



SCHOOL BROCHURE



Fulwell Infant
School Academy

A member of Jigsaw Learning Trust

Welcome

Address:

Fulwell Infant School Academy
Ebdon Lane
Fulwell
Sunderland
SR6 8ED



Fulwell Infant School Academy is a partner in **Jigsaw Learning Trust**

Telephone: 0191 549 5666

Email: info@fulwellinfant.org.uk Website: www.fulwellinfant.org.uk

Head teacher: Mrs W Angus

Deputy Head teacher Mrs S Bell

Chair of Trust: Mrs H Akien (contacted through the school)

Chair of Governors: Mr D Green (contacted through the school)



Dear Parents,



I am delighted that you are considering Fulwell Infant School Academy for the infant stage of your son or daughter's education.

The purpose of this brochure is to introduce you to Fulwell Infant School Academy and to provide information you may find useful. I hope it will answer questions you may have before applying for a place for your child and that it will continue to be of use to you during their time with us.

As our reputation and outstanding OFSTED report (2014) fully endorse, we have many strengths. These include very high standards of teaching throughout the school and demanding expectations of children's achievements and behaviour. In addition to this we firmly believe in providing all children with a wide range of opportunities, sporting, musical, cultural, recreational and social.

Safeguarding is always a priority for us. We believe that every child and young person has a fundamental right to live a life that is free from harm, neglect and abuse. We will work with partners and professionals to promote wellbeing and keep children safe.

We are a Multi Academy Trust (Jigsaw Learning Trust) and were joined by Ouston Primary School (Durham), a school that shares our belief in children and our educational values. We have also established a Trust partnership with Horndale Infants in Newton Aycliffe for the next 18 months. The three schools will continue to work closely together as we continue to improve our offer to children in the Trust.

Our aim is to provide each child with an education that will equip them to become responsible citizens, to make informed choices having both self respect and respect for others. To achieve this we provide an extensive range of curricular opportunities and opportunities beyond the school day, in an atmosphere of firm but caring control. Learning is fun! Our mission is to create a safe, stimulating and happy learning environment within which every child is able to realise their potential.

We can only move towards this aim with the full co-operation and support of parents and the wider community. I hope this will be the beginning of a fruitful and happy relationship.

Wendy Angus

Wendy Angus
Head teacher



What is our vision for learning at Fulwell?

'Delivering an exceptional education for all'

Our vision is for the growth of learning communities, committed to providing everyone with the opportunity to achieve more than they ever thought possible. We strive to ensure that our children develop excitement in learning and a desire to live life to the full. We value everyone equally and demonstrate this through our words, actions and beliefs. We offer our communities diverse opportunities in a stimulating learning experience that fosters success for all.

Working together, we focus on:

Empowering children

To become independent, compassionate learners with skills that will enable our children to lead fulfilling lives. They will be respectful, resilient and empathetic citizens.

Achieving success

To be successful in their school experience, academically, personally and in developing their interests and desire to succeed. We will recognise and celebrate children's achievements whilst supporting and challenging them to continue on their successful journey. 'Trying our best and achieving success'.

Striving for excellence

To strive to be the very best they can be, making excellent progress and reaching the highest standards.

Collaboration

To build strong partnerships, learning with and from others as we challenge our whole community to reach new heights.



School Places

We expect the following number of children on roll

Reception: 90 Year One: 90 Year 2: 87 Total: 267

Plus 90 part-time children in our Nursery.

We offer a range of places to suit working parents. This includes 30 hours, two and a half days at the beginning or end of the week and AM and PM places. We have developed an additional area in the Early Years environment to accommodate parental place preferences.

As nursery is an important criteria for admission to school, we expect all nursery places to be occupied.



School day and After School Care

Our school day begins when the door opens to welcome you at 8.50am.

The morning session is	8.50am until 12noon.
Nursery morning sessions are	8.50am until 11.50am
The afternoon session is	1.10pm until 3.20pm.
Nursery afternoon sessions are	12.20pm until 3.20pm
The children have a morning break of 15 minutes.	

The school day ends at 3.20pm.

(Reception classes finish at 3.15pm).

The end of the school day is timed so that parents can walk along to Fulwell Juniors in good time to collect their older children.

Rainbow Club

We have developed a new room, the 'Rainbow Room', situated close to the main entrance. From September 2018, we have offered breakfast and after school care for families.

Breakfast club is from 7.45am and costs £4.00

After school club runs until 6pm (5pm on Fridays) and costs £8.00

(prices correct at the time of printing)

Emergency Closures

We will notify you in advance, by pupil post, of any emergency closures that can be foreseen, for example, emergency building work. In the case of other emergencies, such as severe weather, we will try to keep school open with entry and exit arrangements changing to avoid having to clear all the paths around school. Information will be emailed to parents and parents will receive text messages.

The Academy website is updated regularly, and will be used to convey relevant information if it becomes necessary to close the school.

www.fulwellinfant.org.uk/





The Curriculum

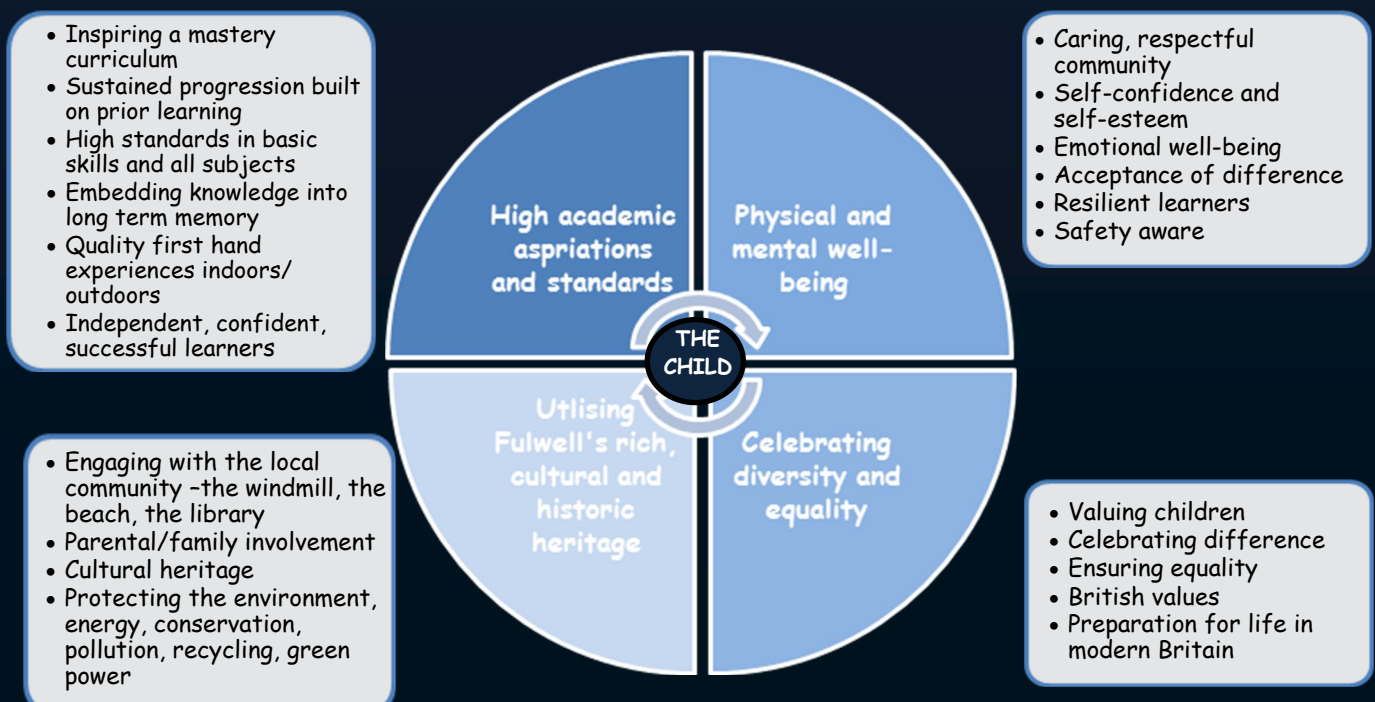
CURRICULUM INTENT

Preparing our children for a fulfilling life in modern Britain

Our rich and vibrant curriculum is planned to **excite and inspire children's interests** whilst promoting **academic excellence** through sustained progression in knowledge, skills and understanding.

We provide a wealth of opportunities for children to develop as independent, confident and highly successful learners who know how to make positive, valuable contributions to their Fulwell community and the wider society. We teach children to respect others, to value team work and to persevere as they become more resilient.

We plan our curriculum to skilfully prepare our school community to become **highly respected future citizens in a fast changing world** and be **very well equipped for the next phase of their education**.



PREPARING FOR A SUCCESSFUL FUTURE IN A RAPIDLY CHANGING WORLD

Our bespoke curriculum is broad, balanced offering a wealth of first hand experiences both indoors and outdoors. It builds upon children's prior learning providing rich learning experiences through quality first teaching that ensures high academic achievement. Strong links are made between subjects and a key text is often used as the stimulus. We use an enquiry based approach, building children's aspirations, developing curiosity and demonstrating possibilities for their future lives. High expectations in speech, language and communication (extending vocabulary and oracy) strengthen children's ability to learn at a deeper level (mastery approach) and ensure they reach high standards in the core subjects of reading, writing and maths. Foundation subjects are crucial in developing the whole child and we expect high standards and achievement in them all. We expect children to question and challenge, articulating their learning; demonstrating high order thinking and the application of taught skills and knowledge.

Physical and mental well-being are at the heart of our curriculum design as we enable children to become resilient. We develop their self-confidence and high self-esteem together with their understanding of the importance of a healthy lifestyle.

We utilise the rich cultural and historic heritage of Fulwell and its community within our curricular provision.

The curriculum celebrates diversity and utilises children's developing skills, fostering their spiritual, moral, social and cultural understanding ensuring that every child is well prepared for life in modern Britain.

CURRICULUM IMPLENTATION

How will we deliver an effective curriculum that drives high standards for all children?

Our carefully crafted curriculum is broad and balanced taking into account the unique character of our school and our children. It offers an all-encompassing range of experiences allowing our children to flourish. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for each child.

The curriculum consists of many planned experiences in school and out: lessons, themed days, themed weeks, assemblies, visits, visitors, workshops, after school clubs, sports and community involvement. Outcomes are designed to meet the requirements of the national curriculum but also to develop the essential skills necessary for future learning and a successful life in modern Britain.

Our vibrant and rich curriculum is designed so that subject specific skills are scaffolded within cross curricular themes or contexts each half term. These themes have a hook provided by a key text and are developed in response to the interests and fascinations of the children in the year group.

Within Early Years (Reception and Nursery classes), children are offered a rich variety of experiences that stimulate the development of their early skills in reading, writing and number. They learn actively within outstanding classroom environments and outdoors with teaching staff responding to their emerging interests.

Nursery and Reception children work on the Early Years Foundation Stage Curriculum, which is organised into three prime Areas of Learning and four specific Areas of Learning:

The prime areas:

Personal, Social and Emotional Development

Physical Development

Communication and Language (speaking and listening)

The specific areas:

Literacy (reading and writing)

Mathematics

Understanding the World

Expressive Arts and Design

These areas merge naturally into the Key Stage 1 National Curriculum Subjects, studied in Key stage 1.

In order to ensure that progression and balance is maintained, the programmes of study are developed into medium term plans which clearly highlight the learning objectives, assessment opportunities, differentiated tasks as well as cross curricular links to other subjects. Teachers then translate these plans into smaller units, where the specific needs of the learners are addressed.



READING

Reading is a fundamental part of everything we do at Fulwell Infants. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in each year group. Alongside the skills of decoding and comprehension, guided sessions daily enable children to discuss texts, their preferences, likes and dislikes as they begin to think as a reader. Children also read individually with staff keeping a close check on their development.

We use the National Book Banding for reading books which are organised using a colour coding system. This includes a range of exciting fiction and non-fiction texts. Children take home readers daily, selecting from the colour bands.

Reading for pleasure is a corner stone of our approach and children access a well-stocked school library as well as a variety of quality texts in each classroom.



WRITING

Writing is taught through a range of exciting stimuli. We strive to equip children to develop a rich vocabulary, enabling them to bring their writing to life. Basic skills and non-negotiable expectations in each year group underpin writing within Literacy and across the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through their writing.

PHONICS

Phonics teaching takes place every day from Reception to Year 2. The scheme we use is 'Read, Write, Inc' which utilises a clear progression in a structured approach to developing children's early reading and spelling skills. Children are assessed continually during their daily phonics lessons and the groups in which they are taught change regularly according to their needs using additional adults to differentiate the provision more widely.

MATHS

We embrace the 'mastery approach' to teaching mathematics. Our teachers ensure that mathematical skills are taught every day, developing children's fluency, reasoning and understanding. Children are introduced to concepts through a concrete, pictorial and abstract approach, which deepens learning. Our scheme provides a practical, investigative approach through substantial work on number, shape, measurements, time and money. The Academy is well resourced in practical apparatus. Children are assessed on a regular basis to make sure the learning they undertake is suitable for their ability, with sufficient challenge to ensure progression. Our children will understand the importance of mathematics in everyday life and are encouraged to be confident in numeracy, applying the skills that they learn to problem solving. The breadth of challenges they experience gives them a wide range of mathematical knowledge and understanding.

SCIENCE

Science is a crucial discipline and vital to the world's future prosperity. Children are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of knowledge and concepts, children are encouraged to develop a sense of excitement and curiosity about the natural world. They are encouraged to make sensible predictions and hypothesise whilst recording their work in a range of ways. They are introduced to the concept of a 'fair test' and limiting the variables in any experiment.



HISTORY

We teach children a sense of chronology, and through this they develop a sense of identity and cultural understanding based in their historical heritage. By considering how people lived in the past, children are better able to make their own life choices. Through history, they learn to value their own and other peoples cultures in modern multicultural Britain. They begin to investigate past events and in so doing, develop the skill of enquiry, interpretation and problem solving.



GEOGRAPHY

Geography develops children's understanding of place and environments. They learn about their local area and contrast this to different locations in mainland Britain or abroad. We focus on the physical world and this enables them to recognise the importance of sustainable development for the future of mankind.



MUSIC

In Music specialist teaching is offered to children in all year groups. The children take part in a balanced programme of activities to develop their understanding, enjoyment and appreciation of music. Our older children have the opportunity to learn how to play both the recorder and the violin as well as joining the school choir. There is the opportunity of attending a range of musical events whilst children are in Key Stage 1.

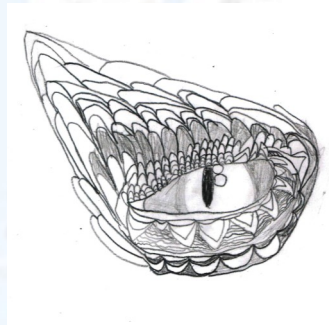


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ART

In Art children are given opportunities to use a variety of materials and techniques. We emphasise observational skills to help children develop an understanding of the world around them. We also encourage them to look at the work of other artists to inform their own efforts, including members of staff. Art skills are taught progressively and enable children to achieve personal fulfilment and satisfaction, stimulating their creativity and imagination.



DESIGN TECHNOLOGY

Design Technology prepares children to take part in the development of tomorrow's rapidly changing world. We help children to appreciate the importance of design technology in everyday life. Children are given opportunities to plan, to select materials, to make and then to evaluate all types of items. This encourages them to become autonomous and creative problem solvers, both as individuals and as part of a team. Design Technology helps children to become discriminating and informed consumers and potential innovators.

RE

Using the Sunderland Agreed Syllabus, children are taught knowledge and understanding around a range of religious views so that they can: explain, describe, investigate, allowing them to appreciate beliefs and practices, recognising diversity, meanings and values within and between communities (including their own) and between individuals.

PSHE

This is a very important part of the curriculum. We encourage children to lead healthy lives by educating them on healthy eating, exercise, decision-making, responsible citizenship and relationships with family and friends. The purpose of the curriculum is to help children to grow into independent, thoughtful citizens, who take risks within sensible boundaries and learn to keep safe in our modern world. Recently we have developed an ELSA (emotional literacy support) group who receive support for worries and concerns within a safe environment, led by a qualified member of staff.

SEX and RELATIONSHIPS

The content of our sex and relationships teaching has been drawn up in accordance with Sunderland City Council's guidelines and has been approved by the School Governors. Sex and relationships education is part of our Health Programme (including growing up, modern day families, keeping safe, exercising, medicine and drugs, healthy eating, keeping clean, feeling good and caring for the environment). We hope to create a climate in which the children feel able to ask questions and to have those answered by their teachers in a frank, but appropriate way.

PHYSICAL EDUCATION

Children develop their skills in gymnastics, dance, outdoor games and adventure play, in order to develop good body co-ordination and control. All the work is connected to a programme of health and fitness as we aim to improve key skills of co-ordination, control, manipulation and movement through fun and enjoyable activities. Children have a minimum of 2 hours PE a week and key stage 1 classes also undertake the daily mile. We were awarded the Sunderland charter mark "gold award" in 2021, for the third consecutive year.

SPECIAL EDUCATIONAL NEEDS

Any child may have Special Educational Needs in one or more areas of the curriculum. These special educational needs may include:

Learning difficulties - when a child has significantly greater difficulty in learning than the majority of children of that age.

Physical and sensory disabilities - when a child has a disability which prevents or hinders effective use of educational facilities generally provided within LA schools appropriate to children of that age.

Emotional and development problems - these may be long or short term.

Children with learning difficulties or other special needs can benefit from specialist help. Specialist help is given in the classroom wherever possible, but there can be occasions when individual or small group work is appropriate. Currently, Mrs Coates is our Special Education Needs Co-ordinator (SENDcO).

A member of the Governing Body has been appointed governor with special responsibility for Special Education Needs.

INCLUSION/DISABILITY ACCESS

The school is a single storey, semi-open plan building. There are ramps with wheelchair access to the main entrances and from the playground into classrooms. There are toilet facilities for the disabled within school.

Fulwell Infant School Academy is fully committed to the policy of inclusion, so that all children are encouraged and supported to reach their full potential, irrespective of ability, gender, race, age or disability. It is school policy that all children are treated fairly and with respect. A programme of monitoring is in place to ensure that our policy and procedures are kept under review. Any racial incidents are reported to Sunderland LA as part of the City's racial monitoring procedures.

Definition of Disability

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day-to-day activities."

CHILD PROTECTION (SAFEGUARDING)

Parents should be aware that the school would take any reasonable action to ensure the safety of its pupils/students.

In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow SSCB (Sunderland Safeguarding Board Procedures) and inform Children Services Social Care of their concern.

The school's Child Protection Officers are:

- | | |
|---|------------------------|
| · Designated Lead – Head Teacher | Mrs Wendy Angus |
| · Nominated Deputy | Mrs Sandra Bell |

The school's responsible Governor for child protection is Mr Doug Green.



BEHAVIOUR POLICY AND ANTI BULLYING POLICY

Our Behaviour Policy encourages children to respect each other and the school building, to be courteous and caring and we reward such behaviour with praise and encouragement as well as stickers and awards. Like all Local Authority maintained schools we never administer corporal punishment.

The main aims of our good behaviour policy are:

- 1 Keep your hands and feet to yourself
- 2 Always walk around school
- 3 Do as an adult asks you in school
- 4 Be friendly and polite
- 5 Look after each other and all the things we use in school

We take very seriously any incidents of bullying and will inform parents if this occurs.

The children are very active with regard to behaviour and bullying. The School Council meet regularly and have this as a focus on their agenda. We have a team of children who are playground buddies and aim to help others.

School procedures on Behaviour and Anti-bullying are clearly documented and parents are welcome to borrow these booklets from the school office.

UNIFORM

The children look very smart in their blue sweatshirts and yellow polo shirts, which are available from the school website or from local suppliers. Navy/grey trousers, skirts or pinafores complete the winter uniform and a blue or yellow check dress is optional in the summer. For P.E. lessons, children will need slip-on plimsolls, shorts and a T-shirt, kept in school in a drawstring bag.

Please make sure that all your child's clothing is clearly marked with their name - one blue sweatshirt looks very much like another!

Lost property is kept in a box in the cloakrooms at school. Please note that items can only be kept for one term, before their disposal.

JEWELLERY

We work and play hard at school. Children need hardwearing inexpensive clothes for school which are also easy to wash! Jewellery is unnecessary and bracelets or necklaces should not be worn to school. Staff do not have the time to assist children with such things and loss or damage can cause distress.

If ears are to be pierced, please arrange this to be done at the beginning of the summer holidays so the wounds are healed and children do not need to wear sleepers at school.

Children are not allowed to wear earrings at school for safety reasons, even if ears have just been pierced.



HEALTH AND SAFETY

Your children are supervised at all times during the day. Minor accidents are always dealt with immediately. If emergencies arise we make every effort to contact you on the numbers you have provided on your child's admission form. Should this prove impossible the school will act in the best interests of the child. Children are not allowed to leave the site unless we have notification from you and we know who is collecting your child. No child is allowed to be collected by a minor (under the age of 16 years). School security is of paramount importance and is regularly reviewed. All entrances are controlled and all visitors are vetted. All adults have to undergo a police check (DBS) before being allowed to work with children.

Vehicular access is controlled by a barrier. Please do not attempt to drive into the staff/visitors' car park between 8.45a.m. - 9.15 a.m. and 3.00 p.m. - 3.30 pm. It is a traffic free zone during those times in order to prevent serious accidents occurring. Similarly, please be considerate when parking in the local area - Ebdon Lane is very narrow and needs to be kept free for emergency access.

A fire drill and lockdown arrangements are practised at least three times per year.

The school has a common sense policy to Sun Safety. On the few hot days, we ask parents to use high factor sun cream on their children and send them to school with sun hats. We encourage children to drink plenty of water and make use of shady areas when outside.

We do not permit dogs to enter the grounds (except those for the disabled). Smoking is not allowed anywhere on school premises or on the school grounds.

MEDICINES IN SCHOOL

The school has a very comprehensive Medication Policy, which has been drawn up in conjunction with the Local Health Authority. If children need medication, such as asthma inhalers, on a regular basis, a Medical Care Plan must be completed and agreed between the school and parents. In line with our policy, we can administer prescription medicines only.

We have several staff trained in administering First Aid to young children. In an emergency, our staff will accompany children to hospital - hence it is crucial your contact details are always kept up to date. Please notify us if your child is suffering from an infectious disease or has been admitted to hospital.



LUNCHTIME ARRANGEMENTS/FOOD POLICY

Fulwell Infant School has Healthy Schools Status and has a policy of promoting healthy eating, as well as a healthy lifestyle.

School provides a cooked lunch freshly prepared on the premises by our cook and her excellent staff. Drinks of juice are also available. A menu for the week is available on the school website: www.fulwellinfant.org.uk. Meals are cooked in our 5* kitchen.

ALL meals for children attending school full time (excluding nursery), will be provided free of charge.

An example of a menu:



Spring Week 1					
Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Main Event	'Meat Free Mondays': Margherita Pizza, Diced Potatoes & Baked Beans	Chicken Korma with Steamed Rice & Broccoli	Roast Turkey with Creamy Mash Potatoes, Carrots, Cauliflower & Gravy	Beef Burger & Soft Roll with French Wedges & Sweetcorn	Oven Baked Fish, Chips, Baked Beans or Peas
Vegetarian Selection	Vegetarian Bolognese, Veggie Sausage, Hash Brown, Baked Beans	Cheese Omelette, Oven Baked Potatoes & Salad	Roast Quorn with Creamy Mash Potatoes, Carrots, Cauliflower & Gravy	Tomato & Basil Pasta with Garlic Bread & Salad	Quorn Veggie Wrap with Chips & Peas
Picnic	Freshly Prepared Sandwich, Wrap or Baguette, with Mixed Salad, Healthy Snack, Dessert of the Day or Fresh Fruit				
Jacket Potatoes	Crispy Baked Jacket Potato with a Choice of Fillings, Mixed Salad, Dessert of the Day or Fresh Fruit				
Desserts	Fresh Fruit Salad or Flapjack	Chocolate Brownie or Fresh Fruit	Fresh Fruit Salad or Fruit 'n' Jelly	Custard or Fresh Fruit	Fresh Fruit Salad or Vanilla Ice Cream
Available Daily: Fresh Bread, Water, Fresh Fruit and Yoghurt					

Spring Week 2					
Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Main Event	'Meat Free Mondays': Margherita Pizza with Potato Wedges & Vegetable Sticks	Spaghetti Bolognese, Garlic Bread & Sweetcorn	Roast Chicken, Yorkshire Pudding, Crispy Roast Potatoes, Carrots, Broccoli & Gravy	Sausages with Mash Potatoes, Gravy & Peas or Carrots	Oven Baked Fish, Chips, Baked Beans or Peas
Vegetarian Selection	Quorn Burger with Potato Wedges & Vegetable Sticks	Cheese Quiche, New Potatoes & Salad	Tomato & Cheese Fennel, Crispy Roast Potatoes & Salad	Creamy Macaroni, Cheese with Peas & Carrots	Quorn Kofty Dippers with Steamed Rice & Peas
Picnic	Freshly Prepared Sandwich, Wrap or Baguette, with Mixed Salad, Healthy Snack, Dessert of the Day or Fresh Fruit				
Jacket Potatoes	Crispy Baked Jacket Potato with a Choice of Fillings, Mixed Salad, Dessert of the Day or Fresh Fruit				
Desserts	Fresh Fruit Salad or Jam Filled Culy Bars	Rice Krispie Bun or Fresh Fruit Salad	Fresh Fruit Salad or Ice Cream Roll	Flapjack & Custard or Fresh Fruit	Shortbread or Fresh Fruit Salad
Available Daily: Fresh Bread, Water, Fresh Fruit and Yoghurt					

Spring Week 3					
Date:	Monday	Tuesday	Wednesday	Thursday	Friday
Main Event	'Meat Free Mondays': Margherita Pizza with Herby Diced Potatoes & Vegetable Sticks	Beef Mince a Gravy Pie (Puff Pastry Lid), Creamy Mash & Broccoli	Roast Turkey, Yorkshire Pudding, Creamy Mash, Carrots, Peas & Gravy	Crispy Chicken Fillet, Oven Baked Wedges & Sweetcorn	Crispy Battered Fish, Chips, Peas or Baked Beans
Vegetarian Selection	Tomato & Cheese Quiche with Herby Diced Potatoes & Salad	Creamy Tomato Pasta with Broccoli	Vegetarian Sausage & Mash with Carrots, Peas & Gravy	Roasted Vegetable Enchiladas with Oven Baked Wedges & Sweetcorn	Cheese & Bean Bake with Chips & Peas
Picnic	Freshly Prepared Sandwich, Wrap or Baguette, with Mixed Salad, Healthy Snack, Dessert of the Day or Fresh Fruit				
Jacket Potatoes	Crispy Baked Jacket Potato with a Choice of Fillings, Mixed Salad, Dessert of the Day or Fresh Fruit				
Desserts	Zesty Lemon Shortbread or Fresh Fruit	Vanilla Ice Cream Pot or Fresh Fruit	Chocolate & Vanilla Swirl or Fresh Fruit Salad	Fresh Fruit or Strawberry & Vanilla Sponge & Custard	Ice Cream Bun or Fresh Fruit Salad
Available Daily: Fresh Bread, Water, Fresh Fruit and Yoghurt					

We are proud of achieving our Healthy Schools Status. We have a strong commitment to promoting a healthy lifestyle and our Food Policy and Physical Activity Policies are available on request.

We work closely with our School Meals provider to support healthy menus and healthy initiatives e.g. food tasting sessions. Food issues are taught in school through cross-curricular work, such as the Chinese New Year topic.

All children are offered a piece of fresh fruit every day as part of the Government Fruit Scheme. Please sign the relevant forms if you wish your child to participate in the scheme.

We encourage the children to drink water throughout their day in school. Children can bring named water bottles into their class.

Nursery children must pay for a school lunch (£2 a day) and there is also a charge for lunchtime care at £3 a day.

This is payable on line through parent pay "School Money".

COMPLAINTS

This procedure is based on guidance for dealing with school complaints issued by the Department for Education in 2016.

We hope to be able to resolve any concerns or complaints that parents may have. In the first instance complaints should normally be made to the teacher or the Head Teacher and in most cases we find that complaints can be dealt with successfully at this informal level.

The full policy is available on the school website or contact the school office for a hard copy.

Curriculum complaints

You have particular rights in making a complaint about

- curriculum provision, including R.E and collective worship
- the implementation of the national curriculum
- the availability of external qualifications
- exemptions from the national curriculum
- the operation of charging policies
- the provision of the information listed in the section below

We will make every effort to resolve a complaint informally in the first instance, without the need to invoke the formal complaints procedure. In most cases this can be achieved by a discussion between a member of staff and the complainant.

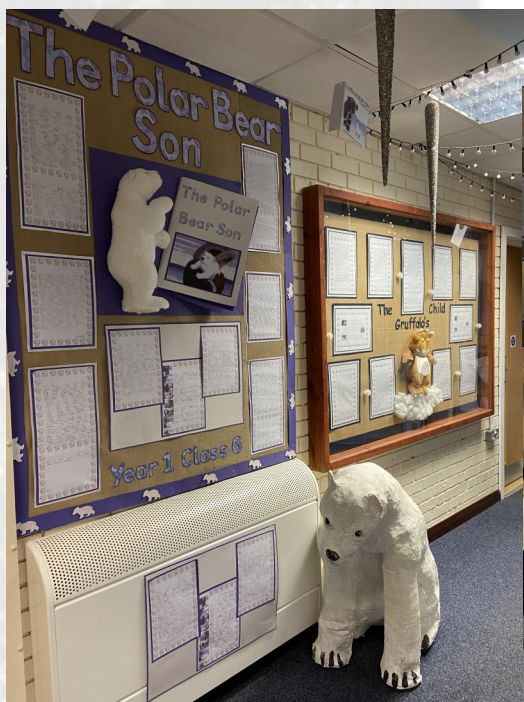
FORMAL COMPLAINTS PROCEDURE

The complaint must first go to the school, initially through the class teacher (informal) and if not resolved, be sent in writing to the Head teacher (formal, stage 1). The Head Teacher will respond to the complaint in writing verbally or via a letter or email. If you are still not satisfied you need to write to the Chair of Governors giving full details of the complaint (formal, stage 2) and the reason why you remain dissatisfied with previous attempts to resolve the complaint. The Chair, or a nominated governor, will convene a Trust Complaints Panel. (formal, stage 3)

Parents will be informed in writing of the outcome.

Should you wish to take a complaint further, you will need to write to the Secretary of State for Education and Skills at:

Department of Education
2nd Floor
Piccadilly Gate
Store Street
Manchester
M1 2WD



PHOTOGRAPHY POLICY STATEMENT

We have a photography policy, which is in accordance with GDPR and Human Rights Legislation. We ask parents for consent (which can be withdrawn at any time) for the following:

1. General Photographs for School Purposes

Photographs taken for curricular, assessment, security, registration, training and development or travel reasons will not be used for any other purpose and will only be retained whilst the child attends the school.

2. Newsletter and Website Photographs and Video

Photographs will not be shown with a child's name attached. Video's of children's performances throughout the year will appear on the website. This provides DVD's which are offered to parents.

3. Publicity Photographs

This is helpful in publicising the success of the school and in promoting educational initiatives. From time to time members of the press and media are invited into schools to cover events celebrating success. However, the view of parents who, for any reason, do not wish their children to appear in such photographs will be respected at all times.

4. School Trips

Photography by staff on school trips and visits may be used in the curriculum or at parents' evenings to illustrate the work of the school.

We ask permission for anonymous photographs of children taking part in school activities to appear on our website or in the newsletter.

GDPR (Data Protection)

The GDPR Regulations have applied from 25 May 2018. This affects how schools manage personal data and how this is protected and shared.

The EU's General Data Protection Regulation (GDPR) is the result of four years of work by the EU to bring data protection legislation into line with new, previously unforeseen ways that data is now used.

Previously, the UK relied on the Data Protection Act 1998, which was enacted following the 1995 EU Data Protection Directive, but this has been superseded by the new legislation. It introduces tougher fines for non-compliance and breaches, and gives people more say over what companies can do with their data. It also makes data protection rules more or less identical throughout the EU.

The GDPR aim to strengthen the protection of personal data in light of significant technological changes since the original Data Protection directive in 1995.

We will continue to work on ensuring our on-going compliance across the six data protection principles to ensure data within school is:

- Processed fairly, lawfully and in a transparent manner.
- Used for specific, explicit and legitimate purposes.
- Used in a way that is adequate, relevant and limited.
- Accurate and kept up to date.
- Kept no longer than is necessary.
- Processed in a manner that ensures appropriate security of the personal data.

If you should have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>



Further information is available on our website including privacy notices and our revised admission form.

THE SCHOOL'S GOVERNANCE

The Members of the Trust (Jigsaw Learning Trust) at Fulwell Infant School Academy take the strategic lead on all aspects of the Academies work. Their skills include school improvement, HR, legal, finance and business. They oversee the work of the Governing Body of Fulwell Infant School Academy which supports, challenges and advises the Head Teacher in providing a safe, successful and exciting learning environment for both children and staff. It strives to fulfil its crucial role in raising standards in an effective and supportive way so that all stakeholders in the school - staff, children, parents, governors, outside agencies and the local community contribute to the achievement of excellence. The Governing Body are elected for a period of four years. They are made up of Parent Governors, Community Governors, Staff Governors and the Head Teacher.

Governors perform a vital function in setting the strategic direction of the school and ensuring it continues to be worthy of being held in high regard by the local community.

Duties of Members include:

- Planning the future direction of the school

Duties of Directors include:

- Monitoring and evaluating the progress of the school against these plans
- Supporting and challenging the school team
- Being accountable to parents and others about the school's performance
- Ensuring all statutory duties are carried out

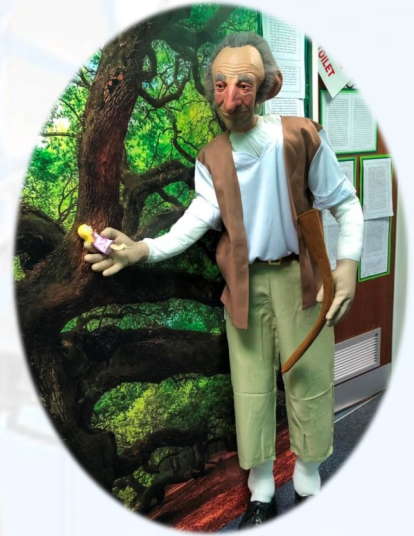
Trust (Members)

Mr B Middleton
Mrs L Kennedy
Ms L Culkin
Mrs K Barrass

(Directors) Chair

Mrs H Akien
Mrs S Green
Mr K Hern
Mr G Batten
Mr A Jackson
Mrs W Angus
Mrs L Lavelle
Mr D Green

Community Director
Community Director
Community Director
Community Director
Community Director
Ex-Officio Head Teacher Director
Ex-Officio Head Teacher Director (Ouston)
Community Director



We also have a local Governing Body that includes staff members, community members and parents. This list is available from school.

Any of our Directors can be contacted through the school office, if not known personally to parents.

We hope that you find the information in this booklet helpful. Please do not hesitate to contact the school if you need any further information or would like to arrange a visit.



PLEASE REMEMBER

Every child is different

They look different

They behave differently

They develop at different times and at different rates

They learn at different times and in different ways

**WE AIM TO HELP ALL CHILDREN SUCCEED IN
WHAT THEY DO, WHATEVER THEIR RACE,
GENDER, RELIGION OR ABILITY**

We are delighted to have your family with us.

We hope you will all be very happy in our school.