by the school.* (OFSTED, Nov 2014)

Every effort is made to ensure that each pupil is as happy and successful as possible. Sometimes, and for many different reasons, a pupil experiences difficulty with some aspect of school life. Class teachers are often the first people to notice this and are quick to act in order to minimise problem areas. Our Special Needs and Disabilities Co-ordinator (SENDCO) does not have a class teaching responsibility, allowing her to focus fully on supporting and monitoring the progress and development of SEND pupils. The SENDCo and a team of three Inclusion HLTA’s work with class teachers, teaching assistants, parents, other schools and outside experts and agencies to provide appropriate support and resources to help SEND pupils manage and hopefully overcome their difficulties. As a parent, you will be kept fully informed at each stage of the action being taken to
support your child’s learning and you are welcome to discuss progress being made with your child’s teacher.

The school is fully accessible and endeavours to fully meet the physical needs of disabled pupils; staff receive training as appropriate. Laptop computers are available for some pupils, if appropriate. The SENDCo and/or class teacher, through our system of pastoral care and through personal and social education lessons, take steps to ensure that any disabled pupils or pupils with special needs are treated no less favourably than other pupils.
OTHER IMPORTANT INFORMATION

SCHOOL ASSEMBLIES/COLLECTIVE WORSHIP

In accordance with the 1988 Education Reform Act we hold some form of collective worship every day, either whole school, year group or class based. Whole school and year group assemblies are led by the Headteacher or Deputy Headteacher, other teaching staff, children, visiting speakers or the local vicar. We also celebrate religious festivals such as Harvest, Christmas and Easter.

Parents wishing to withdraw their child from Religious Education or collective worship are invited to discuss the matter with the Headteacher.

THE EQUALITY ACT 2010

‘The school maintains a positive approach to supporting learning for all to ensure equality. Leaders have established many excellent links within the local and wider communities, particularly other schools and the church. These enhance pupils’ learning experiences and ensure that they are being well-prepared for life in modern Britain. Procedures which ensure that vulnerable pupils remain safe and well cared for are rigorously maintained. Discrimination of any kind is not tolerated.’ (OFSTED, Nov 2014)

The Equality Act 2010 gave schools two new duties. These are the Socio-economic duty, which requires public schools to think about how they will support children from poorer families and the Equality duty, which requires schools to think about how they treat people from different groups fairly and equally.

TJS promotes tolerance and respect, and positively celebrates our diverse and multicultural society. We are fully committed to equality in matters of race, gender and disability.

We constantly strive to develop further our good relations across different cultures, ethnic, religious and non-religious and socio-economic groups.

At Taverham VC CE Junior School our school policies reflect these duties; these are available on request.

2016 KEY STAGE 2 NATIONAL TEST RESULTS

<table>
<thead>
<tr>
<th>% at expected standard</th>
<th>School</th>
<th>National</th>
<th>Norfolk</th>
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<td>53</td>
<td>49</td>
</tr>
<tr>
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</tr>
<tr>
<td>Writing</td>
<td>83</td>
<td>74</td>
<td>76</td>
</tr>
<tr>
<td>SPaG</td>
<td>74</td>
<td>72</td>
<td>66</td>
</tr>
<tr>
<td>Maths</td>
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<tr>
<td>Writing</td>
<td>15</td>
<td>15</td>
</tr>
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<td>SPaG</td>
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<tr>
<td>SPaG</td>
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<td>-5</td>
</tr>
<tr>
<td>Writing</td>
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<td>0</td>
<td>-7</td>
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<tr>
<td>Maths</td>
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<td>0</td>
<td>-5</td>
</tr>
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</table>
COMPLAINTS PROCEDURE

We obviously hope that you will not have any cause for complaint about our school. However, if you do have a concern, it is best dealt with at an early stage, usually with your child's class teacher, before it develops into a significant problem. If your concerns are not alleviated, you should make an appointment to see the year group leader or the Headteacher and/or put your complaint to them in writing. Any further concerns should be dealt with by following our complaints procedure, a copy of which is available from school and on the website.

HOW CAN YOU HELP YOUR CHILD?

- Always give your child plenty of support and encouragement.
- Follow the guidance we have given to you in this brochure.
- Ask your child questions about school work and other activities.
- Support the school in encouraging self-discipline.
- Encourage other worthwhile out of school activities.
- Keep in touch with your child's teacher.
- Support the school in the wide range of activities it organises.
- Talk positively about school. DO NOT talk negatively about school or members of staff to your child or to other parents at the school gate. If you have a concern, COME AND TALK TO US!

As parents of children new to our school, you will also be provided with a Home-School Agreement which provides further advice about how you can best support your child in helping them to achieve their full potential. We would be grateful if you could complete this, and the other forms found at the back of this brochure, as soon as possible.

I hope that this booklet will prove useful in enabling you to help your child settle into school. I am always pleased to meet parents individually if there are particular matters which need to be discussed, but would ask you to telephone the school to arrange an appointment.

Paul Stanley
Headteacher
APPENDIX

(Charging Policy)
Charges for School Activities

Legislation allows schools to charge for certain activities, which take place both inside and outside, school hours. These are the activities and materials for which you will be charged:

- Music tuition: individual tuition in playing a musical instrument, which is neither part of the syllabus for an approved public examination, nor part of the National Curriculum. Schools may charge for instrumental tuition given to groups of no more than four pupils.
- Ingredients and materials: ingredients and materials for practical subjects where parents have indicated in advance that they wish to receive the finished articles.
- Travel: the cost of travel when a pupil makes use of transport not provided by the authority or school, to travel direct from home to an activity approved of, but not provided by, the authority or school.
- Board and lodging: board and lodging will be charged in all cases where a school activity involves pupils in nights away from home.

Activities outside school hours

A charge will be made for all non-residential activities, which take place wholly, or more than 50% outside school hours, where the child’s participation has been agreed in advance by the parents. The charge will include the cost of travel, entrance fees, insurance, books, equipment and any staff (teaching or non-teaching) engaged specifically for the activity.

Residential trips outside school hours - a residential trip is deemed to take place outside school hours if the number of ‘missed’ school sessions is less than half of the number of half days taken up by the trip. Charges will be made as described above.

Public Examinations - charges are made for the entry of a pupil for a prescribed examination for which he/she has not been prepared by the school, or where the pupil entered for examinations in the same subject with two examination boards.

Remission of charges - only parents who are in receipt of Income Support, Income based job seekers allowance, an income-related employment and support allowance (this benefit was introduced on 27 October 2008); Support under part VI of the Immigration and Asylum Act 1999 and Child Tax Credit, where the parent is not entitled to Working Tax Credit and whose annual income (as assessed by HMRC) does not exceed £16,190 or the Guarantee Element of the State Pension Credit are eligible for remission of charges.

Remission will not apply to such charges when they relate to activities wholly outside school hours, except if the activity is prescribed in a syllabus for a public examination, if it is prescribed by the National Curriculum or fulfils duties relating to Religious Education.

Parents who have difficulty meeting any charges should discuss the matter in confidence with the Headteacher.

Refunds Policy

The full contribution to an activity will be refunded if a child is absent due to illness (with the potential exception of residential courses).

If a trip has to be cancelled parental contributions will be refunded.

If contributions to an activity exceed the total cost a refund will be given, if excess is over £5 per child.

Excess income less than £5 per child will be paid into school fund account.

Excess of expenditure will be funded by school fund / PTFA

Voluntary Contribution

The School may ask parents for a voluntary contribution towards the cost of:

- Any activity that takes place during school hours
- School equipment
- General school funds

Children of parents who are unable, or unwilling, to contribute may not be discriminated against. However, if there are insufficient voluntary contributions made to cover the cost of the trip, or activity, and there is no alternative method to make up the shortfall, then the school will cancel the activity.

Parents of children for whom the school receives Pupil Premium funding will not be expected to make a voluntary contribution and will receive financial support from the school with payments for anything that enhances children’s learning and achievement.
FORMS FOR COMPLETION BY PARENTS

The following pages contain some important forms that need completing and returning to the Office, as soon as possible. (Please do not hand them into your child’s current school). Information about these forms is shown below.

**Parental Responsibility - P.E. and Games Kit**

The importance of ensuring that your child is properly equipped for P.E. and Games has already been identified in this brochure. Although we have a very limited supply of spare items, the responsibility for making sure that children remember to arrive at school with appropriate kit lies with parents.

**Parental Consent - Photography**

There are occasions when school staff will take photographs or film footage for purposes such as displays and to record the work of the pupils.

There may be times when the success of the school is celebrated in the local media. On these occasions, pupils are not named unless it is particularly relevant to the news item (e.g. outstanding achievement by an individual or small group in sport, music or drama).

School performances provide parents with an opportunity to photograph or film their child participating in a school activity. This is one of the most likely occasions that children are recorded and there is a possibility that your child may be incidentally recorded or photographed by other parents.

**Parental Consent - Visits in the Local Area**

There are times when we take our pupils to local sites in Taverham, Norwich, Costessey etc. to support our curriculum activities.

**Home-School Agreement**

The Home-School Agreement sets out the expectations we have of parents and pupils as well as our overall aims in endeavouring to provide the very best education for your child. Although there is no compulsion to sign the Home-School Agreement, (nor is it a legally binding document), we hope that by completing and returning it to school, parents and pupils acknowledge the importance and responsibility of working together with school staff to ensure that each child gains the most from their time at Taverham Junior School.

**Administration of Medicines**

If your child has medication which they must take during the school day, please complete the appropriate form. The Headteacher is not allowed to sanction the use of medicines unless this form has been completed.
PARENTAL RESPONSIBILITY & CONSENT

NAME OF PUPIL: __________________________

P.E. AND GAMES KITS

I have received details regarding P.E. and Games Kits and will ensure that my child has the full and properly named items required.

SIGNED: __________________________ DATE: ____________

PHOTOGRAPHY

I understand that photographs and video footage may be taken of my child as follows:

For purposes such as the school’s website and Virtual Learning Environment (VLE), displays and to record the work of pupils.

By local media in covering school activities.

Incidentally by other parents at school events such as music performances or sporting events.

I give/do not give* permission for photographs and video footage to be taken of my child.

*Delete as applicable

SIGNED: __________________________ DATE: ____________

LOCAL VISITS

I give my permission for my child to visit places in local area i.e. Taverham, Drayton, Norwich, Costessey, etc as necessary.

SIGNED: __________________________ DATE: ____________
HOME – SCHOOL AGREEMENT

NAME OF PUPIL:

________________________

The school will endeavour to:
- care for your child's safety by providing a well-ordered and caring environment;
- provide a balanced curriculum to meet the individual needs of your child;
- assist your child to achieve high standards and encourage them to always give their best;
- develop high standards of behaviour and self-discipline throughout the school;
- encourage in your child a respect for the values of others and themselves;
- keep parents regularly informed about general school matters;
- provide parents with the opportunity to discuss their child's progress through Parents Evenings and Pupil Reports or through discussion at a pre-arranged appointment.

Parents/guardians will endeavour to:
- support, encourage and show an interest in their child's efforts and achievements at school;
- make the school aware of any concerns or problems that might affect their child;
- assist their child in achieving high standards of behaviour and self-discipline;
- ensure their child is appropriately dressed, according to the school's uniform policy, and properly equipped for lessons, including appropriate P.E. kit;
- ensure that their child attends school regularly, arriving on time (and, if appropriate, collected on time), and notify the school immediately if their child is unable to attend;
- whenever possible, arrange holidays outside of term time;
- support the school's guidelines, as outlined in the School Brochure;
- support their child with their homework and other opportunities for home learning;
- attend Parents' Evenings and other pre-arranged meetings to discuss their child's progress.

The school will expect each pupil to:
- endeavour to achieve high standards of work by always giving their best;
- achieve high standards of behaviour & self-discipline, wear the school uniform and be tidy in appearance;
- care for and respect their own property and that of the school and other people;
- assist their parents in ensuring they attend school regularly, on time and properly equipped.
- abide by the school’s Internet Access Policy.

Signed
Paul Stanley, Headteacher

Date

Signed
Parent/Carer

Date

Signed
Pupil

Date