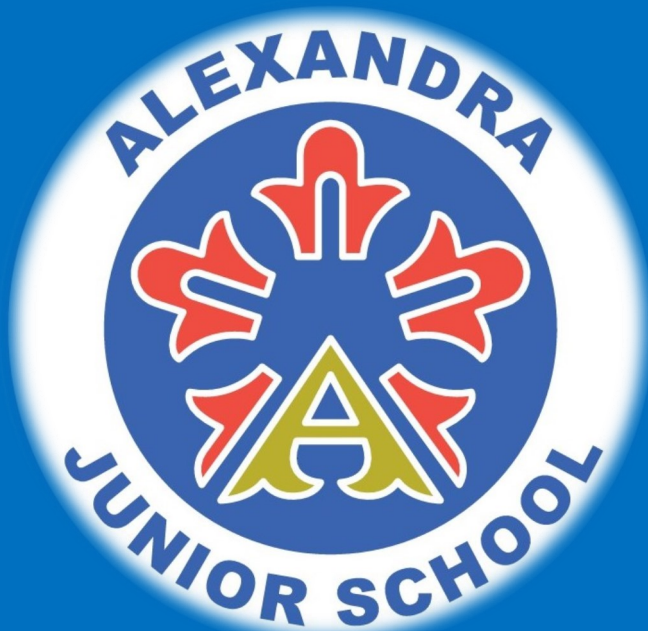


Alexandra Junior School

Putting Children First



Prospectus

Alexandra Junior School

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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

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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 2022/2023 will not exceed 60.

Who's Who?

Head Teacher

Dr Müller

Deputy Head teacher

Miss Rowe

Assistant Head teacher

Miss Lindop (SENCO)

Class teachers

Mrs Barnett

Miss Foxall

Mrs Kaur

Miss Lindop

Mrs Mountford

Mr Obada

Miss Rowe

Miss Vernon

Mr Wilkinson

Mrs Wilton

Mrs Wyse

Teaching Assistants:

Mrs Khalil, Mrs Qureshi, Mrs Higgins, Mrs Gilbert, Miss Copeland, Mrs Akhtar, Mrs Wearing, Miss Bryan, Miss Walsh, Mrs Naheem, Mrs Grattage and Mrs Hutchinson

School Business Manager

Mrs Searl

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 Jalil, Mrs Jodiyawalla, Mrs Quinn, Mrs Rehman, Mrs Roden, Mrs Zaheer

Kitchen Staff

Mrs Boulton, Miss Todd and Miss Dyche

Caretaker

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 Amanda Allcock

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: 8:15am

School day: Y3+5 8:40am to 3:10pm

Y4+6 8:50am to 3:20pm

Children are requested to arrive at school between at the times stated above where they will be met by a member of staff and the school doors opened. Before 8:30 the school is not responsible for the safety of the children on the school playgrounds. Children coming into school for breakfast may arrive at 8.15am and will be supervised in the dining hall until 8.40am.

Registration takes places promptly at the beginning of day and again after lunch break.

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.

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 £2.45 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

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

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

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.

Remote Learning

Schools have a duty to provide remote education for any pupil who cannot access school in person due to the coronavirus (Covid-19). This may be because they are unwell, or have been in contact with someone who has symptoms, a school bubble has had to close or there is a national lockdown and pupils are required to stay at home.

At Alexandra Junior School we use Google Classroom as our remote learning platform.

Think of Google Classroom (GC) as your child's digital link to learning. Teachers use GC to share assignments, live lessons, homework, newsletters and much more with students and parents!

For more information please visit the supporting learning at home section of the school website.



Google Classroom

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.

PE

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.

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

We are now excited to also offer a comprehensive, whole school orienteering unit as part of our PE curriculum, which also enables us to make more active learning opportunities across the curriculum, putting health and wellbeing at the core of learning.

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.





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
Yoga	Art & Craft	Christmas Production
Forest School	Cricket	Homework
Gardening	SATs Revision	Lego
Science	Board Games	Board Games

Outdoor Education and Events

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 2022, 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.



Educational visits 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.

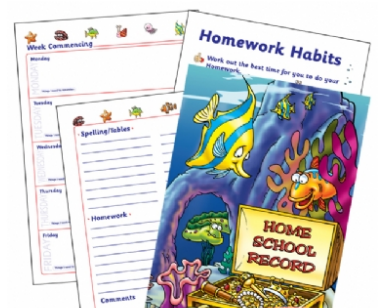
English as a second language

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. Work is generally set on Google classroom.

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

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. We foster a knowledge and awareness of Rights and Responsibilities (as in accordance with UNICEF) as part of our school ethos. Every child is important and everyone has the right to feel safe at all times. Our policy aims to promote excellent behaviour, support pupils with their behaviour choices, develop empathy for others and resolve conflict. We have 3 main principles which are: Be Ready, Be Respectful and Be Safe (The 3Bs)

Being ready to learn involves:

- Coming to school with a positive attitude;
- Arriving on time;
- Being properly equipped;
- Performing to the best of your ability;
- Being calm and attentive

Taking personal responsibility for behaviour and being respectful involves:

- Respecting the right of others to learn; their opinions, personality, privacy and property;
- Following the Alexandra Junior School uniform policy;
- Moving around the school in a quiet and orderly manner, keeping to the left at all times in school corridors;
- Seeking support/guidance from an appropriate adult if needed;
- Caring for the environment in and around school;
- Behaving appropriately whilst in school uniform to uphold the school's reputation and status.
- The way we fix problems between each other
- Talking things through, listening to each other.

Being Safe involves:

- Considering the way we move about
- Moving between rooms sensibly
- Lining up sensibly
- Using equipment sensibly
- Considering keeping everyone safe in other contexts ie. online

Behaviour Strategies

At Alexandra we believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of positive consequences or rewards:

- Non-verbal rewards such as a smile or body language;
- Praise
- Showing work or achievements to other pupils, other teachers, SLT;
- Headteacher's award for exceptional work;
- Displaying / showing of work in assembly;
- Star of the week award;
- Stickers;
- Class dojos
- Behaviour treats (termly)
- Superclass treat

Superclass

Our SUPERCLASS system works on rewarding positive behaviour on a whole class basis, instilling the ethos of collective responsibility within a class. Every day 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 unwanted behaviour recorded through the tracking system. Each day the whole class starts with a 'clean sheet'.

Consequences

Sometimes it is necessary to discourage pupils from making poor behaviour choices and at Alexandra Junior School we do this through a system of logical consequences or sanctions.

- Consequences should be discussed with the parties involved through restorative talk process (sometimes the consequence can just be the discussion with the pupil);
- Reference to consequences should be done through calm discussion;
- Pupils and parents should be informed of the hierarchy of consequences and the recording system;
- If a sanction is used pupils should be able to start afresh as quickly as possible;
- It is always made clear that it is the behaviour that is the problem and not the child.
- Seclusion away from own class – taking into account procedures due to COVID amendments.
- Exclusion
- Parent meeting (agreed written targets and strategies)

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



Term Dates

Autumn Term

STARTS: Tuesday 6th September

ENDS: Friday 16th December

HALF TERM

STARTS: Monday 24th October

ENDS: Friday 28th October

Spring Term

STARTS: Wednesday 4th January

ENDS: Friday 31st March

HALF TERM

STARTS: Monday 20th February

ENDS: Friday 24th February

Summer Term

STARTS: Monday 17th April

ENDS: Friday, 21st July

HALF TERM

STARTS: Monday 29th May

ENDS: Friday 2nd June

School Closed

May Day - Monday 1st May

For School Enquiries:

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