



# Queensway Infant Academy & Nursery

Queensway, Thetford, IP24 3DR

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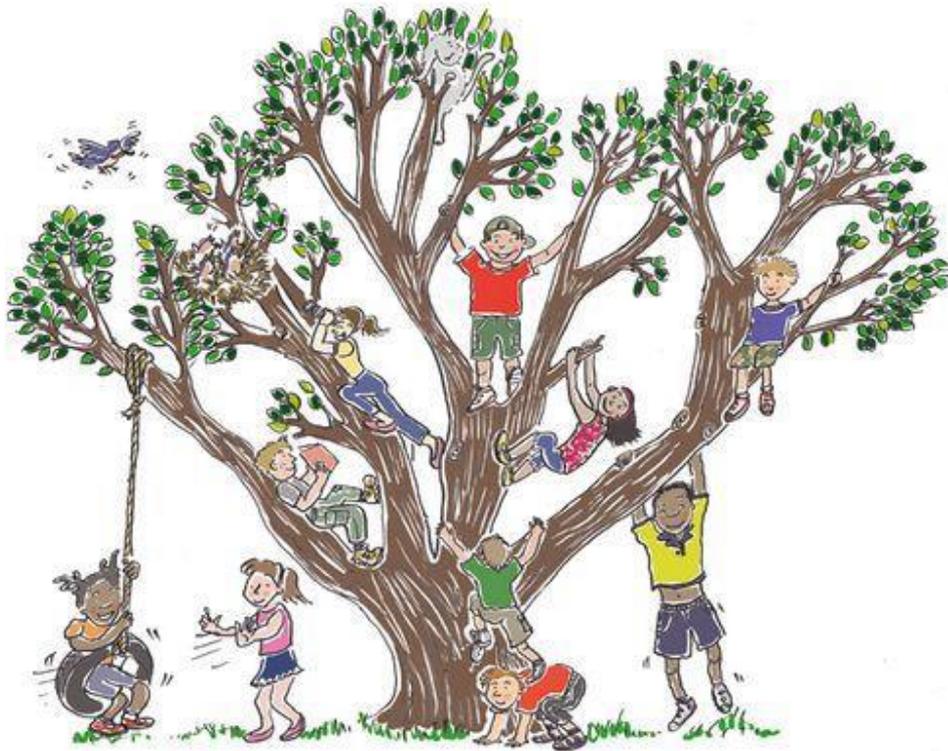
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Acting Principal – Mrs. K. Fancourt

Chair of Governors – Mr. P. Shanks

Enquiries should be addressed to – Mrs. L. Brewer (Secretary)



**For admissions 2021 - 2022**

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## **Contact us**

If you wish to talk to us about anything in this prospectus please get in touch.

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Queensway  
Thetford  
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## **Introduction**

Queensway Infant Academy and Nursery is part of Eastern Multi Academy Trust and cater for children from 3 to 7 years, situated on the southern side of Thetford, approximately 1 mile from the town-centre.

### **At Queensway Infant Academy and Nursery**

**“We provide a safe and inspiring school where everyone can thrive as individuals, achieve dreams and build futures by learning together”.**

We firmly believe that children learn best when they are secure and happy.

Our aim as a school is to provide them with a stable, safe and caring environment where positive attitudes are taught and encouraged. We also feel that all of our children’s efforts and achievements should be celebrated and valued.

Without doubt, children benefit from the knowledge that there are sound links between their home and school environments. Parents and carers are always welcome to visit and we would be more than happy to show you around so that you can share in the pride that we have in our school.

**Mrs. Karen Fancourt**  
Acting Principal



## Vision Statement

**“We provide a safe and inspiring school where everyone can thrive as individuals, achieve dreams and build futures by learning together”.**

At Queensway Infant Academy and Nursery we understand that a child needs to be emotionally secure and happy to learn. Our vision is to have a school of confident, motivated and articulate children. This will be achieved by providing a caring and safe environment, where children can express their views, recognise their strengths and achieve well. We strive to widen the children's horizons. We promote strong links with parent/carers and the wider community.

Our aim is that all children will achieve well, reach their full potential and have established the foundations for life-long learning.

We strive to hieve the highest possible standards in relation to the pupil's age and ability by providing:

- An environment where children are nurtured; the needs of each individual child are recognised and their efforts and achievements celebrated in order to build self-worth.
- An environment where pupils will be unafraid to make mistakes. They understand that this enables learning.
- A positive attitude; where children learn to work independently and cooperatively.
- An environment where social skills are developed. Where there is respect for the values, beliefs, aspirations and property of all members of the school and wider community, building on the foundations laid down at home.
- A desire to bring credit on themselves and their school by good behaviour in and out of school, reinforced by a clear Behaviour Policy.
- Strong links with the local communities, recognising the school's place as a valuable resource.

The School will:

- Provide teaching of a high quality and a rich curriculum that meets the national requirements, will stimulate and match the interests, abilities and needs of all children
- A variety of enjoyable learning experiences which will encourage children to become curious and independent learners
- Will provide an environment where children will recognise their strengths and achieve their potential.



## School Staff

### Teaching Staff

**Mrs Karen Fancourt** – Acting Principal/DSL

**Mr Tom Slaney** - Year R Teacher

**Miss Caroline Pitcher** – Year R Teacher

**Miss Ellie Bensley**- Year 1 Teacher

**Mrs Katie Arbon** – Year 1 Teacher

**Miss Sophie Wise** – Year 2

**Miss. Lauren Alexander**- Year 2 Teacher

**Mrs. Karen Darton** – Nursery Manager/HLTA

**Mrs Amanda Mancini** - SENDCO

**Mrs Kathy Stronge**- Pastoral Lead / Deputy SENDCO/Therapeutic play practitioner/Assistant DSL

### Teaching Assistants

Ms. R. Sizeland - HLTA

Mrs. L. Norkett – HLTA

Mrs. S. Carter

Mrs. D. Hill

Miss. A. Whelpley

Mrs. C. Boone

Mrs. M. Mortimer

Miss. L. Kiley

Mrs. A. Costa

Miss. A. Johnson

Miss. E. Jaura

Miss. J. Bugeja

Mrs. J. Brighton

Miss. L. Daly

Miss. S. Thompson

### Admin Staff

Mrs Lynne Brewer – School Secretary

Mrs Annette Precious – Receptionist

## **Midday Supervisors**

Mrs Shirley Frost  
Mrs Louise Gregory  
Ms Maggie Thompson  
Mrs Joanne West  
Mrs Karen Lynn  
Mrs Bonnie Whelpley  
Miss Jayleigh Kramer

## **Kitchen Staff**

Mrs Debbie McCloud – School Cook  
Mrs Samantha Iles – Kitchen Assistant  
Mrs Tracey Clears – Kitchen Assistant

## **Cleaning Staff**

Mr Steve Kramer – Site Supervisor  
Miss Carrieanne Holmes  
Miss Virgillia Macro  
Miss. Annabele Rudling  
Miss Tracey Clears

## **Governors**

The day to day management of the school is in the hands of the Executive Principal, who formulates school policy in consultation with the teaching and non-teaching staff and the Interim Executive Board.

The Local Governing Board meet once a term to discuss events in the school, the Curriculum and any other matters which affect the children and staff of the school. This includes the specific areas of Finance, Premises, Curriculum, Staffing and Management.

The Executive Principal's Report to the Interim Executive Board is presented at each meeting.

## Admissions

For Community Schools the Local Authority is the admission authority and the policy for First Admission to Infant schools is as follows:

First admission to primary, first and infant schools

- By law, children must start statutory education full-time at the beginning of the term following their fifth birthday.
- All parents/carers of children born between 1st September and 31st August must be offered a full time place from September 2021.
- Parents/carers are entitled to defer their admission or request that their child attend on a part-time basis, however the child must start school on a full time basis during the academic year and no later than the beginning of the term after their fifth birthday.

### Can my child start school earlier?

Your child cannot start earlier than the policy allows.

### Can my child start school later?

- The law allows parent/carers to ask for their child to be admitted but lets them delay the start date until later in the school year or to start on a part time basis.
- The effect of this is that the place is held and cannot be offered to another child.
- However, for a place to be held, admission can only be delayed within the academic year.
- This means the admission must take place by the end of the summer term.



All children are in the charge of a fully qualified class teacher who has the responsibility for their wellbeing and educational progress. Classes are organised to accommodate children of the same National Curriculum year group. Children take part in learning activities that are carefully planned to cater for their individual needs. We also try to provide a high level of classroom support assistance, dependent on available resources.

Class lists are made before the new entrants' meeting in the Summer Term but are not binding as some adjustments have to be made if there has been an unexpected influx of pupils during the holidays, and to accommodate any changes of staff numbers.

Our current intake level is set at 60 per year group. If there are more children registered than places available then parent/carers are referred to the Education Authority Admissions Officer at County Hall. Children arriving in the area or requesting a transfer are admitted if numbers permit, otherwise they are informed of the Appeals Procedure and referred to the Admissions Officer as above.

## **Entry to the school**

Once a place has been allocated to you via Norfolk County Council, you will receive a date to attend a meeting with the Foundation Stage team. This is when you can look around the school, meet your child's teacher and fill out the necessary paperwork.

## **The school day**

***We would ask that parents/carers ensure that their children arrive punctually.***

Our school times are:

### **Nursery**

Morning session 8.45am - 11.45am

### **Foundation Stage (Reception)**

Morning session 8.45 am - 11.30 am

Afternoon session 12.30 pm - 3.05 pm

### **Key Stage One**

Morning session 8.45 am - 12.00 Noon

Afternoon session 1.00pm - 3.05pm

Children should wait outside their class entrance with their parents/carers until 8.45 a.m. when their class Teacher will open the door and let them in.

Parents/carers are asked to come into the school and leave by the small gates.  
**PLEASE DO NOT USE THE BARRIER ENTRANCE** – this is for vehicular access

only. If you are unable to meet your own child personally please make sure the teacher knows who you have authorised to collect him/her.

We ask that parents/carers do not bring cars into the staff car park and that they take great care when parking cars outside the school to ensure the safety of the children and in consideration of local residents and other road users.

## **Behaviour**

We expect a high standard of behaviour from the children and have a clear behaviour policy to ensure consistency across the school. We focus on the use of restorative justice to ensure that all children understand how their behaviour can affect others in the school. We use a wide range of reward systems to encourage children to behave appropriately. The school will always work with parents/carers to support the child if there are instances of inappropriate behaviour. However, the Principal, in conjunction with the Governors, has the right to temporarily or permanently exclude pupils for persistent bad behaviour or significant 'one-off' incidents.

In line with Department of Education policy, all parents/carers will be asked to sign a Home-School Agreement, which sets out the Rights and Responsibilities of staff, parents/carers and child. This will be retained in school. Parents/carers are also given a copy of our Behaviour Policy.

## **Safeguarding**

The safeguarding policy may be quite worrying to read for a parent or carer. However, it merely reassures all parents/carers that the welfare of the child is uppermost in the minds of all staff at Queensway Infant Academy and Nursery.

We work very hard to ensure to promote the emotional and physical well-being of every child, to guarantee they receive safe and effective care. We have a legal obligation to follow procedures laid down by the Norfolk Safeguarding Board if we suspect that a child's welfare may be at risk. This does not constitute an accusation against parents or carers, but is a measure to ensure the safety of children.

Our Policy States that:

At Queensway Infant Academy and Nursery the child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel

secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

## Curriculum

### The Early Years Foundation Stage



In the Reception classes we follow the Early Years Foundation Stage (EYFS) Framework which is a statutory framework that sets out the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

There are seven areas of learning and development that shape the educational programmes in all Early Years settings. All areas of learning and development are important and inter-connected. They are:

Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Knowledge of the World and Expressive Art and Design.

In the Reception classes the children learn and develop in the seven key areas through a variety of teacher led and child initiated activities. We like to follow the interests of the children to provide relevant and interesting activities.

To promote their maths skills they learn to say their numbers and to recognise written numbers. They go on to order numbers and to be able to count objects accurately and develop their knowledge of addition and subtraction calculations. Shape and position are equally important. The children experiment with shapes, learn their names, make patterns and describe their comparative sizes.

To promote reading and writing skills the children regularly read with an adult, are encouraged to develop the correct letter formation through regular handwriting practice and take part in daily phonics teaching to support their reading and spelling.

In the Foundation Stage children begin by exploring and finding out about the world around them through practical experiences and independent play opportunities. More structured, focused explorations led by the child's

discoveries and interests are guided by the reception class staff. Assessment is included as part of the child's learning journey and is formally assessed at the end of the EYFS against the Understanding the World area of learning.

## Key Stage One

The curriculum at Key Stage 1 builds upon the strong foundations of reception, as it gradually moves away from child-initiated learning and becomes more teacher-led.

There is a strong emphasis on key mathematical concepts and ideas, such as learning number bonds to 10 and 20 and beyond, fundamental times tables knowledge such as counting in 2s, 5s and 10s initially before moving on to other number facts. Maths is taught every day for about an hour.

In English there is daily phonics teaching (sounds that letters make), which supports the children's reading and writing. The principle phonic strategy used is Letters and Sounds. Children are also given many opportunities in daily English lessons to explore and experiment with language, to have fun engaging with a variety of texts and to build up their writing through understanding spelling, punctuation and grammar.

All children receive 2 hours of high quality P.E. each week. We strive to ensure that the curriculum is themed, with a different theme for each half term. This allows the children to make logical links between the different aspects of their learning. Pupils will at times work individually and at others as part of a group, both independently and with an adult.



Children in Year 1, in the summer term, undertake a Phonics Screening Check, to assess how well they have developed their phonic knowledge. At the end of Year 2 children are asked to take part in Key Stage 1 tests in reading, writing and maths. These are used by the teacher to measure the progress they have made from the end of the Early Years Foundation Stage (Reception).

## English

Children need to become fluent speakers before they can become readers and writers, therefore promoting speaking and listening across the school is a high priority. These skills are developed through a curriculum rich in opportunities to use language. We engage in role play, learn rhymes, express opinions and tell stories. Each child is assigned a 'talking partner' with whom they can discuss their learning and their ideas on the carpet before sharing them with the class. The School Council supports this practice for a more concrete purpose.

Children are encouraged to write independently and we use a system called Talk for Writing. They take part in regular sessions to improve and extend their learning. Detailed marking of written work celebrates the children's successes and details how they can improve their work. They are then given time to carry this out.



The teaching of reading is supported by the use of a phonics programme called 'Letter and Sounds'. It is introduced in Reception Classes and the children's knowledge of sounds builds throughout KS1. Children bring home reading books which are selected from a coloured and numbered book band, closely matched to their level of development. Guided Reading takes place daily, where the children read together in a group with the teacher. The emphasis is to teach the skills needed to be a fluent reader and also to give the children the opportunity to develop their comprehension skills. Teachers read to the children daily in order to develop a love of stories and reading, and it is helpful if

Just 10 minutes a day reading with your child can make a big difference to your child's achievement.

parents/carers can also do this at home. We offer an opportunity for parent/carers to come to school and learn about phonics and the correct pronunciation of phonemes (sounds) and learn how to support their child at home.

## Maths



All children in the school participate in a daily maths lesson. The children in Year 1 and 2 build on the skills they have learnt in Reception Class. They rapidly extend their knowledge of number from 20 to over 100 in Year 1. Much work continues to be practical so that the children fully understand the method behind written calculation. By the

end of Year 1 children have been introduced to addition, subtraction, multiplication and division. They have learnt some times tables and can memorise their number bonds to 20 (e.g.  $17 + 3$ ). These skills are then applied to relevant real life situations such as money and measuring.

In Year 2 the children are excellent problem solvers, as they are given opportunities to apply the skills they are learning to a range of different contexts. They continue to learn how to carry out the 4 operations and can use written methods to calculate number.

## Science

Young children have natural curiosity and a love of finding out about what they see happening in the world around them and trying to explain it.



In Key Stage 1 the pupils follow the New National Curriculum for science which ensures that they:

- Develop their scientific investigation skills
- learn to ask questions about the world around them
- begin to realise that science can be used to alter our future

Science for Key stage 1 pupils continues to be based around play and exploration, but begins to include testing and investigating following children's own ideas. We follow the National Curriculum and link their scientific learning

to the half termly theme. In Year 1 and 2 we assess children against the New National Curriculum expectations.

## Physical Education

It is important that young children are physically active for sustained periods of time. This allows the child to lead healthy, active lives. P.E. lessons take place twice a week for all age groups.

The children change for P.E. in the classroom. We follow strict safety rules in dress to ensure there is minimal risk of accidents.

Each child wears a pair of black shorts and a white tea-shirt, which should be tucked in. Girls with long hair must tie it back and **no earrings are allowed**. Children carry out P.E. inside with bare feet. Outdoor P.E. will require the children to have plimsolls or trainers.

Mrs Arbon is our P.E. subject leader. The sessions are taught by the class teacher. The children enjoy gymnastics, dance and games.



We join in with other schools and take part in competitions such as multi-skills festivals, football and kwik cricket festivals. At these events we also work alongside young leaders from the local high school who plan and lead the activities. This promotes good community spirit and a

love of PE throughout the cluster schools.

Throughout the year we provide a range of clubs such as dance skills, football and skipping club to enhance the P.E. Curriculum.

## Religious Education

Religious Education is taught in accordance with the Norfolk Agreed Syllabus, a copy of which may be viewed at the school on request. This is also available on our school website.

Whole school assemblies take place in the school hall on Mondays, Tuesdays and Fridays. Assemblies are led by the Teachers on Mondays, the music subject leader on Tuesdays and the Principal on Fridays which is a celebration assembly to recognise a range of achievements by the children. Parents are welcome to attend the Celebration Assembly. Every class has a period of quiet reflection on other days.

## Children with Special Needs

We recognise that some children in our school may have a special educational need or disability.

If a child is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

This may be in one or more of the following areas:

- Communication and Interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical



We have access to various specialist services who may work to support children in school. At present these include a Speech Therapist, Occupational Therapist, and Educational Psychologist. Parents/carers will be consulted and asked for their permission for the school to refer a pupil to an outside professional should the need arise.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. In addition a small team under the direction of Mrs. Fancourt and Mrs Mancini will plan targeted interventions. The SENDCO

collates the impact data of interventions, to ensure that we are only using interventions that work.

If a learner has a Statement or an Education Health and Care Plan (EHC plan,) termly review conversations take place, but the EHC plan will also be formally reviewed annually.

All parents/carers of SEN children in the school will be invited to meet with both the SENDCO and the class teacher at parent consultations, to ensure that parent/carers are fully informed of the provision being made for their child.



## **Parents as partners**

Throughout the year parents/carers are invited to meet with the class teacher. This provides an opportunity for parents/carers and teachers to discuss the progress the child is making celebrate successes and discuss any problems that may have arisen for the child. All classes will hold a 'Meet and Greet' session during the first half term of the year, to give parents/carers the opportunity to meet the class teacher in an informal way. Formal parent consultations take place twice per year and an open afternoon is held during the last half term. In addition all classes have class assemblies, parents/carers are invited to see how phonics and maths are taught in the school and there are many other events such as Christmas productions that parents/carers can attend.

Parents/carers are welcome to discuss matters of concern with the class teacher or Principal and we have an open door policy to allow this to take place at the beginning or end of the school day if the query is not too involved. However, if a longer discussion is needed it will be necessary for parent/carers to make an appointment. This can be done either directly with the class teacher or by a telephone call to the school office.



Regular newsletters are also sent out to inform parents/carers of events that are taking place in school or to raise any relevant issues.

Mrs Kathy Stronge is our Wellbeing Leader. She is available to provide support to any families, both in relation to school and home. It is always advisable to make an appointment if you wish to meet with her. She also organises extra activities such as cooking for parent/carers, craft mornings and Reading Cafes.

## **Home activity**

All children are given homework, appropriate to their age and in line with our homework policy. This is designed to support their learning in school.

Each child should practise pages of their reading book daily. Your child will bring a reading book home, but we ask that parent/carers encourage their children to take care of them. If they are damaged or lost they must be paid for at cost price. Do please share books with your children and write comments in their reading record books. It is always good to know when the child has read and how confident they were.

## **Complaints procedure**

A copy of the school's Complaints Policy is available from the school office or on the school's website. All complaints should be addressed to the Principain the first instance and then to the Chair of Governors, c/o the school.

## **Uniform**



There is a school uniform which all children must wear. This consists of red sweatshirts or cardigans and grey or black skirts or trousers, white polo shirts, blouses or shirts. Appropriate black school shoes, not trainers, should also be worn. Red gingham or red striped school dresses may be worn by girls in summer months and boys may wear grey or black shorts. Sweatshirts, fleeces and cardigans with the school logo may be purchased from our school supplier:

[www.myclothing.com](http://www.myclothing.com)

Outdoor clothes should match the weather, e.g. warm coats, wellington boots if necessary (but please ensure your child has some indoor shoes to change into). We also request that, as far as possible, clothing should be easily managed by the child, so that difficulty does not arise when changing. Clothing and shoes must be named.

Safety precautions should be observed. For example, jewellery should not be worn but if ears have been pierced then small studs are allowed. In the interest of safety pupils will be asked to remove hooped or decorative earrings. If the child is not able to do this unassisted then parent/carers will be contacted.

## **School Meals**

Free school meals are provided for all children of infant school age. Reception class children will have the opportunity to find out what the meals are like in the company of a parent/carers, during transition week.

Each day the children are given the choice of a packed lunch, a meal of beans and/or cheese with a jacket potato, a hot school meal or a vegetarian option. Menus of all of the above will be given to parent/carers at the beginning of term so that they can help their child make an informed choice before coming to school. Each meal is carefully balanced to ensure it is a healthy meal and it is low in sugar and salt.



Should your child have a dietary restriction because of medical or religious grounds, please inform the school and complete a medical form. The cook can then make alterations to the menu to accommodate them.

As the menu is designed both to be healthy and to extend the variety of foods which the children experience, it is not the practice of the school to permit any packed lunches to be provided by the parent/carer.

Children will also be provided with a piece of fruit at morning break. This is often seasonal fruit and may consist of strawberries, peas, apples, pears, bananas, carrots and tomatoes.

## **School visits**

Throughout the year children are taken on educational visits to enhance their learning across the curriculum. On such visits the children are well supervised by school adults. Some of these will be in the immediate vicinity of the school. On commencing school, parents/carers are asked to sign a consent form for these visits. If visits are to be made further afield, which will require the children to travel on coaches, the parent/carers are fully informed of all the arrangements.

## **Charging policy**

Under the Education Reform Act, schools are no longer permitted to charge for activities and visits that take place during school hours, however parents/carers can be asked for a voluntary financial contribution towards the cost of these. These visits play a very important part in the curriculum and, whilst there is no obligation to contribute towards them, they cannot take place unless we have sufficient voluntary contributions towards the cost of coaches etc. However, no child will be excluded from a trip if parent/carers are unable to make a contribution in response to the request.



## Medical Care

Minor accidents occurring in the playground or school receive first aid treatment, where necessary, from an appropriately trained member of staff. In the case of a more serious medical accident, the parent/carer or the emergency contact named by the parent/carer on the admission form is contacted and advised to seek professional medical aid as we are not medically qualified personnel. If neither is available and the situation requires an urgent decision the head teacher will act in her role 'in loco parentis' and seek medical help for the child

## Medicines

Please do not send your child to school with pills or medicines, **including cough sweets**. If your child needs any medication during the day, it will be necessary for parents/carers to come into school and administer it, preferably at mid-day. This applies to medication on prescription only. This avoids the possibility of error and the necessity of drugs being in the classroom. If this proves to be a problem, please discuss it with the head teacher who will do her best to help. Where it does prove necessary e.g. when four doses a day are required to administer medicine in school, a medical authorisation form must be completed and signed by the parent/carer.

## Inhalers

Children who suffer from asthma and require regular use of inhalers may bring their medication to school. It is important that parent/carers discuss the management of these with both the class teacher and the Principal. An asthma card must be completed.

## Headlice

Most children will, at some time, get headlice. When an outbreak occurs in a class all parents/carers will be informed so that appropriate treatment can be given. Further information on dealing with the problem is available on request. Please ensure you check your child's head regularly and inform the class teacher if headlice are present.

If a member of staff observes that a child has headlice parents/carers will be contacted so that they can collect their child and give the appropriate treatment before returning the child to school.

## Absence and Lateness

We aim to promote good attendance across the school, and offer various rewards for children with excellent attendance. The school currently has a target of 96% attendance for all children. Morning registration will take place at the start of school at 8:45am. The registers will remain open for 30 minutes. Any pupil arriving after this time will be marked as having an unauthorised absence unless there is an acceptable reason for the lateness, e.g. punctured tyre. In cases, for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

Good attendance is paramount for your child's wellbeing and learning.

On the first day of a pupil's absence parent/carers should ring the school to inform them of the reason for the absence. It may not always be possible to talk to a member of staff, but a message left on the answer phone will be acceptable.



Should no message have been received by the school, Mrs. Brewer, the secretary will contact the parent/carer. Should no one answer the phone, a message will be left asking the parent/carer to contact the school.

## Holiday forms

In order to provide the best possible education for children the Local Governing Body urges parents to avoid taking holidays with their children during term time. Leave of absence forms are available from the secretary and must be completed and returned to the office well before the event. Holidays during term time should only be taken under exceptional circumstances and are rarely authorised.

Regular visits are made to the school by the Education Welfare Officer. Any unexplained absences, or children with an attendance below 90%, are investigated by her, often involving visits to the child's home. She will also be asked to come and talk to you about persistent lateness, etc.

## **School Policies**

A copy of all our policies can be found on the school's website.

## **Facebook**

Be sure to follow us on Facebook to keep up to date with latest news and events.

It should be noted that the details given in this brochure is correct at the time of publication. But it must not be assumed that there could be no subsequent change during the academic year.