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Our Schools Prospectus





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A Space for Notes:

Welcome

We are delighted you are considering Belgrave St Peters Church of England Primary School for your child's education.

Starting at school is a life changing time for children and it can be little unsettling as well. By working together, we will strive to do our best to make your child's time with us not only inspiring, but memorable.

We have compiled this booklet to help guide you through our vision for your child's education and values we hold dear. We'll layout who our committed team of staff at the school are and their roles, our curriculum and most importantly what you and your child can expect from attending Belgrave St Peters Church of England Primary School.



About Belgrave St Peters

Belgrave St Peters Church of England Primary School, is for children aged three to eleven years. Our school is situated on the outskirts of Leicester city centre and was built in 1974. Our school has seven classrooms and a nursery. A fully stocked library, hall and community room. Our outdoor space is just as important, which is why we are delighted to be one of the few schools in our city to have a range of outdoor spaces including a woodland which we incorporate into our learning with regular sessions of forest school. We also have an all weather playground not just for breaks but also for sports and lessons.

Our Values

Our values here at Belgrave St Peters are what underpin everything we do, Love, Faith and Hope, we hope that you will share these values with us in your child's journey should your child come to our school.

Love

At Belgrave St Peters, we show our love by looking out for one another and sharing our love! We can help and take care of one another to make sure everyone in our school family is loved and cared for. We value our friends and family at school and beyond, demonstrating kindness for all. We look to the stories of The Prodigal Son and The Good Samaritan from the bible for inspiration.

Faith

As a church of England school, we know that having a faith is important, whether that be a Christian faith, no faith or any faith. We show our faith by being considerate of others' feelings, telling the truth and being true to yourself. We have faith in ourselves and in each other. We look to the stories of Daniel and the Lion's Den and Jesus Calms the Storm from the bible for inspiration.

Hope

When things are not going well, we know that at school we can have hope; hope for ourselves, each other and the wider world. We pray for others and support each other. We support charities through our value of hope - helping others and being kind. We look to the stories of Moses Parting the Sea and The Parable of the Lost Sheep from the bible for inspiration.

Literacy

Talk about stories with me, what's happening in the pictures?

Give time to articulate and share ideas

Play around with words, make up fun and rhyming sentences

Help to write Birthday cards and shopping lists.

Mathematics

Point out the number of things rather than just the names, for example "we have 2 apples!"

Give lots of opportunities to count for a real reason and always give emphasis to the last number, for example, " There are **3** cookies".

Cut out a large shape from a cereal box (i.e. Circle / Triangle) and then cut the shape into 3/4 smaller pieces to make a simple puzzle.

When you're at the park, use words like 'Up' , 'Under' and 'Between' to talk about what we see.

Physical & Mental Development

Developing a 'Growth Mindset' – Supporting your child to believe that you can improve your abilities by practising, or by finding a different way to achieve your goal instead of just giving up. Developing this kind of mindset can help make **children** more resilient for life.

Give them lots of opportunities to be active and practice running, jumping, balancing, climbing and swinging.



- | Instead of: | Try thinking: |
|--|--|
| I'm not good at this. | 1 What am i missing? |
| I'm awesome at this. | 2 I am on the right track. |
| I give up. | 3 I'll use some of the strategies we've learned. |
| This is too hard. | 4 This may take some time and effort. |
| I can't make this any better. | 5 I can always improve so i'll keep trying. |
| I just can't do Math. | 6 I'm going to train my brain in Math. |
| I made a mistake. | 7 Mistakes help me to learn better. |
| They are so smart. I will never be that smart. | 8 I'm going to figure out how they do it. |
| It's good enough. | 9 Is it really my best work? |
| Plan "A" didn't work. | 10 Good thing the alphabet has 25 more letters! |



Preparing Your Child

Preparing your child for school can be a daunting idea, but it is important to remember this is the start of their education, and like you, we want them to have the best possible start. So here are some ideas and skills you could support your child with over the summer holidays which will benefit your child's start in school.

Self care

Encourage your child to recognise their own name and belongings.

Encourage them to dress themselves, learning to zip and un zip their own coats.

Developing their independent skills by going to the toilet by themselves and wiping their own bottoms .

Reading

We cannot emphasise this enough, Sharing books together is extremely important and a very enjoyable time. It is the best way to develop a love of books and stories. This promotes a good attitude towards reading and also has a positive impact on when a child starts to write and spell.

Expressive Art and Design

Exposure and the opportunity to use pencils, crayons, paintbrushes, lego, threading etc. All essential to develop fine motor skills.

Our School Prayer

*This is our school,
Let peace dwell here.
Let the room be filled with happiness,
Let Love abide here.
Love for one another, Love for human kind,
Love for life itself, and Love of God.
Let us remember,
That as many hands build a house,
So many hearts make a school.
Amen*



Our Team of Staff

Headteacher	Mrs C Ouriach	(DSL)
Associate Headteacher	Mr McLugash	(DSL)
Assistant Headteacher	Mr Oliver	
Nursery Teacher	Mrs Howkins	
Reception Teacher	Miss Jessop	
(KS1) Year 1 Teacher	Mr Oliver	
(KS1) Year 2 Teacher	Miss Butler	
(KS2) Year 3 Teacher	Mrs A Lloyd-Trewick	
(KS2) Year 4 Teacher	Miss Rowsby	
(KS2) Year 5 Teacher	Mr Westaby	
(KS2) Year 6 Teacher	Mr Chakala	
Cover Supervisor	Mr Wallett	
	Mrs Wray, Mrs Humphreys, Mrs Kalansooriya, Ms Kaur, Miss Khamis, Mrs Nakeshri, Miss Rana, Ms Keeling, Mrs Peacock, Mr Hackney, Ms Badyai, Mrs Pratt	
Teaching Assistants		
Special Educational Needs Co-Ordinator	Mrs E Lloyd-Trewick	
Pastoral Manager	Mis Varia	(DSL)
Emotional Literacy Support	Mrs Badyal.	
Premises Officer	Mr Walton	
Premises Staff	Mrs Nuttall, Mrs Norman	
Relish Catering Team	Mrs Sharpe, Mrs Mistry	
Lunchtime Supervisors	Mrs Nuttall, Mrs Norman	
Admin Officer	Miss Townsend, Miss Harris	(DSL) /
Clerk to the Governors	Linda Stainsby	

(DSL) Designated Safeguard Lead

We have our collective worship at 9:00am each day.

Monday	Whole School worship (Nursery - Year 6) Looking at our conduct focus and value. Here we set our intentions for the week ahead, breathe together and wish each other well.	Teacher
Tuesday	Whole School worship (Reception - Year 6) Focusing on our school value for the half term, a related Bible story or a significant festival or event.	Teacher
Wednesday	Wild Worship Wednesday/Song Practice We timetable two classes per week to use this time for 'Wild Worship'. The rest of the school comes together for song practice.	Class / Teacher
Thursday	Whole School worship (Reception - Year 6) Send the Light. This focuses on current issues/news, sending prayers to those in need around the world. A different class lead this session each week alongside their teacher.	Class / Teacher
Friday	Celebration worship (Nursery - Year 6) Here we reflect on our intentions for the week, the prayers we made and the successes we have had. Awards are given and celebrated and we all sing together.	SLT





Collective Worship

As a Church of England Primary School, Collective Worship is an integral part of every day in school for all staff and children. It is a time when the whole school comes together to learn, listen, reflect and pray. The main focus of our worships are the three values which form the fundamental ethos of our school. The definitions of these values were written collectively by staff and children at Belgrave.

Love: At Belgrave we show love by looking out for one another and sharing out love! We can help and take care of one another and make sure everyone in our school family is loved and cared for. We value our friends and family at Belgrave and beyond, demonstrating kindness for all.

Faith: At Belgrave, we know that having faith is important- whether that be a Christian faith, Muslim Faith, Sikh faith, Hindu faith or no faith. We show our faith by being considerate of others' feelings, telling the truth and being true to yourself. We also have faith in ourselves and each other!

Hope: When things are not going well, we know that at Belgrave we can have hope: hope for ourselves, each other and the wider world. We pray for others and support each other. We support charities through our value of hope- helping others and being kind.

Many significant and important events and celebrations, including those from other religions are also included in the schedule. These are decided by our Headteacher.

Every worship includes music and song both as a time for reflection and listening, and through raising voices in praise. We have close links with Trinity Church: Alex and Anne come to lead worship with us and run Messy Church in our school.

Our Board of Governors

Chair of Governors- Ian Toon

Ann Scott (Christian Ethos)

Maureen Maksymiw (Safeguarding)

Joe O'Mahoney (SEND)

Alice Lloyd- Trewick (Staff Governor)

Courtney Ouriach (Headteacher)



Day to Day Information

When starting school be it for the first time or if you are joining us from another school, be prepared for a little change as there are many new routines for parents and children to get used to, even if your child attended our nursery. You might find the following information useful during the first few months when everything is new! But please remember to ask if you have any questions. We'll show you a typical day in at Belgrave St Peters in the coming pages but to highlight some of those points here;

Our school start time:

Our school day in all year groups begins at 8:45am prompt, so we open our doors from 8:35am, so please ensure you plan your mornings in order to arrive at school in time for this. The school gate will be locked at 8:45am. If you are late, you must take your child to the school's main reception. Our reception entrance is the door facing the junior playground.

When your child arrived in school, they will need to hang their coat up on their peg and self register.

At home time:

Our school day ends at 3:15pm, school gates will be unlocked just before and promptly locked again at 3:30pm.

If someone else is collecting your child, please inform the class teacher or school office in advance of the collection time and ensure they are familiar with all security information held for your child prior to their arrival.

If for any reason you are late collecting your child, please go to the school's main reception.

What your child will need

- ⇒ Coat
- ⇒ Named water bottle
- ⇒ School book bag
- ⇒ P.E Kit in a drawstring bag
- ⇒ Gloves and scarf during winter



Children will have access to a whole class reading skills session at least once a week, using a high quality text extract with a particular focus. Teachers use Reading Gems, which help to focus on the key skills being taught, exploring background knowledge, vocabulary, language structures, literacy knowledge and word recognition. Guided reading is small-group reading instruction designed to provide teaching that supports children in developing reading proficiency. The small-group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The adult scaffolds the session so the children can take the initiative and put into practice what they have learnt in other reading and literacy activities.

Children will regularly be heard reading independently by a teacher or teaching assistant.

Math

Maths is a vital part of the curriculum and one which will benefit our children throughout their lives.

We use the White Rose schemes of learning. Maths is taught daily for at least 1 hour a day for those in years One to Six

Our lessons involve lots of practical apparatus and pictorial representations as we teach the children to explain their understanding in full sentences using the correct mathematical vocabulary in order to deepen their understanding.

We also focus on arithmetic skills and for those in Year three onwards, gaining mastery in the four operations. As the children gain confidence, they will be able to use and apply these skills to solve problems and make great progress.



Key Stages One and Two

Phonics

Children from Reception to Year 2 will follow the schools selected programme of Sound Write. This is delivered in a fun 30 minute lesson each day.

Writing

We use a bespoke writing curriculum for children in years One to Six. All children will have at least 45 minutes of writing lessons each day using our writing cycle, which consists of;

- A hook to engage the children and introduce them to the writing genre
- Teaching of specific skills
- Focus on sentence structure
- Explicit teaching of text types
- Independent writing and editing

Children will build up their skills during a block of work and will produce two pieces of writing every 6 weeks.

Children in Reception have the chance to access a writing cycle as part of their continuous provision

Reading

Teachers promote and value the enjoyment of reading to all children, and will have knowledge of current children's literature to recommend. Reading should be recognised in all forms, from comics, magazines and newspapers, to longer novels, poems and information texts.

We use a text-based approach, which supports and enhances year group cross-curricular themes. In order to foster an enjoyment of reading, children are read to frequently in order to model good reading skills, using a variety of wide ranging, high quality texts appropriate to and challenging for each year group. Children may take ownership in selecting the whole class novel, with guidance from the teacher.

School Dinners & Packed Lunches

For all children in Reception, years 1 and 2, the government provide universal infant school meals. This means that your child in these years can enjoy a daily school meal at no additional cost to you. Children will eat their lunch in our main hall supervised by members of staff. School meals are prepared on site by our catering partners Relish, they are nutritious and good value. If your child does not like the meal selection for a particular day, they may order a jacket potato for that day in advance. Please do encourage your child to take up this free meal and join their peers each day. For children in years 3 to 6, the cost of a meal per day is £2.55 and will need to be ordered in the carting system also called Relish, details on this will be provided separately. To note, this is a cashless system and will need to be paid for at the time of ordering.

A Note on Free School Meals

The way schools receive funding for your child to receive a free school meal is changing. Families on low incomes can apply for their child to continue receiving Free School Meals through out their time with us. However, **you must apply**. This should be applied for even if your child is in Reception or KS1 as it will entitle your child to additional benefits such as subsidised school trips, free school uniform, free milk and targeted support for individual pupils. If you are not sure if you qualify, apply anyway, any member of the office or teaching staff can help you will this.

Packed Lunches

Packed lunches may be brought to school in a suitable, please used a clearly named packed lunch box. Lunch boxes are stored in the children's classroom. Please ensure that an appropriate amount of food is provided in the lunch box. We do encourage healthy eating, an example packed lunch would be a sandwich/rice/pasta, a piece of fruit, yoghurt and a drink.

Please refrain from food containing nuts.

Fruit and Milk

Children in Nursery, Reception and KS1 are entitled to a piece of fruit provided by the school. Water is available throughout the day for all pupils. Milk is available to all children until their 5th birthday. Children entitled to Free School Meals can also request free milk for break time. Milk is subsidised after their 5th birthday which parents can pay for.

Attendance and Absence

We believe the whole school community takes responsibility for attendance.

Our aims are:

- ⇒ To raise attendance of our pupils
- ⇒ To improve punctuality
- ⇒ To raise level of achievement
- ⇒ To maximise opportunities undertaken by children in school

When your child is absent from school please inform us by telephone, email, in person or by letter explaining the reasons for the absence. All absences must be reported to the school office on the first day of absence.

You will receive a message from the office if we do not hear from you.

It is very important that all absences are explained.

All unexplained absences have to be recorded as unauthorised.

Lateness

Children should not be late for school except in emergencies and then we need to be informed of the reason. Children arriving after 8.45am will be marked as "late" in the register and must report to the office and confirm their lunchtime arrangements.

Children arriving after registers close will be marked absent.

Absence in Term Time

Absences in term time are highly disruptive to learning and lead to missed opportunities in the classroom, good attendance is key to pupils making good progress. As you may already be aware, government guidelines, which came into effect on 1st September 2013, prevent head teachers from granting any leave of absence during term time, unless there are very exceptional circumstances. A family holiday during term-time does not fall under the category of 'exceptional circumstances' and so head teachers are unable to authorise this. With this in mind, the Directors of Rise Academy Trust have taken the decision in line with Government policy to request that Leicester City Council, issue a penalty fine to parents who take their children out of school during term time. Rise Academy Trust would like to make it clear that all monies paid in penalty fines, goes to Leicester City Council and does not benefit either our school or Rise Academy Trust.

cutlery, paintbrushes and scissors, along with holding and controlling a pencil.

- **Literacy, Comprehension:** includes retelling stories and using new vocabulary.
Word Reading: includes using their knowledge of phonics to read letters, words and simple sentences.
Writing: includes writing letters, words and simple sentences.
- **Mathematics, Number:** includes understanding numbers to ten, subitising (the ability to recognise amounts in small groups without counting) and recalling pairs of numbers that make five or ten (number bonds). **Numerical Patterns:** includes counting to twenty and beyond and comparing quantities and number patterns, such as odd and even numbers.
- **Understanding the World, Past and Present:** includes knowing some similarities and differences between things in the past and the present day. **People, Culture and Communities:** includes knowing some similarities and differences between religious cultures and communities. **The Natural World:** includes exploring the natural world, making observations and knowing some similarities and differences between different environments
- **Expressive Arts and Design: Creating with Materials:** includes using different materials, tools and techniques to represent their ideas.
Being Imaginative and Expressive: includes creating stories and singing rhymes, songs and poems.

At the end of the reception year your child will be assessed against seventeen 'early learning goals' which will be taken from the above areas.



The National Curriculum

Here at Belgrave St Peters Church of England Primary School, we understand that children in all year groups are entitled to be taught a curriculum that is broad, balanced and interesting that is matched to their needs which takes into account previous learnings.

The Reception Curriculum

Reception is part of the Early Years Foundation Stage (EYFS). Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. This is a statutory curriculum that lays the foundations of learning needed for more the more formal routines of school. By the time children leave the Reception year they will be ready to begin a transition into the 'National Curriculum', the curriculum that begins in Year One and continues until pupils leave secondary school. The EYFS curriculum is split into seven areas of learning which can be found below.

- **Personal, Social and Emotional Development: Self-Regulation:** includes showing an understanding of their own feelings and those of others.
Managing Self: includes managing their own basic hygiene needs and showing independence.
Building Relationships: includes working and playing with others, taking turns and making friends.
- **Communication and Language (CL):**
Listening, Attention and Understanding: includes holding conversations, making comments and asking questions about what they've heard and showing good listening skills.
Speaking: includes offering explanations and expressing their ideas and feelings in full sentences.
- **Physical Development: Gross Motor Skills:** includes showing balance and coordination in large movements, such as running, jumping and climbing. **Fine Motor Skills:** includes using a range of small tools, such as

Changes to guidance from the Department for Education (DfE) issued in May 2022 regarding attendance in schools will become statutory from 19th August 2024. Schools have to comply with the changes from that date and work together with parents to meet the requirements.

At Belgrave St Peters we believe that regular and consistent attendance plays a major role in the quality of learning for each of our pupils.

Attendance Expectations

We understand that children are likely to be unwell at some point during the school year and as a result the attendance expectation is set at 97%.

The DfE say there is clear evidence of a link between poor attendance at school and low levels of achievement. Regular and punctual attendance at school is both a legal requirement and essential for children and young people to maximise their educational opportunities. The expectation is that every child should be in school, every day, unless they are unwell.

The new approach expects schools to:

Intervene early – to spot patterns of absence before they become persistent and work with families to address any barriers to good attendance

Target support for persistent and severe absentees working with outside agencies to raise attendance

Share daily attendance data with the DfE

Other key changes:

- Schools will be required to provide the Local Authority (LA) with the name and address of pupils who are marked as ill and who they believe will miss **15 consecutive or cumulative days of school.**
- There will be a National Framework for the issuing of penalty notices for absence – this sets a national threshold of unauthorised **absence of 10 sessions or 5 school days in any 10-week period.** Schools will need to consider whether it is appropriate for the LA to issue a penalty notice or if support is likely to improve the attendance.
- **Penalty notice fines will increase from £60 to £80,** or £160 if not paid within 21 days for any 5-day unauthorised absence period after 19th August.
- **There will be a national limit of 2 penalty notices** that can be issued to a parent for the same child during a rolling 3-year period, so the 3rd offence is likely to be prosecution.
- **The introduction of a Notice to Improve Letter** for parents where support is appropriate but the parent is not engaging with support and which gives a parent a final opportunity to engage before prosecution.



Health and Safety

We aim to maintain a high standard of hygiene and children are encouraged to wash their hands after going to the toilet and before eating. The whole school is a non-smoking area. Please don't bring dogs onto the site (guide dogs are the exception). The school has a full Health and Safety Policy available on request from the office.

Medicines in School

The school has a "Supporting Pupils with medical conditions" Policy. If a child needs medication for a long-term condition, parents are asked to complete a form giving details of the medication. Inhalers can be kept in nursery if needed. If a child requires short-term medication (e.g. a course of antibiotics) parents are requested to complete a form in order that staff can administer the medication during the day.

Accidents School

School staff are First Aid trained, which is regularly updated. In addition, some staff have Paediatric First Aid and First Aid at Work qualifications.

Illness during the school Day

If your child becomes unwell during the day, we will contact you. Please inform us about any change of contact details so that we can contact you. Any child that has minor ailments will be treated by our qualified first-aiders. If your child has a minor bump to the head during the school day, we will inform you via Arbor. If any injury is serious, we will contact you immediately.

Jewellery

Children should not be wearing any Jewellery in school, particularly on days of physical education. Should your child have their ears pierced, please remove earrings/studs at home before coming to school. Or cover them with a suitable covering e.g a plaster. Any fresh piercings we would encourage you to do this at the beginning of the summer holiday so that healing can be done without disrupting lessons.

Emotional and Literacy Support

Here at Belgrave St Peters Church of England Primary School, we understand that children learn best when they are happy and know that their emotional needs are understood.

This is a level of support offered in conjunction with educational psychologist and ran by our own support team. An emotional literacy support assistant (ELSA) will use their professional development to areas they believe a pupil is experiencing to help recognise, understand and manage their emotional needs.

Our support team will offer support on either a one to one basis or, where appropriate offer a group session. Generally this support is offered once per week and can last between 20 minutes to an hour.

Our support team can help with a wide variety of concerns, such as;

- ⇒ Social Skills
- ⇒ Emotions
- ⇒ Friendship issues
- ⇒ Behaviour
- ⇒ Anxiety
- ⇒ Conflict
- ⇒ Self-esteem
- ⇒ Anger Management
- ⇒ Relationships
- ⇒ Loss and bereavement.





Special Educational Needs or Disabilities are split in to four broad areas;

- ⇒ Communication and Interactions
- ⇒ Social, emotional and mental health difficulties
- ⇒ Sensory and physical needs
- ⇒ Cognition and learning

We want all children to have the greatest opportunity to succeed, so to help us do this, we;

- ⇒ Deliver a vast range of high quality interventions and strategies in the classroom.
- ⇒ Have a team of highly skilled staff able to help with inclusion
- ⇒ We regularly review our plans for accessibility.
- ⇒ We have developed a wonderful sensory area to help a range of needs.
- ⇒ Curated breakout spaces for children to work on a one to one basis or in small groups.
- ⇒ We work closely with a range of external professionals to assist both us and the children.
- ⇒ We work with Educational Physiology services where needed.

And above all, we are committed to the continuous professional development of all our staff, by undertaking regular review and new training to ensure we are able to provide the best possible education for your child.

Keeping In Contact

Here at Belgrave St. Peter's, we want to communicate with you, as much as possible, so all our teachers are available at the door at the end of each day to answer any questions that you may have and talk with you about your child's progress as needed.

You can expect to receive Interim reports and parents meeting in the both the Autumn and Spring Terms.

As the academic year comes to a close in July, you'll receive a final year report on your child.

We produce a weekly newsletter sent every Friday through Arbor. Which we encourage you to read regularly.

Throughout the year, we'll have 'stay and play' sessions as well as 'stay and read' sessions at various points.

We encourage you to attend these as much as possible as not only will they give you the opportunity to see how your child is progressing at school, you'll share with your child new learning experiences and meet other parents of your child cohort. More information on these session will be sent to parents in the Autumn term.

We also use the online learning Journal, Tapestry.

This is a secure system we use to record and share photos, observations and any comments.

This is done in line with the curriculum, to build up a record of your child's experiences during their time with us. This system allows us to work with you to share information and record the children's play and learning both in and outside of the classroom.

You'll be able to view, like and comment on any of our observations for your child. We also encourage you to add your own images, observations of what your child is experiencing outside of reception, be that a day out with the family or a short trip.

Throughout the year, we will inform you of our topics, events and other information through letters, on Tapestry and on the school website.



Being Proud of Our Appearance

Like any good team, here at Belgrave St Peters Church of England Primary School, we are proud of who we are, and embrace our team spirit and want all children to foster a sense of community and belonging. For this, all children who attend out school from nursery all the way through the school, proudly wear our uniform as laid out below.

All our school embroidered uniform can be ordered from Uniform Direct (link below). All other items can be purchased from all major supermarkets.

School Uniform

The school colours are royal blue and grey.

Each day, children should wear a combination of the following;

- ⇒ A white polo shirt
- ⇒ Grey (or Black) shorts, trousers, skirt or a pinafore dress
- ⇒ Black shoes (or Black trainers) (No open sandals)

In warmer weather, girls may wear royal blue gingham summer dresses.

In cooler weather, a royal blue jumper or cardigan.

Please also provide your child with outdoor coat.

For P.E

- ⇒ A white t-shirt
- ⇒ Black shorts (or jogging bottoms / leggings in colder weather)
- ⇒ Black trainers, elasticated or Velcro fastening
- ⇒ Named PE Bag



It is vital that all of your child's property is marked with his / her name. Please check this regularly as marker pen does wash off.

Purchase Uniform Here



www.uniform-direct.com

EYFS Outdoor Learning Clothing

The EYFS curriculum promotes outdoor learning so we encourage children to have appropriate outdoor clothing for all weather. For example, a warm coat with a hood, hat, scarf, gloves and wellies for cold/wet weather. A sun hat and all-day sun cream for warmer weather is also advised.

Special Educational Needs or Disabilities (SEND)

Here at Belgrave St Peters Church of England Primary School, we aim to be a fully inclusive school and recognise the right for all children to receive a broad and balanced curriculum, one in which we can celebrate diversity. Children who apply to our school with an pre identified need, will be considered for admission on the exact same basis as their peers and strive to provide a suitable provisions according to the needs of the child.

All of our teachers and teaching assistants are highly skilled in supporting children with special educational needs and in identifying children who may require further support.

If a child is thought to have a learning difficulty, this usually means they have significantly greater difficulties in learning than their peers. Or they may have a disability that can hinder or prevent them from making use of the facilities available to their peers.

For this, a special educational provision can be provided that can assist or be better adapted to suit the child's needs.

If your child has an Educational Health Care Plan (EHCP) and have named the school as your choice, we will accept the admission. However, if after reviewing the plan, the school believes the required needs cannot be met, be incompatible. We will advise you as soon as practically possible.



5) Walking the Right Way

We have a way to walk that we call **FANTASTIC WALKING**

- ⇒ **Facing forwards** - Children know the need to look where they are going.
- ⇒ **On the Left** - Children know we walk on the left side of our corridors.
- ⇒ **Hands by side**—Children know they should walk with hands by their sides when walking around in the School.
- ⇒ **Steady Pace** - Children know they shouldn't run in school.
- ⇒ **Not Talking** - Children know that walking around school can be disruptive to others, so we do this without talking.



Being Proud of Our Behaviour

If your child should joins us here at Belgrave St Peters Church of England primary school, we want them to feel valued, respected and treated fairly. And we want this for everyone who comes to our school, not just the children, but also our staff and our extended support network.

Our school is a caring community with high expectations and an abundance of positivity, which are underpinned by communication and great relationships with each other. It is our aim to foster a culture of clear teachings, correct and safe behaviours. We believe that all children should learn how to be accountable and responsible for their actions, their property and regard for others.

We believe when children are naturally motivated to show warmth, are caring, show helpfulness, co-operate and show problem-solving skills, they will reduce the need for any external rewards, sanctions or coercion and have greater collaboration with not just those around them in school but parents as well.

We will work with all parents to help create a positive environment so all children are given the tools needed to make positive behaviour choices.

Making the Right Choice

Here at Belgrave St Peters Church of England Primary School , we work to a set of standards that we believe encourage children to foster the right choices in all that they do.

Over the next couple of pages, we'll demonstrate what we believe, if a child follows, will not only provide them with the foundations to receiving a great education, but will be a cornerstone for excellent communication throughout their lives.



1) The First Time

We follow instructions from an adult **First Time, Every Time**.

- ⇒ **First Time** - Children know they should follow instructions from an adult straight away without the need for them to be repeated.
- ⇒ **Every Time** - Children know that adults in school will only ask them reasonable request so they should be followed.
- ⇒ **Everywhere** - Children know we expect the same, not only in the classroom, but through out the school, inside and out, including at church or in the community.
- ⇒ **Everyone** - Children know we expect them to follow instructions from all adults in school regardless to the job role.

FIRST TIME

- 1 FIRST TIME
- 1 EVERY TIME
- 1 EVERYWHERE
- 1 EVERYONE

2) Be a Star

We use the acronym **STAR** for great listening

- ⇒ **Sit up straight.** Children know they should sit up straight in their chair, with their hands together on the table with both feet flat on the floor.
- ⇒ **Track.** Children know they need to look at the person speaking including their peers.
- ⇒ **Answer questions.** Children know we expect them to answer questions to the best of their ability.
- ⇒ **Respect others.** Children know not to interrupt others.

BE A STAR

- ↑ SIT UP
- 👁️ TRACK THE SPEAKER
- 🗣️ ANSWER QUESTIONS
- 🤝 RESPECT OTHERS

3) Using our Manners

We use the acronym **STEP** to help remember our manners:

- ⇒ **Speak politely** - Children remember the importance of this, as do the adults, and use these all the time, such as;
- ⇒ **Thank You**
- ⇒ **Excuse Me**
- ⇒ **Please**

STEP

- 🗨️ SPEAK POLITELY
- 👍 THANK YOU
- 🙏 EXCUSE ME
- 🙋 PLEASE

4) We Shape our Answers

We use the acronym **SHAPE** to help remember how to answer questions:

- ⇒ **Sentences** - When appropriate children remember to use full sentences.
- ⇒ **Hands Down** - Children know that anyone can be asked to answer the question so they don't need to raise their hands.
- ⇒ **Articulate** - Children know they should try to pronounce words clearly.
- ⇒ **Project** - Children know they should speak loudly enough for the whole room to hear.
- ⇒ **Eye contact** - Children know that it is polite to look at the person they are speaking to.

SHAPE

- 📄 SENTENCES
- 👋 HANDS DOWN
- 🗣️ ARTICULATE
- 📣 PROJECT
- 👁️ EYE CONTACT

