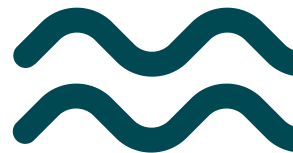
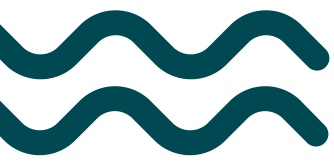


2025/26 AT

# ST BURYAN

## ACADEMY

### PRIMARY SCHOOL



[WWW.STBURYANACADEMY.COM](http://WWW.STBURYANACADEMY.COM)

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**Download the free 'eschools lite' app  
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**TURN ON NOTIFICATIONS AND RECEIVE NOTICE WHEN WE UPLOAD OUR  
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# WELCOME



Welcome to the 2025/26 school year!

We hope that you have had an exciting summer, full of adventures and fun as our attention now begins to turn towards the 2025/26 academic year.

We welcome our new Reception children to the school - we really look forward to welcoming you on the first day and hope that you have many happy memories here at St Buryan. As you are aware, there are some class changes being put into place, which we will summarise in this handbook. Our staff have worked really hard to develop a curriculum which meets, and goes beyond, the expectations in the National Curriculum as well as still fulfilling all of the wider curriculum offerings that we are so passionate and proud to provide our children with.

We are committed to working collaboratively with our families and community to provide the very best school experiences for our children, so please do read this year's handbook and get in touch if you have any questions or queries.

Best wishes

Mr McDonald

# VISION VALUES

## Our Vision

**At St Buryan Academy, we believe in providing a broad, balanced and ambitious curriculum that inspires every child to achieve their full potential. Our curriculum design supports high standards while fostering curiosity, creativity, and a love of learning that lasts a lifetime.**

**Rooted in our ethos — Believe, Achieve, Aspire — our curriculum is designed to:**

- Promote consistent learning experiences across year groups**
- Foster progression in knowledge and skills**
- Celebrate diversity and inspire global awareness**
- Encourage learners to question, explore and innovate**
- Nurture individual talents and character development**

Our curriculum is driven by the needs of the children of St Buryan Academy and preparing them for lifelong learning.

St Buryan Academy's curriculum is full of exciting, meaningful learning contexts which promotes ambitious, independent learners.

We believe in a global curriculum and providing our children with the skill-set they need to set - and reach - the high aspirations that they set for themselves.

Not only does the curriculum at St Buryan Academy fulfil the requirements of the National Curriculum, but it goes beyond the experiences of the classroom to ensure that all children have access to the richest, broadest, most engaging and meaningful learning opportunities that we can provide.

We believe that all children should not only have access to all that the National Curriculum offers, but also explore and develop skills that enhance their resilience, courage, confidence, creativity and curiosity.

Our objective is to give children the building blocks to become positive local and global citizens that have the belief that they can achieve the highest aspirations.





# Believe, Achieve, Aspire

Our 'Believe, Achieve, Aspire' days give our children wider curriculum opportunities to develop this mindset as well as to enhance their own characteristics and individual qualities

When planning our curriculum, units of work and lessons, our ethos is at the core and our thoughts are how we can promote these as well as entwine these with our daily teachings

## OUR SCHOOL ETHOS

The ethos of our school - Believe, Achieve, Aspire - is engraved into our school's DNA. We use it in several models, from: linear, triangular and circular. The important thing is that the mindset of each word goes hand in hand and that it is recognised by everyone that without one of these virtues, others cannot be fulfilled.

It is important that all of our children - and staff - have the mindset and notion that they can accomplish anything; barriers are there to be broken and glass ceilings are there to be shattered.

We want the children of St Buryan to have the belief that they can achieve anything and to aspire to greatness!

Children across the school can talk about our ethos and what it stands for

Projects are setup to develop children's growth mindset and allow them to set high aspirations

All of our stakeholders buy into our ethos and aim to promote it themselves

References to our ethos in daily assemblies

Children are challenged within their lessons to promote high aspirations, they are given opportunities to achieve in all areas and are instilled with the belief that they can accomplish anything

## WHAT IT MEANS AND HOW WE ACHIEVE IT

Staff use the terminology daily to inspire our children to have the belief that they can achieve

Included and referred to in our weekly newsletters

### Achieve



### Believe

### Aspire

"Leaders base the curriculum on the school's vision of believe, achieve, and aspire. Their aim is to encourage pupils to 'shatter their glass ceilings' by ensuring that they develop the confidence to face the challenges of the next stage of their lives."

Challenge Partners

"The school's motto is 'Believe, Achieve, Aspire'. High expectations around the school are based around the belief that the unique aspirations of every child should be afforded significant attention and stimulated accordingly."

Challenge Partners



# CURRICULUM

Our mixed-age classes allow us to really hone in on children's needs in order to provide them with the learning that they need to meet age-related expectations as well as the learning that they need as a unique individual.

You can read more about our curriculum on our school website.

Year Group	Autumn 1	Autumn 2	Spring	Summer
EYFS Access curriculum overview <a href="#">here</a>	All about me	Autumn changes	Healthy me/lifecycles/growth and new life	Our planet/the seaside
Y1/2	Under the Sea		Famous Figures	Great Fire of London
Y3/4	Frozen Kingdom <i>Science Focus: Evolution and Inheritance</i>	<i>Science Focus: Animals Including Humans</i>	Stone Age to Iron Age (Local History) <i>Science Focus: Teeth/Digestive System/Food Chains</i>	Romans <i>Science Focus: Sound</i>
Y5/6	Frozen Kingdom <i>Science Focus: Evolution and Inheritance</i>	<i>Science Focus: Animals Including Humans</i>	Stone Age to Iron Age (Local History) <i>Science Focus: Teeth/Digestive System/Food Chains</i>	Romans <i>Science Focus: Sound</i>

Our curriculum overview for the next year can be seen above. Each term has a particular focus (often called a 'learning context', 'theme' or 'topic'). Much of the learning is cross curricular, which means that the learning context will be threaded through various subject areas so that children can link their learning.

At different points of the year, families will be invited into school to see their children's learning and how it all links together. Due to our mixed-age classes, children will be in the same class for more than one year, which means that our rolling-curriculum ensures that children cover all areas of learning.



# ST BURYAN ACADEMY UNIFORM 2025/26

School cardigan

Red polo shirt

School PE shirt of house team colour

Summer dress

Grey, tailored shorts or trousers

Black PE shorts, skirts or tracksuit bottoms

School jumper or fleece

Suitable, black, sports shoes

Plus white, grey or black, plain socks

PE HOODY, SHORTS, TRACKSUIT BOTTOMS, JACKET AND HATS AVAILABLE ON OUR MACRON STORE

**AVAILABLE  
NOW**

[www.MyClothing.com](http://www.MyClothing.com) (search for St Buryan)

USE CODE INTAKE10 FOR 10% DISCOUNT ON MYCLOTHING

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

(look for St Buryan in the School Uniform section)



# CLASSES



We have revised our class structure for 2025/26 to reflect the needs of the school and most importantly, our children. Our class structure allows us to be flexible and scaffold learning to children's needs.

## Nursery

Our Little Choughs are our youngest children in the school, led by Ms Good. Our nursery is open 4 days a week from 8.45am-3.15pm. For booking forms, please see Mrs Care in the office.

## Reception/Year 1/Year 2

Mrs King teaches our Reception-Y2 class. This year our Key Stage 1 children will be working in a class together. It is important that children in Key Stage 1 have a blend of formal learning but still have opportunities for continuous provision to extend their learning and increase independence.

## Year 3/4

Mrs Rendle will be the class teacher for our Year 3 and 4 children this year. In our mixed Year 3/4 class, children follow the appropriate curriculum for their year group, with tailored teaching to support all abilities. Younger pupils benefit from older role models, while Year 4s build leadership skills. Flexible grouping, peer learning, and a strong classroom community help every child thrive academically and socially.

## Year 5/6

Mrs Ayotte will be our class teacher for our Year 5s and 6s. In our mixed Year 5/6 class, children follow the right curriculum for their year, with lessons tailored to support and challenge everyone. Year 6s are gently prepared for their SATs, while Year 5s get a helpful head start. The mix builds confidence, independence, and a strong sense of teamwork.

Mr McDonald will be teaching throughout the school, working with each class over the course of the week. Teaching assistants will support children across the school. Teachers will send out a more detailed timetable of learning along with their class newsletter and learning overview at the start of term.



CREATIVITY



CONFIDENCE



COLLABORATION



INDEPENDENCE



# ROUTINES COMMUNICATIONS AND PAYMENTS

## **Drop-off and collections**

From September children will enter the school from different locations.

Nursery children will enter the school through the conservatory doors as they will be based in their new location, what was known as 'Penberth' Class. This will allow us for smooth transitions into the main school, provide them with more space and learning areas and allow us to be more inclusive.

Chy Palores will still be actively used by our Nursery children, as well as others.

Our Reception, Year 1 and Year 2 children will enter the school through the Rainbow gates as before.

Years 3 through to 6 will enter the school through the hall door.

Mr McDonald will be outside, or a teacher in his place, at 8.45am to welcome children into school for the start of the school day. At 8.45am a bell will sound for Key Stage 2 children to line up. Year <sup>3</sup>/<sub>4</sub> should line up on the hall ramp and Year 5/6 should line up at the bottom of the hall steps.

Reception-Year 2 children can go straight to their classroom through the rainbow gates.

Children should not be on the school site before this time, unless attending our Breakfast Club.

If a child is on-site before this time, then they are the responsibility of the parents/carers.

As before, children will be dismissed by their teacher at the end of the day, 3.15pm.

Routines specific to classes will be shared with parents and carers in class newsletters.

Swimming will commence for Reception to Year 6 children on 18<sup>th</sup> September, please see separate letter about this.

## **Communications**

We use a range of communications to inform our families and to keep them up-to-date.

-We use our text service for more pressing or urgent information.

-Emails through Arbor are used for group notices.

-Emails from staff accounts are used for more individual matters.

-Our Facebook page is used as reminders and for sharing learning.

Teachers are available to speak to at the end of the day, or can be available for meetings if required.

If contacting staff through email, please be mindful of their working days and understand that a response may not be immediate, but at a time when they are able to.

## **Payments**

Payments, unless otherwise stated, will be made through ParentMail. If you are not yet registered with ParentMail, a link will be sent to you at the start of term. We can support you with registering should you need it.

## **Contacts and Information**

At the start of term you will be sent out an information form to complete. It is crucial that we have this returned so that contact information and permissions are current.

**Our event dates will be sent out at the start of term.**  
**Below you can find our INSET and term dates for 2025/26.**



## 2025/26 INSETS:

- Monday 1st September 2025
- Monday 20th October, Tuesday 21st October, Wednesday 22nd October, Thursday 23rd October, Friday 24th October 2025
- Monday 26th January 2026
- Friday 24th July 2026

September 2025						
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	
Thurs		4	11	18	25	
Fri		5	12	19	26	
Sat		6	13	20	27	
Sun		7	14	21	28	

October 2025						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thurs	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

November 2025						
Mon		3	10	17	24	
Tue		4	11	18	25	
Wed		5	12	19	26	
Thurs		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

December 2025						
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	31
Thurs		4	11	18	25	
Fri		5	12	19	26	
Sat		6	13	20	27	
Sun		7	14	21	28	

January 2026						
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thurs	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24	31	
Sun	4	11	18	25		

February 2026						
Mon		2	9	16	23	
Tue		3	10	17	24	
Wed		4	11	18	25	
Thurs		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22		

March 2026						
Mon		2	9	16	23	30
Tue		3	10	17	24	31
Wed		4	11	18	25	
Thurs		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22	29	

April 2026						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thurs	2	9	16	23	30	
Fri	3	10	17	24		
Sat	4	11	18	25		
Sun	5	12	19	26		

May 2026						
Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thurs		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	

June 2026						
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	
Thurs		4	11	18	25	
Fri		5	12	19	26	
Sat		6	13	20	27	
Sun		7	14	21	28	

July 2026						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thurs	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

August 2026						
Mon		3	10	17	24	31
Tue		4	11	18	25	
Wed		5	12	19	26	
Thurs		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

2025/26 INSET DAYS  
 FIRST DAY OF 2025/26 SCHOOL YEAR

# BEHAVIOUR AND AWARDS

Promoting positive behaviour is core to our school culture and is something that we have been praised for externally.

Children, staff and our families play a key role in supporting positive behaviour through how they engage with and promote school expectations, celebrate a culture of respect towards ourselves and each other as well as working collaboratively to support positive behaviour to help ensure that our school is a safe and happy place to be where all children can thrive.

Our behaviour and reward policy can be found on our school website.

Our children are celebrated in many ways for a variety of reasons. At the end of each week we hold our celebration assembly where we award certificates for progress, effort and ability in reading, writing and maths as well as our 'Chough-ed Awards' where we praise other subject areas and - importantly - the character and values of our children. We also celebrate daily through team points, where children work collectively to win prizes for their house team as well as through how we communicate with our children, with opportunities for both internal and external rewards.

	Example of Behaviour	Possible Responses	Possible Sanctions
STAGE 1	<ul style="list-style-type: none"> <li>Wandering about</li> <li>Calling out/ interrupting the teacher</li> <li>Talking at inappropriate times</li> <li>Pushing and shoving in the line</li> <li>Irritating other children</li> <li>Interrupting other children</li> <li>Running inside the school building</li> <li>Being in the wrong place at the wrong time (eg. by FE sheds during break time).</li> <li>Talking in assembly</li> <li>Ignoring instructions</li> <li>Silly noises</li> <li>Pushing in line</li> <li>Not completing sufficient work in lessons</li> <li>Not completing homework to the expected standard, including reading regularly at home as outlined by the class teacher</li> <li>Silly or irritating name calling</li> </ul>	<ul style="list-style-type: none"> <li>Speak to child</li> <li>Eye contact</li> <li>Reminders</li> <li>Give child choices</li> <li>Either stop talking or sit somewhere else</li> </ul>	<ul style="list-style-type: none"> <li>Change seating arrangement</li> <li>Sent to play elsewhere or with someone else</li> <li>Asked to apologise for behaviour</li> <li>Quiet reminder</li> <li>Non-verbal signals (e.g. Eye contact)</li> <li>Children will be given a verbal warning by the class teacher, learning support assistant or supervisor</li> <li>Name on board - after 3 warnings in a day move to stage 2</li> <li>Some incidents in this stage may result in immediate loss of play e.g. talking in assembly as children are given constant reminders of this</li> </ul>

STAGE 2	<ul style="list-style-type: none"> <li>Persistent stage 1 behaviour</li> <li>Deliberately harming someone</li> <li>Not responding to teacher</li> <li>Disruptive behaviour</li> <li>Deliberately causing a disturbance</li> <li>General refusal to do anything</li> <li>Accidental damage through carelessness</li> <li>Cheeky, off-hand comments</li> <li>Minor challenges to authority</li> <li>Rudeness affecting other pupil's learning</li> <li>Mild, one-off swearing</li> <li>Inappropriate remarks to other pupils including racial, religious or homophobic prejudice</li> <li>Lying about something that has been seen by a responsible adult</li> <li>Harmful/offensive name calling</li> </ul>	<ul style="list-style-type: none"> <li>Talk to child</li> <li>Discuss consequences of behaviour</li> <li>Separate child from scene or other children involved</li> </ul> <p>In repeated cases:</p> <ul style="list-style-type: none"> <li>Record repeated cases of Stage 2 behaviour in the 'Class Story'.</li> </ul>	<ul style="list-style-type: none"> <li>Separate from class or group for a while</li> <li>Send to another classroom</li> <li>Write a letter of apology or apologise verbally</li> <li>Completion of a 'Think Sheet', giving child time to reflect on their behaviour</li> <li>Complete unfinished work in own time e.g. playtime</li> <li>Possible temporary withdrawal of a privilege</li> <li>In repeated cases:</li> <li>Key Stage Leader or Head of School</li> <li>Informal contact with the parents by class teacher</li> </ul>
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STAGE 3	<ul style="list-style-type: none"> <li>Persistent stage 2 behaviour</li> <li>Deliberately throwing objects with the intention of breaking them or harming someone</li> <li>Harming someone physically</li> <li>Deliberately damaging school or personal property</li> <li>Leaving class without permission</li> <li>Repeated refusal to do set tasks</li> <li>Continued and serious cheeky responses</li> <li>Serious challenges to authority</li> <li>Harmful or offensive name-calling, including racial, religious or homophobic remarks</li> <li>More serious or repeated swearing</li> <li>Verbal abuse of a child</li> <li>One-off bullying or manipulative behaviour</li> <li>Repeated refusal to do set task</li> </ul>	<ul style="list-style-type: none"> <li>Referral to Key Stage Leader or Head of School</li> <li>Possible involvement of SENCo (Behaviour Support) to consider putting behaviour plan in place</li> <li>In the case of a racial incident, the appropriate action will be taken</li> <li>Head begins to keep a record of incidents</li> </ul>	<ul style="list-style-type: none"> <li>Sent to head of school</li> <li>Contact with parents</li> <li>Completion of a 'Think Sheet'</li> <li>Possible exclusion from classroom for a period of time</li> <li>Possibility of parent involvement in school e.g. working with their child</li> <li>Possible internal playground exclusion for a specified period of time (up to 2 days depending on severity of behaviour)</li> <li>Possible placing on SEN register for emotional and behavioural difficulties</li> <li>Consider involvement of outside agencies to assess need and to give support to the pupil, school and parents</li> </ul>
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STAGE 4	<ul style="list-style-type: none"> <li>Persistent stage 3 behaviour</li> <li>Repeatedly leaving the classroom without permission</li> <li>Fighting and intentional physical harm to other children</li> <li>Throwing large, dangerous objects</li> <li>Very serious challenges to authority</li> <li>Leaving school grounds (or attempting to) without permission</li> <li>Verbal abuse of any staff</li> <li>Vandalism</li> <li>Stealing</li> <li>Persistent bullying, including racial harassment</li> </ul>	<ul style="list-style-type: none"> <li>Immediate removal of offender from scene</li> <li>Situation to be monitored by teachers and Key Stage Leaders and Head of School</li> <li>Head of School keeps a record of incidents</li> <li>Involvement of SENCo (Behaviour Support)</li> </ul>	<ul style="list-style-type: none"> <li>Telephone parents and meet with them as soon as possible</li> <li>Internal exclusion from lesson</li> <li>Possible playground exclusion for a specified period of time (up to 2 days depending on severity of behaviour)</li> <li>Pastoral support programme considered</li> <li>Ban on representing the school and/or trips outside school - fixed period</li> <li>Completion of a 'Think Sheet'</li> <li>Involve outside agencies to assess need and to give support to the pupil, school and parents</li> </ul>
STAGE 5	<ul style="list-style-type: none"> <li>Persistent stage 4 behaviour</li> <li>Extremely dangerous or violent behaviour</li> <li>Very serious challenges to authority</li> <li>Repeatedly leaving school grounds (or attempting to) without permission</li> <li>Physical abuse of any staff member/adult</li> <li>Malicious physical assault on another pupil</li> <li>Persistent verbal abuse to a member of staff</li> </ul>	<ul style="list-style-type: none"> <li>Immediate removal of offender from scene</li> <li>Immediate involvement of Head of School (or Senior Leadership Team if HoS is not available)</li> <li>Head of School keeps a record of incidents</li> <li>Involvement of SENCo (Behaviour Support)</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion.</li> <li>Involve outside agencies to assess need and to give support to the pupil, school and parents</li> <li>Fixed term exclusion</li> </ul>
STAGE 6	<ul style="list-style-type: none"> <li>Persistent stage 5 behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Governor disciplinary sub-committee convened</li> <li>Permanent exclusion from school</li> </ul>	

# FOREST SCHOOL, SWIMMING AND WRAP-AROUND CARE

## Forest School

Children will experience forest school sessions throughout the year, starting with our Reception, Year 1 and Year 2 children on Wednesday September 3<sup>rd</sup>. On the first day of school your child will receive a leaflet about forest school, but information can be found on our school website too.

Here is a quick reminder of what your children will need:

Please come to school in forest school clothes, with wellies, waterproofs and other kit in a bag as there will be some classroom time first.

## What to wear?

Wearing the right clothes is so important!

Your child will need to wear layers of clothing that you do not mind getting dirty, smoky or stained! Throughout all the seasons our long grass can be wet so we like to be well prepared.

You will need ALL SEASONS:

- a waterproof coat
- waterproof trousers
- wellington boots
- comfortable, practical clothing that is not favourite items.
- a plastic bag for wet items after the session
- school clothes to change into after

Add in on sunny days:

- a sun hat
- sun cream applied before school or in bag

Add in for cold days:

- extra warm layers (warm socks can be helpful)
- warm hat
- gloves

If you have any trouble sourcing any of this kit then please email in or come and see the teachers, we have lots of spare wellies and waterproofs which we can lend, it is really useful to let us know ahead of the day.

## Swimming

As before, all children from Reception - Year 6 will be swimming in the Autumn and Spring terms, surpassing national expectations. We start swimming on 18<sup>th</sup> September. Please look out for a letter on the first day back about arrangements and costs for 2025/26.

## Wrap-around care

Breakfast Club runs from 8am every morning in the hall, no booking is required - just make your way to the Hall anytime between 8.00am-8.45am where Mrs Tesdale will register. Please note that if a child arrives at school before 8.45am and is unattended, they will be sent to Breakfast Club and you may be charged for this. We accept cash payments for this at a cost of £1.50 per session. We do not supply breakfast but children are welcome to bring a breakfast snack with them.

Adele will continue to run our after-school provision (Stay and Play), which will be increasing to three days until 5.30pm on Monday, Tuesdays and Thursdays. - in line with parental feedback. Please note that there will be a slight increase in costs as we provide this externally. This will begin on September 8<sup>th</sup> and booking forms will be available from Tuesday 2<sup>nd</sup> September.

Mr McDonald will be running a free after school club for all children on Fridays until 4.15pm.





## ATTENDANCE AND ABSENCE

Attending school and being part of what happens in school every day is vital in the development of a young person. We understand that there will be times when students become ill, and some absence may occur.

A student who has an attendance percentage of only 90% means they will miss 19 days of the school year; this is half a day a week!

Students should be aiming to maintain attendance of at least 98%. Schools are now expected to follow up unauthorised absence more rigorously and routinely with penalty notices.

Any absence required for exceptional circumstance will always be considered by the Headteacher but they are only permitted to grant leave of absence for any reason if they are satisfied that exceptional circumstances exist.

What are the recent changes?

1. There is a national threshold of 10 unauthorised sessions for any reason (equivalent to 5 school days) within a rolling 10 school week period for when a penalty notice must be considered.
2. The new rules mean that if you take one week's holiday during term time there must now be the consideration of a penalty notice being issued.
3. There will be an increase in the penalty fine from £60 to £80 if paid in 21 days. If the fine is not paid by the first 21 days, it will rise to £160 if paid within 28 days of being issued.
4. If a second penalty fine is issued to the same parent for the same child within a 3-year rolling period, the fine will automatically rise to £160 with no option to pay the lower rate of £80.

We ended last year above the National Average for attendance, however our Persistent Absence (children with less than 90%) was high. Please support our attendance expectations, leading to better outcomes for all.

More information can be found on our website.

Not all illnesses should keep children off of school, if you are unsure, then please contact the school or view relevant websites.

Should your child not be in school because of an illness, please contact the school before 9.30am, this saves us contacting you throughout the day and means that we are not following up any absences as potential safeguarding concerns.

Exceptional Leave of Absence forms are available on the school website.



# HOMEWORK

Each class will outline their own individual homework expectations to you at the start of the term. Our stance on homework is that it should be:

- beneficial and worthwhile
- reinforce learning
- further engage children with learning
- allow children to increase independent learning

Homework expectations may change throughout the year in each class and year group. As an example, in Year 6 children's homework may be independent at the start of the year, but may become more formal in Spring or Summer to prepare them for assessments and life in secondary school.

All classes will have a reading expectation, which will be set out by teachers at the start of the term. It is important that parents and carers engage with this and provide opportunities to listen to their children read, as well as children listening to you read. As children become more independent readers, it is important that parents and carers still monitor this and make time where they can to listen to their children read.

Here are some quick top-tips on supporting your child with reading:

## **Reception (Age 4–5)**

- Read aloud daily, even just 5–10 minutes, with lots of expression.
- Encourage children to join in with repeated phrases and rhymes.
- Play sound and letter games (spot letters on signs, clap syllables, rhyme words).
- Talk about the pictures before and after reading—"What do you see? What might happen next?"
- Build a love of stories through bedtime reading and letting them choose books.

## **Year 1 (Age 5–6)**

- Listen to your child read their school books regularly, offering praise for effort.
- Encourage "sounding out" unfamiliar words using phonics, then blending.
- Re-read favourite books to build fluency and confidence.
- Ask simple questions—"Who was your favourite character?" "What happened first?"
- Spot words in everyday life (labels, menus, shop signs) to make reading practical.

## **Year 2 (Age 6–7)**

- Support tricky words by encouraging your child to use phonics first, then context clues.
- Ask more detailed questions—"Why do you think the character did that?"
- Encourage expression when reading aloud, noticing punctuation marks.
- Read a variety of texts—stories, poems, fact books—to broaden vocabulary.
- Play word games like Scrabble Junior or "I spy" with initial sounds.

## **Year 3 (Age 7–8)**

- Share longer chapter books together, taking turns to read aloud.
- Discuss new vocabulary, asking your child to explain it in their own words.
- Encourage predictions: "What do you think might happen next? Why?"
- Compare characters or settings to ones from other books.
- Model being a reader yourself—talk about what you enjoy reading.

## **Year 4 (Age 8–9)**

- Encourage silent reading but still make time for "reading together" sessions.
- Talk about themes—friendship, bravery, fairness—and link them to real life.
- Explore different genres (mystery, adventure, non-fiction, myths).
- Ask your child to summarise chapters in their own words.
- Encourage using a dictionary (or glossary) for unfamiliar words.

## **Year 5 (Age 9–10)**

- Read and discuss more challenging texts with complex plots and characters.
- Encourage your child to form opinions: "Did you agree with the character's choice?"
- Compare books by the same author or about similar topics.
- Support research reading for school projects, helping them check information sources.
- Encourage reading aloud with expression to younger siblings or family.

## **Year 6 (Age 10–11)**

- Discuss books in depth—motives, themes, and author choices.
- Encourage critical thinking: "Why do you think the author ended it this way?"
- Compare books with their film versions, discussing differences.
- Suggest age-appropriate novels that stretch vocabulary and empathy.
- Support independent reading habits while still showing interest in what they're reading.



# SPECIAL EDUCATIONAL NEEDS AND SAFEGUARDING

At St Buryan Academy, every child is valued as an individual.

Our vision for children with Special Educational Needs and Disabilities (SEND) is the same as for all pupils: that they achieve well, enjoy school, and lead happy, fulfilled lives.

## Our SEND Approach

We aim to identify children's needs early and provide the right support so they can thrive. Quality First Teaching is at the heart of our practice, and all teachers and staff work to remove barriers to learning. Support is provided through:

- Whole school provision – ensuring all pupils access a broad and balanced curriculum with adaptations where needed.
- Targeted support – small group interventions in areas such as literacy, maths, speech and language, and social communication.
- Specialist support – individualised provision, sometimes involving external agencies, and where appropriate, Education Health Care (EHC) plans.
- Parents are our partners: we hold regular consultation meetings, share provision maps and progress reviews, and encourage open communication at all times. Transitions (both into Reception and onto secondary school) are carefully planned to support each child.

From September 2025, Mrs Ayotte will be the school's SENCo (Special Educational Needs Coordinator), supporting staff and families to ensure every child receives the right provision.

## Safeguarding at St Buryan

Safeguarding is everyone's responsibility (including that of our families and community); we are committed to creating a safe, supportive environment where children feel secure, respected and valued. Our safeguarding work is guided by the statutory guidance Keeping Children Safe in Education (2024) and supported by thorough staff training, safer recruitment practices, and strong links with outside agencies.

Safeguarding includes:

- Protecting children from maltreatment and neglect.
- Preventing impairment of health or development.
- Ensuring children grow up in safe, nurturing environments.
- Taking action to enable all children to have the best outcomes.

Staff are trained to recognise signs of abuse, neglect, bullying, radicalisation, and online risks. Concerns are reported immediately and acted upon in partnership with the Multi-Agency Referral Unit (MARU) and other services when needed.

## Key Contacts

Designated Safeguarding Lead (DSL): Mr McDonald

Deputy Safeguarding Lead (DDSL) and SENCo (2025/26): Mrs Ayotte

Together, with all of our staff, they ensure the safety and wellbeing of all children at St Buryan, while also leading our inclusive approach to supporting pupils with SEND.

For further information, please see our SEND Local Offer (on our school website) and our Safeguarding and Child Protection Policy.

# MEALS AND SNACKS

Children in Reception, Year 1 and Year 2 are provided with a daily fruit snack at break time.

We encourage families to provide their child with a piece of fruit or healthy snack daily. It is important that this snack is healthy in order to best refuel and refresh your child.

If your child is packed lunch, we request that you support our healthy school philosophy and ensure that their lunchbox reflects healthy living. Of course, we understand that children like and dislike particular foods - they also deserve a lunch treat - but please be mindful of what packed lunches contain. To support our stance on this, Healthy Cornwall will be leading a workshop for our children in November.

Our school dinners are available to book through Aspens Select. If you are not registered with Aspens Select, please see Mr McDonald. Meals can be booked in advance, but please make sure that they are booked by 9.00am on the day of as all of our meals are cooked fresh to order.

If a child does not have a meal booked, we will presume that they are packed lunch. Although we will never let a children go hungry, please note that this year we may ring you to bring in a packed lunch for your child if they are not booked for a school dinner but are expecting one. This is to ensure that all children get the correct portion size and meal.

More information on our school meals can be found on our website.

Please note that due to rising food and NI costs, school meals will now be priced at £2.75

Remember that Reception, Year 1 and Year 2 children receive automatic free school meals, as do children who may receive pupil premium.

Even if your child is in Reception - Year 2, they can still access pupil premium, which means that the school receives more funding for our children!

See if you are eligible here: <https://www.cornwall.gov.uk/schools-and-education/schools-and-colleges/school-meals/#Apply>.

Please ensure that your child has a clean water bottle in school each day - thank you.

## 10 TOP WEBSITES TO SUPPORT YOUR CHILDREN

1. BBC Bitesize – Curriculum-based lessons, games, and videos
2. 🖱️ <https://www.bbc.co.uk/bitesize>
3. Code for Life (Rapid Router) – Free coding and computational thinking games
4. 🖱️ <https://www.codeforlife.education>
5. Coram Wellbeing Toolkit for Primary Schools – Free activities based on the Five Ways to Wellbeing
6. 🖱️ <https://www.coram.org.uk/news/coram-launches-free-wellbeing-toolkit-for-primary-school-children>
7. Partnership for Children – Free resilience and emotional well-being activities for families and schools
8. 🖱️ <https://www.partnershipforchildren.org.uk>
9. British Red Cross – Kindness & Well-being Resources – Free packs on kindness, resilience, and stress management
10. 🖱️ <https://www.redcross.org.uk/get-involved/teaching-resources/kindness-and-wellbeing-teaching-resources>
11. Mentally Healthy Schools (Anna Freud Centre) – Free primary mental health lesson plans and resources
12. 🖱️ <https://www.mentallyhealthyschools.org.uk>
13. Oxford Health CAMHS – Primary School Resource Pack – Free NHS pack with activities for mental health awareness
14. 🖱️ <https://www.oxfordhealth.nhs.uk/camhs/banes/primary-school-resource-pack>
15. School of Kindness – Free PSHE lesson plans and activities on kindness and wellbeing
16. 🖱️ <https://www.schoolofkindness.org>
17. Muse Wellbeing Curriculum (Beta) – Free weekly well-being lessons for primary schools
18. 🖱️ <https://www.musewellbeing.co.uk>
19. Into Film – Free film-based learning and well-being resources
20. 🖱️ <https://www.intofilm.org>



# CONTACTS

**Tel: 01736 810480**

**General Enquiries:**

**[secretary@stburyanacademy.org](mailto:secretary@stburyanacademy.org)**

**Safeguarding:**

**[head@stburyanacademy.org/](mailto:head@stburyanacademy.org/)**

**[hayotte@stburyanacademy.org/](mailto:hayotte@stburyanacademy.org/)**

**[safeguarding@stburyanacademy.org](mailto:safeguarding@stburyanacademy.org)**

**SEN:**

**[hayotte@stburyanacademy.org](mailto:hayotte@stburyanacademy.org)**

**Head of School:**

**[head@stburyanacademy.org](mailto:head@stburyanacademy.org)**

**Chair of LAC: [akettlewell@stburyanacademy.org/](mailto:akettlewell@stburyanacademy.org/)**

**[pcurnow@stburyanacademy.org](mailto:pcurnow@stburyanacademy.org)**

**[www.stburyanacademy.com](http://www.stburyanacademy.com)**

