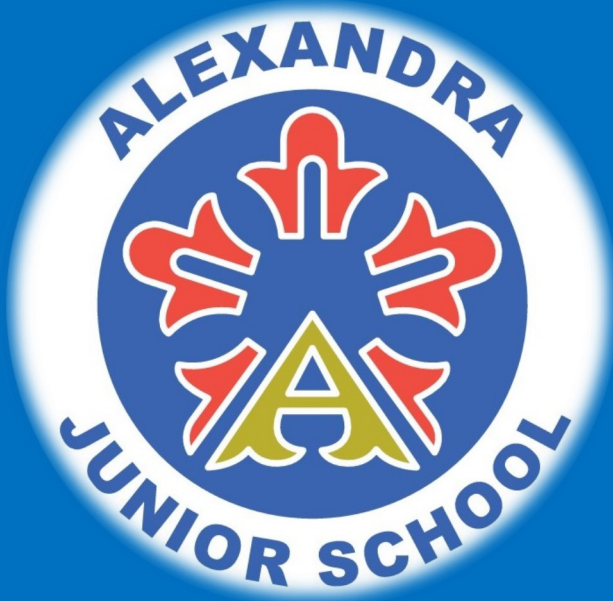


# Alexandra Junior School

Putting Children First



# Prospectus

## 2020 to 2021

# Alexandra Junior School

Meir Road, Normacot, Stoke-on-Trent ST3 7JG

t: 01782 235377 f: 01782 235378

e: [office@alexandrajunior.co.uk](mailto:office@alexandrajunior.co.uk)

<https://alexandrajunior.co.uk/>

## Dear Parents and Carers,

On behalf of all the children, staff and governors I would like to welcome you to Alexandra Junior School.

We are a school with a holistic philosophy of education based on our understanding of what it means to “grow up”: Growing up is about finding out who you are by figuring out what is out there and how to fit in with the world around you before you can make your move, the move that makes you stand out and that leaves your mark for ever. Many roads have to be travelled and many encounters made along the way before you reach your destiny. Many hours have to be spent in preparation to hone your skills and shape your mind. That’s what education is all about: from being led and guided on your path through life to becoming independent and to becoming yourself.

All the experiences, the opportunities for exploration, self-expression, engagement with others entailed in our Alexandra promise and our curriculum are designed to help you to get to know yourself and embrace who you are so that you can choose how to be awesome, to excel: to stand out.

I am extremely proud to lead a team that is committed to providing the best opportunities for the children who attend Alexandra Junior School. Staff, supported by governors, work hard to deliver a rich curriculum; to challenge, inspire and prepare children for future education and to help them gain the skills and enthusiasm for lifelong learning.

An essential ingredient for this to happen is teamwork. We view education as a joint venture, involving everyone – children, parents, carers, staff, governors and the wider community. We hope that we will be able to depend on your co-operation and support in this partnership, knowing that together we can provide the best for every child.

This booklet has been created to answer as many questions as possible that might be asked about our school. We hope it will alleviate any anxieties that children (or parents/carers) may have when joining us. We are confident that with a talented team of both teaching and non-teaching staff we can provide a smooth transition for any child joining the school and strive to meet the needs of all. We look forward to a happy and successful partnership with our new children and families.

If you should have any questions, please do not hesitate to contact me.

I look forward to meeting you.

Yours sincerely,

Dr R. Müller

**Headteacher**



## Alexandra Junior School

Putting Children First



# Alexandra Junior School

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# Our School



# Putting Children First

## Vision

At Alexandra Junior School, we value our children as individuals and as part of the rich, diverse community our school serves.

We celebrate each and every child's uniqueness, talents and achievements.

Our strengths as a school are rooted in this diverse and collaborative community of children, parents, staff and governors.

In working together, we ensure that the children enjoy school life, learn effectively and become confident future citizens with a positive outlook on life and a strong moral compass.

The children at Alexandra Junior School acquire personal, social and academic skills to be able to adapt to an ever changing world.

We aspire to create motivated and resilient children who are willing to take risks in their learning and learn from their mistakes.

We want children to have aspirational goals and to be unafraid to follow their dreams.

## Ethos and Values

At Alexandra Junior school we are expecting every child to be a successful learner. To enable this, we offer a broad and rich curriculum, accessible to all pupils, within a safe and stimulating environment, free of any discrimination of any sort – always focussed on the well-being of our children. We promote the values of **RESPECT**: Responsibility, Equality, Safety, Participation, Excellence, Community and Trust by highlighting and modelling them so that our children gain a deep understanding of their importance in school and everyday life.

## Admission

First priority for admission will normally be given to pupils living within the "catchment area" as decided by the Local Authority.

If the number of pupils seeking admission to the school exceeds the number of places available then the following order of priority will be used:-

- (a) Children cared for by a local authority
- (b) Pupils living within the catchment area of the school
- (c) Pupils who would, in the first year to which the application relates, have an elder brother or sister in attendance at the school.
- (d) Pupils who satisfy both of the following criteria:
  - i) they have exceptional circumstances (not economical or social of the parent) or have a disability which we are able to cater for (eg wheelchair access). The latter would need supportive medical evidence.
  - ii) they would suffer hardship if they were unable to attend the school.
- (e) Other pupils arranged in order of priority according to how near their home addresses are to school, measurements being the nearest practical walking route.

It is intended that the number of pupils to be admitted to this School at the normal age of entry in the academic year 2019/2020 will not exceed 60.

# Who's Who?

**Head Teacher**

Dr Müller

**Deputy Head teacher**

Miss Rowe

**Assistant Head teacher**

Miss Lindop (SENCO)

**Year 3**

3DO—Mr Obada

3RW—Miss Rowe / Mrs Wilton

**Year 4**

4SB—Mrs Barnett

4AK—Mr Wilkinson

**Year 5**

5SW—Mrs Wyse

5CV – Miss Vernon

**Year 6**

6CM – Mrs Mountford

6DL—Miss Lindop

**Teaching Assistants:**

Mrs Khalil, Mrs Qureshi, Mrs Higgins, Mrs Gilbert, Miss Copeland, Mrs Akhtar, Mrs Wearing, Miss Bryan, Mrs Paxton, Mrs Sardar , Miss Walsh and Mrs Naheem

**School Business Manager**

Mr Robinson

**Office**

Mrs Leigh and Mrs Conlon

**Home School Link Worker**

Mrs Lambert–Eardley and Mrs Adams

**Assistant Special Educational Needs Coordinator**

Mrs Phillips

**Lunchtime Supervisors**

Mrs Conlon, Mrs Rehman, Mrs Zaheer, Mrs Roden, Mrs Quinn,

Mrs Noreen, Mrs Jalil and Mrs Jodiyawalla

**Kitchen Staff**

Mrs Boulton, Miss Todd, Miss Dyche and Miss Mooney

**Caretaker**

Mr Gascoigne

## Rights Respecting School

Alexandra Junior School reflects the values of UNICEF. This involves pupils, staff and parents working together to raise awareness of children's rights (in accordance with UNICEF and the United Nations Convention on the Rights of Children) and also help the children fulfil their responsibilities.

This will encourage the pupils to become active but responsible participants in all areas of school life.

For example, in relation to reading:

We teach that 'everyone has the right to an education' but there are shared responsibilities:

- Children: to remember reading book, read regularly to an adult and to try their best.
- School: to make sure children are taught reading skills and practise regularly.
- Parents/Carers: to ensure their child is reading at least three times per week and to sign the home school record book each time.



## Pastoral Care

The school currently caters for the four years of Key Stage Two in eight classes, two classes per year group. The children, throughout the school, are taught in classes with the same age but mixed ability.

We regard the relationship between the child and his or her class teacher to be of great importance at this age and thus most of the year organisation and teaching is on a class basis.

The health and welfare of our pupils is of paramount importance at all times and our school nurse is available by appointment for parents to discuss any health or medical issues regarding their child. The school office will be happy in assisting in making an appointment.

All staff have undergone training relating to of Child Protection, including recognition of types of abuse and the procedures to employ if disclosures are made. A designated named member of staff and governor are in place to deal with Child Protection issues should they arise.

A full copy of our Safeguarding Policy is available from the school office.

**Designated Safeguarding Lead: Dr R. Müller**

**Deputy Safeguarding Lead: Miss J. Rowe**

**Early Help Champion: Mrs S. Adams**

**Designated Governor: Mrs A. Walmsley - White**



## School Council

Our 'School Council' is made up of children from across the school. These children are elected to represent their classes, prefects and Eco-Committee. Regular meetings are held to discuss relevant matters of interest concerning school organisation and development. The School Council is actively involved in decision making within the school and regularly conducts surveys to gather views and opinions from their peers.

Any child in the school may put forward a suggestion to the School Council by simply posting a note into the 'suggestion box' located in the School Library. A response will be made by the School Council either personally or during one of our school assemblies.

The aim of the School Council is to develop an awareness of citizenship and involve all our children, to some extent, in the running of the school.

## Times of the day

**School doors open: 8.45am**

**Registration: 8.55am**

**School closes: 3.15pm**

Children are requested to arrive at school between 8.45am and 8.55am where they will be met by a member of staff and the school doors opened. Before this time, the school is not responsible for the safety of the children on the school playgrounds. Children coming into school for breakfast may arrive at 8.30am and will be supervised in the dining hall until 8.45am.

Registration takes places promptly at 8.55am and again at 1pm.

Children must attend school for 190 days and staff for 195 days. As a result, there will be five in-service training closures. The dates of these closures will be sent home well in advance.

When dropping off or collecting your child please drive safely and park considerately. Cars should be parked away from school premises to keep all of our children safe.

## School Lunch and Breakfast

In order to allow our children to start the day with a nourishing breakfast the dining room opens at 8.15am. All children are able to have a free breakfast of cereal. Parents are welcome to purchase drinks and breakfasts at the same time.

At morning break toast, fresh fruit, juice and milk are available at a low cost. Our food policy states that chocolate bars, crisps, sweets and sugary drinks should **not** be brought into school as a break time snack. We encourage children to bring healthy alternatives such as fresh fruit or vegetables as a break time snack.

At lunchtime a range of health promoting food is available for the children to choose from. A number of speciality meals are promoted during the school year coupled with competitions for the children to take part in if they wish. School Meals are £2.40 per day payable in advance, on a Monday morning via ParentPay. If you would like to apply for FREE SCHOOL MEALS please collect a form from the school office.

Provision is made in school for children who wish to bring a packed lunch. School encourages parents/carers to provide a packed lunch that is healthy and sensible. Our food policy states that packed lunches should **not** include sweets, fizzy/sugary drinks, chocolate or chocolate covered bars. A copy of the food policy is available from the school office.

## Uniform

We, the staff, are proud of the facilities which the school offers your child during his/her time with us. The children too have a respect for the school and every effort is made to maintain this. We have a school uniform which, we feel helps to provide the children with a sense of ownership of the school as well as providing suitable, functional and inexpensive dress for school use. During inclement weather, when wellingtons or boots are worn for the journey to school, we would ask that pupils bring another pair of shoes with them for indoor wear.

We take pride in the standards of dress and appearance of all our children, we would greatly appreciate your co-operation in helping to maintain high standards at all times.

You may be thinking of buying new clothes for your child to start to school in September. If so, lists to help are printed on the following pages.

**All clothing should include a name label inside**

### Boys

White Shirt, Red Tie

Black Trousers

Navy Blue Pullover OR School Sweatshirt

Black Shoes

Black plain socks

### Girls

White Shirt, Red Tie

Navy Blue Jumper/Cardigan OR School Sweatshirt/Cardigan

Black Shoes

Black Shalwar and Kameez

Black skirt or trousers

Black plain tights or plain socks

Blue Summer dress (optional)

White plain socks in Summer Term (optional)



**For further details please see our Pupil dress code leaflet**

School ties are available from the school office and cost £3

School sweatshirts and cardigans are available from **Trutex at 41 Weston Road, Meir, telephone number 01782 310111.**



## PE Requirements

All children, for reasons of safety and hygiene, must change into appropriate kit for all P.E. activities. Children are responsible for their clothes when changing, and should have all items **clearly marked with their name**.

Children are encouraged to keep their P.E. Kit in school during the school week and take it home for laundering at the end of the week, unless they get it dirty earlier.

If you wish for your child to be excused from Games, P.E./Dance or Swimming lessons through illness etc., please send the child with a dated letter explaining the nature of the illness or injury and given to the teacher in charge by the child at the beginning of the lesson.

If your child suffers from asthma, please ensure that his/her inhaler is left in school at all times.

In the interests of safety no child will be allowed to wear jewellery during P.E. or Games lessons. The school will not accept responsibility for any items of jewellery worn in school and discourages the wearing of such items.

### Boys

- Plain white T Shirt
- Black Football Shorts
- Football Shirt, Football Socks
- Pumps and Training Shoes
- Football Boots (optional)
- Swimming Trunks, Swimming Cap (Years 5)
- Towel for Swimming & PE/Games
- Sports Bag to carry and keep kit in



White t-shirt



Black pumps



Black shorts

### Girls

- Plain white T shirt
- PE skirt or shorts, white cotton shirt white socks
- Pumps or Training Shoes
- Swimming Costume, Swimming Cap, (Years 5)
- Towel for Swimming & PE/Games
- Sports Bag to carry and keep kit in

The above items may be purchased from various retailers in the area.





# Curriculum

## Curriculum Approach

Our curriculum is designed to be aspirational and to open up the world for them to explore. Children at Alexandra Junior School are empowered to achieve their dreams, we believe that everyone has the potential to be extraordinary. We develop growth mind set and a love of learning and the risks involved to ensure that children become resilient and confident and know how to manage their emotions when striving to achieve. Our curriculum enables the children to gain a common body of knowledge to which they are entitled to, set out within the National Curriculum.

Our school curriculum is balanced and broadly based and:-

- a) Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- b) Prepares the children for the opportunities, responsibilities and experiences of adult life.

Children are assessed continually through teacher assessment and by the use of Standard Achievement Tests at the end of the Key Stage.

All children follow a well-integrated syllabus as laid down by the National Curriculum Guidelines which includes English, Mathematics, Science, Technology, History, Geography, Computing, R.E, PSHE, Art, MfL, P.E. and Music. The curriculum at Alexandra Junior School is committed to providing an exciting personalised experience, which is centred around developing the individual pupil, with an emphasis on healthy minds, bodies and well-being. Rooted at the heart of our curriculum is language development. We ensure that pupils are immersed in a range of opportunities to develop their oracy skills, with a particular focus on developing vocabulary. We place equal importance on academic developments and personal development. Our curriculum, which is progressive, ensures that prior knowledge provides the anchor for future learning opportunities.

## The 5Es

Our school context based curriculum drivers are the 5 Es: Excel – be awesome; Embrace yourself; Explore the world; Engage with others and Express yourself. These drivers support children's personal development and well-being. They encourage pupils to aim high, know themselves, be curious, work collaboratively, and be articulate.

## Alexandra Promise

Underpinning our curriculum and daily life is our Alexandra Promise to pupils. This promise sets out a wide range of developmentally appropriate experiences, that we firmly believe every child should experience as they grow up. These are integrated within our curriculum from year 3 – 6

## Core subjects

### English

We use English to communicate in both written and spoken form. We use language to build our view and opinion of the world and our community. We continue to learn, develop and enhance our knowledge and understanding of English throughout our lives.

English is taught daily with work appropriately differentiated to match all abilities.

With parental support, we want our children to:

- speak clearly and confidently in any situation.
- listen actively and respond appropriately, developing knowledge and opinion.
- read fluently for both pleasure and information.
- write clearly and with confidence in any given genre.
- use spelling rules, phonics and grammar accurately.
- be able to proofread their own work and make amendments and improvements.

Most importantly, we aim to nurture in the children a love of literature and language, and the confidence to continue reading and writing

### Maths

Maths is used every day whether we realise it or not! For example, we check our change when out shopping, estimate the cost of a new carpet or decide what time we need to leave the house to get to the train station.

We aim to provide our children with a wide mathematical education taught in an enjoyable, relevant and creative way. We use 'real life' experiences so children begin to understand the importance of applying maths skills in order to solve problems and engage them for future learning.

Maths is taught daily based on the Maths National Curriculum. Children move through the Key Stage building on existing skills and developing their knowledge and understanding. Pupils explore all four number operations and are encouraged to try different strategies that best suit their learning.

Pupils explore shape and space and develop their measuring skills in a range of contexts. They are given lots of opportunity to discuss their methods and encouraged to use the appropriate mathematical vocabulary.

We want our children to know and understand mathematical concepts, skills, facts, relationships and strategies and be

### Science

Every child has a natural curiosity about the way the world works. Science at Alexandra Junior School enables your child to find out how they can get answers to questions such as what size wings make the best helicopter, or why the sun seems to move across the sky or can a bean seed grow upside down?

Science is a systematic investigation of the physical, chemical and biological aspects of the world, which relies on first hand experiences and on other sources of information. The scientific process and investigative activities will be used to deepen your child's understanding of the concepts involved.

At Alexandra Junior School we aim to develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life. We wish to build on pupils' curiosity and sense of awe of the natural world through the use of a planned range of investigations and practical activities. At the same time, the children will be able to work scientifically by plan fair tests, making predictions, recording results using ICT, diagrams, graphs, tables and charts and making generalisations about their learning. We also value the use of scientific vocabulary and model this with our children, encouraging them to use it to explain their scientific thinking



## Religious Education

Religious Education is based upon the Stoke-on-Trent Agreed Syllabus. Assemblies are conducted by the Headteacher, members of staff and visiting speakers. The children study the world's major religions and discuss spiritual and moral issues.

Parents have the right to ask for their child to be withdrawn from religious education and collective worship but should first discuss the matter with the Headteacher. Any children who are withdrawn from either assemblies or RE lessons will be supervised whilst working on alternative activities.

## British Values

The Department for Education have recently placed importance on the 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. At Alexandra Junior School these values are reinforced regularly through the curriculum, assemblies and school ethos.

## Educational Visits

Educational visits which occur naturally from the curriculum and work of the children are actively encouraged, as are visiting speakers and dramatic or musical events. We believe that first hand experience is a great help and stimulus to learning and can be the source of beneficial and meaningful work. For all educational visits, risk assessments are undertaken with staff concerned and documented by the school's Educational Visits Coordinator.



## Sex and Relationships Education

Sex Education is not taught specifically in the school as a separate subject but is covered in curriculum areas such as Science and PSHE.

Within the National Curriculum the children look at the life cycle of people and the appearance and health care of babies. They also learn about keeping healthy and major parts of the body.

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019): Relationships Education & Health Education. Relationships Education, Health Education and Science are compulsory subjects and parents/carers do **NOT** have the right to withdraw their children from these subjects.

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.' After consultation with parents about the 'changing me' programme and language and activities used the programme will be implemented in the summer term.

Supplementary to this are the talks on general hygiene for boys and girls. The School Nurse also talks to Y5 children on how their bodies are changing as they enter puberty. Any incidental questions which children may ask in this area will be dealt with most carefully by the member of staff involved.

Parents have the right to withdraw their children from all or part of the sex education provided outside the National Curriculum, but we would ask that they discuss any areas of concern with the Headteacher before making any decision.

## Special Educational Needs

Following discussion with parents and carers, pupils may be placed on the SEND register at some point in their school career. For many, this involves a short burst of targeted intervention which may lead them to being removed again, while others the support process is a longer one. In all cases our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Our SEND policy, SEND Information Report and Local Offer can be accessed via the school's website.

## Sport

The school enjoys a tradition in many areas of Physical Education benefitting from the expertise and enthusiasm of specialist staff in this field. The school has excellent facilities in Physical Education with extensive playing fields and separate changing rooms.

A wide range of physical activities are offered throughout the school year including Football, Netball, Hockey, Athletics, Cricket, Tennis, Gymnastics, Rounders and Swimming.

Competition is encouraged in all years and at all levels with school teams participating in many of the activities listed above. A variety of inter-house competitions throughout the year encourage all children to participate and contribute in the sporting calendar of the school. Swimming which takes place at Fenton Manor, complements the in-school work of P.E. and enables regular opportunities for children to acquire experience, confidence and proficiency in water safety and survival.

The use of Fenton Manor Swimming Baths, during school time, complements the in-school work of P.E. and enables regular opportunities for children to acquire experience, confidence and proficiency in water safety and survival.







**Clubs and extra-curricular activities**

## Introduction

The following activities are examples of clubs run by staff in the lunch break or after school. Children may join them voluntarily according to age, ability and interests. They will then be expected to attend regularly. Clubs organised have included:

Dance	Wild Play	Table Tennis
Football	Swimming Club	Multi skills
School Council	Art & Craft	Christmas Production
Rocksteady	Cricket	homework
Gardening	SATs Revision	Lego
Science	Board Games	Board Games

## Outdoor Education and Residential Visits

Residential visits are a great way of building self-confidence and increasing independence as well as allowing children to develop teamwork skills and friendships. We aim to provide our children with a residential experience whilst with us at Alexandra Junior School and give them the opportunity to take part if they wish to do so.

New in 2021, Year 5 pupils will have the exciting opportunity to enjoy a 'Year 5 Go Wild' experience which involves a range of adventurous and team building activities and have the chance to camp on the school grounds. Activities will include den building, outdoor cooking, orienteering and many more.

In July 2019, Year 6 pupils spent five days participating in an Activity Week. The children took part in a wide range of activities including: dry-skiing, team building, high ropes, trampolining and climbing. All are designed to build personal confidence and teamwork.





# Residentials are a great way of building self-confidence



## Educational Day Visits

First-hand experience and real life scenarios are also hugely beneficial in creating exciting, quality learning and we value the role they play in school life. Over the last academic year we have visited many different places including:

- Birmingham Theatre
- Cadbury world
- Dewa Centre Chester
- Westport Lake
- Aerial Extreme
- Awesome Walls
- Stoke Ski Centre
- Hales Estate
- Park Hall
- Gladstone Potteries Museum
- Bikeability

We also invite a variety of visitors into school to help enhance our curriculum. Visitors bring with them a passion for what they do, which can be used positively to support our children's learning.

Visitors this year have included:

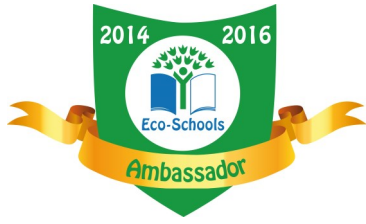
- Staffordshire Fire Service
- Religious speakers
- Pantomime
- PSCO visits
- Musical performances
- Portals to the Past
- UNICEF ambassador
- Athlete
- Mad Science assembly





# General Information





The school has been recognised nationally and internationally for its work in various areas including awards and recognition for: 'Healthy School' status; Eco-Schools Green Flag Ambassador Award; and as a Rights Respecting School.

As a school we pride ourselves on involving the children in all aspects of school life. As part of this involvement children represent their classes on the School Council and School Eco Committee. The children also carry out the roles of Prefects, Playground Buddies and Peer Mediators. We believe these responsibilities are important as it helps the children gain confidence, raises their own self esteem and helps the smooth running of the school.

## Absence

### Absence

The Home-School Agreement clearly states that it is the responsibility of parents to:

- *Ensure your child arrives on time and is collected on time by a known responsible adult (Nursery to Year 4 . Year 5 and 6 children will be allowed to walk home alone with the written permission of parents / carers.*
- *Ensure that your child attends regularly and notify school on the first day of any absence – this is for the child's security as well as administrative reasons. If no notification is received the Home School Link Worker will contact the parents/carers to identify the reason for the absence.*
- *Work with the School and Education Welfare Service to resolve/alleviate any attendance problems or protracted absence.*

### Medical and dental appointments:

Parents are asked to make appointments out of school hours so a pupil's attendance or learning is not affected.

### Holidays:

The school will **NOT** authorise holidays in term time.

The school has adopted the LA agreed policy of fining parents who take unauthorised holidays in term time.

## Home/School Links

Parents' evenings are held throughout the year to discuss children's progress. Parents of children from the Infants' School are invited to meet the staff and visit the school on an evening during the Summer Term before joining the school in the following Autumn Term.

At Open Evenings in the Autumn and Spring Terms, staff and parents can discuss how the children in all years have settled into their new environments and are working in class.

In the Summer Term parents receive an annual written report on their child's progress which is followed by an Open Evening where staff are available for discussion with regards to their child's report and progress over the year.

We welcome parents into school. We believe that we achieve the best results from the pupils by working together with parents. Any concerns or worries can be discussed either by telephone or a personal visit.

The Headteacher, Staff and Governors are always willing to discuss such matters and arrange appointments with parents at a mutually convenient time.

Please inform the school if you have any concerns. The staff will always listen but can only act if they are made aware of any problems.

The Headteacher has the address available of the Chair of Governors and the LA if required.

Copies of all documents referred to in the Freedom of Information Act 2000 School Publication Scheme may be inspected or obtained (except those which are copyright) at the school, upon request to the Headteacher. In some instances the school may make a charge (not exceeding the cost of production) in respect of any copies supplied.

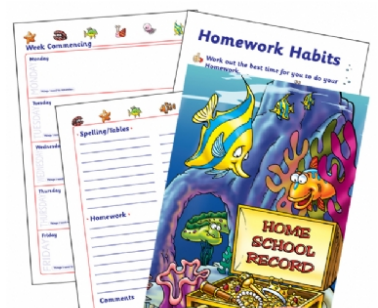
## English as a second language

Through a carefully structured system of fully inclusive education we are very experienced in teaching children whose first language is not English. We make use of various services and employ our own bilingual support staff to extend and support children in their acquisition of English. We also use translation specialists, and have many resources in various languages to support children and their parents.

## Homework

The setting of homework is an important part of our children's education. It is through partnership between parents and teachers that we can achieve the best for our children. The setting of homework commences in Year 3 and the time allocated for homework will increase with your child's progression through the school. You will be made aware by the class teacher of the expectations in reading and other subjects, mainly Maths and English. The work set will be either extension activities, reinforcement or research. Staff will be pleased to provide help and support to parents if they have concerns about the work set.

Children are expected to read at home at least three times a week and that they bring in their reading book and home school record book each day.



## Behaviour Policy

### Aims:

To create a positive attitude within the school with an agreed code of behaviour

To encourage the children to take responsibility for their actions and accept the consequence of wrong doing.

To make children aware of what is acceptable behaviour and what is unacceptable behaviour within the school environment.

To create a positive learning environment where children are encouraged to take some responsibility for their own learning through a positive attitude to achievement.

### At Alexandra Junior School EVERYBODY has:

#### RIGHTS

**PUPILS** -We all have a right to work, play and learn in a friendly, safe and helpful school.

**STAFF** -We all have a right to teach in a friendly and safe school which is supported by the school community.

**PARENTS**- We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

### At Alexandra Junior School EVERYBODY has:

#### RESPONSIBILITIES

We all need to care about ourselves, other students, parents, staff, belongings, our school and equipment.

Here are some examples:

<b>To Listen</b>	<b>To be honest</b>
<b>To help</b>	<b>To look after each other</b>
<b>To try our best</b>	<b>To respect others</b>
<b>To have a go</b>	<b>To work and play safely</b>
<b>To discuss</b>	<b>To share</b>
<b>To encourage</b>	<b>To co-operate</b>
<b>To be polite</b>	<b>To ask for help</b>
<b>To be on time</b>	<b>To help others</b>
<b>To work out problems in a fair manner</b>	<b>To ask for opinions and ideas</b>

For a copy of the behaviour policy ask at the office or the school website.

## Behaviour Strategies

We praise and reward children for good behaviour in a variety of ways:

- Giving children responsibilities;
- Counselling and advising children;
- Encouragement by verbal, written and artistic means;
- Recognition of achievements;
- Use of individual rewards, e.g. house points and star of the week certificates; attendance treat for 100%
- Use of whole class rewards through our 'superclass' system;
- Highest class attendance each week to be rewarded by class reward.
- Use of Restorative Talk

Our SUPERCLASS system works on rewarding positive behaviour on a whole class basis, instilling the ethos of collective responsibility within a class. Everyday the class has the opportunity to be awarded one letter from the word 'superclass'. When they have collected all ten letters the whole class enjoys a reward. A letter is awarded when no one in the class has had to be repeatedly reminded about inappropriate behavior or without incident..

### **Consequences**

There are planned consequences for children who fail to take responsibility for their class and school rules. In summary:

- Verbal discussion/ reminders and personal target for improvement by the end of the next learning session
- Restorative talk
- Parent meeting (agreed written targets and strategies)
- Seclusion away from own class
- Exclusion





## Term Dates

### Autumn Term

STARTS: Thursday 3rd September

ENDS: Friday 23rd October

### HALF TERM

STARTS: Tuesday 3rd November

ENDS: Friday 18th December

### Spring Term

STARTS: Tuesday 5th January

ENDS: Friday 12th February

### HALF TERM

STARTS: Monday 22nd February

ENDS: Thursday 1st April

### Summer Term

STARTS: Monday 19th April

ENDS: Thursday 27th May

### HALF TERM

STARTS: Monday 7th June

ENDS: Wednesday 21st July

## School Closed

May Day - Monday 3rd May

## For School Enquiries:

### School address:

Alexandra Junior School

Meir Road

Normacot

Stoke-on-Trent

ST3 7JG

### School Office:

t: 01782 235377

e: [office@alexandrajunior.co.uk](mailto:office@alexandrajunior.co.uk)

### School Website:

<https://alexandrajunior.co.uk/>