

Prospectus
2016 - 17

Holy Family Catholic Primary School



Holy Family Catholic Primary School
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HEADTEACHER'S WELCOME

September 2016

Dear Parents and Carers

It is with great pleasure that I welcome you and your child to Holy Family Catholic Primary School. I hope that this prospectus will provide useful information for parents of the children who are new to the school and for those with children already in the school.

Holy Family Catholic Primary School is a school based on Gospel values as described in our mission statement. It is the parish school for the parish of Holy Family Church, Benfleet with St. Thomas More Church, Hadleigh.

At Holy Family Catholic Primary School we provide a secure, caring environment where the development and wellbeing of each child has the greatest importance. We encourage the children to have respect for themselves and to use their various gifts to help them to achieve their full potential. The school is a caring community where all staff, teaching and non-teaching, governors, clergy and parents are dedicated to providing the very best opportunities for children of the school. There are very good links with the Diocese of Brentwood, the Local Authority, the Catholic primary and secondary schools in South East Essex and the local schools in Benfleet.

Education is a partnership between home and school and we look forward to working with you and sharing with you the privilege of helping your child to achieve their best.

Yours sincerely,

Mr P O'Kane
(Head Teacher)

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Holy Family School is a voluntary aided Roman Catholic School, opened by the Sisters of Mercy in 1965. It is situated in Kents Hill Road, South Benfleet, a suburban area of S.E. Essex and backs onto an area of extensive countryside. There are good facilities for shopping and convenient rail and bus links to Southend, Basildon and London. The school is within easy reach of the A13, A127 and A130.

The school is divided into seven classes and staffed by a Headteacher, Deputy Headteacher, SENCO, six full-time teachers, two part-time teachers and seventeen teaching assistants. There is an Early Learning Centre on site catering for 3—4 year olds. This setting is overseen by the governors of the school, although it has its own admissions code. Attendance at the ELC does not form any part of the school's admission code.

The school has a fully equipped P.E. hall, a kitchen where meals are prepared daily, a large field used for play and games and a heated outdoor swimming pool. A qualified instructor is employed part-time for swimming instruction. Parents are requested to make a donation towards swimming pool costs.

At age eleven, the children may move on to either of the two Catholic Schools in Southend, St. Thomas More High School for the boys or St. Bernard's High School for the girls, selective schools in Southend or local comprehensives.

Close links are maintained between Church and School. Our priests celebrate whole school Masses regularly. They also celebrate liturgical and reconciliation services at appropriate times during the year and make frequent visits to the school. In the summer term, children from Key Stage 2 occasionally walk to morning Mass at Holy Family Church. At least twice termly, Sunday (10.00am) Mass at Holy Family Church is designated as a school/family Mass and we would encourage all families to support these occasions.

We aim to keep the presence of Christ before us in all our activities, to educate the children to their full potential in the light of the Gospel and to build up the Parish Community.

OUR HOLY FAMILY SCHOOL MISSION STATEMENT

"We are the Holy Family: we are united in God's love. Following in his footsteps we aim to create a safe and happy learning environment wherein each child is encouraged and supported to reach their full potential."

SCHOOL STAFF – ACADEMIC YEAR 2016-2017

Head Teacher	Mr P. O' Kane
Deputy Head Teacher	Mrs N. Hurley
SENCO	Mr L. Stockley
Teachers	Mrs A. Fisher
	Miss V. Furby
	Miss V. Tranah
	Mrs J. Wheatley
	Mrs B. Dawson
	Mrs M. Barratt
	Mrs A. Lewins
	Miss K. Fordham
KS2 Italian Teacher	Mrs L. Butteriss
IT Technician	Mr I. Watson
Learning Support Assistants	Mrs L Bewers
	Mrs C. Carroll
	Mrs A. Clark
	Mrs K. Clifton
	Mrs J Davies
	Mrs H. Duxbury
	Mrs J. Gilbert
	Mrs H. Herman
	Mrs N. Hunter
	Mrs R. Impey
	Mrs C. Macal
	Miss A. Murphy
	Mrs T. Murphy
	Miss J. Trigg
	Miss S. Wade
	Mrs E. Whitbourn
	Mrs S. Williams
Deanes' Sports Apprentice	Mr A. Lawrence
Office Staff	Mrs M. Henderson (School Business Manager)
	Mrs H. Duxbury
	Mrs S. Mitchell
	Mrs D. Moran
	Mrs L. Oliver
Early Learning Centre	Mrs A. Cole (Manager)
	Mrs E. McGovern
	Mrs C. Corder

Catering Staff	Mrs T. Willis (Catering Manager) Mrs S. Saliba Mrs C. Macal
Site Manager	Mr L. Smith
Cleaners	Mrs S. O'Connor Mrs T. Willis
Swimming Pool	Mrs J. Dempsey (Swimming teacher) Mrs. H McCarthy (Spotter)
Breakfast Club & After School Club	Mrs L. Cattrall (Manager) Miss A. Murphy Mrs D. Van Mellaerts Mrs W. Whipps Mrs S. Williams
Midday Assistants	Mrs D. Van Mellaerts (Midday Supervisor) Mrs P. Bates Mrs A. Bradford Mrs E. Cattrall Mrs K. Hogan Mrs K. Leonardi Mrs B. MacLeod Mrs H. McCarthy Mrs L. Maggs Mrs E. Whitbourn

GOVERNORS

Foundation Governors are appointed by the Diocese of Brentwood. Parent Governors are elected by the parents of the school and are able to hold office for four years. When Parent Governor elections are to be held, all parents will be informed, invited to stand for election and are entitled to vote.

As a Voluntary Aided School, Governors are the employers of all who work in the school. They set and monitor the policies and make the decisions about how the school is run and have legal duties, powers and responsibilities.

The Full Governing Body meets at least once every term. Sub-committees meet more regularly to discuss and monitor all aspects of school life including teaching and learning, progress and attainment, school development, finance, premises, health and safety, admissions, staffing and much more! Governors make regular visits to the school and get involved in the life of the school.

GOVERNORS OF HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Mr P. O' Kane	Headteacher
Mrs A. Prophet	Foundation Governor (Chair)
Mr D. Hart	Foundation Governor (Vice Chair)
Father E. Fartan	Foundation Governor
Mr A. Ketterer	Local Authority Governor
Mr D. Dillon	Foundation Governor
Mrs M. Peddle	Foundation Governor
Mrs S. O'Shaughnessy	Foundation Governor
Mrs J. Herridge	Foundation Governor
Mrs N. Hurley	Staff Governor
Mrs J. Grieve	Parent Governor
Mrs L. Hill	Parent Governor

Parent Governors can bring the views of parents to the Governing Body but they speak as individuals. They do not vote for parents in general and should not be thought of as delegates of the parents.

THE SCHOOL CURRICULUM

The school provides a broadly based, balanced curriculum which promotes the “spiritual, moral, cultural, mental and physical development” of the children (National Curriculum). The curriculum is relevant to individual needs and provides a solid foundation on which Secondary education can be built.

Religious Education

Holy Family as a Catholic School aims to provide an experience of a loving, worshipping community, based on the Gospel values where each individual is helped to grow into the full life of the Church.

The Diocese has an agreed syllabus called “Come and See” and this is followed by the school. This is a well thought out explanation of the faith which enables the children to live out their faith in day to day situations. Parents are strongly encouraged to play an active part in the religious education of their children and are invited to all Masses and Liturgy of the Word Services. Close links are established between the priest of the parish, the staff and the children through regular visits to the school from the priest and through School Family Masses held on a regular basis in the Church.

School Worship

Our Worship and Religious Education programme demonstrates the foundation upon which our school is built. There are daily acts of worship. The whole school come together to pray and celebrate Mass on a regular basis. There is usually Advent and Lent Reconciliation Services and the children in Years 4, 5 and 6 have an opportunity to receive the Sacrament of Reconciliation individually. Children in Year 3 have the opportunity to join the parish based First Holy Communion programme. Preparation for the Sacrament is led by Catechists in the Parish, some of whom are members of our school community. Children are taught the prayers of our Church and are encouraged to think and reflect in order to nurture their individual relationships with God.

EARLY YEARS FOUNDATION STAGE (EYFS)

The Foundation Stage Curriculum is for children aged 0 – 5 and covers the years your child spends from the beginning of Nursery or pre-school to the end of Reception class in Primary school.

The Early Years Curriculum covers seven areas of learning and development which includes the Early Learning Goals. The curriculum then divides into three Prime Areas:

- Communication and language
- Physical development
- Personal, social and emotional development;

And four specific areas through which the Prime Areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must be helped to understand the importance of physical activity and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and begin to read and write.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

It is hoped that through these areas of the curriculum, the children will be encouraged to be active learners and to gain confidence and independence in their learning. The curriculum will progress at a rate and pace that is stimulating and challenging, without being daunting, and above all, it will be **FUN!**

KS1 and KS2 (Year 1 – Year 6)

Through the National Curriculum we provide a broad and balanced curriculum. We aim to promote and sustain a thirst for knowledge and understanding, and a love of learning. The curriculum we deliver covers a wide range of subjects and provides opportunities for academic, technical, creative and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical and emotional well-being, and their spiritual, moral, social and cultural development.

We publish on our website the curriculum overview plans for each year group outlining what the children will be learning.

English

Spoken Language

Possibly the most important aspect of any learning, is developing the children's speaking and listening abilities, as these impact on all areas of the curriculum. We aim to develop the children's competence in speaking and listening by giving and following instructions, through drama, presenting their work to others, through discussions or simply explaining next steps to a partner. Children are taught to express their opinions and communicate clearly and confidently within group and class situations.

Reading

- The school attaches great importance to the teaching of reading. Reading should be seen as a pleasure, not as a race or competition; we want children to choose to read and become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. Through our reading sessions, we support children to develop fluency, accuracy and a better understanding of what they read, and more importantly a love of reading.
- Our reading scheme books are banded into colours, and children read within a band until they have acquired all the skills appropriate to that band before moving on to the next. A wide range of books is kept in a centralised area, which is clearly labelled and well organised and maintained.
- The school has an extensive central Library, which children use and there is a well-stocked Library section in each classroom.
- All children are encouraged to take books home each evening to practise and reinforce the skills taught in school. Guidance is provided on how parents can best support their children's learning in this area. Parent helpers and volunteers are actively involved listening to children read in school. We also use published online resources such as 'Bug Club' which allows books and reading activities to be accessed via the internet.

Writing

The children learn to plan their written work carefully and to produce fluent and neat finished copies in areas such as descriptive and narrative writing, poetry, instructional writing and report writing. We believe it is important that children see their writing as having purpose and that they regard themselves as authors. All children are given targets in English to help them to know what they need to do to improve, and these vary according to age and ability

Phonics and Spelling

The school has a clear focus on the teaching of phonics, especially in the EYFS and Key Stage 1. We make use of a daily structured phonics programme called 'Letters and Sounds'. This is supported by published materials such as 'Phonics Play'. Daily bursts of phonic activity help the children to know letter sounds and build common words- this helps with both reading and writing.

In Key Stage 2 children are taught to spell using 'Successful Spelling at Holy Family Catholic Primary' which is a structured spelling program supported by published materials such as 'Support for Spelling, Spelling Bank and incorporates word lists from the National Curriculum.

Spellings are learned as part of preparation for written work and in groups according to regularities of letter patterns and the sounds they represent. The method, "look, cover, remember, write and check" is used.

There is a wide range of resources in use throughout the school to aid the teaching of and give practice in grammar, punctuation and spelling.

Mathematics

Our school aims to develop a positive attitude to Mathematics to enable the children to enjoy the world of Mathematics by developing logical reasoning skills and equipping them with the necessary skills of number, geometry, measurement and statistics. Understanding is developed through practical work, through enquiry, investigation and problem solving. A wide variety of apparatus and equipment is used when necessary in order to lead the children to greater understanding. Great emphasis is placed on mental calculation strategies and quick recall of number bonds, patterns and tables.

Work is differentiated according to the ability and confidence of the children, and they are assessed regularly to identify any areas which may need reinforcement. Children are given targets in maths to help them to move forward, and one of the most useful aspects of maths is knowing the times tables and number bonds.

Science

Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide each child with a science knowledge base, and encourage them to ask questions, make predictions and then to test these in order to discover more about the world around them. They learn to observe closely, take measurements, carry out activities methodically, record appropriately and carefully and communicate their results clearly. Our aim is that they will arrive at knowledge and understanding and an awareness of the applications of science appropriate to their level of maturity.

Pupils are informed about safe and unsafe substances from Reception through to Year 6.

Computing

At Holy Family we acknowledge that computing and e-learning makes a massive contribution to all aspects of school life for pupils. It prepares them to participate in a digital world in which work and other activities are increasingly transformed by access to varied and developing technology. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. In Holy Family computing is taught both as a discrete subject and as part of other areas of the curriculum. The children engage in a broad computing curriculum that ensures they are responsible, competent, confident and creative users of information and communication technology. We have a well-equipped ICT suite. Each class is time-tabled to use this on a regular basis and a member of staff is employed to teach pupils the required computing skills in small groups. Interactive whiteboards have been installed in every classroom and children have regular access to the use of i-pads. The school website is updated frequently and the website address is www.holyfamily.essex.sch.uk

Physical Education

Through our activities in physical education, we aim to improve the children's physical health, agility, strength, co-ordination, poise, fitness, confidence and social interaction. P.E. lessons, comprise movement/drama, dance, gymnastics, archery and games. We have our own swimming pool and all children are taught swimming during the summer months. Activities out of school hours include football, netball and athletics. There are opportunities for the children also take part in local inter-school leagues, rallies and District Sports. Every summer we arrange a Sports Day where the emphasis is on giving all children the chance to participate, but also to compete.

The school hall is fitted and equipped with wall bars, ropes, climbing frames, stools, vaulting horse and benches. A full range of equipment is available for the variety of games lessons pursued by all age groups.

All pupils in Year 6 have the opportunity to take part in a week's residential visit to Danbury Activity Centre. A range of outdoor and adventurous pursuits are offered including abseiling, climbing, canoeing, orienteering, cycling and archery. We value these opportunities for our pupils to participate in physically challenging land and water-based activities, believing they can make an important contribution to children's personal and social development.

P.E. is a National Curriculum subject and all children are expected to participate. Children may only be excused from P.E. lessons, including swimming, if a note is sent to school stating a medical reason for non-participation.

History

History fires pupils' curiosity about the past in Britain and the wider world. Using a range of historical sources, the children are encouraged to consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, they develop a sense of their own identity and a chronological framework for their knowledge of significant events and people. In order to reach their own conclusions about the past, the children are encouraged to research, sift through evidence, and engage in active discussion - skills that will prepare them for adult life.

Geography

We aim for the children to develop their geographical skills through encouraging an interest in their own surroundings, the environment, and an awareness of the wider world. Pupils are taught a range of geographical skills and techniques increasing their understanding of human and physical geography. These include map skills, enquiry and field work.

Progressing from Foundation Stage through to Year 6, pupils first explore people and places in their local area, before considering other national and international localities, including some that are less economically developed than ours. Children also consider the impact of people on the environment and what we can do to sustain our planet. Environmental work is an important aspect of the geography curriculum and is further enhanced by our active Eco-School Committee.

Music

Over many years our school has built a strong musical reputation. Development in singing is carried out through the curriculum, as well as weekly hymn practice sessions. Singing features prominently in school concerts which take place at Christmas and on other special occasions. The school choir consistently wins medals at the prestigious Leigh-on-Sea Music Festival. Year 2 children perform annually at the Infant Music Festival while Upper KS2 frequently visit the O2 to participate in Young Voices.

Peripatetic teachers visit the school to teach piano, woodwind, brass, drums and strings. A charge is made termly for instrumental lessons.

Music also provides the basis and acts as the linking element for much of the work in movement and drama throughout the school.

Design & Technology

In Design & Technology, we aim to provide the children with opportunities in which they can play and design and make products using a variety of materials and tools. Emphasis is placed on developing appropriate skills such as cutting and joining. We enable them to develop their understanding of construction, structure, movement and processing. Planning, communication, evaluation of and safety within the various tasks will be emphasised throughout Key Stages 1 and 2.

Art & Design

Art is taught both within other curriculum areas and as a discrete subject, to ensure the children learn the necessary skills and techniques. They analyse and learn by visual and tactile means and are introduced to a wide variety of different media and processes to help them develop their creativity and skills. The children are given the opportunity to develop a critical appreciation of art during the study of various artists and their work. Our school has a well-resourced, dedicated art room.

Sex & Relationship Education (SRE)

The school aims to provide a SRE programme in the context of Christian and family values, where respect and consideration for others is encouraged and self-worth is recognised and promoted. SRE is approached under the broader heading of Personal, Social and Health Education and wherever applicable is linked to other curriculum areas.

General issues relating to enjoying a healthy, safe lifestyle are studied by all year groups, while topics relating specifically to puberty and human reproduction are dealt with in Years 5 and 6 using "Journey in Love" a Catholic teaching programme. Parents are invited to view the learning materials and raise any points with teachers before lessons begin. Parents have the legal right to withdraw children from SRE where this is not contained in the National Curriculum. If parents wish to exercise this right they are asked to either inform the Headteacher by letter or to make an appointment to discuss the issues causing concern.

Personal, Social and Health Education and Citizenship

PSHE covers all areas relevant to the child's physical, emotional, social and personal development and forms links with the science curriculum. We encourage pupils to foster healthy attitudes towards themselves and others. Topics such as personal safety, citizenship, hygiene, nutrition, bullying, and use of drugs are all be covered as part of the on-going PSHE and Citizenship curriculum. We aim to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become active responsible citizens. Each class elects two Class Council representatives who then attend School Council meetings which are held on a regular basis to bring together ideas from the class council meetings to decide on the most effective ways to change and improve the school.

Homework

The school recognises the importance of the links between home and school and the need to create a partnership in relation to children's learning. Homework is used to help extend and consolidate basic skills and knowledge and is also used for personal research and information gathering exercises. Homework helps parents gain a better understanding of what their children are learning at school and encourages children and parents to work together. Our approach to homework is in line with Government guidelines and varies throughout the school depending on the child's age, maturity and ability. We ask for your help in supporting home learning, so that it is successful and useful.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Holy Family Catholic Primary School recognises the importance of provision for pupils with Special Educational Needs. This term refers to pupils who experience difficulties or who are exceptionally gifted and talented. Our approach aims to ensure that all pupils are regarded as individuals with equal rights to a broad and balanced curriculum. More able children (gifted and talented) are children who are working significantly ahead of their year group. Teachers are responsible for providing opportunities for more able pupils to practise and develop their particular abilities in the National Curriculum subject areas, to work in greater depth and for making available appropriate differentiated resources.

All teachers differentiate activities to match children's abilities. The school has a Special Needs Co-ordinator (SENCO) who will, with the class teacher, identify children with special learning needs and help to provide an appropriate programme of study. A team of Learning Support Assistants (LSAs) provide specific support and interventions.

We aim to identify children who have special learning difficulties as early as possible so that their needs can be met. The school works closely with the child and their parents/ carers to identify what support is needed, what the specific barriers to learning are and to understand why a pupil may not be making progress. We will then seek to put into place appropriate interventions such as:

- Input from a specialist teacher
- Small focused group support
- Reading buddies
- Booster sessions
- Specific equipment requirements

All interventions are closely monitored and evaluated on a regular basis for the effectiveness of their impact. In order to fulfil its commitment to fully supporting every child to succeed, the school already has in place a range of specialist interventions and continues to seek new ways of providing support, Current provision already includes access to: specialist teachers, a speech and language therapist, an educational psychologist and gym trail groups.

Pupils with Disabilities

Many children with disabilities have special needs; for example, requiring ramps to gain access to buildings in a wheelchair or requiring support in class to see the whiteboard when partially sighted, Holy Family Catholic Primary School aims to provide disabled pupils with the facilities and support which allow them to enjoy the same curriculum and activities as their friends. Access for children with disabilities is provided by the addition of a ramp and toilet facilities for the disabled. The S.E.N. and Disability Act 2001 places a duty on all schools and L.E.A.'s to increase over time the accessibility of schools for disabled pupils and schools are required to produce an accessibility plan.

Equal Opportunities

Discrimination on the basis of colour, culture, origin, gender or ability or disability is totally unacceptable in this school. Our aim is to educate, develop and prepare all our children for life in an ever changing world. As a school we warmly welcome people from every aspect of society. We encourage a positive self-image, foster tolerance and respect for others together with an understanding that individual and group differences are something to be valued. We are committed to promoting equality and a regard for all members of our school community.

PASTORAL CARE AND DISCIPLINE

The class teacher knows your child well and has immediate responsibility for your child. If you have a concern about your child at school you should, in the first instance, make an appointment to speak to the class teacher. This usually leads to a resolution, but occasionally, parents may request a meeting with the Deputy Headteacher. In rare circumstances, parents may feel the need to make an appointment to see the Headteacher.

We are proud of our school's reputation, both for its warm, friendly atmosphere and for the good conduct of our pupils. Our school is a community in which behaviour is based on mutual respect and consideration for others. The class teacher is responsible for the care of children in his/her own class. Particular problems are referred to the Special Needs Co-ordinator, the Deputy Headteacher or the Head Teacher.

The values, standards and attitudes of the school community are made clear to the children by example and discussion. School rules governing behaviour on the school playground are based on positive attitudes towards others. Courtesy, consideration for others and good manners are actively encouraged. The school believes that parents and teachers should work in partnership to ensure good behaviour. Any course of action undertaken to modify a child's behaviour is discussed with the parents / carers as appropriate.

Midday Assistants supervise the children in the lunch-hour and we aim to ensure there is a consistency of approach between teaching and midday staff. Good behaviour and manners, politeness, generosity, kindness and children playing well together are all positively reinforced. "Time out" is used as a sanction if a child does not follow the rules for good behaviour at lunch-time. Persistent poor behaviour is reported to the class teacher. A copy of the school's Behaviour, Discipline and Anti-bullying policy is available from the school website or the school office.

ADMINISTRATION

School Session Times

Gates open at 8.40 a.m. and children walk straight to their class

School Bell rings at 8.50 a.m.

Morning Breaktime is 10.40 a.m. – 10.55 a.m.

Lunchtime is 12 noon – 1.10 p.m.

School closes at 3.15 p.m.

School Office

The school office and telephones are manned from 8.30am—3.45pm. The ladies in the office deal with a multitude of tasks: first aid; dinner money; attendance; pupil welfare; enquiries; clerical and secretarial work; admissions; and many other unseen jobs that are vital to the running of the school. If you have any queries, please contact the school office in person at the hatch; via telephone or email; by leaving a letter/note in the drop box (please ensure your letter/note is clearly named). Many questions can be answered by reading the school newsletter that is published on the school website each week.

ATTENDANCE

Regular attendance and punctuality are essential to a successful adult career. These habits should be developed from the first days at school. We are required by law to differentiate in our registers between Authorised and Unauthorised absences. Therefore, if your child is absent for any reason we must have written evidence so that we can mark it as authorised if appropriate. The school should be notified by telephone on the first day of absence only and when the child returns to school please send in a note explaining the reason for absence. This includes sickness, any medical appointments and holidays. Attendance is monitored by the Local Authority and by the Government. Regular unexplained absence may lead to action by the Local Authority.

Full time education means attendance for the full school day and a pupil may be marked absent if he or she arrives after the time when the school closes its register. Registers are marked at the commencement of each session. Certificates are awarded at the end of the school year for 100% attendance during that academic year.

Holy Family School does not authorise holiday absences during term-time. The headteacher has the discretion to authorise short periods of absence when there are exceptional circumstances, for example attendance at a family funeral.

Family emergencies will be given careful consideration. It is not always in the best interest of the pupil nor wholly appropriate for them to miss school for family emergencies that are being dealt with by adult family members. School and school friendships and relationships can provide pupils with stability and care during difficult times. The routine of school can provide a safe and familiar background to life during times of upheaval.

However, where the Headteacher judges there to be a genuine reason for a pupil to be absent during term time, additional leave of absence may be granted so that the pupil can prepare for / participate in accredited music / dance exams, recognised coaching in sport or participation in stage performances e.g The Wednesday Players productions.

Unauthorised Absences

If parents do not apply for leave of absence in advance of taking it, the absence will be recorded as unauthorised. If parents keep a child away from school for longer than was agreed, any extra time is recorded as unauthorised.

If the pupil fails to attend school within 10 school days immediately following the date the pupil was due to return and the school has no reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness, or any other unavoidable cause and both the school and the Local Authority have failed, after reasonable enquiry, to ascertain where the pupil is, the pupil can be removed from roll and referred to Children Missing Education (CME)

Where the school has not agreed to authorise the absence for a term time holiday, contact will be made with the family to ensure they are fully aware of the reason why it has not been agreed. This will ensure that it is not a case for leave of absence due to special circumstances rather than a holiday request.

Penalty Notices

The school will make a decision whether it wishes to apply for a penalty notice following an unauthorised term time holiday. This will be applied for within 2 weeks after the pupil's return to school following the unauthorised absence. a penalty notice will be considered by the LA if:

- There have been 10 sessions (5 consecutive days) or more of unauthorised absence due to a holiday taken during an academic year, and
- Attendance is below 90% during the preceding 12 weeks before the holiday was taken, or
- The holiday was taken during the month of September; or
- It is the second holiday taken in any one academic year, or
- The pupil is in Year 6

Although the responsibility for authorising requests for term time holidays lies with the school, it is the Education Welfare Service legal intervention panel that will make the decision on whether to issue a penalty notice based on the evidence supplied by the school.

Parents will be made aware of the possibility of a penalty notice being issued, which could lead to prosecution for non-attendance if they fail to pay.

On entry to Holy Family School, parents are asked to sign a Home School Agreement which also includes reference to this guidance on Term Time Absence. Once signed, it is expected that the guidance be adhered to.

Late Arrivals

Children that arrive at school after the main gate has been shut at 8.50am need to be brought to the school office to be signed in by their parent or carer. It is likely that the child's teacher will have taken the register by the time s/he arrives in class and will receive a **late mark** which will form part of the school's attendance data. Parents of children that are regularly late for school may be required to attend a meeting with a senior member of staff to discuss any issues that may be causing the problems with punctuality.

School Roll 202

Absence Rate Authorised Absences 3.75% Unauthorised Absences 0.44%

TERM DATES – ACADEMIC YEAR 2016 - 2017

Autumn Term Thursday 1st September 2016—Wednesday 21st December 2016

Half Term Holidays Monday 24th October 2016— Friday 28th October 2016

Spring Term Thursday 5th January 2017—Friday 31st March 2017

Half Term Holidays Monday 13th February 2017 – Friday 17th February 2017

Summer Term Tuesday 18th April 2017— Friday 21st July 2017

Half Term Holidays Monday 29th May 2017 – Friday 2nd June 2017

Thursday 1st September 2016 is a non-pupil day

Friday 2nd September 2016 is a non-pupil day

Thursday 20th October 2016 is a non-pupil day

Friday 21st October 2016 is a non-pupil day

One other non-pupil day to be confirmed

SATs Test Week Monday 8th May 2017

BREAKFAST CLUB AND AFTER SCHOOL CLUB

Holy Family is aware that many working parents find it difficult to juggle home life, work commitments and educational arrangements. The governors have established before and after-school provision for children so that they can be cared for within our own school community without the need to go to other providers. The provision is co-ordinated by Mrs Cattrall who has a team working with her, many of whom are drawn from our LSA and midday supervision staff. Mrs Davies, one of our LSA staff members, carries out the administration duties.

Currently, morning sessions run from 7.40am—8.40am at a cost of £4.20 per child including breakfast.

The afternoon session runs from 3.15pm—6.00pm at a cost of £8.40 per child including a snack. Mrs Cattrall has a dedicated phone number: 07836277014

WELFARE, MEDICINES AND CHILD PROTECTION

Welfare

Although the children do not have regular medical check-ups in school, if you or the school have any concerns about your child's health a school nurse is available and we are able to arrange for her to come into school to see you and your child if necessary.

Please do not send your child into school if he/she is feeling unwell. If your child has been sick, a period of 48 hours should elapse without any further sickness before your child returns to school.

Medicines in School

Medicines should not be brought into school unless it is unavoidable and the school will only administer medicines prescribed by a doctor that have to be taken during school hours, i.e. prescribed 4 doses a day. If that applies the following must be noted.

- (i) The Parent/Guardian should give the medicine to the office on arrival at school with a letter of authority to administer the medication and written instructions; and collect the medication at the end of the day.
- (ii) The minimum amount of medicine should be brought into school.
- (iii) Medicines must not be given to the child to take to school without the knowledge of the designated person.

Parents (guardians or someone in loco parentis) are able to come into school to give out prescribed medicines to their own child/children in the school office by arrangement with the Head Teacher.

Office staff/senior staff/designated first aider do, however, administer emergency medicines for children with such illnesses/allergies to nuts, bee-sting etc. Arrangements are also made for children who need to use inhalers. Arrangements can also be made for administration of medicines for known medical conditions but these are made on an individual basis and a contract drawn up between home and school.

Child Protection

It is our duty and responsibility to care for all our pupils. Their wellbeing is always uppermost in our minds. On very rare occasions it may be necessary to voice our concerns to other agencies e.g. Social Care or the School Nursing Team. The procedures we have to follow (it is a Statutory Duty) are laid down by the Essex Safeguarding Children Board. Should this be necessary please be assured that any concerns we have about your child will then be discussed with you at the earliest possible moment.

THE SCHOOL UNIFORM

Holy Family is proud of how smart our children always look. We expect all our children to wear appropriate uniform as set out in the guidance.

BOYS - WINTER:

Grey Trousers or Shorts (not black)
Black Shoes
Grey Socks
School Tie*
Jumper*
White Shirt
Plain Navy or Black Coat or Jacket

GIRLS - WINTER:

Navy Skirt or Tunic
Black Shoes
White Socks or Black/Navy Tights
School Tie*
Cardigan*
Plain Navy or Black Coat or Jacket

BOYS – SUMMER:

Grey Trousers or Shorts (not black)
White Polo Shirt with School Logo
Black Shoes
Grey Socks
Navy Blazer
Blazer Badge*
Jumper*

GIRLS – SUMMER:

Summer Dress - Pink Check
Black Shoes
White Socks
Navy Blazer
Blazer Badge*
Cardigan*

For P.E.

PE Bag
Black Plimsolls and/or Trainers
White T-Shirt with School Logo
Navy Shorts
Sweatshirt

For P.E.

PE Bag
Black Plimsolls and/or Trainers
White T-Shirt with School Logo
Navy Shorts
Sweatshirt

April – July

Swimming Trunks - Black or Navy

Swimming Cap*
Towel

April-July

Swimming Costume - One Piece
Black or Navy
Swimming Cap*
Towel

ALL ITEMS OF CLOTHING TO BE CLEARLY MARKED

Book bag size not bigger than 40 cm x 30 cm – Available from School

Jewellery, with the exception of wrist watches, should not be worn in school. Children are not permitted to wear earrings. The school cannot take responsibility for loss or damage to wrist watches.

Hair and Hair Ornaments

Hair styles should be simple, easily managed and be child's own natural colour. In the interests of Safety and Hygiene long hair should be worn tied back. Hair ornaments should be plain and simple such as a hair band or scrunchie and be in one of the school colours (navy, red, yellow or pink/pink gingham in summer). Fancy combs, slides, slips and fashion braids can be dangerous and distract children from their learning and should not be worn; silk flowers and other adornments should not be worn either.

Items marked * are all available from the school shop. All other items can be purchased from TESCO Uniform Ordering Service.

ADMISSION ARRANGEMENTS FOR 2016 -17

Holy Family Catholic Primary School was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its governing body as part of the Catholic Church in accordance with its trust deed and instrument of government.

Whenever there are more applications than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria listed below.

The governing body has sole responsibility for admissions to this school and intends to admit 30 pupils who are four years old by 31st August 2016 to the reception class in the school year which begins in September, 2016. There is only one intake per year. 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. Where entry is deferred the school will hold the place for that child and not offer it to another child. The parent would not, however, be able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted. Where parents choose to defer entry, the child will start at the beginning of a new school term/half term.

Parents can request that their child attends part time until the child reaches compulsory school age. For parents opting to take up a part time place this would be mornings only.

Oversubscription Criteria

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.

1. Looked after children from Catholic families and previously looked after children (as herein after defined below) from Catholic families.
2. Baptised, Catholic children from practising Catholic families as endorsed by the Parish Priest and who are resident in the parish of Holy Family, Benfleet and St. Thomas More, Hadleigh.
3. Other baptised, Catholic children from practising Catholic families as endorsed by their Parish Priest.
4. Other baptised, Catholic children who are resident in the parish of Holy Family, Benfleet and St Thomas More, Hadleigh.
5. Other baptised, Catholic children.
6. Other looked after children and previously looked after children.
7. Christians of other denominations whose parents are in sympathy with the aims and ethos of the school and whose application is supported by a minister of religion.
8. Children of other faiths whose parents are in sympathy with the aims and ethos of the school and whose application is supported by a religious leader.

9. Christians of other denominations whose parents are in sympathy with the aims and ethos of the school as evidenced by a Baptismal certificate.
10. Children of other faiths whose parents are in sympathy with the aims and ethos of the school as evidenced by an initiation or naming ceremony certificate.
11. Any other applicants.

In the event of the school being oversubscribed in any of the above categories the following provisions will be applied in this given order.

(a) The attendance of a sibling at the school in any but the final year.

(b) Children of teaching staff who:

- (i) have been employed at the school for two or more years at the time of application for the school place or
- (ii) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage

(c) 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 can most appropriately be met at this school.

Tie Break

Where the offer of places to all the applicants in any of the sub-categories listed above would still lead to oversubscription, the places up to the admission number will be offered to those living nearest to the school, measured in a straight line. Straight line distances are calculated by the Local Authority (LA) using a geographical information system as defined in the Primary Education in Essex Booklet.

Application Procedures and Timetable

Applications must be made in accordance with the coordinated scheme operated by the child's home LA. For children resident in Essex this is detailed in the Primary Education in Essex Booklet. In addition a supplementary information form (SIF) supplied by the school should be completed and returned to the Headteacher no later than 31st January 2016. Parents will be advised by the LA of the outcome of their applications. Unsuccessful applicants will be advised of their right of appeal to an independent appeal panel.

Applicants are requested to note that failure to complete and return the SIF will mean that their application will be given the lowest priority under the oversubscription criteria.

Late Applications

Applications must be made by the National Closing Date detailed in the Primary Education In Essex Booklet which is available from the LA. Late applications will be dealt with as detailed in this booklet for children resident in Essex. Children resident outside of Essex should refer to the process for handling late applications published by their home LA.

Waiting Lists

In addition to their right of appeal, unsuccessful candidates will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria

set out above and **not** in the order in which applications are received or added to the list. Names will remain on the list until 31st March 2017.

Pupils with a Statement of Special Educational Needs

The admission of pupils with a statement of Special Educational Needs is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining statements by the pupil's home Local Authority. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

Notes (these notes form part of the oversubscription criteria)

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989) or a child who was previously looked after but immediately after being looked after, became subject to an adoption, residence or special guardianship order.

Practising Catholic: A person is a practising Catholic if they observe the Church's precept of attending Mass on Sundays and Holy Days of Obligation.

'Catholic' means a member of a Church in 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 with the Catholic Church.

Sibling is defined in these arrangements as children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, half brothers or sisters and foster brothers or sisters.

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.

A map of the parish boundaries is available for inspection at the Holy Family Church office.

Please remember that Essex LA has responsibility for coordinating all school admissions and so any application for a place at Holy Family School must be in conjunction with an Essex LA application. However, it is the governing body of Holy Family School that determines who is admitted, not Essex LA.

Mid-year Applications:

There are many families that seek a place for their child at Holy Family School outside of the normal Reception class admissions process. Perhaps they have recently moved to the area, or are looking for an alternative to their child's current school. If you would like to apply for a place for your child at any point in the school year, please ring the school office first. The ladies will be able to tell you if there is a space in the year group(s) that you are interested in, or if there is a waiting list. If you do decide to proceed with a mid-year application for your child, please inform the school office staff and complete a SIF (and if relevant a Priest's Reference Form—Catholics only). You will also need to contact Essex LA Admissions who will coordinate your application and liaise with the school.

CONCERNS & COMPLAINTS PROCEDURES

We welcome suggestions for improving our work in the school and want to know if you have any concerns or suggestions. Be assured that no matter what you wish to tell us, our support and respect for you and your child in the school will not be affected in any way.

If you have a concern, please let us know as soon as possible. It is difficult for us to properly investigate an incident or problem which happened some time ago.

What to do first

Most concerns can be sorted out quickly by speaking with your child's class teacher. All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their actions to you. They will ask what you would like the school to do to put things right. Of course, this does not mean that in every case it will be possible to achieve a satisfactory outcome but it will help both you and the school to understand both sides of the question. It may also help to prevent a similar problem arising again.

If you are still concerned

We will do all that we can to resolve matters straight away but if you are not entirely satisfied with the teacher's response you can make a formal complaint to the headteacher. This should be made in writing. If your complaint is about an action of the headteacher personally then you should refer it to the Chairperson of the Personnel Committee, the governor designated by the Governing Body to deal with complaints. You can contact him / her through the school.

You may find it helpful at this stage to have a copy of the full statement of the Governing Body's complaints procedure as this explains in detail how complaints are dealt with. This is available from the school office. The headteacher, or his / her nominee, will contact you to discuss the problem. Usually you will be invited to a face to face meeting. You may take a friend or someone else with you if you wish. The headteacher, or his / her nominee, will then conduct a full investigation of the complaint and may interview any members of staff or pupils involved. You will receive a written response to your complaint.

If you are still unhappy

We very much hope and expect that we will have been able to resolve the problem by this stage. However, if you are not satisfied you may wish to make a formal complaint to the Governing Body. You should write to the Chairperson of the Personnel Committee.

Initially your complaint may be dealt with by the governor designated by the Governing Body to deal with complaints. He / she will try to see if there is a way forward. (Note at this stage your complaint will not be made known to other governors. This is so that if it is necessary for the governors to hold a formal hearing of your complaints they will not be prejudiced in advance).

If the designated governor is unable to resolve the matter, or was involved at the earlier stage because the complaint related to the headteacher, your complaint will then be heard by a panel of three governors. As explained above, they will have no prior knowledge of the case and will thus be able to make a fresh, unbiased assessment. You will be invited to attend the panel meeting, accompanied by a friend or representative if you wish, and to put your side of the matter. The

headteacher will also attend to give his / her account. The Governing Body's complaints procedure explains how these meetings are conducted.

Further Action

Complaints about school problems are usually settled with the schools but in exceptional cases it may be possible to refer the matter to an outside body such as the Local Authority or the Secretary of State for Education. If necessary we will let you know whom to contact at that stage.

The full Complaints Policy is available as a download from the school website or a paper copy can be obtained from the school office.

SCHOOL MEALS

Holy Family has a large, well equipped kitchen that enables the school to offer nutritious hot meals every day. We employ our own catering staff who have all the relevant Health & Safety; Food Safety; and Allergy Awareness qualifications. Our catering team is headed up by Mrs T Willis who has many years' experience in this field. Mrs Willis and her staff were recently awarded a 5 Star Food Hygiene Rating from the Food Standards Agency which is testament to their hard work and cleanliness.

Children may stay for school dinners or bring a packed lunch to be eaten at lunchtime. We encourage our pupils to eat in a well-mannered way and to clear away after themselves. Sandwiches should be brought in a strong container or lunch box with a lid clearly marked with your child's name and class. A drink of water will be available for every child who brings a packed lunch but if you wish to provide your own suitable drink it should be in a carton or flask. No bottles or cans are allowed.

Children in Reception, Years 1 & 2 are all entitled to a free school dinner paid for by the government. In addition, older children whose parents are in receipt of a variety of state benefits are entitled to free school meals.

Please check in the school office if you believe your child is entitled to benefits related free school meals as your child will also be entitled to Pupil Premium funding. Payment of the following benefits may allow you to: Income Support; Income-based Job Seekers Allowance; Income-related Employment and Support Allowance; support under Part VI of the Immigration and Asylum Act 1999; the Guaranteed Element of State Pension Credit; Child Tax Credit (if they not entitled to Working Tax Credit and have an annual income under £16,190); Working Tax Credit 'run-on' - the payment someone may get for another 4 weeks after they stop qualifying for Working Tax Credit.

Mrs Willis and her staff ensure that each termly menu is nutritionally balanced. Fresh meat (from a family butchery in Brentwood) and fresh vegetables, fresh fruit and salad (from a local greengrocery) are used to prepare the meals. Roast meat dinners with potatoes and gravy are particularly popular, as are fish and chips on Fridays--as a Catholic school we like to offer the traditional "fish on a Friday."

Mrs Willis can cater for special requirements linked to allergies. If your child requires special foodstuffs, please speak to the ladies in the office who will be happy to liaise with Mrs Willis on your behalf. At the moment the price is £2.20 per day, £11.00 week. Please send in dinner monies on a Monday only, in an envelope marked with the child's name, in advance for the week. Credits can be

carried forward from week to week. Please send in the correct amount as it can be extremely difficult to give change. Dinner money envelopes are available from the school office.

Mid-morning Snacks

For children in Reception the mid-morning snack forms part of their social development at school. Fresh fruit is provided daily free of charge. For older children, healthy option snacks are on sale priced at 20p and may be bought on a daily basis. In line with our 'Whole School Food Policy', children are always encouraged to bring "healthy options" for tuck e.g. a small piece of fruit or a healthy eating cereal bar. There is no need for children to bring drinks for break-time as there are fresh water drinking fountains in every classroom and on the playground and field. Holy Family is a nut-free school as we have pupils who have severe allergic reactions.

Any Other Payments

Educational visits, swimming monies etc. should be sent into school, in an envelope, marked with the child's name, purpose of money, and the child's class.

GOVERNING BODY'S POLICY ON CHARGING & REMISSIONS FOR SCHOOL ACTIVITIES

During the year we like to make educational visits or invite visitors to the school e.g. theatre groups and offer swimming lessons. The value of these educational activities cannot be under-estimated but they are self-financing. It is, therefore, necessary to ask for a voluntary contribution if the activity is to take place and parents are notified of the suggested voluntary contribution. Whilst we will never exclude a child from these events there may be occasions when the event may have to be cancelled due to lack of funds. If there is a problem please talk to your child's teacher or the Head Teacher.

Remissions

In cases of family hardship which may make it difficult for pupils to take part in a particular activity remissions of charges, in part or in full, may be made.

Charity Fund Raising

From time to time as part of the children's social education and preparation for citizenship we encourage the children to support charities e.g. CAFOD, Brentwood Catholic Children's Society and Love in a Box appeal etc. We believe that by encouraging children to consider those who suffer or who are far less well off than themselves we are helping them to become caring and responsible citizens.

SCHOOL AIMS AND THE GOVERNING BODY'S CURRICULUM POLICY STATEMENT

We adhere to, and support, the Essex Vision Statement for the curriculum, that:

“Every learner is entitled to a curriculum, rich and varied, challenging and inspiring, which enables every individual to fulfil her or his potential to the highest possible standard; so that all, for the benefit of all, are able to shape their destinies and create a better world”.

The School's aims are that each pupil should acquire and develop:

- Knowledge and understanding of our Catholic faith and an understanding and tolerance of other faiths world-wide;
- Knowledge, skills and understanding in literacy and communication, numeracy and mathematical thinking;
- Understanding and appreciation of themselves and other people and of the world around them;
- The capacity to make creative and practice use of a variety of media to express feelings and ideas;
- The capacity for independent thought through enquiry, problem solving, information handling and reasoning;
- An appreciation of the benefits of healthy living and physical fitness, and of the importance of sportsmanship;
- Behaviour based upon mutual respect and consideration of others and appropriate personal, social and moral values;
- Positive attitudes to learning and personal fulfilment through the achievement of personal goals.

At Holy Family we are concerned with the development of the whole child, not just academic achievement. We emphasise that school is a special place for learning where children can work hard, be happy and feel safe. When children come to Holy Family they become a member of one of four houses. We believe that the house system, which encourages children to do their best, is a tremendous incentive to do well.

We think that good partnerships between parents and teachers are essential in enabling your child to fulfil his/her potential and enabling the school to run well. We foster these links through our weekly newsletter, regular parents' evenings and a written progress report at the end of each academic year.

Children's individual achievements are also recognised during weekly assemblies when "Thank You" certificates are awarded.

If your child shows signs of being unsettled or unhappy at school, through either home or school circumstances, it is important that we work together to try and minimise the effects of any problems. Parents are always welcome to make an appointment through the school office to see their child's teacher, Deputy Headteacher or Headteacher to discuss any matters of concern. Likewise the school will contact you if we have any concerns about your child which we think need addressing.

A page for your notes...