<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome from the Co-Headteachers</td>
</tr>
<tr>
<td>2. Mission Statement</td>
</tr>
<tr>
<td>3. Key Information</td>
</tr>
<tr>
<td>- About Our School</td>
</tr>
<tr>
<td>- Inclusion</td>
</tr>
<tr>
<td>- Facilities</td>
</tr>
<tr>
<td>- Organisation of Classes</td>
</tr>
<tr>
<td>- School Times</td>
</tr>
<tr>
<td>- School Meals</td>
</tr>
<tr>
<td>- School Uniform</td>
</tr>
<tr>
<td>- Curriculum</td>
</tr>
<tr>
<td>- Children’s Health &amp; Welfare</td>
</tr>
<tr>
<td>- Complaints &amp; Procedures</td>
</tr>
<tr>
<td>- Special Events</td>
</tr>
<tr>
<td>- Governors’ Charging Policy</td>
</tr>
<tr>
<td>- Home School Links</td>
</tr>
<tr>
<td>- The Friends of St Bede’s</td>
</tr>
<tr>
<td>- Behaviour</td>
</tr>
<tr>
<td>- Staffing</td>
</tr>
<tr>
<td>- Governors</td>
</tr>
<tr>
<td>- Parent &amp; Toddler Group</td>
</tr>
<tr>
<td>- Federation with St Bernadette Catholic Junior School</td>
</tr>
<tr>
<td>4. Home-School Agreement</td>
</tr>
<tr>
<td>5. Admissions Policy</td>
</tr>
<tr>
<td>6. Behaviour Policy</td>
</tr>
<tr>
<td>7. Uniform Policy</td>
</tr>
<tr>
<td>8. Uniform List</td>
</tr>
<tr>
<td>9. Term Dates</td>
</tr>
<tr>
<td>10. Sample School Lunch Menu</td>
</tr>
<tr>
<td>11. Free School Meals Form</td>
</tr>
<tr>
<td>12. Leave of Absence Form</td>
</tr>
</tbody>
</table>
A Message from the Co-Headteachers

The life of our school is centred on our Catholic Faith in which we proclaim the Gospel values of love, peace and justice that influence all our activities and relationships. We aim to create a happy and caring atmosphere which enhances the highest expectations for all of our children so that they develop and gradually come to understand the Gospel values and the way they influence our lives.

We understand that choosing your child’s first school can be a daunting experience. At St Bede’s the children develop their knowledge, skills and understanding by engaging in our creative International Primary Curriculum. This curriculum has been designed to ensure rigorous learning by making all learning exciting, active and meaningful for the children.

At our most recent Ofsted inspection, the extent to which pupils feel safe, pupils’ behaviour and the extent of pupils’ spiritual, moral, social and cultural development were all judged to be outstanding. Much of our success is due to our hard-working committed staff and the strong working relationship we have with our supportive parents and carers.

Our Admissions Policy is available on our website and is also included in this pack. We are always happy to show new or prospective parents and their children around the school. Please phone or call in to our school office to arrange a visit.

The children and staff look forward to you visiting our good, happy school. We will be delighted to meet you.

Cathy Davis and Ewa Ostryńska

Co-Headteachers
ST. BEDE’S CATHOLIC INFANT AND NURSERY SCHOOL
MISSION STATEMENT

St. Bede’s Catholic Infant and Nursery School provides for the educational needs of Catholic children living in and around St. Bede’s Parish, Clapham Park in the Diocese of Southwark.
The life of the school is centred on our Roman Catholic Faith in which we proclaim the Gospel values of love, peace and justice that influence all our activities and relationships. We aim to create a happy and caring atmosphere which enhances the highest expectations for all of our children so that they develop and gradually come to understand the Gospel values and the way they influence our lives.

Aims and Objectives of the School:

We aim to establish, maintain and advance the Roman Catholic religion. We aim to foster respect for religious and moral values and the rights and roles of individuals irrespective of their ethnic origin, gender, social class, ability or disability, and an understanding and appreciation of the multicultural society in which we live.
We aim to provide the best education for every individual pupil to ensure that each child has the opportunity to excel in all areas of their development. We aim to provide a broad and balanced curriculum in order that the children will benefit from all educational opportunities.

Our objectives are:

1. To attract, appoint and develop staff willing and capable of carrying out our Mission Statement.

2. To ensure that pupils receive an education of the highest standard provided by teachers and support staff dedicated to the task of the Christian formation of young children in an atmosphere pervaded by Gospel values and the message of Christ.

3. To welcome into the school parents who share our vision

“The school is committed to taking its fair share of vulnerable children who are hard to place in accordance with locally agreed protocols. Accordingly, outside the normal round of admissions, the governing body is empowered to give absolute priority to a child where admission is requested under any protocol which carries the agreement of both the governing body and the diocese for the current admission year.”
Key Information

About Our School

At St Bede's Catholic Infant & Nursery School we provide a secure environment where children feel part of a Christian community and valued as unique individuals and children of God.

Our enthusiastic and dedicated staff, offer children a broad, balanced curriculum.

In addition to gaining language, mathematical, scientific and technological skills, children are encouraged to develop enquiring minds, to question and make decisions.

Our Core Values are the foundation of what we teach the children at school, and will help them to become independent and confident learners. We expect that everyone in our school community (the children, staff, parents and governors) will use the Core Values in daily life. When we follow the Core Values, we live out the Gospel Values in our Mission Statement of love, peace and justice. Our Core Values are:

We are Respectful
We are Responsible
We are Resilient
We are Reflective
Everyone Matters!

We work hard to ensure that all children have high self-esteem and act towards others with care and respect and as good followers of Jesus. High standards of behaviour are expected from all members of the school community and each child is encouraged to attain his / her full potential.

The school reflects the diverse and wider community in which we live and welcomes Catholic children regardless of gender, age, race and ability. We pride ourselves on being an inclusive school and celebrate the cultural diversity of our pupils.

We are proud of the partnership between children, parents, staff and governors and welcome all parents into the school to special events and to help with particular initiatives.

Inclusion

Inclusion is an integral part of the schools mission and Catholic ethos. All pupils have equal opportunities to access all areas of school life regardless of gender, race and disability, socio-economic or cultural background. Appropriate provision is made in all curriculum subjects to meet the diverse needs of our school population.

Safeguarding Children

All visitors and new staff (supply/casual) are given a copy of our Child Protection Procedures on arrival at the school and are asked to sign that they have received it and read it.

All staff working at St Bede's School have an enhanced CRB clearance registration. All registration numbers are held in a secure file. The CRB is renewed/updated every 3 years. We hold confirmation and proof of addresses, qualifications and DCFS numbers (where appropriate). These are held in a secure file.

Facilities

St Bede's Catholic Infant & Nursery School is in the London Borough of Lambeth and is situated in a quiet cul de sac behind St Bede's Church. The main school building houses the school offices, assembly / dining hall, ICT Suite, Year 1 and Year 2 classrooms as well as the Art Room.
The Nursery unit is self contained with its own entrance. There is one large, well equipped classroom, an exciting outdoor learning area and fully equipped kitchen. The Reception classes are situated next to the main playground in a self contained unit, with its own refurbished outdoor learning area.

The playground provides an area for games, a quiet sheltered area, a ‘secret garden’, a prayer garden, and an area with climbing equipment. There is also a ‘Soft Room’ in the main building, with soft climbing equipment and a ball pool.

**Organisation of classes**

**The Nursery**

The Nursery, when full has 78 places, 39 in the morning and 39 in the afternoon. There is a mixture of full and part-time places.

**Reception**

There are two parallel classes in the Reception year. Each class has a teacher and teaching assistant. The standard number for admissions is 60 per year group, divided into classes of up to 30 pupils.

**Year 1 / Year 2**

There are two Year 1 classes and two Year 2 classes. Children in year 1 and 2 are taught by a class teacher, with additional support from full time Teaching Assistants.

Teaching assistants provides support children for whom English is an additional language. Teaching assistants also lead small group numeracy sessions, phonics groups and literacy support groups.

**School times**

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<tr>
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<tr>
<td>Nursery</td>
<td>9.00 - 12.00</td>
<td>9.10 - 11.45</td>
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<td>12.30 - 3.30 pm</td>
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21.5 hours a week are spent on teaching in Reception and KS1 (10% of teaching time is assigned to RE). Children attend for 185 days a year.

**School meals**

Children can have a school lunch which offers a choice of cooked meals including a vegetarian option. Children may choose to bring a healthy packed lunch. All children are encouraged to lead a healthy lifestyle as outlined in our Healthy Food Policy. If you feel that your child may be eligible for free school lunches, then please see the application form contained in this pack.

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<tr>
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<tr>
<td></td>
<td>£1.80 per day</td>
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<tr>
<td></td>
<td>£9.00 per week</td>
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<tr>
<td>Autumn 1</td>
<td>£68.40</td>
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<tr>
<td>Autumn 2</td>
<td>£63.00</td>
</tr>
<tr>
<td>Spring 1</td>
<td>£52.20</td>
</tr>
<tr>
<td>Spring 2</td>
<td>£43.20</td>
</tr>
<tr>
<td>Summer 1</td>
<td>£54.00</td>
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<tr>
<td>Summer 2</td>
<td>£63.00</td>
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**Daily fruit**

Fruit is provided on a daily basis for all children free of charge. We also encourage children to bring a bottle of water to drink throughout the day.
**School Uniform**

School uniform is compulsory and a complete list is included in this pack. Please see our Uniform Policy for more detail.

**Curriculum**

St Bede’s is proud to be one of the first schools in Lambeth to use the International Primary Curriculum to create an effective curriculum that provides the most appropriate support for teachers and others to develop children’s learning.

Our curriculum begins with a set of standards of learning outcomes which clearly defines what children should be capable of at certain important periods of their development. These standards are explicitly described in terms of the knowledge children should acquire, the skills they should be able to demonstrate and the understanding they should develop. Not all of these standards or learning outcomes are measurable. Some will require teacher’s judgement.

The curriculum provides opportunities for teachers to assess or judge the quality of children’s learning through a range of assessment or evaluative opportunities. The curriculum addresses the development of knowledge, skills and understanding in three key areas – subjects, personal development and international understanding.

Our curriculum design is influenced by two ideas. First, the key concepts of independence and interdependence which underpin our view of what it is to have an international mindset and, second, the lessons learnt as a result of a decade of research into the brain and the development of brain-friendly learning and teaching strategies.

The principle of the IPC is to focus on a combination of academic, personal and international learning for children worldwide, combined with innovative and exciting ways to learn.

The IPC is designed to help children:

- Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects.
- Engage with their learning so that they remain committed to learning throughout their school careers and their lives.
- Develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives.
- Develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others.

The curriculum is a thematic one, teaching History, Art, PE, Music, DT, Geography and PHSE through themes such as ‘Holidays’, ‘Toys’ and ‘Treasure’. Additionally, all units have a strong international theme and take greater account of modern technology.

Each theme starts with a ‘WOW’ day in order to introduce the theme to children and ensure all children have a good base knowledge before starting their studies and each unit ends with a celebration event to which parents are often invited.

**Planning**

We plan work very carefully to meet the needs of all pupils and to ensure continuity and progression. Year groups planning teams (year group teachers, Special Education Needs co-ordinator (SENCO), More Able Pupil co-ordinator(MAPCO) and Literacy & Numeracy co-ordinator) work together. We keep detailed records and evaluate work regularly.

We use a range of teaching styles. Children may be grouped within classes according to the requirement of a particular activity.

We challenge all pupils to make good progress and provide support through a differentiated curriculum.
Record Keeping & Assessment

Assessment is an integral part of the learning and teaching process. All staff continually assess pupils and use this information to inform future planning. A series of assessments take place on entry into Nursery (on entry to Reception for those who join the school later). Key Stage 1 Teacher Assessments are carried out at the end of Year 2.

Reporting to Parents

Parents are kept informed of their child’s progress termly. In the Summer term teachers write a report on each child’s work and achievements. Parents are invited to discuss this report with staff and to add their own comments.

Special Educational Needs

The school follows the Special Educational Needs (SEN) Code of Practice. We aim to help all children develop their potential through a programme of early identification of needs and ongoing support. We have a SEN Co-ordinator who works alongside class staff to provide support for children with special needs. Parents are informed of their child’s progress through regular meetings with staff to discuss Individual Education Plans (IEPs). We liaise with medical and social agencies and work closely with our attached Educational Psychologist. We have a nominated Governor for Special Needs who meets regularly with school staff. The Co-Headteachers report annually on SEN provision in the school.

More Able Pupils

The school supports more able pupils through enriching the curriculum to meet their specific needs. We have a designated More Able Pupil Co-ordinator who works with more able pupils from each year group in class, specialised groups and on a one to one basis.

Equal Opportunities

The children at St Bede’s come from a diverse range of backgrounds which reflect Britain today. Our one common denominator is our faith. All pupils are Christian and over 85% are Catholic. Opportunities are given for children to learn about a wider community in which they live. Resources and books are chosen carefully to prepare the children for becoming active citizens. All the children come to school with a range of skills and talents which are recognised and valued so that each child can achieve his/her true potential.

Religious & Moral Education

In the early years, we are concerned with the development of the whole person - through a progressive awareness of life, as an individual, in relation to others and within the natural world. Only from this can a true understanding of explicit religion grow and doctrine becomes meaningful. Our example and inspiration is Jesus Christ and we aim to help the children develop a personal relationship with Him in their journey through life. The heart of religion is in love, trust and joy and these are fostered by happy, stable relationships. In this we continue the work that you have started at home, in valuing your child.

We aim to bring the Gospel values into every aspect of the school’s life. By Gospel values we mean love of God and neighbours. In practice, this means that we aim for a rich liturgical provision; good inter-personal relationships; a concern for justice; a fostering of the talents of the whole school community and a full programme of caring for and serving those who have particular needs, both within the school community and outside.

Although each class teacher will teach religious lessons using the diocesan RE programme, we believe that the teaching of our Faith is a continuous process and takes place in all areas of the curriculum. Children are influenced by those adults around whom their lives centre - particularly their parents, teachers and priests. It is vital, therefore, that we are living examples of Faith in action since we believe that values are not only taught but lived. It is from their encounters with their thoughts and feelings, fears and hopes and their experience of love, compassion, joy, responsibility, hatred, fear, sickness and death that a child’s search for meaning or sense of wonder is fostered and develops. Regular ‘Circle Time’ sessions support children’s personal and social development.
Spiritual Development

Religion permeates all aspects of the school day. School assemblies take place on a regular basis. We aim to work with parents to enhance each child’s spiritual development, not only during religious education lessons, but also throughout each day. Our aim is to help children to continue to develop their loving relationships with God and the people in the community in which they live. The school is in St. Bede’s Parish and also has close links with the local community.

Holy Mass

Our aim is to foster an understanding and love of the Mass and therefore the children, at different stages, will have a chance to participate in Masses in St. Bede’s Church and to join in parish celebrations.

Collective Worship

There are daily class prayers, and whole school assemblies twice a week in addition to themes based on the diocesan R.E programme and the Liturgical year. Assemblies may also be based on themes such as citizenship, friendship, core values and caring for the environment. Children are given the opportunity to reflect and pray during assembly time.

(If any parent feels they would prefer to exercise their right to withdraw their child from Religious Education or Collective Worship on religious grounds, the Co-Headteachers and the Chair of Governors would be pleased to discuss this with you).

Personal, Social, Citizenship & Health Education (PSCHE)

The school places great emphasis on the pastoral care of pupils and developing self-esteem. In addition to RE lessons each class has regular circle time sessions where children learn to listen and develop respect for the points of view and feelings of others.

EARLY YEARS

Spiritual development is an integral part of the Foundation Stage curriculum at St Bede’s and is not just restricted to Religious Education lessons. Links are made whenever possible to the broader curriculum.

Nursery and Reception follow a two year Foundation Stage curriculum based on the Foundation Stage document. We appreciate that children will have learnt a great deal before they come to St Bede’s and will have varied interests and skills. They will also learn in different ways. Practitioners build on this, planning high quality activities and experiences for your child, helping them to continually develop skills in clearly defined areas of learning. Children deepen their understanding by playing, talking, observing, questioning, experimenting, repeating, reflecting and responding to adults and each other.

The Revised Foundation Stage Framework (September 2012)

The foundation curriculum remains a play based curriculum with the underlying principles and the four themes remaining the same.

These themes and principles are:
* Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
* Children learn to be strong and independent through positive relationships
* Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents or carers.
* Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs.

There are now seven areas of learning, three “prime” areas of learning and four “specific” areas of learning:
Prime Areas of Learning

- **Communication and Language:**
  We provide talking and role play opportunities which extend vocabulary and develop questioning and reflective language skills. Children are encouraged to use the present, past and future forms when talking about events that have happened or are to happen.

- **Physical Development:**
  The children work on developing fine and gross motor skills and increasing their understanding of how their bodies work and what they need to do to be healthy and safe.

- **Personal, Social and Emotional Well-Being:**
  We support the transition to a new setting by promoting a strong self-image and respect for others. We build a positive attitude and disposition to learning. We encourage children to co-operate with each other and to concentrate when learning on their own or in small or large groups.

**Specific Areas of Learning (developed through the Prime Areas of Learning)**

- **Literacy:**
  **Reading:** Children are introduced to a wide variety of books and reading skills are developed. Children are encouraged to use phonic knowledge to decode regular words and read them aloud accurately.

  **Writing:** Children are also encouraged to use their phonic knowledge to write simple sentences which can be read by themselves and others. They are encouraged to write in meaningful play contexts.

- **Mathematics:**
  We develop an understanding of number, measurement, pattern, shape and space in a broad range of contexts where children can explore, enjoy, learn, practise, problem solve and talk about what they are learning.

- **Understanding the World:**
  Children are encouraged to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts. They find out about their environment and the people and places that are significant to them. They are also encouraged to develop some basic computer skills.

- **Expressive Arts and Design:**
  Children explore and share their thoughts, ideas, and feelings through a variety of art, design and technology, music, movement, dance and imaginative role play activities.

The seven areas of learning are not taught in isolation but in a meaningful and integrated way. Children are encouraged to explore both adult directed and child-initiated activities reflecting all areas of development.

**KEY STAGE 1**

Children in Years 1 and 2 work within Key Stage 1 of the National Curriculum learning all subjects including RE plus PSCH. Literacy and Numeracy are taught in line with the National Strategy guidelines.

**English**

The three main areas of language development are – speaking and listening, reading and writing. We aim to build on and develop the whole range of language skills that children bring to school. Children develop speaking and listening skills through story telling, class discussion, listening activities, drama and play.

We aim for children to become confident, independent readers, who are able to gain information and enjoyment from the written word. We provide a wide range of stimulating reading resources from the Nursery onwards. We encourage children to use a variety of strategies when reading. Their progress is carefully monitored by staff.
Children are encouraged to see themselves as writers from the moment they enter school.

Activities are planned to provide a real purpose and a real audience for writing.

We focus on handwriting and spelling separately and give support for the appropriate stage of a child’s writing development.

Literacy sessions occur every day. These involve a combination of whole class teaching, writing and individual work. Guided reading generally takes place outside of this time.

**Mathematics**

At St Bede’s we follow the National Curriculum for maths. Mathematics provides a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. All activities are designed to develop confidence and enable pupils to develop positive attitudes to Mathematics.

Activities are balanced between different styles of learning: doing, observing, talking and listening, discussing with other pupils, reflecting, drafting, reading and recording etc. in the form of:

- Oral work;
- The development of mental strategies;
- The development of mathematical vocabulary through number rhymes, songs, stories and games;
- Collaborative learning situations;
- Written methods;
- Practical work;
- Investigational work;
- Problem solving;
- Mathematical discussion;
- Consolidation of basic skills and routines.

**Science**

The science curriculum aims to develop children’s knowledge and understanding through practical multi-sensory experiences. Skills are developed as children plan and carry out their investigations and communicate their findings.

**Information and Communication Technology**

ICT skills are taught throughout the school starting in the Foundation Stage and developed throughout KS1. All classes have classroom computer access and all classes use our computer suite of 15 computers. There is controlled access to the Internet for our KS1 children. The school has an up to date Acceptable Use of the Internet Policy (AUP). A Pupil and Parent Internet Agreement must be signed by all parents whose children have access to the internet in school. ICT also supports learning in all areas of the curriculum including RE, Literacy and Numeracy. We have an extensive range of software, reflecting the curriculum and also hardware resources such as digital cameras and programmable toys such as Roamer.

**History and Geography**

Historical knowledge for children in the early years of schooling is most appropriately learnt through real-life experiences such as looking at photographs, exploring historical objects, re-enacting events and listening to adults’ accounts of the past.

Many of the topics studied in school give children an opportunity to develop an understanding of the past. They are encouraged to contrast life as it was with the lives they lead now. Stories about the past and about famous people are discussed with children and are used to highlight differences between life then and now.

The immediate environment of home and the neighbourhood provides a good starting point for the early stages of geography. Teachers plan the curriculum so that children’s understanding gradually extends from the local
to the national and then to other parts of the world. During Year 2 children have the opportunity to compare and contrast other localities.

Art

We offer all our children opportunities to stimulate their creativity and imagination by providing visual, tactile and sensory experiences. We aim to develop children’ understanding of colour, form, texture, pattern and their ability to use a wide range of media and materials to communicate ideas and feelings. Children will explore the work of artists, crafts people and designers and look at their different roles. They will consider the functions of art and design in their own lives and in different times and cultures.

Sex Education

The Governors are currently in consultation with staff and parents to draft a new Sex and Relationships policy (SRE) which will be in accordance with Diocesan guidelines.

PE, Drama and Dance

Our PE programme involves developing appropriate skills in three areas – games, gymnastics and dance. Every class has two sessions a week in either the hall or outside in the playground.
In games the children use a variety of equipment to practise and develop skills.
In gymnastics the children use both the floor and apparatus to explore different ways of travelling and to learn how to link movements together.
In dance children develop control, poise and co-ordination. They have the opportunity to perform from existing dance tradition and to explore their response to music through improvisation.

Music

The components of the Music curriculum are: listening and applying knowledge, understanding performing and composing, and appraising.
Children enjoy many opportunities to compose, sing and play musical instruments and are introduced to a variety of music. The children have a large repertoire of songs which are used at particular times in the liturgical year.

Design and Technology

Children learn Design and Technology through observation, design and making. They use a range of materials and construction kits to design and make simple products and models. They are encouraged to select materials, tools and techniques and to understand simple mechanisms and structures. They learn to investigate and evaluate their own work and that of others.

HOMEWORK

Children take their reading books and records home every day and are encouraged to share books with their family. They are given spellings; English Maths and RE work to do on a regular basis. Parents will be informed by letter about specific year group homework.
We are always happy to discuss ways in which parents can help their children at home. All parents and children are invited to enter into a Home/School agreement.

Children’s Health and Welfare

We have experienced members of staff who attend to minor injuries and contact parents in cases of illness. Details of medical inspections in school and advice on health care circulated to parents regularly. We have a comprehensive Health and Safety Policy reviewed regularly by the Governing Body.

All staff are aware of their responsibilities in relation to child protection and receive regular training. We have a Child Protection Policy reviewed by the Governing Body. We have a nominated Governor for child protection who will undertake appropriate training in this area.
The school has an Equality Policy in order to promote equality of opportunity and promote positive attitudes towards disabled people. In order that the school meets the requirements of part 4 of the DDA accessibility plan, the school will make provision through an accessibility plan to ensure that it complies fully (i.e. to re-arrange teaching accommodation as necessary). We have published our current equality objectives on the school website.

Complaints Procedure

The complaints procedure is available in the school office.

Special Events

During the year we organise events to support and enrich the curriculum. Children have opportunity to experience the local environment and places of interest. We support charities (CAFOD, Catholic Children’s Society, Ace of Clubs and a range of other charities) through fundraising and invite visitors to the school who can provide special expertise, e.g. visiting musicians and theatre groups. Children take part in a range of performances including class assemblies, concerts and sports events.

Governors’ Charging Policy

Many of the activities we organise to support the curriculum cost money. Parents are invited to make voluntary contributions towards these. Contributions are only requested for activities not funded by the school budget.

Children are not excluded from any activities for financial reasons.

Home-School Links

We have strong links with parents and value their support and involvement in many aspects of school life. When children enter St Bede’s, parents/carers are asked to sign and agree to a Home School Agreement. This document is included in this pack.

Prospective parents are warmly invited to visit the school. Visits can be arranged through telephoning the school office.

We hold termly Parents’ Evenings when staff are available to discuss children’s progress. In addition appointments can be made at other times for parents to see members of staff. Written reports are sent home at the end of the Summer Term. Curriculum meetings are held at different points throughout the school year.

We welcome parents into the school to help to support curriculum educational activities. However all parent helpers need to have a CRB disclosure beforehand.

We value our partnership with parents and hope that we can always work together and resolve any issues before they become serious. On rare occasions, despite the best intentions of staff, parents may not be happy with the result of a discussion or an investigation. If they feel that their concerns have not been properly addressed, we have a complaints and conciliation procedure that has been drawn up by the Governing Body. (Copies are available on request from the school office).

The Friends of St Bede’s

The school has a ‘Friends of St Bede’s’ Group who raise money for the school and organise social events. When your child enters education at St Bede’s, you become a member of our school community, and you are a Friend of St Bede’s. We expect everyone to help in some way during fundraising activities. If everyone helps by giving up their time for one event during the year, it makes the committee member’s jobs so much easier.
**Behaviour**

As a Catholic school we aim to teach and live by the Gospel values. We encourage children to treat each other with respect and act with an awareness of the needs and rights of others. We aim to do this by having a clear Behaviour Policy which is known and adhered to by all members of the school community. This sets out clear guidelines and procedures for behaviour in and around the school. We work to help children to establish self-discipline. Children are involved in drawing up rules for the classroom and around the school and playground and we promote good behaviour by praising children who follow the codes. There are agreed procedures for dealing with incidents and we involve parents when appropriate. We believe that co-operation between parents and the school is essential in promoting appropriate behaviour and living out the Gospel values. Please see Behaviour Policy for more detail.

**Staffing**

A full list of current staff is available on our school website (www.st-bedes.lambeth.sch.uk).

**Governors**

The membership of the Governing Body comprises of parents, staff, LEA nominees and Foundation governors appointed by the Diocese. Foundation Governors ensure that the Catholic ethos of the school is fully supported and that the school's vision, mission and aims are fully lived out. The Governing Body meets at least once a term. Curriculum, Finance, Personnel, Premises, Health and Safety committees meet regularly.

Governors are appointed to oversee the strategic running of the school. They help make decisions about what is taught and how the school budget is spent. They are involved in the recruitment and selection of staff. Elections for the Governing Body take place every four years or when a vacancy occurs.

A full list of Governors is available on our school website (www.st-bedes.lambeth.sch.uk). The Chair can be contacted through the school office.

**Parents’ and Toddlers’ Club**

A Parents’ and Toddlers’ Club meets in the Parish rooms every Wednesday morning during term time. The club offers parents/carers and children the opportunity to enjoy each other's company in a relaxed atmosphere. There is a range of activities provided for the children including a regular Wednesday morning session in St Bede's school ‘Soft Room’. Please contact either the school office or the Presbytery for details.

**Our Federation with St Bernadette Catholic Junior School**

St Bede's Catholic Infant & Nursery School is in a soft federation with St Bernadette Catholic Junior School. We work closely with St Bernadette on a range of issues, some of which are outlined below. St Bede’s children have first preference for places at St Bernadette Catholic Junior School, and almost all of our children move on to St Bernadette when they leave us.

A proposal was agreed by the Governing Bodies of St Bede’s and St Bernadette to enter into a ‘soft federation’ commencing from 1st January 2011, to be reviewed in December 2013. A soft federation is where two or more schools formally agree to work collaboratively to maximise the benefits for all pupils, parents, staff and governors.

You may have heard of schools which enter into a federation where one school acts in a supporting role for another school. St Bede's and St Bernadette have entered into this federation as equally successful schools working together. A soft federation will merely formalise the way our schools work together. Each school will retain its own governing body, substantive head teachers, separate budgets but the agreement will enable us to work closely on common projects.

So what are the benefits of soft federation? In 2005, the (then) DfES published the most important characteristics of a successful federation, based on the experiences of practitioners:
1. A sense of shared identity between schools – for example, through geographical proximity, or a sense of being an inclusive community or ethos.

2. A sense of common purpose - the groups of schools involved in collaboration should have a shared sense of what needs to be done and how it is to be done, and a joint vision for improving the attainment, achievement and progression of young people.

3. Leadership - a collaborative partnership needs a strong cohesive leadership, and federations should be interested in developing and sustaining leadership across all levels of the schools.

4. A strong management infrastructure - federations must demonstrate that they have the capacity to deliver.

5. Increased scope for staff professional development - school staff have the opportunity to broaden their experience and develop their expertise across all primary phases: Foundation Stage, Key Stage 1 and Key Stage 2.

6. Trusting relationship - having trust between schools is fundamental to effective collaboration and should be built into every level of management. Schools need to share a sense of openness and a willingness to operate in a joined-up and united way.

7. A system of review - federations will need to be monitored and evaluated to show that they are being effective.

8. Commitment - schools must be prepared to commit both time and resources to ensure that the federation is effective and sustainable. They will also need a commitment to raise standards and achievement in all of the schools in the federation and to continually improve progression for young people.

9. Communication - excellent communication mechanisms are required when introducing change, particularly where more than one school is involved.

10. Sustainability - there must be a clear sustainability strategy in place to enable a collaboration to cope, for example, if the leadership in one of the schools changes; if additional schools wish to join in; if existing schools wish to leave. If committing contracts or expenditure for any length of time, financial sustainability is vital.

11. Transition - moving from the infant school to the junior school will be seamless.

We hope you find this information useful. It is accurate at the time of publication but changes may occur during the year. If you have any questions, please do not hesitate to contact the school.

The information contained in this prospectus relates to the year 2012/2013. It should not be assumed that there will be no changes affecting the arrangements or matters described, either before or during the school year 2012/2013 or in relation to subsequent years.
HOME SCHOOL AGREEMENT

PARENT/CARER:

Religious Education
- I have read the Mission Statement and will support the school in implementing it.
- I will make a commitment to develop and advance my child’s knowledge and understanding of the Catholic religion (e.g. sharing prayer at home, attending Mass etc).

Behaviour / Discipline
- I have seen a copy of the class/school rules.
- I will help my child to keep the rules.
- I will support the school policies on behaviour, including the school’s anti-bullying policy, discipline and equal opportunities which reflect the Catholic ethos of the school.

Regular Attendance
- I will ensure that my child attends school regularly.
- I will ensure that my child is in school on time (9.10 a.m.) and I will collect my child promptly at 3.30 p.m.
- I will notify the school promptly in advance, wherever possible, if my child is going to be absent for any reason and I will follow this by a written explanation.
- I will not take my child out of school during term-time.
- I will complete the school contact form and notify the office of any changes in phone numbers or address.

Uniform
- I will ensure that my child wears the correct school uniform at all times, including appropriate footwear, plimsolls for P.E. (no trainers).
- I will mark all the items of clothing with my child’s name. (The school will not accept any responsibility for lost or damaged clothing or belongings).
- I will make sure that my child does not wear a watch or any jewellery for health and safety reasons.

Homework
- I will agree to read with my child every day and ensure that any school book and reading folder is brought back every day in good condition.
- I will support my child at home meeting their educational targets.
- I will sign my child’s comment book when I have read it with him/her.
- I will help my child with any set homework and ensure it is returned to school on the day requested.

Other
- I will notify the school of any health, special needs or change of circumstances which could affect my child’s education.
- I will attend parents’ evenings to discuss my child’s achievement and progress.
- I will read the school letters, so I can be kept informed about school events, dates, etc.

Information Exchange
- I understand that if I have any particular concerns, I need to communicate these to the class teacher or the Co-Headteachers, sooner rather than later (before a concern becomes a problem).

Photographs
- I give permission for my child to be photographed or filmed (videoed) while taking part in activities in the school. I understand that any pictures will only be used for display or training purposes. I understand that from time to time these photos may be used on our school website.

Local Visits
- I understand that from time to time children are taken on local visits to the local park, Tooting Bec Common, and nearby places of interests, in order to support aspects of class topic work. I give permission for my child to take part in these local trips.

Internet Agreement
- I have read the school’s Internet Agreement and I agree to the safety restrictions.
THE SCHOOL WILL:

- Share its vision and aims through its Mission Statement with parents, children and all members of the school community.
- Recognise that parents are the first educators of their child and will support them in the continuing spiritual development of their child in the Catholic faith.
- Endeavour to provide a calm, well ordered, safe, secure and happy learning environment for all its pupils.
- Only allow children to use the Internet when there is a responsible adult present to supervise.
- Ensure that the pupils will be restricted to Internet sites which have been reviewed and selected for content.
- Ensure the right of all children to have access to the National Curriculum and have high expectations for all children and will provide a challenging and stimulating curriculum for all pupils.
- Endeavour to meet the educational needs of all its pupils and help them achieve their full potential.
- Arrange parents’ evenings, during which each child’s progress will be discussed.
- Arrange ‘pop-in’ sessions, during which parents can visit the child’s classroom and see samples of their work.
- Provide a written report about each pupil at the end of every school year.
- Inform parents about how they can best support their child’s school work at home.
- Strictly monitor each child’s attendance and punctuality and take any appropriate action as and when necessary.
- Keep parents informed about school activities through regular letters home, newsletters and notices about special events.
- Continue to operate an open door policy where parents can have informal access to the class teacher/Co-Headteachers, to discuss any issues/concerns at a mutually convenient time (if necessary, by appointment).
- Deal with any formal complaint via its complaints procedure (copies can be borrowed from the school office or photocopied at a reasonable cost).
- Continue with it’s commitment to safeguarding all the children in their care. Governors ensure that all employees undergo CRB checks and staff receive appropriate child protection/safeguarding training
- Continue with it’s commitment to ensuring that children stay safe, healthily, enjoy and achieve their education, make a positive contribution and achieve economic wellbeing.

I have read and agree with the contents of this Home School Agreement and will support the school in its implementation.

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Co-Headteacher’s Signature
St Bede’s Catholic Infant and Nursery School is a voluntary aided school in the Diocese of Southwark. It is in the trusteeship of the Diocese. The school is conducted by its Governing Body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government, and seeks at all times to be a witness to Jesus Christ.

As a Catholic school, Catholic doctrine and practice permeates every aspect of the school’s activity. It is essential that the Catholic character of the school’s education is fully supported by all families in the school.

The school exists primarily to serve the Catholic community. However, the Governing Body welcomes applications, subject to the availability of places, from those of other denominations and faiths who support the religious ethos of the school.

The Governing Body has responsibility for admissions to this school and, having consulted with the local authority and other admissions authorities, intends to admit 60 pupils to the Reception class in the school year which begins in September 2012.

The school provides primarily for baptised Catholic children who reside in the parishes of St Bede’s and St Simon and St Jude’s.

The admissions criteria are the same for both the nursery and the main school, however separate applications are required and admission to the nursery does not guarantee a place in the main school.

Oversubscription criteria
Where there are more applications than places available, places will be offered according to the following order of priority:

1. Looked after Catholic children or ‘looked after’ children in the care of Catholic families.
2. Baptised Catholic children, whose parents are residents of St Bede’s parish, St Simon and St Jude’s parish or are enrolled in the catechumenate.
3. Other baptised Catholic children.
4. Other looked after children.
5. Children who are members of Eastern Christian Churches including Orthodox Churches. Evidence of Baptism or reception from the authorities of that Church will be required.
6. Children of families who are members of other Christian denominations that are part of Churches Together in England. Evidence of Baptism (or dedication) provided by a priest or minister of a designated place of worship will be required.
7. Any other children.
The Federation of
St Bede’s Catholic Infant and Nursery School
and
St Bernadette Catholic Junior School

Where the offer of places to all the applicants in any of the categories listed above would lead to oversubscription, the following provisions will be applied:

1. Applications will be ranked in the order shown on the Supplementary Form, Highest priority to those who attend Mass weekly, then fortnightly etc. For categories 2 and 3 above, the strength of evidence of the family’s Mass attendance on Sundays will increase the priority of an application within each category. This evidence must be provided by the parents and can be endorsed by a priest at the church where the family normally worships.

2. The attendance of a sibling at the Federation of St Bede’s and St Bernadette schools at the time of admission will increase the priority of an application within each category.

3. The Governing Body may increase the priority of an application within a category where evidence is provided at the time of application of an exceptional social, medical or pastoral need of the child which makes the school particularly suitable for the child in question.

4. Priority being given to those who live nearest to the school. The distance from home to school is measured as a straight line from the home to the main gate of the school using the measurement supplied by the local authority derived from their computerised mapping system.

5. Children in Year 2 will automatically transfer to St Bernadette Catholic Junior School.

Notes These notes form part of the oversubscription criteria.

‘Looked after children’ has the same meaning as in Section 22 of the Children’s Act 1989, and means any child in the care of a local authority or provided with accommodation by them (e.g. children with foster parents). Please note that children in private fostering arrangements are not considered looked after children.

‘Catholic’ means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child who is part of a Catholic family where a priest’s reference demonstrates that the child would have been baptised or received if it were not for their status as a looked after child (e.g. a looked after child in the process of adoption by a Catholic family).

Reference to other Christian denominations refers to other denominations that are full members of Churches Together in England.

‘catechumen’ means a member of the catechumenate of a Catholic church. This will normally be evidenced through the parish priest, for example with a letter confirming enrolment.

A sibling is defined as a full brother or sister or step brother or sister living at the same address, a child who is living as part of the family unit by reason of a Court Order or a child who has been placed with foster carers as a result of being ‘looked after’ by the local authority.

To demonstrate an exceptional social, medical or pastoral need of the child which can be most appropriately met at this school, the Governing Body will normally require written evidence from an appropriate professional, such as a social worker, doctor or priest.
The Federation of
St Bede’s Catholic Infant and Nursery School
and
St Bernadette Catholic Junior School

Admissions Procedure
To apply for a place at this school, you must complete and return two separate forms.

1. The Common Application Form available from the Local Authority where the child resides should be returned to them in paper form or online submission by the date stated on the application form.

2. The Supplementary Information and Priest’s Declaration Form available from the school or LA website should be completed and returned to the school. Evidence of Baptism and a recent utility bill must accompany the Supplementary Form. Completion of a Supplementary Form is not mandatory; however, if one is not received the Governors will not be able to apply their admission criteria and the application will be considered under the ‘any other applicants’ category.

You will be advised of the outcome of your application by a common offer date specified by the local authority. This will initially be by letter from the local authority on behalf of the school. If you are unsuccessful (unless your child gained a place at a school you ranked higher on your Common Application Form) you may ask the school for the reasons, related to the oversubscription criteria listed above, and you have the right of appeal to an independent appeal panel.

Waiting List
Parents of children who have not been offered a place at the school may ask for their child’s name to be placed on a waiting list. The waiting list, which will be maintained for 3 years will be operated using the same admissions criteria listed above. Placing a child’s name on the waiting list does not guarantee that a place will become available. This does not prevent parents from exercising their right to appeal against the decision not to offer a place. It is possible that when a child is directed under the local authority’s fair access protocol they will take precedence over those children already on the list.

In-year (casual) admissions
Applications for a place at the school in-year must be made using the common application form of the local authority (LA) where the child resides. This form must be returned to the same LA. The school’s supplementary form should also be completed to enable the governors to rank the application in the event of there being more than one application for a place. The governors will use the same criteria to rank the application as that listed above. The offer of a place at the school will be made by the LA on behalf of the governors. In the event of the governors deciding that a place cannot be offered, parents will be offered the opportunity of placing their child’s name on the waiting list. This does not prevent parents from exercising their right to appeal against the decision not to offer a place.

Admission of children below compulsory school age
The governors will provide for the admission of all children in the September following their fourth birthday. Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year; parents may also request that their child attend part-time until the child reaches compulsory school age.

Right of Appeal
If a place at the school is not offered, parents have the right of appeal to an Independent Appeal panel set up according to the School Admission Appeals Code of Practice. Details of the procedure will be supplied to such parents by the Clerk to the Governors.
Oriental Rite Churches in union with Rome
Alexandria: Coptic, Ethiopian
Antioch: Malankrese (Sri Lanka), Maronite, Syrian
Armenian: Armenian
Chaldean (Syro-Oriental): Chaldean, Malabar
Constantinople (Byzantine): Albanian, Byelorussian, Bulgarian, Greek, Melchite, Italo-Albanian, Romanian, Russian, Ruthenian, Slovakian, Ukrainian, Hungarian.

Source: Annuario Pontifico 2002 Riti nella chiesa pp979-982
Behaviour Policy

OUR MISSION
The life of the school is centred around our Roman Catholic Faith in which we proclaim the Gospel values of love, peace and justice that influence all our activities and relationships. We aim to create a happy and caring atmosphere which enhances high expectations of all our children so that they develop and gradually come to understand the Gospel values and the way they influence our lives.

“The school is committed to taking its fair share of vulnerable children who are hard to place in accordance with locally agreed protocols. Accordingly, outside the normal found of admissions, the governing body is empowered to give absolute priority to a child where admissions is requested under any protocol which carries the agreement for both governing body and the diocese for the current admission year. The governing body has the power even when admitting such a child would exceed the normal admission number”.

Aims and Principles
School discipline is primarily concerned with creating an atmosphere in which children can learn and learning can best take place in a calm secure and ordered environment.
The behaviour policy is placed firmly within the context of the school’s Catholicity and the school mission statement.
The school follows and adapted version of the Assertive Discipline Policy devised by Lee Canter. The school policy reflects the concerns of opinion of the whole teaching and non-teaching staff and has the support and agreement of the governing body.
The policy will be reviewed at least once per year at the beginning of the Autumn term.
The implementation of this policy is the responsibility of all members of staff.

Nature and Purpose of the Behaviour Policy
The central purpose of the policy is to encourage responsible and appropriate behaviour in view of the schools Catholicity and the teaching of Gospel values and to enhance the self-esteem of all pupils. It helps children to be clear about the rules especially those relating to safety.
It aims to develop in the children an attitude which contributes to effective learning.
It aims to develop growing self-discipline in the children.
It encourages all children to be polite and well mannered.
As a Catholic school, there is also a commitment to teaching moral values as well as knowledge and skills. This enables us to encourage and maintain the Catholic ethos of the School.

The Behaviour Policy is instrumental in supporting positive relationships between all children and adults based on mutual respect.
It helps pupils, staff and parents to have a sense of direction and feeling of common purpose supported by the ethos of a Catholic school.

Children’s Responsibilities
To work to the best of their abilities and allow others to do the same
To treat others with respect
To obey the instructions of the school staff
To take care of property and the environment in and out of school
To co-operate with other children and adults
**Staff Responsibilities**
To treat all children fairly and with respect
To raise children’s self esteem and develop their full potential
To provide a challenging, interesting and relevant curriculum
To create a safe and pleasant environment, physically and emotionally
To use rules and sanctions clearly and consistently
To be a good role model and live out the Gospel’s values and use an appropriate manner and tone of voice when talking to the children
To form a good relationship with parents, so that all children can see that the key adults in their life share a common aim
To recognise that each of us are individual and special in the eyes of God
To be aware of their individual needs

**Parents Responsibilities**
To make children aware of appropriate behaviour in all situations
To encourage independence and self-discipline
To show an interest in all that their child does in school
To foster good relationships with the school
To support the school in the implementation of this policy
To be aware of the school rules and expectations (booklet for parents)
To support the school in bringing up their children in accordance with the teachings of the Catholic Church

Parents are requested to sign an agreement form supporting the discipline policy of the school.

**What We Do to Encourage Good Behaviour**
We make clear our expectation of good behaviour
We discourage unsociable behaviour by promoting mutual respect
We encourage children to take responsibility for their own actions and behaviour
We set, through example, good standards of behaviour
We praise good behaviour both privately and publicly
We provide children with strategies
We remind children of the way Jesus lived His life and that He taught us to love and respect all people

The school sees the partnership approach between home and school and the Catholic Church as being the most effective way of providing a happy, secure environment in which all children can reach their full potential.

**Agreed Approaches**
There is a high expectation of all pupils’ behaviour and the school supports Lee Canter’s premise that “teachers have a right to teach” and “pupils have a right to learn”.

Throughout the school, appropriate behaviour is encouraged by the use of verbal praise and a system of rewards and privileges, as well as special assemblies.

Inappropriate behaviour is discouraged by effective and consistent limit-setting, known as consequences which are clearly explained to the children and parents.
Teachers establish class rules with the children. These are approved by the Co-Headteachers and then displayed in classrooms. Parents are informed of the rules, as well as classroom assistants and governors.

Consequences of rules not followed, are established by the whole staff together with the Co-Headteachers. These are shared with teaching assistants, parents and governors. The consequences are explained to the children and enforced in a consistent manner throughout the school.

Rewards for following the rules are established and consistently applied. Rewards may be for individual children or the whole class.

Parents are requested to read through their child’s behaviour plan and sign an agreement form to support the school.

Pupils are also made aware of rules relating to:
   a) School/playtime
   b) Lunch-time
   c) PE
   d) Cookery
   e) After school club time rules

**Resources**
Certificates, charts, stamps, stickers, marbles/jars, treats, parents’ booklet, workshop for parents, Gospel stories.

**Home/School Links**
The school sees the partnership approach between home and school and the Catholic Church as being the most effective way of providing a happy, secure environment in which children can achieve their full potential.

Parents are informed of the school behaviour policy and are invited to offer their comments and observations.

Parents are given a copy of the behaviour plan and requested to sign an agreement form.

Parents are told when their child has followed the rules at school and are requested to give extra praise at home.

Parents are told about an individual behaviour modification programme.

Parents are invited to share any behaviour concerns with the class teacher and/or co- headteachers. They are asked to support the school once a shared approach has been established.

Parents are immediately informed if a child consistently chooses not to follow the rules and/or behaves aggressively or violently.

Parents are also informed if a child is involved in any instances of bullying or behaviour which does not comply with the school’s equal opportunities policy.

Parents are encouraged to discuss the school’s behaviour policy and school rules with their child at home.
**Equalities Issues**
The behaviour plan is implemented consistently with regard to the school’s equal opportunities policy and mission statement. It applies to all pupils regardless of ability, gender and/or ethnicity.

Through the positive enforcement of our behaviour policy we want all individuals in our school to feel happy, valued and safe and respected. Whilst appreciating that the majority of children can meet the high expectations stated in the policy, it is also recognised that the behavioural needs of some individuals have to be considered independently. Through positive reinforcement and high expectations behavioural targets are personalised to meet individual needs.

Any instances of behaviour which does not comply with the School’s Equal Opportunities policy is recorded and referred to the Co-Headteachers as appropriate.

**Health and Safety**
All pupils follow established rules for the whole school.

**Monitoring**
Observations by all staff (teachers, teaching assistants and support staff) of children’s behaviour.

All staff are empowered with equal status when dealing with behaviour of children within the school.

Behaviour in the school is monitored by:
- Class teachers monitoring the effectiveness of sad and smiley faces.
- Co-Headteachers monitoring the seriousness and regularity of incidences referred to them.
- Staff supervising break times keep a record of any serious incidences of children not following the Behaviour policy. The matter is then referred to both the class teacher and the Co-Headteachers.
- Staff meetings. (teachers, teaching assistants and support staff).
- Discussions with children and parents.
- Presentations to governors.

**Complaints Procedure**
The same procedures will be followed in relation to any disciplinary issues as stated in the curriculum complaints procedure. Further information can be obtained from the school office or Co-Headteachers.

**Background information**
Elton: *Discipline in Schools* HMSO 1989
School Mission Statement:
*Behaviour Management* Jim Dowling
*Framework for the Inspection of Schools* OFSTED revised May 1994, pages 22-23

**Policy developed**
Through school inset on ‘Assertive Discipline’ shared with two other local schools
Staff Meetings
Policy into practice sessions
Consultation with Governors
GUIDELINES

Rules and Rewards

All classes have a clearly displayed list of rules which are established by the teacher together with the children and these are discussed with the Co-Headteachers. Once approved, the rules are shared with the parents in the form of an information letter. This information letter will be passed onto parents in the first term of the new school year.

Each class has a happy/sad/warning face chart and children who follow the rules have their names written on the smiley face. Children's efforts are also recognised at good behaviour assemblies and certificates are given to two children from each class after a good behaviour assembly.

Rewards for children may include the following:

1a Praise by teacher/coach on a one to one basis
1b Praise by teacher/coach in front of peers
2  Praise by Co-Headteachers
3  ‘Smiley face’ charts
4  ‘Happy face’ sticker from Co-Headteachers / Coach
5  Note to parents from teacher also signed by Co-Headteachers
6  Name read out in assembly
7  Sticker (mini stickers/major stickers – Co-Headteachers)
8  Merit certificate at good behaviour assembly.

At least two children are deservedly praised by the class teacher every day. Parents are informed of children’s efforts whenever possible. Children who do not follow the rules, such as talking at the wrong time, initially have their names put under a warning face e.g. for talking at the wrong time, not raising a hand before speaking etc. If a child modifies his/her behaviour his/her name can be crossed out and praise given. If the child continues to choose not to follow the rules, his/her name goes under the sad face. If a child has not followed the rules and hurt someone deliberately, his/her name goes directly under the sad face.

The established consequences throughout the school are:

1st time rule is broken:  Pupil’s name put on the chart/board (warning)
2nd time rule is broken:  Pupil stays for 5 minutes in an isolated/special place in class (within teacher’s vision)
3rd time rule is broken:  Pupil misses 5 minutes/10 minutes play supervised by support staff who are informed of action taken (usually in the hall) or a pupil holds an adults hand for 5/10 minutes outside in the playground.
4th time rule is broken:  Pupil goes to another class with pre-arranged signal, if possible accompanied by an adult. (30 mins. Or appropriate length of time).
5th time rule is broken:  Pupil sent to Co-Headteachers with pre-arranged signal if possible with adult and explanatory note.

Severe clause  Parents may need to be informed (after consulting the Co-Headteachers).
Should it be necessary, the class teacher may discuss with a parent the circumstances in which a particular rule was constantly broken and request support reinforcing the rules with the child at home.

Serious instances of breaking the class/school rules as stated in the school behaviour policy (e.g. during instances of verbal/or physical bullying) will be reported to the Co-Headteachers and jointly discussed with parents. Dated notes of the context in which any misdemeanour took place, need to be brought to the discussion.

Each day a new behaviour chart is started. Once a child has achieved an individual/class reward it cannot be later removed in the event of a rule be broken. Only a child’s name under the warning face may be crossed out.

The emphasis throughout the school is on positive reinforcement of the school rules. This also applies to lunchtime rules, PE rules and general school rules.

**How children can sort out their own difficulties**

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive and to express their feelings and to resolve conflict without resorting to inappropriate behaviour.

**Strategies that may help**

**Suggested Strategies for resolving conflict – 3 steps**

- The other listens with no interruptions.
- They are encouraged to maintain eye-contact
- Each child has a turn to say:
  - What the other(s) has/have done to upset them
  - How they feel about it
  - How they would like them to behave in future
- No-one is allowed to interrupt or argue
- They go on taking turns until everyone has finished
- They make friends at the right time
- The adult is there as referee, not as part of the discussion. s/he makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye-contact. If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make judgement and take appropriate action.

**Suggestions for adults dealing with pupils presenting behavioural problems**

1. Using the voice – Voices show feelings as well as meanings. The ‘adult computer’ (AC) voice is a neutral one to use. AC is a good one because it helps you to control your feelings so you can be impartial when you have to intervene, or it keeps you calm when you have to confront.

2. Always use the child’s name – this personalises your communication and switches them on.
3. Never talk when their feelings are very high – they cannot hear when their emotions are out of control.

4. Never talk at the same time as them. Shouting them down teachers that ‘word wars’ are OK.

5. Make eye contact when talking to a child. The eyes can establish rapport.

6. Criticism should be helpful – ‘a positive tell off!’ Describe the deed and its bad effects on others. Find fault with the deed not the person. Be particular about what is wrong so that the child fully understands. Check the child has an understanding of what deed was wrong, how you felt about it and what could happen next.

7. The assertive “I” message – share with the child a description of how you feel about what is happening. It replaces the traditional “you” message which has in it the blame which causes defiance and denial. “I don’t like that” works wonders with children when said in adult computer voice. Telling children when you feel bad rather than showing them with your tone will teach children to state bad feelings, rather than show them.

8. Three choice rule – replaces advice; invite child to make up three (fair) things that could happen then you choose one. If the child cannot do so, you make up three and the child chooses one. If neither can, invite onlookers to make a suggestion.

9. Future focus, if possible, replaces “what happened” and “why” questions which often get round denial; invite the child to say creating a better behaviour in future than anything else.

10. Your time – your place – replaces confrontations where the child has the power; and feeling is high on both sides. Defer confrontations to a time that suits you.

11. Take away – give back – replaces the Don’t which children try to get around; whenever you say “don’t” use a “DO” to follow. When you say not to fight even though dad says “hit back” give child alternatives of what they could do instead, even the three choice is useful here. There should be alternatives to telling an adult.

12. Shifting gears – replaces an argument developing; defuse feeling which is rising by stopping the talk and saying what everyone is feeling and inviting all to talk about the feelings or take a break, before proceeding. A magic word, e.g., cheers up, can defuse rising feeling and allow you to shift gears. Children will feel understood and ready to co-operate.

13. Acknowledge problem with ‘maybe’ and continue to state what is expected.

**Appendix** – ‘Every Child Matters’

In all our school policies we will take into account, as far as possible, the five outcomes which mattered most to children and young people.
- **Being healthy:** enjoying good physical and mental health and living a healthy lifestyle.
- **Staying safe:** being protected from harm and neglect.
- **Enjoying and achieving:** getting the most out of life and developing skills for adulthood.
- **Making a positive contribution:** being involved with the community and society and not engaging in anti-social or offending behaviour.
- **Economic well-being:** not being prevented by economic disadvantage from achieving their full potential in life.

---

### Our commitment to Equal Opportunities

Our commitment to Equal Opportunities encompasses our aims for all the children to develop into rounded individuals, who are able to express themselves and achieve their full potential free from stereotypes.

Our aim, when planning the curriculum, is that it should be appropriate to the needs, abilities and aptitudes of the individual. No child is discouraged from taking part in an activity. Therefore the environment reflects a positive image for each gender and encourages children to participate in areas where girls and boys have traditionally not been involved.

Our desire is that through effective role models and affirmative experiences in an atmosphere free from prejudice, the children will be able to acknowledge positively similarities and differences.

In keeping with the Catholic ethos of our school we will not allow racist or discriminatory language or behaviour from anyone within the school or its premises. Neither do we allow violent play, play fighting (or war toys in the nursery.)

Children are not excluded from the school because of disability. Children are admitted to the school according to the admission criteria.

All the staff are aware that good Early Years practice can have a very positive influence on the developing child. Our Equal Opportunities policy underpins our practice. We develop each child’s self esteem through positive comments and encouragement, thus enhancing their self image, their ability to interact co-operatively within a group and the desire to learn.

Extracted from our Anti-discriminatory Policy for all members of the school - children, staff, governors and visitors - irrespective of their ethnic origin, gender, social class, ability or disability is an essential value for this school. We believe that we are all equal in the sight of God (for God made us all and loves us all), and we recognise the inequalities that people may suffer. A Christian ethos permeates all the school’s activities in both the broad and hidden curriculum. Everyone has a role to play in ensuring fairness towards each individual and the community we serve.

The school closely monitors the progress of all children so that differences in achievement can be identified early and remedial action taken. Where our children are bi-lingual we are aware of the need to target specific help in the development of English language skills, through the allocation of personnel, books, equipment or materials as appropriate, to any child whose proficiency in English is at an early stage.

The school is committed to examining all aspects of its curriculum in respect of discrimination of any kind, and to eliminating this discrimination if it occurs. To achieve this, all teachers regularly evaluate their teaching methods and resources.

We are committed to preparing all children for life in a multi-cultural society. Through our behaviour policy we encourage all children to become self-disciplined, to share resources fairly and to play co-operatively. All children are treated as of equal worth and value and are ensured equal access to resources, facilities and opportunities.

We expect the same high standards of behaviour from both boys and girls. All staff are totally opposed to any form of racism in thought, word or deed. We take firm disciplinary action to deal with any incident of racial abuse that may occur on the school premises.

Anyone who notes any instance of this policy not being adhered to should notify a member of the Senior Management Team who will investigate the allegation and take appropriate action.

Staff in our nursery are committed to supporting the whole school by ensuring continuity of the school’s policy through good early years’ practice.
The Federation of
St Bede’s Catholic Infant and Nursery School
and
St Bernadette Catholic Junior School

Uniform Policy

OUR MISSION
The life of the school is centred around our Roman Catholic Faith in which we proclaim the Gospel values of love, peace and justice that influence all our activities and relationships. We aim to create a happy and caring atmosphere which enhances high expectations of all our children so that they develop and gradually come to understand the Gospel values and the way they influence our lives.

“The school is committed to taking its fair share of vulnerable children who are hard to place in accordance with locally agreed protocols. Accordingly, outside the normal found of admissions, the governing body is empowered to give absolute priority to a child where admissions is requested under any protocol which carries the agreement for both governing body and the diocese for the current admission year. The governing body has the power even when admitting such a child would exceed the normal admission number”.

School Uniform and Appearance Policy
Our School Uniform is important to us. It is one way in which we identify ourselves as a school family and it promotes a strong, cohesive school identity which supports high standards and expectations in all areas of school life. It promotes harmony between different groups represented in the school, and it enhances security, assisting the school to identify individual pupils in order to maintain good order.

Smartness and high standards of appearance are expected at all times.

At School, we believe that a school uniform is important, because it:
♦ looks smart
♦ wears well
♦ contributes to a sense of belonging
♦ gives a common purpose
♦ fosters a feeling of pride
♦ reduces ‘fashion competition’ between children.

Jewellery
On health and safety grounds we do not allow children to wear jewellery in our school. This includes no earrings, sleepers or studs. (The exception to this rule is a watch in the Junior School only.)

Hair
We encourage all of our pupils to take pride in their appearance and expect our children to attend school with only appropriate hairstyles. Children should come to school with hair that is neat and tidy and not obstructing vision.
The school does not permit children to have haircuts that could serve as a distraction to other children. This includes spiking and gelling hair or patterns and colours. Mohican haircuts, logo symbols shaved into the hair, coloured hair and over-elaborate hair extensions are not appropriate for school due to health and safety concerns. Due to health and safety children are also not allowed to wear hair beads. The definition of an inappropriate hairstyle is at the discretion of the Co-Headteachers.

Hair accessories should be black or green or yellow
Footwear
The school wants all children to grow into healthy adults. It is dangerous for children to wear shoes that have platform soles, strappy open toed sandals, sling backs or high heels, so we do not allow children to wear such shoes in our school. Neither do we allow children to wear trainers to school; this is because this footwear is appropriate for sport or for leisurewear, but is not in keeping with the smart appearance of a school uniform. We require all children to wear plain sensible, smart school shoes. Boots may be worn during bad weather but a change of shoes must be provided for use inside school.
Girls should wear green/grey tights in the winter and white socks in the summer. Boys should wear plain grey or black socks at all times.

Outer wear
Children must wear a dark grey/black or green jacket in the Infant School or the school coat in the Junior School. The only exception to this is in Year 6 when pupils are growing out of their coat just before moving to a new school. This is at the discretion of the Headteacher and must be a plain dark grey or black coat.
Pupils may wear any type of hat, scarf or gloves or they may purchase the school hat, scarf and gloves available from the School Offices. Pupils must use the school bag in all year groups.

The role of parents
We ask all parents who send their children to our school to support our school uniform policy. We believe that parents have a duty to send their children to school correctly dressed and ready for their daily schoolwork. One of the responsibilities of parents is to ensure that their child has the correct uniform, and that it is clean, in good repair and clearly labelled.

The role of Governors
The Governing Body supports the Co-Headteachers in implementing the school uniform policy. It considers all representations from parents regarding the uniform policy and liaises with the Co-Headteachers to ensure that the policy is implemented fairly and with sensitivity.
It is the governors’ responsibility to ensure that the school uniform meets all regulations concerning equal opportunities. Governors ensure that the school uniform policy helps children to dress sensibly, in clothing that is hardwearing, safe and practical.

Role of the Class Teachers and Support Staff
• Set a good example in term of dress
• Remember that in our respective roles we serve the local community as a set of professionals
• Refrain from wearing track suits unless where Physical Education is being taught.
• No jeans or denim, trainers or shorts to be worn. Sensible, comfortable shoes should be worn at all times.

Monitoring and review
The Governing Body monitors and reviews the school uniform policy through its committee work by:
• seeking the views of parents, to ensure that they agree with and support the policy;
• considering, with the Co-Headteachers, any requests from parents for individual children to have special dispensation with regard to school uniform;
• requiring the Co-Headteachers to report to the governors on the way the school uniform policy is implemented.

Lost Property
Uniform is the responsibility of the child and/or the parent. Lost property is kept in the tubs by the First Aid station and is kept for one term only.

School Uniform Details
A detailed list of our school uniform and P.E dress code is attached and is always available from the school office. All new parents are given this list. Parents are also given details of where they can purchase our school skirt.
## St Bede’s School Uniform

School uniform is compulsory and is listed below:

<table>
<thead>
<tr>
<th>Uniform</th>
<th>Item</th>
<th>Price</th>
<th>Where the item can be purchased</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Winter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Green St Bede’s Sweatshirt</td>
<td>£10.00</td>
<td>School Office</td>
</tr>
<tr>
<td></td>
<td>Yellow or White St Bede’s Polo Shirt</td>
<td>£9.00</td>
<td>School Office</td>
</tr>
<tr>
<td></td>
<td>Tartan School Skirt</td>
<td></td>
<td>Only available from Peter Jones, Sloane Square, SW1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tel: 02077303434</td>
</tr>
<tr>
<td>Flat Black School Shoes</td>
<td></td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td>Green or Grey Tights</td>
<td></td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Green St Bede’s Sweatshirt</td>
<td>£10.00</td>
<td>School Office</td>
</tr>
<tr>
<td></td>
<td>Yellow or White St Bede’s Polo Shirt</td>
<td>£9.00</td>
<td>School Office</td>
</tr>
<tr>
<td></td>
<td>Grey School Trousers</td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td>Flat Black School Shoes</td>
<td></td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td>Black or Grey Socks</td>
<td></td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td>Nursery Uniform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Green St Bede’s Sweatshirt</td>
<td>£10.00</td>
<td>School Office</td>
</tr>
<tr>
<td></td>
<td>Yellow or White St Bede’s Polo Shirt</td>
<td>£9.00</td>
<td>School Office</td>
</tr>
<tr>
<td></td>
<td>Green Jogging Bottoms</td>
<td>£9.00</td>
<td>School Office</td>
</tr>
<tr>
<td>Flat Black School Shoes</td>
<td></td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td>Black or Grey Socks</td>
<td></td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td><strong>Optional Summer Uniform</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gingham Green and White Check Dress</td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td></td>
<td>Flat Black School Shoes (no open toes or sling back sandals)</td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td></td>
<td>White Socks</td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Green St Bede’s Sweatshirt</td>
<td>£10.00</td>
<td>School Office</td>
</tr>
<tr>
<td></td>
<td>Yellow or White St Bede’s Polo Shirt</td>
<td>£9.00</td>
<td>School Office</td>
</tr>
<tr>
<td></td>
<td>Grey Uniform Shorts</td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td>Flat Black School Shoes (no open toes or sling back sandals)</td>
<td></td>
<td>Any Department Store</td>
<td></td>
</tr>
<tr>
<td>Black or Grey Socks</td>
<td></td>
<td></td>
<td>Any Department Store</td>
</tr>
<tr>
<td>Nursery Uniform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>As for girls and boys above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Additional Compulsory Items

|                                                           | Price  | Where the item can be purchased |
|                                                           |        |                                 |
| Book Bags (Reception, Year 1 and Year 2 only)             | £4.50  | School Office                   |
| PE Shorts (Year 1 and 2 only)                            | £5.00  | School Office                   |
| Plimsolls (Year 1 and 2 only)                             |        | Any Department Store            |

## Additional Optional Items

<table>
<thead>
<tr>
<th></th>
<th>Price</th>
<th>Where the item can be purchased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woollen hat</td>
<td>£5.00</td>
<td>School Office</td>
</tr>
<tr>
<td>Cotton cap</td>
<td>£5.00</td>
<td>School Office</td>
</tr>
<tr>
<td>Fleece Jacket</td>
<td>£15.00</td>
<td>School Office</td>
</tr>
<tr>
<td>Shower Proof Jacket</td>
<td>£15.00</td>
<td>School Office</td>
</tr>
<tr>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Chilli con Carne with</td>
<td>Chicken and Mushroom Chasseur</td>
<td>Beef and Vegetable Stew</td>
</tr>
<tr>
<td>Steamed Rice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spinach, Lentil and</td>
<td>Five Bean, Roast</td>
<td>Leek and Mushroom Pasta Bake</td>
</tr>
<tr>
<td>Mushroom Curry with</td>
<td>Vegetable and Butternut</td>
<td>Topped with Pesto Crust</td>
</tr>
<tr>
<td>Steamed Rice</td>
<td>Squash Provençale</td>
<td></td>
</tr>
<tr>
<td>Green Beans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roast Potatoes</td>
<td></td>
<td>Crushed New Potatoes with Herbs</td>
</tr>
<tr>
<td>Broccoli Florets</td>
<td></td>
<td>Mixed Vegetables</td>
</tr>
<tr>
<td>Apple Crumble and</td>
<td></td>
<td>Carrot Cake with Custard</td>
</tr>
<tr>
<td>Custard</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Available Daily: A Selection of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sandwiches / Mixed Salads / Yoghurts</td>
<td></td>
</tr>
</tbody>
</table>
St Bede’s Catholic Infant & Nursery School  
School Term and Holiday Dates  
September 2012 – July 2013

<table>
<thead>
<tr>
<th>Term</th>
<th>Autumn Term 2012</th>
</tr>
</thead>
</table>
| *Inset Days*          | Monday 3rd September 2012  
                         | Tuesday 4th September 2012                                                     |
| Term begins           | Wednesday 5th September 2012                                                    |
| Term Ends             | Friday 26th October 2012                                                        |
| Half Term             | Monday 29th October 2012 – Friday 2nd November 2012                            |
| Term Begins           | Monday 5th November 2012                                                        |
| Term Ends             | Friday 21st December 2012 (at 2.15pm)                                           |
| Holiday               | Monday 24th December 2012 – Friday 5th January 2013                            |

<table>
<thead>
<tr>
<th>Term</th>
<th>Spring Term 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Inset Day</em></td>
<td>Monday 7th January 2013</td>
</tr>
<tr>
<td>Term Begins</td>
<td>Tuesday 8th January 2013</td>
</tr>
<tr>
<td>Term Ends</td>
<td>Friday 15th February 2013</td>
</tr>
<tr>
<td>Half Term</td>
<td>Mon 18th February 2013 - Friday 22nd February 2013</td>
</tr>
<tr>
<td>Term Begins</td>
<td>Monday 25th February 2013</td>
</tr>
<tr>
<td>Term Ends</td>
<td>Thursday 28th March 2013 (at 2.15pm)</td>
</tr>
<tr>
<td>Holiday</td>
<td>Friday 29th March 2013 – Friday 12th April 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Summer Term 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term begins</td>
<td>Monday 15th April 2013</td>
</tr>
<tr>
<td>May Bank Holiday</td>
<td>Monday 6th May 2013</td>
</tr>
<tr>
<td>Term Ends</td>
<td>Friday 24th May 2013</td>
</tr>
<tr>
<td>Half Term</td>
<td>Monday 27th May – Friday 31st May 2013</td>
</tr>
<tr>
<td>Term Begins</td>
<td>Monday 3rd June 2013</td>
</tr>
<tr>
<td>Term Ends</td>
<td>Friday 19th July 2013 (at 2.15pm)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><em>Inset Days</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday 22nd July 2013</td>
</tr>
<tr>
<td></td>
<td>Tuesday 23rd July 2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Autumn Term 2013</th>
</tr>
</thead>
</table>
|                      | Inset Days Monday 2nd September & Tuesday 3rd September  
                         | Term Begins on 4th September (to be confirmed)                                   |
APPLICATION FOR FREE SCHOOL MEALS

IMPORTANT: Please read the following information before completing the application form.

This form is for parents and guardians who have a child or children attending a state school full time and are in receipt of one of the eligible benefits listed below. Applications for children attending the following schools should be returned to Lambeth Council:

- Archbishop Tenison's CE School, Kennington, SE11
- Clapham Manor School, Belmont Road, SW4
- St. Andrews CE School, Kay Road, SW9
- St. John's CE School, 65 Angell Town, SW9
- St. John The Divine CE School, Warham Street, SE5
- St. Marks CE School, Harleysford Road, SE11

You are only entitled to free school meals if you are in receipt of one of the following benefits:

- Income Support (IS)
- Income-based Jobseekers Allowance (IBJSA)
- Income-related Employment and Support Allowance (ESA)
- Child Tax Credit without any Working Tax Credit and an annual family income below £16,190
- Support under Part VI of the Immigration and Asylum Act 1999
- Guarantee element of State Pension Credit

Note: You can receive Free School Meals if you are entitled to a Working Tax Credit Run On for four weeks after stopping work or reducing working hours to less than 16 hours per week. (You will need to provide your amended Child Tax Credit Notification letter as proof).

How to apply

You must apply at least one month before the start of term. Do not wait until your child starts school. You must complete the application form and return it to the school for processing. If your child or children attend one of the schools named above please take your application form to:

Children & Young People's Service
One-Stop-Shop, Ground floor
International House
Canterbury Crescent
London
SW9 7OE

Eligibility to Free School Meals lasts for one year only. You must renew your entitlement each year and you must reapply in plenty of time for a re-authorisation.

Please note: Schools will not issue a free meal until they have received an authorisation letter.
Free School Meals cannot be backdated. You will have to pay for school meals if you do not have an authorisation letter for a free meal to be issued.

Proof required

The name and address on any letters you provide must match those on this form. All claims must be accompanied by:

- A letter showing your entitlement to child benefit. This letter must have your child/children's name(s) on it and be less than one year old.
- A copy of your benefit letter, which must be recently dated. If you are in receipt of Child Tax Credit, you must provide a copy of your TO803 tax award letter for the current financial year.
### Details of Parent or Guardian

- **Surname:**
- **First Name(s):**
- **Relationship to Child:**
- **Address:**
- **Post code:**
- **Home telephone No:**
- **Mobile No:**

**Have you applied for Free School Meals before?**
- **Yes/No**

### Table

<table>
<thead>
<tr>
<th>Surname</th>
<th>First Names (in full)</th>
<th>Male or Female</th>
<th>Date of Birth</th>
<th>Name of School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I hereby declare that I am currently in receipt of one of the following benefits (please tick) and I am including recent proof along with my Child Benefit letter:

- Income Support (IS) □
- Income-based Jobseeker's Allowance (IBJSA) □
- Income-related Employment and Support Allowance (ESA) □
- Child Tax Credit without any Working Tax Credit and an annual family income below £16,040 □
- Support under Part V1 of the Immigration and Asylum Act 1999 □
- Guaranteed element of State Pension Credit □

I declare that the information I have given is true and complete, and I agree to inform Lambeth Council or the School of any changes to my financial circumstances. I also understand that failure to do so may result in my repaying the full cost of meals from the date of change.

**Parent/Guardian Signature:** ...........................................  **Date** .......................................
St Bede’s Catholic Infant & Nursery School

Application for Special Leave of Absence

**Important Information for Parents/Carers**

- There is no automatic right to special leave
- Family holidays will not be authorised
- Authorisation will depend on current attendance records and other criteria set out in the school’s ‘Attendance Policy’ and the circumstances of the special leave requested
- Request for special leave should be submitted to the school **no less than 3 weeks** prior to the start of the period of absence
- Leave of absence will not be authorised during term time unless there are **exceptional circumstances** and **evidence** for such leave is provided
- Any requests for special leave will result in an interview with one of the Co-Headteachers
- If a holiday is taken without a special request for leave, the absence will be recorded as unauthorised
- If your request is authorised, it is the responsibility of the parent/carer to inform the class teacher of the dates of absence. It is your responsibility to collect homework **before** the beginning the special leave. All homework needs to be given to the class teacher on return

---

I wish to apply for special leave of absence from school to be granted to:

Name of Child: ___________________________________

Class: _______________________

Date of proposed absence:

From: ____________________________ to _________________________

Total days requested in this application: _______

Total days previously in this academic year: _______

Reason for proposed absence:

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________

Evidence attached: ________

Signature of Parent/Carer: ____________________________ Date: __________________

Print Name: _______________________________________________
For School Office Use Only

Previous holidays checked?  Y  N

Current Attendance % ____________

Evidence produced and attached?  Y  N

Interview offered to parent/carer?  Y  N

Authorised?  Y  N

Co-Headteacher’s Signature: ________________________________

Date: ____________