

# School Prospectus

2017 - 2018

St. Joseph's Catholic Primary School  
Kennedy Drive  
Goole  
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Head Teacher: Mrs Tina Connell

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*Truth, Love, Compassion*

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**Head Teacher: Mr; T Connell  
Chair of Governors : Mr; C Murphy**

Dear Parents

Welcome to St Joseph's Catholic Primary School. We hope that this prospectus sets out information, which will be of help to you to prepare your child to begin school.

St Joseph's Catholic Primary School is a voluntary aided Roman Catholic School for children of all abilities, aged 5 – 11 years.

St Joseph's is first and foremost a place of learning. Great emphasis is placed upon creating a safe, healthy and nurturing environment, which is calm and ordered, and therefore conducive to hard work and achievement. We provide a stimulating learning environment in which all members of the school community are encouraged to achieve their full potential.

We are committed to working in partnership with parents, knowing that with your support and co-operation, we shall succeed in providing the best education and care possible for your child.

Childhood is a very special time and no one gets a second chance at it. We shall do our best to ensure that your child enjoys a rich and varied school life and finds satisfaction and interest in academic, creative and sporting activities of many kinds.

Each school has its own ethos – that particular quality, which although difficult to define, permeates the corporate life of the school. At St Joseph's, our unique distinctiveness is born out of the Gospel values we follow and the Christian living we affirm on a daily basis. We aim to educate our pupils for life, giving them the knowledge and skills to become active and valuable citizens, now and in the future.

I hope that the information in this prospectus will give you an insight into the life and work of St Joseph's Catholic Primary School.

Yours sincerely

Mrs Catherine Murphy  
Chair of Governors

# **St. Joseph's Catholic Primary School**

## **Mission Statement**

The Gospel values for which Jesus lived, preached and died will be proclaimed through our work as the light of Christ guides us on our spiritual journey.

Our school will be seen as a community with Christ at the centre, where children are at the heart of all our efforts, celebrating achievements and reflecting through prayer.

Through our actions, all who share in the life of the school will feel welcomed, valued, included and informed.

All relationships amongst us will be based on love, truth, compassion, justice and forgiveness.

We will support our community in having a deeper awareness and understanding of the Catholic faith, whilst respecting the personal consciences of our children and their families.

Fountain of truth

Embodiment of love

Spirit of compassion

# **St Joseph's Catholic Primary School**

## **Our Aims**

*Living, Celebrating,  
Learning, Caring*

### **Living School**

The school aims to be a Christian community in which all are encouraged through worshipping together, to deepen their relationship with God and one another.

### **Celebrating School**

The school aims to be a community where effort is valued, success is celebrated and all are encouraged to do their best at all times.

### **Learning School**

The school aims to be a place of learning in which there is enthusiasm, a desire to learn and the confidence to work hard and persevere.

### **Caring School**

The school aims to foster its culture and ethos through the qualities of love and kindness and through a readiness to respond to the needs of others to produce individuals who are responsible citizens in God's world.

# School Governing Board

St Joseph's is a Voluntary Aided School, provided by the Catholic Diocese of Leeds and maintained by East Riding County Council. It has a Governing Board, which is responsible for the school and on which the Church, Local Authority, Parents and Staff are represented. Members of the school Governing Board are as follows:

Foundation Governors (appointed and approved by Bishop Marcus Stock).

<b>Name</b>	<b>Title</b>
Fr Nigel Barr	Foundation Governor
Mrs Catherine Murphy	Chair/Foundation Governor/SEN Governor
Mrs Andrea Standring	Vice Chair/Foundation Governor
Mr Paul Waddington	Foundation Governor
Mr Garry Jennings	Foundation Governor
Mrs Mary Livingston	Foundation Governor
Mr Kevin Flynn	LEA Governor/H&S Governor
Ms Barbara Ainscough	Foundation Governor
Vacancy	Parent Governor
Mrs Rebecca Pashley	Parent Governor
Mrs Kathie Wilkinson	Staff Governor
Mrs Tina Connell	Head Teacher
Mr Samm Campbell	Clerk

Correspondence for members of the Governing Board may be addressed care of the school office.

# Our School Staff

Role	Name	Responsibility
<b>Leadership</b>		
Head Teacher	Mrs Connell	Designated Child Protection Officer, Assessment Leader, Educational Visits Leader, , School Council Leader, Health and Safety Leader, IT Leader
Deputy Head Teacher	Mrs Cooke	Deputy Designated Child Protection Officer
Senior Leadership	Mrs Connell, Mrs Cooke	School Improvement
<b>Teaching Staff</b>		
Foundation Stage	Mrs Morrell	EYFS Leader, Science Leader, SENCo, EAL, Disadvantaged Pupils Leader
Year 1 and 2	Mrs Hill	Literacy Leader, Art Leader, Design Technology Leader
Year 1 and 2	Mrs Haller	Numeracy Leader, History Leader, Geography Leader, MFL Leader
Year 3 and 4	Mrs Leach	
Year 5 and 6	Mrs Cooke	RE Leader, Music Leader, PE Leader,
<b>Support Staff</b>		
Nursery Nurse	Mrs Wilkinson	Foundation Stage
Teaching Assistant	Mrs Kettlewood	Year 1 and 2
Teaching Assistant	Mrs Brierley	SEN support
Teaching Assistant	Miss Gawtry	Year 1 and 2
Teaching Assistant/HLTA	Mrs Kelly	Year 5 and 6
Teaching Assistant	Mrs Severn	Year 3 and 4
Teaching Assistant	Mrs Clark	Nurture Provision
<b>Administration Staff</b>		
Admin Officer	Mrs Teal	Finance and admin duties
Admin Officer	Miss Sharp	Administrative duties
<b>Maintenance Staff</b>		
Site Supervisor	Mr Atkinson	
Cleaner	Mrs Skotnicka-Tosiek	
<b>Lunchtime Staff</b>		
Cook	Mrs Sunderland / Mrs Leighton	
Kitchen Assistant	Mrs Leighton	
Senior Midday Supervisor	Mrs Hallam	
Midday Supervisor	Mrs Flynn	
Midday Supervisor	Mrs Teesdale	
Midday Supervisor	Miss Eddleston	
Midday Supervisor	Mrs Hibbard	



# ADMISSIONS POLICY

## 2017/18

### OUR POLICY AND PRACTICE

Saint Joseph's Catholic Primary School was founded by the Catholic Church to provide education for baptised Catholic children. The school is run by its governing board as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government and seeks at all times to be a witness to Jesus Christ.

If the number of preferences received is less than the admission number then all preferences will be met. However, when there are more applications than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria listed below. By applying to this school parents, or carers, are declaring their support for the aims and ethos of the school.

The governing body has responsibility for admissions to the school and intends to admit 15 pupils to reception in the school year which begins in September 2017.

#### **Oversubscription criteria**

**At any time where there are more applications for places than the number of places available, places will be offered in the following order of priority:**

1. Looked after children from Catholic families or children from Catholic families who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order with siblings who attend St Joseph's Catholic Primary School.
2. Looked after children from Catholic families or children from Catholic families who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order.
3. Baptised Catholic children with a sibling who attends St Joseph's Catholic Primary School.
4. Baptised Catholic children who live in the defined area.
5. Other Baptised children.
6. Other looked after children or other children who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order with siblings who attend St Joseph's Catholic Primary School.
7. Other looked after children or other children who were previously looked after but ceased to be so because they became adopted or became subject to a residence or special guardianship order.
8. Other children with a sibling.
9. Other children.

#### **Tie Break**

- Where the offer of places to all the applicants in any of the categories listed above would still lead to oversubscription, the available places will be offered to those living nearest to the school. 'Straight line distance' will be used as the measure (see notes).

- If two or more pupils live equidistant from the school, the distance each pupil lives by road from the preferred school will be measured and the place offered to the pupil who lives nearest by this means. In the event of this being equal, places will then be decided by random allocation (see notes).
- Where there is more than one application from a postal address contained within a block of flats, places will be decided by random allocation (see notes).

### **Application Procedures and Timetable**

A standard application form, known as the Common Preference Form must be completed and returned to the Local Authority Admissions Team at County Hall, Beverley by Friday 15<sup>th</sup> January 2017. Failure to provide a Common Preference Form (CPF) would mean that the application is not valid.

If parents/carers feel that they should be in a specific category, i.e. Baptised Catholic, then they are required to complete a Supplementary Information Form and provide the required evidence. The Supplementary Information Form is attached to this policy and must be submitted by date to be confirmed, to Mrs S Hunter, School Business Manager, at the school. Therefore, failure to provide a Supplementary Information Form (SIF) could affect the category your application is placed in. Please note that it is the responsibility of the parent/carer to complete all forms and supply evidence – reminders will not be sent.

Parents or carers will be advised of the outcome of their applications on 17<sup>th</sup> April 2017. Unsuccessful applicants will be given reasons related to the over-subscription criteria listed above and advised of their right to appeal to an independent appeal panel.

### **Late Applications**

Late applications will be dealt with according to the local authority coordinated scheme.

### **Deferred entry to primary schools**

Parents of children who are offered a place at the school before they are of compulsory school age can defer their child's entry until later in the school year or until the child reaches compulsory school age in that school year. Where entry is deferred, the school will hold the place for that child and not offer it to another child during the remainder of the school year. Parents cannot defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted. Parents can also request that their child attends part-time until the child reaches compulsory school age.

The school strongly advises parents that entry in September is the most beneficial start for their child.

### **Deferment for summer born children**

If your child's fifth birthday is between April and August then they can start school the following September. The expectation would be that parents have decided that the child will miss the full reception year and they would have to apply for Year 1 places (if any remained available). Requests for full year deferral with a retained reception start will be considered individually. Parents would be expected to provide substantial and exceptional evidence of the need for this to happen (personal views and reference to national research will not suffice).

### **Admissions outside the normal admission round**

Applications should be made to the school and will be dealt with by the admission authority of the school, i.e. the governing body. If there is more than one application for an available place the governors will make their decision using the oversubscription criteria listed in the appropriate policy for the year group. Unsuccessful applicants will be given reasons related to the oversubscription criteria listed above and will be advised of their rights to appeal the governors' decision to an independent appeal panel.

### **Waiting Lists**

As well as their right of appeal, unsuccessful applicants will be placed on a waiting list. This waiting list will follow the order of the oversubscription criteria set out above. Names are normally taken off the list at the end of the academic year.

### **Pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan**

The admission of pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan that names the school must be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criterion.

The admission of pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan is dealt with by a completely separate procedure. This procedure is set out in the 1996 Education Act. Details of this separate procedure are set out in the *Special Educational Needs Code of Practice*.

### **Notes (these notes form part of the over-subscription criteria)**

**Catholic** means a member of a church in communion with the See of Rome. A certificate of baptism in a Catholic church, or a certificate of reception into the full communion of the Catholic Church, will normally evidence this, alternatively a letter from a parish priest confirming membership of a church in communion with the See of Rome. This includes the Eastern Catholic Churches.

**Looked After Child** has the same meaning as in section 22 of the Children Act 1989, and means any child in the care of a local authority or provided with accommodation by them (e.g. children with foster parents).

**Looked After Children from Catholic Families** – this has a dual meaning. It could be the child themselves who are baptized Catholic or it could be the family who are caring for the child that is Catholic. If it is the child who is a baptized Catholic normal rules apply and a baptism certificate should be seen by the admission authority. However, (in limited situations) this may not always be possible and in these cases the admission authority should seek to ensure that there is evidence that the child is baptized. If a child is placed with a Catholic family who wish the child to have a Catholic education this should be evidenced by a letter from a priest evidencing the baptism of the parent/carer.

**Defined area** is a geographical area. Please see boundary maps available for inspection in school (boundaries determined by the Diocese of Leeds).

**Siblings (brothers and sisters)** includes children with brothers and sisters (including step-siblings, adoptive siblings and foster siblings) of statutory school age, living at the same address, in attendance at the same school on the date of admission.

**Twins or Triplets (or multiple births)** - where a family of twins or triplets request admission and if one sibling has been offered the 30<sup>th</sup> or last place the 'excepted pupil' rule comes in and the other twin/triplets are offered a place.

**Live** - In all categories "live" means the child's permanent home address. A child is normally regarded as living with a parent or guardian and we will use the parent or guardian's address for admission purposes. You cannot lodge a child with a friend or relation in order to gain a place at a school. For admissions purposes only one address can be used as a child's permanent address. When a child lives with more than one parent/carer, at different addresses, we will use the preference expressed by the parent/carer at the address where the child lives the majority of the time during the school week as the main place of residence.

**Straight Line Distance** – in all categories, when decisions have to be made between children satisfying the same criterion, children living nearest to the school, using a straight line measure, have priority. [If you use LA measurements please use the LA descriptor as to how they measure].

**Random Allocation** – this is only to be used when the last place to be offered would fall into one of the two categories above, ie children living in a block of flats or children who live equidistant from the school using straight line distance criterion. An independent person will be used to make the random selection.

**Admission Appeal**

Admissions Team  
East Riding of Yorkshire Council  
County Hall  
Beverley  
East Riding of Yorkshire

# School Procedures

Session Times			
Foundation and Key Stage 1		Key Stage 2	
8.55 – 10.30	Session 1	8.55 – 10.30	Session 1
10.30 – 10.45	Break	10.30 – 10.45	Break
10.45 – 12.00	Session 2	10.45 – 12.15	Session 2
12.00 – 1.15	Lunch	12.15 – 12.45	Lunch
1.15 – 2.30	Session 3	12.45 – 2.30	Session 3
2.30 – 2.45	Break	KS2 classes have a staggered mid-afternoon break that is flexible to the needs of the activities the children are doing.	
2.45 – 3.30	Session 4	2.30 – 3.30	Session 4

## Start of the school day

At the start of the day, the gates to the playground gates are unlocked at 8.45am. Parents are most welcome to walk their children to their appropriate cloakroom doors. Teachers will be present to talk to parents should there be any minor concerns or questions that can be dealt with quickly. If the concerns are of a more serious nature that require more time, a mutually convenient appointment should be made with the teacher. Children will have early morning work to get on with straight away, and will be expected to settle down into this quickly and quietly.

At 8.55am, the school bell will ring, and the gates to the playground are then locked. If anyone arrives after this time, they should report to the reception office, where the reason for the lateness will be recorded. Please note that punctuality is extremely important and enables a good start to the day for your child. Punctuality is monitored by the Head Teacher, and any concerns are addressed in conjunction with the Educational Welfare Officer.

## End of the school day

Please ensure you are present to collect your child from their classroom door when lessons finish at 3.30pm. Children will only be released when staff are confident there is someone suitable to collect them. If, for any reason, you are unable to collect your child on time, then contact the school office on 01405 762607 as soon as possible. Similarly, if your child is to be collected by a different person, then please make sure you make the school aware of this (forms are available in the Foundation Stage cloakroom for this purpose if your child is in the Foundation Stage class).

In the event of a child not being collected, staff will initially endeavour to contact the parent, and then the nominated emergency contact. It is therefore essential that we hold up to date records for parent and emergency contact telephone numbers.

## **Children Leaving the Premises Without Permission**

We strive to make the school a safe environment with controlled access. All gates to the school premises are kept locked throughout the day, except for the one giving visitors' access to the main office.

If, in the unlikely event, a child leaves the premises of their own accord, staff will notify you, (or your emergency contact if you are unavailable), and the police immediately. A senior member of staff will search the roads between the school and your home, remaining in touch both with the school and you (or your emergency contact) by mobile phone.

Copies of your child's most recent school photograph will be shared with police officers involved in the search. The police will coordinate communications between everyone involved in the search and ask you to detail the places your child might choose to go.

If your child arrives home, or you find them first, then let the school know straightaway so that the search can be called off.

When the child is found, you will be notified immediately and they will be returned to school or to your home if you prefer.

## **Holiday Dates**

Please see Appendix A at the back of this booklet for this year's holiday dates. We send holiday dates out to parents as soon as they are agreed at County Hall and we ask all parents to keep the list and consult it when making holiday plans. The holiday dates are also available to view on the school's website.

**No holiday should be booked during term time before seeking the Head Teacher's authorisation.**

Parents who take unauthorised holidays during term time are advised that they may incur a fine imposed by the Local Authority. The Local Authority Attendance Policy is on our website and it is important that parents consult this before booking holidays during term time. Any request must be accompanied by proof that you meet one of the criteria stated on the policy.

## **Lunchtime Arrangements**

The lunch-break is from 12.00-1.15 pm for FS/KS1 children and 12.00-12.45 pm for the KS2 children, during which time they are supervised by lunchtime support staff. Children can choose to have a cooked meal or a packed lunch.

The cost of a school dinner is £2.30 a day. All payments must be paid through ParentPay. If you do not have a bank account this can be done via Pay Point at a variety of outlets around the town. You can ask the school secretary for a payment card if paying through Pay Point. You will be given password details by the office, please note that each child will have their own password on this system. If a child is absent, credit is carried through to the following week. We ask all parents to cooperate with this arrangement. All meals should be paid in advance. If a child's account goes into arrears then you will be asked to send the child in with a packed lunch until the debt has been paid. Schools are not permitted to give credit or to allow outstanding dinner money to build up. Parents may pay for an

entire term/half term's dinner money in advance if they wish. Please ask Miss Sharp in the school office for the correct figure.

All children up to the end of Year 2 are eligible for free school meals. We would encourage you to take up this offer, as the meals provided are cooked on site and are very nutritious. Please note; the school is still given extra money for every child that is eligible for free school meals. This money is Disadvantaged Pupil Funding, and it can be used to provide a multitude of things that enhance your child's education. Please contact the school office to see if you can apply for this extra money, as every penny really does count in a small school.

Typical menu	
Monday	Sausages and onion gravy Mashed potato, green beans, sweetcorn, selection of salad Gingerbread and custard or fresh fruit or low fat yogurt
Tuesday	Roast pork and sage and onion stuffing with roast potatoes Carrots and/or garden peas, selection of salad Fresh fruit salad and natural yoghurt
Wednesday	Fishcake served with chunky chips and baked beans Selection of salad Chocolate crunch and pink sauce or fresh fruit and yoghurt
Thursday	'Italian style' chicken fillet with pasta Garden peas and/or cauliflower, selection of salad Oaty biscuit or fresh fruit and yoghurt
Friday	Savoury mince and Yorkshire Pudding served with Mashed potato, broccoli florets and/or sweetcorn Selection of salad Lemon sponge and custard or fresh fruit and yoghurt

The weekly menu runs on a three week rolling programme and is regularly revised. Updated menus are always on the school website [www.stjosephsrcprimaryschool.co.uk](http://www.stjosephsrcprimaryschool.co.uk). If you do not wish your child to have a school meal, you can provide a packed lunch in a lunch box, clearly marked with the child's name and class. Please ensure that these do not include fizzy drinks, chocolate or sweets (including items that can be purchased from the confectionary isle e.g. Mars bars, Dairy Milk, Maltesers). If included, the children will be asked to put these items away to take home. Biscuits that are coated in chocolate are allowed e.g. mini rolls, Twix, Kitkats, Penguins etc. Please be aware that packed lunches are not refrigerated and you should choose contents that will remain fresh at room temperature. Please ensure your child brings their packed lunch to school with them in the morning, as lunches are stored in a designated area for later distribution. Lunches arriving late can interfere with the smooth running of the lunchtime period.

### Mid-morning Break

The school is part of the Infant Fruit and Vegetable Scheme. Every FS/KS1 child receives a free piece of fruit daily. If a parent wishes to send in an alternative form of fruit, then this is fine. Only fruit is eaten at FS/KS1 break times. KS2 children may bring in a small, healthy snack for their morning break.

Children are aware that their full cooperation is expected in ensuring that all litter from snacks and lunch boxes is disposed of correctly in appropriate waste bins.

### **Drinks in Class**

Children have access to water throughout the day, in the classroom. They are not permitted to bring juice or bottles from home.

### **Accident/Illness**

Basic First Aid is administered in school for minor accidents. **It is very important we have emergency numbers for you to be contacted quickly, should the need arise. Always notify the school, if you change your telephone number or if there is a change in family circumstances.** You will be given an official Notification of Change of Details form to fill in. We need parental permission to be able to seek any necessary emergency medical advice or treatment in the future. The form for this is included with your child's induction pack. Please ensure that it is signed and returned to the school.

### **Medication Policy** (available on our website)

The aim of this policy is to effectively support individual children with medical needs and to enable pupils to achieve regular attendance.

Parents should not send a child to school if (s)he is unwell and most certainly not when they are infectious. Where a child has a long term medical need a written health care plan will be drawn up with the parents and health professionals. No member of staff can be required to administer medicines to pupils but where a member of staff volunteers to do so then they will be given training as appropriate for the task. It is the parents' responsibility to ensure they are aware of expiry dates of any medicines/asthma inhalers, kept in school.

Parents must inform the school about any particular needs their child may have before a child is admitted or when a child first develops a medical need. We will endeavour to support the child to promote good attendance, where necessary staff will undergo training for this.

### **Non Prescriptive Medicines**

The school will not administer non prescribed medicine to a child e.g. cough medicine, Calpol.

### **Prescribed Medicines**

Parents must complete the form 'Request for School to Give Medicine'.

Medicines must be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions:

- Name of child.
- Name of medicine.
- Dose.
- Method of administration.
- Time/frequency of administration.
- Any side effects.
- Expiry date.

The person responsible for administering such medicines is Miss Sharp. If Miss Sharp is absent then Miss Ward will be the person responsible for administering medicine.

## **Self-Management**

Children are encouraged to take responsibility for their own medicine from an early age. A good example of this is children keeping their own asthma reliever, which should be clearly labelled with the child's name.

## **Refusing Medicine**

If a child refuses medicine the parent will be informed the same day.

## **Disposal of Medicine**

Parents are responsible for ensuring that date expired medicines are returned to a pharmacy for safe disposal. They should collect medicines, including asthma inhalers, at the end of each term.

## **Medical Matters**

A Health Nurse and doctor have been allocated to this school to carry out routine health inspections. The school nurse is available by appointment, either in school or at Bartholomew Medical Centre, Goole.

## **Parent Consultations and Meetings**

Parents are actively encouraged to participate in their child's learning. There are termly Parental Consultation evenings to which parents are invited and expected to attend. If you are unable to attend on the specified evening, then your child's class teacher will be in touch to make a more convenient appointment time. St Joseph's recognises the importance and value of parental involvement and we would be pleased to hear from you about ways in which we can work more closely together.

## **Access to the School**

Attlee Drive provides the only access to the school. At school opening and closing times parents tend to converge in Attlee Drive and Kennedy Drive. Please avoid parking on the zigzag lines, and be mindful of the presence of children, and the needs of the residents who live in this area. The school car park is strictly for staff and parents of children who have particular needs. We continue to work closely with the local police in ensuring that our children remain safe at these busy times, and the needs of residents are respected.

## **Security**

The care and safety of our children is of paramount importance to us. All visitors, including parents, should report to the school office throughout the day as soon as they arrive on site. We respectfully ask that children do not have their lessons disrupted by visitors, and any messages or items should be left with the office staff, who will ensure safe delivery of the message or item. The cooperation of all visitors is crucial in this area of security.

# **Pupil Absence/Attendance**

In keeping with our Attendance Policy, parents are expected to comply with the following procedures:

- To ensure that pupils are in line and on time at the start of each school day.
- To realise that any pupil lateness after 9.20am (unless a medical appointment) will be coded as an unauthorised absence.
- To notify the school of all pupil absences on the first day, preferably by telephone.
- To complete a Pupil Notification of Absence sheet for all planned pupil absences, seeking school authorisation.
- To understand that not all pupil absences can be authorised.
- To avoid any pupil absences, where possible, within the academic year, especially during April and May.
- To avoid any periods of pupil absence in excess of the government's maximum limit of 10 days – please read and keep to hand Appendix B attached
- To work with the school where pupil attendance is a cause for concern.

We ask all our parents/carers to report a pupil's absence on the first day, or in advance of that if the nature of the pupil's absence is known. If your child is absent due to illness, please telephone the school office or send a message to the school office or class teacher. Failure to support this procedure may result in discrepancies in your child's End of Year Attendance Record.

If your child is in need of a medical or dental appointment, these should be arranged outside school hours wherever possible. If it is not possible to arrange an appointment out of school hours in an emergency, please inform the class teacher in writing in advance. Sight of the appointment card or letter is required.

If your child is absent for another reason, e.g. family occasion, holiday or extra-curricular activity not connected with the school, parents are obliged to seek permission from the Head Teacher in advance.

The school's official Absence from School policy and form (in accordance with the East Riding Local Authority) is available from the school office. Failure to apply for pupil absence from school will result in that absence being coded unauthorised, which would impact negatively on your child's absences and be queried by the Education Welfare Officer, which can result in parents receiving home visits.

The agreed attendance target for our school is above 94.9%. Where a child's attendance falls below this, parents will be invited into school to discuss the situation with the Head Teacher. Children whose attendance is below 85% are defined as 'persistent absentees' and the government will expect action to be taken to improve this level of attendance. Attendance is tracked by the Head Teacher and then by the Education Welfare Officer if there is cause for concern. The Education Welfare Service will take parents to court if their children's absence is consistently high.

## **Valuable;**

We are unable to accept responsibility for valuable, therefore we ask you not to allow such items to be brought to school. All games, toys, electronic items are not allowed in school. If children bring items for show and tell, then they should be safely stored in the classroom and not brought into the playground. Forbidden items will be confiscated and returned to parents on request.

Mobile phones will not be needed during the school day and must be left at home. Any 'emergency' calls can be made using the school phone on request. Some children, usually in Y5/6, walk to or from school alone. Parents who wish their child to do this must provide written permission, and under these circumstances, phones may be brought to school. Phones must be turned off and deposited in a lockable box located in the classroom. The box will be kept in the classroom during the day, and phones will be returned to pupils at 3.30pm.

# School Uniform

The school has a set uniform which we expect all the children to wear. The code of dress is outlined below.

	Girls	Boys
Winter	<p>Maroon tie with logo (first tie provided free from school)</p> <p>White collared shirt (no polo shirts, scalloped edges on collars or additional decoration)</p> <p>Maroon v-neck knitted jumper / cardigan without logo (no sweatshirts or home-knitted versions)</p> <p>Mid grey tailored pinafore dress, skirt or trousers</p> <p>Grey or maroon socks or tights</p> <p>Black shoes (no trainers)</p>	<p>Maroon tie with logo (first tie provided free from school)</p> <p>White collared shirt (no polo shirts)</p> <p>Maroon v-neck knitted jumper without logo (no sweatshirts or home-knitted versions)</p> <p>Mid grey tailored trousers</p> <p>Grey or black socks</p> <p>Black shoes (no trainers)</p>
Summer	<p>Pink gingham summer dress</p> <p>Maroon jumper or cardigan as above</p> <p>Grey, maroon or white socks or tights</p> <p>Black, brown or white shoes or sandals</p>	<p>Tie as above</p> <p>Mid grey tailored trousers or shorts</p> <p>Shirt as above</p> <p>Maroon jumper as above</p> <p>Socks as above</p> <p>Black or brown shoes or sandals</p>
PE	<p>Plain white t-shirt</p> <p>Black PE shorts</p> <p>Plain black or navy tracksuit</p> <p>Black or white trainers</p>	<p>Plain white t-shirt</p> <p>Black PE shorts</p> <p>Plain black or navy tracksuit</p> <p>Black or white trainers</p>
Coats	<p>Maroon reversible school coats may be purchased from Clothes 4 Little People if desired. Otherwise, a plain dark coloured coat is acceptable.</p>	

## **The Role of Parents**

We ask all parents who send their children to our school to support the school uniform policy. It is the responsibility of parents to ensure that their child has the correct uniform and that it is clean and in good repair. Where a parent is temporarily unable to send their child to school in the appropriate uniform, permission must be sought from the Head Teacher, who must agree that the reasons are valid. All items must be named.

Please note: school shoes and PE trainers must be appropriate for the active lives our children lead. School shoes must not have high heels, and fashion boots or brightly coloured trainers must not be worn in place of school shoes. In the event of inclement weather, sensible boots may be worn.

All items of PE uniform must be plain, and not display any type of logo.

The children are strongly encouraged to wear hats/caps during the summer months.

**Please ensure that your child's name is clearly marked on all items of clothing brought into school.**

For health and safety reasons jewellery must not be worn, except for plain gold/silver stud earrings. Pupils will need to be able to remove their earrings themselves for PE lessons. If they are unable to do this, earrings must be left at home on PE days. Please ensure that any new piercings are made at the start of the summer holidays to ensure that they have time to heal.

Sensible, inexpensive wristwatches can be worn, and must be marked with the owner's name. The pupil must be responsible for their watch as the school is not responsible for damage to or loss of personal property.

All long hair should be tied back. Please use maroon, grey, white or black bands or scrunchies for this, and discourage your child from wearing fancy hair bands as some designs can cause injury. All hair styles must be sensible and appropriate for school; extreme haircuts are not acceptable. Shaven heads or any haircut which involves the shaving of lines or symbols, extreme colouration or particularly noticeable variations in colour or length will almost certainly be judged as extreme by the school.

Make-up, including nail varnish, along with tattoos, must never be worn in school.

School bags must be named and be of an appropriate size. Children only require a book bag (to carry pencils cases and reading books etc) and a string-drawn bag (to carry a PE kit). Further bags are unnecessary and take up precious space in the cloakroom.

If your child is not adhering to our school policy, you will receive a letter from the teacher outlining what aspect of their uniform needs addressing for the following day. Your compliance in this matter is greatly appreciated.

# Pastoral Care

Children are expected to behave and staff work hard to ensure that high standards of discipline are maintained. Clear school rules and class rules exist to help our children to make the right choices and decisions. Our programme of worship and spiritual development focuses on promoting respect, tolerance and self-control among the children so that strong disciplinary measures are not necessary.

The children are expected to operate within a framework of discipline that takes into account mutual respect, consideration to others, good manners, acceptable speech and gradual achievement of self-discipline governed by common sense.

Good discipline is based on positive praise and encouragement. Stickers and golden tickets are awarded to pupils in recognition of good behaviour. Our positive discipline policy clearly outlines our rewards and sanctions. We believe in contacting and consulting with parents/guardians if and when behaviour problems occur. Prompt action and intervention by the school and parents/guardians can prevent a small behavioural problem from escalating any further.

As a caring community, we do not tolerate bullying, extremism, terrorism or racism of any kind. We will act swiftly and thoroughly when aware of any such incidents that occur. Our School Behaviour Policy and Equality Policies clearly outline the school's practice and procedures in such cases. Many of our policies are available to view on our website.

## **Pastoral Support**

We are very conscious of our duty of care for your child(ren) and make every effort to provide the degree of care and supervision any responsible parent/ guardian would be expected to make. We strive constantly to remain aware of and respond to your child's academic, emotional, social and behavioural needs. We rely on your whole hearted support and open communication to help us create a happy, civilised and harmonious environment.

Pastoral care is ensured through the class teacher system. Each member of staff is responsible for their class for most of the programme of work and in consequence, a close relationship can develop between adult and child whereby teachers can monitor and respond to a variety of individual needs. Support staff play a very important role in interacting with pupils and can liaise effectively with teachers if they have any concerns.

The ultimate responsibility for pastoral care lies with the Head Teacher and the senior leadership team. Should any parent/guardian have any concerns regarding their child's welfare or any aspect of school life, the teacher, or Head Teacher should be informed without delay. Great care is given to forge links with both home and parish to create a triangle of interactive pastoral care.

At St Joseph's School we are committed to providing a safe, caring and happy environment for all our pupils. Bullying in our school is seen as unacceptable behaviour, which affects everyone and will not be tolerated.

We will ensure that:

- All reports of bullying will be treated seriously and dealt with calmly.
- We will develop effective strategies to prevent bullying.
- All children are regularly reminded of the school's rules and sanctions for inappropriate behaviour.

It is also the school's legal duty to prevent bullying amongst pupils.

All parents should be aware of the school's anti-bullying policy; you will find it on our website or please ask in the office to see a copy. A small charge for printing will need to be made if you wish to take a copy away.

In our school, we make our children aware of what bullying is by regularly exploring what it entails. Our children know the difference between bullying and falling out with a friend.

Parents will be contacted and advised of the possible consequences of bullying incidents which may involve their children. The school will involve parents at an early stage when an incident has been reported. Parents will be invited in to discuss the matter in detail.

It is important that the school reacts appropriately with incidents of bullying, including comprehensive consultation with all those involved in the incident, raising awareness and continued communication. Please remember that a satisfactory investigation may take time to investigate fully and parents will be notified of outcomes as soon as possible. Your cooperation with school is greatly appreciated with these matters.

If you think your child may be being bullied, here are some signs to watch out for:

- Watch for signs of stress (eg an unwillingness to come to school, isolation, feigned illness, damaged clothes or bruising).
- Encourage your child to talk about school life and friendships.
- Contact the school if you are aware or suspect your child is being bullied or is acting as a bully.

## **Equal Opportunities**

Equal opportunities is the responsibility of the whole school community and is reflected throughout the organisation of the school. It is addressed in both the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils are involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, ethnicity, faith, disability, gender, age, sexual orientation and/or socio-economic background, are welcome and encouraged to participate in the life of the school.

# **Provision for Children with Special Educational Needs (SEN)**

The school operates a system of early identification for children who may fall significantly outside the expected range of academic achievement or who is not making the expected progress. The school's SEN policy is in line with the new Code of Practice (2014) and further details can be found about our school's approach to SEN in the policy and the school local offer; these are available on our website or from the office on request. The documents explain the procedures that the school will adopt if a child is identified as having SEN.

The school has a teacher (SENDCo) whose responsibility is to coordinate the school's SEN policy and practice. This is Mrs Morrell, who currently teaches in Foundation Class. If you require any further information relating to SEN, please contact either Mrs Morrell or Mrs Connell.

The Governor with responsibility for SEN is Mrs Murphy.

At all times, the school strives to be inclusive with regard to SEN. At no time will a child be placed on school SEN records without prior discussion with the child's parent/carer.

## **Disability Discrimination**

Our school values the individuality of all our pupils, staff and parents. We aim to ensure that all are welcome in our school. We have adapted our building to ensure that it is accessible to all. We are committed to making any further necessary adjustments, as required, to meet the needs of individual members of our community. Our Accessibility Policy is available on our website or from the office on request.

## **Child Protection**

The safeguarding of our pupils is of paramount importance to us. At St. Joseph's Catholic Primary School, we all take action to promote the welfare of children and protect them from harm. This includes protecting children from maltreatment, preventing impairment of children's health or development, ensuring children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

School procedures are in line with the DfE guidance, 'Working Together to Safeguard Children'. We record any incidents that give us cause for concern, monitoring incidents over time. In cases where child abuse is suspected, we will implement the necessary Child Protection procedures to protect those individuals and will cooperate with the investigating authority to promote the child's welfare, which will always be our paramount consideration, whilst respecting the rights and feelings of parents, carers, staff, governors and other parties who may be involved. This means that we may sometimes need to make referrals without informing parents. The staff with responsibility for Child Protection at St. Joseph's are Mrs Connell and Mrs Cooke. The governor with responsibility for Child Protection is Mrs Murphy.

# **Data Protection and Photographs in School**

Basic information about pupils is now held securely on the computer to assist with the efficient organisation of the school and the children's educational needs. The school complies with the Data Protection Act (DPA) and with all DfE guidance on good practice in managing pupil data and on taking photographs and videos in school. The following occurrences do not breach the DPA:

- A parent/carer taking a photograph of their child and some friends taking part in the school Sports Day to be put in the family photo album.
- Grandparents who are invited to the school Nativity play and video it.
- Group photographs of pupils taken during a class session, school activity or special event, to be used in the school newsletter or prospectus.
- A photograph being taken by a local newspaper of a school awards ceremony, as long as the school has agreed to this and the children and/or the guardians are aware that such photos may appear in the newspaper.

**Photographs you have taken of other people's children should not be put on the internet, including social networking sites.**

**We have some children in school whose parents do not wish for their pictures to be accessed in this way. Please respect this.**

On admission to school, parents are asked to read, sign and return the Parental Authorisation sheets in the School Admissions Pack. There is a comments section there to allow parents to specify if they do not wish their child(ren) to be photographed and / or have their pictures on the internet.

# Organisation of the Curriculum

Our school curriculum is organised to provide the children with their full entitlement to the requirements of the National Curriculum, whilst encompassing our ethos where Christ is at the centre.

There are three key stages in a primary school. The first sets the standards for learning, development and care for children from birth to five and is called The Early Years Foundation Stage or EYFS. St Joseph's does not have a nursery, though we do take nursery aged children into the Foundation Stage under the early admissions arrangements. Details of these arrangements will be sent to prospective parents in the summer term before a child starts school in the following academic year. Key Stage 1 (KS1) is for Year One and Year Two children and Key Stage 2 (KS2) is for Year Three, Four, Five and Six children.

At the end of EYFS the teacher completes an assessment based on evidence gathered over time, called the EYFS profile. At the end of Year 1 the pupils take the Phonics Check. Pupils who do not meet the standard are re-tested at the end of Year 2. At the end of KS1 the teacher is required to make a judgement of attainment for Speaking and Listening, Reading, Writing, Mathematics and Science. At the end of KS2 there are Statutory Assessment Tests (SATs), alongside Teacher Assessments to make judgements in attainment for Speaking and Listening, Reading, Writing, Mathematics and Science.

All of the above are national assessments upon which judgements are made about the school. The other year groups and all pupils throughout the year are regularly assessed through teacher assessment and on-going work. The progress of pupils is closely monitored by the Senior Leadership Team.

Children in St. Joseph's School are taught in mixed aged classes: (FS), (Y1,Y2), (Y3,Y4), (Y5,Y6). Class sizes for pupils in EYFS and KS1 must, by law, be kept to a maximum of 30 pupils, and this is achieved through having mixed aged classes. We endeavour to keep KS2 classes to a maximum of 30.

St Joseph's School aims to teach a broad and balanced curriculum and we also teach English and Mathematics every day. The teachers in all classes are following a topic-based curriculum which incorporates all foundation subjects and includes regular opportunities to consolidate English and Mathematics skills. The topics are planned in consultation with the children, encompassing their interests and wherever possible, encouraging them to lead the learning. As a Catholic school, Gospel Values are at the heart of all that we teach.

## **The Early Years Foundation Stage Curriculum**

The Foundation Stage teacher plans from the seven areas of learning in the Statutory Framework for Early Years Foundation Stage, alongside developing children's characteristics of effective learning. The teacher uses first hand experiences as well as regular opportunities to develop skills, knowledge and understanding through structured play, and supporting child led play. Children get regular opportunities to explore, practice and develop their skills in an exciting and carefully planned environment, with regular opportunities to work in both inside and outside environments. Topic activities are planned with the children, leading through their interests. Staff regularly observe the children playing and use this information to plan the next steps for the children's learning.

## **Mathematics**

The children are taught Numeracy every day following the Government's guidelines. The teachers use a wide variety of materials to help deliver the Maths curriculum including the use of IT and many of their own differentiated worksheets. The teachers plan from the new Framework, which is the Government's recommended scheme of work.

### **Developing Mental and Oral Number Skills**

Children do a ten minute mental and oral spot each day. Maths is taught largely as a whole class, subject led lesson. Over a half term period there will be balance of lessons between number and shape, space and measures and/or data handling. In KS1 the children have a 45-50 minute maths lesson rising to 50 minutes to one hour in KS2.

It is important that pupils in KS1 and KS2 spend five to ten minutes each evening practising tables and mental maths skills. This will be checked in weekly mental maths tests and results shared with parents. Older pupils will be required to complete written maths exercises as part of their homework routine.

## **English**

The children are taught Literacy every day...

### **Reading**

The core reading scheme used in our school is Oxford Reading Tree and is supplemented by a variety of good quality books to support work covered in literacy. Project X is introduced in KS2, however this can be introduced at the end of KS1, depending on the needs and interest of the individual child. The children are grouped for reading and work in guided reading groups on a regular basis. The Literacy lessons are rich in text and reading is a major part of each lesson.

Parents play an important part in this area of the curriculum. Children have reading diaries and take books home to read every day. When parents read with their child everyday this boosts their progress and sets a firm foundation for this vital life skill. When reading is not practised every day, children do not develop the skills they need and this can make it difficult for them to access other subjects and to progress at the same rate as their class mates.

### **Writing**

Children, from the earliest age, are encouraged to be as independent in their writing as possible. There are many writing areas in the Foundation Stage/Y1 classroom, where the children will find the materials they need to write independently. This continues to be an area of focus in school and is once again a key feature of many Literacy lessons.

### **Spelling**

The basis of the school's spelling policy is formulated from the recommendations in the National Curriculum. Pupils are taught to spell in a structured way from Yr1 and are encouraged to learn the spelling patterns and rules of formal grammar. They are encouraged to draft their own work recognising words they have spelt incorrectly. Spelling lists are set as homework in all classes from Yr1 to Yr6. The children are tested every week and results shared with parents. From years 3 to 6 children have a list of statutory spellings which they have to know by the end of their specified year.

## **Handwriting**

The school teaches handwriting in line with the school policy. In KS1 the emphasis is on forming the letters and numbers correctly and these are taught in letter/number groups. In Year 2 letter joining is introduced. In KS2 the children are encouraged to join letters in all their work. Capitals are not joined. When the children are proficient they are allowed to write in pen. This should be in Yr 3/4. Parents can help their children to develop good handwriting by checking that they form their letters correctly when doing homework. If you spot a problem please discuss it with the class teacher.

## **Speaking and Listening**

The children are encouraged to speak clearly and politely at all times from the earliest age. They are also encouraged to listen attentively to each other and to all adults. Many speaking and listening activities are planned for during topic work including the use of role play areas, drama and video and cassette recorders. We further develop speaking and listening through use of Circle Time, class and School Council discussions. Children also use their topic based homework to present their finished projects to their own, and sometimes other classes in the school.

## **Phonics**

Phonics is taught from Foundation Stage to Year 2 (and beyond if necessary), using a systematic and synthetic approach. These sessions are taught daily and are lively and interactive, requiring pupil's involvement and engagement. These skills are essential in order for children to make progress with their reading. At the end of Year 1 all pupils will be given a phonics screening test. These results have to be reported to the Department for Education. Phonics teaching is supported and enhanced with the use of Oxford Reading Tree Phonics books.

## **Science**

The school teaches the Science curriculum as laid out in the National Curriculum. We endeavour to enhance the curriculum through linking it to pupil interests. The school is increasingly aiming to promote an investigative approach to Science with high quality practical work, where the children learn to behave like a scientist, alongside developing their skills, knowledge and understanding. Assessment activities are also used at the end of a topic to measure what the child has learned and inform future provision in the area.

## **Religious Education**

Formal RE is taught through '*The Way, The Truth and The Life*', in line with the Leeds Diocesan guidelines and typically accounts for 10% of teaching time. In Foundation Stage, six topics are covered on an annual cycle, whereas in Key Stages 1 and 2, twelve topics are covered on a bi-annual cycle. Information about these topics appear in the class curriculum theme sheets published at the beginning of each term/half-term. An RE newsletter is also circulated to parents each half-term and this provides an in depth look at each topic studied. There are also suggested ways in which parents can be involved at home with the topic work. Seasonal topics are also given special emphasis, so the work in '*The Way, The Truth and The Life*' is supplemented by CAFOD and other resources to provide work of a greater depth, for example; preparation during Advent, Lent and Pentecost. Religious Education is not only a distinct subject, but is one that permeates the whole of the school's life and learning. During the year the pupils also learn about Judaism, which, along with Christianity, form the Abrahamic religions. In addition, the pupils learn about Islam, Hinduism and Sikhism, on a two yearly cycle.

## **Information and Communication Technology (ICT)**

There have been many developments in ICT in recent years and St Joseph's School has tried to stay at the forefront of this technological revolution. There are 40 networked computers across the school and all of our classes have interactive whiteboards. All of the teachers have access to a laptop and the school is connected to broadband. The children are protected when surfing the web by filters through the LA's firewall security system. The school has a website, address [www.stjosephsrcprimaryschool.co.uk](http://www.stjosephsrcprimaryschool.co.uk) and this is updated regularly.

We are very committed to the development of skills in ICT and we see ICT capability (the way computers are used to help learning) as the key. To this end, the school has heavily invested in iPads which the children will have access to. These are used to enhance and support their learning across all curriculum areas.

## **Design Technology**

Through the teaching of DT we strive to develop creative, technical and practical expertise needed by the children to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They will do this by designing, making and evaluating projects whilst developing their technical knowledge.

## **Art and Design**

We aim to provide opportunities that allow children to become proficient in expressing their ideas through a range of art activities. They will have the chance to explore their ideas, analyse creative works, learn about the historical and cultural development of art forms and evaluate their own and others finished work.

## **Other Foundation Subjects (Music, PE, History and Geography)**

These subjects are taught in a cross-curricular way usually through focused mini-topics. In this way we strive to ensure coverage of the national curriculum with a broad and balanced curriculum that is stimulating and interesting for the children. The foundation subjects are taught in a two year rolling cycle with History and Geography forming the basis of topic work.

## **Personal, Social and Health Education and Citizenship Framework**

Stemming from our vision of what it means to be human, we seek to educate the whole person: spiritually, intellectually, morally, emotionally, psychologically and physically towards Christian maturity. We seek to provide an environment where pupils are informed about relationships within the context of the Catholic faith. Our PSHE and Citizenship provision within the school is underpinned by two key principles:

- The dignity and worth of each person who is made in the image and likeness of God
- The importance of individuals coming together in mutual support and regard, to live and work for the good of humankind and the glory of God.

**“I have come that you may have life and may have it to the full.”**

**(John 10:10)**

Our PSHE and Citizenship provision is made up of a wide range of areas of learning.

## Education in Personal Relationships (including sex education):

It is our aim that pupils will learn to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. They will be taught how the body changes as they approach puberty. All work aims to develop a deeper understanding of loving, caring human relationships, the intrinsic value of the family and Catholic teaching. The school plays only a complementary role to that of the parents, who, as the first and most important educators of the child, take primary responsibility in this area. The school consulted with parents, staff and governors on the introduction of the school's EPR programme, 'In the Beginning' and the scheme was welcomed by all in 2015. Parents have the right to withdraw the child(ren) from sex education. The withdrawal procedures are the same as outlined for withdrawal from RE.

PSHE and Citizenship equips children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive and proactive member of a diverse multicultural society, working together towards that fullness of life, which comes from God.

Other aspects of the PSHE include:

**Health Education**

**Substance Education**

**Road Safety Education**

**Fire Safety Education**

**Protective Behaviour/Anti Bullying Education**

**Life Skills (Risk Management)**

**Community Involvement**

**Support Groups**

**School Council**

**Citizenship, which includes life in Pre-modern/Modern Britain**

## Healthy Schools Status

We have Healthy School Status. We are wholly committed to the physical and emotional well-being of all our pupils. We believe that by actively investing in our staff and pupils' health, we are supporting the process of raising levels of pupil attainment and improving standards. We work hard to create a physical and social environment that is conducive to learning and development. As part of our Healthy Schools provision, we provide the following services:

**Ready access by pupils to drinking water** (school water bottles).

**Lunchtime activity and exercise scheme** (Playground Leaders)

**Infant Fruit and Vegetable Scheme** (free piece of fruit/vegetable for all FS/KS1 pupils at break time).

**School Council**

**Playground Buddies System**

**Extra-curricular provision** (termly details to parents)

# **Additional Activities**

## **Extra-Curricular Activities**

Extra-curricular activities help to develop cooperation, tolerance and good relationships. The school is often represented at local sporting events. We offer a range of extra-curricular activities depending on the availability of staff, coaches and volunteers and the time of year. Traditionally there are a range of sporting clubs including netball, football, rugby, rounders and choral.

Our peripatetic music teachers give tuition in the playing of the violin, piano and guitar. If your child is keen to receive musical tuition, please write a letter to the school requesting for your child to be placed on the Music Waiting List. Clubs and activities usually take place at lunchtime and after school. Parents will be kept informed of any sporting matches or events involving their children. A termly extra-curricular activities sheet is distributed to parents, outlining any changes or additions to the normal schedule.

## **Community Links**

Our school is part of a wider community. Children take part in various inter and intra-school activities, both in the sporting and cultural spheres.

The school works hard to maintain and improve relationships with the parish and local community through a series of planned collaborative events: Christmas Fayre, Carol Service, Summer Fayre, Music Recitals and Masses.

Fundraising events are organised by classes. We believe that children need to learn the importance of charity and active citizenship from a very early age. Our main fundraising includes CAFOD's World Gifts Programme and the Good Shepherd Fund.

## **Educational Visits/Charging Policy**

Every year the school organises a range of interesting educational activities, workshops and/or trips for the benefit of particular classes or key stages or the entire school. These events are a planned part of each child's on-going education and development. Some activities will take place at external venues. Other activities will be organised within school but experts will be invited to lead the session.

Parental help is sometimes sought and gratefully appreciated on these occasions. This is naturally under the supervision of the class teachers. We have strict regulations in place regarding the number of helpers, transport arrangements, permission slips, etc.

With all educational visits, parents will be asked to make a voluntary payment to cover the costs of trips and/or outings. This is calculated by dividing the total cost of the trip by the number of pupils participating. No child will be excluded through an inability to contribute. However, in the event of under subscription, the activity may be cancelled.

We run a residential school trip for Year 6 to an activity based educational visit provider. Parents are asked to pay to cover the cost of board, lodgings and related activities. The school aims to provide value for money with the residential trip, and we would strongly encourage you to allow your child to attend this. Detailed information will be provided for parents at appropriate times throughout the year.

## **Parental Involvement in School**

The Head Teacher and the teachers are very keen to welcome parents, carers and grandparents into school to help in any way they can offer. There are a variety of ways that you can help from general classroom help, helping out on trips, to hearing children read, working with groups for art and craft activities, etc. If you have skills and you think you can share them with the children, the staff will be happy to utilise any time you have to offer. Please speak to your child's teacher or Mrs Connell; who coordinates the parental helpers in school.

## **Fundraising**

We are seeking to establish a friendly and enthusiastic Fundraising team of people who will help to organise an exciting range of social and fund-raising events such as Christmas and Summer Fayres, etc. Not only do these events offer a wonderful opportunity for social interaction but they also raise much needed funds to enhance the life of the school.

All parents are welcome to join. Please get in touch with us if you have the time to spare and would like to help out. There are many and varied opportunities for parents to contribute to the life of school depending on home commitments. Busy working parents can support the school by purchasing raffle and event tickets. Parents with more time can attend the Fundraising Committee meetings to offer input and ideas. Very interested parents can be part of the Fundraising team or act as a class representative.

## **Pennies To Pounds**

We encourage children to learn the benefits of saving money by operating a school based banking service with the Credit Union, called Pennies to Pounds. If you would like your child to have an account, please contact the school office staff for an application form.

## **Homework**

Pupil homework is seen as an important opportunity for supporting learning, whereby parents can work alongside the school to become involved in their child's learning.

Homework is assigned:

- To revise and consolidate work done in class.
- When the teacher feels a child would benefit from additional practice on some area of schoolwork.
- When a child has been absent and the teacher feels that it would help to make up work important to his/her progress.
- After a discussion between parents and teacher.

In Foundation Stage this involves reading practice, phonics work and games/activities to do at home.

In Key Stage One this involves reading practice, simple spellings, handwriting and memorisation of tables and other mental maths practice.

In Years 3 and 4 this involves reading, tables, mental maths, written work and oral work as well as work on-line.

In Years 5 and 6, children have weekly spellings and mental maths tests which they will need to prepare for at home. Children are expected to ready regularly at home. In

addition to this, additional homework is set when needed. Each term, children are set a project to complete that links to the current topic being taught.

Reading at home with children can be fun and very rewarding and can be done by grandparents or older siblings if parents are not available. Advice on how to read with your child will be given to you but if you want to know more, you could speak to Mrs Hill.

Failure to do this homework will impact directly on a child's learning and achievement. This requires parental supervision. Homework should be checked and homework diaries should be signed by parents. Parental feedback to teachers is always welcome. The presentation and completion of homework on time are very important skills for pupils to acquire.

If homework is not completed regularly, the teacher and will consult with parents to discuss ways in which this can be addressed.

### **Home School Agreement**

Please see Appendix D.

### **Weekly Newsletter**

Each Thursday the school publishes a newsletter on our website with all the information required for the week. It carries news, views and information that hopefully help the school run more smoothly on a week-to-week basis. Please ensure that you check it weekly so that you are kept informed of what is going on in the school.

### **School Council**

In 2006-07 we started a school student council with elected members of the pupils meeting every half term to discuss relevant issues to the pupils' lives in school. There are two representatives from each Key Stage 1 and 2 class. The children work with Mrs Connell to contribute to the agendas and take minutes for the meeting. The School Council is an exciting addition to school life and one that we hope will continue to have a very positive impact on how we do things at St Joseph's.

### **Before School Provision**

#### **Breakfast Club**

The School has a thriving Breakfast Club which runs from 7.30 am every morning during term time – it does not run on staff training days. Children have opportunity to eat a healthy, hearty breakfast before engaging in a range of fun and stimulating activities. The cost of each session is just £4 which is payable in advance. If you want your child to attend the Breakfast Club, then you need to register the days of the week required. As the club is self-financing, all sessions booked must be paid for whether or not your child attends.

# **Complaints Procedure**

Any concerns parents may have about the school curriculum and related matters will be considered and, as far as possible, dealt with through informal discussion with the Head Teacher and/or class teachers in the first instance. If this does not resolve the issue, or if the complaint is about the Head Teacher, then complaints may be made to the Chair of Governors, Mrs Catherine Murphy.

Cases which cannot be resolved informally will be deemed formal complaints to be pursued through the Governing Board. If you wish for your complaint to be considered by the Governing Board, you should write to the Chair of Governors at the school. The Local Authority will decide whether your complaint falls within the scope of what the law requires and will tell you about the next step. If the governors meet to consider your complaint, you may:

Attend in person and bring a friend or representative to the meeting. You can outline your complaint to the meeting and question those present,

or

Put your complaint in writing to be considered by governors at the meeting.

It is also in order for you to both submit a written complaint and to attend the governors meeting. You will be told what the governors decide and if you remain dissatisfied you will be told about the next step you can take.

If, after the governors meeting, you are still unhappy, you may ask the Local Authority to consider your complaint. You will need to state the complaint on a special form and send it to the LA. This will be looked at by a Complaints Committee of elected members of the County Council. (A committee nominated by the Diocese will hear complaints about Religious Education.) Your rights at this meeting will be the same as those at the governors meeting. You will be told of the committee's decision as soon as possible and advised about the next step if you remain dissatisfied.

Finally, if you are still not satisfied with the outcome of the previous steps, you may take your complaint to the Secretary of State for Children, Families and Schools. If matters reach that point and you need help in putting your case, the Local Authority will help you.

# Getting Ready for School

How can you best help prepare your child for school? Here are a few pointers in the right direction:

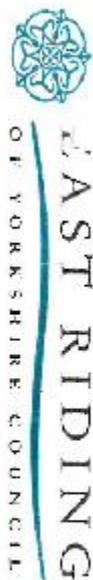
- Attend the induction meeting and bring your child to the visit days.
- Help your child to be independent, especially with dressing and toileting.
- Talk to and listen to your child to develop good speaking and listening skills.
- Help your child regularly; enjoy nursery rhymes and songs together.
- Encourage your child to have a respect for and a love of books; they can introduce your child to magic, mystery, excitement, knowledge and pleasure.
- Let your child see that you have faith and trust in the teachers and support staff.
- Try to give your child a calm, ordered start to the day; enjoy breakfast together! (I know that's easier said than done!)
- Take an interest in all that your child does at school and at home.
- Let us know of any medical or social problems that your child might have; it is important that we know as much about him/her as possible.
- Encourage your child to use Play-doh, explore cutting and sticking, use paints, crayons and pencils.
- If you are writing with your child, please use lower case letters and letter sounds; capital letters and letter names can cause confusion at the early stages of children's learning ... if you are unsure, talk to school.
- Try to develop politeness in your child and encourage good behaviour at home and school: we can only build on the foundation you provide.
- Please remember to mark all your child's clothing with his/her name; including coats and shoes.
- Participate in any social and fundraising events run by the school.
- Please give your child lots of praise and encouragement; we all respond well to praise!
- Remember that each child has different skills and knowledge and will develop at their own pace.

**Remember, this is your school!**

**We look forward to your cooperation, your help, your support and your friendship over the next few years.**

**God Bless!**

## SCHOOL TERM DATES 2017 – 2018 ACADEMIC YEAR



2017	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Monday	7	4	1	29	26
Tuesday	8	5	2	30	27
Wednesday	9	6	3	31	28
Thursday	10	7	4	1	29
Friday	11	8	5	2	30
Saturday	12	9	6	3	1
Sunday	13	10	7	4	2

2018	JANUARY	FEBRUARY	MARCH	APRIL
Monday	1	5	5	2
Tuesday	2	6	6	3
Wednesday	3	7	7	4
Thursday	4	8	8	5
Friday	5	9	9	6
Saturday	6	10	10	7
Sunday	7	11	11	8

2018	APRIL	MAY	JUNE	JULY
Monday	9	7	4	2
Tuesday	10	8	5	3
Wednesday	11	9	6	4
Thursday	12	10	7	5
Friday	13	11	8	6
Saturday	14	12	9	7
Sunday	15	13	10	8

Length of Terms	
Autumn Term	40
Spring Term	35
Summer Term	25
TOTAL	100

These term dates are for Community and Voluntary Controlled schools in East Riding of Yorkshire.

School closure days

## **TERM TIME HOLIDAYS INFORMATION FOR PARENTS**

You are required, under the Education Act (1996) to ensure your child attends school regularly. There is, however, a discretionary power held by head teachers to authorise absence in extenuating circumstances for up to 10 days in an academic year between September and July. This may include term time holidays but this is **not an entitlement**. The head teacher will only authorise holidays during term time in accordance with the East Riding Behaviour and Attendance Partnership 'Absence from School for Exceptional Circumstances Policy'. Head teachers will not authorise absences if they believe it is to the detriment of a child's education.

**There is no longer a provision in law for head teachers to authorise an absence for the purpose of a term time holiday.**

If your request is approved, you are required to ensure your child catches up on any missed school work. This is your responsibility and school are not obliged to provide work for your child to complete.

Any unauthorised absence will be recorded as unauthorised by the school on your child's records. This may result in legal proceedings against you, either through a Penalty Notice or the Magistrates Court.

### **Penalty Notices**

With the implementation of the Anti-Social Behaviour Act (2003) the local authority has statutory powers to tackle poor school attendance and/or unauthorised absences. An unauthorised absence is any absence that the head teacher has not given permission for or where an explanation has not been provided by the parent or carer.

Penalty Notices will be used as a deterrent to prevent a pattern of unauthorised absences developing. They will be issued by post direct to the home of a parent/carer after possibly just one warning, or in the case of absences without acceptable cause, warnings may not be given. This includes pupils caught on truancy sweeps, persistent late arrival after the close of registration **or unauthorised absence that has not been authorised as an absence from school for exceptional circumstances**. In these cases the warning is given on the absence request form and detailed within this information leaflet.

If your request is declined and you still take your child out of school each parent within your household will be issued with a £60 penalty notice for each child you have taken out of school. If a penalty notice remains unpaid after 21 days it will increase to £120. If after 28 days it remains unpaid you may be summonsed to appear before Magistrates to explain why your child has unauthorised school absences and you may be liable for a fine of up to £1000.

If you believe at any stage that your child's absence from school may leave you liable for prosecution or a penalty notice, it is important you take action without delay to secure their regular attendance.

Support and guidance on attendance is always available and if you have any questions about this, or if you need help to achieve improvement, then please contact your school to discuss this.

**We advise that you do not plan for your child to be absent without speaking to your child's head teacher first to obtain prior approval. Head teachers cannot retrospectively authorise absence from school under any circumstances.**

**Please note the school day is divided into 2 registration periods; for example, if your child is absent for one day this equals 2 sessions and a five day absence equals 10 sessions.**

Further advice and support can also be made available to you through the education welfare service.

### **Contact**

Education Welfare Service  
Room FF20  
County Hall  
Beverley  
East Riding of Yorkshire  
HU17 9BA  
[education.welfare@eastriding.gov.uk](mailto:education.welfare@eastriding.gov.uk)  
(01482) 392146

## **Diocesan Statement on Collective Worship**

It is the responsibility of every catholic school to provide for all its members a vital experience of liturgy, worship and prayer which:

- names and celebrates God present and active in authentic human experience
- is educative
- is within our Catholic tradition

The purpose of these experiences is:

- to give honour and praise to God
- to develop the school as a community of faith
- to assist pupils in developing their relationship with God, creation and the community of the Church
- to witness to the community and the wider world

Collective worship in our schools will be:

- properly planned
- adequately resourced
- recorded
- monitored
- evaluated

in order to ensure that the collective worship experienced within the school is a relevant, meaningful and positive contribution to the religious, spiritual and moral development of all members of the community.

.....

It is important that parents know and understand that as a Catholic school we will always strive to uphold this statement. We will be inviting parents to worship with us at various times throughout the year and we would like parents to know that all are welcome whatever your faith background.

- Through our example we will teach our children the Christian values of love, trust and forgiveness.
- We will model the behaviours which help the children build good relationships.
- We accept the responsibility to provide a school where children are cared for and kept safe.
- We will provide a broad and balanced curriculum through which each child has equal opportunity to progress, demonstrate and celebrate their achievements.
- Our expectations for each child will be challenging and achievable. We will expect them to be the best they can be.
- We will encourage our pupils to become independent learners who care for others and who develop into responsible citizens.
- We will ensure that each classroom is a positive and stimulating learning environment.
- We will maintain the skill levels of all staff by appropriate training and support.

Signed : *Mrs Connell* (Head Teacher)

**As a parent –**

I will work in partnership with my chosen school by:

- Supporting the personal and social values which the school is encouraging my child to respect.
- Maintaining a high attendance record and not condoning unnecessary absence, including when making medical appointments and planning holidays.
- Supporting my child with their homework and helping them to reach their full potential and encouraging them to work well at school.
- Bringing my concerns and worries to a teacher and sharing information about something which may affect my child's performance in school.
- Giving the school the opportunity to resolve any issues by discussing them with a member of staff.
- Using every sensible opportunity to find out about my child's work and progress.
- Encouraging my child to contribute to the life of the school by supporting their attendance at important celebrations outside the school day. E.g. by attending services held in church.
- Informing the school if I am, or my child is, unable to attend an appointment or event I have signed for us to attend.

Signed.....(Parent / Carer)

Additional guidance about all aspects of this agreement can be read in the school's published policies e.g. on attendance, behaviour, curriculum, Special Educational Needs.

**As a child –**

I will show my pride in being a pupil at St Joseph's School by:

- Working hard so that I am proud of what I can do and my family, teachers and friends can be happy at my success.
- Behaving sensibly and responsibly at all times.
- Playing cooperatively and safely, forgiving those who hurt my feelings.
- Avoiding arguing or fighting but where a relationship breaks down I will look for a just solution with the help of others.
- Making a contribution to the life of the school by attending after school celebrations and events such as plays and concerts.

Signed.....(Pupil)



**Kennedy Drive  
Goole  
East Riding of Yorkshire  
DN14 6HQ**

Telephone/Fax (01405) 762607  
Email: [stjoseph@eastriding.gov.uk](mailto:stjoseph@eastriding.gov.uk)  
Website: [stjosephsrcprimaryschool.co.uk](http://stjosephsrcprimaryschool.co.uk)

**Head Teacher: Mr; T Connell  
Chair of Governors: Mr; Catherine Murphy**

Dear Parents

At St Joseph's School, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The East Riding Safeguarding Children Board has laid down the procedures we follow and the school has adopted a Child Protection Policy in line with this for the safety of all. The policy is on the school website, paper copies are available from the office on request. We will have to make a small charge to cover the cost of photocopying if you wish to keep a copy.

If you want to know more about our procedures or the policy, please speak to the Head Teacher, your child's class teacher or myself, as the Governor with responsibility for Child Protection.

Yours sincerely

Mrs C Murphy  
Chair of Governors

## **PUPIL DATA**

Below is a list of the information we hold in school about pupils.

- Name
- Date of birth
- Gender
- UPN (unique pupil number – this ensures when children move school any records passed on are theirs)
- Address
- Telephone numbers of parents
- Dietary needs, ie dairy intolerance
- Medical details, ie eczema, asthma, hearing
- Ethnicity
- Home language
- Religion
- Free school meals
- School history – previous nursery/school
- Doctor – on C3 health form
- Teacher and test assessment results
- Child protection records as appropriate.

With your permission, this may be shared with other Goole schools as necessary.