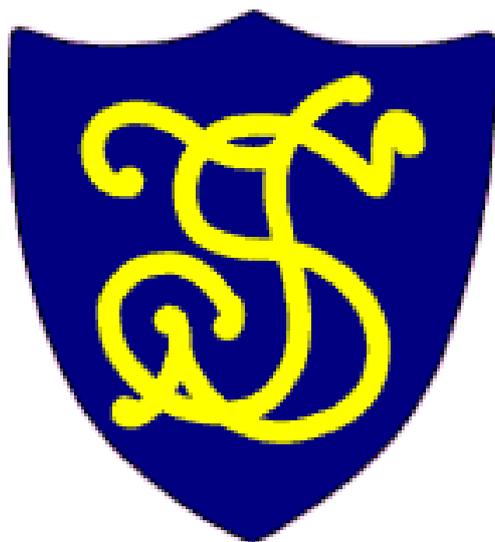


St. Joseph's Catholic Voluntary Academy

2018 / 2019



# Prospectus

*With God's guidance we love, learn, respect and forgive.*

## WELCOME

Welcome to St Joseph's. My name is Andrea Leslie and I am the Head Teacher. Let me tell you a little about our school.

We are on the eastern edge of Leicester and our pupils come from a wide area within the Roman Catholic Diocese of Nottingham. We take pupils aged 3 to 11. There are about 283 pupils on the roll including 55 who attend the Foundation Stage full or part time.

The school is not only a place of learning, but also a Christian community, sharing a faith, united in mutual respect and a sense of belonging. It is a place where God is experienced as a reality and where Christ's Gospel comes to life.

We aim to provide an education in which each aspect of the child's unique personality can be developed. We aim, not merely to attain the best standards possible within the National Curriculum, but to provide a happy, stable atmosphere in which every child can become the best that they can be.

Learning is an adventure and it is important that children should learn to think for themselves. So much has been discovered in recent years about how children learn. As a result, many things have changed since our school days.

Whether you are visiting our website or decide to come and see the school itself, I would like to welcome you into the life of St. Joseph's School and Parish.



## **GENERAL INFORMATION**

St. Joseph's Catholic Voluntary Academy, built in 1961 and situated on the Netherhall estate, east of the City of Leicester is a **Catholic Voluntary-Aided** Co-educational Academy for children of 3 - 11 years of age.

There are separate playgrounds for Key Stage 1 & Key Stage 2. Playing fields and a Foundation Stage play area.

The Academy is part of the St Thomas Aquinas Catholic Multi-Academy trust.

### **GENERAL NOTE**

#### **Addresses:**

##### **Head Teacher**

Mrs A Leslie

St. Joseph's Catholic Voluntary Academy

Armadale Drive

Netherhall

Leicester

LE5 1HF

Telephone No. (STD 0116) 2416197

##### **Chair of Governors**

Mrs. Kate Howells

St. Joseph's Catholic Voluntary Academy

Armadale Drive

Netherhall

Leicester

LE5 1HF

Telephone No. (STD 0116) 2416197

##### **The Diocesan Education service**

The Diocesan Centre

Mornington Crescent

Mackworth

Derby

DE22 4BD

Telephone No. (STD 0115) 9539801

## St. Joseph's Catholic Voluntary Academy Admission Policy

The year to which this policy applies is 2018 / 2019

### Our Vision

With God's guidance we love, learn, respect and forgive.

### Aims

- Know and love God
- Practice their faith
- Respect and value all faiths
- Become highly motivated learners for life
- Adapt to the need of the world
- Hold themselves and all people in high esteem and respect the environment
- Be independent and collaborative learners
- Achieve high standards in all areas of school life

### Mission

- A broad, challenging and innovative curriculum
- An effective programme of continuing professional development
- An enriching programme of extra-curricular visits and activities
- A stimulating learning environment
- An ethos of support and high expectation to succeed
- Vibrant partnership between home, school and community
- An empowering spiritual environment

We demonstrate our commitment to working as a learning community by working together towards common goals.

The Corpus Christi Catholic Academy Trust is the Admissions Authorities for these academies

Academy	Published Admission Number	Parish(es) served
Sacred Heart Catholic Voluntary Academy	60	Sacred Heart and St Margaret Mary, Mere Road
St Joseph's Catholic Voluntary Academy	40	St Joseph, Uppingham Road with Rosary, Netherhall
St Thomas More Catholic Voluntary Academy	40	St Thomas More, Knighton Road

This policy will operate from September 2018. It will apply to all admissions for the school year 2018-2019 and for subsequent years until further notice.

The Catholic Primary Voluntary Academies listed above are under the Trusteeship of the Diocese of Nottingham and belong to the Nottingham Diocesan family of schools. They are founded by and are part of the Catholic Church and seek at all times to be a witness to Jesus Christ. Religious education and worship are in accordance with the teachings and doctrines of the Catholic Church. This does not affect the right of parents or carers who are not of the faith of these schools to apply for and to be considered for places. We ask all parents or carers applying for a place to respect this ethos and its importance to the school community.

Our schools are principally provided to serve the Catholic communities of Leicester City. The Governors also welcome applications from all parents and carers, regardless of faith or background, who would like their children to be educated in a Christian environment.

The Corpus Christi Catholic Academy Trust is the admissions authority for the academies listed above and is responsible for determining the admissions policies for the Academies in the Trust.

The admissions process is administered by Leicester City Local Authority on behalf of the Corpus Christi Catholic Academy Trust.

All decisions relating to admission applications will be taken by the Governing Body of the Academy applied for.

**Parents should consult the Local Authority booklet “Starting School in Leicester” which gives full details of the admissions process. This information can also be found online at [www.leicester.gov.uk](http://www.leicester.gov.uk)**

### **The Application Form**

Applications must be made on the Application Form. The form must be completed by all applicants and returned by the closing date set by the Local Authority. Applications can also be made online.

### **The Supplementary Form and Supporting Evidence**

In addition, all applicants should complete the Supplementary Form. This form can be downloaded from the Local Authority website and is also available from any of the academies. The completed form, together with any required evidence, (see below), should be returned to each Catholic Primary Voluntary Academy for which a preference has been made by the same closing date set by the Local Authority for the return of the Application Form.

Parents / carers of Catholic children should also supply one of the following documents:

- A copy of the child's baptism certificate
- If the child has been received into the Catholic Church, written verification signed by a Catholic priest and stamped with the parish stamp.
- If the child is enrolled on a course of preparation leading to baptism or reception into the Catholic Church, written verification signed by a Catholic priest and stamped with the parish stamp should be provided.

Applicants whose children are members of other Christian denominations should supply a baptism certificate or certificate of dedication.

If the required documents are not provided, the child might be ranked in a lower admissions category.

Some schools may have more applications for Catholic children than there are places. In this case, Governors will give a higher priority to those children who attend Mass weekly with their parent(s), with a carer or with a close family member. If your child is Catholic, you may be asked to complete a Mass Verification Form in addition to the above documents. Forms will be supplied by the school.

### **Deferred Admission**

If your child is offered a full time place before s/he reaches compulsory school age, you have the option of deferring the child's entry up until the term in which the child reaches compulsory school age. A place will be held and will not be offered to another child. Parents can request that their child attends part-time until the child reaches compulsory school age.

### **Late Applications**

Any applications received after the closing date will be accepted but considered only after those received by the closing date. You are therefore encouraged to ensure that your application is received on time.

### **Applications during the School Year**

Details of the application process are available from the school and from the Local Authority. Once an application has been made, it will be passed to the Admissions Committee of the Governing Body for consideration. If the respective year group total is below the published admission number for that year group, the child will be offered a place. If the admission number has been reached, the child will be only offered a place if the Committee decides that the education of pupils in that year group will not be detrimentally affected by the admission of an extra pupil.

Places will be offered in writing. Offers not taken up within 10 working days may be withdrawn. In cases involving school transfers that do not require a house move or where there is no need for

an immediate move, arrangements may be made for the child to start school at the beginning of term to minimise disruption to their own and other children's education.

If your child is not allocated a place, you have a statutory right to appeal (see 'Appeals' above). Your appeal should be lodged within twenty school days after the date of your refusal letter.

### **Oversubscription (Waiting) Lists**

Parents whose children have not been offered their preferred school in the normal admissions round will be added to their preferred school's oversubscription (waiting) list. Waiting lists for admission will remain open until the end of the Autumn Term in the admission year.

Schools may maintain waiting lists after this date. Please contact the school to request further details.

Waiting lists are ranked in the same order as the oversubscription criteria listed below. Waiting lists may change. This means that a child's waiting list position during the year could go up or down.

Any late applications will be added to the list in accordance with the order of priority for allocating places. Inclusion on a school's waiting list does not mean that a place will eventually become available.

### **Appeals**

If a child is not allocated a place, Parents/Carers have a statutory right to appeal. This should be done by writing to the Clerk to Governors, care of the school no later than twenty school days after the offer letter has been received. The appeal will be arranged on behalf of the governors by the Catholic Schools Appeals Service and will be heard by an independent panel. The decision of the panel will be binding on the school.

### **Fair Access Protocols**

Local Authorities are required to have Fair Access Protocols in order to make sure that unplaced children who live in the home local authority, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. This includes admitting children above the published admissions number to schools that are already full.

### **Infant Class Size Regulations**

Infant classes of 5, 6 and 7 year olds may not, by law, contain more than 30 pupils with a single qualified teacher. Parents/carers should be aware that when the Governing Body is considering applications for places, they must keep to the 30 limit. Parents/Carers do have a right of appeal in accordance with the Infant Class Size Regulations if the school is oversubscribed and their child is refused a place.

### **Applications for twins / multiple birth children**

Where a place available is offered to a child from a twin or multiple birth the Governors will normally offer places to both twins, triplets etc. even if this means exceeding the planned admission number.

### **Fraudulent Information**

If the allocation of a place has been made on the basis of fraudulent or intentionally misleading information, the governors reserve the right to withdraw the place.

### **Oversubscription Criteria**

Where schools have more applications than places available, Governors will draw up a ranked list based on the criteria listed below and will allocate places accordingly.

Children who have a Statement of Special Educational Needs which names the school will be admitted. This will reduce the number of places available. See "Starting School in Leicester" for further details about special needs provision.

**First priority** in all categories will be given to siblings (see note 4) that is, children who will have brothers or sisters attending the school at the proposed time of admission.

**In Categories 1 – 3**, priority (after sibling priority) will be given to children whose parents / carers have completed and returned a Mass Verification Form if this has been issued.

1. Catholic looked after or previously looked after children. (see Notes 1 and 2 ).
2. Catholic (see note 2) children living in the parish(es) served by the school
3. Catholic (see note 2) children living outside these parish(es)
4. Other children who are classed as looked after or previously looked after children (see note 1).
5. Children who are baptised or dedicated members of other churches which belong to 'Churches Together in England'. (See Note 3).
6. Other children and those for whom no Supplementary Form has been received

### **Tie Breaker**

If any of the categories remain oversubscribed, preference will be given to children living nearest to the school (measured in a straight line from the front door of the child's home to the school's main entrance). Distance measurements will be supplied by the Local Authority.

In a very few cases, it may not be possible to decide between the applications of those pupils who are the final qualifiers for a place (eg children who live at the same address or have the same

distance measurement). In this exceptional situation, if there is no other way of separating the applications then the governors will admit the additional child above the planned admissions number. If, however, admission would result in the legal limit of 30 children being exceeded, then the place will be allocated by drawing lots.

## **DEFINITIONS**

### **Note 1 - Definition of looked after children or previously looked after children**

A child who is looked after by a local authority in accordance with Section 22 of the Children's Act 1989 at the time application for his / her admission is made or a child who was looked after but ceased to be so because they were adopted or who has become subject to a residence order or a special guardianship order immediately after being looked after.

### **Note 2 - Definition of Catholic**

- A child baptised in the Catholic Church (Roman rite or Eastern rites) whose members are in full communion with the Bishop of Rome. (Pope Francis) Advice available from Diocesan Education Service.
- A child baptised in another Christian denomination who has been received into full communion with the Catholic Church
- A child who, with his or her family, is enrolled in a recognised course of preparation leading to baptism or reception into the Catholic church (parishes are requested to keep appropriate records).

### **Note 3 – Churches Together in England**

(See [www.churches-together.org.uk](http://www.churches-together.org.uk) for further details on membership)

The Baptist Union

British Antiochian Orthodox Church

Cherubim and Seraphim Council of Churches

The Church of England

Church of God Prophecy

Church of Scotland (in England)

Congregational Federation

Coptic Orthodox

Council of African and Caribbean Churches

Council of Oriental Orthodox Churches

Ichthus Christian Fellowship

Independent Methodist Churches

Joint Council for Anglo-Caribbean Churches

Lutheran Council of Great Britain

The Methodist Church

United Reform Church

Wesleyan Holiness Church

**Note 4 - Definition of brothers and sisters (siblings)**

The governors of each school use the same definition as used by the Local Authority. See 'Starting School in Leicester'

**Note 5 - Place of Residence**

The governors of each school use the same definition as used by the Local Authority. See 'Starting School in Leicester'

**Note 6 – Parents / Carers**

The governors of each school use the same definition as used by the Local Authority. See 'Starting School in Leicester'

**ADMISSION TO THE NURSERY DOES NOT GUARANTEE ADMISSION TO THE MAIN SCHOOL.**

Pupils transfer to the Main School at the beginning of the academic year in which their fifth birthday occurs. Admission to F2 is administered through the LA Admission Arrangements

No child is denied entry to the school on the grounds that he/she has special educational needs.

**The School's planned admission number is 40.**

Right of Appeal

In accordance with the 1980 Education Act, parents whose children are refused admission to the School have a right of appeal. The appeal, which should be in writing, must be made within 20 days of receipt of the letter of refusal.

Letters should be addressed to:

The Chair of Governors  
St. Joseph's Catholic Voluntary Academy  
Armada Drive  
Leicester  
LE5 1HF

## **PRE-ADMISSION**

Parents who request a place for their children in the school and fulfill all the requirements of the Admissions Policy receive the booklet "Starting School." This booklet, produced by the school, is specifically designed to assist parents prepare their children for school.

During the term prior to the child's admission, arrangements are made for the child, with a parent, to visit the Foundation Stage 1 Class.

A meeting for new parents to the school is held at the end of the Summer Term. School procedures and policies are explained; the school uniform suppliers arrange displays of the uniform.

## **EQUAL OPPORTUNITIES, RACIAL, JUSTICE AND SEX DISCRIMINATION**

It is the declared policy of the governors and Staff of St. Joseph's School that no form of racial prejudice and sexual inequality, however expressed, will be tolerated or condoned by inaction. It is their declared intent to unequivocally oppose any discrimination in the school community, arising from ignorance or prejudice, and with the assistance of parents to develop attitudes and ways of behaviour appropriate to living in a society committed to eradicate racism, sexism and the social scars it produces.

## **HOME SCHOOL- AGREEMENTS**

All schools are required to have a written Home School Agreement. It explains the aims and values of St. Joseph's and sets out the responsibilities of the school, parents and pupils. Parents are asked to sign the agreement prior to admission and annually thereafter at the Autumn Term Parents' Evening.

Children in Key Stage 1 and Key Stage 2 also sign the agreement.

## **SPECIAL EDUCATIONAL NEEDS**

The School regards all children to be special and valued members of the school community. Every effort is made to treat them individually in order that they may achieve their full potential. Additionally, some children may present special needs, (physical, emotional, social or educational) which require extra support. Through a careful process of assessment and evaluation, such children are identified as early as possible and steps taken to assist them in their specific area of need.

The governors are committed to ensuring that pupils with Special Educational Needs achieve their potential.

The Governors' Special Educational Needs Policy is reviewed annually and is available to parents on request.

## **DISABILITY PROVISION**

The school has made and continues to make provision for pupils and visitors with disabilities:

- Ramps and stair lifts have been installed in areas of the school
- Improved medical room facilities
- Disabled toilet
- Improved seating and quiet areas in the playground

The current Disability Access Plan is reviewed and amended every 2 years.

## **Equal Opportunities**

No form of racial prejudice, sexual inequality or bullying, however expressed, will be tolerated or condoned by inaction. It is our policy to oppose any discrimination in the school community arising from ignorance or prejudice. With the assistance of parents, it is our aim to develop attitudes and ways of behavior appropriate to living in a society committed to equality of opportunity for all.

## **SCHOOL SESSIONS**

The School Bell rings at 8.55am. Children are allowed into school from 8:45 a.m.

Children are supervised from 8.45am onwards. The children go directly to their classrooms.

The afternoon session ends at 3.15 pm. Children are the responsibility of their carers after that time unless they are attending an after school activity.

### **Morning Session**

Foundation 1:	8.55 a.m.	-	11:30 a.m.
Foundation 2:	8.55 a.m.	-	11:45 a.m.
Years 1 & 2:	8.55 a.m.	-	12.00 mid-day
Years 3 - 6:	8.55 a.m.	-	12.05 p.m.

### **Afternoon Session**

Foundation 1:	12.50 p.m.	-	3.15 p.m.
Foundation 2 – Yr 6:	1.10 p.m.	-	3.15 p.m.

It is important that all children arrive on time as the security doors will remain locked immediately after the classes have entered the building. Therefore, if for any reason lateness should occur, children should be **escorted to the School Office** via the Main Entrance.

**Please do not leave children at the Main Gate unescorted.**

## **CLASS ORGANISATION**

Every effort is made to enable children to progress to their full potential. Classes are of mixed ability, although children are set within the class structure.

The planned admission number for all year groups is 40. Classes may be organised as single year or mixed year groups.

## **SCHOOL CLASS ASSEMBLIES**

Each day there is a collective Act of Worship.

Children come together each week for Assemblies with the following year groups:

Lower School	Foundation 1, Foundation 2, Years 1 and 2
Upper School	Years 3 and 4, 5 and 6

There are also weekly gatherings for Hymn Practice, preparation for the celebration of Mass, and celebrating pupil and school achievement.

A whole school Assembly is presented at the end of each "Come and See" Topic. This Assembly takes place on a Friday and is led by each class in turn. All other classes offer some of their work to celebrate the particular theme. Parents and friends are invited to this periodic Friday Assembly.

Parents have the right to withdraw their children from R.E. lessons and Collective Worship.

## **SACRAMENTAL PROGRAMME**

Children in Year 3 prepare for the reception of the Sacraments of Reconciliation (Confession) and Holy Communion. This is a parish based programme.



## HEALTH AND WELFARE

### HEALTH AND WELFARE

#### CHILD PROTECTION

Our primary concern must always be for the children's welfare. Because of day to day involvement with children, schools are well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to a member of school staff that a child may have been abused, the school is required, as part of the local Child Protection Procedures, to report their concern to the Social Services Department immediately. It is not the role of school staff to investigate. This role lies jointly with Children's Services and the Police. There may therefore be occasions when we have to consult other agencies even before we contact a child's parents. Should this be necessary parents are reassured that any concerns the school has will be discussed with them should they so wish after consultations/ investigations with or by other agencies have been held.

These procedures have been laid down by the Leicester Area Child Protection Committee. Parents should contact the Head Teacher for more information regarding this procedure.

#### ADMINISTRATION OF MEDICINES

In accordance with The Children Act 1989 and the L.A. Administrative Memorandum 53, the school policy is as follows:

##### Short-term Medication

1. Children who require a short course of medication, e.g. antibiotics, will normally remain at home until the course is finished.
2. If it is felt by a medical practitioner that the child is fit enough to return to school, the timings of dosage should be adjusted so that none is required at lunch time, i.e. school staff will not administer short-term medication.

## **Long-term Medication**

1. School staff will administer long-term prescribed medication on condition that clear **written** instructions have been obtained from the parents or legal guardians. **(See appendix 1)**
2. Parents or legal guardians must take responsibility to update the school of any changes in administration for routine or emergency medication, and maintain a current supply of the medication.
3. All medicines must be clearly labelled with the child's name, route i.e. mode of administration oral/aural etc., dosage, frequency and name of medication being given. All medication must be in a child proof container.
4. Inhalers will normally be carried by older children (i.e. Years 5 and 6) and used by them as directed. Spinhalers for Nursery, Reception, 1, 2, 3 and 4 children will be held by the class teachers.

**These must be clearly labelled with the child's name, dosage, etc.**

5. Parents must understand that all staff act voluntarily in administering medicines.

Asthmatic children who use inhalers should keep a spare inhaler in school.

Children should **not** be sent to school if they are suffering from a heavy cold, bilious attacks or similar ailment. This is unfair to the child and often causes the spread of infection. Malingering is discouraged but sick children should **not** be sent to school.

If your child has sickness and or diarrhea, please keep them at home until a complete 48 hours (2 days) after the last bout of sickness and or diarrhea.

Parents will be contacted immediately if children become ill or have an accident. It is important for the school to have the home, work and emergency telephone numbers, and to be informed **immediately** of any change in these numbers.

## **SCHOOL HEALTH SERVICES**

The prime objective of the School Health Service is to promote the health and well-being of school children so that they may reach their full potential and not be disadvantaged through ill health.

Regular health checks are carried out by the School Doctor and Nurse. The Audiometrician carries out regular hearing tests. Other health checks include measurement of height and weight, eyesight test, posture and hygiene. To ensure accurate recordings it is necessary for the children to undress to pants and vest.

The opportunity will be available to discuss any problems that children may have with the visiting health personnel, although in general it is not essential for parents to be present. Parents will be informed if it is necessary for children to have further examinations.

Full details are available in the booklet "Health Services for the School Child", a copy of which is kept by the Head Teacher for reference.

Any further information regarding these planned visits may be made by direct enquiry to the Head Teacher.

## **WELFARE**

On admission we require accurate personal details of your child. It is important that medical details and emergency contact telephone numbers are kept up to date. Please inform the office of any changes immediately.

If the courts have issued a care order or similar, please provide us with a copy so that we can comply.

## **ATTENDANCE RECORDS**

Regulations from the Department for Education require all schools to record and publish all unauthorized absences. Schools are required, therefore, to distinguish between an authorized absence and an unauthorized absence.

Absences - If a child is absent because of illness parents must **phone the school** after 8.00 am on **the first day of absence**.

It is the policy in St. Joseph's School to consider an authorised absence with the following conditions:

Authorised Absence - A letter written and signed by the Parent/Guardian with a genuine reason for the child's absence to be produced on the child's return to school. (Even if the school has been informed by phone.) The school may ask for evidence regarding hospital appointments etc.

The school may, at the Head Teacher's discretion, request a letter from the doctor confirming a child is fit for school, where the child has e.g. been involved in an accident, had an operation or have been suffering from an illness.

**Family holidays taken during term time will not be authorized unless there are exceptional circumstances. Penalty notices may be issued in accordance with Local authority guidelines.**

School must be notified by letter prior to planned absences, eg. death of a close member of the family, hospital appointment, or similar.

Any absences which do not comply with the above instruction will be regarded as unauthorized. The Department for Education Regulations also refers to **repeated lateness** as a failure to attend and could be counted as an unauthorized absence.

Parents are sent regular information on their child's attendance where this falls below **90%**.

## **SAFETY PRECAUTIONS**

Parking to drop off, or pick up children from school raises a number of safety issues. Please be considerate when parking. In the interests of the safety of all children, parents are asked to drive with extreme care near the school premises.

**Parking is not allowed** on school property, opposite the school gates, on the zig-zag markings outside the school or on the bend of the junction between Hartfield Road and Armadale Drive. Children should not be dropped off at the Main Gate due to the parked cars in the front of the School.

## **FIRE DRILLS**

Fire drills are carried out once every half term to ensure that all children are familiar with the fire drill procedures.

## **GENERAL BEHAVIOUR**

In keeping with the Catholic ethos of the School, our behaviour policy is positive, constructive and Christocentric. We provide a programme designed to encourage self-control and to develop sound character traits necessary to foster a well-balanced personality.

We aim to develop good behaviour, based on self-respect and respect for other children, staff and visitors. This is achieved with the co-operation and support of parents.

School rules exist not only for the safety and protection of children but also for their personal well-being and development of human Christian values. Parents can help by making the child aware that courtesy, good manners and consideration for others are very important qualities. Ultimately, parents are responsible for their child's behaviour, and should behaviour not meet the standards required in school parents will be informed.

Poor behaviour, i.e. nastiness, bullying, rudeness, name-calling, etc. is not tolerated and is dealt with immediately by the Head Teacher.

The School's Behaviour Policy extends to extra-curricular activities and sport. Children must understand that serious misconduct will result in sanctions being applied and, in sport, where those sanctions involve suspension for a period of time or a number of games, then that suspension applies to all games within that sport.

## LUNCH TIME BEHAVIOUR

**It is a condition that all children who remain at school during the lunch break behave in a reasonable manner.** The Head Teacher reserves the right to ask parents to take their children home if there are serious or repeated behaviour problems during lunchtime (i.e. between 12.05 pm and 1.10 pm.) Parents will receive notification of any exclusion and will be given at least 24 hours to make alternative arrangements.

In order to maintain a happy and well-ordered school during the lunch time break, parents are advised that during this period Supervisory Assistants and teaching assistants are in sole charge of the children and that they continue to encourage good standards of behaviour.

If there are any problems at lunch time parents are requested to make their enquiries through the Head Teacher and never directly to a Supervisory Assistant.

## SCHOOL UNIFORM

**Children throughout the School are required to wear School uniform** and parents are urged to co-operate with this regulation. The uniform is as follows:

Boys: Grey Trousers, White Shirt, School Tie, Royal Blue Pullover, Black Shoes, Grey socks.

Summer

Tailored Grey shorts

Girls: Winter:

Grey Skirt or Pinafore, Grey Trousers, of a woven not knitted fabric with a fitted waist, button and zip, White shirt with a straight collar, School Tie, Royal Blue Cardigan or pullover (not Navy Blue.)

White Socks, **OR** grey tights, Black Shoes. (**NOT** boots)

Summer

Blue and White Gingham/Striped Dress, Tailored Grey Shorts, White Socks, Blue or Black Sandals.

Dark coloured anorak type coat with detachable hood.

Small School Bag (not large holdall)

On hot sunny days children should bring a wide-brimmed hat or legionnaire style peaked cap with neck protector, to protect both face and neck (a baseball style cap does not provide adequate protection).

Parents may also provide sunblock (we suggest a minimum of factor 20) which the children apply themselves.

To maintain the high standard in the School the following points **must** be adhered to:

- Extremes of fashion, including hairstyles, hair dye and hair gel etc are not permitted.
- Nail varnish, training shoes, plastic or fancy sandals are not allowed.
- Long hair to be tied back with a blue ribbon or band.
- Tidy hair and general neat appearance.
- Watches will be permitted during lesson time, but must be removed before any physical activity e.g. PE lessons and playtime (and will be the responsibility of the child).

## PHYSICAL EDUCATION

Boys and Girls: Black Plimsolls, **NOT** 'Trainers', Plain White T shirt and Royal Blue Shorts  
**NOT** cycling shorts or leggings

## GAMES

Boys and Girls: 'Trainers' suitable for outdoor activities. Plain White T shirt and Royal Blue Shorts  
Dark Coloured Track Suit for cold weather

**Please Note:** Children are allowed to wear 'trainer' type shoes for **outside** games only. Normal shoes must be worn at all other times. Please ensure that children have all the necessary clothing in School for P.E. and Games on the Monday of each week.

**ALL SCHOOL CLOTHING AND FOOTWEAR SHOULD BE CLEARLY MARKED WITH THE CHILD'S NAME AND KEPT IN A PE BAG OR SMALL RUCKSACK.**

## SCHOOL MEALS

School meals are cooked on the premises by a very committed staff through City Catering who provide a wholesome well balanced diet. Set meals are served with various choices. A cafeteria system is used. Children pay for meals on a daily basis.

Parents should inform the Head Teacher if for any medical reasons their child is unable to eat a specific food.



Free school meals are available for children whose parents are in receipt of Income Support. Application forms may be obtained from school. Please refer to the Packed Lunch Policy in the Policies section.

All KS1 pupils are entitled to a free school meal every day.

### **PACKED LUNCHES**

Facilities are provided for children who wish to bring a packed lunch. The amount spent on food for a packed lunch should not amount to more than the cost of a school meal. Children should bring only what they will eat, e.g. two or three sandwiches, a biscuit and a piece of fruit or yoghurt. Drinks should be in an unbreakable container.

Children are not allowed to bring sweets, chocolate bars or fizzy drinks as part of their lunch.

Parents are asked to provide any necessary cutlery.

### **BIRTHDAY TREATS**

Should children wish to share his/her birthday with the remainder of the class by bringing sweets they may do so, although this is not compulsory.

### **BREAK TIMES**

Children are allowed to bring fruit only to be eaten during the breaks.

Parents may order milk for children in KS1 or KS2. This money is payable in advance. No refunds or credits are given for absences due to illness or holidays.

### **SCHOOL FRUIT & VEGETABLE SCHEME**

Our school participates in the Government Fruit & Vegetable Scheme. Under the scheme each child aged four to six will be entitled to receive a free piece of fruit or vegetable each school day.

The scheme is voluntary, and although there is no obligation for your child to take part, we hope you will share our belief that it has many benefits. If you do not wish your child to take part, you must let the school know in writing. It is essential that you inform us of any allergies your child may have so we can ensure they are not given anything that might harm them.

### **MONIES**

All monies sent to school for trips, milk, etc. must be in an envelope marked with child's name and class.

Cheques for these activities to be made payable to: **St. Joseph's Catholic Voluntary Academy.**

## **PROPERTY**

All items should be **clearly labelled** with your child's name. Children are responsible for their personal property, and for taking items home at the end of the day.

Whilst making every effort to ensure that clothing and other items are kept safe, the school cannot accept responsibility for loss or damage to personal property.

Children must not bring valuable articles to school (eg. expensive jewellery or gifts).

No toys or objects, (e.g. football cards, etc.) likely to be used for exchange purposes may be brought to school. No weapons or imitation weapons (guns, bows and arrows, peashooters or catapults) are allowed in school at any time.

## **MOBILE PHONES**

Children must not bring mobile phones, ipads, kindles or other mobile devices to school without specific permission from the Head Teacher. If permission is given the phone must be labeled and given in to the office on arrival and picked up at home time. School does not accept any responsibility for loss or damage to mobile phones.

**PLEASE ENSURE THAT EACH SECTION IS READ IN CONJUNCTION WITH THE WHOLE DOCUMENT**

## SCHOOL AND HOME RELATIONSHIP

### **ANNUAL REPORT TO PARENTS**

A written Report will be sent to parents annually relating to the child's educational and personal achievements covering all aspects of the Curriculum. In addition, parents will be informed of their child's level of attainment at the end of Key Stages 1 and 2, ages 7 and 11 respectively.

### **School / Home Meetings**

Parents' meetings are held each year.

All parents are encouraged to take an active interest in their children's education by attending these meetings. These are opportunities to meet with the class teacher to discuss children's progress and / or any concerns.



### **Communication**

Please inform the School as soon as possible if there are any problems /concerns /worries at school or at home that might affect children's work or behaviour. In addition to the regular planned opportunities for parents and teachers to meet in order to discuss the children's progress, parents are positively encouraged to contact the Class teacher to discuss any concerns. It is expected that the majority of questions and anxieties can be dealt with in this way. However, should complaints not be resolved there is a formal procedure for parents to follow. A copy of this full Complaints Procedure is available from the Head Teacher. (School Curriculum and Related Matters (Section 23 Education Act 88).

### **Appointment Procedures**

Parents who wish to arrange an appointment to speak with a teacher are **requested to come into the School by the Main Entrance**, and make the necessary arrangements through the School Office. If it is necessary to speak with the teacher immediately this will be arranged if possible, or alternatively a later appointment will be made.

## **NEWSLETTERS**

Parents are informed of events, activities, developments and news of the school via ParentMail. Please ensure we have your current e-mail address and check daily for new information.

## **VOLUNTARY ASSISTANCE**

We really do welcome any help which parents are able to give us. Anyone who has any time to spare, either regularly or occasionally, should get in touch with us. We will add you to our list of parents who can offer help in school.

## **SCHOOL EVENTS**

During the academic year various events and meetings are organised by the school to which parents are invited.

## **COMMUNAL EFFORTS**

Children are encouraged to think of others less fortunate than themselves, and to contribute from their own pocket money to various Charities.

## **ARRIVAL AND DISMISSAL**

The school cannot take responsibility for the safety of anyone coming into the school grounds, nor for children being in the playground before 8.45 a.m. and after 3.20 p.m. Children, whilst in the care of their parents must be confined to the playground and not adjoining areas (e.g. rockery, playing field or trim trails).

Children are dismissed at the end of the afternoon session by the following procedure:

1. The Foundation Stage children will be dismissed into the Foundation Stage play area and leave accompanied care of a parent or guardian via the Key stage 1 Gate.
2. Key Stage 1 children will be discharged from their class to their carers and leave by the nearest gate. Key Stage 2 children will be escorted by a member of staff to the Key Stage 2 playground and leave via the Key Stage 2 gate.

Parents collecting children are encouraged to wait in the playground rather than at the gate.

It is important to ensure that children are collected promptly at this time. If for any reason you are likely to be late collecting your child, please notify the school.

Parents are requested not to enter the classrooms or cloakrooms at this time.

**Should it be necessary for parents to see a teacher, please follow the APPOINTMENT PROCEDURES.**

## **FOUNDATION STAGE 1**

Parents of children who attend the morning or afternoon session should take their children to the classroom. Children attending the afternoon session may be brought to the classroom by their parent / guardian when the gate has been opened at 12.50pm.

## **DEPARTURES DURING SCHOOL HOURS**

Children may not leave the premises at any time unless the Head Teacher has been informed. All collection of children within the school hours should be done from school by a parent or authorized person, in which case notification must be made to the school beforehand. Parents should come to the Main Entrance where the Head Teacher, Office Manager, Teaching Assistant will collect the child/ren from the classroom. This is a safeguard for the children.

Under no circumstances must parents request permission for children to leave the school unaccompanied in order to meet them at a specific point, i.e. at a bus stop, in town or at relatives' home, etc. during the school day.

## **SCHOOL RECORDS**

A system of record-keeping of a child's educational social and emotional development is filed in the school. Teachers regularly monitor and assess pupils' progress, levels of understanding and competence. Parents have access to the records by appointment. A copy will be given without charge on receipt of a written request.

If for any reason parents disagree with the School Record they may consult with the Head Teacher. Any amendments must have the approval of the Head Teacher. Should this approval not be forthcoming to the parents' satisfaction, then a sub-committee of the Governing Body will be made available to hear an appeal.

The sub-committee will also deal with appeals against the Head Teacher's refusal to disclose, copy or transfer a child's records.

## **VISITORS**

In order to comply with Health and Safety regulations, it is required that visitors who have business to carry out in any part of the School must sign the Visitors' Book in the Secretary's Office on their arrival to and departure from the School. This includes all parents who visit a classroom to see the teacher regarding children, or who very kindly help in classrooms with baking, sewing, art, craft, etc. The time of arrival and also the time of departure must be recorded.

## **SPORTS ACTIVITIES**

The School offers a wide range of after school activities, organised by teachers, parents and outside coaches. Periodically school teams take part in tournaments, such as Netball, Tag Rugby and Area Athletics. Assistance in running after-school clubs and transporting children to matches is always appreciated

## **FRIENDS OF ST JOSEPH'S SCHOOL**

The Friends of St. Joseph's provides a link between all who have connections with the school, including teaching and non-teaching staff, parents and children. Its aim is to support the school in its activities by promoting a friendly relationship between staff, parents and children. Since the "Friends" were launched in 1984 they have been instrumental in financing building projects and specific items of equipment, as well as organising general social gatherings.

## **ACCESS TO DOCUMENTS**

The following documents are available at any reasonable time to Parents:

- (i) Statutory Instruments, Circular and Administrative Memoranda sent to School by the Department for Education relating to the National Curriculum.
- (ii) A copy of that part of the School's Trust Deed which governs the provision of Religious Education.
- (iii) HMI/OFSTED Reports relating expressly to Schools.
- (iv) Schemes of work and syllabuses currently used by teachers.
- (v) Due to copyright restrictions, documents not available from school may be obtained from the Department for Education or HMSO.

The Governors Freedom of Information Policy is available on the school website, or a copy may be obtained from the school office.

## **SECONDARY EDUCATION**

Most pupils transfer at 11+ to St. Paul's Catholic School, Spencefield Lane, Evington. There is a separate admissions procedure for St. Paul's Catholic School.

Attendance at St. Joseph's School does not automatically guarantee a place at St. Paul's Catholic School. Prior to transfer, children and their parents have an opportunity to visit the new school to meet the Head Teacher and Staff.

## **COMPLAINTS PROCEDURES**

The Education Reform Act has introduced a way of dealing with parental complaints about Religious Education and School Curriculum.

Wherever possible it is hoped that any problems will be resolved within the School.

### **Religious Education**

- (a) A complaint may be made directly to the Head Teacher.
- (b) Any further discussion can take place in the presence of a third party if desired.
- (c) If at this stage a resolution has not been reached, parents are at liberty to forward the complaint to a sub-committee of the Governing Body who will investigate the matter and contact parents in due course.

(d) Finally if parents are still dissatisfied and wish to pursue the complaint further, the Bishop or his representative will personally deal with the matter.

## School Curriculum

### 1. Informal Stage

(a) A complaint may be made directly to the Head Teacher.

(b) Any further discussion can take place in the presence of a third party.

(c) If at this stage a resolution has not been reached, parents are at liberty to forward the complaint to a sub-committee of the Governing Body who will investigate the matter and contact parents within fifteen working days.

(d) If parents still wish to pursue the complaint a meeting will be offered with the representative of the Director of Education, and again in the presence of a third party. A copy of any conclusions reached will be sent to parents and to the Head Teacher within ten working days.

### 2. Formal Stage

If the problem is still unresolved parents may then make a formal complaint using the form available for this purpose but only if it is concerned with:

(i) provision of the curriculum

(ii) implementation of the national curriculum

(iii) provision of courses for external qualifications

(iv) charging policies relating to the curriculum

(v) provision of statutory information on the curriculum or on assessment

(vi) compliance with other Education Acts relating to the curriculum

3. When considering a formal complaint two Governors will meet to discuss the matter with the parents (and a third party if desired). A written notification of their decision, with reasons, will be sent to parents within ten working days.

### 4. Complaints Needing Urgent Action

Complaints needing urgent action are identified at the outset by the Head Teacher. The informal stage is then collapsed into a single meeting between Parents, Head Teacher, Chairman of Governors and the Director's representative. If the formal stage applies the complaint form will be completed immediately afterwards.



## THE CURRICULUM

The Curriculum embraces all aspects of the pupil's learning and experiences within the school environment.

St. Joseph's School aims to: -

- provide a moral and spiritual dimension through the Curriculum content and through teaching and learning.
- ensure that Religious Education has a special place in the whole Curriculum.
- provide access to the whole Curriculum, including the National Curriculum and Religious Education.
- provide opportunities for the children to build upon their experiences.
- develop fully the children's knowledge, understanding and skills.
- provide an environment which is secure and reassuring.
- develop the children's confidence, value and self-esteem.
- foster values and attitudes in preparation for adult life.

All children throughout the School are entitled to a planned Curriculum which includes the principles of:

### **breadth**

all children have access to a wide range of knowledge, understanding and skills

### **balance**

education is carefully planned to ensure a balance in the Curriculum content and a range of learning experiences. It provides a range of learning environments including experiences outside of the classroom. This enriches the Curriculum enabling it to become more practical and relevant to adult life

### **relevance**

the Curriculum is relevant to meet the children's present and future needs

**differentiation**

teaching and learning takes account of the full range of children's abilities and aptitudes

**coherence**

this is achieved by teachers liaising closely with each other in the planning and implementation of the Curriculum. Whole School planning takes place to integrate a chosen Religious Education theme into the School timetable.

**progress and continuity**

children's progress is monitored through Teacher Assessment, Termly Assessment and Progress Records and Records of Achievement. Curriculum planning and communication between Staff also ensures continuity and progression.

The process of periodic Review is built into each Policy and Scheme of Work to ensure effective learning is taking place. These Reviews are included in the School's Improvement Plan.

Underpinning the Curriculum are the attitudes and values which the Staff convey through their relationships, example and commitment.

**FOUNDATION STAGE EDUCATION**

The main aim of the Foundation Stage is to encourage each child to develop:

- Respect for self and others and independence
- Speaking and listening and communicating in a range of ways



- Mathematical understanding, problem solving and reasoning
- Making sense of the world
- Fine and gross coordination and ways of keeping healthy
- Expressing thoughts and ideas through art, music, movement, dance, imaginative and role-play.

All children in the Foundation Stage engage in a wide range of play based activities which work towards National Early Learning Goals.



## THE NATIONAL CURRICULUM

The requirements of the National Curriculum are fulfilled in St. Joseph's School by all pupils of statutory school age.

The most important subject in a Catholic School is Religious Education. **At the direction of the Bishop 10% of teaching time is devoted to this subject.**

All children, of whatever faith background, follow the school's 'Come and See' programme.

Pupils follow Programmes of Study as specified under the following subject headings:

English, Mathematics, Science, Information and Communication Technology, History, Geography, Modern Foreign Languages, Art and Design, Design Technology, Music, P.E, P.S.H.E. and citizenship.

There is a balance between the method of teaching by a subject approach and / or a cross curricular approach. Class, group and individual teaching / learning situations are used according to the pupils' needs.

ORGANISATION OF THE CURRICULUM		
KEY STAGE	YEAR GROUPS	AGE GROUPS
Foundation Stage	FS1	3+
	FS2	4+
Key Stage 1	Year 1	5+
	Year 2	6+
Key Stage 2	Year 3	7+
	Year 4	8+
	Year 5	9+
	Year 6	10+

## ASSESSMENT

Assessment is an important aspect of learning and teaching.

It allows the teacher to plan the learning programme and know how well each child is doing. The teacher assesses a child's learning all the time. However, there are formal assessments for English, Maths and Science within school. The table below sets out the timing of the formal tests and assessments.

Key stage	Year	Tests	Timing
Foundation	FS2	Foundation Stage Profile teacher assessment	Ongoing
Key Stage 1	1	Teacher assessment + school tests	Autumn and Summer term
Key Stage 1	2	school tests <b>Key Stage 1 SATS</b>	Autumn term Summer term
Key Stage 2	3 – 5 Yr 4	Optional, non-statutory tests Cognitive Ability Tests	Autumn term and Summer term
	6	Optional, non-statutory <b>Key Stage 2 SATS</b>	Autumn term Summer term

National expectations are that:

- Most 7 year olds will achieve age related expectations
- Most 11 year olds will achieve level age related expectations

## HOMEWORK

Since education involves every aspect of children's development, the experiences they receive must go beyond school based activities. Children must have time to visit the local library, learn and practise musical instruments, go swimming, dancing or participate in whatever choices parents prefer. Most of all they need time to be with, and be involved in 'family activities.' They also need to adhere to a **regular, sensible bedtime**.

Homework is an important part of school life. It enhances school activities and provides a quiet time for children to consolidate learning skills. It should be seen, whenever possible, as a **shared activity between parent and child**.

Homework will be set as and when the teacher feels is necessary and will be given within the guidelines below.

## **General Guide**

### **Length of Homework**

KS1 - Yr 1 & 2	15 - 20 minutes per day
KS2 - Yr 3 & 4	20 - 30 minutes per day.
Yr 5 & 6	30 - 40 minutes per day.

### **Key Stage 1**

- Reading folders are sent home **daily**. Children should practise daily.
- Periodic topic work.

### **Key Stage 2**

Reading folders are sent home **daily**. Children should read nightly and aloud several times a week. (Even the best reader likes to display their skill to their parents!) Please give the children the opportunity to talk about what they have read.

Homework revisiting and consolidating English, Maths and Science facts and skills.

From time to time children will be requested to research particular projects as part of class topic work.

Homework must be returned by the set date or much of its value will be lost.

Many kinds of games have great educational as well as social value - Ludo, Dominoes, Cards, Snakes and Ladders, Junior Scrabble. Lego and construction materials help in the areas of Technology. Word searches and crosswords are fun to do and develop word skills.

## **WAYS OF HELPING CHILDREN**

St. Joseph's Academy is committed to working in partnership with parents for the benefit of the children. To ensure that this link is maintained and strengthened, it may help parents to know how certain aspects of the curriculum are taught in school.

The information provided describes the school and its policies at the time of going to print, and will apply also to the next academic year unless indicated to the contrary.

## **RELIGIOUS EDUCATION**

Religious Education is the core and essence of the existence of St. Joseph's Academy and plays a key part in the curriculum. All children admitted to the school are expected to take a full and active part in the religious life of the school.

Religious Education is undertaken according to the doctrines and practices of the Roman Catholic Church.

The aim in the religious education of children is to lead them to a living Christian faith through prayer, the Eucharist, the Religious Education Programme, the liturgical life of the Church (e.g. major feasts and days of special devotion) and School and Class Assemblies.

The Religious Education Programme, "Come and See", has been developed through national consultation and co-operation between the authors, diocesan advisers and teachers. It is published with the authority of the Department of Catholic Education and Formation of the Catholic Bishops Conference of England and Wales.

Central to the Programme is the Christian belief in Jesus Christ. Each term a basic belief (Creation - Incarnation - Redemption) about the mystery of life within the Catholic faith is explored through the themes of Church, Sacraments and Christian living.

Nine topics are linked to the themes throughout the whole age range including Nursery, each topic being developed through five levels, which take account of the ages and stages of development of children within the National Curriculum levels. Each level has clearly stated aims, achievable learning intentions and a selection of experiences and activities which allow children to work according to their different abilities.

These topics have been carefully selected to ensure that children's religious education takes place in the context of their life experience.

In conjunction with the Religious Programme various traditional prayers of the Church are taught in each age group. There is a custom in our school of the Angelus being recited at mid-day throughout Key Stage 2.

Since the education of children is the collective responsibility shared between parents, teachers, church and community, the life of the school reflects this co-operative responsibility. The visits of the local priests are a welcome presence in school. On special occasions the whole school celebrates Mass with the priest and there are regular class liturgies. Parents are always welcome to join in the Celebrations.

We have a small Chapel in school which is available for all members of the school community to use during school hours.

Important aspects of the spiritual development of children may present problems to some parents. A few practical suggestions are set out below for guidance and support:

Parents are requested to:

- encourage a prayer life: Pray with the children and join with them in Morning and Night Prayers; and Grace before and after meals.
- accompany children to Mass on Sundays and Holydays.
- participate in the special Services of the Church's Year - LENT - EASTER - ADVENT - CHRISTMAS
- accompany children to the Sacrament of Reconciliation (Confession) on a regular basis
- include Biblical (Old and New Testament) stories as part of bedtime reading
- encourage honesty, truthfulness and an awareness of right and wrong
- discourage bad behaviour, bad language, unsocial behaviour, disobedience
- encourage fairness, forgiveness, kindness, thoughtfulness and respect for others and their belongings
- encourage a respect for the environment - God's Creation - by protecting nature and wild life
- encourage self-respect by saying 'no' to anything which will cause physical harm (drugs, smoking)



## ENGLISH

The School aims to help children use English effectively in speaking and listening, in reading and in writing. We deliver the required elements of the National Literacy Curriculum through daily Literacy lessons.

The ability to communicate factual and creative ideas by means of the written word, using correct grammar and spelling in a neat, well-presented and appropriate format is developed through the National Primary Strategy and The All Write Now Strategy.

Children are helped to become fluent and independent readers with a wide range of suitable books, other media and adult support available. Parents are actively encouraged to support their children's reading at home. All children are required to bring a Book Bag daily to school.



## **MATHEMATICS**

Mathematics, within the requirements of the National Curriculum, and the National Numeracy Strategy consists of the following:

### Key Stage 1

AT1: Using and Applying Mathematics, Number and Algebra and Shape, Space and Measures

### Key Stage 2

AT1: Using and Applying Mathematics, Number and Algebra, Shape, Space and Measures and Handling Data

## **SCIENCE**



Scientific knowledge, enquiry and investigative skills are developed in all science topics throughout the school. Science work is based on age appropriate differentiated practical activities which involve and encourage exploration, careful observation, discussion, critical thinking, accurate recording, prediction and evaluation. Ideas and findings are shared and communicated

using talk, drawings, chart, graph and tables. Scientific vocabulary is also learned, used and developed in every topic.

## **INFORMATION COMMUNICATION TECHNOLOGY**

Children are taught to use I.C.T. equipment and software confidently and purposefully to communicate and handle information, to problem solve and to control events. Children usually have two sessions of teaching each week in the well-equipped ICT Suite. In addition, children have access to a computer and printer in their own classes.



Safe use of the Internet is taught. Parents are required to sign an Internet Access Agreement.

## **ART AND DESIGN**

The School develops the children's understanding and enjoyment of art, craft and design by:

- giving children the skills and opportunities to express themselves through a variety of media and forms
- enabling children to develop aesthetic awareness and to satisfy their natural creative urge
- developing children's ability to articulate and communicate ideas, opinions and feelings about their own work and that of others

**Old shirts are needed for art work.** These are worn back to front to avoid paint, glue and other substances damaging the children's clothes.



## **DESIGN AND TECHNOLOGY**

The children:

- Investigate and evaluate a range of familiar products,
- Carry out tasks that introduce and develop skills,
- Design and make products,
- Experience work with structures, textiles and cooking.

Children are taught to select and use appropriate tools safely.

## **FRENCH**

All Key Stage 2 pupils learn another language in school time. Our school recognises the value of this initiative. French is part of every child's curriculum from Year 3 to Year 6 for at least half an hour a week. Children are taught everyday French vocabulary through games, songs, stories and role-play.

## **GEOGRAPHY**

Children are given the opportunity to:

- develop geographical skills
- study places both local and abroad
- consider environmental issues

In addition, Key Stage 2 children consider:

- the effects of weather, both local and abroad
- how settlements can differ and change.

## **HISTORY**

The School provides children with opportunities to develop their skills in the following areas: -

- Chronology
- Range and depth of historical knowledge and understanding
- Interpretations of history
- Historical enquiry
- Organisation and communication

### Key Stage 1:

Children develop awareness of the past and of the ways in which it was different from the present. They are helped to understand some of the ways in which we find out about the past.

### Key Stage 2:

Children are taught about important events and developments in Britain's past, from Roman to modern times, about ancient civilisations and the history of other parts of the world. They also

have opportunities to investigate local history and to learn about the past from a range of sources of information.

## **MUSIC**

The school provides opportunities for children to develop their understanding and enjoyment of music through activities that bring together Performing and Composing and Listening and Appraising. All children participate in instrumental and vocal lessons regularly.



St. Joseph's Academy Choir helps children to develop their singing.

## **PHYSICAL EDUCATION**

In KS1 the children concentrate on three areas: - games, gymnastics and dance. In addition to these, KS2 children also take part in athletics. Year 5 and 6 children are also offered Outdoor and Adventurous activities.

Through all these activities children develop co-ordination, strength, balance, stamina and confidence. They develop skills to enable them to co-operate and work as part of a team.

At times throughout the year, we offer different extra-curricular sports clubs, such as tennis, basketball, netball, tag – rugby and athletics/fitness training. Our aim is to give children the opportunity to experience a wide range of sports and games, and to learn about the importance of exercise.



## **PERSONAL, SOCIAL CITIZENSHIP AND HEALTH EDUCATION**

This aspect of education is integrated into the whole school curriculum. In particular, within the "Come and See" Religious Education Programme (the Diocesan recommended R.E. Scheme) opportunities constantly arise both formally and informally within the classroom for promoting a gradual understanding and healthy appreciation of self, of growth, of relationships with others, as well as a growing awareness of the facts of human reproduction. This is achieved by cross-curricular teaching within the areas of healthy living, science, drugs education, sex education and physical education. Policies for all of these areas of the curriculum are available in the school.

Children's questions are answered simply and with honesty in a way appropriate to the stage of development and understanding in a Christian framework and with the co-operation of parents. Parents and Governors may be invited into school periodically to view and discuss new materials and videos promoting this area of the curriculum.

## **SCHOOL BOOKS**

Books may be taken home if parents are prepared to be responsible for them. A suitable bag should be provided to protect the book from the rain. If a book is damaged, at home or on the way to and from school, parents will be requested to pay for a replacement, for example, if it is torn or scribbled, badly stained, chewed by the dog, dropped in a puddle, etc. If the book is damaged when it is given to the child, parents should inform the Head/Class teacher.

## **THE SCHOOL LIBRARY**

The School Library has a wide selection of both fiction and non-fiction books, and is available for use by all children, under supervision. Teachers encourage children to treat books with care, introduce children to the different areas of the Library as set down by the Dewey System, and help children to choose books wisely. Library books, together with school readers, are to be taken home and shared with parents.

## **SUGGESTED GUIDELINES FOR FURTHERING RELIGIOUS DEVELOPMENT**

Since a Catholic School has a special ethos based on Christian values, the spiritual development of children holds equal importance with the intellectual development. This holistic approach to a fully rounded education can only be brought about if parents, the chief educators, involve themselves in furthering their children's progress outside of the school environment.

Methods of helping children cope with the demands of the National Curriculum by continued interest in the home has already been highlighted, and in this area most parents are extremely co-operative.

## SCHOOL TERMS FOR THE ACADEMIC YEAR 2018 / 2019



### **Term No. 1**

School Opens Thursday, 30<sup>th</sup> August 2018  
School Closes Friday, 19<sup>th</sup> October 2018 (half term)  
Autumn half term holiday Monday, 22<sup>nd</sup> - Friday, 26<sup>th</sup> October 2018 inclusive

### **Term No. 2**

School Opens Monday, 29<sup>th</sup> October 2018  
School Closes Friday, 21<sup>st</sup> December 2018  
Christmas & New Year holiday Monday, 24<sup>th</sup> December 2018 – Monday, 7<sup>th</sup> January 2019 inc.

### **Term No. 3**

School Opens Tuesday, 8<sup>th</sup> January 2019  
School Closes Friday, 15<sup>th</sup> February 2019  
Spring Half Term Monday, 18<sup>th</sup> February – Friday, 22<sup>nd</sup> February 2019

### **Term No. 4**

School Opens Monday, 25<sup>th</sup> February 2019  
School Closes Friday, 12<sup>th</sup> April 2019  
Easter Holidays Monday, 15<sup>th</sup> April 2019 - Friday, 26<sup>th</sup> April 2019 inclusive

### **Term No. 5**

School Opens Monday, 29<sup>th</sup> April 2019  
May Bank Holiday Monday, 6<sup>th</sup> May 2019  
School Closes Friday evening, 24<sup>th</sup> May 2019  
Summer half term holidays Monday, 27<sup>th</sup> May– Friday 31<sup>st</sup> May 2019 inc.

### **Term No. 6**

School Opens Monday, 3<sup>rd</sup> June 2019  
School Closes Friday, 12<sup>th</sup> July 2019  
Summer Holiday begins Monday, 15<sup>th</sup> July 2019

**WHO'S WHO.**  
**2018 / 2019**

**Head Teacher** Mrs. A. Leslie

**Assistant Head** Mrs. R. Abel  
Mr. G. Skye

**Teachers**

Mrs. S. Darby (Mat. Leave)	Miss. S. O'Gorman
Mr. M Kirk	Mrs. J. Spencer
Mrs. T Standish	Mrs. T Cartwright
Mrs. M. Murray	Miss. D. Lynch
Mr. P. Challoner	Mrs. N. Bailey

**Classroom Assistants**

Mrs. H. Beall	Mrs. B. Calow
Mrs. H. Fraine	Mrs. J. Hall
Mrs. S. Martin	Mrs. H. Boiangiu
Mrs. R. Ashmore	Miss. E. Thorpe
Mrs. M. O'Donovan	Mrs. S. Issak
Mrs. A. Davies	Mr. T. Brown

**Midday Supervisors**

Mrs. H. Beall	Mrs. M. Bradley
Mrs. B. Calow	Mrs. J. Hall
Mrs. R. Ashmore	Mrs. S. Martin
Mrs. M. O'Donovan	Mr. T. Brown
Mrs. S. Issak	Miss. E. Thorpe

**Office Administration** Office Manager Mrs. U. Herbert  
Administrative Assistant

**Premises Officer** Mr. P. Cank

**School Cleaner** Mrs. M. Bradley, Mrs. J. Pharaoh, Miss. T. Keavney

**School Support Worker** Mrs. L. Toon

## SCHOOL RESULTS for 2017-2018

### EYFS

<b>Progress</b>	<b>Result</b>
Achieving good level of development	69%

### Phonics Screening Checks

<b>Year</b>	<b>National</b>	<b>Pass Rate</b>
Year 1	81%	95%
Year 2 (Re-sits)	91%	100%

### Key Stage 1 (End of Year 2)

<b>Subject</b>	(2017)		(2017)	
	<b>National Reaching Expected</b>	<b>Reaching Expected Standard* (1)</b>	<b>National above expected</b>	<b>Above Expected Standard</b>
Reading	74	68%	24%	13%
Writing	65	73%	13%	13%
Mathematics	73	68%	18%	15%

\*Note: The figure for 'Reaching Expected Standard' includes those working 'At' and 'Above' Expected Standard (ie.at Greater Depth).

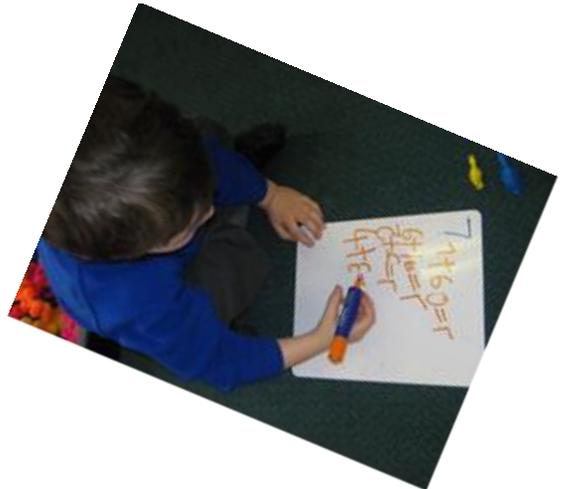
### Key Stage 2 (End of Year 6)

<b>Subject</b>	<b>Interim National percentages</b>	<b>School Reaching Expected Standard* (1)</b>	<b>National Above Expected Standard</b>	<b>School Above Expected Standard</b>
	Reading	75%	73%	28%
Writing	78	81%	20%	35%
Grammar, Punctuation & Spelling	78	81%	34%	38%
Mathematics	76	73%	24%	41%
Reading, Writing & Mathematics Combined	64	70%	10%	19%

\*Note: The figure for 'Reaching Expected Standard' includes those working 'At' and 'Above' Expected Standard (ie.at Greater Depth).

## Percentage Attendance 2017 / 2018

<b>Number on Roll 2017 / 2018</b>	<b>292</b>
% of authorised absence:	2.9
% of unauthorised absence:	1.6
% overall attendance	95.5



# Attendance

Getting your child to school really matters. Did you know...

If your child's attendance during the school year is ...	your child would have lost approximately...	or they would have missed approximately...
95%	9 days	50 lessons
90%	19 days	100 lessons
85%	29 days	150 lessons
80%	38 days	200 lessons
75%	48 days	250 lessons
70%	57 days	290 lessons
65%	67 days	340 lessons

Getting your child to school on time really matters. Did you know...

If in a school year your child is late everyday ...	your child would have lost approximately ...	or they would have missed approximately...
5 minutes	3.5 days from school	20 lessons
10 minutes	7 days from school	41 lessons
15 minutes	10 days from school	55 lessons
20 minutes	14.5 days from school	82 lessons
30 minutes	22 days from school	123 lessons

You should not take your child on holiday during term time.

Please encourage punctuality to maintain school attendance.

Remember Absence = lost opportunity

## School Behaviour and Discipline

St. Joseph's Catholic Voluntary Academy wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. The Code of Conduct is agreed with the children at the beginning of each school year and periodically throughout the year. All pupils are expected to behave according to the guidelines set out in the Code.



### **Aims**

- ◆ To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- ◆ To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- ◆ Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- ◆ To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.

- ◆ To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- ◆ To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

### **Code of Conduct**

- ◆ All members of the school community should respect one another.
- ◆ All children should acknowledge the authority of, and respect, their teachers and other adults.
- ◆ All children should show regard for their fellow pupils.
- ◆ All children should respect their own and other people's property and take care of books and equipment.
- ◆ St. Joseph's expects children to be well-behaved, well-mannered and attentive.
- ◆ Children should walk (not run) within the school.
- ◆ If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- ◆ Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- ◆ Foul or abusive language should never be used.
- ◆ Children are expected to be punctual.
- ◆ Children should not bring sharp or dangerous instruments to school.
- ◆ Children should wear the correct school uniform. Jewellery (apart from 1 pair of small stud earrings) and trainers should not be worn.
- ◆ Extremes of fashion, including hairstyles and hair gel etc are not permitted

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

### **Incentive Scheme**

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

St. Joseph's scheme is based on rules, rewards and sanctions, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Head Teacher certificates are awarded to children who have tried hard all week. These can be for good work or good / improved behaviour.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

## **Sanctions**

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Behaviour Policy should state these boundaries clearly and firmly.

A list of class rules, rewards and sanctions is sent out at the beginning of each academic year. Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time (such as break-times), moving in class to sit alone, writing a letter of apology, and loss of a responsibility.

If the unacceptable behaviour is persistent or recurring, parents become involved. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.

There is the possibility that a child may be withdrawn / prevented from participating in a treat / trip if their behavior falls below an acceptable limit.

Major breaches of discipline are bullying, physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work, and disruptive behaviour in class. This type of behaviour is very rare at St. Joseph's and it is the duty of the Head Teacher and the Assistant Head Teacher(s) to deal with it promptly, particularly if the problem persists. On these occasions, there will normally be two adults speaking with the child/ren concerned.

## **Procedures for Dealing with Major Breaches of Discipline**

- ◆ An oral warning by the Head Teacher or Assistant Head Teacher concerning future conduct.
- ◆ Withdrawal from the classroom for the rest of the day.
- ◆ A letter to parents informing them of their child's unacceptable behaviour.
- ◆ A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- ◆ If the problem is severe or recurring, exclusion procedures are implemented in accordance with LA guidelines.
- ◆ A case conference with parents and support agencies.
- ◆ Permanent exclusion, after consultation with the Governing Body and the LA.

- ◆ Parents have the right of appeal to the Governing Body against any decision to exclude their child.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

### **Lunchtime Supervision**

At lunchtime, supervision is by the lunchtime supervisors and a teacher. These members of staff should maintain order; usually by reminding children of the standard of behaviour expected. Repeated minor problems might result in the child being asked to complete a task. This should defuse the situation. The lunchtime supervisors keep note of children who misbehave persistently. They refer misbehaviour to the Head Teacher or the Assistant Head Teacher, if necessary.

The children should treat the Supervisors with the respect due to all adults at St. Joseph's. Verbal or physical abuse is not tolerated.

Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head Teacher/Assistant Head Teacher. This results in loss of privileges and break times. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a period of time. This will be followed, if necessary, by permanent exclusion in accordance with exclusion procedures.

### **Parents**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

### **Care and Control of Children**

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

If there is a need for sanctions, the following may be invoked, depending on circumstances:

- ◆ redirect to another activity
- ◆ talk to the child – discuss what has happened

- ◆ discussion in groups or whole class
- ◆ move the child from the group to work on his/her own
- ◆ repeat work
- ◆ miss break time or part of break time (but must be supervised)
- ◆ remove child from the class – place with Head Teacher or in another class
- ◆ parental involvement
- ◆ daily report
- ◆ sanctions as in Discipline Policy.

Serious incidents are recorded in the Incident or Discipline Book.

### **Class Behaviour Book**

This is used to record:

- ◆ any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- ◆ loss, theft, or damage to property
- ◆ any other incidents or matters of a serious nature.

Incident Forms should be used to record all details, and are available in every classroom.

### **Pupil Incident Book**

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. This book is not for minor incidents in day-to-day classroom management but for serious occurrences of challenging behaviour.

### **Challenging Behaviour**

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding.

### **Preventative Strategies**

See sanctions above and Discipline Policy procedures.

### **Intervention**

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. The child is removed and taken to a member of the Senior Management Team, who contacts the child's parents.

An Incident Form is completed and the situation discussed with the Head Teacher or Assistant Head Teacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc.

For further guidance, refer to the School Policy or DfES circular 10/98 *Use of Force to Control or Restrain Pupils*.

### **Behaviour Modification Policy**

At St. Joseph's, the majority of children behaves well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our Discipline Policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual child's behaviour.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

Various rewards are used to reinforce positive behaviour:

- ◆ change in classroom organisation
- ◆ using different resources
- ◆ rewards of stars/smiley faces on work, on charts and in special books
- ◆ use of certificates, special stickers for such things as listening, being kind, helpful, and so on
- ◆ commenting on a child's good behaviour to other children/other classes
- ◆ showing achievements in Assembly
- ◆ involving parents at an early stage to co-operate on an action plan.

By using a positive system of rewards and reinforcing good behaviour, St. Joseph's fosters children's positive self-esteem.

### **What is bullying?**

St Joseph's Catholic Voluntary Academy adopts the following definition of bullying:

*'a physical, psychological or verbal attack against an individual or group of individuals by a person or groups of persons, causing physical or psychological harm to the victim'*

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation.

Bullying can be:

**Emotional** e.g. bring unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, mean, blackmailing.

- Physical** e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around.
- Sexual** e.g. unwanted physical contact or sexually abusive comments.
- Gender** e.g. harassment
- Verbal** e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky. Bullying by a third party.
- Cyber** e.g. all areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities
- Homophobic** e.g. because of, or focusing on the issue of sexuality
- Material** e.g. taking belongings, extortion
- Discriminatory** e.g. racial, religious, SEN or disability, taunts or gestures

Other concerns, that might not necessarily easily fit into these headings, will be taken seriously e.g. being picked on, taking advantage of another person.

A child may indicate by signs or behaviour that they are being bullied. If you are concerned and become aware of any of the following, you may wish to discuss with your child and/or school if someone is threatening or bullying your child.

- Be frightened of walking to or from school
- Be unwilling to go to school
- Feigning an illness
- Unwilling to go into school/classroom (clings to you) on several occasions
- Begin doing poorly in their school work
- Come home regularly with clothes or possessions destroyed/broken
- Become distressed, stop eating
- Cry themselves to sleep
- Have unexplained bruises and/or scratches
- Have their possessions go 'missing'
- Ask for money or begin stealing money (to pay the bully)
- Refuse to say what's wrong
- Give improbable excuses to explain any of the above

St Joseph's Catholic Voluntary Academy is aware of the possibility that the perpetrator may be an adult and will follow the local Child Protection procedures where this is the case.

From time to time, adults can behave inappropriately towards each other. If any adult within the school community feels that they are being treated inappropriately they must report this to the Head Teacher or Chair of Governors immediately.

All children, staff and parents are aware that bullying can be summarised as STOP (several times on purpose) as a working definition. This is communicated to all through staff CPD (provided by INSET, the Diocese and independent companies where appropriate), by School Council, in the policy, newsletters, as part of the curriculum and websites.

## **Aims and Objectives**

The aim of an anti-bullying policy is to:

- clarify for pupils and staff what bullying is and that it is always unacceptable.
- explain to pupils and staff why bullying and harassment occur and their impact on individuals and the school as a whole.
- provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning.

St Joseph's Catholic Voluntary Academy also intends:

- To have in place an anti-bullying support system, that all staff and pupils understand and to apply the system consistently.
- To regularly monitor and review the policy with the full involvement of all staff and governors.

## **Practice and Procedures**

### **What we do to prevent bullying**

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but **not** the pupil), and by being clear across the school that we follow school rules. All members of the school community are expected to report incidents of bullying.

#### **1. Staff**

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

We expect staff will:

- Provide children with a framework of behaviour including class rules which supports the whole school policy.

- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a good role model
- Raise awareness of bullying through STOP, stories, role-play, theatrical performances, discussion, circle-time, peer support, school council, RE and Anti-bullying week.
- Through the head teacher, keep the governing body well informed regarding issues concerning behaviour management.
- Provide a key staff member who is responsible for the monitoring of the policy
- Lunchtime supervisors / teaching assistants are encouraged to be vigilant and react to any possible bullying situations and issues. Whenever possible, unless the weather is very unsuitable, a variety of playground equipment is available for children to keep them active and valuably occupied to prevent opportunities for bullying occurring.

## **2. Parents / Carers**

We expect that parents / carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school:

- Support us in helping meet our aims.
- Feels confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in any aspect of their child's behaviour.
- Be informed about who can be contacted if they have any concerns about bullying.

## **3. Governors**

We expect that governors will:

- Support the Head Teacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

## **Reporting**

Children are encouraged to report incidents of bullying. It is also the responsibility of pupil bystanders, parents and other school staff to be aware of and report incidents of bullying. All incidents of bullying should be reported to a member of staff. Children can report incidents of bullying through one of the following ways:

- Tell someone such as teacher, teaching assistant, parents, aunty, friend etc
- Write it down and place in the 'STOP box'

## **Reacting to a specific incident**

### **Recording**

All incidents in or out-of-class should be recorded. Incidents clearly identified as bullying must be reported to a senior member of staff (Assistant Head Teacher / Head Teacher).

Parents (of both perpetrator and person bullied) informed of what has happened, and how it has been dealt with. Records of discussions to be filed and minuted.

### **Dealing with an incident**

The school community is aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted

Whenever a bullying incident is reported, the school will go through a number of prearranged steps. These are:

- Incident is reported to the class teacher. Dinner and playtime supervisors will have recorded any bullying incidents in the 'incident book' of which the exact details will be shared with the class teacher. These books will be analysed on a weekly basis at a staff meeting.
- The class teacher will then
  - a. Talk through the incident with perpetrator and victim
  - b. Help the perpetrator and victim to express their feelings
  - c. Talk about which rule(s) has / have been broken
  - d. Discuss strategies for making amends
  - e. On-going checks that all is well and that they feel happy and safe at school once more

Punishments will be tailored to age of child and circumstances. Details of punishments may be confidential but could include:

- Time away from an activity within the classroom
- Time out from the classroom
- Missing break or another activity
- At some point a genuine apology directly to their victim

In cases of serious bullying:

Formal letter home from the Head Teacher expressing concerns, where the pattern of behaviour continues.

Meeting with staff, parent and child

Governors will be informed by Head Teacher

If necessary and appropriate, police will be consulted by the Head Teacher

In serious cases of bullying, suspension or even exclusion will be considered by the Head Teacher with the governors and LEA. Parents have the right of appeal to the Governing body against any decision to exclude their child.

After the incident / incidents have been investigated and dealt with, each case will be monitored by Class Teacher and Senior Staff to ensure repeated bullying does not take place.

Parents (of both perpetrator and person bullied) are informed of what has happened, and how it has been dealt with.

Records of these discussions to be minuted and filed.

Failing face-to-face discussion, parents/carers will be informed of any incidents by letter.

Child Protection procedures should always be followed when concerns arise.

### **Incidents of bullying outside the school's premises**

Although schools are not directly responsible for bullying off the school premises, we would still encourage victims "not to suffer in silence". Actions the school could take, if deemed appropriate, include:

- talking to the local police about the problems within the Community
- talking to the Head Teachers of the schools whose pupils are involved in bullying off the premises

### **Monitoring**

Trends and strategies are analysed for inclusion in the Head Teacher's reports to governors.

Careful monitoring and analysis provides us with regular opportunity to link monitoring to action planning for the following school year.

## Charging Policy

### 1. Introduction

- 1.1 All education during school hours is free. Parents are asked to make voluntary contributions as outlined below.

### 2. Voluntary contributions

- 2.1 When organising school trips or visits which enrich the curriculum and educational experience of the children, the school requests parents to contribute to the cost of the trip. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may cancel an activity. If an activity goes ahead, it may include children whose parents have not paid any contribution. We do not treat these children differently from any others.
- 2.2 If a parent wishes their child to take part in an activity, but is unwilling or unable to make a voluntary contribution, we do allow the child to participate fully in the activity.
- 2.3 The following is a list of additional activities organised by the school, which require voluntary contributions from parents. These activities are known as 'optional extras'. This list is not exhaustive:
- visits to museums;
  - sporting activities which require transport expenses;
  - outdoor adventure activities;
  - visits to the theatre;
  - school trips abroad;
  - musical events;
  - residential visits;
  - visitors, theatre groups, orchestras etc who visit the school.

### 3. Music tuition

- 3.1 All children study music as part of the normal school curriculum. We do not charge for this.
- 3.2 Additional instrumental tuition will be available.



## **Packed Lunch Policy**

### **Overall aim of the policy:**

To ensure that all packed lunches brought from home and consumed in school (or on school trips) provide the pupils with healthy and nutritious food that is similar to food served in school, which is now regulated by national standards.

### **Policy objectives:**

- To make a positive contribution to children's health.
- To encourage happier and calmer children.

### **National guidance:**

The policy was drawn up using a range of national documents including information and a draft policy from the School Food Trust, the Food in schools toolkit (Department of Health) and Food policy in schools – a strategic policy framework for governing bodies (National Governors' Council, (NGC) 2005).

### **Food and drink in packed lunches:**

- The school will provide facilities for pupils bringing in packed lunches and ensure that free, fresh drinking water is readily available at all times.
- The school will work with the pupils to provide attractive and appropriate dining room arrangements
- The school will work with parents to ensure that packed lunches abide by the standards listed below.
- As fridge space is not available in school, pupils are advised to bring packed lunches in insulated bags with freezer blocks where possible to stop the food going off.

### **Packed lunches should include:**

- at least one portion of fruit and one portion of vegetables every day.
- meat, fish or other source of non-dairy protein (e.g. lentils, kidney beans, chickpeas, hummus, falafel) every day.
- oily fish, such as salmon, at least once every three weeks.
- a starchy food such as any type of bread, pasta, rice, couscous, noodles, potatoes or other type of cereals every day.
- dairy food such as milk, cheese, yoghurt, fromage frais or custard every day.
- only water, still or sparkling, fruit juice, semi-skimmed or skimmed milk, yoghurt or milk drinks and smoothies.

### **Packed lunches should not include:**

- snacks such as crisps (should not be included every day). Instead, vegetables and fruit (with no added salt, sugar or fat). Savoury crackers or breadsticks served with fruit, vegetables or dairy food are also a good choice.
- confectionery such as chocolate bars and sweets. Cakes and biscuits are allowed but encourage your child to eat these only as part of a balanced meal.
- Meat products such as sausage rolls, individual pies, corned meat and sausages / chipolatas should be included only occasionally.
- Deep fried or batter coated foods should be included only occasionally.

### **Special diets and allergies**

The school recognises that some pupils may require special diets that do not allow for the standards to be met exactly. In this case parents are urged to be responsible in ensuring that packed lunches are as healthy as possible. For these reasons pupils are also not permitted to swap food items.

The Government wants to see healthy snacks such as nuts and seeds replacing chocolate and crisps in school tuck shops and vending machines. This does pose an allergy risk. Proteins from nuts and seeds are notoriously difficult to clean and tend to become transferred easily from hands to surfaces such as tables, chairs, computer keyboards, books etc. There is a real risk that these allergenic proteins will be picked up on the hands of allergic children. Tiny traces can cause an allergic reaction.

Parents of non-allergic children:

#### **Please do not send any nut products into school**

- Severe food allergy is very difficult to understand if you do not live with it, but by reading this you are on your way to helping allergic children stay safe. If you know there are nut-allergic children in the same year or class as your own son/daughter, please be guided by our advice in order to reduce the risk of contact reactions.
- Be aware that allergic reactions can be triggered by touching surfaces such as a computer keyboards, books or a piano if these things have previously been used by someone who had eaten nut products.
- Nuts and seeds are very healthy, but please give them to your child to eat at home rather than bringing them into the school. Likewise, because peanut butter is so gooey and sticky, eating it at a school can increase the risk of the allergic child having a reaction due to cross-contamination.

Pupils who are not allergic:

- If you know of someone who is allergic, find out what could trigger a reaction.
- If you have eaten something they are allergic to, wash your hands with soap.
- If you are eating foods containing nuts or seeds, be careful not to drop the food on the floor or other surfaces and dispose of any wrappers safely in a bin.

Pupils who have a severe allergy:

- Never share food
- Only eat food that is labelled with ingredients – and read the label first
- Be aware of what other people are eating around you.
- If there are nuts and seeds in your school, always wash your hands BEFORE eating as you have picked up some contamination.
- Know where your medication is. If you have the responsibility of carrying it with you, make sure you do at all times.

Tell your close friends about your allergy so they know what to do if an emergency should arise.

**Assessment, evaluation and reviewing:**

Packed lunches will be regularly reviewed by teaching staff and midday meal supervisors.

Healthy lunches will be rewarded by praise, stickers, etc

Parents and pupils who do not adhere to the Packed Lunch Policy will receive a letter reminding them of the Packed Lunch Policy. If a child regularly brings a packed lunch that does not conform to the policy then the school will contact the parents to discuss this.

Please note: pupils with special diets will be given due consideration.

**Involvement of parents/carers:**

Pupils are encouraged to eat the lunch provided by the school. However, parents of pupils wishing to have packed lunches are expected to provide their children with packed lunches which conform to the Packed Lunch Policy. In turn, the school will keep parents informed as to any new regulations introduced locally or nationally.

**Dissemination of the policy:**

The school will write to all new and existing parents/carers to inform them of the policy via Parentmail.

The policy will be available on the school's website and will be incorporated into the school prospectus.

The school will use opportunities such as parents' evenings and Healthy Living weeks to promote this policy as part of a whole school approach to healthier eating.

All school staff, including teaching and catering staff and the school nurse, will be informed of this policy and will support its implementation.

## **Parental/Parish and Community Involvement Policy**

### **Rationale**

The purpose of this policy is to clarify the school's aims and objectives and focus on the vital partnership between parents/parish and community which will allow us to realise these aims. Due consideration is given to the spirit of the 'Every Child Matters' agenda, as well as working collaboratively with parents and other partners to ensure our pupils become confident and mature individuals who are able to become responsible and valued members of our wider society.

### **Aims**

The aim of the policy is:

- To build a school community committed to making sure that individuals of all abilities are valued equally so that they can develop in community rich in diversity and opportunity.
- To enrich and extend the educational opportunities provided for our pupils by accessing the skills and talents of parents and community members.
- Establish procedures for sharing of information in relation to pupil progress and information.

### **Guidelines**

Parent/Parish/Community involvement work best when communication is effective therefore;

Staff will ensure that:

- Letters going home are clear;
- They are available to listen to parents at a mutually convenient time;
- They listen to parental and children's views;
- They talk to parents and keep them informed of their child's progress;
- They provide parents with up to date information.

Parents will ensure that:

- They read letters coming home;
- They tell staff any information relevant to a child's well-being in school (changes in home circumstances)
- They attend pre-arranged meetings.

There will be evidence in the school of:

- Planned time for discussions between staff and parents;
- School seeking parents' views;
- Parents responding to questionnaires;
- Letters going home from staff;

- Letters going home from FOSJ (Friends of St Joseph's);
- Translators are provided where necessary.

Parent/Parish/Community involvement work best when mutual trust is promoted therefore;

Staff will ensure that:

- They acknowledge parental knowledge of their children and skills;
- They keep confidentiality within the child protection remit;
- They acknowledge the positives in children's work and behaviour;
- Children understand expectations and boundaries within school;
- They are positive about school;
- Children feel safe in school.



Parents will ensure that:

- They listen to staff's views;
- They acknowledge the staff's professional view;
- They support school procedures and policies (including parent helper procedures when necessary-see appendix);
- They acknowledge the positives in staff's work and behaviour;
- They understand the school rules and help their children adhere to them (it is hoped that all parents sign the home school agreement – see appendix);
- They understand the expectations of the school:
- They are positive to their children about school.

There will be evidence in the school of:

- Welcoming ethos with friendly and courteous greetings;
- Opportunities for discussion;
- Positive relationships between all adults and children;
- Clear procedures for all aspects in school life.

Parent/Parish/Community relationships work best when staff, parents, Governors and children feel part of a thriving community:

Staff will ensure that:

- Children are involved in projects with the Parish/wider community;
- There is a school council which relates to wider issues;
- Assemblies address issues about the Parish/wider community and living together;

- They are role models of good practice;
- The rights of children are respected;
- The rights and responsibilities of parents are respected;
- They teach children about different cultures;
- We celebrate difference.

Parents will ensure that:

- They encourage children to be aware of their Parish/local community and that they are part of it;
- They are role models of good practice;
- The rights of children are respected;
- They teach their children about their responsibilities;
- They talk to their children about different cultures and teach their children to respect them.

Governors will ensure that:

- They promote relationships within the Parish/wider community;
- The governing body is made up of people belonging to different walks of life.

There will be evidence in the school of:

- Events involve governors, children, staff and parents;
- Enthusiasm for the school;
- Involvement of children and parents in the decision making process where appropriate;
- Involvement in the school in the Parish/wider community;
- The home culture of the child being valued.

### **Roles and Responsibility**

The school co-ordinator with home/school parish links will have the responsibility for supporting, developing and implementing this policy.

### **Implementation Date**

From September 2013



Request for Administration of Medicines

To: Head Teacher of St Joseph's Catholic Voluntary Academy

From: Parent / Guardian of ..... full name of child

D.O.B. ....

My child has been diagnosed as suffering from  
.....  
(name of illness)

He / She is considered fit for school but requires the following prescribed medicine to be administered during school hours

..... (name of medicine).

Could you please therefore administer ..... dosage at ..... Time with effect

from ..... (date) to \* ..... (date) \*.

The medicine should be administered by mouth\*\* / in the ear\*\* / nasally\*\* / other (please specify) \*\*.

\* Delete if long term medication

\*\* Delete as appropriate

I understand that all staff are acting voluntarily in administering medicines and have the right to refuse to administer medication.

I understand that the school staff cannot undertake to monitor the use of inhalers carried by children and that the school is not responsible for loss or damage of any medication.

I undertake to update the school with any changes in administration for routine or emergency medication and to maintain an in-date supply of the medication.

Signed (Parent / Guardian) .....

Name (Please print) .....

Name of Child (Please print) .....

Date .....

Contact Details: Telephone No. Home .....

Telephone No. Work .....