

St. John Fisher

Catholic Primary School



Kale Road, Erith, DA18 4BA  
Tel: 0208 310 7311  
Fax: 020 8312 1027

Head of school:	Miss S Griffin
Assistant head teachers:	Mrs G Jackson Mrs C lintorn
Executive head:	Mrs M Ryan

# OUR MISSION STATEMENT

In this inclusive school, we embrace the teaching  
of Christ.

We welcome all people into our  
school community.

We empower everyone to achieve their full  
potential.

We celebrate the gifts of each individual in the  
positive environment where we work, learn and  
live the Gospel.

We create a caring, secure and happy  
environment where children want to learn.



*When you love to learn, you learn to love*

## Dedicated to a great Saint

**Saint John Fisher School** was opened on the 5th January 1972. It is named after Saint John Fisher, who was martyred in 1535 by King Henry VIII. Saint John Fisher was renowned throughout Europe as a great and saintly scholar as well as a humble and zealous pastor. As Bishop of Rochester, his Diocese included the marshland below Lesness Abbey, and he must have passed through this area on his many visitations of his Diocese.

Saint John Fisher was a great patron of education. He was one of the foremost academics of his day and as a pioneer in education, he greatly encouraged the reform of the curriculum at Cambridge University, laying the foundations for its pre-eminence as a place of learning which it still enjoys today.

In his own Diocese, which included the area in which the school is situated, Saint John Fisher was keen to make sure that people were given a sound knowledge of the Catholic faith. The school is dedicated to the same ideals and endeavour to continue the work of Saint John Fisher.



The school is used each week for Sunday Mass and this has made the school an integral part of the local community. There is also a weekly Mass in the school, prepared by each class in turn. Parents and parishioners are welcome at all these Masses. Assemblies are held daily and, once a week, on Friday, there is a celebration assembly to which everyone is invited.

Saint John Fisher School is a Voluntary Aided Catholic Primary School for Catholic children aged 5 to 11 years, maintained by Bexley Education Authority. The school is a multi-ethnic community where equal opportunities are offered to boys and girls. The school has a capacity of 210 pupils. Subject to the criteria laid down in the admissions policy the Governors do accept some children of parents from other Christian denominations who have specifically requested to be educated at Saint John Fisher.

### **Teaching Staff- 2013/2014**

Miss S Griffin            Head Teacher  
Mrs G Jackson            Assistant Head Teacher  
Mrs C Lintorn            Assistant Head Teacher  
Mr J Macfarlane  
Mrs A Bennett  
Mrs Hanson  
Miss Maclaughlin  
Miss O Grady  
Mrs B Taylor  
Mrs M Ryan                Executive Head Teacher

### **Office Staff**

Mrs A Pooley  
Mrs K Holloway

### **Business Manager**

Miss Siobhan Sherlock

### **Teaching Assistants**

Mrs S Badhan  
Mrs C Connigale  
Mr W Davie  
Mrs C Graham  
Mrs A Lee Man Yan  
Mrs M Lindop  
Miss L Miller  
Mrs E Sanni  
Mrs J Sproat

### **Other Staff**

Mrs A Cooper  
Mrs L Day

### **The Governing Body**

Fr G Griffiths	Foundation Governor
Fr B Amadi	Foundation Governor
Fr John	Foundation Governor
Mrs A Lee Man Yan	Foundation Governor
Mr L Dadzi	Foundation Governor
Mrs B Oboh	Parent Foundation Governor
Ms C Udebiuwa	Local authority Governor
Ms V Davie	Elected parent Governor
Miss S Griffin	Head Teacher - Teaching Staff Governor
Miss S Sherlock	Non-Teaching Staff Governor
Mrs M Ryan	Executive Head teacher

**St John Fisher School**  
**Admissions Policy**  
**2014 - 2015**

St John Fisher Catholic Primary School is a voluntary aided school in the diocese of Southwark. It is in the trusteeship of this Diocese. The school is conducted by its governing body as part of the Catholic Church in accordance with the Trust Deed and Instrument of Government, and seeks at all time to be a witness to Jesus Christ. The school admits primarily to serve the Catholic Community and Catholic Children always have priority of admission. However the Governing Body welcomes all applications.

Admission Policy

The Governors intend to admit up to thirty pupils without reference to ability or aptitude for the year 2014 - 2015. In the event of over subscription the order for priority for admissions will be:

1. **Children who have been baptised as Catholics and regularly attend mass. Evidence of Baptism and Mass attendance will be required.**

If necessary, within category 1, the governors will give priority as follows

- a) Looked after Children (Children in Public Care), or children in the care of Catholic families
- b) Catholic Children who have a brother or sister in the school at the time of admission
- c) Catholic Children who regularly attend Mass on Sunday as verified by a priest

**NOTES**

Evidence of Baptism will be a Certificate of Baptism.

Evidence of regular attendance at Mass will be completed supplementary form by the priest of the place where the child attends Mass accompanied by a record kept and signed / stamped by the priest of attendance at Mass.

Sibling links - brothers or sisters means children who live as brother and sisters including natural brothers or sisters, adopted siblings, or step/half brothers or sisters and foster brothers and sisters living at the same address. This does not include other relatives e.g. cousins.

Tie breaker - where there are more places than children than places - proximity following lighted footpaths will be the deciding factor.

2. **Children who have not been baptised Catholics, but whose parents are members of other Christian denominations that are part of other Christian denominations that are part of 'Churches Together in England', and are in sympathy with the aims of the school.**

If necessary, within category 2, the Governors will give priority as follows (the factors will be considered separately in sequence)

- a) Looked after Children (Children in Public Care)
- b) Children who have a brother or sister in the school at the time of admission
- c) Children who are practicing members of a Church or religious community

## NOTES

Sibling links - brothers or sisters including a full brother or sister or step/half brother or sister living at the same address.

Evidence of being a practicing member of a Church or religious community will be a letter from the appropriate religious leader.

Tie Breaker - where there are more children than places - proximity following lighted footpaths will be the deciding factor.

## 3. **Any Other Children**

All other applications for admissions will be assessed by the Governors in consultation with the Head Teacher. If it is requested, unsuccessful applicants will be placed on the waiting list in order of eligibility according to the Admissions Policy. They will remain on the waiting list until they are offered a place.

**Children born on any date from  
1<sup>st</sup> September 2009 to 31<sup>st</sup> August 2010  
inclusive will be admitted in September  
2014.**

This policy will be subject to annual review.

# Applying to our school

**ADMISSION TO OUR SCHOOL - PLEASE MAKE SURE YOU COMPLETE BOTH THE**

**BEXLEY COMMON APPLICATION FORM AND OUR SCHOOL SUPPLEMENTARY FORM.**

Parents will be required to complete the Bexley Common Application Form (CAF) if Bexley residents or the Greenwich CAF if residents of Greenwich. . The Bexley CAF will be available from any Bexley Primary School or the Admissions Team, Education Services, Bexley Council, Hill View, Hill View Drive, Welling, DA16 3RY, from 1<sup>st</sup> September 2012. To be treated as "on time" the CAF must be returned to Bexley or the school shown as the first preference, with documenting evidence of address and child's date of birth by the published date.

Parents may express preferences for primary schools on the CAF.

In addition to the CAF supplied by the LEA, the Supplementary Information form, including the Priest's Declaration, that is available from the school must be completed and sent to the School Secretary no later than the closing date published by the LEA. If parents do not complete and return the Supplementary Information and Priest's Declaration Form to the school, by the closing date (set by the Borough) for the return of the CAF, the application will be considered under oversubscription criteria 3 (all other children).

Parents have the right to appeal against any refusal by the Governors to admit their child. Appeals should be directed to the governors and an Appeals Panel established within the terms of the School Standards & Framework Act 1998.

Details of the appeals procedure can be obtained from the Clerk to the Governors at the School.

## A Caring School

There are seven classes in the school, each with thirty pupils. The pupils are grouped by age

## Pastoral Care

Saint John Fisher Catholic Primary School provides an environment where pupils develop self-respect and self-discipline and an awareness of their own and other people's dignity as children of God and members of His family. Our arrangements for pastoral care include the following:

The Head Teacher and School Chaplain (by appointment) are available to see parents.

Families are visited in the home by the School Chaplain on request.

Class teachers are also available to discuss problems with parents.

The School Educational Psychologist is contacted when the need arises.

## Positive Encouragement

During the day, all the staff promote a feeling of positive self-worth by:

Helping the pupils to develop an awareness of self, an awareness of others and God

Helping pupils to grow as valued members of our Catholic community

Giving positive recognition of personal achievement

Giving positive reinforcement by constructive comments, encouragement and praise

Organising a high standard of display to show pupil's work is valued

Providing the pupils with positive role models (adults and older pupils)

Providing opportunities to develop special talents and gifts

Encouraging the pupils to take part in out of school clubs and activities

Encouraging pupils to accept special tasks and responsibilities

Assemblies bring the whole school together in the spirit of community. During this time we talk about or show pupils how to be respectful, thoughtful and considerate of others. Appropriate ways of behaving are reinforced.

Circle time takes place in all the classes.

## Pupil Voice

There is a school Council, two members are elected by, and represent each class at regular meetings. The views expressed by the pupils are listened to and taken to the senior management and many of the pupils' suggestions are implemented.

Pupils are encouraged to express their feelings and be responsible for themselves and others. They are encouraged to be open and are taught that their contributions are valued.

## Sporting aims and provision for sport

The school aims to provide Physical Education for every pupil through teaching gymnastics, dance and games in the infants. In the juniors, athletics and outdoor adventurous pursuits and more formal sports are added onto these three above areas. The Ten Step athletics scheme gives to every junior pupil the opportunity to develop their athletic potential and to reward those whose personal achievement in athletics is particularly commendable. Children also have access to swimming tuition at some time during the junior years.

The school utilises the services of sports specialists including a gymnastics and football coaches.

In addition to the playground areas, the school has access to a large field which is used for sporting activities.

The school has a number of extra curricular sporting activities. These include the opportunity for Year 5 & 6 children to participate in organised competitive team games.

## The Arts

The school seeks to promote the aesthetic development of pupils in the school by:

Following Schemes of Work in Art/Craft, Music and Drama.

Visiting the library, art galleries and theatres.

Arranging for musicians from Bexley Music Centre to perform for the children.

Arranging for theatre workshops/play productions.

Arranging singing and/or music tuition from Bird Music College.

Providing pupils with opportunities to participate in plays/music productions.

Giving all pupils the opportunity to learn multi-cultural dance

## Links with the Community

The school sees itself as a part of the parish-home-school relationship and is closely linked with the parish of St John Fisher and St Benet's. Pupils from the school participate in the Sunday Mass and serve at the altar. Members of the school staff prepare parishioners for the reception of sacraments. The school also has ecumenical links and welcomes occasional shared prayer and Christian witness with other Christians in Thamesmead.

We encourage the development of all community links and have developed positive relationships with the community police and the local housing association.

## Our Parents

We work closely with our parents and welcome them into our school. We appreciate all the support that they give to us. We invite them to get CRB checked to enable them to further support our school activities.

## The Curriculum

### Summary of curriculum aims:

Saint John Fisher School aims to provide an environment in which all pupils will have the opportunity: to develop self-respect and self-discipline and an awareness of their own and other people's dignity as children of God and members of His family.

To respect and understand the differences between cultures and races in our multi-cultural society

To develop a positive attitude to work and learning.

To speak and write clearly and confidently in ways appropriate for different occasions and purposes

To read for a variety of purposes in a variety of ways, with fluency, accuracy and, most of all, enjoyment.

To develop the ability to listen to, understand and respond to others.

To be able to obtain information from diverse sources and to record this information in a variety of ways.

To master the fundamental processes of mathematics appropriate to their stage of development

To apply computational skills with speed and accuracy and apply intelligently the knowledge acquired

To develop an enquiring mind and apply scientific reasoning to problems.

To acquire scientific knowledge and skills of understanding.

To be aware of, and to appreciate, the geographical, historical and social aspects of the local environment

To participate in activities which will aid their physical development and confidence

To achieve adequate mastery of self, tools, equipment and instruments to promote aesthetic development

To use a wide range of ICT resources to enhance learning.

## The Curriculum and Equal Opportunities

Saint John Fisher is committed to the principle of equal opportunities for all pupils, regardless of sex, race, ability or disability. Pupils of both sexes have equal access to the entire curriculum.

## Religious Worship and Instruction

Saint John Fisher is a Catholic School and the doctrines and beliefs of the Catholic Church are taught. All efforts are made to create a school community which reflect the qualities and characteristics of the Kingdom of God, where justice and peace prevail and where there is love and concern for the individual. From Year 3, Catholic pupils whose parents request it are carefully prepared for the Sacraments of Reconciliation and the Reception of the Holy Eucharist by the Parish. As part of this Sacramental preparation parents are expected to attend Mass regularly and attend a number of meetings arranged by the parish priest.

Religious worship is conducted every day in the school and is an integral part of the school's life. The day begins and ends with collective prayers either in Assembly or in the classroom. Prayers are said before meals. Each week during term time a priest comes into the school to say Mass and one of the classes is responsible for preparing the hymns, readings and bidding prayers for this Mass.

The school follows the 'Come and See' religious education scheme which encompasses the teachings of Christ as well as the doctrine of the Catholic Church.

## Sex Education

As a Catholic school, St John Fisher promotes the values of the goodness of all human life from the moment of conception and the goodness of marriage and family life as the proper context for the procreation and upbringing of children. The teaching of the *Catechism of the Catholic Church* and Vatican document *The Truth and Meaning of Human Sexuality* underpin all the school's teaching in this area.

For children 5-9 years old, no formal sex education is given in the school. Teachers will use their professional judgement in answering questions which arise naturally and incidentally in the classroom.

For ages 10-11 a Health Education Programme is provided by the Class Teacher. A film, *Growing Up*, is also shown to the children. Parents are invited to view the film before the children see it. Parents have the right to withdraw their children from all, or part, of this Programme except that which is required as part of National Curriculum Science.

## How the curriculum is organised

The Curriculum consists of the *core* and *foundation* subjects which children must study. The *core* subjects are English, Mathematics, Science and ICT. The *foundation* subjects are Geography, History, Design & Technology, Music, Art and Physical Education and in KS2 MFL (French). For each subject there are objectives stating what the children should know and be able to do at each stage of their education. These are called *attainment targets*.

*Programmes of study* describe what the children should be taught to help them achieve the attainment targets. We follow the Revised National Literacy and Numeracy Strategies and also the QCA Schemes of Work. At the ages of 7 and 11 there are formal externally set *assessments* of how each child is doing in respect of the attainment targets. However the attainment of every child is continually assessed whilst at St John Fisher School.

Many areas of the curriculum are taught in Cross-Curricular way these include Personal, Social and Moral Education, Environmental Education, Health Education, European Dimensions and Industrial Awareness which are also part of the whole curriculum.

## Pupils with Special Needs

Children with special needs are targeted and receive support individually and in small groups. This is provided in many ways including a specialised part-time teacher and teacher assistants who often lead interventions. All support is recorded on a grid of support and all interventions are assessed for their success. Children are encouraged to self assess and their progress is monitored through staff and parent observation and discussion, as well as through the use of commercial and school-based tests.

If a child continues to under-achieve to a great degree, the Head teacher in conjunction with the SENCO may advise that an assessment be made by the Educational Psychologist. In some circumstances, it may prove necessary to draw up a formal statement of the child's special needs.

## Grouping by ability and exceptionally able children

Teachers use a variety of organisation strategies and teaching techniques, including exposition, questioning, instruction and direct teaching. Children are taught as a whole class, in a small group, or individually as appropriate.

Children work in groups within each class. Children are provided with differentiated tasks appropriate to their level of attainment based on ongoing assessment. Thus, the more able children (identified both by formal testing and teacher assessment) are able to work at a more advanced level.

The school has an active policy in line with the 1966 Local Government Act to create an environment which enables bi-lingual children to take part fully, and on equal terms, in mainstream education. We have a programme of support that actively supports this aim.

## Homework

Homework is given to further the following aims:

Broadening children's outlook

Extending experiences and interests;

Providing encouragement and reinforcement;

Fostering independence, study skills, initiative, perseverance and self-discipline;

Preparing for new situations;

Allowing practice, where it is needed, of skills learned in the classroom;

Finishing off work begun in school time;

Acclimatising children to some of the requirements which they will face on transfer to secondary school;

Homework is set in accordance with the school's homework policy.

We ask that all children read to an adult daily. In KS2 homework is generally set on Friday and it is expected to be completed by the following Friday.

## Administration of Medicine in School

In line with the Bexley London Borough Code of Practice, the administration of medicine is a parental responsibility.

If any child is suffering from an acute infection it is appropriate for a child to be kept at home as it is inappropriate for the school to be called on to administer medicine in these circumstances. Any children who are unwell should not be sent into school.

The school will only oversee the administration of drugs to treat allergies i.e. Hay fever, Asthma, Peanut and Skin allergies. The school will not oversee the administration of antibiotics etc. Any child required to receive medication on a three times a day basis should be given the medicine in the morning, after school and in the evening. Of course, parents may come to the school to administer the medication themselves.

### School Uniform

In order to give our pupils greater sense of belonging to a community, they are encouraged to wear school uniform. It also helps them to take a pride in their appearance. The school uniform has been arrived at in close consultation with parents. There is no special style or place of purchase for skirts, trousers, shirts and cardigans once they are in the school colours although we encourage the wearing of sweatshirts, polo shirts and cardigans that have the school badge on them and are only available from the school.

### **ALL ITEMS OF CLOTHING INCLUDING SHOES MUST BE CLEARLY MARKED WITH THE CHILD'S NAME.**

Teachers will not accept responsibility for looking after earrings or watches. The school will not accept any liability for lost or stolen jewellery, watches, money or other articles brought into school by children. Parents are strongly advised never to send children to school with any items of significant value. If a child is seen with a mobile phone it is taken for safekeeping to the main office until an adult collects it.

In the interest of health and safety, only school type shoes or plimsolls may be worn in school. Long hair must be tied back during lessons and clips removed. No chains or jewellery may be worn in school with the exception of stud earrings in the ears (one pair only) which must be removed by the child before PE.

If hair extensions are worn, they must be the same colour as the child's natural hair. Boys hair must be an appropriate style and must not have patterns shaved into it.

### SCHOOL UNIFORM

<b>WINTER - BOYS</b>	<b>WINTER - GIRLS</b>
Grey trousers	Grey skirts or pinafores
White shirt	White shirt-
Tie	Tie
School or royal blue sweat shirt	School or royal blue sweat shirt or cardigan
Black shoes	Black school type with flat heels shoes
Grey socks	Plain white socks or navy blue/grey tights
Book bag	Book bag
<b>SUMMER - BOYS</b>	<b>SUMMER - GIRLS</b>
Grey shorts	Blue check dress
School blue polo shirt	School blue polo shirt and grey skirt
Grey socks	Plain white socks
Black shoes	Black or white school type shoes

**Plimsolls** are worn by the children at all times when they are indoors: no trainer like shoes are allowed

## PE and GAMES

PE and games are an important and statutory part of the curriculum and all children are required to participate. For these lessons children are required to change their clothing.

All children wear plain white T shirts and navy blue shorts. For these lessons long hair is required to be tied up and NO jewellery of any description is to be worn. Children must remove earrings themselves.

When it is the turn for your child to go swimming you will be informed in advance in writing and the children are asked to wear appropriate swimwear i.e the girls must have a one piece swimsuit and the boys, trunks or swim shorts.

All children must wear a swimming hat-these are available from the school office at £1.50.

## Discipline at St John Fisher School - Code of Conduct

The School's Code of Conduct is intended to maintain a caring, Christian environment. The objective is that, "everyone will act with courtesy and consideration to others".

We teach the children to achieve this objective by following the code. This is the code the children follow:

You have the right to be safe and happy in school

Try to understand other people's point of view

This means you are not always right. There can be a variety of solutions.

Always speak politely to everyone (even if you feel bad tempered)

You are silent when you are required to be.

You have the right to learn in a quiet atmosphere.

Make it easy for everyone to learn and for the teacher to teach.

You move gently and quietly around the school

Always stay with the person who is responsible for you at that particular time.

Classroom and games equipment belongs to everyone

You keep the school clean and tidy so that it looks welcoming. We can be proud of our school

Remember also that you wear the school uniform when going to and from school.

Out of school you are our ambassadors (on trips or walking to the library)

### Further detailed information

Please note that for the health and safety of children, staff and visitors to the school, St John Fisher School is a "No-Smoking" school and smoking is not permitted anywhere on the school premises.

### Parents meetings

Parents of the incoming Reception class children are seen by the Head teacher before the child is admitted. Parents are invited to bring the children to the school and it is an opportunity for them to meet the teacher and to spend some time with the other children who will be in their class. Parents are invited at this time to either have a home visit or individual meeting with the staff of the Reception class.

All children entering the school in the reception class have either a home visit or an individual meeting with the reception class teacher and another member of the Reception class team.

For all parents there are Open Evenings four times a year. The meeting in September is a Contact Evening when the class teacher speaks to all the parents of the children in the class and gives them an introduction of the curriculum topics that the children will be studying throughout the year. The further open evenings are generally on the evenings of the first Thursday of each term and written assessments for each child are given to the parents at the Spring and Summer meetings. The final Open Evening follows the distribution of the annual reports towards the end of the Summer Term.

Throughout the year there are evening events when teachers explain aspects of the curriculum to parents.

Parents also have the opportunity of seeing teachers by appointment. The Head teacher is available to talk to parents but it is wise to arrange an appointment through the School Secretary.

Annual Primary School Reports (Records of Achievement) are sent out to parents at the end of each school year in July and interim reports that are given to parents at each open evening.

Newsletters are sent home regularly to notify parents of forthcoming activities.

### Organisation of classes in the school

There are seven year classes. All the classes are named after precious stones.

<b>Emerald Class</b>	Reception	
<b>Pearl Class</b>	Year 1	(Infants 5/6 years)
<b>Topaz Class</b>	Year 2	(Infants 6/7 years)
<b>Sapphire Class</b>	Year 3	(7/8 years)
<b>Opal Class</b>	Year 4	(8/9 years)
<b>Diamond Class</b>	Year 5	(9/10 years)
<b>Garnet Class</b>	Year 6	(10/11 years)

Times at which school session begins and ends

Morning sessions: Infants 8.55am-12 noon - Juniors 8.55 am-12.20pm

Afternoon sessions: Infants and Juniors 1.15pm - 3.15pm

### Summary of Charging and Remissions Policies

School visits (day) are an integral part of the school curriculum. Each class goes on a school visit at least once a term. Parents are asked to make a donation. A child's attendance at the school visit is not dependent on the parent's contribution. However if contributions are insufficient then the trip will be cancelled. All children are expected to participate in school visits unless prohibited by the Head teacher on disciplinary grounds. No charges are made by the Governing Body for lost or broken pieces of equipment unless as a result of malicious damage. Voluntary contributions are also asked for swimming £5 a year. A copy of the full Charging Policy is available in school.

### Complaints relating to the Curriculum and Religious Worship

The complainant should first discuss the matter with the Head teacher and staff. If the matter cannot be resolved to the complainant's satisfaction, the matter will be referred to the Governing Body for consideration. If the complainant remains unsatisfied after the Governing Body have considered the matter, the final level of appeal is to the Diocese. A copy of the Complaints Procedure is available for inspection in the Secretary's office.

### Statutory Rights of Parents

The school's curriculum policy is broadly similar to that of Bexley Education Authority. Parents who wish to consult the Local Education Authority's curriculum policy may apply to do so at the school office.

Parents have the statutory right to withdraw their child from religious education and collective worship. The school will provide alternative provision. It should be noted that the Catholic ethos permeates the whole of the curriculum at a Roman Catholic school.

Parents are entitled to consult the documents listed in regulations 6(3) of the Education (School Curriculum and Related Information) Regulations 1989. These include any statutory instruments and circulars sent to school by the Department about their powers and duties under Chapter 1 of Part 1 of the Education Reform Act (the curriculum, including the National Curriculum), any published OFSTED reports on the school, any schemes of work and syllabuses in use and that part of the trust deed governing religious education and any statement by the governing body about RE. These documents may be obtained for consultation upon application to the school office.

## SCHOOL POLICY ON ASPECTS OF THE TEACHING AND CARE OF CHILDREN WHICH CAN INVOLVE PHYSICAL CONTACT

The level of physical contact will depend on the age of the child and the correct context, eg. in PE.

In the management of behaviour - PHYSICAL RESTRAINT SHOULD BE USED AS A LAST RESORT - THEN ONLY TO RESTRAIN - NEVER TO PUNISH, CAUSE PAIN/INJURY/HUMILIATION.

There now follows guidance concerning these matters. Saint John Fisher adheres to:

- 1) Section 550A of the Education Act 1996 - The Use of Force to Control or Restrain Pupils.
- 2) Guidance on Aspects of the Teaching and Care of Children which can involve Physical Contact - by Bexley Education Authority.
- 3) Any incidents which involve use of physical restraint should be recorded in the Red Book.

### **Physical contact necessary to give effective instruction**

In Physical Education it may be necessary to give physical support to a child's body.

Movements should be planned so as to avoid contact with a private part of the body.

A member of staff should not work alone with an individual child.

If a child objects to or expresses concern about physical contact in a situation where it is necessary for safety, the objection should be respected.

Children should be helped to understand in advance the likely physical contact and the reason for it.

Staff should take care that the general proximity involved does not invade a child's privacy or deny the proper need for "personal space".

### **Limitation of freedom to prevent harm**

We need to keep outside doors locked anyway so as to prevent intruders. Staff should not lock a child alone in a room or cupboard. Nor should physical restraining action be used to prevent a child running away if the child has sufficient understanding of the dangers of the environment. If a child runs out - do not leave your class - send for help.

## DATA PROTECTION ACT

Schools, local education authorities and the Department of Education and Skills (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the Data Protection Act 1998. This means, among other things that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

From time to time we are required to pass on some of this data to the Local Education Authority (LEA), to another school to which the pupil transferring, to the Department for Education and Skills (DfES), and to Qualifications and Curriculum Authority (QCA) which is responsible for the National Curriculum and associated assessment arrangements.

The **Local Education Authority** uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

The **Qualifications and Curriculum Authority** uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 and 2. The results of these are passed on to the DfES in order for it to compile statistics on trends and patterns in levels of achievement. The QCA uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

The **Department for Education and Skills** uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics (including those based on information provided by the QCA) are used in such a way that individual pupils cannot be identified from them. The DfES will feed back to LEAs and schools information about their pupils where they are lacking this information because it was not passed on by a former school. On occasions information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

St John Fisher Catholic Primary School  
BEHAVIOUR POLICY

Code of Conduct

The School's Code of Conduct is intended to maintain a caring, Christian environment where forgiveness is central to our ethos.

The objective is that "everyone will act with courtesy and consideration to others".

We will achieve these objectives by doing the following:

You have the right to be safe and happy in school.	This means no fighting, spitting, kicking, teasing, biting, punching, hitting or other physical contact. Remember accidents happen - try not to react angrily. If you are hurt deliberately, do not hit back, but report to a teacher or supervisor on duty. No-one likes a bully.
Try to understand other people's point of view.	This means you are not always right. There can be a variety of solutions.
Always speak politely to everyone (even if you feel bad tempered).	This means name calling, arguing and answering back are always discourteous.
You are silent when you are required to be. You have the right to learn in a quiet atmosphere and the responsibility to maintain this.	This means no disruptive behaviour. The teacher who has to deal with it is wasting the learning and teaching time of the rest of the class.
Make it easy for everyone to learn and for the teacher to teach.	This means arriving on time with everything you need for the day (pencil, etc, reading book, homework). Listen carefully, follow instructions. Being quiet and sensible at all times.
You move gently and quietly around the school.	This means move sensible around the room. Greeting people you see. Opening doors. Standing back to let people pass. Help where you can.
Always stay with the person responsible for you at that particular time.	This means asking permission to go anywhere else in the school. Never leave the classroom, hall or school grounds even in a temper!. On visits stay with the person responsible for you. Do not talk to strangers.
Classrooms and games equipment belongs to everyone.	All property should be respected. This means books, other children's work, tools and furniture are all treated respectfully. Also people's property should be respected and not touched without their permission.
You keep the school clean and tidy so that it looks welcoming. We can be proud of our school.	This means putting litter in the bins. Respecting any display areas. Remember chairs, tables and walls are not for writing on.
Remember that you should wear school uniform going to and from school.	This means behaving well and being polite to everyone. Good or bad behaviour will reflect on the school and your parents.

Out of school you are our ambassadors (on trips or walking to the library).

This means behaving well, and being polite to everyone.

### Positive Re-enforcement

During the day, staff promotes a feeling of positive self worth by:

Helping the children to develop an awareness of self esteem, an awareness of others and God;

Helping children grow as valued members of our Catholic community;

Giving positive reinforcement by constructive comments, encouragement and praise;

Organising a high standard of display to show children's work is valued;

Providing the children with positive role models (adults and older children);

Providing opportunities to develop special talents and gifts;

Encouraging the children to take part in out-of- school clubs and activities;

Encouraging children to accept special tasks and responsibilities

Rewarding stickers and certificates for positive attitude and behaviour. Stickers may be given in class for:

positive behaviour  
kindness  
effort  
attainment  
helpfulness  
consideration  
good behaviour  
excellent work etc.

Understanding that children with Special Educational Needs respond well to verbal praise as well as stickers and reward charts and encouraging them in this way;

Choosing a 'Star Of The Week' for a display of pupil achievement- dated class 'Star of the Week' displayed in entrance hall on a weekly basis.

Assemblies bring the whole school together in the spirit of Christianity. This provides an opportunity to display positive attitudes about themselves as members of the Catholic school community.

During this time, we talk about, or show, pupils how to be respectful, thoughtful and considerate of others. Appropriate ways of behaving are reinforced. It is also a time for children to show their work to others.

## Badges

The following badges are distributed at Assemblies:

(If a child is in the Red Book, they will only be eligible for the Birthday Badge that week.)

**Birthday Badge** - for the recognition and celebration of birthdays during that week

**Class Badges (Individual)**- for qualities (kindness, hard work, etc.) demonstrated during the week (aimed at less academic pupils) and for academic subject areas.

**Class Badges** - for good whole class behaviour

**Star Of The Week Award** - for a pupil who has made an all round effort during that week

**Playground Badge** - for good behaviour on the playground

**Learning Support Assistant Badge** -This badge is given for any child deemed to be successful by a TA

Other badges may be given for any area that there is a particular emphasis on egs: tidy classrooms, lining up

## DISCIPLINE

### School Rules

All children have a right to be safe and happy in school. To ensure this, there are strict rules and clear consequences should those rules be ignored.

In most instances a child will be given a clear warning before sanctions are brought into play. If the child continues the action then their name is recorded in the blue Book and they lose 3, 4, or 5 days dinner play, depending on their year group and the offence and a letter is sent home to their parent(s)

In cases where the behaviour is totally out of character for that child, days may be taken off and the punishment reduced. The child's class loses the right to a class badge.

For children with Emotional and Behavioural Difficulties, a class badge may be awarded at the discretion of the head teacher provided that the child has an IEP.

No corporal punishment is used.

Should any serious problem arise, the parents are contacted immediately.

It is usual then for the parents to come to the school to discuss the child's behaviour. Where it would seem that some rules have been overlooked or forgotten, letters are sent to parents drawing their attention to this. Pupils are reminded of school rules from time to time at assemblies.

We regard self-discipline most highly. A thoughtful, caring, Christian attitude towards others, together with good manners, is seen as very important.

If children are sent to other classes during the day due to inappropriate behaviour they must have work provided by their teacher and they should be accompanied to the other classroom by either an adult or another child with a note stating the reason. Children are sent to Miss Griffin.

The following behaviour is not acceptable:

### Fighting

Fighting includes hitting, punching, kicking, biting, spitting and threatening to hit.

Fighting will result in KS2 children's names being entered in the back of the Blue Book. Parents are informed of this in writing. Children will lose dinner play for up to one week in the Junior Department. If incidents continue, a further letter will be sent to the parents. Any incident must be either witnessed by an adult or the child admits to the incident. In most instances a child will be given a warning before sanctions are brought into play. If the child continues the action - the pupils go into the book.

Infant children lose their 'class badge' if they fight. A note is made in the Blue Book.

### Rudeness to adults

This includes defying, answering back to, swearing at and arguing with teachers, staff members and parents/helpers.

Rudeness to an adult will result in the KS2 child's name being entered in the front of the Blue Book. Parents will automatically be informed, and expected to contact the adult concerned. The child will lose dinner play for up to one week. Repeated incidents of the same nature will result in a warning letter being sent to parents and a meeting with the head teacher to discuss actions to be taken and then temporary exclusion if any rudeness to adults continues.

### Name Calling

This includes all comments, derogatory name calling, insults and jokes which refer to another child's race, culture, gender, disability or family. The child's name will be entered into the Racial Equality Book. The child will lose dinner play for one week. Repeated incidents will be reported to the parents.

### Leaving school premises without permission

Should children become very upset or feel threatened in any way, they must go to the class teacher, Assistant Head teachers or Head teacher. Should they run out of school, the Head teacher will contact the parents and ring the police. Leaving the school grounds without permission will result in not being allowed to go on the next school visit.

### Bullying

Bullying is not acceptable behaviour. Bullying behaviour is persistent teasing, name calling, threatening others, ganging up, excluding others or intimidation.

The child or children being bullied will be seen separately. Details of what happened will be written down.

The child or children who are doing the bullying will be seen separately, the leader first. Details will be written down. It will be made clear that they must stop the bullying.

It will also be made clear that each person is responsible for their own actions. There are no innocent bystanders.

For example:

A game is only a game if everyone enjoys it

If it was an accident, did they help?

Did they report it?

If it was for a laugh, who was laughing?

Each child will work out, with a teacher, what action should be taken to stop the bullying. The agreed action will be written down and kept in a central folder.

If it is a group, the whole group will meet to revise the action.

The situation will be monitored closely.

### Health and Safety

For the children's safety, the following items are not allowed:

Sweets and toys. These will be sent to the office until the end of the day.

Rings, bracelets, necklaces, badges, electronic games and money

Stud earrings are allowed, but must be removed for PE.

Pupils remove their own earrings for PE

If it necessary for a child to bring a mobile phone to school it is their responsibility and if it rings or is taken out of the child's bag it is sent to the office for safe keeping and returned to a responsible adult.

Confiscated articles are given to the secretary to put into the school safe. Parents are then asked to collect the confiscated articles from the Office.

Children are responsible for any clothing or articles brought to school. The school will not accept liability for lost or damaged articles or items of clothing.

Stopping children from any part of the curriculum, including swimming or PE will only take place if there are Health and Safety issues relating to that area.

## Exclusions

All exclusions are reported to the Chair of Governors and the Local Education Authority. The parents are expected to attend a meeting with the Head teacher and a representative of the Governors before the expiry of the exclusion. Persistent bad behaviour/rudeness/defiance/aggression, if not resolved by a temporary exclusion, may warrant an indefinite, or even a permanent exclusion.

Before any exclusion can take place there needs to be a written record of persistent offences and a child has been referred to outside agencies. A Pastoral Support Plan **must** be in place.

## Children with Behavioural Problems

Children who have EBD problems will be placed on a Special Needs Register as appropriate after consultation with the parents. Parents whose children have persistent problems, (whether behavioural or educational), are encouraged to seek a referral for their child to the Educational Psychologist. Very often, children do improve after advice has been sought from the Educational Psychologist. Parents should contact the Head teacher or the SENCO or their own GP if they wish to have their child referred. Help from other agencies will be sought as the need arises.