Prospectus

Laceby Stanford
Primary Academy

Introduction

On behalf of the children, staff, and governors, I am immensely proud to welcome you to Laceby Stanford Primary Academy.

I am incredibly proud to be the Principal of this wonderful school, which serves as a true haven for our pupils and the wider community.

At the absolute heart of everything we do are our 5 Cs, with Community and Care forming the foundation of our safe, calm, and supportive atmosphere. We are dedicated to fostering care and kindness every single day, creating a nurturing environment where we deliver a broad, balanced, and inspiring Curriculum designed to stimulate a lifelong love of learning and ensure every child can achieve their absolute best.

We nurture our children to succeed academically, socially, personally, and physically, and our dedicated team of staff goes the extra mile every single day to ensure everyone can achieve the best they possibly can. Visitors constantly comment on our exceptionally friendly team and the vibrant, positive atmosphere that fills our classrooms.

We have a relentless aim to ensure the highest standards in all areas, while never losing the warm, village-school partnership that makes us so special. Please come along and meet our wonderful team and the truly inspiring learning environment we create—we look forward to welcoming you.

Mrs Clair Smith
Principal

Staff

Scan the QR code to view our full staff list.

Governors

Our Governors have a wide range of background, skills and experience which they bring to the governing body and work closely with the Principal and senior leaders, who are responsible for the running of the Academy.
Our Governing Body is made up of teachers, parents, Trust and community representatives, They work voluntarily and act as a critical friend to challenge and support the decisions we make.

Governors meet several times a year to look at all aspects of the life and work of the school. In addition, many of the Governors are linked with specific aspects of school life and make regular reports to the rest of the Governors.

Scan the QR code to view our governors list.

School Vision, Beliefs and Values

Our Purpose is:

To educate everyone effectively in a happy, safe, caring and stimulating environment, so that they develop a thirst for knowledge enabling them to reach their full potential.

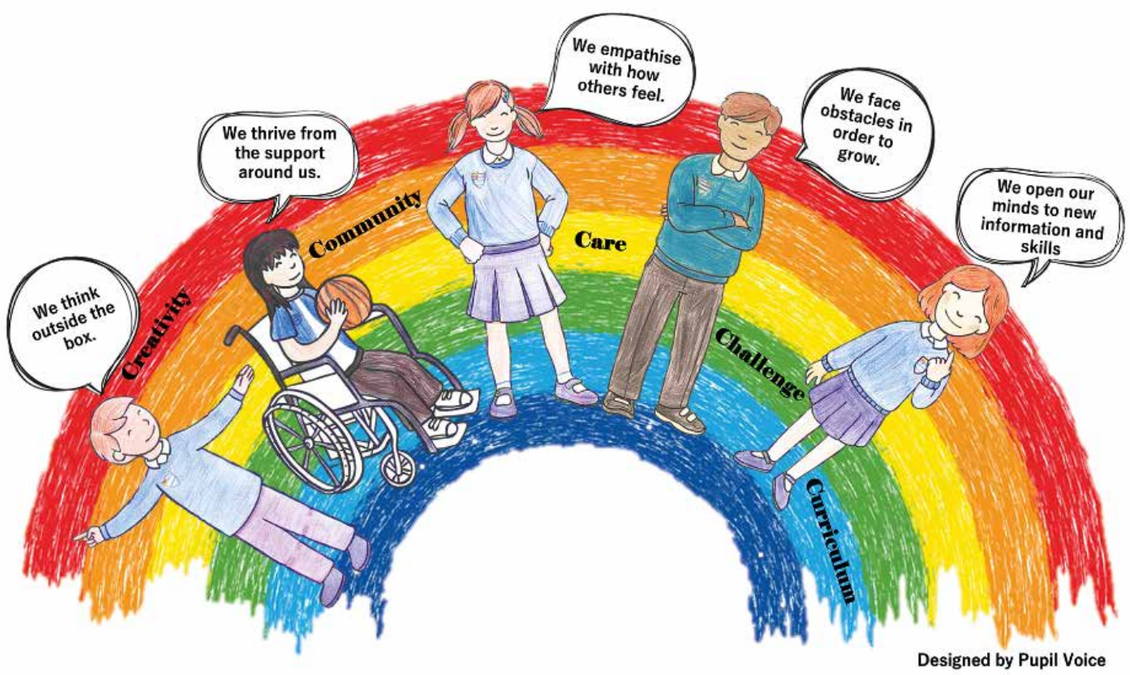
We Believe:

- that everyone has the right to a good education
- that everyone deserves praise and recognition for all their efforts
- that everyone can be successful in their own right
- that everyone should have the opportunity to achieve personal success
- that everyone should be valued and have a sense of belonging
- that everyone is unique and has their own special gifts
- that everyone has a right to speak and be listened to
- that the environment should be stimulating and engaging
- in an exciting and engaging curriculum
- in high standards and expectations

We Value:

- being part of a team
- community and heritage
- respect
- our rights and responsibilities
- a sense of humour and fun
- the opinions, values and beliefs of others
- honesty and trust
- loyalty
- encouragement
- motivation and resilience
- positivity
- communication
- effort and achievement
- kindness and empathy
- creativity
- care

School Vision, Beliefs and Values



Our Schools' 5 C's

Care

Care is at the heart of our vision. Pupil voice always comes first and we learn with themes such as sustainability, inclusivity and children's rights as our golden threads.

"I like that we get to choose what we do as well-being activities."

"Macmillan coffee morning raises money for charity."

Creativity

We believe pupils thrive when they are given opportunities to think creatively.

The creative arts and performance opportunities are a key area of our curriculum.

"We all made art to show our personalities – you can see it in the school entrance."

"I love playing djembes."

Challenge

Challenge comes in many forms in our school. Pupils can extend their knowledge with an ambitious curriculum and enjoy leadership opportunities through our many different pupil groups. Children also enthusiastically challenge injustice in the world.

"Reasoning and problem solving is my favourite part of the maths lesson."

"We asked our local MP how they can help schools."

Curriculum

Our curriculum is ambitious, bespoke and full of opportunities to prepare our pupils for the future. Pupils focus on developing a broad vocabulary, knowledge and skills set.

"My favourite book was The Boy at the Back of the Class. It helped us write letters to support refugees."

"Our trip to The Collection was amazing."

Community

Our school is part of a much wider community, including parents, carers, governors and local businesses. We endeavour to support our local community and learn from their expertise.

"I loved getting one of the hampers at Easter time."

"We had a visit from Sunita, who taught us about Hinduism in modern Britain."

Laceby Stanford Primary Academy Locality and Heritage

Laceby is a large village about one and a half miles from the western boundary of Grimsby. The village retains its rural character whilst enjoying the facilities which the nearby town and the resort of Cleethorpes offer.

The school is built on a pleasant, open site on Cooper Lane. The whole of the school is now housed in the modern main building which has been updated and extended over the past few years.

The Stanfords

The school was formerly a charity school but is now controlled and maintained by North East Lincolnshire Council. It retains the name "Stanford" in its title in recognition of the Stanford Trust, which founded the school in 1730.

Phillip and Sarah Stanford's three children died in infancy so they left land and money to start a school in Laceby. It is thought they both died before the first school was built in 1730.

The Stanford Trust is still active, providing additional educational facilities at this school and at the nearby Stanford Centre for residents of the village. The school also participates in the Founders' Day Service, which is held at the village church of St. Margaret's each year on Ascension Day.

The Laceby Stanford Song

Living together, learning together, growing together,
We'll make our school a little world
That will show the big world how it ought to be.

Whether I write a story, puzzle with numbers and lines,
Sing, paint, sew or run a race,
Our world can't be full of winners but still I can do my best.

If I try I'll make my school a better place.
Living together, learning together, growing together,
We'll make our school a little world
That will show the big world how it ought to be.

Each one of us is important; each has a part to play,
So many things I can do if I only try.
I'll be cheerful and understanding, even when things go wrong.
Together we'll build our world as the days go by.

Laceby Stanford Primary Academy Organisation

There are approximately 245 children on roll and currently ten classes. The school operates an equal opportunities policy. The children are taught at a level and pace suited to their needs and potential.

Specialist help and advice is sought for those children identified as having special needs. Special Needs pupils are supported both within their classroom and, sometimes, withdrawn to work in smaller groups, according to their identified needs (see DSEN Procedures).

Children are admitted into the Foundation Stage in the September following their fourth birthday. This group of pupils has a Nursery Nurse as well as a teacher.

We ensure a vibrant, exciting and caring approach and value the positive links we have with all community members.

There are a number of Transition Activities to ensure that the first day at school for our new starters goes well. Most children stay for school dinners from their first day. However if you feel your child would benefit from going home for lunch in the early weeks please let us know.

Laceby Stanford Primary Academy Day

The school day begins at 8.50am and finishes at 3.20pm

Children should not arrive before 8.45am as there is no supervision at that time unless they are taking part in a pre-school club. Gates open at 8.45am and staff are available to greet the children. All EYFS and Key Stage 1 children enter via the Key Stage 1 gate. Reception pupils will be greeted at the rainbow gate by their class teacher. Key Stage 2 pupils enter via the main school gate. If your child wishes to come to school on a bike or scooter, they can leave this in the racks in the KS1 playground. Please ensure your child's bike or scooter is clearly marked with their name or distinct identifier. We ask that children dismount before entering the school gate and walk their bike or scooter through the playground.

The lunch break is from 12.00pm until 12.45pm at present. School dinners are provided by Wellspring Academy Trust and are ordered online by parents/carers using the Arbor parent portal. There are several sittings during lunch time.

Total in school time per week is 32 hours and 30 minutes.

In addition, there is a range of quality, extended provision available onsite from 7.30am - 8.50am and from 3.20pm - 5.30pm. Clubs can include sports and art clubs as well as our wraparound care.

Please see the schools website or contact the school office for more details: **www.stanfordschool.org**

Laceby Stanford Primary Academy Communication

As a paperless school we communicate regularly with parents via our Arbor parent portal, email and app messages. All letters to parents are uploaded to our website, we do ask parents to be pro-active and check regularly for updates and information.

There is a regular whole school newsletter giving information about upcoming dates, school life and activities saved on the school website.

Also, staff ensure the class blogs and class newsletters, medium term plans and home learning are on the school website and are up to date, including relevant information, updates on curriculum and key letters to parents.

The school web address is: www.stanfordschool.org

Teachers have Mentor Sessions with parents and pupils twice a year, to discuss children's progress and there is a full written report at the end of each school year, with a follow up meeting offered.

Teachers are happy to discuss concerns or children's progress informally with parents. We ask parents to contact the office in the first instance to arrange a phone call or e-mail communication with the class teacher.

Newsletters are also shared on our Facebook page

Staying Connected: The Arbor App

At Laceby Stanford Primary Academy, we use Arbor—a secure, all-in-one parent portal and mobile app—as our primary way of communicating and managing school life.

To ensure a smooth transition, all parents must register on Arbor before their child starts with us this September.

Once registered, Arbor will be your central hub to manage:

- **Communications:** We will send quick updates and urgent text messages directly through your Arbor app, while longer notices and letters will be sent straight to your personal email address.
- **Trips & Visits:** View information and book your child's place on upcoming school trips.
- **Bookings & Clubs:** Secure slots for after-school clubs, wraparound care, and parents' evenings.
- **Payments:** Top up school meal accounts, pay for trips, or buy items from the school shop safely via card, Apple Pay, or Google Pay.

Getting Ready for September:
Keep an eye on your email inbox over the summer for an account activation link.

Please download the Arbor Parent App (available free on Apple and Google Play) and complete your registration as soon as you receive your details so you are ready for day one.

Arbor

Attendance

Parents and the school need to work closely together to ensure the safety and progress of the children.

The framework that the school uses to try to achieve this is as follows:

1) **Please telephone the school by 9:15am when children are absent due to illness.**

This helps us to:

a) **be sure that everyone who should have arrived at school has done so.**
b) **give the child who is absent from school the correct mark.**
c) **calculate the number of children needing meals at lunchtime correctly.**

2) Please telephone or email the office when children have medical or dental appointments telling us what time your child will be collected from school and also please remember to either bring the appointment card / confirmation text or email to the office or send us a scan, copy or photograph of it, as it is now a requirement from the Welfare Officers that we see proof of the appointment. Children are not allowed to leave school unaccompanied on these occasions.

3) The school and the governors wish every child to make the most of the educational opportunities which are offered to them at Laceby Stanford. For this reason we have a policy of regular attendance at the school.

4) If you need to request a Leave of Absence please write a letter or email the office for the attention of the Principal who will only grant leave in 'exceptional circumstances.' **Please see Attendance and Positive Relationships Policy for further details.**

5) To support our families, it is school policy for our Education Welfare Officer to conduct a home visit on the third day of any absence. This routine check allows us to ensure our pupils are safe and well, and to discuss any support needed for their return.

6) It is vital that we have a telephone number where we can contact at least one parent during the school day, in the case of a child having an accident or being taken ill. At least two other emergency contact numbers are necessary to help to cover unforeseen circumstances and to ensure that your child would not have to stay in school if they were ill or distressed.

7) If your child is late they must be accompanied by an adult and signed in at the school office.

If any of the contact numbers change during the course of a school year please let us know immediately, and we will update on Arbor.

Medication

For the safety of the children and the staff the school only gives doctor prescribed medicine during the school day. Fridge facilities are not available for storing medicines.

If it is necessary for your child to have medicine at school please complete the school form and hand the medicine in to the school office. A copy of the medication policy can be found on our website and the form requesting the school to give prescribed medication is available online or from the school office.

School Nurses

T. 01472323660
E. schoolnursesNEL@nelincs.co.uk

Medical Conditions Not Covered

If pupils in the school were known to be epileptic and a fit occurred parents would be notified immediately. If there appeared to be any complications e.g. rapidly rising temperature, and we were unable to contact parents, a Paramedic Ambulance would be called.

We work closely with the parents of children who have diabetes to ensure that appropriate snacks are given at the right times and that emergency provisions are available if required. Diabetic children who are feeling unwell are accompanied to the office where the agreed treatment is put into effect. Parents are always notified when this occurs and asked whether they wish to come in and take a blood sugar reading.

If we had continued concerns about a child and were unable to contact a parent a Paramedic Ambulance would be called.

Medication Policy

1) Only medicine prescribed by a doctor will be given during the school day.

2) Parents need to complete the school's form showing written permission before medicine can be given.

3) The medicine must be sent in the original container showing:
   - the doctor who prescribed it.
   - the dose to be given.
   - the expiry date.

4) Medicine should be organised so that it is not necessary for the school to give more than one dose in a day.

5) Inhalers for asthmatic children will be stored in the classroom to prevent any chance of our youngest children finding and misusing them.

6) Inhalers will be readily available for children who need to use them to relieve acute attacks. Parents need to state clearly on the form whether the inhaler being provided is a treatment inhaler or a reliever and whether there are limits on its use and if so what these are.

7) When medication is given it will be recorded in the book provided and initialled by the person responsible for its administration.

PLEASE NOTE the school does not have a fridge for the storage of medicine.

Laceby Stanford Primary Academy Uniform

Please name the items clearly with a permanent marker. Biro does tend to wash off.

Clean and good condition second hand uniform is available from the Temperance Hall, Laceby or may be available by request to the school.

General

Skirt / Trousers	black/grey
Cardigan / Sweatshirt	blue
Polo Shirt	white
Socks	white/black/grey
Tights	black/grey

Summer

Dress	blue & white check or stripe
Tailored shorts	black/grey

NB sports shorts or beach shorts are not allowed.

Footwear

- Black shoes are preferable
- Children should not wear training shoes
- Fashion shoes with high heels are not permitted

P.E. Kit

- Plimsolls/ Trainers (outdoors)
- Plain white T. Shirt – round necked, without buttons
- Black shorts
- Fleece (outdoor)

To prevent injury, all piercings must be completely removed for PE lessons and practical activities. Covering piercings with plasters or tape is not permitted.

If a pupil has a new piercing that cannot be removed, they will not be allowed to participate in physical activity.

Hairstyles

An appropriate hairstyle ie. neat, tidy and not out of the ordinary, is expected to be worn by all pupils.

School sweatshirts/ cardigans are available from Uniform Direct in Grimsby.

Uniform Direct, 56 Victoria Street, Grimsby, DN31 1BL, Telephone 01472 347800 or via their website: **uniform-direct.com**

www.uniform-direct.com/acatalog/Stanford-Junior-and-Infant-School.html

School Lunches

Wellspring Catering provide high quality lunches. These are ordered online at through the Arbor parent portal.

You can place your order at any time up until the cut off time of midnight on Sunday – 14 days before the full week in which the meal is to be served.

Pupils can also bring packed lunches (please note we are a nut free school). We encourage healthy lunches linked to 2014 government guidance.

Key stage one children receive universal free schools meals up to and including Year 2.

If you're in receipt of benefits you can also apply for income related Free School Meal status which carries on to the end of Year 6, this means tested application can be done quickly and easily through school and you may then be entitled to Pupil Premium.

Our Mid-Morning Milk Scheme

Daily milk is a fantastic way to keep children hydrated and focused! At Laceby Stanford, our milk is provided by Cool Milk.

If your child is under 5, their daily milk is completely free! Once they turn 5, the free government scheme ends, but you can choose to pay a small subsidised fee to keep it going. To ensure your child doesn't miss a single day, your first payment must be made **the week prior to their fifth birthday**. For your convenience, Cool Milk allows you to manage everything online and pay in half-termly, termly, or full academic year instalments.

We ask that all parents register their child on the Cool Milk website www.coolmilk.com before the start of the school year in September.

Behaviour and Pastoral Management

We are very proud of the standard of positive behaviour and pastoral support in our school.

We have a Positive Relationships Policy that uses the three card system: pink, amber and red. However at Stanford we thrive on celebrating the positive behaviours. Pupils benefit from a range of positive behaviour strategies including texts home, stickers, certificates, polite points, team points and being 'Star of the Day!' Behaviour Ambassadors also work as role-models in school to show the excellent manners, positive choices and high expectations in our school.

High standards of personal behaviour, social responsibility and academic achievement are expected at Laceby Stanford Primary Academy.

Our children will thrive in a calm, secure and caring environment, enabling them to take an active part both in our school and wider community and become responsible citizens of the future. We seek to nurture within each child the spirit of co-operation, politeness, empathy, helpfulness and a respect for other people, their cultures and beliefs, and their property.

Pupil Voice

Pupil Voice is an important part of life at Laceby Stanford. We value the views and contributions of all our pupils. Each pupil has the opportunity to share these views. The Head Pupils are voted for in September each year by members of the whole school and help organise weekly meetings with the team. Recent pupil led initiatives include 'Litter Picking,' leading assemblies and Charity work.

School Readiness

At Laceby Stanford we believe that school readiness is about children becoming confident learners who don't give up when things get tricky, it's about being happy to leave familiar grown-ups and come into school willingly and be excited about what the day might entail. We believe it's about children being able to take care of their own needs at an appropriate level such as putting on a coat; washing their own hands and being able to go to the toilet by themselves.

Being school ready is also about children developing their language skills so that they can make their thoughts and feelings known to others. It is about making friends and being able to share. It is about being able to ask questions to find out how and why things happen and being curious about the world around them.

We believe that children should have a sound general knowledge about their world; they should be able to recognise and name colours and shapes. They should be able to say the number names in order and count objects carefully. They should develop a love of books and enjoy listening to stories and rhymes. We hope that when children leave us ready to start at their next school they leave us as children that are happy, inquisitive and confident learners.

How do we help children to be school ready?

As well as making sure that we prepare the children emotionally, socially and academically we also work really hard at making the transition to school as smooth as possible. We work closely with the pre-schools and nursery settings, ensuring that information is shared about how each child learns, their developmental key skills and their next steps to learning. We welcome pre-schools and nursery settings to bring children so that they can spend time at Laceby Stanford and so that the children become comfortable and secure in their new environment and understand the kind of activities the children enjoy and are used to doing. We also visit the children in their current setting to get an understanding of how they are playing and learning in a familiar environment to themselves.

How you can help your child to be school ready?

There are lots of ways that you can help your child with, to be school ready too.

Here are a few ideas

- Having fun with your child: playing, talking and sharing together regularly and frequently.
- Doing familiar and different things together and showing your interest in discovering new things.
- Singing songs, nursery and finger rhymes and making time for talk.
- Supporting your child's self-help skills so that they learn to do things for themselves.
- Recognising and talking through your child's feelings and different emotions.
- Providing opportunities for your child to meet and relate to others including adults beyond close family and friends so that they positively experience socialising, sharing toys and turn taking.
- Establishing a good sleep routine.
- Reading with and to your child, everyday if you can.
- Involving your child in getting to know their school before starting. Watching the video on our website.
- Ensuring your child is as active and healthy as they can be.
- Teaching your child how to use a knife and fork or open packets and bags ready for school lunches.
- Drinking water regularly throughout the day.

Steps to Starting School

Build your child's confidence so that they start school confident, curious and ready to learn

Access more great advice, tips and downloadable resources at **pacey.org.uk/schoolready**

More top tips:

- Get your child ready for their new routine by switching their meal times to match those of the school day
- Encourage your child to explore new environments and interact with new people
- Talk to your child about what they are most looking forward to at school
- Let your child practise putting their new school uniform on and taking it off
- **And remember,** every child is different and starts school with different abilities

School Curriculum

We are very proud of our curriculum at Laceby Stanford Primary Academy; we ensure the curriculum is vibrant, ambitious, broad, balanced and fun!

The curriculum is designed to ensure we have a clear intent and that the implementation leads to high quality impact. Connections are made within each subject and across the curriculum to advance and develop learning further. Many learning activities work outside the classroom and educational visits are made to places associated with the work. Parents/carers will be asked to make a donation to the cost of the visit.

If this would cause financial difficulties for a family, parents/carers should see the Principal and Senior Office Manager in confidence.

Religious Education is provided in accordance with the 1988 Education Act and in line with the North East Lincolnshire Agreed Syllabus. There is a daily act of Collective Worship from which parents have the right to withdraw their child if it conflicts with their religious beliefs.

Relationship, Sex and Health Education

This subject is part of our Health Education programme and is dealt with in accordance with current Government and Local Education Authority guidelines. We acknowledge that parents may withdraw their child from this subject. In this case they should contact the Principal. This subject is compulsory from September 2020.

Core Curriculum We are proud to use highly respected, evidence-based schemes for our core subjects. For reading and writing, we follow the **Read Write Inc.** phonics program to build fluent, confident readers. In mathematics, we use **White Rose Maths**, which focuses on deepening understanding and building mathematical confidence.

Home Learning Projects To reinforce classroom learning, we provide **one activity sheet per term**. For children in **Reception to Year 3**, we ask that **7–8 activities** are completed each term. All project work should be neatly recorded in your child's Home Learning Book.

Reading, Spellings & Times Tables Regular practice makes a huge difference. We ask that all pupils read at home at least **3 times a week**, with entries recorded in their Reading Log and handed in weekly. For spelling, we use **Spelling Shed** to support a weekly spelling focus. Pupils in **Years 2–6** should also use **TT Rockstars** regularly to practice their times tables.

Celebrating Success We love to praise our pupils' hard work and dedication. Children's efforts with their home reading, spellings, and TT Rockstars are proudly highlighted and celebrated every week during our Friday Celebration Assembly.

Laceby Stanford Handwriting Style

At our school, we take great pride in handwriting and presentation, encouraging children to produce work that reflects their best effort.

We use our 5B rules (Bottom at the back of chair, Back straight, Both feet on the floor, Book at an angle and Best pencil grip) to help children develop good posture and effective writing habits.

Letter formation is taught through the Read Write Inc. programme, ensuring a consistent approach from the earliest stages of writing. Children begin learning cursive handwriting in Year 2, developing fluency, confidence and a neat, joined style of writing as they progress through the school.

Health and Care Plan

Children can be given a Health and Care Plan for a variety of reasons. Some have specific learning difficulties; some have physical or medical needs.

Sometimes a small amount of funding is provided for special equipment or some additional adult support for the child. The plan is reviewed twice during the year and there is an annual review with parents and all outside agencies involved are invited.

Full Assessment of Need

If a child still does not make progress the SENCO will discuss with parents the possibility of taking all the information collected to a DSEN Panel to ask for a full review of the child's needs and an assessment of whether a Health and Care Plan is required.

DSEN Procedure

Miss Purshouse is our School SENCO. Please see the DSEN Policy on the school website.

When a class teacher identifies that a child is working below expectations they will talk to the school's SENCO, Team Lead and Senior Leadership team about how to create a suitable way of helping the child to make progress. If necessary, an individual plan will be put in place.

- The class teacher remains responsible for working with the child on a daily basis
- Parents will be invited in to school to discuss the plan with the teacher and give their views.
- The pupil's achievements will be monitored regularly and there will be a complete review of the plan twice during the school year.

SEN

Step 1:	Assess	Plan	Do	Review
Quality First Teaching. Need identified by Class Teacher/ Professional/ Parent.	Formative/ summative assessments show that a child is not making progress or is finding an area of learning difficult. The barrier to learning will fall under one of four categories; Cognition and learning, sensory or physical, communication and interaction, Social, emotional or Mental health.	The class teacher will differentiate planning as a means of removing the barriers to learning.	Differentiation could be done in a number of ways including; • Pre and post learning • Differentiated task • Adult support • Specialised resources • Peer support • Prompts and Frameworks	Use formative and summative assessments to evaluate the impact of the differentiation. This will be discussed at pupil progress meetings.

Step 2:	Assess	Plan	Do	Review
Cause for Concern. Form completed (following the Graduated Approach).	Formative/summative assessments show that a child is not making progress or is finding an area of learning difficult. The barrier will fall under one of four categories: Cognition and XXXXXXX	The Cause for Concern will be discussed by the SENCO, SLT and the Class Teacher and appropriate interventions will be put into place, if necessary.	Interventions will begin and differentiation in the classroom will be evaluated and developed with the inclusion team.	Use formative and summative assessments to evaluate the impact of the interventions and differentiation. This could also be at pupil..... XXXXXXX

SEN

Step 3:	Assess	Plan	Do	Review
SEND Support. A Personalised Support Plan (Myplan) and/or outside agency support will be implemented.	A request for outside agency assessment and/or support may be requested at this stage. The following services may be utilised; • Specialist Teaching Service • Educational Psychologist • Working Together Team • Young Person's Nursing Team • Speech and Language Support	A personalised SEND Plan will be created by the class teacher and SENCO and shared with parents at a review meeting. These are held at a minimum of three times a year.	The SEND Plan, any further interventions and differentiation will be implemented for another cycle. At this level there may be targeted staff training and support.	Use formative and summative assessments to evaluate the impact of the SEND Plan, interventions and differentiation. A SEND Review will take place with parents and may involve outside agencies.

Step 4:	Assess	Plan	Do	Review
Request for Education Health and Care Plan.	Any request for an Education, Health and Care Plan Needs. Assessment will be discussed with parents and relevant agencies. If all in agreement the SENCO will complete relevant paperwork.	EHCP draft.	EHCP implementation.	Annual Review with Local Authority (LA). Termly reviews with the school.

Educational Visits

Schools are required to deliver a broad and balanced curriculum to their pupils and to do this effectively we make full use of the local environment and community, within which the school is set. Regular and frequent curriculum visits and activities, off the school site are normal, please see our Educational Visits Policy on our website or request a copy from school. We will ask you to sign a consent form at the start of your childs school life here at Stanford which will last until they leave in YR6.

We will inform parents of these events in advance. Such information may be given in a variety of ways, as the information needed by parents/carers will depend on the nature and complexity of the visit. For example, regular sports fixtures or cultural visits may involve information being given for the season or for the term ahead with parents being informed of any changes to this as they occur, perhaps by note, phone, email, text etc. For more complex visits specific information letters will be needed and for the most complex or adventurous visits a combination of written information and briefing/information meetings may be most appropriate.

Inevitably last minute opportunities will arise for exciting learning opportunities and the mechanisms for communicating with parents and gaining informed consent should support these. Verbal consent via a telephone call is perfectly acceptable in such a situation (and when parents are unable to give consent in writing)

In order to finance visits we may ask for a voluntary contribution towards admission charges and the coach travel. **This is paid online at via Arbor app to register please request a copy of your registration code and setup information from the school office.**

Paying for Events in School

All money paid to school for trips, donations for charity events etc. comes through Arbor App

To register please request a copy of your registration code and setup information from the school office.

Pupil Premium

Schools are able to claim extra funding through Pupil Premium to support children's development, learning and care.

Pupil Premium provides an extra £1,455 per year for children whose parents are in receipt of certain benefits or £2,570 for children who were formerly in local authority care but who left care because they were adopted or were subject to a special guardianship or child arrangements order or £340 for children with parents in the armed forces.

This Pupil Premium money is used to support the education of all pupils by funding vital intervention work and additional training for staff to help Stanford Junior and Infant pupils achieve their full potential. It will also be used to support eligible families with paying for school trips, a free breakfast club and help towards after school sports clubs which enhance your childs learning.

Even if your personal circumstances change the school retains the annual sum to educationally support your child throughout their years at Laceby Stanford Primary Academy for up to 6 years.

Equality and Inclusion

Laceby Stanford Primary Academy is a fully inclusive school where everyone is treated fairly and with respect.

We celebrate diversity and actively seek ways to engage in learning about different traditions, cultures and religions. As a result, we have been awarded the gold mark as a Rights Respecting School. This special accreditation has been given to us by Unicef, linked to the work we have completed throughout our curriculum to promote children's rights, equity and inclusion. The accreditors were very complimentary about our wonderful pupils, who are excellent ambassadors and "global citizens". One strength of the school was that we have "pupils you have a secure sense of social justice which has been developed through a number of whole school initiatives."

Stanford Approach

Our policy is based on a relational approach.

It draws on research in neuroscience, psychology and adverse childhood experiences from Dr Bruce Perry, Dr Karen Treisman, Dr Nadine Burke Harris, Mark Finnish, Dave Whitaker and many more. It is underpinned by an expectation that by modelling, celebrating and recognising the agreed positive behaviours, our children are enabled to be ready to learn effectively. This is the Stanford way.

These are our 5 Cs;

- **Care**
- **Creativity**
- **Curriculum**
- **Community**
- **Challenge**

We recognise children as much as possible through verbal and non verbal praise as a way to encourage children. We understand the importance of positive body language and use of total communication including widgets.

Positive Praise and rewards can include, positive texts, phone calls home, certificates, stickers to name a few!

We have four team houses:

- **Whitgift (Red)**
- **Stanford (Blue)**
- **Field (Green)**
- **Knight (Yellow)**

On starting at Laceby Stanford, Pupils will be placed in a house. They will remain in their house throughout their time at school and participate in gaining team points weekly in school and also for Sports Day. Siblings will also be placed in the same house. Pupils can earn team points and polite points for positive behaviours seen such as being polite, excellent work, holding doors open etc. and these are celebrated each week in Celebration assembly.

Pupils may also be chosen to act as mentors to other pupils if they have shown positive behaviour choices. Behaviour Ambassadors are take charge of spotting and rewarding good behaviours to learning. Prefects, Play Buddies and monitors are also important roles that are used to motivate and reward pupils to add to the respectful and positive culture at Laceby Stanford Primary Academy. Our Play Leaders and Play Buddies help to organise activities to give younger children the opportunity to learn new games and to work as a team.

Transfer to Secondary School

Children from this school typically transfer to local secondary providers including Healing Academy and Caistor Yarborough Academy, as well as Caistor Grammar School for those who successfully complete the selective 11+ entry requirements.

Road Safety

Please make an early start to training your child in the Green Cross Code.

We at school ensure Road Safety lessons to reinforce home training. Please try to acquire something fluorescent for your child to wear or carry on winter/dark days.

Photographs and Class Blogs of Pupil Achievement

We regularly take photographs of the children during their work and activities in school. We also put children's work on our school website and Facebook page.

From time to time we celebrate the children's achievements by putting articles and photographs in the local newspapers. Occasionally we also allow television companies to film activities and interview the children about their work.

Please complete the online form giving your permission.

Rights and Responsibilities

These were written by the children.

Our Rights

We all have the right...

To learn.

To be safe.

To be an individual.

To be respected and listened to.

To have fun.

Our Responsibilities

We have a responsibility...

To listen to others.

To keep ourselves and others safe.

To respect property and others' belongings

To keep our hands and our feet to ourselves

To treat others how you would expect to be treated.

To be honest and tell the truth

Guidance for Making an Enquiry or Complaint

- This guidance aims to help Parents, Teachers and the Principal deal with your initial enquiry or complaint in a professional manner, while trying to resolve it suitably. Some issues can be dealt with quickly, others may take some time. It is important for everyone to remain calm and polite at all times.
- If you have an enquiry or a complaint, then your first step is to go to the School Office and tell them what it is that needs attention. They will try to help you resolve the issue.
- Complaints against the conduct of people who work in the school or policies operated by the school are subject to a formal procedure, operated either by the Governing Body. Your complaint must be made in writing to the School Office. The person in the office will ensure that your complaint is brought to the attention of the Principal as soon as possible. This will involve finding a convenient time for you to meet the Principal to explain your complaint. She will then investigate and attempt to resolve the complaint.

The person making the enquiry or complaint must:

- Remain calm at all times.
- State clearly the matter that needs attention.
- Allow time for the person dealing with the matter to try and resolve it.
- Where it has not been possible to resolve the matter, accept that these things happen and allow further time for the matter to be dealt with.

The person dealing with the enquiry or complaint must:

- Remain calm at all times; take the issue seriously and make sure they understand the issue.
- Make a note of the details, including names of those involved and the problem to be addressed.
- Initiate a review of the circumstances and try to resolve the issue or find someone who may be able to do so.
- State what will be done next if the matter cannot be resolved straight away.
- Refer the matter to the Principal as soon as practicable.

The Principal will:

- Ensure that any unresolved enquiries or complaints are acknowledged.
- Ensure that appropriate steps are made to resolve the issue.
- Where it is not possible to find a resolution, pass to the Governing Body as appropriate. Copies of the complaints policy and procedure are available on request.

Child Protection

Under the law it is the unquestionable duty of the school to take action if there is ever any suspicion that a child has been neglected or abused in any way.

The action we would take would follow the procedures outlined by the North East Lincolnshire Child Protection Committee.

Role/Organisation	Name	Contact Details
Designated safeguarding lead (DSL)	Mrs Clair Smith*	c.smith@lspa.org.uk 01472 318003
Deputy DSL	Mrs Leona Hackfath	l.hackfath@lspa.org.uk 01472 318003
Integrated Front Door	NELC	nelchildrensfrontdoor@nelincs.gov.uk 01472 326292 (option 2)
Local authority designated officer (LADO)	Local Authority Designated Officer	LADO@nelincs.gov.uk 01472 326118

It is important that both staff and parents understand that it is our legal obligation to report directly to Social Services any suspicions or concerns we have about the welfare of any child. It is then left to Social Services to decide what further action, if any, is to be taken.

Finally, although care has been taken to make this prospectus as accurate and informative as possible, information contained in it may be varied from time to time, and it does not constitute a contract between the school and the parent.

Laceby Stanford Primary Academy
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T: 01472 318003
E: office@lspa.org.uk
www.stanfordschool.org
Principal: Mrs Clair Smith

Laceby Stanford
Primary Academy