

**Leybourne Ss Peter & Paul
Church of England
Primary Academy**



**School Prospectus
2023-2024**

Leybourne Ss Peter & Paul Church of England Primary Academy

Rectory Lane North, Leybourne, West
Malling, Kent, ME19 5HD

Telephone: 01732 842008

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Rochester Diocesan Director of Education

Mr John Constanti
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Matt Dunkley
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Nurturing the spark of God within

“Those who trust in the Lord will find new strength. They will soar high on wings like eagles” Isaiah 40:31

A message from the Headteacher

Dear Parents,

Welcome to Leybourne Ss Peter and Paul C. E. Primary Academy! We are proud of our school and hope that this prospectus will give you an insight into how we operate and what learning means to each of us.

Everybody in the school works hard to create an attractive, safe environment in which children and adults feel valued. Every member of our community is encouraged to achieve the highest standards of which they are capable, not only academically, but also in art, sport, music and a diverse range of other activities.

We firmly believe that we are all learning together, adults and children alike. This means that the staff are continually looking for ways to develop their expertise so that they can help children learn more effectively. The world of education is constantly changing, challenging us to update our knowledge and skills to support every child's progress.

Children achieve extremely well at Leybourne, thanks to strong teamwork and a positive learning environment. This was confirmed by Ofsted (November 2021), with the school judged to be "Good" in all areas. Our children enjoy coming to school and are enthusiastic learners who love new challenges.

As a Church of England school, we have strong links with Ss Peter and Paul Church, working in partnership to support the children's spiritual and moral development, within a caring Christian environment. Our commitment to the Christian ethos of our school was recognised in our SIAMS inspection of church schools in March 2017, which judged us as outstanding in all areas.

We know that we are fortunate to have comfortable, well-equipped buildings and extensive, attractive grounds and make use of them across the curriculum. We also greatly appreciate the support we receive from parents, friends, governors and the local community.

Our foremost aim is to put the needs of the children first. We believe that an effective learning environment is one where children are valued and feel safe, where their achievements are celebrated and where learning is shared.

If you have any questions or would like further information, please do not hesitate to contact us. If you are considering applying for a place at our school for your child, please call the school office on 01732 842008 to arrange a visit. I look forward to meeting you!

Best wishes



*Mrs Tina Holditch
Headteacher*



ABOUT THE SCHOOL

Leybourne Ss Peter and Paul School is a Church of England Primary School, for pupils aged between four and eleven years. The youngest children enter the Reception Class (Early Years Foundation Stage), where they will spend their first year at school before moving on to Year 1 the following year. Year 2 is their final year in Key Stage 1. In the September following their 7th birthday they will move into Year 3, the first year of Key Stage 2. At the end of Year 6, aged 11, they will move on to a secondary school.

The number on the school roll in September 2023 was 213. The intake into the Foundation Stage for the school year 2024/2025 will be 30.

The History of the School

There has been a Church of England School in Leybourne since 1775, though not on this site. The school on the present site was built in 1876.

On March 1st 2017, we joined the Tenax Schools Trust, a Church of England multi-academy trust (MAT) that exists to provide outstanding education in both primary and secondary schools in Kent and East Sussex. Tenax is a mixed trust that includes community schools with no denominational ethos alongside Church of England Voluntary Aided (VA) and Voluntary Controlled (VC) schools.

Leybourne is a very happy and successful school, with a strong and supportive staff team, many of whom have been here for a number of years. I am proud to have been the Headteacher since 2011, and to lead such a dedicated and committed staff.

We are fortunate that the school has extensive, beautiful grounds, including a Woodland Learning outdoor classroom, wildlife areas and a stream. There are two large grassed playing fields and two hard-surfaced playgrounds, as well as the Multi Use Games Area, which provides an additional hard play space for our children during the school day and for community use at other times.

The PTFA has provided many additional facilities for the children's benefit, including attractive quiet areas around the school where they can sit and read or talk during break times and a low-level activity trail. Last year, they generously raised funds to allow us to create a new Sensory Room and to develop our existing Intervention Room and Medical Room, along with our Family Liaison Officer/ Emotional Literacy Support Assistant and SEND Manager's rooms, to benefit the children.



OUR CHRISTIAN ETHOS

We welcome pupils and families from all backgrounds and from all faiths and none.

However, as Leybourne is a Church of England school, there is a strong emphasis on the teaching of the Christian religion and regular contact with the Parish Church of Ss Peter and Paul, part of the benefice of Kent Downs and Malling. In addition, our ethos is strongly Christian, based firmly on Christian values, caring and mutual respect. While it is not required that every parent is a practising member of the Church of England, it is important for all families to support the aims of the school.

Recognising its historic foundation, this Church of England Primary School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith. We promote Christian values and spiritual development through the experiences offered to all pupils.

Religious Education and Worship

Worship and the teaching of Religious Education take place in accordance with the Trust Deed of the school and reflect the ethos and practice of the Church of England. Parents have the right to withdraw their child from Religious Education and Worship, but this school exists primarily for those parents who particularly want Church of England teaching and worship to form a positive part of their child's education. The curriculum is planned and delivered in line with the requirements of the Syllabus for Religious Education of the Rochester Diocesan Board of Education.



ADMISSIONS ARRANGEMENTS 2024-2025

Published admissions number: 30 School supplementary information form required

Admissions Arrangements – Reception Class

The number of pupils admitted to the Reception class in each academic year is determined by agreement with the Area Education Authority and with regard to the school's facilities.

The admissions limit in the Reception Class for academic year 2024/25 is 30 pupils.

Over-subscription criteria

Where there are more applications than places, places are allocated in the following order of priority without reference to academic ability or the period of time on the school's enrolment register. These criteria and the definitions of each category have been revised to reflect good practice as defined in the School Admissions Code (2012).

1. Looked After Children / Children in Local Authority Care.

A child under the age of 18 years for whom the Local Authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who is subject of a care order under Part IV of the Act. This criterion extends to adopted children who were previously in care.

2. Baptised children whose parents live in the civil parish of Leybourne and are at the heart of the worshipping community, worshipping at least three times per month and who are involved in the wider social and organisational life of the Church for at least two years at the time of application. The wider social and organisational life of the Church includes bible study groups and/or other activities of the church of Ss Peter and Paul Church Leybourne. It must be noted that attendance at Sunday Club by both parents on a Sunday does not constitute "worship". All applications under this criterion must be accompanied by a reference written by the Team Vicar, Rector or Curate, or in his / her absence by a Church Warden. (Should a family move into Leybourne during this two year period, a reference from the Parish priest of their previous Parish, based on the same criteria, is expected.)

3. Children who will, at the time of admission, have a brother or sister in the school. This applies where the family continue to live at the same address as when the sibling was admitted. For children admitted from September 2013 onwards it must be noted that if they move house before an application for a place for a younger sibling is made, the new property must be within two miles of the school, or nearer to the school than the previous property as defined by the distance measurement criterion, in order for this link to be maintained. In this context, brother or sister means children who live as brother or sister in the same house, including natural brother and sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters.

4. Children whose parents live in the civil parish of Leybourne measured by straight line distance from the school, with those living nearer having priority. (The distance is measured between the child's permanent address and the school measured in a straight-line using Ordnance Survey address point data. Distances are measured from a central point within the child's home to a similarly defined point within the school as specified by

Ordnance Survey. The school uses measurements provided by the LA and further information on how distances are calculated is available in the Admissions booklets provided by the LA).

5. Children who will have, at the time of admission, a parent working as a teacher in the school. A teacher must have been employed at the school for two or more years at the time the application for admission is made and/or is recruited to fill a vacant post for which there is a demonstrable skill shortage.

6. Baptised children whose parents live outside the civil parish of Leybourne and are at the heart of the worshipping community in another Church of England parish, worshipping at least three times per month and who are involved in the wider social and organisational life of the Church of England for at least two years at the time of application. The wider social and organisational life of the Church includes Bible study groups and/or other activities of the Church of England. All applications under this criterion must be accompanied by a reference written by the Parish priest, or in his / her absence by a Church Warden.

7. Children whose parents live outside the civil parish of Leybourne measured by straight line distance from the school, with those living nearer having priority (The distance is measured between the child's permanent address and the school measured in a straight-line using Ordnance Survey address point data. Distances are measured from a central point within the child's home to a similarly defined point within the school as specified by Ordnance Survey. The school uses measurements provided by the LA and further information on how distances are calculated is available in the Admissions booklets provided by the LA).

Any child with an Education, Health and Care Plan (EHCP) naming the school will be given priority for admission. If there is a parent of a child with such a plan applying there will only be 29 places determined by the over subscription criteria.

The school follows the admissions procedure established by the Local Authority (LA). Applications for Reception Class admission are made on the Kent LA Common Application Form. In addition, if applying for a church place, parents will need to complete the school's own Supplementary Information Form, available from the school office. Applications for admission to Reception class in 2024/25 are to be returned in accordance with the guidance and dates published by the LA. The LA will notify parents on the outcome of their application for admission.

If you believe the Governors have made an error in applying the over-subscription criteria with regard to your application, you have a right to appeal. In the first instance you should contact the Admissions Clerk in the School Office who will provide you with advice on the procedure to be followed.

Admission to School

There is one intake for children starting school in the Reception Class, with all children whose birthdays fall between 1st September and 31st August being admitted in September. Entry is staggered for the first two weeks with the children divided into two groups according to age. All children will be in school full time by 16th September 2024. Parents and children will be invited to attend an introduction afternoon in the term

preceding entry to Reception Class. Children remain at the school until they have completed the academic year in which they reach the age 11.

Older Children and Casual Vacancies

Admissions of older children, casual vacancies and late applications to Reception will be considered on a case by case basis in accordance with the above criteria. A place will only be offered if the Planned Admission Number for the relevant age group has not been reached.

Waiting List

The school operates a waiting list for available places. For a child to remain on the waiting list, and to renew interest, parents need to telephone or e-mail the school in the first week of each new term. If a place becomes available the school will work through the waiting list applying the over-subscription criteria. You should inform the school of any change in your circumstances, e.g. change of address, which might affect your position on the waiting list.

Tina Holditch
Headteacher



LEYBOURNE Ss PETER & PAUL C E PRIMARY ACADEMY
Rectory Lane North, Leybourne, West Malling, Kent ME19 5HD
Tel: 01732 842008
Application for Admission to Primary School

Name and Address of child: _____ I
am applying for a place under Category _____

If you wish to apply for admission under Category 2, please contact the Leybourne Parish Priest for completion of the next section of this form.
For completion by Leybourne Parish Priest:

The family named above wishes to make an application for their child to be admitted to Leybourne Ss Peter & Paul C E Primary Academy.

1. Is the child for whom the application is being made baptised into the Church of England?
Yes/No
2. Are the parents at the heart of the worshipping community of Leybourne Ss Peter and Paul Church?
*Yes / No

Signature of Priest: Print name: Date:

* This is defined as worshipping at least three times per month and being involved in the wider social and organisational life, including Bible study groups and other activities of the church of Ss Peter and Paul Church Leybourne, for at least two years at the time of application. It must be noted that attendance at Sunday Club by both parents on a Sunday does not constitute "worship". All applications under this criterion must be accompanied by a reference written by the Parish priest, or in his / her absence by a Church Warden.

If you wish to apply for admission under category 6, please contact your Parish Priest for completion of the next section of this form.

The family named above lives outside the Parish of Leybourne and wishes to make an application for their child to be admitted to Leybourne Ss Peter & Paul C E Primary Academy.

1. Is the child for whom the application is being made baptised into the Church of England?
Yes/No
2. Are the parents at the heart of the worshipping community of your parish in the Church of England?
*Yes / No

* This is defined as worshipping at least three times per month and being involved in the wider social and organisational life, including bible study groups and other activities of the Church of England, for at least two years at the time of application. All applications under this criterion must be accompanied by a reference written by the Parish priest, or in his / her absence by a Church Warden.

Signature of Priest: Print name: Date:

Name of church: Contact telephone number:

I declare that the information I have given in this application is, to the best of my knowledge, true and complete. I understand that if it is subsequently discovered that any statement is false or misleading, or that I have withheld relevant information, the Governors reserve the right to withdraw the offer of a place.

Signed Name of child: Date

Print name: (Parent or person with legal responsibility)

LEARNING

The Early Years Foundation Stage curriculum is play based. Children learn through practical experience, needing to actively explore their world to develop fully. The curriculum is planned to excite and challenge children, enabling them to become active learners and independent individuals.

There are seven areas of learning and development, all important and inter-connected. The children's growth and well-being in all areas are planned for and supported. Children are helped to make connections in their learning.

There are three prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

and four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Activities in the Foundation Stage are planned within these seven areas of learning. Our curriculum throughout the rest of the school is also based on these areas.

English and Maths are taught discretely each day. RE is taught by class teachers each week. Teachers base their planning on a progression of curricular content and skills, covering the creative arts (music, art, drama, design and technology); physical development; knowledge and understanding of the world (science, history, geography, computing); personal and social development.

Throughout the school, all children learn Italian, taught by a native Italian speaker. The programme of study is structured so that children gain maximum enjoyment and develop positive attitudes to language learning. Pupils in Key Stage 2 also learn Latin.

Computing has a vital role in the lives of our children and we use technology successfully to support teaching and learning. Every classroom has an interactive whiteboard and each class has access to the school computer suite, with a computer for every child.



Safety

At Leybourne we work together to create a caring environment, with consistent rules and routines to promote excellent behaviour. There are practical rules that ensure that our children are kept safe, such as the wearing of school uniform, hair being tied back, no jewellery and sensible shoes. Importantly we have a no tolerance policy with regard to bullying, and help the children to build positive and supportive relationships.

The school car park is for staff cars and official visitors only. The playground gates are kept locked during the school day to ensure the security of the site. Parents are asked to try to avoid increasing traffic congestion by walking to school whenever possible.

To assist us in ensuring the children's safety, parents are asked to access the school building only by the main entrance in Rectory Lane North.

We also ensure that all adults working with the children in school undertake appropriate checks to ensure their suitability to work with children.

Leybourne School is a non-smoking environment, including vaping and the use of e-cigarettes. This applies to both the buildings and the grounds.

Healthy Lifestyles

Health and Safety are of course closely linked and through health education we learn together how to keep safe, active and healthy. Relationships and Sex Education (RSE) plays an important part in building confidence. We offer a wide variety of after school clubs which further promote physical activity. We have the benefit of a large open site with excellent play facilities and grounds that the children are encouraged to use. We encourage everyone to take responsibility for making good choices about food, and we actively promote the fruit and vegetable scheme. Breaktime snacks, if brought from home, must be a piece of fresh fruit or vegetable (e.g. cucumber/carrot sticks).

Our school meals are cooked in our own school kitchen ensuring healthy, nutritional food. We have employed the services of Dolce Schools' Catering as a result of their commitment to using fresh, local produce. We are confident that the school lunches conform to the required healthy food standards and are monitored regularly. Packed lunches should be balanced and healthy and should not contain chocolate bars or crisps, except on Fridays when these are allowed as a treat. Sweets are not permitted in school lunchboxes. *We are a nut free school.*

Cool Milk provide milk each day to the children if you register with them. Under-fives receive milk free of charge; once a child reaches five parents need to pay for this service. In all cases, parents need to register to enable their child to benefit from the scheme.



Celebrating Achievements

All achievements are recognised and celebrated, and children are encouraged to share family successes and other special activities that take place outside of school. We take a holistic approach to learning and value the whole child, ensuring support for their strengths and areas where additional help may be required. We have high academic standards, as recognised in our Ofsted report, carefully tracking every child's progress to ensure that interventions and support are put in place in a timely manner.

All our learners are encouraged to achieve their full potential. We support all children with special educational needs and have a dedicated team of staff, headed by our SEND Manager, SEN Teaching Assistants and Family Liaison Officer, to meet their specific needs. All classes have extra support from well-trained, experienced Teaching Assistants who work with teachers and outside agencies to achieve the best for every child.

We also support those children who have been identified as having particular strengths and talents through differentiated planning in the core curriculum, and through creative curriculum opportunities in the school, including working with visiting artists and scientists. Sporting and artistic talents are encouraged through clubs run in school and also making sure that the children are aware of activities taking place elsewhere in Kent.

Active learning and a creative use of the curriculum are used to encourage, inspire and challenge all of our children. Learning outside the classroom is an integral part of the curriculum and we often bring in visiting speakers and undertake offsite visits to enhance learning and enjoyment.



Good work is also celebrated, with class teachers nominating pupils as “Stars of the Week” and “Leybourne Bright Sparks.” Celebratory certificates are sent home with the “Stars” and “Bright Sparks” so they can share their success at home.

We are always keen to hear of any interests and successes the children enjoy outside of school, and encourage children to bring awards, certificates into school so that we may celebrate their successes in all areas of life.

TIMING OF THE SCHOOL DAY

Morning school: 8.50am - 12.30pm

Afternoon school: 1.30pm - 3.15pm

School Policies

School guidance and policies are regularly revised and updated. Copies of these are available on the school website and on request from the school office.

THE HOME-SCHOOL PARTNERSHIP

Leybourne Ss Peter & Paul Church of England Academy is a happy and hardworking establishment where the children's needs are our foremost priority. By sending your child to Leybourne you have made a positive decision to support our aims and objectives. To build on the partnership between home and school, we ask parents to sign a copy of the Home-School Agreement, which is issued when your child starts school.

Home and school are the two biggest influences on children and they need to know that everybody is working together in a positive way to support them. Effective communication between home and school is essential to children's success and wellbeing.

Communication

Our aim is to build effective communication and partnership with families. Regular newsletters, parent consultation evenings, information evenings and our 'open door' policy are ways in which we seek to communicate with parents, and we genuinely do welcome parents' involvement in their children's learning. Weekly class newsletters give information about what your child is learning. All letters and newsletters are published on our website, along with term dates.

As the vast majority of our parents prefer to communicate electronically, we also send our newsletters by e-mail. This has proved to be more efficient (no more searching your child's bag!) and environmentally friendly, whilst allowing you to keep in touch with everything that is happening in school. We ask parents to please make sure that the office has your current email address.

We also use an electronic payments system (Arbor) for educational visits and other activities.

It is important that parents ensure that we are informed about any matters relating to their child's well-being (e.g. illness, other medical problems, anxiety) so that we can work together to support the child.

Attendance

Any absence during term-time can be extremely disruptive to a child's education. Illness, hospital appointments etc. are classified as authorised absence. If no explanation is received for any absence, it will be deemed unauthorised. All absences are recorded and monitored by the Educational Welfare Service.

Pupils of school age must, by law, attend school regularly and on time. If your child is to be absent from school, parents need to ask for approval of the absence. Permission may only be granted in exceptional circumstances, but will not be granted at the following times:

- *At the beginning of school terms*
- *During examination periods (including modular tests and mock examinations)*

- *Where the child is persistently absent, including because of ill health (25 days absence in the previous year or where there have already been 10 or more days absence in the current year)*

It is important to note that “family holidays” do not constitute exceptional circumstances and cannot be authorised. Penalty notices may well be issued in cases where unauthorised holiday has been, or is suspected to have been, taken.

The most important consideration is the effect of an absence on your child’s education.

Please inform the school if your child is asthmatic, diabetic or suffers from any other chronic illness.

If your child is unwell during the school day we will make every effort to contact you. Please therefore ensure that we always have accurate contact details on our records.

Home Learning

Children are given home learning tasks appropriate to their age and their needs. This should be regarded as a positive experience and an extension of learning in school which parents can share. We believe that home learning is important and parental support for these tasks is expected as part of our partnership in ensuring your child achieves his or her potential.

Behaviour

There is an expectation that children will consider others and behave responsibly. Since most children respond positively, there is rarely a need for sanctions. Our Behaviour Policy explains the actions which will be taken if problems arise.

Children who fail to show reasonable consideration for the welfare of others will be first warned, and then punished if the warning is ignored. In the case of a persistent problem, however, parents’ help will be sought, both to investigate the reasons behind the behaviour and resolve the problem.

The Wider Curriculum

Clubs

We believe it is extremely important for children to have every opportunity possible to participate in extra - curricular activities. Many of our staff give up their time to run a wide range of clubs and teams. Current club lists can be found on our website, but include a range of sporting, musical and artistic activities.

Educational Visits

We offer a wide range of educational visits over the course of the academic year, as well as inviting a number of visitors into school to support the curriculum. We believe it is important that children have first-hand experience of what they are studying. Trips can include visits to castles and museums, dressing up days and opportunities to see other local schools. Information will be sent to parents with full details of the visit and contributions requested towards the cost. If an educational visit is not sufficiently supported by parents, then governors reserve the right to cancel the visit for all children.

We run two residential trips for Years 5 and 6. This year the children will spend a weekend in at a PGL Centre in England and, next year, three days at a residential centre in Hadelot, France. These trips are activity based and are aimed at developing the children's confidence and social skills.

Charging Policy

The school will ask for voluntary contributions from parents to enable some school activities to take place. No child will be excluded from any school activity because of financial difficulties or hardship.

Complaints Procedure

If you have any questions or concerns regarding your child's education the first step is to discuss it with your child's teacher or the deputy head or headteacher.

Should your concern not be resolved through an informal discussion, a formal complaint can be made to the governing body, by letter addressed to the Chair of Governors.

Wherever possible, formal complaints will be resolved by the school or the Governing Body. However, if you have gone through the above stages and are still dissatisfied, you can make a complaint to the Local Government Ombudsman.

Breakfast Club and After School Club

Premier Education offer both a Breakfast Club for those parents who require supervision for their children before the beginning of school and an After School Club for those requiring childcare until 6:00pm. The clubs are run by two members of school staff. Full details can be found at www.premier-education.com.

Voluntary Contribution

As an Academy, we are responsible for the cost of all repairs, alterations, extensions and maintenance work to the building. Each year, therefore, we do request a Voluntary Contribution of £30 per family.

Parents, Teachers and Friends Association

All of the funds raised from PTFA events are donated to the school for specific projects or purchases, which directly benefit the children. The PTFA Committee consults with staff to determine how the money should be spent. Items purchased include laptop computers, a garage to store PE equipment/playground games, stage lighting, outdoor play equipment and library furniture. The PTFA continues to work hard, supporting our fundraising for our Sensory Room and a number of other projects. We are very grateful to the PTFA volunteers who work tirelessly to support the school financially and in practical ways, such as providing refreshments at our Reception Parents' Coffee Morning.

Disability Discrimination Act

The admission arrangements for disabled pupils are the same as for any other pupils. The school and its staff and governors will do everything possible to ensure that all pupils are treated fairly and have the same opportunities.

As employers, the governing body will not unjustifiably discriminate against current employees or job applicants on the grounds of disability and will make 'reasonable adjustments' to employment arrangements and premises.

Safeguarding

Our first priority is your child's welfare and there may be a rare occasion when our concern about your child may mean that we have to consult other agencies even before we contact you. The procedures which we follow have been laid down by the Local Safeguarding Board, and we have adopted a Child Protection and Safeguarding Policy in line with this, for the safety of all. The Designated Safeguarding Lead at Leybourne Ss Peter and Paul C.E. Primary Academy is Mrs Tina Holditch, the Headteacher, or, in her absence, Mrs Louise Grinstead, Miss Kelly Dale or Ms Kerri Miller.

Online Safety

It is important that children learn how to use modern technologies, such as computers and the internet, safely and sensibly. Both parents and children are informed about our internet safety rules and are asked to sign a "responsible use" form.

Permission needs to be obtained from parents for certain photographs of children to be taken and for photographs to be published in the press or on the school website. Our Images of Children Policy outlines this in further detail.

Parents are permitted to take photographs at key school events, such as Sports Day and the Nativity. However, *parents are only allowed to post photographs of their own children at such events on social media*. Group photographs, or photographs including other children at the school, are *not permitted* to be published.

Animals

The children (and staff!) benefit from forming relationships with animals whilst at school. Reception learn about chicks as part of their curriculum and care for our hens each day. Year 1 have two guinea pigs as class pets. Children across the school spend time with Fletcher, our school dog. Fletcher is incredibly gentle and calm, with a wonderful temperament. Having a dog to talk to, play with and care for can have a hugely positive effect on pupil well-being and can help to improve their attendance and engagement in school. In time, Ms Miller's dog, Flossie, will also come into school to work with the children, although Fletcher and Flossie will not be in school on the same days to avoid overwhelming the children. No child is made to interact with the dogs, and if parents prefer their child not to have any involvement with them, that is really not a problem. However, if the children would like to see the dogs they are able to, obviously under adult supervision. The dogs also support individual pupils as required, with parental agreement.



Nurturing Schools Programme

We know that to access learning, children need positive well-being, self-esteem and resilience. We want to help children feel safe in school and achieve their potential.

We signed up to become a Nurturing School in 2022 and are currently working towards this accreditation. Underpinning the National Nurturing Schools Programme are the Six Principles of Nurture. These not only focus on the child's academic learning, but also their social and emotional needs and development: helping them to develop into well-rounded people who can cope with life and its ups and downs.

The picture above shows all of the Six Principles of Nurture, but we are introducing them to children using the following simplified language:

- We learn in our own way and in our own time.
- Our school is a safe place to be.
- We look after our own and each other's wellbeing.
- We use words to talk about how we feel.
- Our behaviour can show how we are feeling.
- We can cope with the changes in our lives.

Through the National Nurturing Schools Programme, teachers have been trained to assess children using the Boxall Profile. This enables teachers to rate children's engagement and behaviours in the classroom to determine if they need any further support in the classroom or in smaller groups to develop their social and emotional skills. This has already been beneficial in supporting a range of children in school and identifying the types of support adults can provide within the classroom to help the children feel safe and more able to learn.

Zones of Regulation

We want to help children feel safe and comfortable expressing their emotions with each other and the adults in their lives. We want them to develop strategies they can use to help them to begin to self-regulate and feel more in control of themselves.

As a school, we use the Zones of Regulation curriculum to identify and express our own emotions, identify emotions in others and help us to regulate and improve our well-being. This programme zones emotions into four areas – Blue, Green, Yellow and Red, related to energy levels being low, in the right place for learning, becoming high and then so high that control over emotions has been lost.

Zones of Regulation values all emotions. Everyone will experience different zones in the course of a single day. No emotion is bad. In fact, all emotions are good, because they tell us how we feel about different situations. If we know how we are feeling and we have strategies to help us to manage our feelings, we are less likely to lose control of our emotions. We are also more likely to be able to interact with others in a positive way and this can improve our friendships and other relationships.

As a school, we use Zones of Regulation in every classroom. In KS1, the children place a lolly stick in a coloured pot to share how they are feeling with the adults in class. The adults will check in with those children who are not in the Green Zone to see how they are and to help them develop strategies to help them manage their emotion. In KS2, the children select a coloured bookmark which represents the Zone they are in. They place

this bookmark on their desk, so the adult can see how they are feeling and can check in with them. The child can also read the strategies written on the bookmarks to try and help themselves.

SCHOOL UNIFORM

Leybourne School ruck sack or book bag, Leybourne School drawstring PE bag – all available from Pages uniform suppliers of Maidstone.

Autumn and Spring Term

Grey trousers, skirt or pinafore

White polo shirt (plain or with the school logo)

Bottle green school sweatshirt or sweat cardi with the school logo

Grey or white socks, or black or grey tights

Black low heeled shoes

School fleece jacket (optional)

Summer Term

Grey trousers, shorts, skirt or pinafore

Green and white dress, checked or striped

White polo shirt (plain or with the school logo)

Bottle green school sweatshirt or sweat cardi with the school logo

Grey or white socks

Black low-heeled shoes or black or white flat sandals

Leybourne School baseball cap (optional)

PE clothing

Plain navy blue shorts

White T-shirt without buttons

Plimsolls

Inexpensive trainers (Key Stage 2)

Plain tracksuit

Baseball caps, PE shorts, T-shirts, sweatshirts, cardigans, fleece jackets and reversible waterproof fleeces are available from Pages uniform suppliers in Maidstone. All other items of uniform are available at reasonable prices from High Street stores.

All children's property and clothing must be clearly marked with their name.

During the school day, and for all sporting activities, long hair should be tied back appropriately.

Jewellery

The wearing of jewellery is not permitted, as these items could be dangerous during many activities in a normal school day. Children may wear watches, but these must be removed for PE and Games. If a child's ears are pierced, they may wear *plain ball stud earrings only* to school. These must be removed by the child before the child is able to do PE. *Please consider this before making a decision regarding ear-piercing.*

STAFF (As of October 2023)

Senior Leadership Team

| | |
|----------------------|---|
| Mrs Tina Holditch | Headteacher |
| Miss Kelly Dale | Head of Lower School, Reception Class Teacher |
| Mrs Louise Grinstead | Head of Upper School, Year 5 Class Teacher |

Teaching Staff

| | |
|-------------------------|-----------------------------------|
| Mrs N Siverland- Bishop | Year 6 |
| Mrs Z Ward | Year 4 |
| Mrs T Pattanshetti | Year 3 (covering Maternity Leave) |
| Mrs M Irvine | Year 2 |
| Mrs B Mockler | Year 1 |

Miss D Courtney (Year 3) is currently on Maternity Leave. Miss K Dale will be going on Maternity Leave in January 2024 and her class will be taught by Mrs J McKiernan.

SEND Team

| | |
|-----------------|------------------------------|
| Mrs V Newington | SEND Manager |
| Mrs K Lepavoux | SEN Teaching Assistant |
| Mrs N Whyman | SEN Teaching Assistant |
| Ms K Miller | Family Liaison Officer/ ELSA |

Non Teaching Staff

| | |
|-----------------------|---|
| Mrs J Hardy | School Business Manager |
| Mrs D Potter | Admin Assistant / Admissions Officer |
| Mrs L Eldred | Finance Assistant |
| Mr D Mason | Caretaker |
| Miss D Brooks | Teaching Assistant |
| Mrs D Brown | Teaching Assistant |
| Mrs T Burling | Teaching Assistant / Midday Meals Supervisor |
| Miss L Button | Teaching Assistant |
| Mrs A Gibbs | Teaching Assistant |
| Mrs K Glennon | Teaching Assistant |
| Miss B Hall | Teaching Assistant / Midday Meals Supervisor |
| Mrs L Millar | Teaching Assistant |
| Mrs T Mitchell | Teaching Assistant |
| Mrs S Patterson | Teaching Assistant |
| Mrs A Phillips | Teaching Assistant / Midday Meals Supervisor |
| Miss K Reddick | Teaching Assistant / Midday Meals Supervisor |
| Mrs L Robinson | Teaching Assistant |
| Miss B Smith | Teaching Assistant |
| Mrs L Spratt | Teaching Assistant / Midday Meals Supervisor |
| Mrs I Ward | Teaching Assistant / Senior Midday Meals Supervisor |
| Mrs J Azzopardi | Midday Meals Supervisor |
| Mrs L Holmes | Midday Meals Supervisor |
| Mrs M Mollett | Midday Meals Supervisor |
| Mrs C Vaughan-Pollard | Midday Meals Supervisor |

Building a
safe and joyful
community with God.

Achieving our
full potential
in all we do.

Nurturing the spark of God within

Embodying our
core Christian values
of Love, Trust,
Compassion and
Respect in everything
we do.

Providing
opportunities to grow
into well-rounded
citizens of the world.

**'Those who trust in the Lord will find new strength.
They will soar high on wings like eagles'**

Isaiah 40:31

