



Halling
Primary School

Welcome to Halling Primary School



PROUD TO BE
Aletheia
Academies Trust



Halling Primary School
Howlsmere Close,
Halling, Rochester,
Kent, ME2 1ER



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Headteacher Welcome

Ellie Nott

At Halling Primary School, our vision of 'Learning for Life' underpins everything we do. It shapes our curriculum, our relationships and our aspirations for every member of our school community. We are committed to creating an environment where children and adults alike are inspired to learn, grow and flourish.

We believe every child has the potential to succeed. Through high expectations, strong relationships and a nurturing approach, we support our pupils to achieve their very best academically, socially and emotionally. We are proud to provide a safe, inclusive and ambitious learning environment where every child is known, valued and encouraged to thrive.

Our greatest strength is our people. We are fortunate to have a dedicated team of teachers, teaching assistants and support staff who consistently demonstrate professionalism, compassion and an unwavering commitment to our children and families. Alongside our proactive Local Governing Body and the support of Aletheia Academies Trust, we work collaboratively to ensure the very best outcomes for every pupil.

Our curriculum is broad, balanced and carefully designed to develop both knowledge and character. Enrichment opportunities, extra-curricular experiences and a strong focus on personal development ensure that children leave Halling well prepared for the next stage of their education and beyond.

Strong relationships are at the heart of everything we do. By working in genuine partnership with our children, families and one another, we create a culture built on trust, respect and a shared commitment to helping every child succeed.

Our core values of Integrity, Respect, Resilience, Thankfulness and Compassion are woven through every aspect of school life. They guide our decisions, shape our interactions and reflect the culture we strive to uphold every day.

It is a privilege to lead Halling Primary School and to work alongside wonderful children, dedicated staff and supportive families.

Ellie Nott
Headteacher

About Halling Primary School



Our school is at the heart of the thriving, ever-growing village of Halling.

Halling Primary School became part of Aletheia Academies Trust in January 2022. As an academy, school funding comes directly from the Government rather than from the Local Authority, Medway Council.

Halling is set in extensive grounds with a large field, playground and Forest School area. Forest School enables our children to learn a wide range of skills. They learn to become problem solvers, build resilience, collaborate and gain independence. These skills are all fundamental both inside and outside of school.

Our curriculum enables children to develop spiritually, morally, socially and culturally, as well as learning, through British Values, how to be effective citizens in society.

Through a broad, balanced and inspiring curriculum, our children gain the subject knowledge, skills and understanding appropriate to their stage of development.

At Halling Primary School, we have committed Governors, who are truly passionate about the school. The Governors are active and attend a range of functions, visit classes and work alongside staff to ensure the best possible outcomes for our children.



Halling Primary School receive an overall '**GOOD**' rating with '**OUTSTANDING**' Personal Development.

(Ofsted, June 2023)



Our Vision and Values



Our Vision: Learning for Life

At Halling, we all passionately hold the belief that every child is able to achieve. Learning is specifically tailored to meet each child's individual needs. As a school, we ensure all our children, regardless of economic well-being, cultural background, special needs or disabilities, are able to be healthy and stay safe whilst enjoying their time at Halling.

We strive to make a positive contribution to Halling, the wider community and society as a whole. Through a rich, engaging, broad and balanced curriculum, all children are given the very best possible learning opportunities. Our children are curious in their day-to-day learning and, during their time at Halling, they develop a real thirst for, 'Learning for Life'.

Our Core Values

At Halling, we are proud of the responsible and respectful young people we are helping to create. Our Core Values can be clearly seen throughout Halling in the way children move around the school and treat one another. We encourage our children to take responsibility for their own learning in a calm, purposeful atmosphere which permeates throughout our school.

Learning for Life

"Never stop learning, for when we stop learning, we stop growing."

Compassion

We are kind, caring and considerate.

Integrity

We always tell the truth, we are responsible and make the right choices.

Resilience

We try our very best, learn from our mistakes and never give up.

Respect

We treat everyone how we would like to be treated and we take pride in our school environment.

Thankfulness

We are grateful for what we have and the opportunities given to us.

Halling is committed to **Fundamental British Values**. We aim to establish a strong community where all children are encouraged to demonstrate individual liberty, democracy, mutual respect and tolerance through an inclusive approach, regardless of faith, race and culture. At Halling, we follow our Golden Rules.



Our Aims



Aims reflect our beliefs, values and what we want to achieve as a learning community. Using our aims, we create targets and objectives for us to achieve, continuously moving our school forward in an ever-changing society.

Community Focused

We pride ourselves on being at the heart of the community. Our children are given a wide range of opportunities to develop their role as British citizens through their spiritual, moral, social and cultural compass.

Inclusive

We treat every child fairly, equitably, with dignity and respect to ensure we have an inclusive school culture for all children, staff and the wider community.

Nurturing

Halling has a happy, supportive and caring feel. Our children are at the heart of all we do. We promote a happy and safe environment for learning.

High Expectations

We have high expectations of our staff, our children and of the school as a whole. Through these, children become independent, resilient and effective life-long learners.

Learning Centered

We offer a truly inclusive learning environment where everyone in the school is challenged, strives to be the best they can be and continuously learns new things.

Proud of our Achievements

We love to celebrate our own and each other's success. We feel that this is vitally important to develop children's self-esteem and confidence.

To ensure our aims are met, we have a range of policies, practices and procedures that ensure Halling is effectively led and managed at all levels.

We aim to promote an ethos and culture of celebrating diversity and inclusion, whereby all members of our school and wider community are **proud to be a part of Halling.**



The School Day



Halling Primary School consists of 14 classes with 2 classes per year group. With a published admission number (PAN) of 60, there are a maximum of 30 pupils per class.

Early Years Foundation Stage (EYFS)

Reception

Ages 4 and 5

Key Stage One (KS1)

Years 1 and 2

Ages 5 to 7

Key Stage Two (KS2)

Years 3 – 6

Ages 7 to 11



Below are examples of our phased timetables. Our termly class timetables are posted on our website.

Early Years Foundation Stage (EYFS)

08:45	08:50 – 09:05	09:05 – 09:25	09:25 – 09:50	09:50 – 10:05	10:05 – 10:30	10:30 – 11:30	11:30 – 11:45	11:45 – 13:00	13:00 – 13:30	13:30 – 15:00	15:00–15:20
Gates Open & Registers	Morning Work & Greetings	Talk 4 Writing	Phonics	Snack & Milk	Maths	Exploring & Learning/ Reading	Story and Prepare for Lunch	Lunch	Fine Motor Skills	Exploring & Learning	Story Time & Getting Ready for Home Time

Key Stage One (KS1)

08:45	08:50 – 09:15	09:15 – 09:35	09:35 – 10:35	10:35 – 11:50	10:50 – 11:50	11:50 – 12:00/12:15	12:00/12:15 – 13:00/13:15	13:00/13:15 – 15:00	15:00 – 15:20
Gates Open & Registration	Morning Work & Assembly	Phonics/Spelling	English	Break	Maths	Reading	Lunch	Foundation Subjects	Story Time

Key Stage Two (KS2)

08:45	08:50 – 09:15	09:15 – 09:30	09:30 – 10:30	10:30 – 10:50	10:50 – 11:05	11:05 – 12:15	12:15 – 13:15	13:15 – 15:00	15:00 – 15:20
Gates Open & Registration	Morning Work & Assembly	GPas	English	Reading	Break	Maths	Lunch	Foundation Subjects	Story Time

Curriculum Overview



We are incredibly passionate about ensuring that our children have a lively, interesting and fulfilling curriculum which builds on skills and knowledge.

Intent

The breadth of our curriculum is designed with three goals:

1. To give children appropriate experiences to develop as confident, responsible citizens.
2. To provide a rich 'cultural capital'.
3. To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.



For more information on our curriculum overview, please scan the QR code

Implementation

Our curriculum design is based on evidence from cognitive science. Three main principles underpin it:

1. Learning is most effective with spaced repetition.
2. Interleaving helps children to distinguish between topics and aids long-term memory retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we understand that sustained mastery takes time. Most of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Impact

The impact of our curriculum is that by the end of each milestone, the vast majority of children have sustained mastery of the content; children remember a greater majority and demonstrate confidence. Some children have a greater depth of understanding. We track progress carefully to ensure children are on track to reach the expectations of our curriculum.



Our Curriculum



English

Phonics: Little Wandle Letters and Sounds Revised

We believe that all our children can become fluent readers and writers. This is why we teach reading through a systematic and synthetic phonics programme. We start teaching phonics in Reception, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

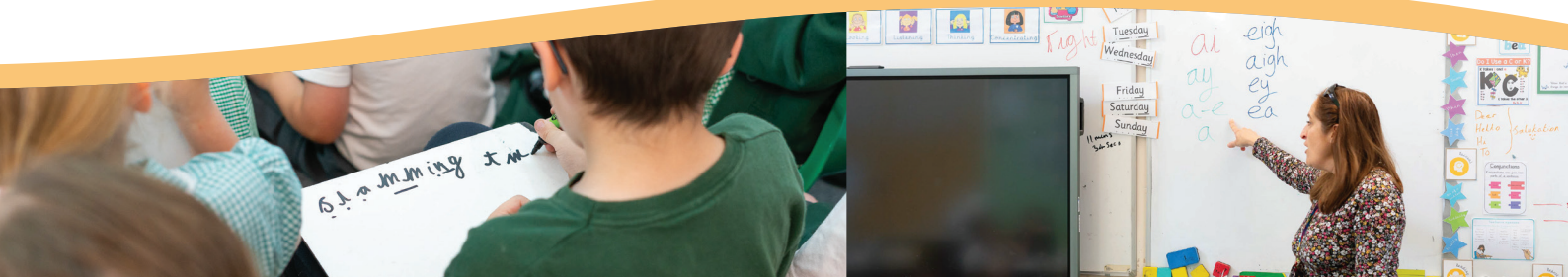
English Reading

We value reading as a crucial life skill. By the time children leave us, they read confidently and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Each year group has an inviting book corner that encourages a 'love of reading'. Children from EYFS onwards have a contact book, where families can record comments to share with teachers. Children also have opportunities to engage with a wide range of reading for pleasure events: author visits, workshops and national events such as World Book Day and National Poetry Day.

English Writing

The curriculum aims to ensure all children develop competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Writing is taught discretely on a daily basis across KS1 and KS2. In EYFS, writing is continuously explored through looking at texts, providing opportunities for mark-making and also supporting physical development through Funky Fingers, loose parts play (big and small), and malleable materials, such as dough.

To develop confident young writers, we read aloud and share high quality texts across a range of genres, reflecting a range of writing styles and helping to build cultural capital. Through purposeful opportunities and reasons to write, our children are able to develop authentic personal voice, style, stamina and range as a writer. Children enjoy writing expressively, imaginatively and informatively for purpose. We also provide opportunities for bookmaking, publishing or final performance that bring the children's writing to a wider audience and create pride in finished pieces.





Mathematics

Mathematics is essential to many aspects of everyday life as it teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems.

We follow many aspects of the White Rose Mathematics Scheme across the school. Maths is taught daily to encourage deep understanding, confidence and competence by working through concepts in small steps to enable all children to 'master' their learning. We use a concrete, pictorial and abstract approach. This is a system of learning that we apply which uses physical and visual aids to build a child's understanding of abstract topics within maths.

Fostering a positive mindset towards maths is a key aspect for us at Halling. We want children to continue to love maths, to develop perseverance and to embrace the challenges whilst actively feeling confident in their learning.

Science

We encourage children to be naturally inquisitive about the world around them. The science curriculum fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Children are encouraged to ask their own questions and are given opportunities to use their scientific skills and research to discover the answers. Planning involves teachers creating engaging lessons, with plenty of hands on experience to aid the children's understanding of the different scientific concepts.

Topics are taught in KS1 and studied again in further detail throughout KS2. This model allows children to build upon their prior knowledge and increases their enthusiasm for the topics whilst embedding procedural knowledge into their long-term memory.

Regular events, such as Science Week, Outdoor Learning Day and Forest School celebrate the breadth of scientific learning that happens in our school and where possible, involves families and the wider community.



Physical Education (PE)

PE aims to inspire children to succeed and excel in the development of physical skills, sportsmanship and teamwork. This helps children to develop confidence as they progress through the primary years and provides opportunities to understand and maintain their own health and fitness.

Through sporting activities, games and competitions, children are able to compete both within and outside of school, promoting positive self-esteem and instilling values such as respect and equality. PE is taught twice a week in every year group through skills such as fundamental movement i.e. running, jumping, throwing and catching, balance, agility and coordination, both individually and with others.

Children develop movement, strength, technique, control and balance within gymnastics, athletics and dance. Our PE curriculum works to develop skills some may later apply in the Mini Youth Games or Aletheia Academies Trust tournaments, which further promote understanding and experience of competition, sportsmanship, teamwork and respect.

Art and Design

We believe that art is a vital part of children's education and has a significant and valuable role in the curriculum. An understanding of the visual elements of art (including line, tone, texture, colour, pattern, shape and 3D) is developed by providing a progressive curriculum which enables children to reach their full potential by building on prior learning. Children are given opportunities to express their creative imagination through drawing, painting, printing, textiles and sculpture. The curriculum also develops children's critical abilities and understanding of their own and other's culture heritages through studying a diverse range of artists.

Computing

We strive to provide a high-quality computing education, enabling children to become digitally literate and competent users of technology through our threshold concepts of Communicate, Code, Connect and Collect. Our computing curriculum gives our children the life-skills that will enable them to embrace technology in a responsible and safe way and ultimately operate in workplaces of the future.



"It's clear that the school is built on a real sense of teamwork, with every member of staff contributing to create such a positive and supportive community."

- Parent Voice 2025

Design and Technology (DT)

DT prepares children to deal with our ever-changing world. We aim to combine practical skills with knowledge and understanding. We provide opportunities for children to develop their capability through a variety of life-skills including cooking, nutrition, design and making.

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users and critique. They evaluate and test their ideas and products and the work of others. Children will understand and apply the principles of nutrition and learn how to cook.



Geography

Geography is all around us. It is the study of where we live, the people we live with and the resources we need to survive. Understanding geography is vital in ensuring that children understand the world they live in. Through exploring geography, children investigate a range of geographical features such as mountains, volcanoes and rivers. They develop map and compass skills, exploring the world's continents and oceans whilst expanding their knowledge and widening their understanding to explore climate zones, land use throughout the world, the distribution of natural resources and trade links.

Through learning geography, our children are able to explore the world they live in and experience diverse places, cultures, people and ideas. We believe that these diversities will allow our children to become more empathetic, kind, and resilient global citizens in the future.

History

Learning history focuses on the facts, in particular on the 'why' and 'how' and ultimately how the past will and has already impacted and shaped our futures. It allows the children to develop a better understanding of the world in which we live. The history curriculum drives the force of curiosity and awareness about the past, where children are given the opportunity to study famous figures and events.

Children build on knowledge and use skills of sourcing evidence, testing hypothesis, evaluation and analysis, to form their own opinions about the past. All children are given opportunities to explore our local past i.e. Holocaust Memorial Day and Remembrance Day.

Modern Foreign Languages (MFL)

Learning a language enriches the curriculum and is an invaluable skill for all children. Children are able to participate in a range of practical, engaging and challenging activities, which in turn develop positive attitudes to languages learning.

From KS2, it is a national requirement to teach MFL. Children are given the opportunity to speak, listen, read and write in French, helping them prepare for secondary school and later life. Although languages are not compulsory in KS1, children learn simple phrases and every day words to build a foundation for French. Through enrichment opportunities, our children learn about other European languages and their cultures, enhancing their understanding of diversity and developing skills to be successful British and global citizens.

Music

Music education improves, develops and broadens the range of creative skills. This is incorporated into daily routines and inspires self-expression through a variety of mediums. Our children are given many opportunities to engage in a wide range of musical experiences, including listening, singing, performing, evaluating and composing across a range of historical periods, cultural traditions, and musical genres. Halling works in partnership with Kent Music to provide additional instrument lessons. Rocksteady visit Halling once a week should parents/carers wish for their child to participate and there are also additional opportunities to learn instruments such as, the piano.



Outdoor Learning

We are fortunate to have amazing woodland on our school site. We use our woodland area all year round and in all weathers. Outdoor learning strives to allow children to develop independence, confidence, self-esteem and the freedom to explore using multiple senses. This is encouraged throughout the school and is used to support teaching and learning in various areas of the school curriculum. Children from EYFS to Year 2 have a Forest School session each week, which includes a range of different activities, including outdoor maths, gardening, and pond dipping. Children in Year 3 and 4 alternate termly sessions.

"The staff are always so friendly, welcoming, and approachable – a true asset to the school."

- Parent Voice 2025

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19

Tiny is
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Mercredi

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Mardi

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Wednesday

Monday

Sunday

Saturday

Tuesday

Personal, Social, Health, and Economic Education (PSHE)

Our vision at Halling is 'Learning for Life'. We pride ourselves on encouraging independence and equipping children with life-skills through our PSHE sessions, other curriculum subjects and extra-curricular activities.

PSHE is taught through the Jigsaw scheme. The main priorities of PSHE are for children to obtain knowledge around relationships, health, safety, wellbeing and to obtain a financial education. We also place emphasis on having a growth mindset and teach avenues for children to understand and manage their emotional wellbeing. The combination of these aspects allows our children to develop holistically and guides them towards a successful and accomplished future.

Religious Education (RE)

RE provides an opportunity to celebrate and promote awareness of cultural and religious differences. RE celebrates diversity and teaches tolerance of other beliefs. Children develop respect for others, their faiths and beliefs.

In KS1, children develop their knowledge and understanding of religions and world views. Children learn to use subject-specific vocabulary, ask questions and begin to express their own views in response to what they are taught. In KS2, children are expected to expand on the knowledge and understanding of religions and world views. Children describe and make connections between different features of the religions and discover more about celebrations, worship and rituals.

Extra-Curricular Opportunities

Clubs

Halling's class teachers are dedicated to ensuring that our children have a range of experiences in school across KS1 and KS2. Each day, we run a selection of clubs, lunchtime and after school, including:

- Performing Arts/Music
- Lego
- Computing
- Arts and Crafts
- Mindfulness
- Chess

Educational Visits

We believe that educational visits are paramount to enable our children to develop more of an understanding of key topics/subjects and enhance what has been taught in class. Trips provide first-hand, memorable experiences which bring learning to life!



What is Assessment?

- Assessment is the means by which teachers evaluate the progress and identify the needs of the children in their class. Teachers use assessment to plan tasks and activities to challenge, motivate and move children forward in their learning.
- Assessment enables learners to fully engage in their own development and learning. Children are motivated to engage with new challenges if they understand what they need to do to progress.
- Assessment gives parents/carers an accurate picture of their child's learning, helping them to understand, and participate in their child's education.
- Data from assessment is used to measure the performance of the school against other schools, both locally and nationally.

How is Learning Assessed?

Assessment is embedded in everyday classroom practice i.e. assessment happens all of the time through: observation of individuals or groups, discussion with individuals or groups, marking and feedback based upon the learning intention of the lesson, pupil self-evaluation and peer evaluation.

Statutory Assessment

Early Years Foundation Stage (Year R): Children are assessed on entry and progress is reported at the end of the year.

Year 1: Children undertake a 'Phonics Screening Check' which assesses a child's ability to apply their phonic knowledge, segment and blend to read words. Any children who do not pass this check in Year 1 will receive additional support and will re-take at the end of Year 2.

Year 6: Children sit the KS2 National Curriculum Tests which include English Reading, English Grammar, Punctuation and Spelling and Mathematics.

Children will be reported in both National Curriculum Assessments as:

B: Working below the expected standard

WTS: Working towards the expected standard

EXS: Working at the expected standard

GDS: Working at greater depth within the expected standard



Special Educational Needs & Disabilities (SEND)



We work hard to ensure that all children achieve to the best of their ability. Many steps may be taken to help children through their learning journey. We have a fully inclusive provision for children with SEND so that they can reach their full potential. This may include additional support or an intervention to help them achieve their targets.

We aim for early identification of SEND. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the Special Educational Needs Coordinator (SENDCo) of any concerns regarding a child's learning. The SENDCo then ensures further assessment and support.

Parents/carers are always notified if their child is placed on the SEND register. If your child is placed on the SEND register, you will receive an Individual Learning Plan (ILP) written by the class teacher, three times a year. This will clearly state the support and interventions in place for your child along with targets that your child is working towards.

SEND provision can be considered under four prime areas of need:

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

"Everyone really does go above and beyond to make the school such a positive and nurturing environment." – **Parent Voice, 2025**

Behavioural difficulties do not necessarily mean that a child has SEND.

Teachers take specific action to respond to children's SEND needs. The following may be provided:

- Adapted learning objectives
- Adapted printed text and visual cues to improve access
- Hands on equipment
- Multi-sensory learning opportunities
- Additional adult support
- Specialised targets which are reflected in planning
- Differentiated homework

If you have any questions, please book an appointment with our SENDCo at:
office@halling.medway.sch.uk



Early Years Foundation Stage (EYFS)



Reception is a fun, exciting and special first year at school!

Exploring and learning through purposeful play underpins all development and learning; allowing young children to explore their intellectual, creative, physical, social and emotional development.

We provide a safe, caring and exciting environment, full of stimulating and challenging activities which enable children to develop a wide range of life-skills to equip them for their school days. Learning takes place both indoors and outdoors, where we offer a range of child-initiated and adult-led activities, including weekly Forest School sessions.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn and form relationships. These are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

There are also four additional specific areas, these are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Communication and Language

This gives children daily opportunities in different situations to experience a rich language environment, enabling children to develop their confidence and skills in expressing themselves. We help children to use language to build relationships and to support their learning across the curriculum.

Physical Development

This provides opportunities for children to be active and interactive by developing their coordination, control, manipulation, risk taking and movement. Children are supported to understand the value of physical activity, careful hygiene and to make healthy choices in relation to food.

Personal, Social and Emotional Development

This helps children to learn through a range of experiences across the curriculum, to develop a positive sense of themselves and others. It aims to form positive relationships, enhance social skills, learn how to manage feelings, understand appropriate behaviour in groups, have confidence in their own abilities and foster a positive attitude to learning.

Admissions



"All the adults are supportive and caring. We always know they will listen", "Kindness is really important and celebrated at Halling."

– Student Voices, 2026

EYFS/Reception Admissions

Children start school in the September **before** they turn five years old. Once a place has been offered, we will contact parents/carers to support a successful transition. There will be plenty of opportunities for children and families to visit school, attend story times and other activities so that they can meet their teachers, teaching assistants and fellow peers to become familiar with their environment.



Appeals

All parents/carers have the right to appeal any admissions decision. This must be done in writing and will be heard by an independent appeal panel. The review panel outcome will be final. Further details of the appeal process can be found on our website or by scanning the QR code above.

Casual/In-Year Admissions

All casual admissions are handled by Halling Primary School. In the first instance, we request that parents/carers contact the school office. We will then support and guide you through the process of transferring your child to Halling.

Transition

We pride ourselves on our transition work, as the wellbeing of all our children is so important. Any prospective parents/carers and children are invited in for an initial tour. Once a place has been allocated new children are given a peer 'buddy' to aid a smooth transition. We have an open-door policy and all parents/carers are welcome to come and talk to us about any worries they may have.

"Pupils are cheerful and confident in this welcoming school."

– OFSTED



School Uniform



We are proud of our school uniform and all children are expected to wear it.

Uniform with the logo is available from **School Trends**. Plain uniform without the logo can be purchased from low-cost chain stores or supermarkets. Our KS2 tie can be purchased via the Arbor App.

The office holds a range of pre-loved uniform items which are displayed in the office lobby area at the end of terms 2, 4 & 6. These items are also available during Year R (EYFS) transition events. Please contact the office at any time to find out what we have available, simply pop into the office, call **01634 240 258** or email **office@halling.medway.sch.uk**

Everyday Uniform *The Halling school logo is optional.*

EYFS (Year R) and KS1 (Year 1 and 2) Uniform

- Green sweatshirt, jumper or cardigan
- White-collared polo shirt
- Grey trousers, shorts, skirt or pinafore
- Green and white gingham checked dress
- Plain white, grey or black socks or tights
- Plain, flat, black sensible school shoes
- Sun/baseball hat
- Winter coat
- Light-weight shower coat

Halling School book bag is currently gifted by the PTA in Year R.

KS2 Uniform (Years 3 to 6)

- Green sweatshirt, jumper or cardigan
- Plain white collared shirt
- School tie (available through Arbor)
- Grey trousers, shorts, skirt or pinafore
- Green and white gingham checked dress
- Plain white, grey or black socks or tights
- Plain, flat, black sensible school shoes
- Sun/baseball hat
- Winter coat
- Light-weight shower coat



PE and Sports Kit *The Halling school logo is optional.*

- Plain white or child's 'house' colour T-shirt
- Plain black shorts
- White or black sports socks
- Plain black plimsols (for indoor PE)
- Plain black trainers (for outdoor PE)
- Plain grey or black tracksuit (for winter months)



For more information on our uniform, including our **School Uniform Policy**, scan the QR code to visit our website.

Extra Information

Brigly-coloured/dyed hair, headwear and accessories with bold patterns/colours, make-up, false nails and nail varnish are not permitted.

Permitted Jewellery:

- One pair of stud earrings (must be removed for PE)
- A sensible wrist watch (no Smartwatches)
- Jewellery for medical grounds/religious beliefs

Wider School Opportunities



Houses

During their first year at Halling, each child is placed in one of four Houses. The Houses are named after people of historical importance to Halling – **Lambarde (Red)**, **Gundolph (Green)**, **Harris (Yellow)** and **Scholey (Blue)**. Children remain in the same house throughout their time at the school and if they have a sibling at the school, they will be in the same house together. Each term, the children have opportunities to compete for their House in a range of sporting and non-sporting activities. Points are awarded and at the end of the year, one house will be crowned House Champions and receive the House Shield.

In Year 6, children have the opportunity to take on the role of House Captain or Vice House Captain. Democratic elections are held in early September.



Smart School Council and Head Pupils

Every child at Halling is a member of the School Council and each pupil has a voice!

We introduce pupil leadership roles as we strive for everyone to know and understand each other in a cheerful, safe environment where everyone feels valued and listened to. The Communications Team drives forward pupil voice at Halling and meet weekly. Children's views are carefully considered and changes are then implemented, making our children, 'Leaders of Change!'

Children in Years 5 and 6 can apply to be members of the Communications Team each academic year.

Additionally, Year 6 children can apply to be a Head Pupil. A democratic whole-school election takes place in late July.



School Meals

Our catering services are in-house and provide our children with tasty, healthy school meals, all in line with the School Food Standards.

Meals must be booked and paid for using Arbor and will cost **£2.50** per day. Children can opt for a hot main meal, a vegetarian option, or a filled jacket potato. For dessert, the children can choose either the main pudding, fresh fruit or a yoghurt. Children with specific allergens will also be catered for.

Packed Lunches

We are a nut and seed free school.

We do not use nuts or seeds in any of our food prepared on site at school. Please help us to protect our staff and children by being vigilant when providing your child with their packed lunch and when bringing any foods, such as healthy snacks, into school.

Our 'nut and seed free approach' means that the following items should not be brought into school:

- Packets of nuts
- Peanut butter sandwiches
- Fruit and cereal bars that contain nuts
- Chocolate products that contain nuts, including chocolate spreads
- Any seeded bread
- Certain brands of sun cream that contain almond oil
- Cakes made with nuts

Healthy Schools

We are proud to work in partnership with parents/carers to encourage our children to understand what healthy eating means and how it can be achieved through school meals. We ask that parents/carers support our school to help the children establish good eating habits by providing a 'balanced' and 'nutritious' packed lunch. To promote healthy eating, our children are taught about a balanced diet during PSHE and why it is important that we locally source ingredients.



Healthy Schools

Wraparound Care

At Halling we offer a daily breakfast and afterschool club, please refer to the website Breakfast and After School club page for further details.



We are dedicated to safeguarding and promoting the welfare of children and expect all members of our learning community to share this commitment. Ensuring our children are safe is absolutely paramount.

It is our absolute priority to ensure that at Halling, there is a safe and happy atmosphere where all children feel secure.

Through our curriculum, we enable our children to develop awareness and skills to stay safe from abuse (in reality and online). Children also know that at any point, they can speak to any adult in the school wearing a rainbow lanyard, about anything as we always offer a listening ear. We are also here to support parents/carers too. If there is something that is worrying you that you feel will have an impact on your child, please do not hesitate to come and see/contact us to talk it through. We pride ourselves on our supportive and nurturing manner which we know is very effective. Our email is: safeguarding@halling.medway.sch.uk

In recognising our legal and moral obligations for Safeguarding and Child Protection, we:

- have a vigorous safer recruitment selection process.
- ensure that all staff, including volunteers that work directly with children, have an enhanced DBS check.
- equip our children with the knowledge and skills to keep them safe in order to live a happy life.
- have clear Safeguarding and Child Protection Policies.
- have clear procedures and practices that all members of staff are confident with for identifying and reporting cases/suspected cases of abuse.
- establish a safe, nurturing and supportive atmosphere free from discrimination or bullying where children can learn happily.
- have an effective Behaviour Policy adhered to by all members of the learning community, which ensures all behaviour is appropriately dealt with so that teaching and learning is always conducive.

Designated Safeguarding Leads – DSLs

At Halling, we have a team of Designated Safeguarding Leads.



Ms Shona Eakins
ASSISTANT HEADTEACHER
AND SENDCO



Mrs Ellie Nott
HEADTEACHER



Mrs Debbie Tyler
PASTORAL LEAD



Mrs Claire Coleman
EARLY YEARS LEAD



Contact Us

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