



Northern Ambition

Academies Trust

Ambition • Bravery • Respect

northernambition.org.uk



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Academies Trust

Staff Handbook



Airedale

Infant School

Ambition • Bravery • Respect



Welcome to Northern Ambition Academies Trust

It is often said that each child gets one chance at education, and here at Northern Ambition Academies Trust (NAAT), we ensure that our pupils are given every possible opportunity to reach their potential, unlock their creativity and succeed in life.

We are proud to be a values-driven organisation with an unwavering commitment to our children and young people, our families, our staff and the community. We place our pupils and staff at the heart of everything we do.

Our family of schools, our leaders, academy councils and trustees are committed to our core values of Ambition, Bravery and Respect. We are hugely ambitious for every pupil within the Trust and are committed to continuous school improvement.

We aim to facilitate the very best experiences and achievements for our pupils through high-quality, wide-ranging curricular and extracurricular experiences underpinned by rigorous and systematic support and challenge of all our schools.



We hope to build on our success to further grow our family of schools as well as to develop the opportunities on offer for our pupils and our staff. For further information, please visit our website or get in touch.

Liz Fairhurst
CEO

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Who's Who?

Executive Team

CEO

Liz Fairhurst

Chief Financial Officer

David Walton

School Improvement Team

Katie Robinson (Primary)

Joanne Richmond (Secondary)

Head of Human Resources

Nikky York

Trust Governance Professional

Izzy Parkinson

Airedale Academy

Principal

Lyndsey Proctor

Oyster Park Academy

Headteacher

Jodie Chapman-Kemp

Airedale Infant & Airedale Junior Schools

Headteacher

Kirsten McKechnie

Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

Board of Trustees

Chair

Rob Hall

Vice Chair

Elizabeth Hayden

Alison Latham

Simon Fox

Stephen Groves

Kevin Guy

Nina Wrightson

Bruce McDowell

Our Trust Wellbeing Ambassadors

Airedale Academy

Tim Fulford
Charlotte Parker
Rebecca Kelly

Airedale Infant School

Leanne Dann

Airedale Junior School

Rachel Saunders
Sara Fish

Oyster Park Academy

Kelly Walker



Vision & Values

Our Vision

*At Northern Ambition Academies Trust,
our vision is to create a world in which all young
people can flourish, dream and succeed.*



Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



Bravery

- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

Curriculum Statement

Our central purpose is to ensure that all children and young people within the Northern Ambition Academies Trust achieve the highest standards. We aim to develop and deliver a coherent curriculum that is ambitious, enriched, broad and engaging. One which builds on young people's experiences and prior learning, enabling all of our young people to make progress, to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults.

NAAT defines the curriculum as the 'totality of a child's experience' of education from 3-18, but particularly:

- the quality of teaching and learning
- the explicit taught subject knowledge
- the development of cultural capital
- the development of broader skills and personal qualities

In NAAT Academies children and young people can expect:

- to be inspired
- to be inquisitive
- to be challenged
- to be ambitious
- to be nurtured

We will assess in different ways but always to recognise the skills, attributes and characteristics of our school communities.



We understand the need for knowledge to underpin the application of skills – our academies will ensure skills are taught alongside the mastery of subject knowledge.

In NAAT, although made up of individual academies, our essentially, all-through model, recognises the importance of effective transition across Key Stages and of following progressive and developmental phases of learning. Our Hub working is instrumental in ensuring smooth transition.

As a consequence of our curriculum model our expectations for each of our pupils are for them to:

- be ambitious and want to be the best they can be in whatever they choose to do
- be brave, be able to work independently and interdependently
- respect others and grow as a person
- be a positive and an active member of their school community
- be lifelong readers with a love of reading
- be employable

All staff within our academies must have a firm and common understanding of the curriculum intent and what it means in practice. At NAAT, we expect the work that our pupils are expected to do, to match the curriculum aims and to be consistently of a high quality. In order for this to happen, we ensure that teachers have access to focused and effective professional development and are supported with work load and wellbeing.

What are our Non-Negotiable Expectations?

1. Total commitment to improving the life chance of pupils – high expectations and a total focus on pupil performance.

Commitment to the very highest pupil outcomes for our children, at all key-stages. Headteachers and senior teams that focus on pupils and their outcomes, with everything else as peripheral.

2. High quality and outstanding leadership that is ethical, visible, has impact and action. Leaders that model Ambition, Bravery and Respect. They 'see it and sort it'. No excuses.

Leadership sets the tone for any organisation, and our leaders will inspire, be visible and act as role models for other leaders and for pupils, and will be proactive and build high performing, unified teams.

3. Positive relations, especially between staff, pupils, parents and carers. Our immediate stakeholders need to feel that they are part of a supportive learning community.

Relationships set the tone for any organisation. All relations will be positive, we will seek to understand and inspire our pupils, parents and wider community in a way that outstanding organisations can and should do.

4. High quality staff, especially the standard of teaching delivered, with totally committed teachers. No acceptance of requires improvement teachers.

Highly effective teachers in the classroom, through proactive, high quality recruitment and excellent CPD.

5. Always strive to improve and do things better. No complacency.

Our Academies will always strive to be outstanding for the communities they serve, there will be no excuses for under performance.

Absence Procedures

Each of us has a professional responsibility to our colleagues if we are not well enough to come to work. It is imperative that a colleague must phone into work in line with the school's guidance and expectations on the first day of sickness.

Notification of Absence

If an employee is not able to attend work for any reason they must personally (where able) telephone school in accordance with the protocols for the site at which they are based (details provided during Induction). Text message, social media or email must not be used to notify absence unless employees are advised by the Trust that this is acceptable for a temporary period due to exceptional circumstances.

Return to Work Interviews

Following each and every period of sickness absence, a return to work interview will take place with the employee's line manager (or other designated representative of the school as advised to the employee) on the day of their return. This should ideally take place prior to the employee starting work.

Stage Meetings & Triggers

Whilst we appreciate that people can become ill from time to time the Trust has acceptable levels of absence that it operates within (Triggers). Should colleagues exceed the trigger points they will be invited to stage meetings as part of the absence processes (See Sickness Absence Policy & Procedure).

Leave of Absence

The Trust operates a leave of absence policy. All leave of absence requests must be formally requested and signed off by the Principal/Headteacher at school level.

Leave of absence requests are limited to 5 days in a 12-month period (rolling). It is not an automatic right that these are requested and taken every 12 months the policy is for use in extenuating circumstances. Should any colleague exceed these days (due to exceptional circumstances) these will be processed as unpaid days.

Ethical Leadership

NAAT is driven by a strong moral purpose. We are first and foremost an educational charity established to benefit children and local communities. We have therefore chosen to be part of the Ethical Leadership in Education Pathfinder Project.

As a Pathfinder, we join over 150 other schools and Trusts across the country who are testing the Framework for Ethical Leadership in Education. Through this, we hope to further improve our ethical foundation, provide appropriate training for our leaders, and lead the way as an exemplar of ethical leadership.

Framework for Ethical Leadership in Education

Selflessness

School and college leaders should act solely in the interest of children and young people.

Integrity

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

Objectivity

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

Accountability

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

Honesty

School and college leaders should be truthful.



Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

Trust: Leaders are trustworthy and reliable.

We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

Wisdom: Leaders use experience, knowledge and insight.

We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

Kindness: Leaders demonstrate respect, generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable.

Justice: Leaders are fair and work for the good of all children.

We seek to enable all young people to lead useful, happy and fulfilling lives.

Service: Leaders are conscientious and dutiful.

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

Courage: Leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

Optimism: Leaders are positive and encouraging.

Despite difficulties and pressures, we are developing excellent education to change the world for the better.

Curriculum Hubs

As a Trust, we pride ourselves on our united approach to delivering a broad and effective curriculum, preparing our pupils for the next steps in their educational journey. As part of this mission, we have set up curriculum hubs for Mathematics, English, Subject Leaders, SEND, Attendance and Transition.

Mathematics Hub

The Mathematics Hub is one of the more established hubs within the Trust. We have worked on a shared vision and approach with our schools and developed Trust-wide Mathematics and Calculations Policies. Staff also use technical terminology consistently, exposing children to rich vocabulary on a daily basis. The impact is that all children use similar methods and strategies in their work and are increasingly confident when approaching reasoning questions.

English Hub

The aim of the English Hub is to facilitate the sharing of best practice in English teaching across the Trust. This approach has increased the consistency of English teaching and assessment across all of our schools, with a shared focus on reading, vocabulary and transitional phases between units. Staff are regularly given opportunities to visit other schools within the Trust, allowing everyone in our community to learn from each other and develop together.

Subject Leader Hub

Subject Leaders (Primary & Secondary) meet each half term to collaborate on development of curriculum, planning, leadership, transition and professional development.

SEND Hub

The aim of the SEND hub is to enable staff from across all schools to discuss and reflect upon any issues regarding SEND, whether that be school-specific, locally, regionally or nationally. The hub enables our staff to share best practice, act as sounding boards and critical friends to ensure the most effective provision for pupils with SEND.

Attendance Hub

Through our Attendance Hub, we have introduced a Club 100 programme across all schools in the Trust, encouraging pupils to aim for 100% attendance rates. Across NAAT, pupils who achieve 100% attendance each half term are rewarded with a postcard, badge and reward experience. We also run competitions between classes to further motivate pupils. As with all Trust hubs, the Attendance Hubs facilitates sharing of best practice between schools with the aim of improving attendance throughout.

Transition Hub

Primary & Secondary Headteachers meet termly to discuss key information to ensure the smooth transition of all pupils within all key stages.

Working With Us

School Improvement Support

The principle of school-to-school support is at the heart of what we do at NAAT.

Across our academies there is a wealth of expertise and outstanding practice which is shared throughout our community. We have an increasing number of Specialist Leaders of Education (SLEs) and Lead Practitioners (LPs) as well as a Lead School Resource Management Advisor (SRMA) and two School Improvement Directors specialising in primary and secondary provision respectively.

We follow the David Carter Model for School Improvement, directly linking level of support to the individual status of each academy and its needs as follows:

- **Sustain:** For securely 'Good' and 'Outstanding' schools.
- **Improve:** For those securing or on the journey to 'Good'.
- **Stabilise & Repair:** For those in need of intensive support.

All academies within our Trust benefit from our core offer with the following central support:

- HR
- Finance
- Health & Safety
- Governance
- Communications
- Collaboration
- CPD

Development Opportunities

At Northern Ambition Academies Trust, we live our values – including that of ambition. We are committed to offering high-quality professional development that helps individuals reach their career goals. This applies to everyone in the Trust, no matter what their role.

We believe in providing the best opportunities for our pupils, meaning that we do the same for our staff. Demonstrating our value of bravery, we encourage staff to move out of their comfort zone, help them to continuously develop and improve their practice, and support them to take on new challenges and excel in what they do.

All staff have access to a wide variety of general and role-specific training opportunities (delivered in-house, through a suite of e-learning courses or by external providers). Teachers can access regular CPD across a range of teaching and learning topics, and we support teachers and headteachers to access nationally-recognised qualifications including NPQSL and NPQML. We have provided the opportunity for staff across the Trust to study for other qualifications, including Master's degrees and doctorates that generate

new ideas and evidence-based research which we can use to improve our organisation. We also develop staff through our commitment to apprenticeships. Before advertising a role, we consider whether we can offer the post as an apprenticeship and we support access to apprenticeship opportunities for existing staff where possible as part of our commitment to CPD.

We are proud that our apprentices have undertaken qualifications including:

- **Accountancy and Taxation Professional Level 7**
- **Chartered Manager Degree Level 6**
- **School Business Professional Level 4**
- **Data Analyst Level 4**
- **Business Admin Level 2 & 3**
- **Supporting Teaching & Learning Level 2**

We are also keen to offer the Teaching Apprenticeship for prospective or existing staff with the passion and aptitude to train as a teacher.

Other Benefits

All staff at Northern Ambition Academies Trust benefit from:

- **The opportunity to work collaboratively within a vibrant, supportive family of schools.**
- **Use of School IP to assist with CPD and the development of all staff.**
- **Our commitment to staff wellbeing (as shown by our Wellbeing Awards for Schools and school-based Staff Wellbeing Ambassadors).**
- **Annual appraisals.**
- **National College membership.**
- **The Key membership.**
- **Recognition including Random Acts of Kindness and Staff Awards.**
- **Our Northern Lights.**
- **Discounted Microsoft products.**
- **Annual flu jabs.**



Airedale Infant School

Welcome

I am extremely proud as Head Teacher to be able to welcome you to Airedale Infant & Nursery School.

I hope you find our staff handbook informative, providing you with a flavour of the vibrant life of our school and the quality education that we strive to deliver.

Our school is a two-form entry infant school, with a 78 place Nursery, which is set in the heart of Airedale, Castleford. We are proud of our school community and value the contribution that we make to the local area.

High expectations permeate throughout our school and we truly believe in quality, dedication and aspirational thinking in all areas of school life. We believe in every single child and encourage them to strive for greatness through self-belief and determination.

We are committed to providing the very best possible education for every child, where we employ a varied and creative approach to education.

Airedale Infant & Nursery School holds children's safety and well-being as paramount in supporting effective learning to take place. We work within the secure knowledge that children feel safe within a happy, stimulating environment; where they are encouraged to enjoy learning and to develop a lively and inquisitive mind so they can reach their full potential. Our school and children reflect this so please make an appointment to see it in action!

We develop the children's ability to question and discuss rationally, apply themselves to tasks, develop an ability to organise their work independently and

grow in self-confidence while becoming life-long learners.

We value the contribution that parents make to children's education and view parents as partners. We believe that our children learn best when school staff and parents work in partnership. We have a supportive and hard-working board of governors who are highly skilled in different areas. Governors and staff work together to challenge thinking and ensure our children are provided with the very best learning opportunities.

As Head Teacher, I feel I am in a privileged position to drive our school forward. I feel honoured to lead a team of professional, talented and dedicated staff who share my vision and work ethic. We work as a committed team who provide well-planned, inspiring lessons and activities to enhance children's learning.

It is my priority that the educational experience the children receive at Airedale Infant & Nursery School will enable them to fully achieve their academic potential. I want each child to progress confidently into the next phase of their education, filled with positive experiences and an awareness of the endless possibilities that await them, as they get older.

It is my commitment to ensure that the children of Airedale Infant & Nursery School possess the values that enable them to live well in society and equip them with the skills to deal effectively with the challenges that the modern world presents.

Ms K McKechnie
Head Teacher

The School

Airedale Infant School was built in the late 1920's as a Junior and Senior school around a quadrangle garden. Airedale Infant School was founded in 1993, when all schools in the area were re-organised to fit in with the National Curriculum.

The aims, policies and practices of Airedale Infant School are designed to create a vibrant and exciting learning community where everyone can develop a love of learning and experience success. We place great emphasis upon developing and maintaining a

Safety and Security

School opens to children in Reception to Year 2 at 8.50am and registers are closed at 9am. Children enter school through their year group entrance where teachers/staff are there to welcome them.

Children arriving after 9.00 am will need to enter through the main entrance and be signed in by a member of the office staff.

Nursery opens at 8:45am and 12:45pm in the Nursery building.

All school gates will be locked from **9.15 am to 2.45 pm** and there will be no access from Fryston Road through to the Infant Schools and Bright Sparks.

School has a CCTV system for the children and site security and all visitors are required to sign in at the main entrance on arrival.

If children are to be taken out of school during the school day, parents will need to come to the main entrance and follow the signing in/out procedures.

School operates a strict NO SMOKING policy- this includes electronic cigarettes.



highly positive whole school ethos. We strive to ensure that our 'can do' culture is constantly evident throughout school.

Airedale Infant School converted to academy status in November 2014 as a part of Northern Ambition Academies Trust. Northern Ambition Academies Trust is a multi-academies trust, working together with Airedale Junior School, Oyster Park Primary and Airedale Academy.

The school educates children from three to seven years. Pupils aged three and four are educated in Nursery and we have places for 78 children, with 39 children attending in the morning and the same number in the afternoon. Children move into Upper Foundation Stage (reception), in the September of the school year in which they are five. There are 180 places in main school, organised into 6 classes of 30 pupils.

The School Day

Nursery Start and Finish Times

8:45.a.m.-11:45.a.m. Morning Nursery.
12:15.p.m.-3:15.p.m. Afternoon Nursery.

Children enter through the Nursery entrance. Parents are welcome to bring their child into Nursery cloakroom and support them in hanging up their coats and bags before taking them into the classroom.

Parents who wish to speak to a member of staff are welcome to do so, and can speak to any member of the Nursery team.

Reception- Year 2 School Day

Doors are open for pupils at 8:50.a.m.

Electronic registers are taken at 9 am and lessons begin.

Children enter through the entrance designated for their year group. Teachers will meet children on the playground and they will be brought into school. Children will be supported by staff to hang up their coats and bags and then be taken to the

classroom. Parents who wish to speak to a member of staff will be welcomed at the main office.

**Lunchtime: Reception 11:45-12:45
and KS1:12.00-1:00.p.m.**

During the break, children are under the care of lunchtime supervisors, whilst they are eating and playing.

School Closes 3:00.p.m.

School closes at 3.00 pm, where children are supervised from the classroom at the end of the day by adults from the class to ensure children/parents are matched up for safeguarding purposes. If an older sibling from the high school is collecting a child, please ensure that parents have already informed staff.

Children who are not collected by 3.10.p.m. will be escorted to the main entrance where parents will be contacted.

Teaching and learning is showcased on our school website:

www.airedaleinfantschool.co.uk

Curriculum Drivers

Values



Our Trust values of Ambition, Bravery and Respect are shared by the whole school community and are regularly referred to during school life. We encourage our pupils to be **AMBITIOUS** as they strive to be the best they can possibly be both academically and personally. We aim for excellence in all aspects of school life, encouraging children to think 'big' and 'aim high', so that they are equipped to embrace the challenges of life.

We aim to instil a sense of **BRAVERY** within our pupils and create an ethos where we are not afraid to make mistakes and that learning from these mistakes makes us more successful. Our pupils are taught to celebrate their individuality and to formulate their own opinions, expressing them maturely.

Our pupils are taught to be **RESPECTFUL** citizens within school and wider communities; showing compassion, understanding and tolerance towards others; regardless of their age, gender, race, religion, ability or background.

Communication



It is the primary aim of our curriculum, that our children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. Children need to know how to speak and listen with respect in a variety of different situations. We want our children to speak with confidence, articulation and fluency in a range of contexts. We believe that giving our pupils a voice is vital and we therefore work hard to broaden and enrich their vocabulary, encouraging talk in all areas of learning.

Children need to be able to read both fluently and widely in order to access current and future learning, broaden their horizons, develop their imagination and acquire a rich vocabulary through which they can demonstrate their knowledge and understanding of the world. Being able to write clearly, for different purposes and audiences remains a key skill and our curriculum exploits the opportunity to develop this ability.

Opportunities



Children cannot aspire to things they have never encountered, nor can they make links to new learning in an abstract way. We want our children to lift their eyes from their screens, engage in rich experiences and expand their knowledge of the world around them. We aim to develop fearlessness of what is new or unknown in the local or wider community. We know our pupils will thrive by advancing their knowledge and understanding of the world around them, through a wide range of creative, physical and expressive activities. In nurturing these skills, we broaden their horizons and enrich their future career opportunities.

Independence



Children will be taught the life skills necessary to work with growing independence and perseverance; to become resourceful problem-solvers and be able to nurture aspirations for the future. We aim to promote our young people's independence and develop a commitment to learning, resilience and self-improvement, both inside and outside of the school environment.

We want our children to be the best they can possibly be and to challenge themselves both as a learner and a valued member of the communities they are a part of. We will provide our children with opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise. We will give our children opportunities to develop their self-help skills, to self-manage, to problem solve and to engage in activities with increasing independence.

We nurture our children's awareness that actions have consequences, supporting them to make appropriate choices and helping them to develop an understanding that they have ownership of their actions.

Enquiring Minds



It is essential that we nurture the natural curiosity of all our pupils, enabling them to become independent in thought and action. We will encourage them to imagine, enquire and become increasingly enterprising. We will give pupils opportunities to ask questions, think critically, solve problems and make choices.

We believe that in choosing the right context to engage our children in their learning, we can foster a love of learning. Our curriculum takes into account the distinctive needs of our children, promoting curiosity and interest. Within each topic, we pose investigative questions in order to engage and motivate them as learners. This enables the children to further develop and deepen their knowledge and understanding. Children are encouraged to drive their own learning forward by questioning, investigating and solving problems.

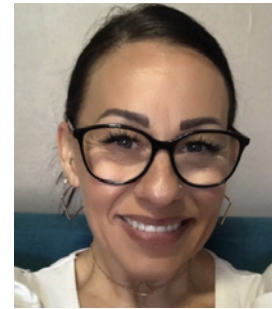
Safeguarding

Through our daily contact with pupils and direct work with parents, our staff have a crucial role to play in noticing indicators of possible abuse or neglect. The school is required, as part of the local Child Protection procedures, to report their concerns to Social Services immediately. Our designated Safeguarding staff are, Miss L Clarkson, Ms K McKechnie and Mrs Wells.

All staff employed at Airedale Junior School are kept up to date with Safeguarding training and undergo rigorous pre-employment checks.



Miss Clarkson



Ms K McKechnie



Mrs Wells

Meet Our Learning Mentors



Mrs Wells



Mrs Ellis



Mrs Bradney



Mrs Hooley

A Learning Mentor is...

- ◀ An active listener
- ◀ A positive role model
- ◀ A guide
- ◀ An encourager
- ◀ Approachable
- ◀ A source of information
- ◀ A non-judgemental supporter
- ◀ An observer
- ◀ A professional friend



Our team of Learning Mentors help to support children and parents within the school.

Expectation of Behaviour

Airedale Infant School is proud of our children's great behaviour and the warm, friendly atmosphere in school. Our guiding principles are that the children should treat others as they would wish to be treated and should always be sensible and courteous.

All parents, children and staff are required to understand that there is zero tolerance to violence, intimidation and bullying. All adults in school use a consistent approach to supporting positive behaviour.

The chart shows the stages of behaviour and consequences:



Behaviour Management; a staged approach			
Reward— Silver House Token			
Good work	Good work	Good working together	Good manners
I have come to school ready to learn.			
<ul style="list-style-type: none"> • I try my best • I listen to the teacher • I am respectful when I talk in class 		<ul style="list-style-type: none"> • I focus and concentrate on my work • I do not stop other children from working • I work well with others 	
Stage 1 (Consequence 1) Warning			
I am not engaged with learning and being disruptive- this is stopping other children from learning. My teacher will talk to me and I will try to improve my behaviour. My teacher will manage my behaviour.			
Stage 2 (Consequence 2)			
My behaviour has not improved or there is another incident. I will be moved to sit alone or near an adult (TA). I will lose 10 minutes break time to complete work/Thinking Sheet. My teacher will manage my behaviour and speak with my adults at home. Refusal leads to immediate move to Stage 3.			
Stage 3 (Consequence 3)			
My behaviour has not improved or there is another serious incident. I will be moved to another class within my year group. I will have a lunchtime detention with a member of the SLT. I will move back to class for the next lesson. My teacher will contact my adults at home.			
Stage 4 (Consequence 4)			
I will be working away from my class and friends with the Head Teacher or Deputy Head Teacher for one or more days. I will lose all privileges, lunchtimes and break times. My Parent or Guardian will be contacted immediately by a member of SLT. I will have a plan to support my behaviour before I return to lessons.			

Rewards

We endeavour to praise children as much as we can and use a range of rewards which include: individual stickers, dojos for the class/individuals to achieve, certificates, postcards, Shout Outs, raffle tickets linked to specific incentives such as homework completion or 3 reads and text messages home for individual praise.



School Rules

- Jewellery other than watches are **NOT** permitted to be worn at school. Only stud earrings are allowed in school. It is a statutory requirement that all children take part in PE, earrings should be removed for Health and Safety. Elastoplast coverings or tape are not permitted
- No Extreme hairstyles are allowed including coloured hair. Hair should be cut in a neat and uniform style with no layering, stepping or cutting-in of designs.
- Hair should be tied back during the school day
- Watches have to be removed for games/P.E. and are the wearer's responsibility
- No sweets, chocolate or chewing gum
- Children wearing boots or wellingtons must have their black school shoes to change into during the winter months.
- Uniform is to be worn at school and all items of clothing to be named.
- Toys and games should **NOT** be in school unless arranged with the class teacher.
- No throwing stones and sticks etc.
- Dogs are **NOT** allowed on school premises
- Mobile phones should not be brought into school unless discussed with a member of SLT or other wearable electronic devices (smart watches)

Unacceptable Behaviour- for children and parents

- Racist language and behaviour.
- Sexist language and behaviour.
- Bullying – verbal / physical / cyber / racist / homophobic.
- Fighting.
- Aggressive behaviour towards adults or children– verbal or physical.
- Insulting other families.
- Provoking others into behaving badly.
- Rudeness to any adult on the site.
- Loss of control of temper.
- Leaving classroom/school without permission.
- Climbing on school property.
- Defacing/damaging school property.
- Inappropriate use of social media.
- Bringing weapons or drugs/alcohol onto the school site.

School Uniform

We require all children to wear school uniform. This is very important as it promotes a sense of 'belonging' to our school, and a pride in wearing our uniform.

The uniform provides sensible, appropriate clothing to wear in school. There are a wide range of items to choose from.

Parents should choose from:

Boys & Girls

Our school uniform consists of

- Royal blue school sweatshirt/cardigan
- White or gold polo shirt.
- Black school trousers.
- Black shorts (warm weather)
- Black pinafore or skirt.
- Pale blue/white checked dress.
- Black tights.
- Black school shoes.

It is essential for health and safety reasons that children wear sensible, comfortable shoes for school. Please do not send children in flip flops or sandals in the summer, they are not suitable for activities in school.

PE Kit

As we provide a wide variety of sporting activities we ask that parents send their children to school in their PE kit on their allocated PE days.

- Suitable footwear
- Black or Navy Blue Jogging Bottoms
- Black or Navy Blue Sweat Shirt
- White PE T-Shirt
- Black Shorts





Learning Book

Learning Book is used in both Nursery and Reception, and is a Digital Learning Journey where parents can observe, track and view information on your child's progress easily and securely. Learning book provides us with the opportunity to share valuable learning steps and progress with you, enabling parents to support your child's progress further at home.

Even the small steps are a big part of child's development, and Learning Book means parents don't miss out on a single part of their child's learning journey. An electronic copy of children's learning journey can be accessed securely by parents at any time whilst they are at their school or nursery.

Once children have started at AIS Nursery or Reception, parents will be able to sign up to Learning Book. Parents will receive a letter in their admissions pack that will provide them with the details they need to create a parent account.



Homework

All children are assigned homework linked to their learning from class that week. Homework is assigned over Seesaw to all children who have a QR code to access this from home. Paper copies are available for those children who do not have mobile devices.

Children are asked to complete the homework tasks and return by the following Friday. Raffle tickets are provided to children who complete their homework as an incentive.



Bromcom

We use Bromcom to register the children in a morning and an afternoon as part of our safeguarding procedures.

Bromcom has personal details of all children across school and is where assessment data is tracked after each data drop.



School App

At Airedale Junior School, we use the 'my child at school' App. My Child at School:

- Allows us to send messages to parents
- Pay for school trips, lunches and more.



Northern Ambition Academies Trust

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