

Through our love of God and of each other, our children will thrive personally and academically in a happy, safe place of faith and high expectation for all



St. John's Church of England Primary School

Dear Parents/Guardians,

I am delighted to be writing to you as the Headteacher of St John's Church of England Primary school. I am extremely honoured and feel wholeheartedly privileged to continue to build upon the success the school has already achieved in the last few years.

My vision for the school is to ensure that the needs of all our children are met in all areas of school life and that each child is given a wealth of experience and opportunities. This in turn, will guarantee they leave St John's at the end of Year 6, feeling extremely confident, resilient and respectful members of society, ready for their Secondary School journey and life beyond.

My belief is that school should be a happy, caring, spiritual, respectful and hardworking environment, in which all staff should utilise their skills to enable the children in their care to recognise their true potential and talents. As part of our family, we endeavour to celebrate the successes of our children in all areas of school life; we show our children that we believe in them and respect them.

As the educators in your children's lives, it is important to me to ensure you feel we are approachable and welcoming and that we have a strong and honest relationship with all our families. We will have regular opportunities throughout the year to give you the opportunity to voice your thoughts through coffee/tea mornings, surveys and reports. It is imperative to me that our vision for the school is echoed at home as well, building on our values of resilience, respect and kindness. Our curriculum is challenging and expectations for learning at St John's is high because we want for every learner to achieve their full potential. Our teaching strategies include no hands up, no opting out, targeting questioning and regular opportunities to formatively assess progress to focus on gaps using the strategies from Doug Lemov's *Teach Like A Champion* (TLAC) theories.

I look forward to watching your children grow in confidence, knowledge and spirituality during their time at St John's and thank you in advance for the support I know you will give all members of our school community.

Please feel free to contact me at any time. To make an appointment, please speak to the Office staff.

Yours sincerely,

R Soper

Mrs Soper
Headteacher



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Introduction

St. John's is a Church of England Primary School taking day children only. This means we teach boys and girls between the ages of 4 and 11 years.

As a church school, we believe and teach that all people have a unique value that cannot be diminished because God loves us and created us in His image. This means that we teach children to respect one another and appreciate that we can learn from one another. We expect and look for the best in everyone who comes to our school.

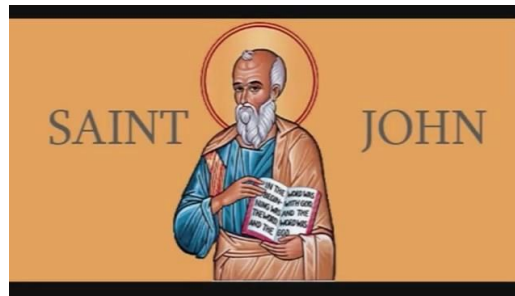
Whilst we welcome children of any religion or none and of any ethnicity, we offer children a strong and stable spiritual foundation, based on the Christian faith, on which to build their lives and from which they can learn and grow. We are proud of our church links and we hope that children will wear the eagle emblem of St. John's with pride and find here a vision to live up to.

School address: Sallowbush Road
Huntingdon
PE29 7LA
(01480) 375026
office@st-johns-pri.cambs.sch.uk
<https://stjohns.demat.org.uk/>

Headteacher: Mrs Rebecca Soper



Our Vision Explained



St John, along with his brother James, was one of the Twelve Apostles of Jesus. He was a fisherman on the Sea of Galilee before following Jesus' calling. He was at the foot of the cross when Jesus died and played an important role in founding the early Church. Because he had experienced the unconditional love of Christ first-hand he went on to preach that love.

St John is said to have outlived the other apostles and to have authored several books in the New Testament. In art he is often depicted with a book or an eagle. The feast day of St John is December 27th.

Inspired by scripture

John 10:10b Jesus said, 'I came to give life - life in all its fullness.'

Our school values and ethos

We strive to create a school family in which our children are educated and inspired through a love and understanding of God, each other and our world. We will achieve this...

- by developing the school as a nurturing and caring environment; we are a welcoming, happy and safe place for everyone to learn and grow;
- by encouraging all children and adults in our school community, regardless of status, financial circumstance, religious or philosophical background, race, gender, orientation or disability, to gain the skills, knowledge and experience to maximise their full potential in our ever-changing and diverse world;
- we encourage enquiring, healthy minds, good working habits, healthy lifestyles and pride in our work and behaviour – for all, for life;
- we encourage a positive view of and involvement by the whole school community (pupils, parents and carers, teachers, support staff and governors), the wider local community and even wider world in each other's education and development;
- we provide a curriculum which is broad, balanced, knowledge rich and effective - which challenges each and every child so that their full potential is reached in life, not just in terms of academic attainment and progress.



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How we live out our vision

A school family with a beating heart of respect, kindness and high expectation, we encourage all to succeed.



We strive for our children to develop **resilience**.

We strive for a **respectful** school.

We strive for a school full of **kindness**.



All our policies and practice is based around this vision and our values. Our behaviour and SMSC policies in particular highlight the value we place on the personal and spiritual development of every member of our community. Curriculum policies also make clear the faith we have in the potential of every learner and the extent to which we strive to support them in fulfilling that potential.

Every time we look at our St John's symbol, the eagle, in collective worship we are inspired to soar to reach the highest possible achievements.

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at parish and Diocesan level.



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ADMISSIONS POLICY

Children are admitted in September of the year in which they are five. In some instances, part-time attendance may be considered / suggested for reception class children.

ENROLMENT PROCEDURE

Parents who wish their child to attend St. John's should contact the school to register on the appropriate form as soon as possible. They should also contact County Admissions on 01223 699202. Please note that the school is unable to allocate class places – this is always done by County.

If parents wish to look round the school, they should contact the office who will be only too pleased to arrange for someone to show them around and answer any questions they may have.



CURRENT SCHOOL STAFF

Everyone who works at St. John's has a very important part to play and is automatically known as "staff".

School Senior Leadership:

Mrs R Soper	Headteacher
Mrs J Morrish	Deputy Headteacher
Mrs H Chapman	Assistant Headteacher/SENCO

Teaching Staff:

Mrs E Batchelor	Curriculum Lead
Mrs T Braisby	
Miss M Cooper	
Mrs L Hase	Teaching and Learning Lead
Mrs G Hayward	
Miss L Lawson	
Miss D Mutimer	
Miss A Prichard	Behaviour and Culture Lead
Miss K Shearman	
Mr G Smith	

Teaching Assistants:

Ms S Allison	
Mrs D Bennett	
Mrs N Blake	
Mrs J Brackley	HLTA
Miss L Bradley	HLTA
Mrs J Courtnell	HLTA
Miss C Dunne	
Mrs K Foreman	
Miss K Hayward	
Mrs M Kuchna	
Mrs K McDuffus	
Mrs A Motak	
Miss T Nisbet	
Mrs M Pilarczyk	
Mrs T Rodda	HLTA
Mrs L Swain	



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School Admin Staff:

Mrs V Browne	Office Administrator
Miss T Nisbet	Office Assistant
Mrs A Purnell	School Secretary

School Site Support Staff:

Miss K Game	
Mrs R Millard	
Mr A Woolford	School Site Officer
Mrs S Woolford	

School Lunchtime Staff:

Miss L Dale
Mrs Z Houldsworth
Ms K Newton

Midday Supervisors:

Mrs K Foreman	Team Leader
Mrs H Nisar	
Mrs S Riffat	
Mrs A Ross	
Mrs K Sak-Gazda	
Ms G Shazad	

Current organisation of the School

Wren Class	Reception
Robin Class	Reception
Duckling Class	Year 1/2
Kingfisher Class	Year 1/2
Woodpecker Class	Year 1/2
Puffin Class	Year 3
Swallow Class	Year 4
Nightingale Class	Year 4
Falcon Class	Year 5
Red Kite Class	Year 5
Barn Owl Class	Year 6
Eagle Class	Year 6



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The School Day

School begins at 9.00am and ends at 3.20pm

The school doors open at 8.50am for children to go straight to their classrooms.

Morning break occurs from 10.30am – 10.45am

Lunchtimes are staggered from 11.45am – 1.45pm

EYFS & KS1 children also have a break time from 1.45pm-2.00pm

Children Starting School

This is always a difficult time for parents, the child and often the school. To make the transition from home to school as smooth as possible it would be helpful if new pupils could:-

1. Dress themselves, including zips and front buttons. It would also help if boots with many lace holes are not worn as small children have difficulty with the long laces.
2. Toilet themselves.
3. Speak in sentences.
4. Blow their noses and cover their nose and mouth when sneezing or coughing.
5. Hold and use a knife and fork correctly if they are having a school meal.
6. Know their address and/or phone number, in case of emergencies.
7. Know the proper names of everyday objects and domestic animals.
8. Identify colours



Early Years Foundation Stage Curriculum

When children arrive in reception, they follow the “Early Years Foundation Stage Curriculum”. This is an extension of the work they undertook at nursery or pre-school and is a wonderful way for them to develop their independent learning skills. Pupils enjoy a range of adult led and child-initiated activities and ‘free-flow’ between different indoor and outdoor areas designed to meet and enhance their learning needs.

It consists of six areas of learning. These are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design



This curriculum gives the foundations on which National Curriculum is built. Continual assessment takes place of pupils in the Foundation Stage: this forms an individualised ‘Foundation Stage Profile’ which informs teachers of pupils’ progress and attainment in the different areas of learning and supports planning for experiences to develop pupils’ next steps.

National Curriculum

This is a set of subjects that have to be taught in all schools. The set is made up of Religious Education, three core subjects and eight foundation subjects. Permeating all these areas are opportunities to promote pupils’ spiritual, moral, social and cultural development.

The core subjects are English, Maths and Science.

The foundation subjects are Design & Technology (D.T.), Computing, History, Geography, Physical Education (P.E.), Art, Music and Languages.

All subjects, plus Personal, Social, Health and Economic education (PSHE) have to be taught to all primary school children from the age of Year 1 to Year 6.

ICT is a key feature in all classrooms, and children use peer and self assessment to move themselves forward in their learning. Children are used to talking about the LO (Learning Objective) for each lesson and how prior learning supports their current and future knowledge to improve their understanding. We use the same marking policy throughout the school so that children know when they have achieved their objective. Teachers use ‘close the gap’ marking which is a way of assessing what the pupil needs to do next to move forward in their learning in a personalised way.



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The National Curriculum is a part of the whole curriculum taught in school. To see how much progress children have made, the Government set National Curriculum Tests at 11 years of age. Our teachers are continually assessing pupils and planning for their next steps. Year 6 pupils undertake 'End of Key Stage Two or SATs' tests each year. These are carried out in the summer term and last one week with writing assessments now based on a wider range of work evidence. The school also carries out formal assessments each term on Years 1-6 pupils and ongoing assessments occur in the Foundation Stage.

It is not acceptable to take your children away from school during the testing periods unless they are ill. The results achieved can have an effect on how children are grouped in the future

English

Language unites the curriculum; it is essential to all forms of communication. Children learn language through speaking and listening, reading and writing and develop their language skills throughout the curriculum.

Speaking and Listening

Children learn how to communicate successfully with others in group situations and how to express their ideas through drama. They learn to use language in a variety of situations, for various purposes and for a range of audiences. Confidence comes from regular practice in expressing opinions, discussions, message giving and receiving and drama, so speaking and listening is a key skill developed through all school activities.

Reading

By sharing books and stories from an early age children learn to become readers. We value books and actively encourage children to read for pleasure and enjoyment in a variety of contexts. Teaching and learning in English focuses on enabling children to read with confidence and understanding. The children study both fiction and non-fiction books from our reading canon, in order to:

- Interpret the author's meaning.
- Make reasoned judgements and statements about the books they read.
- Use reference books effectively.

EYFS and KS1 Pupils will bring home a Home/School Reading Record Book for shared reading at home with parents/carers. Children throughout the school are encouraged to read a wide range of texts – not just books!

Writing

We encourage our children to write for a range of purposes and audiences. Over their primary years, children experience the broad variety of shapes, styles and forms in which our written language is used. They learn the rules of punctuation and grammar so that they can express their ideas, opinions and views with clarity and confidence. Regular attention is given to spelling, presentation of work and handwriting.

Library

We have a fabulous library which is open at lunchtime for our pupils to enjoy the love of reading.



Early Language and Literacy (Phonics)

At St. John's we foster a love for reading, so the development of reading skills is a priority throughout the school. We recognise that high quality, systematic teaching of phonics is key to the development of reading and writing.

Phonics begins on entry in the foundation stage, and continues through to Year 2. A wide range of resources and teaching techniques are used to plan and deliver discrete, fast paced phonics lessons on a daily basis, and we ensure there are opportunities across the curriculum to embed the skills taught using Sounds Write across EYFS and KS1. The first 100 sight words are taught alongside the phonic sounds.

We have a very wide range of reading books and aim to encourage reading for pleasure from a child's very first day at school. We firmly believe that young children learn best when they have some ownership of the process. We have an extensive range of reading books, including Sounds-Write readers, Dandelion Readers, Oxford Reading Tree, Rigby Star and others to provide a breadth of text styles and genres. Every child is regularly assessed, where teachers make an informed judgment regarding each child's ability to decode, read and understand what they have read.

Children's knowledge and application of phonics is formatively assessed each term, with summative judgments being made on a regular basis. These assessments are used by teachers to inform future planning, to ensure that every child is given opportunities to reach their full potential.

We work in partnership with parents to consolidate children's learning at home and offer advice of how we teach in school through our open-door policy, home-school books, parent's evenings.

Mathematics

At St John's our emphasis is on developing the child's understanding of Maths, we support children to make progression that is appropriate for each individual. We follow the Can Do Maths scheme. Children's work is based on reasoning and problem solving, along with practical activities, to develop a sound knowledge of number and calculation, measurement, shape, data, money and time. We believe that this enables the children to be confident and enthusiastic learners. We encourage pupils to use mental methods, practical equipment and also jottings such as; number lines, counting sticks, bead strings and number squares, to support their understanding. We realise that many of the methods that are used will have changed since Parents and Carers were at school so we have a variety of Parent Maths Leaflets that show how calculation methods develop as pupils go through the school. As a child moves from one year group or Key Stage to another, it does not mean that they will move from one strategy to the next. If you would like any methods explained further, please do always feel free to speak to a member of staff.



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Science

We encourage our children to understand the physical world through observation, investigation, prediction and experiment. Because science links direct practical experience with ideas, it can engage learners at many levels and help children to develop logical and enquiring minds.

In the course of their school life children will cover the following topics:

- Ourselves
- Plants and animals and their environments
- Light and sound
- Forces and movement
- Changing materials
- Rocks and soils
- Earth, Sun and Moon
- Healthy living
- Electricity
- Cycles in Nature
- Astrology
- Reproduction

Creative Curriculum

Some of the work in school is cross curricular based covering a range of traditional subject headings, including Geography, History, Art and Design, Drama and Music. Where possible, the work is based on first hand experience. Full use is made of the local environment and visits are arranged to places of interest further afield. Children in Year 2 upwards are given the opportunity to take part in residential visits, currently Burwell House, Cambridgeshire and Aylmerton Outdoor Education Centre, Norfolk.

PSHE

PSHE is taught in school throughout a pupil's school life. It is divided into the following areas 'Myself and My Relationships'; 'Healthy and Safer Lifestyles'; 'Economic Wellbeing'; and 'Citizenship'. These lessons are tailored to suit the needs of each class and their needs and are taught through a range of activities including circle time. Children are introduced to 'Relationships and Sex Education' at an age appropriate level. These lessons incorporate an understanding and acceptance of what different families are like. Pupils in their final year (Year 6) are taught the specifics of human reproduction and these lessons are tightly linked to science and the PSHE curriculum. This is carried out by the use of appropriate videos and other materials shown by the teacher with support from other colleagues. As a parent or carer you can request for your child to be withdrawn from specific lessons around conception. Any parent who wishes to withdraw their child from lessons on conception, has the right to do so, but should put their request in writing. Other questions regarding sex and/or the human body that occur in conversation are answered.



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Computing

At St. John's CE, we have a wide range of ICT resources which enable the children to develop computing skills in a cross-curricular manner.

To prevent the children viewing any non-age appropriate sites, the County has a "firewall" which is designed to prevent sites being accessed.

The Computing Curriculum now places emphasis on four main areas: Understanding Technology; Programming; Digital Literacy, and E-Safety.

These are the core development areas the children will be working towards during their time at St. John's CE.

Religious Education

R.E. is taught in all classes and follows the procedures and guidelines laid down by the Department of Education and Science approved by the Ely Diocese.

Collective Worship

We also maintain close links with the Church of England, especially St. Barnabas, our local parish church. The Vicar is a regular visitor to school, where he takes Collective Worship and is available for children or staff who may wish to seek his advice.

Physical Education

P.E. Physical Education, swimming and games is an essential part of the curriculum teaching children to be aware of their own bodies and to feel confident in using any natural physical skills they may have, as well as making them health and hygiene conscious.



As with all other subjects this is not an optional one – all children are expected to take part to the best of their ability.

Children should bring a pair of shorts and a change of top (T-shirt etc.) Plimsolls will be needed for outdoor P.E. **A change of clothing for P.E is essential.** This is a basic health requirement.



For half a term each year, children in Key Stage Two go swimming at Huntingdon Recreation Centre.

Clothing should be easy for the child to take off and put on, particularly with the younger children. All jewellery (including earrings) must be removed by the child before a PE lesson.

Please see our school website for information about how we use our Sports Premium Funding.



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English as an Additional Language (EAL)

We are extremely lucky at St John's to have children from a variety of nations and cultures and 57% have a first language which is not English. We strongly believe that this diversity enriches our school community. Children whose needs are due to language problems, i.e. their home language is not English, receive help from our Teaching Assistants and through High Quality Teaching to ensure that they are able to access the curriculum as fully as possible.

Homework

Homework will usually be given according to DfE recommendations and school policy. This will include learning spellings, learning tables, taking reading books home, and finishing work begun in school, undertaking basic research or anything else to help children's learning. When homework is given, it is expected that it will be completed at home and given in on time.

Visits

At St John's we are committed to the view that children enjoy learning from the environment. By environment we mean: the school grounds, the immediate local area and Britain beyond Huntingdon. We carefully plan the learning that is to take place in the environment to maximise the experience. Most visits within Huntingdon occur during the school day and parents will be informed via our weekly newsletter. For other visits involving travel beyond Huntingdon, and those which involve a later finish or start time, parents will be advised by separate letter.



Pupil Premium Funding

Pupil Premium and Free School Meals

Pupil Premium is additional funding given to schools to help raise the attainment of pupils. It is paid to schools according to the number of pupils who have been registered as eligible for free school meals at any point in the last 6 years. It can be used to fund valuable support like extra tuition, staff professional development, or social and emotional support.

This additional money is available from central government for every child whose parent/guardian is receiving one of the welfare benefits listed below. This scheme is available for all school-age children. It is therefore important to sign up, even if your child is in reception, year 1 or year 2 and currently receiving free school meals.

Who is eligible for Free School Meals and Pupil Premium?

All children who are at school; and were under 19 at the start of the academic year; and are claiming or have parents who are claiming:

- Income Support
- Income Based Job Seekers Allowance
- Income-related Employment and Support Allowance
- Child Tax Credit - but no element of Working Tax Credit - and have an annual income (as assessed by HM Revenue and Customs (HMRC)) that does not exceed £16,190
- If you are supported under Part VI of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit
- Working Tax Credit during the four week period immediately after your employment finishes or after you start to work less hours per week
- Universal Credit with an annual net earned income of no more than £7,400 (as from 1 April 2018)

Did you know?

- Families who are currently paying for school meals will save around £495 a year for each primary school child if they are entitled to free school meals.
- Many schools have systems which mean it is impossible for other pupils to know who is receiving free school meals.
- School children who are eligible for free school meals are entitled to a meal worth approximately £2.60 each day.
- When you apply for free school meals, you will also allow your child's school to receive Pupil Premium, which is extra money to support children from families on lower incomes.
- If your child is in receipt of universal infant free school meals (where your child is in Reception, Year 1 or Year 2), we recommend you apply if you believe you may be eligible for free school meals, because the protection will continue beyond Year 2.



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How do I apply?

To check if your child is eligible, key information is needed about you and your child. We ask all our families first to complete an online checklist to see if our pupils qualify for pupil premium funding. Even if you're not sure whether you receive one of the listed benefits, we would still like you to complete the online checklist to check whether your child is eligible for pupil premium and free school meals. The information you provide will be held securely and will be used only for local authority purposes to process your application for Pupil Premium and free school meals.



Special Educational Needs and Disabilities **(SEND)**

All the teachers are alert to particular areas of difficulty that some children may experience. Continuous assessment reveals the child's educational skills so that the teachers are prepared to initiate remedial measures. Sometimes this means that the child may be given learning support within the classroom. Alternatively, he/she may have more closely targeted help in a small group or individually outside the classroom.

All parents/carers of children with special educational needs will be treated as partners to play an active and valued role in their child's education. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. At all stages of the special needs process, St John's CE Primary School will keep parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents/carers to make an active contribution to their child's education. We inform the parents/carers of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents/carers can contact the school's Special Educational Needs Co-ordinator, (SENCO) Mrs Chapman via the office (office@st-johns-pri.cambs.sch.uk) or by telephone (01480 375026).

Areas Of Need

The four areas of need identified in the new 2014 SEND Code of Practice are:

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

SEN Support

SEN support is the category of support for children with SEN but not on Educational Health Care plans.

- It focuses on the impact of the support provided to that individual child, rather than how children access support according to the category they fit into.
- It places emphasises on a graduated approach (assess, plan, do and review).
- The aim is to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.

Educational, Health and Care Plans (EHC Plan)

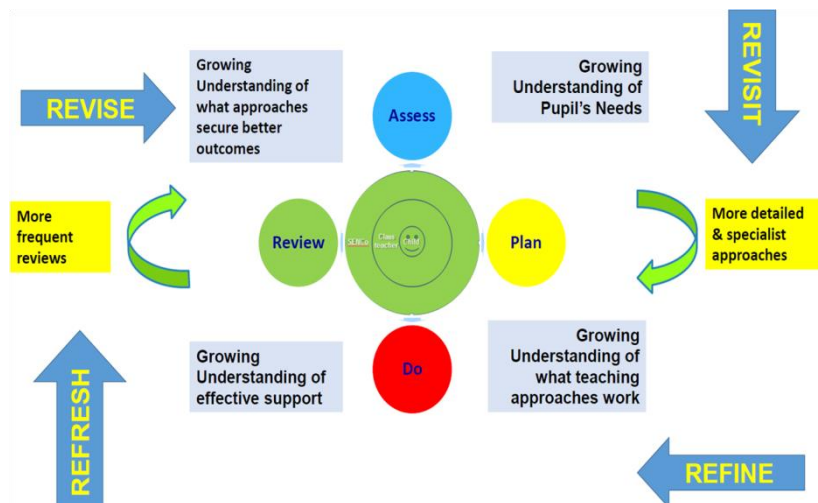
The EHC Plan is for children and young people aged 0 – 25. It focuses on identifying individual outcomes and puts children, young people and their families at the centre of the assessment, planning and review process. The majority of children and young people with SEN and disabilities will have their needs met by their local mainstream early years setting, school or college. However for those with complex needs that cannot be met by the support put in place by their school or college, an EHC needs assessment may be required.



The Graduated Approach

In order to help children with special educational needs, St John’s CE Primary School will adopt a graduated response approach.

The graduated response includes the cycle: ASSESS – PLAN – DO – REVIEW .

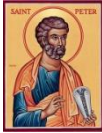


Assess	Plan	Do	Review
Is the child unable to access the same opportunities as others? Is the child not making good progress in their learning and development? If high quality teaching is unable to address issues above, move to Plan stage.	SENCO support / management; Consult pupil and parents/carers; Identify further advice and/or training. Provision maps completed which include specific entry data to ensure impact can be measured.	Targeted support / intervention from school staff; Specialist support from other agencies; Additional resourcing; Set SMART targets.	Re-assess progress and development at regular intervals; Discuss progress made and ongoing strategy with pupil, parents / carers and involved professionals.



Positive Behaviour Policy

At St John's CE Primary School, we want to focus on pupils who consistently **'Do The Right Thing'**. The use of positive language and phrases which encourage independence of thought and action are key to its success.



House System

Each child at St John's C of E Primary School will be part of a house (Saint Peter, Saint Andrew, Saint Mary and Saint Martha).



Children demonstrating positive behaviours for learning will be rewarded in the following ways:

- positive verbal comments
- positive comments on their work
- individual dojo points
- successes shared with the class, SLT and whole school community
- work displayed around school or on the school website
- inform parents verbally of good behaviour
- being named Role Model of the Week
- being awarded a Let's Celebrate certificate for showing respect, resilience, and/or kindness

Individual Dojo Points

Every child in the school demonstrating positive behaviours for learning will be rewarded with dojo points. The total of these individual dojo points will be recorded visually for the children to see. Every ½ term the child in each class with the most dojo points will be rewarded by having lunch with Mrs Soper in her office. The dining table will be dressed with a table cloth, place settings and cutlery making lunch a special occasion for these children.



Throughout the school, a traffic light system is used. Traffic lights are displayed in classrooms with children's names on so they can be moved appropriately.

If a child displays negative behaviour, a set routine will be implemented. Using positive language "At St John's we....." A verbal warning is given and the child's name is moved to the orange traffic light. If after the warning, the same behaviour continues, the child's name will be moved to the red traffic light and he/she will and they will miss their whole playtime or lunchtime. The child will be moved to sit on their own within the classroom. If the pupil continues to behave in the same inappropriate way that they have been warned and sanctioned for already, they may be sent to the Behaviour and Culture Lead (Miss Prichard) who will give further appropriate sanctions based on what has happened.



School Uniform

We believe that the wearing of a school uniform enables children to identify with their school, gives a sense of belonging, is practical and smart, reinforces a positive work ethos and reduces expenditure for parents/carers. Unsuitable clothing is not permitted.

Aims:

- All children wear the correct uniform to school
- Children feel proud to belong to the school
- Parents/carers share the expectations of the school

It is expected that children wear the school uniform each day, with the appropriate footwear (black low-heeled shoes rather than trainers).

If a child does not wear the correct uniform, a verbal or written reminder of our expectations will be communicated to the parents/carers.

If a child arrives at school wearing inappropriate clothing which causes concern (eg unsuitable for the weather, too revealing, offensive/unsuitable slogans etc) then the school will provide uniform for the children to wear for the day.

Parents are asked to clearly label every item of school clothing with their child's name.

The children are responsible for taking care of their own items of uniform.

PE kit should be kept in school all week and only taken home at weekends for washing

If a child does not have their PE kit in school, they are expected to use spare kit. A verbal or written reminder of our expectations will be communicated to the parents/carers.



Uniform Details

Winter:

- **Blue** sweatshirt/jumper/cardigan
- Plain **white or light blue** polo shirt or shirt/blouse
- **Grey or black** trousers, skirt, long shorts
 - White socks/white, grey or black tights (not leggings)
 - Black shoes (not trainers)



Summer:

As above or

- blue and white checked dresses or black/grey long shorts
- Sandals or shoes (not flip flops) (socks to be worn with shoes, and needed for PE)



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PE Kit:

- Plain T shirt (not vest)
- Plain shorts (shorts must be worn for safety on Gym equipment)
- Trainers or plimsolls
- Change of socks



For outdoor P.E./Games lessons children may wear jogging suits/tracksuits.

Please label all items of clothing with your child's name.

The following items of school uniform can be purchase via Parent Pay as we are a cashless school:

School Sweatshirt	£10.00
School cardigan	£10.00
School Polo Shirts	£8.00
PE Kits (T Shirt/Shorts/PE Bag)	£10.00
Reversible Fleece/Showerproof Jacket	£18.50
Book Bag	£4.50 / £6.50
Small Water Bottle	£1.00
Large Water Bottle	£1.50
Base Ball Hat	£4.00
Woolly Hat	£4.00

Inappropriate Fashion

Health and Safety regulations about wearing jewellery in school state: 'earrings, ear studs and other jewellery (metal or plastic) must not be worn during sporting activities, P.E., swimming, design technology or food technology lessons'. Would parents please ensure that pupils comply with these requirements by encouraging them to leave earrings at home on days when they will undertake these activities.

Pupils with pierced ears may wear one pair of simple studs. Nose studs or any other body studs are not permitted.

Jeans/leggings/tracksuit bottoms or similar/football shirts/sweatshirts and multicoloured shorts during the summer are not acceptable schoolwear.

Trainers are unsuitable for every day school wear, as are shoes/boots with high or elevated heels or flipflops.

For sun protection ensure children wear T shirts rather than vest tops

Any child wearing clothing with an offensive or anti-social logo/slogan will be asked to change or cover up the item.



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No make-up, tattoos or nail varnish to be worn in school. No jewellery except one pair of plain stud earrings. **Hairstyles** should be neat and not of an exaggerated or extreme style or colour.

All classrooms are fully carpeted. It would be helpful if all children in the school brought a change of footwear during wet weather, particularly when the grassed area is muddy. This will prevent children trailing mud through the school into their classrooms.



Other Information

Mid-morning snacks

As part of the Health Authority's concern about children's health, particularly teeth, sweets are not allowed in school. Any mid-morning snack should consist of a piece of fresh fruit, e.g., apple, pear, banana etc.

Medicines

If children have to take prescribed regular medication (e.g. inhalers) or prescriptions that require to be taken 3 or more times a day to complete a course, a consent form should be requested from the Office.

School Meals

A cooked meal is available for children if required and facilities are available for children to bring a packed lunch. School meals are £2.89 per day for all children in Key Stage 2. Dinner money must be paid weekly on Mondays or on the day the meal is taken. All payments are made via MCAS as we are a cashless school. Please note that the school **cannot** provide a meal for a child unless it is paid for in advance.

Illness

If children become ill at school, parents/carers will be asked to collect the child. Notification from parents/carers is required no later than 9.30am of the first morning of absence if a child cannot attend school due to illness.

Head Lice (nits)

Head lice do not mind whose hair they are on! There is no shame in having nits. If you find your child has developed head lice, use the lotion recommended by the doctors. This lotion is often available free with a prescription from your doctor. They are still expected to be in school whilst undergoing treatment.

Address, Email Address and Telephone Numbers

If you change your address, email address or telephone number, please let the school know immediately. It is important that we have a contact telephone number in case of emergency. This can be your own number, works number or neighbour or other relative's number.

Parents Evening/Reports

These are normally held around mid-way in the Autumn and Spring terms. In the Summer term children will take home a written report of their progress. The report will provide information on how the child is progressing, what level they are at and will include some targets for the child to pursue in order to make further progress. Parents may wish to make an appointment to see the class teacher, especially when they have concerns. Members of the SLT and are also available to meet with parents and will make every effort to arrange a meeting time as soon as possible. These appointments must be organised through the school office.



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Access to School Records

Under the Education (School Records) Regulations 1989 a pupil's school record may be seen, on written request, by the parents. Full details of the procedure are available from the Headteacher. Curriculum policy documents, etc., can also be inspected on request.

Parent Helpers

We often need parent helpers in school particularly when the younger children are swimming or when a school outing occurs.

Parents can also be useful in the classroom. Anyone who wishes to help please contact the school to find out if there are any current opportunities.

Birthday Treats

Sometimes families like to send in sweets, biscuits or cakes for their children's birthday. We welcome this but due to food hygiene regulations we are not able to accept anything homemade. We are a nut free school so this expectation must also be followed regarding celebratory treats.

Complaints

Our school is committed to developing a strong sense of partnership with parents/carers and other members of the local community. This provides a good basis for understanding and resolution when things appear to go wrong.

In line with County policy, if you have a complaint please bring it up initially with your child's class teacher. For more serious complaints, please speak to a member of SLT. Most concerns can easily be sorted out this way, but if you feel that your complaint is still unresolved then you have the right to make a formal written complaint to the Headteacher or Chair of Governors. The policy on this procedure is available from the school website.

Please note that, like all schools, we welcome feedback from parents/carers and will always try to resolve any complaints as quickly as possible. Sometimes, however, parents or carers pursuing complaints or other issues treat staff in a way that is unacceptable. Whilst we recognise that some complaints may relate to serious and distressing incidents, Headteachers and Governing Bodies will not accept threatening or harassing behaviour. Likewise, use of Social Network Sites for defamation of character will be taken very seriously and referred to the police if necessary.



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Safeguarding and Child Protection

In accordance with County Advice, we are required to pass on any information regarding potential non-accidental injury to Social Care. This is intended to protect children. Whilst it might seem overcautious, we have an unavoidable duty to do this. It is acknowledged that parents can be upset by the reporting of a concern which is unfounded but we hope that parents will understand that we are obliged to do this as part of our safeguarding procedures.

At St John's we are committed to safeguarding and promoting the welfare of children and all volunteers and new members of staff are subject to an enhanced DBS check. Staff such as Educational Psychologists, Supply Teachers, Trainee Teachers, Nurses, Sports Coaches and Inspectors are DBSd by their providing organisations.

Photographs and Videos of children

We understand that parents want to record their children's special moments at school and for this reason we request permission through our photo, video and display board policy for images to be used within school, in local papers and on the website. We need to reinforce however that it is strictly NOT permissible to put any images from school on social networking sites and if this occurs we could end up having to ban the use of images altogether which would be a great shame.

