

Newsletter No. 95 – February 2026

Tel: 01458 443340

Email: office@brooksideacademy.co.uk

Website: www.brooksideacademy.co.uk



Dear Families,

Parent Survey 2026 – What You Told Us & What Happens Next

Thank you to everyone who completed our Parent Surveys across Mainstream, the Willows and Nursery this term. More than 220 of you responded, giving us one of our strongest sets of feedback to date, including an exceptional 72% response rate in Nursery. Your insights help us celebrate what's going well and understand where we can strengthen our practice across the Academy.

Across all three settings, a very clear picture emerges: children at Brookside are happy, safe, cared for and thriving. Below is a summary of the key themes and how we are moving forward. [You can find the Individual reports with much more detail on our website under the Admin Section/ Surveys.](#)

What You Told Us – The Shared Strengths

One of the most consistent messages across every setting is just how happy children are at Brookside. Parents repeatedly described children who look forward to coming in, settle quickly, talk positively about their day and show pride in their learning.

Children Feel Safe and Well Supported

You told us that your children feel safe, secure and well cared for. Parents praised our warm atmosphere, strong safeguarding culture and staff who know children as individuals. In Nursery, many families highlighted the strong attachments children form with key workers.

Staff Warmth, Kindness and Professionalism

Across Mainstream, the Willows and Nursery, the most frequently repeated praise was for our staff. You described them as kind, welcoming, nurturing, patient and skilled, and many commented that these strong relationships are a major reason children flourish here. Staff responsiveness and approachability were also highly valued.

High Quality Learning & Support

Parents spoke positively about learning across the Academy; from purposeful early years activities and early phonics to strong teaching and high expectations in Mainstream. SEND support, ELSA provision and early identification of needs were also highlighted as significant strengths. In the very challenging sector of SEND this was very high praise and we noted that not everyone felt that.

High Levels of Parental Recommendation

An impressive 98% of Mainstream parents said they would recommend Brookside, and 100% of the replies in the Willows and Nursery said they would recommend us (Wow, we've never had that and we will do our best to keep a focus on this). This is something the whole community can be proud of.

Areas for Development Across the Academy

While feedback was overwhelmingly positive, we know that one experience that is challenging can be really hard for you or your child. The surveys were anonymous and we used Ai to ensure the data was reviewed without any bias. Those individual issues are worth sharing with us though - one parent said that we do not have the best interests of their child at heart (I can't help on this as the view was anonymous but please - come and talk to me about this. As hard as this message is for us to hear, I want to hear from you and I want to listen to your experiences. It's not easy running a school with over 600 children and families but I want us to be inclusive and try our best at all times. Your view matters to us.)

1. Communication Consistency

This was the biggest shared theme. Although many praised the friendliness and responsiveness of communication, some of you clearly wanted:

- Fewer admin errors
- More notice for events and changes (though some of you also wanted less!)
- More consistent messages across teams
- Clearer follow-up after incidents
- More detailed handovers and updates in Nursery

These insights show us where our systems could to be smoother or more consistent.

2. More Information About the Daily Experience

You want more detail about routines, learning, friendships, food, toileting and children's social and emotional development.

3. Behaviour & Playground Safety

Behaviour was widely praised as calm and well managed, but a few parents raised concerns about rough play and follow-up communication. We are already acting on this through updated Trust-wide Behaviour procedures - we recently had a trust review of behaviour and are looking closely at our systems for follow-up and consistency.

4. Practical Improvements

Parents identified issues such as busy entrances, queuing, short-notice changes, and club booking frustrations.

Next Steps – Our Commitments

Based on your feedback, we will:

- Strengthen communication through better internal checking, improved notice periods and clearer incident follow-up.
- Review and refine behaviour and playground systems to ensure a safe, positive environment.
- Improve consistency and clarity in SEND communication and processes.
- Continue building on what you value most: warm relationships, a caring ethos and high expectations for every child.

Warm regards, Brian Walton

You will remember from our December newsletter, that one of the parents of children at Brookside Academy has recently carried out a petition asking for a crossing outside Brookside Academy. Street Parish Councillor and Brookside parent, Anna Thompson, is hoping to bring this issue to the Parish Council this month, through the Highways Advisory Committee, on Tuesday 24th February.

Somerset Council look at data when deciding about risk, but many residents are unaware that they can and should report near-misses to the police, rather than Brookside Academy. The more evidence of risk Somerset Council have, the greater the chance that they will provide a crossing outside the academy.

Anna has asked us to signpost any parents raising concerns about safety to the police at

<https://www.avonandsomerset.police.uk/forms/rnm>, or to Anna herself, at cllr.thomson@street-pc.gov.uk.

Netball Match Report: Monday 2nd February 2026

By Ezra and Eden

First of all, we played against Elmhurst; it was a very intense match. At half time, the score was 0-0, but luckily, Brookside's perseverance stayed strong. As a result, we beat Elmhurst 2-0.

In the second match, we were up against mighty West Pennard. With some strong chest passes and incredible shots they were winning 3-0; amazingly Brookside had a comeback. In the end we drew 4-4.

Due to us winning one game and drawing the next, our mindsets were in the right place and we knew what we had to be done. With Springmead's calm and composed shooting, the match became difficult. Although Springmead was strong, Brookside carried on fighting and with a result the score ended as 4-4.



What we've been up to recently ...

Nursery – We're Going on a Bear Hunt, The Gruffalo and more!



It has been a busy half term for us in across all the nursery rooms.

The Butterflies have enjoyed activities based around bears, one of the focus stories was, We're Going on a Bear Hunt which helped them to learn about positional language and they all really liked recreating the story. Another of the focus stories was Goldilocks and The Three Bears through this story they learnt a fun song which taught them some new Makaton signs and about different sizes.

The Ladybirds also enjoyed looking at the We're Going on a Bear Hunt story, one of the activities that was particularly engaging was creating Teddy faces at snack time, they also all went on a bear hunt around the Academy Grounds, as they went on their hunt they sang the words and song from the story.

At the start of the term, they read Gingerbread man and some of the toddlers then joined in with baking their own gingerbread. Both of these stories have really helped the children to learn and repeat key phrases. "Run run as fast as you can you can't catch me I'm the Gingerbread Man" and "We can't go over it, we can't go under it, oh no we've got to go through it."

Our Bumblebees have been engaging in activities based around The Gruffalo, Dear Zoo and Elmer. The babies worked on their fine motor skills by using pipettes to squeeze the different colours from Elmer into a truff tray as well as to throw different coloured pom poms onto an outline of Elmer. Some of the babies have been for walks around the Academy grounds and saw the fish in the fish tank which links into their Dear Zoo story. They have also been stomping the animals from Dear Zoo through gloop and sand which was lots of fun.

The children in the Incey room, have enjoyed exploring The Gingerbread Man story as well as We're Going on a Bear Hunt and the Colour Monster. The children loved running in the garden practising their language that they had learnt from the Gingerbread man story, "run run" as well as "ready steady go". They also explored gingerbread themed shaving foam which helped them to work on their fine motor development. Whilst looking at We're Going on a Bear Hunt they enjoyed exploring with their hands and feet a range of sensory trays all based on the different elements of the story.



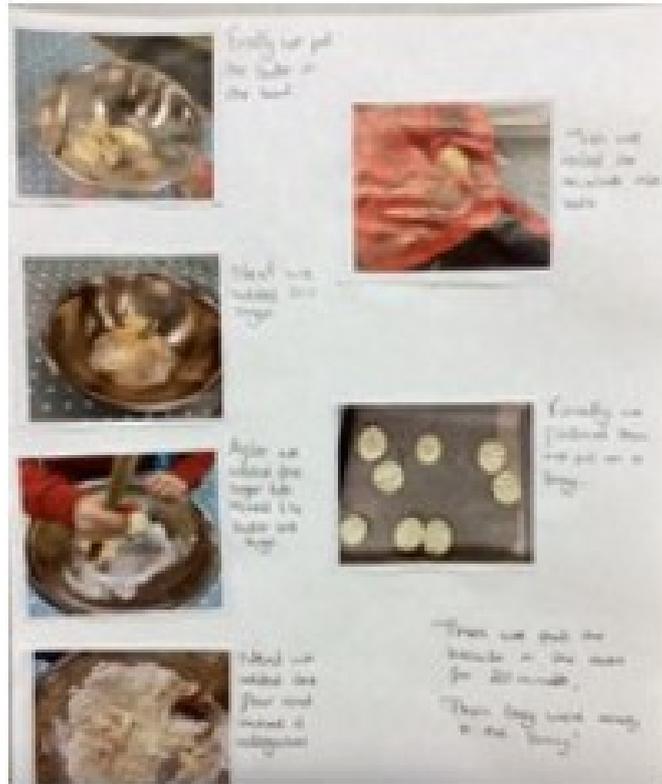
The Willows—Jays Class—Pancakes and Chinese New Year!

In Jays class we have been trying lots of different types of foods. We have been cooking banana muffins, pizzas and pancakes. We choose the toppings that we wanted to put onto our pancakes. We also found out about Chinese New Year and used our cutting and sticking skills to make some pictures of dragons.



The Willows—Kingfishers Class—Cooking!

Kingfishers have been developing their cooking skills in the practical room this term. We have learned the importance of taking turns, following instructions carefully, and working safely. Kingfishers have even gone on to write their own recipes, thinking thoughtfully about ingredients, methods, and clear sequencing.



The Willows—Hummingbirds Class—Monsters and Creatures!

In our English learning this term we have been exploring stories with monsters and creatures.

We have read and enjoyed Little Red Riding Hood, The Gruffalo, Where the Wild Things Are, and the Deep Dark Wood.

This week we are reading We're Going To Find the Monster and are having a brilliant time creating our own adventure stories.



The Willows—Swifts Class—Breakfast!

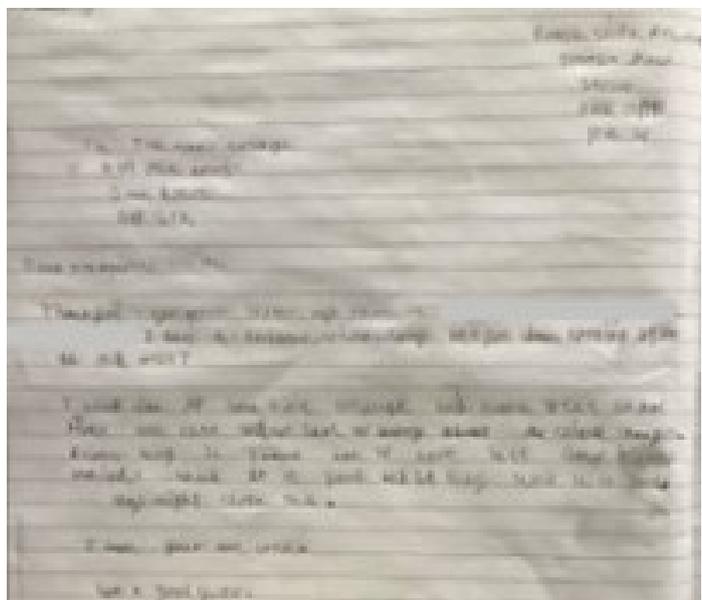
Swifts love having breakfast together in the mornings. We take it in turns to use communications boards to help us communicate to staff what we would like to eat, and we can even choose what we have on our toast. After breakfast we say hello to everyone and think about how we are feeling using the 'zones of regulation'.



The Willows—Robins Class—Writing to the Tree Man!

This half term, as part of our Homes topic, Robins have been reading the book *Our Tower* by Joseph Coelho. The story sparked discussions about the different places we call home and how our environments shape our feelings and experiences. Inspired by the characters, the children have been writing letters to the Tree Man.

Alongside our English work, we have been strengthening our social skills through turn taking games. We also enjoyed celebrating another well-earned Dojo Party, recognising the fantastic effort, kindness and teamwork the class has shown. In mainstream PE, the Robins have continued to shine as they performed their dance routines with confidence. It has been a wonderful, busy term.



The Willows—Toucans Class—Local Walks and Road Safety!

Every Thursday morning, the Toucans have set off on local walks to explore the high street, nearby parks and the wider town. As part of our Homes topic, we looked closely at the different types of houses and buildings in our community, talking about what makes each home unique and who might live or work there.

During our walks, we also practised important road safety skills stopping at kerbs, looking and listening carefully, and crossing safely with an adult. We loved being out and about, especially wandering through the lively local market on the high street. The children were always delighted when stallholders offered us a free carrot to munch on during our visit!

We are also lucky to have regular sessions with our physiotherapists, who support us with new activities and ideas for our daily physio routines. It's always stretches and smiles with Georgie.



Early Years – Spring Term News ...

This term in Early Years, our overarching theme is 'Amazing Animals'. We've had an exciting start, exploring the world of minibeasts through stories such as *The Very Hungry Caterpillar* and *What the Ladybird Heard*. Next, we'll discover fascinating nocturnal creatures with the delightful tale of *Night Monkey, Day Monkey*. Alongside this, we'll be learning about healthy eating and different food groups—especially fruits and vegetables—through fun texts like *Supertato*, *Adam's Farm*, *The Little Red Hen*, and *Farmer Dan*. To end the term on a colourful note, we'll enjoy the story of *Elmer, the patchwork elephant*.

To ensure a solid foundation for reading, we are consolidating all Phase 2 and Phase 3 phonics sounds and tricky words. This will build the children's confidence before they transition to Phase 4. We will be introducing "Alien Words" (nonsense words). These challenge the children to use their pure decoding skills rather than relying on visual memory, ensuring they can blend any combination of sounds. In Maths Our focus this term is on deepening Number Sense and understanding how numbers relate to one another through Number Progression: Investigating the "one more" relationship between consecutive numbers, Composition: Exploring how quantities can be represented in various ways and Part-Whole Thinking: Learning that numbers are made of different parts (e.g., discovering all the different ways to make 5).

In our Skills lessons this term, we've been busy exploring exciting topics! In Science, we've learned about the four seasons, discussing their similarities and differences. In Geography, we've looked at maps, thought about how we travel to school, and even created our own maps to show our journeys from home to school. And that's just the beginning—there are plenty more exciting learning opportunities ahead in Art, Music, RE, History, and PSHE!

It's set to be an incredible term ahead, and we can't wait to see the children explore these new opportunities!

Year 1 – Numbers to 20, The Storm Whale and much more ...

Another half term has passed and we have been busy for every single moment of it.

In Maths, we have progressed on to numbers to 20 and are relishing the extra challenge this brings. We have been learning how to partition numbers into tens and ones, both practically and recording this as a calculation. We learnt how to estimate on a number line which proved tricky at times and have spent the last few weeks looking at addition and subtraction problems again but using these larger numbers. One area we are all finding a bit difficult is missing number problems. For example:

$$4 + ? = 17$$

$$19 - ? = 8$$

$$? - 12 = 2$$

In English, we have focused on some lovely texts such as The Storm Whale, What The Ladybird Heard and Goldilocks and The Three Bears. Whilst still ensuring we are improving our spelling and handwriting each day we have sequenced the stories, written predictions, produced our own information books about farm animals and rewritten a whole story. Alongside this we are really enjoying our weekly guided reading sessions where the questions are getting harder and we are working more independently.

We have loved learning about animals in Science this term and are now experts at the different animal groups and the features these animals have. In Music, we have been learning about the terms Pulse and Tempo. Art has been very messy using saltdough and paper mache, we have some amazing creations to bring home to show you!

We are all very proud of how hard we are working and can't wait to show you some of our work on our Sharing Afternoon on March 6th, we hope you can all make it.



Year 2 – Grandad’s Island, The Squirrels Who Squabbled, etc.

What a wonderful and busy term it has been in Year 2!

This term in English we have delved into two fantastic stories: Grandad’s Island and the Squirrels Who Squabbled. Through these books, the children have made predictions, written descriptive pieces, sequenced key events and explored characters’ thoughts and feelings. They have also produced brilliant diary entries and thoughtful letters, showcasing how much their writing skills are developing.

In Maths, we have been learning all about money — identifying coins and notes, counting amounts, adding totals, and calculating change. We have also explored grouping and sharing, using these skills to help us understand division. The children have been strengthening their multiplication knowledge too, making links between multiplication and division facts with growing confidence.

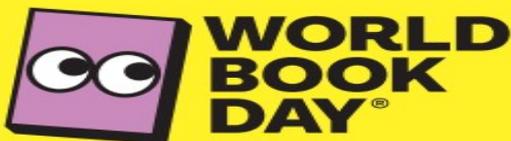
Our Geography topic focused on hot and cold places around the world. We compared different climates, learned about animals that live there and explored how they adapt to their environments. Can you tell your adult about a camel’s adaptations? We also learned about the equator with a fun song and discovered why countries closest to it experience the hottest temperatures.

In Computing, we have been learning all about algorithms using Bee-Bots. The children programmed their Bee-Bots to follow sets of instructions and even designed their own Bee-Bot mats complete with challenges and routes to follow. Their creativity and problem-solving skills have really shone through.

In Music, we have had great fun learning to sing The Music Man complete with actions! More recently, the children have begun learning to play along on the glockenspiels — a very loud but fun lesson!

After half term we will be beginning our very exciting DT project of making puppets! Please can you ensure your child brings a named wooden spoon into school the first week back.

We hope you all have a lovely and restful half term!



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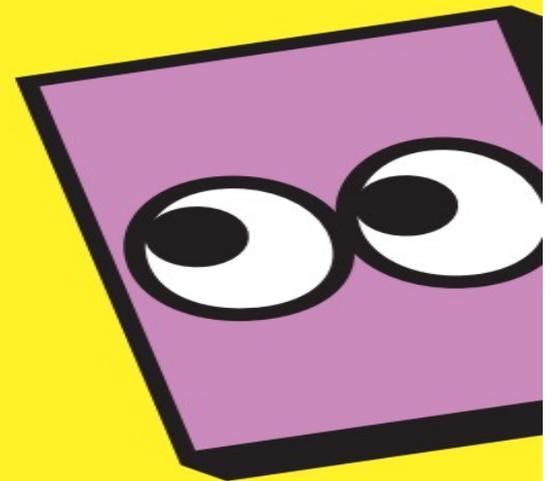
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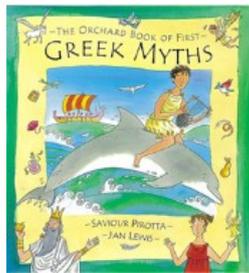
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Year 3 – Forces, Greek Mythology, Scratch and much more ...

Science

This half term, our science learning has focused on forces, gravity and friction. We carried out an exciting experiment to see how a car moved down a ramp from different heights. We tested a range of materials on the ramp and observed that the more Lego bricks needed to make the car move, the more friction there was between the material and the car.

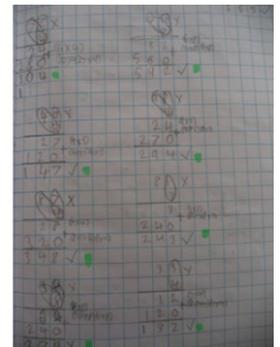
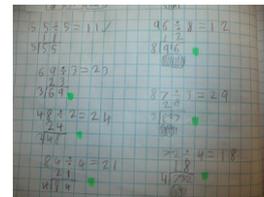


English

We have thoroughly enjoyed exploring Greek mythology this half term, with a particular focus on *King Midas and the Golden Touch*. The children have been developing their storytelling skills by using speech effectively in their writing, bringing characters and dialogue to life in their myths.

Maths

We have been incredibly impressed by how quickly the children have grasped both the ladder and bus stop methods for multiplication and division. They have embraced the challenge with confidence and determination and should be very proud of the progress they have made.



Computing

In computing, we have been learning to code using Scratch. The children have had to think carefully about how to input precise instructions to achieve the desired results. They have enjoyed using their skills creatively to design and program mini stories using a variety of characters.

French

In French, we have begun learning vocabulary linked to activities and hobbies. The children have enjoyed practising this new language and are becoming increasingly confident when recalling and using the new words.

Year 4 — Perspective, The Boy at the Back of the Class, etc ...

Year 4 have had a busy and creative time this term!

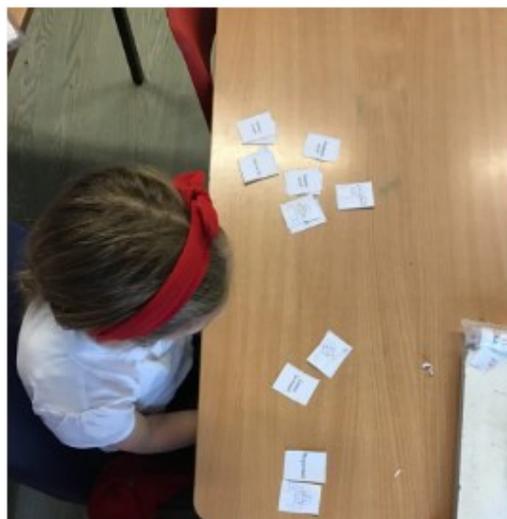
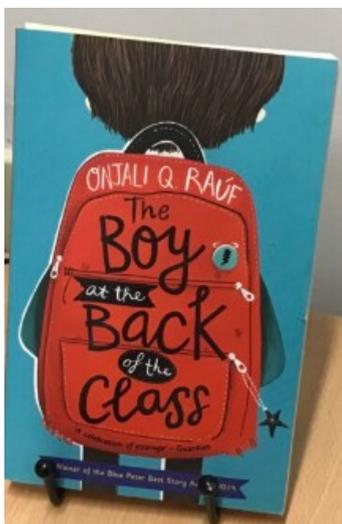
In Art, the children have begun exploring perspective drawing. They have been learning how artists create the illusion of depth by using a horizon line, a vanishing point, and lines of perspective. Pupils have started to identify and apply these skills in their artwork, thinking carefully about how objects appear smaller as they move further away.

In English, we have started reading *The Boy at the Back of the Class*. The children have already shown empathy and curiosity as they engage with the story, sharing thoughtful ideas and questions about the characters and themes.

During our French lessons, we have been practising listening and responding to simple instructions. Year 4 enjoyed playing a game of French Snap, using phrases such as *regarde* (look) and *écoute* (listen) helping them build confidence in understanding spoken French. These are now used regularly in class to support listening skills and everyday routines.

In Science, we have begun our topic on States of Matter. The children are learning about solids, liquids, and gases, and exploring the processes of melting and solidification. We have planned an exciting practical investigation where pieces of chocolate will be placed in different areas of the classroom, such as on a windowsill and in a tray, to observe how temperature affects melting. We look forward to sharing our observations and findings at the end of the term.

Well done, Year 4, for your enthusiasm and focus across all subjects in this half-term.



Year 5 – Musical Composing, Forces, Georgia O’Keefe, etc.

Year 5 have been buzzing with creativity, curiosity and hands-on learning this term.

In music, the classes have been working together to compose a shared piece for the glockenspiels, exploring rhythm, melody and teamwork. Now that we’ve mastered performing as a whole group, we’re moving on to composing in pairs, creating short pieces to play and perform together.

Science has taken us into the world of forces and how they cause or affect movement. We’ve been investigating gravity, friction, water resistance and air resistance through a series of practical experiments. From testing how objects fall to exploring how surfaces change the way things move, the children have been thinking like real scientists.

In art, we’ve been inspired by the vibrant work of Georgia O’Keeffe. After studying her bold watercolours of plants and natural landscapes, we experimented with Brusho paints to understand colour blending and expressive brushwork. Everyone created two compositions of their own artwork influenced by O’Keeffe’s style, resulting in a beautiful collection of individual interpretations.

During our recent English lessons, we have been focussing on understanding the difference between formal and informal language and which audience or purpose requires which tone. We have used formal sentence starters, modal verbs and relative clauses to write brilliant letters of complaint.

We have enjoyed learning about places in town and directions in our French lessons this term. In addition, we have been thinking about our community during PSHE when we have discussed big plans to help make our local community a better place for everyone.

A recent highlight was our trip to Strode Theatre, where we watched Crispin’s performance of Frozen. The children were captivated by the storytelling, music and staging. They were fantastically behaved both on our walks and as an audience.



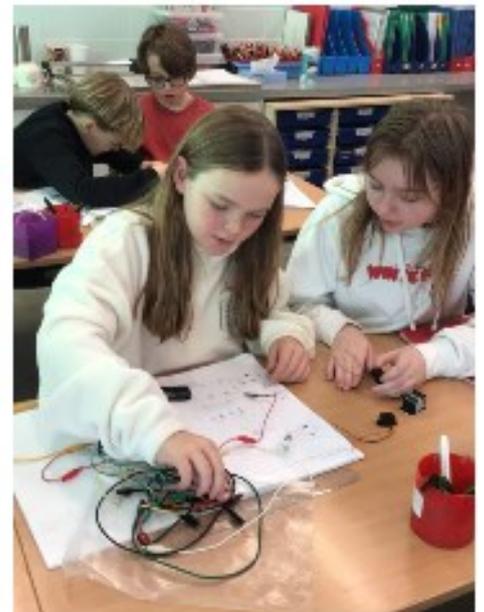
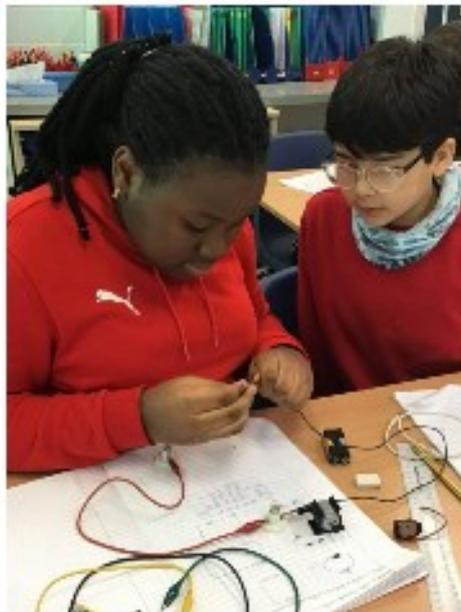
Year 6 – Mountains, Electricity and Edward Tulane ...

The Spring Term started with lots of new topics from Mountains in Geography, to Electricity in Science and a new book – Edward Tulane – in English.

In our English lessons, we started by writing from Edward's perspective as he (a china toy rabbit) learns about what it truly means to be loved and to feel a part of something greater than oneself. After that, we have been researching and writing fact files based upon some of our favourite animals.

We have incorporated some skills learned in our history lessons in science this term: ordering key events in chronological order! We have also been making electrical circuits and experimenting with how the length of wire affects the brightness of a bulb.

Our topic in Geography this term is Mountains. We have been learning about the features of a mountain as well as the different types of mountains. We discovered the different ways in which a mountain could be formed: fold, dome, fault-block or volcanoes. We then carried out research about life on a mountain focusing on climate, jobs and uses of mountains. We have also taken part in a virtual tour up to Everest Base Camp and have learnt more about what it takes to make a trek to the highest point on Earth.



Arbor Parent Portal and Parent App

We have launched the Arbor Parent Portal and Parent App for the parents and carers of all school-aged children at Brookside. Thank you to everyone who is already using the App — **98.5%** of our families have registered, so far!

Please can we ask all parents and carers to update their child's personal information and emergency contacts, as well as their own information, via the Arbor Parent Portal and Parent App. You are also able to update Pupil Image, Video, Sound and Local Visit consents.

Another feature of the App is daily **Absence Reporting**. To notify us of your child's absence via Arbor, please click into the 'Attendance' area of the App, input the absence details, and submit the request. **We are no longer using 'Studybugs'**.

Please note that the Arbor App is not applicable to our Nursery children as their records are held on a separate nursery system; please continue to contact the Academy Office if you would like to make changes to the personal information we hold for Nursery children or to report their absence.

If you have any questions or concerns, please reach out to the Academy Office for further information.



We're using Arbor's free Parent Portal and Parent App



We've chosen Arbor to help us manage our school.

Arbor is a simple, smart and cloud-based MIS (Management Information System), which helps us work faster, smarter and more collaboratively as a school. The Parent App and Parent Portal mean we can keep you informed about your child's life at school in a much more accessible way. Log into Arbor to see and update your child's information, get live updates and make payments or bookings on the go!

The Parent Portal works on Google Chrome (computer or laptop) and you can download the Parent App from the App Store or Google Play Store on your phone (Android 5.0; iOS 10.0 and upwards).

How to get started

1. Wait for your welcome email from us telling you Arbor is ready - you won't be able to log in before
2. Click the link in your welcome email to set up your password
3. Go to the App or Google Play Store on your phone and search 'Arbor'
4. Click 'Install' on Android or 'Get' on iPhone then open the App
5. Enter your email, select the school, then enter your password
6. Accept the Terms & Conditions and enter your child's birthday

The Sunnyville School of Magic
W10 5BN, London, GBR

Log In

Forgotten password?

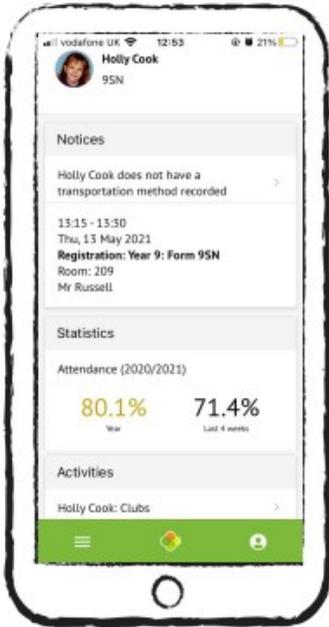
Need help using Arbor?

Contact the school office if you have questions about Arbor, the App or Parent Portal. Tell us the type and model of your phone, e.g. an iPhone SE, and include screenshots or screen recordings.

To safeguard student data in line with General Data Protection Regulations (GDPR), Arbor only works directly with schools.

Some tips to try:

1. Ensure your username is the email address you use for Arbor. Ask us to **check the email address** linked to your account.
2. **Reset your password** from the login page, or ask us to do this.
3. If the login email was sent to you more than 96 hours ago, the **password link will have expired**. Ask us to send it again.
4. Ask the school office to check that your email address has not been used twice - e.g. on another guardian or child's profile.
5. **Enter the birthday** of one of your children to log in.
6. Only relatives who are **Primary Guardians** of a child can access the Arbor App. Ask us to check you can access Arbor.



Absence from School

Attendance at school is vital to your child's learning and development.

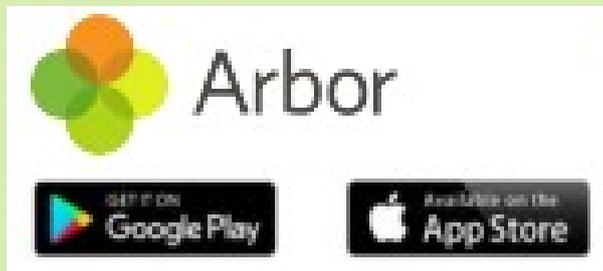
Children's progress will be affected if they are absent.

We have a statutory obligation to investigate any child's attendance that falls **below 90%** or **below the 10 session absence threshold** (10 or more half day absences within a 12-week period). Evidence of medical appointments, e.g. Doctor's/hospital/Dentist appointment cards/ letters, etc., is required.

If your child is ill, please notify us before 8.45am via the **Arbor** app. Please inform the school beforehand if your child has to attend an appointment.

We are not able to authorise holidays in term time.

Children who arrive or leave school during the day **must** be signed in or out at the Academy office.



As per paragraph 38 of the Department for Education Statutory guidance 'Working Together to Improve School Attendance, "The DfE does not consider a need or desire for a holiday or absence for the purpose of leisure and recreation to be exceptional circumstance. Leave of absence should not be granted for a pupil to take part in protest activity during school hours." The amendments made it clear that Headteachers can only grant leave of absence during term time for exceptional circumstance.

There is no longer a H code for authorised term time leave for holidays and In accordance with Government guidelines we cannot authorise this request.

If your child is absent for this period, the absence will be recorded as unauthorised term time leave on their record. I should inform you that a fixed penalty fine may be requested.

The new national framework for issuing penalty notices is to ensure consistency across the country.

Penalty Notices are issued by Somerset Council as below:

1st penalty notice £160 if paid within 28 days reduced to £80 to be paid within 21 days

2nd penalty notice £160

3rd penalty notice cannot be made to the same parent regarding the same child within 3 years, alternative action should be taken.

Penalty Notices are per parent/carer per child and may be requested should the absence be for 5 consecutive days or more and your child's attendance is below 97%.



Dates for your Diary

Please check the School Calendar on our Website for events throughout the year: <https://www.brooksideacademy.co.uk/calendar/>



We use email and phone as our main means of communicating with parents and carers. If you have not provided us with an up-to-date email address or mobile phone number, please do so. You may be missing out on important information.



Free School Meals

Children who attend a Somerset Council school, whose parents or carers receive any of the following are entitled to free school meals:

- Income Support (IS)
- Employment and Support Allowance (Income Related)
- Universal Credit with an annual household income of less than £7400 after tax
- Income-based Job Seekers Allowance (IBJSA)
- Guaranteed Element of State Pension Credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit provided they are not entitled to Working Tax Credit, with an annual taxable income (as assessed by HMRC) of less than £16,190



Only the benefits listed above qualify for free school meals. If you have recently become unemployed, but are still receiving Working Tax Credits, you may be entitled to free school meals.

Non-Benefit related additional eligibility criteria:

Children of families who don't receive these benefits may also qualify for free school meals if the family's annual household income is no higher than the following:

- £22,700 for families outside of London with one child
- £26,300 for families outside of London with two or more children.

In addition to these thresholds, families must hold no more than £16,000 in capital and savings.

- And the parent or carer meets any of the following criteria:
- you are a Zambrano or Chen carer
- families who have no recourse to public funds with a right to remain in the UK on grounds of private and family life under Article 8 of the European Convention on Human Rights
- families receiving support under Section 17 of the Children Act 1989 who are also subject to a no recourse to public funds restriction
- a subset of failed asylum seekers supported under Section 4 of the Immigration and Asylum Act 1999
- you hold a British National (Overseas) – BN(O) – passport
- you are a spousal visa, work visa or student visa holder
- you have no immigration status.

Please phone the Entitlements Team, County Hall, on 0300 123 2224 for advice.

Children must be in school all day and they will be provided with a meal at lunchtime which is paid for by the school.

It is the responsibility of the parents or carers to register their entitlement and request free school meals for their children.

Children in nursery do not qualify for a free meal until they start school, but applications will be processed so that when your child starts school, you will already be notified whether they qualify for a free school meal or not.

Please apply online at: <https://www.somerset.gov.uk/children-families-and-education/school-life/free-school-meals/>



Uniform Reminder

The school uniform is very simple and reasonably priced. We expect the children to wear it: White or red shirt/blouse or polo shirt, Brookside sweatshirt or cardigan (a plain, low-cost, red sweatshirt or cardigan is acceptable), grey or black skirt or trousers/shorts, red & white summer dress, black shoes. PE kit is red t-shirt and black shorts and warm joggers and trainers for the Winter. A warm, waterproof coat in wet/cold weather. Hair should be natural in colour and not of an extreme style (Mohicans, skinheads, or tramlines, are not acceptable). Every child should have a book bag and a PE bag. We give each new Early Years child a book bag before they start school. Sweatshirts, cardigans, PE kit and book bags can be ordered via the 'Uniform' link on the Academy Website. **ALL ITEMS SHOULD BE CLEARLY NAMED – PLEASE.** Parents/carers will receive a reminder if their child isn't wearing the correct uniform.

SAFEGUARDING AND CHILD PROTECTION

SAFEGUARDING OFFICERS FOR CHILD PROTECTION



MR BRIAN WALTON
HEADTEACHER
DESIGNATED
SAFEGUARDING LEAD



MRS SARAH ASHFORD
DEPUTY HEAD
DEPUTY
SAFEGUARDING LEAD

IN THE EVENT OF ANY CONCERNS FOR A PUPIL'S SAFETY PLEASE REPORT IMMEDIATELY TO A DESIGNATED MEMBER OF STAFF.



MR JARED WISEMAN
ASSISTANT HEAD
DEPUTY SAFEGUARDING
LEAD



MRS NICOLA NEVELL
ASSISTANT HEAD
DEPUTY SAFEGUARDING
LEAD



MRS JENNY MOORE
ASSISTANT HEAD
DEPUTY SAFEGUARDING
LEAD



MRS SAM DAVEY
NURSERY MANAGER
DEPUTY SAFEGUARDING
LEAD

In school, if you are worried about a child, speak to one of the above members of the Safeguarding Team by emailing safeguarding@brooksideacademy.co.uk. If you are worried about any adult's interaction with a child, please report to the DSL or in their absence to a DDSL. If your concern relates to the DSL you must contact BTCT CEO Mark Thomas or Trust Safeguarding Lead, Sally Power.

Out of school, if you are worried about the immediate safety of a child, please call the Police on 999. If you are worried that a child is at risk, please call Somerset Direct, Children & Young Peoples Service Emergency Team (after 4.00pm) on 0300 123 23 27.



MR ADI WHATLING
SAFEGUARDING GOVERNOR

The role of the safeguarding governor is key to understanding the effectiveness of safeguarding for everyone in the school.



Welcome to Brookside Academy

Thank you for visiting us; we are looking forward to working with you.

In order to provide the best learning environment possible, schools across Street are committed to the wellbeing of all members of our community, this includes children, parents / carers and staff. We expect all staff and visitors to treat children and colleagues with the courtesy and respect they would expect to receive themselves. In addition, it is important that adults should set a good example to children at all times.

We expect all visitors to

- Respect the caring ethos at each school
- To follow all safeguarding guidelines
- To approach members of staff for assistance with any issues in an appropriate manner.
- To work with the school in the correction of child's actions, especially where it has, or could lead to, conflict, aggressive or unsafe behaviour

Unacceptable conduct includes

- Verbal abuse which includes swearing and shouting
- Any form, or threat of, violence
- Aggression
- Harassment
- Derogatory comments linked to gender, ethnicity, sexual orientation or any other personal characteristic
- Possessing, abusing, or being under the influence of alcohol, tobacco or controlled substances on the school site
- Sending abusive or threatening emails, texts, phone messages or letters to anyone within the school community
- Disruptive behaviour which interferes with areas such as classrooms or office areas
- Using social networking sites to single out individuals, bully or to distribute untruthful or malicious information or comments

In the event that these expectations are not met visitors may be asked to:

- Stop and consider changing their actions
- Leave the school site
- Refrain from contacting members of staff

In the event of serious or persistent breaches of these expectations we may:

- Send parents a legally approved warning letter
- Withdraw permission for visitors to enter the school premises.
- In the case of bullying, untruthful or malicious comments on social networking sites, the schools may request that the comments are deleted. The governing bodies and individuals in liaison with their professional associations may also consider legal action.

This code is supported by our Governing Body and all schools in Street.

All staff and visitors have the right to work in a safe environment without fear of intimidation, abuse or assault.

Should my child go to school/nursery today?

<https://nhssomerset.nhs.uk/my-health/parent-zone/?#7>

Do I need to keep my child off school?

NHS
Somerset

Chicken Pox

Until all spots have crusted over

Conjunctivitis

No need to stay off but school or nursery should be informed

Diarrhoea & Vomiting

48 hours from last episode

Glandular Fever

No need to stay off but school or nursery should be informed

Hand, foot & mouth

No need to stay off but school or nursery should be informed

Impetigo

Until lesions are crusted & healed or 48 Hours after starting antibiotics

Measles or German Measles

4 days from onset of rash

Mumps

5 days from onset of swelling

Scabies

Until after first treatment

Scarlet Fever

24 hours after starting antibiotics

Slapped Cheek

No need to stay off but school or nursery should be informed

Whooping Cough

48 hours after starting antibiotics

Flu or Covid-19

Until recovered

Head Lice

No need to stay off but school or nursery should be informed

Threadworms

No need to stay off but school or nursery should be informed

Tonsillitis

No need to stay off but school or nursery should be informed



Parents: 07480 635 515

Young People age 11-19: 07840 635 516

Welcome to the Somerset School Nurse Service!

We'd like to take this opportunity to introduce ourselves and the School Nursing Service to all families—whether your child is starting school for the first time or returning after the summer break. As part of Somerset's commitment to supporting children's health and wellbeing, our School Nurse Service is here to help your child thrive—both in and out of the classroom. School nurses are qualified nurses and public health professionals who work with families of children aged 5 to 19, offering confidential advice, care, and support on a wide range of health topics. Whether it's guidance on sleep, healthy lifestyles, emotional wellbeing, continence, our team is here to support you and your child. We work closely with schools, families, and other professionals to ensure every child gets the help they need to stay healthy, happy, and safe

ChatHealth – Easy, Confidential Support via Text

ChatHealth is a confidential text messaging service for parents and carers of children aged 5–19. You can text a qualified school nurse for advice. Just send a message to **07480 635515**—available Monday to Friday, 9am to 5pm (excluding bank holidays.)



6 ways to help your child with their weight



Small lifestyle changes can make a big difference – try these top tips.

1. Find some support

Speak to your child's school nurse, GP or practice nurse who will help support your family with diet and lifestyle changes if needed.

2. Make some healthier food swaps

There are lots of easy ways to cut back on sugar, salt and saturated fat – get started with our top tips and simple swaps.

[Food facts - Healthier Families - NHS](#)

3. Eat balanced meals

Find out what a healthy, balanced diet looks like. [The Eatwell Guide - NHS](#)

4. Try some new recipes

Get inspiration to help your family eat well every day. [Recipes - Healthier Families - NHS](#)

5. Get moving

Try boosting your family's activity levels in 10-minute bursts with our Disney inspired play along games.

[10 Minute Shake Up games - Healthier Families - NHS](#)



ChatHealth



is your child 5-19 and are you looking for confidential help and support?

A safe and easy way to contact your School Nursing Team

Just send a text

07480 635 515



Improving LIVES

Disclaimer: This is not an emergency service; it operates Monday to Friday 9am-5pm and is only available by using a UK mobile number. Your messages are stored on our secure system and can be seen by the School Nursing Team who run our ChatHealth Service. Although this is a confidential service, in the event of a safeguarding issue the School Nurse has a duty of care to act on this and may

SLEEP



Is your child struggling with sleep?

For practical advice & support visit...



[Home - The Sleep Charity](#)

Alternatively, speak with a school nurse using our Chathealth text service
Tel: 07480 635 515

National Childhood Measurement Programme (NCMP)

Is your child in RECEPTION or Year 6?

If so, the school nurse team will begin visiting schools in the New Year to complete the height and weight measurements of all children in Reception and Year 6.

For more information regarding the programme please click on the link below:

[Somerset children & young people : Health & Wellbeing : F2f Ph Ncmp](#)



Somerset School Nurse Team Contact Details:

Email: schoolnurse.duty@somerset.gov.uk

Tel: 0300 790 9854

REPAIR CAFE



Glastonbury

3rd Saturday in the month 10am-12pm

At the SCOUT HUT, Benedict Street, Glastonbury BA6 9NQ

Contact: lb.hpc3@gmail.com

Street

4th Saturday in the month 10am-12pm (not in December)

at the Quaker Meeting House, Street BA16 0EB

Contact: streetrepaircafe@gmail.com

Bring items for mending by our skilled volunteer repairers. We take electrical items, bicycles, clothing and textiles, jewellery, toys, woodwork and much more. We just ask for a suitable donation. Also enjoy home-made cake and hot drinks in our friendly cafés!



Find both cafés on Facebook

streetrepaircafe@gmail.com



Supported by Community Action Groups Somerset and Street Parish Council

World Book Day Costume Exchange

at Street Community Library

Do you have a costume that has been previously used and no longer needed?

Donate it to the costume exchange!

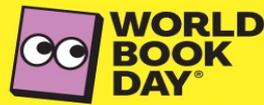
All donations must be of good quality and in a clean condition.

Please hand donations to a member of staff.



**GO
ALL
IN.**

National
Year of
Reading
2026



5 March 2026

The reading for fun charity



**Choose your £1 book
for free!**

with your World Book Day® book token

World Book Day at Street Library – Children can get a £1 free book by claiming a Book Token at the front desk. All books are displayed in the children's area and can be taken home for free in exchange for their Book Token. Complimentary bookmarks and stickers will also be handed out.

Street Community Library

Rhyme Time

Interactive rhyme and songs!

Every Monday | 10:30am - 11:00am

Ages 0 - 5
Free of charge and no booking needed!

Somerset Council
STREET PARISH COUNCIL
The FRIENDS of STREET LIBRARY



Mendip Community Transport



VOLUNTEERS NEEDED!

Hospital car transport

Demand for our hospital car service is growing and we urgently need new volunteers to help us get isolated, disabled and vulnerable people to their vital hospital appointments.

- Choose the days you volunteer
- Help people in your community
- Meet new friends!

**YOUR
MILEAGE PAID
DOOR-TO-
DOOR**



For more information, call Mendip Community Transport on 01749 880613, or email office@mendipct.co.uk