



Oakley Primary Academy Prospectus

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Welcome to Oakley Primary Academy

Welcome and thank you for your interest in Oakley Primary Academy.

Oakley Primary Academy is a friendly village school with exciting times ahead as we continue our journey of being part of the recently formed Meridian Trust.

We are situated in the village of Oakley, Bedfordshire, and work closely with the local families of the village and our school. We acknowledge the importance of close home/school links.

We are a welcoming and hardworking team with the pupils at the heart of everything we do.

Oakley Primary Academy works closely with all the schools within the Trust, as well as other schools and pre-schools in the local area. This enables us to share expertise, good practice and learn and move forward together. The close links we have with the pre-schools enable us to really get to know the pupils and their families before they join the Early Years. We are a named feeder school for Lincroft Academy.

We continually strive to provide the best education for our pupils so that they become resilient and independent with the key skills needed to become successful citizens of the 21st century.

We offer a broad, balanced, and exciting curriculum with a range of opportunities for cross-curricular and extra activities during, before and after school. We are keen to involve all stakeholders fully in the educational journey of our pupils and welcome and encourage full support from parents in as many ways as possible.

We are proud to be a "Values School". The values we teach are modelled by our staff members and through our teaching of the curriculum.

At Oakley Primary Academy we deliver the National Curriculum through a creative curriculum so that learning is creative, fun, and meaningful. There is a clear progression of knowledge on each subject to enable children to grow in all areas and be successful, not only academically, but in daily life.

Oakley Primary Academy provides education for children aged four to eleven years old. Our current intake is 40 per year.



School Aims

- To promote an open and supportive partnership with children, parents, staff, governors, and the community and through that partnership endeavour to raise standards and remain a focal point of the community.
- To provide a positive and challenging environment in which all children are valued and educated according to their needs and potential.
- To create a happy, caring, and secure atmosphere that will foster in each child independence, self-discipline, and a responsible and sensitive attitude towards life.
- To provide good quality resources and a stimulating environment in which children are encouraged to have enquiring minds and are challenged through their work and play.
- To encourage mutual respect, confidence and co-operation and teach children to work together, to show consideration for each other, people of all cultures and the world around them.
- To take advantage of change and be recognised by all as an innovative school in the creation and adaptation of new ideas, best practices, and processes.



Starting School

Foundation Stage

Children are admitted to Oakley Primary Academy in the September following their fourth birthday.

We hold a “New Parents” evening during the Summer Term prior to the children starting Reception. All parents are invited to attend; the curriculum and day to day routines are explained and parents have an opportunity to visit the classroom, meet staff and discuss concerns.



The Reception team arranges home visits prior to your child attending school. This is seen as an important event for all concerned and promotes a good relationship between home and school.

Our Foundation Stage is happy and lively, enabling children to progress in both their development and learning in a stimulating and caring environment. The learning of skills and social awareness are encouraged through structured play and practical activities which help your child to achieve the Early Learning Goals by the end of the year.



A wide range of activities are organised to help your child to adjust to school life and to communicate clearly and confidently with adults and other children, both individually and in group situations.

Children are introduced to early reading and writing skills as set out in the Early Years Foundation Stage (EYFS) curriculum. During the year, more formal written activities are introduced to prepare children for entry into Year 1. Children’s mathematical skills are developed through practical games and activities.

They learn about the world around them and are helped to develop enquiring minds.

During the Reception Year, children’s physical development is fostered by the use of outdoor play and PE equipment. Activities such as art, music, cooking, dance, role play and imaginative play help to develop the child’s creativity.



The Curriculum

Curriculum Policy Statement

We offer a broad and balanced curriculum for all children that focuses on the needs and interests of all individuals, building upon their successes and setting challenging targets. We recognise that children's progress will be at different rates and individual achievement will vary.

The Foundation Stage Curriculum

We follow the Early Years Foundation Stage guidance which sets the standards for Learning, Development and Care of children from birth to five. This continues throughout the Reception Year and creates the foundations for future learning in school and beyond. These early experiences can have a significant effect on pupils' attitudes to learning.

Learning through the Early Years Foundation Stage (EYFS) curriculum is planned within three prime areas and four specific areas of development. These seven areas of learning are explored from birth to five years through the Early Years Foundation Stage guidance. The EYFS is divided into four themes that express important principles and each principle is supported by four commitments. The four themes are:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

Our school is committed to each of the four themes, the principles and the commitments laid out in the Early Years Foundation Stage guidance, and we aim to develop the whole child. We aim for children to feel motivated and excited about their learning. Well planned play, both indoors and outdoors, is a key way in which children learn with enjoyment and challenge. Children will be encouraged to think creatively and imaginatively whilst practising and building upon ideas, concepts and skills and will be encouraged to develop independence and confidence.

Key Stage 1 & 2 Curriculum

At Oakley Primary Academy we are committed to delivering a creative and enriching curriculum which is in line with current research, new initiatives, and evolving practices. We feel it is of paramount importance to engage children,



in order to maximise their learning, through an exciting cross-curricular approach. This involves linking subjects together within a theme that has a 'real' focus to which the children can relate. ICT, for example, is not only a valuable skill which stands alone but it can also have a positive impact on other curriculum areas. We also have themed days or weeks, visitors, and speakers to consolidate and further learning as a fun and memorable experience. Every area of the National Curriculum, including English and Maths, is covered thoroughly whether it is via a cross curricular approach or as an independent subject. Objectives are planned to ensure a comprehensive programme tailored to each child's individual needs. In order for all children to access learning, lessons are differentiated, and the environment facilitates different learning styles. We aim for both staff and children to have high expectations of achievement and behaviour.

We believe strongly in the benefit of Educational Visits and incorporate these alongside the curriculum where appropriate, allowing children to gain valuable experiences that cannot be obtained in the classroom.

The school curriculum comprises all learning and other experiences planned for the pupils. The 'National Curriculum' is an important part of this.



Subjects included in the curriculum

English – Mathematics – Science – Information and Communication
Technology (ICT)/Computing – Religious Education – Design and Technology
– Geography – Music – History – Physical Education – Art and Design –
Personal, Social and Health Education (PSHE) – Spanish (KS2)

We teach the subjects through the creative curriculum approach to make learning fun and meaningful.



English

We follow the National Curriculum when studying English, developing literacy skills within reading, writing, speaking, and listening. Pupils are enabled to express themselves creatively and imaginatively, communicating their learning with others effectively.

Phonetic development

We follow a structured phonics scheme 'Little Wandle' which will begin in EYFS. Their supported application of synthesis and segmentation progresses the pupils to be independent and confident to read and spell the English language.

Reading

Reading is an essential skill to aid life-long learning, enjoyment and acquiring information. Our aim is to help children develop as independent, critical readers who have a passion to learn from reading and find pleasure from a good book, but also appreciate the linguistic features within the text.

From Foundation Stage through to Key Stage 2, pupils are guided through several carefully planned strategies to support both learning to read and reading to learn. Children are taught to read through a combination of daily phonetic sessions and guided sessions focused on whole texts. The rigorous daily practice of synthesis, segmentation, and sight vocabulary skills alongside the exposure to a wealth of fiction and non-fiction to facilitate their learning, provide a secure foundation of early reading experiences. As the pupils develop into fluent, avid readers, they become critics of language choices, analyse main ideas within texts and read to gain further information. Reading is part of every child's home experiences and is encouraged daily.

Writing

Throughout the school, the acquisition of writing is developed through focused literacy sessions that develop creativity and a sound knowledge of speaking, punctuation, and English grammar. Writing is linked to creative topics that interest and enthuse the pupils to write in a range of genre. In Key Stage 2 separate daily spelling and grammar lessons take place. Pupils reflect on the effect their writing has on the reader and final pieces are celebrated within school. Presentation and publishing writing is important, and a high standard is maintained through regular feedback within English sessions. Our aim is for all pupils to enjoy writing in a range of ways and have the skills embedded to succeed.



Mathematics

We follow the National Curriculum, and all children have access to a variety of teaching and learning styles in Mathematics lessons in line with Teaching for Mastery. Our principal aim is to develop children's skills, understanding and application of Mathematics and to ensure a depth of understanding that goes beyond the procedure. This is achieved through the use of concrete models and images to secure children's understanding of the concepts and structures being learnt, across all year groups from Reception to Year 6.

As the children progress through the school, we teach them a range of basic skills, including number facts, number bonds and multiplication tables, which are practised regularly. These basic skills help to equip children with the skills and understanding they need for everyday life and are often a focus for maths homework.

Visual images in maths are very important and we use Numicon as the main aid for this. Numicon is introduced in the Early Years and is used throughout the school to support the teaching of ordering, place value, number bonds and addition, subtraction, division, and multiplication.

Science

Today's children are growing up in an increasingly scientific and technological age. Here at Oakley Primary Academy, we encourage our pupils to view the world with a sense of wonder, to ask questions and seek the answers while developing a scientific approach to understanding what is going on. Science is challenging, exciting and fun and we aim to foster this enjoyment in our pupils'.

We aim to encourage children to be inquisitive by exploring science in as many practical situations as possible, questioning and discovering the world around them using scientific language and understanding. We believe it is important to employ a range of teaching methods including whole class teaching, experiential learning, discovery methods, problem solving and open-ended investigation.

Religious education (RE)

R.E. enables children to acquire an understanding of what religion is and to learn about, learn from and respect different faiths and traditions in a multi-ethnic society. Children learn to consider and respond to a range of important questions related to their own spirituality, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.



R.E. is taught as a discrete subject and as part of a particular theme in addition to Collective Worship. Parents have a right to withdraw a child from Religious Education and collective worship. Any child withdrawn on religious grounds will normally remain in the classroom.

Information and Communications Technology (ICT) / Computing

This area prepares pupils for a society which is served by an ever-increasing use of ICT and computing related processes. Each class benefits from lessons in the classroom, learning the skills necessary to enhance their knowledge in other curriculum areas. In order to maximise the application of ICT in the classroom it is often integrated across the curriculum allowing children to apply their developing ICT skills in new contexts. Computing is all about computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Interactive whiteboards are fitted in all Key Stage 1 and 2 classrooms, enabling teachers to model techniques and demonstrate a task clearly. Computers are provided for each class in the school and their use is integrated across the curriculum. I-pads, digital still and video cameras are also available to allow pupils to communicate their ideas and information in a variety of forms.

Design and Technology

Pupils learn skills, understand concepts and gain knowledge that will help them to live in a modern technological world. Children are given opportunities to design and construct using a variety of materials and skills, including food technology, and sewing. We encourage children to be creative and solve problems, both as individuals and members of a team. Key skills for maths, such as measuring and marking out, are combined with assembling in order to solve a problem or meet a need.

Art and Design

The art and design curriculum stimulates creativity and imagination. Children use colour, form, texture, pattern, and different materials to communicate what they see, feel and think. Emphasis is placed on skills and techniques involving the use of a variety of materials; the children have the opportunity to create in 2D and 3D form, to recognise and appreciate the work of past and present artists and those from other cultures.

Physical Education



We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. We aim through the physical education curriculum to provide for pupils' increasing self-confidence and an ability to manage themselves successfully in a variety of situations. We use a balance of individual, team, co-operative and competitive activities to cater for individual pupil's needs and abilities.

Pupils in KS2 have the opportunity to have swimming lessons. All year groups from year 1 onwards are regularly involved in sports festivals with other local schools.

Geography

The study of geography stimulates an interest in and a sense of wonder about places. Children learn about their own environment and the people who live there, developing a sense of the wider world. As they progress children develop the knowledge, skills and understanding relating to people, places, and environments in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world.

History

Through our history curriculum we aim to help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire children's curiosity to know more about the past and to help them to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Spanish

Learning a foreign language provides a valuable educational, social, and cultural experience for our children. It helps them to develop communication skills including the key skills of speaking and listening and extends their knowledge of how a language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. Pupils in Key Stage 2 learn Spanish as part of their weekly curriculum.

Personal Health, Social Education (PHSE) & Citizenship

Children develop the knowledge, skills and understanding with the aim to lead confident, healthy, and independent lives and to become more informed, active members of their communities. Children are taught about general



hygiene and cleanliness in order to promote health of mind and body. They learn how to make confident and informed choices about their health and environment; to take more responsibility for their own learning and to resist bullying. Citizenship is deemed important throughout the school and children undertake responsibility such as becoming 'Play Pals'.

Through the involvement of the School Council children learn to be responsible citizens.

Relationship and Sex Education

Children in years 4, 5 and 6 will have some discreet sex and relationship lessons.

Music

Through music we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. We aim to develop children's ability to perform, listen to, review, and evaluate music as well as learning to sing and to use their voices, to create and compose music. The children are helped to understand and explore how music is created. In Key Stage 2 there are also opportunities for children to extend their skills by learning to play an instrument. Recorder lessons are offered, or they may choose to take up lessons with one of the peripatetic or other external music teachers who visit the school.

The school encourages children to share their musical abilities at concerts within and outside of school.





Awards & Achievements

In our promotion of positive and caring attitudes here at Oakley Primary we celebrate achievement.

Each week

Entries are made in the Headteachers Achievement Book as a record of the recognition of good work, good manners, and good deeds. Children are congratulated in Friday assemblies and receive a certificate. Children are encouraged to bring in other certificates for activities out of school to share in class.

Each Half Term

Values Cups, presented to the school by former head teacher, Sarah Lovett and one of our longstanding members of staff Susan Wathen. These are presented to the individual pupil and class who have demonstrated the school values.

Each term

Endeavour Cup, presented to the school by former head teacher, Elizabeth Clark, to the pupil who has tried hard at whatever level.

Churchman Cup, presented by Cyril Churchman, a past caretaker, to the pupil who has shown improved care and presentation in their work.

Each year

Riley Service Award, presented at the Leavers' Service to the pupil(s) who have given 'service' to the school over and above the call of duty. This shield was presented by Arthur Riley, a former school governor and parent.

Ann Clark Scroll, presented to the school by a previous head teacher to the pupil (usually fourth year), who writes the best essay, judged by the head teacher.



Lambert Cup, presented to the school by a former deputy head for achievement in Maths.

Arts Shield, presented to the school by parents of 1998 leavers, awarded for achievement in Art/Design.

Music Cup, presented by Jean Peacock, a former deputy head for achievement in Music or singing.

Safety, Behaviour & Home/School Agreement

IMPORTANT

School Regulations (pertinent to the care and safety of everyone)

- Particular care is required when children enter and leave school premises. Please stay on the path as the drive is used by staff cars and delivery vehicles.

Please do not drive into the car park at any time

Parents and visitors who are disabled or parents of a child with a disability may request permission to use the car park.

- All money sent to school must be in a sealed envelope, bearing the child's name, class, teacher, the amount, and the purpose for which it has been sent. The child should hand this to the class teacher or place in the post box at the school office.
- A letter of reason for absence from school, or a telephone call, is always required.
- Children are encouraged to bring fruit or a vegetable snack for a mid-morning break.
- All letters are sent home via email and those that require a reply slip will also be sent home as a hard copy. Copies of all letters can be found on the school website. Text messages are also used to communicate with parents.
- For safety reasons we ask that children do not wear jewellery. Children who have pierced ears must remove earrings for PE and other sporting activities such as out of hours school learning or competitive fixtures; this includes



sleepers and stud earrings. This is to prevent injury to the wearer of the jewellery and to other children.

- The school cannot accept liability for the security of valuables belonging to pupils.
- Long hair must be tied back.
- All visitors to the school must first report to the office and sign the visitors' book.

Behaviour

All behaviour is linked to the 3 R's: Ready, Respectful and Responsible.

The school expects high standards of behaviour both within the classroom and on the playground.

Children will be made aware if their behaviour has been unkind or thoughtless to others. Bullying will not be tolerated, concern and respect for other people being vital to the philosophy and ethos of the school. If necessary, parents will be requested to come into school to discuss their child's behaviour.

Home School Agreement

Please complete the Home School Agreement which is enclosed.

How can you help the school?

If you have any problems or concerns about your child, please talk to us.

Please be punctual – it helps to settle your child.
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Medicals, Disability & Absence

Absence

The Education (Pupil Registration) (England) Regulations 2006 states that leave of absence may only be granted by the school. Information relating to absences must be relayed to the DfE. Could you therefore please note the following:

If your child is absent, please telephone before 9.00 am. Please keep us informed as to progress daily and send a note into school when he/she returns.

Medicines

Children who are acutely unwell will need to remain at home until they are well enough to come to school. Occasionally, it may be necessary for children to have prescribed medicine at school. For instance, when finishing a course of medicine such as antibiotics that are prescribed.

Some children however have longer term medical needs and may require medicines on a long-term basis to keep them well. An individual health care plan will be put in place where necessary to help staff identify the necessary safety measures to support children with medical needs and ensure that they and/or others are not put at risk.

Parents of children who require any form of medicine should complete and sign a medical indemnity form available from the school office.

School Leave of Absence in Term Time

Parents can only do this if:

- an application is made to the Headteacher in advance (parent the child normally lives with)
- there are exceptional circumstances

Time off for family holidays is not a right and as a parent/carers, you should complete the relevant form and return it to the school office at least 4 weeks before the date when you want the period of absence to start. You may be



required to attend an interview to discuss this request with the Academy Headteacher and produce supporting evidence for your request.

Parents can be fined for taking a child out of school during term time without the school's permission.

EMERGENCY

We may need to contact you during the day if your child is ill. Please make sure we have **at least** two up-to-date telephone numbers.

Medical Arrangements

At 5 years of age, all children are offered a routine healthcare interview with the school nurse.

Disabled Provision

At Oakley Primary we recognise our duties under the Disability Discrimination Act. We do not discriminate in relation to admissions, education, and associated services or by excluding a pupil for a reason related to his/her disability. Oakley Primary Academy is a single storey building with ramp access for wheelchairs to all areas.

Toilet facilities are provided for disabled people in the Kids' Club building and in Woodland's block. The school's Disability Access Plan identifies steps to be taken to improve access of all disabled people to the buildings and the curriculum.



School Lunch & Milk

School Lunch Arrangements

Children in Foundation Stage, Year One and Year Two are entitled to free school meals. For those children in Key Stage 2, the cost of school lunches will be £2.40 per day. All meals are booked and paid for online through ParentPay at least 3 days before. You will be issued with a username and password to sign up to ParentPay. Chartwell supplies a daily meal to all children with a choice of main course, sweet, and a drink of water. We have our own kitchen manager, and the meals are cooked on the premises to a very high standard. Packed lunches may also be brought to school in a suitable container containing the whole lunch. We encourage children to bring healthy lunches. The child's name and class must be clearly displayed on the lunch box. Plastic flasks may be used to carry cold drink. Plastic mugs with lids are not permitted. Breakable objects, metal knives and forks should not be brought for use with packed lunches in the interests of safety

Experience has proved that certain items of food are unsuitable for a packed lunch. Such items are: -

- unpeeled oranges
- large packets of crisps etc
- sweets
- fizzy drinks
- chocolate biscuits

Nuts or food containing nuts must be excluded due to nut allergies in other children - It would be appreciated if parents would omit these items from packed lunches.

The child should be able to eat the entire contents of his/her lunch box without having to ask for help from the dinner supervisors. Children are encouraged to eat all that parents have provided for them. We work a continual service system and pupils taking packed lunches eat with pupils having a hot meal. The children are supervised by lunchtime supervisors through the lunchtime period.



Milk

Milk must be ordered in advance through Cool Milk <https://www.coolmilk.com/> for the whole term and no refunds for absence can be given. Children under 5 years of age receive free milk.

School Fruit and Vegetable Scheme

Children in Foundation Stage and Key Stage 1 receive free fruit to eat in school under the School Fruit and Vegetable Scheme. A different fruit or vegetable is supplied fresh each day, such as bananas, pears, or cherry tomatoes. This has proved extremely popular with the pupils.



School Activities: Charging Policies

School activities are an important part of the learning programme and as such we regularly organise educational school excursions. In KS2 the children will be given to opportunity to attend a residential trip.

The Governors draw the parents' attention to the following points: -

- Parents will be asked for voluntary contributions to fund school outings and visiting theatres. No funding whatsoever is provided by the Education Authority for this aspect of the pupil's education.
- The school will not penalise in any way anyone who is unwilling or unable to contribute.
- It may not be possible to organise certain activities unless sufficient voluntary support is forthcoming
- Parents may be expected to replace or purchase items of lost property, such as school equipment, books etc.
- Wilful breakage of or damage to school buildings, furniture or property may be charged to parents by the school.

While there is no obligation on the part of parents to contribute to the cost of an activity and pupils will not be treated differently according to whether or not their parents make a contribution, the activity may unfortunately not take place if parents are reluctant to give it adequate financial support.

If your child qualifies for pupil premium, please speak to the school if you require any financial support for any school activity.

Please note the above policy does not apply to residential trips.



Wrap Around Care

Oakley Kids' Club

Kids' Club is an out-of-school care facility, primarily for the children of working parents. It offers a secure and stimulating environment for play before and after school.

Kids' Club is open during term time only from Monday to Friday, between the following times:

8 am – start of school and 3.15 pm to 6.00 pm.

Children attending Kids' Club are supervised at all times, the supervisor acting *in loco parentis*. Further information regarding bookings and fees should be made by contacting the club on Bedford 826472 during Kids' Club hours.

Supervision before school

Provision is made in the classroom for supervision of Oakley Primary Academy children from 8.45am until the start of school at 8.55 am. Children should not be left unsupervised on the playground before 8.45am.

Registration

The register is taken at the start of each morning and afternoon session. The doors are closed at 8.55am and any children arriving after this time should be taken to the front office to be signed in.



Additional Information

Security

If you need to visit the school during the day, please use the front door (ring the buzzer on the wall to the right of the main door and speak into the intercom).

Children who need to be taken out of school e.g., through illness or for a medical appointment must be signed "out" in the book located in the office (and "in" on their return).

Picking Children up from School

Parents are asked to meet their children personally at the end of the school session. You are welcome to wait in the playground. As a safeguard, if you have arranged for someone else to collect your child on your behalf, please let us know in advance. Also inform us when/if you are using Oakley Kids Club. Please complete the attached form informing us of who your child may go home with.

Extra - curricular activities

During the year we offer a range of activities, and they may include choir - recorders - dancing - sports club - drama and art and gardening club, some taking place after school and some at lunch time.

The school field is let on a Saturday morning to enable a football club for primary school age children to take place.

Walking Home

From the summer term in year 4 onwards children who live in Oakley may walk to and from school on their own if this has been agreed by both parents/carers and the school.

Protocol for children left at the end of the school day

On occasions schools are presented with the difficulty of making arrangements for children who have not been collected. The following protocol between agencies has been agreed. The school will try to establish contact with parents by phone or contact the listed emergency number. Other possible contacts will be tried. A home visit may be made if this is felt reasonable. If the school is unable to contact the parents or other responsible adult after 30 minutes advice will be sought from Social Services if the child is on the Child Protection Register or it is believed that the family is known to the department. Otherwise, advice may be sought from the Education Welfare Service. The local police station will be contacted stating the child has been abandoned if the child has not been collected from school after a period of one hour.



Policies

Copies of school policies and statutory instruments and circulars are available for parents to read in school. Key policies are available on the school website <https://www.oakleyprimaryacademy.co.uk/our-school/policies/>

Parents and School

There is a thriving Parent Teacher Association at school which is affiliated to the National Federation of Parent Teacher Associations. The Association involves itself with fund-raising and social events for the children and parents.

All parents are automatically members of the Association and will be made very welcome. Committee meetings take place regularly in term time, and the AGM is held in October when new committee members are elected.

Close co-operation between school and parents is a feature of life at Oakley. We greatly appreciate any offers of help in and out of school. Teachers, parents, governors, and friends are all part of the team, working to make your child's time here worthwhile. If you feel able to help in class in any way, please contact your child's teacher. (Mums/Dads/Grandparents all welcome).

Fundraising

We involve the pupils in our support of charities throughout the year, e.g. Jeans for Genes, Children in Need and local charities.

Parents Formal Consultation

Formal consultation times are organised through the year, but it is usually possible to see either the class teacher or the Headteacher at any other time. We recognise that children worry about many things and would encourage you to talk to the class teacher about any worries or concerns (preferably at the end of the day, if possible, when more time is available). An appointment may be necessary if the Headteacher is unavailable, however, it is often possible to call in informally or speak on the telephone. Written pupil reports are issued once a year.

Inclusion

We aim to provide a broad and balanced curriculum for all pupils by setting appropriate learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We believe that fostering links with parents/carers, other local schools and the wider community is mutually beneficial. We believe it is important that Oakley Primary Academy plays an active part in the community. The school is committed to working in partnership with parents and has a large range of strategies to promote this.



The school is constantly striving to make links with other schools and with organisations locally to promote the wellbeing of learners.

Procedure for Complaints

To encourage resolution of such situations the Governing Body has adopted a "General Complaints Procedure".

From time to time, parents may naturally have concerns about an aspect of their child's education. Often their concerns will resolve themselves, but on occasions parents may feel that the issue will need the school's help to be resolved.

Full details of the procedure may be obtained from the School Office or from the Clerk to the Governing Body.

Communication

All letters are emailed unless requested otherwise. Letters requiring a return slip will be sent home in your child's book bag. Text messages are sent to the nominated emergency contact 1 only.

Pastoral Care

We believe that much of what takes place in school contributes to the personal and social development of the pupils and is therefore, in its broadest sense, part of every pupil's entitlement through a curriculum that promotes these ends.

In school, we aim to provide pastoral care that is complementary to that given at home, as the teaching staff act *in local parentis*. The class teacher is an important point of contact between home and school, and it is hoped that parents will endeavour to establish a close relationship with the school through both the Headteacher and the class teacher.



Statement on Child Protection & Child in Need Procedures

Child Protection Referral

Section 47[1] of the Children Act 1989 gives the local authority a duty to investigate when it is suspected or found that a child is suffering or likely to suffer significant harm. The local authority will then make enquiries from other agencies to enable them to decide whether they should take any action to safeguard or promote the child's welfare. As a school we have a statutory duty to assist social services departments acting on behalf of children in need or enquiring into allegations of child abuse. As well as this statutory duty we have a pastoral responsibility towards our pupils, and we recognise that pupils have a fundamental right to be protected from harm. Children cannot learn effectively unless they feel safe and secure. We therefore have a child protection policy, which reflects both our statutory duty and our pastoral responsibilities. If we have a concern that a child has been abused or is at risk or being abused, we have a duty to refer this to social services. This may be done with/without parental disclosure. In making any referral, the school is not making any judgement for example about individual parents or carers. It is for social services to decide whether there should be an investigation.

Child in Need Referral

There may be other circumstances (which are not to do with child protection, but more related to meeting children's needs) when we feel that you and your family may benefit from some support from other agencies, i.e., social services. Before we can do this, we will need to seek your permission. We will then complete a referral form. In most cases this will be done with you.

Racial Incidents Statement

The Race Relations Act 1976 makes it unlawful to discriminate directly or indirectly on grounds of colour, race, nationality and ethnic or national origin. The Race Relations (Amendment) Act (2000) places a positive legal duty on the whole of the public sector, including schools, to promote equality.

The school's policy provides the full details and a copy is available in school for parents to read.

All racist incidents regardless of whether a pupil, member of staff, parent or other adult is responsible, will be reported to the Headteacher. All perceived racist incidents must be recorded on official record sheets and aggregated data must be provided to the Governing Body and provided to the LA.

