



Dear Parents

This prospectus aims to give you up to date information about the school. It includes our aims, organisation and lists of those who work so hard for the school.

Over time the prospectus will be updated and you will receive pages to replace the current ones. However, we do not have funds to issue more than one prospectus for each family so please keep it safe. The prospectus will also be available online [www.stjbps.co.uk](http://www.stjbps.co.uk)

Please keep this as a point of reference, but do ask if there is anything that is not clear. If you have any issues which you would like to discuss with me then please make an appointment.

Yours sincerely

R P YELLAND  
Head teacher

**The school is committed to robust safeguarding procedures including recruitment and child protection.**

### **School Aims**

We aim to be a place where everyone learns and works in a secure, encouraging and friendly environment and to provide the best possible standard of education for our pupils.

“Together we learn to value each other’s strengths and support each other’s weaknesses, setting the highest goals of excellence and taking pride both in the journey and in the achievement. As a church school, we believe we learn about God and grow together with Jesus alongside us as our guide, friend and brother”

Or to quote our School Council

“We help each other to do our best with Jesus at our side and God nearby as we enjoy school life.”

This is underpinned by the following statements of principle:

We aim

- To provide a secure, safe and caring environment that reflects the Christian way of life.
- To respond to children’s individual needs and ensure that each child has equality of opportunity.
- To base our learning on first-hand experience and use a range of teaching techniques.
- To work in partnership with parents valuing their knowledge of, and relationship with, their child.
- To continue to develop closer links with the community.

To achieve this, we will strive to enable children

- To develop imaginative, creative and enquiring minds.
- To acquire knowledge and skills relevant to this fast-changing world.
- To respect religious and moral values of our own and other races, religions and ways of life.
- To pursue and develop their interests and talents within the curriculum, so that they become valuable and contributing members of the community.
- To further develop links with the life of the Parish Church.

### **St John the Baptist C. of E. (Aided) Primary School**

Children are admitted in the academic year in which they are 5 years old and leave at the end of the academic year in which they are 11 years (Year Reception – Year 6). The school is under the jurisdiction of West Sussex County Council, and the address of the local Education Office is:

Education Office South  
Centenary House  
Durrington Lane  
WORTHING BN13 2QB

### **Accommodation**

Set in the heart of Findon village and surrounded by beautiful countryside, the school comprises five classrooms, a large hall, library, food technology room, kitchen for providing hot meals, group working areas, administration block and swimming pool with changing rooms.

The school has a large playing field with a football pitch, adventure trail, climbing wall and picnic tables. There are two playgrounds – one for ball games and a quieter area with a section designated for the youngest children. There is a seating area on the top playground, which can be used as an outdoor classroom. We have a pond that has been developed in the centre of the school as well as a nature trail in the school grounds. There is also a spiritual garden to provide a quieter space for children to sit, reflect and talk. The school has disabled access.

There has been a school on this site since 1829. Two of the classrooms date from Victorian times whilst the rest of the school is modern. The foundation stage classroom is purpose built with its own toilets, quiet area and outdoor study area.

### **Organisation**

The school is organised into three stages:

Foundation stage: age 4–5 when children start school

Key Stage 1 (infants): age 5–7

Key Stage 2 (juniors): age 7–11

The organisation of classes within the school depends on numbers. There are usually two age groups within each class. Children are grouped according to attainment and maturity. All classes have the benefit of a teaching assistant in addition to the teacher. The teachers employ a range of styles, groupings and teaching techniques as appropriate for the needs of the children. Extra help is given both individually and within groups as required.

### **Admissions Policy 2018/19**

Findon St. John Baptist Primary School is a Voluntary Aided Primary School for children aged 4–11 years. As an aided school the admissions are controlled by the Governors in accordance with arrangements agreed with the Local Education Authority. The Governors wish the school to be seen as the village school. The published admission number is 20. If oversubscribed, children will be admitted to the school according to the following criteria which are set out in the following paragraphs in order of priority:

1. Children whose families regularly worship at St John the Baptist Church, Findon and who live with their families in the civil parish of Findon, including “looked after” or “previously looked after” children.
2. Other “looked after” or “previously looked after” children.
3. Children who live with their families in the civil Parish of Findon and who have a sibling on the School Roll at time of admission.
4. Children who live with their families in the civil Parish of Findon.
5. Children whose families worship at St John the Baptist Church Findon and live outside the civil parish of Findon.
6. Children who live outside the civil Parish of Findon and who have a sibling on the School Roll at time of admission.
7. Children with social, emotional, or medical needs that would be met by attendance at the school.
8. Children who have been baptised into the Church of England.
9. Any other children.

### **Notes**

To avoid confusion these notes on the admission policy will be important:

1. “Regularly worship” is defined as attending church services once a month for a period of 2 years prior to admission.
2. In categories 3 and 4 preference will be given to children whose families worship at a church affiliated to “Churches Together in Britain & Ireland” or the Evangelical Alliance. A supplementary clergy form will be required.
3. A sibling is defined as “a full or half brother or sister permanently living in the same household, and adoptive or foster brother or sister.”
4. Should the number of children in any of the above categories exceed the designated year group number, preference will be given to those who live closest to the school measured by a straight line from school to home using Ordnance Survey address point data.

5. For the purposes of this policy the “family” is the group in which a child regularly resides with their parent(s) or guardian.
6. Paragraphs 3 and 6 refer only to children whose elder brother or sister will be on roll when they join the school.
7. Paragraph 7 refers only to particular needs which professional judgement shows could be met only at this school.
8. Proof of residence may also be requested in the form of a solicitor’s letter confirming purchase. Rental agreements are only considered adequate if they are for a minimum period of one year.
9. A map showing the boundaries of the civil parish of Findon is available from the school.

#### **Waiting List**

This is organised using the same criteria as for over-subscription, and a child will remain on the list for a maximum of one year

#### **Late Applications**

These will be added to the waiting list, see above. Those who have regularly attended at a church prior to them moving may submit a supplementary clergy form with their application from the church they have been attending.

#### **Appeal**

There is a right of appeal to an independent panel against a decision of the Governors. Parents wishing to exercise this right should write to the Clerk of the Governors within 14 days of notification that their application has been unsuccessful.

### **The School Day**

The school opens at 8.40am

Registration is at 8.50am

School finishes at 3.15 pm for Key Stage 1 and at 3.20 pm for Key Stage 2

Teaching time during a normal school week is:

Key Stage 1: 21 hours 50 minutes

Key Stage 2: 22 hours 25 minutes

### **The Curriculum**

We follow the national curriculum (2014), which forms the backbone of our school curriculum but we also include other elements that enhance and shape the children's experiences giving them a stimulating, rich and varied range of learning opportunities. All staff work hard to make lessons both enjoyable and effective and this is supported by two key curriculum initiatives.

#### **(i) Open Futures**

This involves all the children learning through practical activities, namely gardening (Grow It) and cooking (Cook It), whilst they are also taught to reflect on their learning experiences by filming (Film It) and through discussion in philosophy for children lessons (Ask It).

#### **(ii) ELLI (Effective Lifetime Learning Inventory)**

This involves children learning about seven effective characteristics of learning, such as being resilient and creative, then learning to apply this to themselves so that they can develop their own ability to learn effectively. To help them understand these concepts more easily the characteristics are linked to animals such as Tough Tortoise who never gives up (Resilience). For more information please see the school website or ask a member of staff.

### **Core Subjects**

#### **English**

All children have at least an hour of literacy teaching per day. The curriculum is designed to develop the skills of speaking and listening, writing and reading. The school has a progressive and varied spelling scheme for each age group and handwriting is taught systematically and practised regularly. Creativity and imagination are encouraged as this is the key to learning and making sense of experiences. Drama is developed through role play and improvisation and all children have the opportunity to participate in more formal productions. English is taught both separately and within context as relevant. A home/school reading partnership is in operation and children are often set spellings for homework.

#### **Mathematics**

Children have a daily mathematics lesson. Children are taught through practical work, real life scenarios, investigations and more formal study to gain new skills and knowledge and to apply them in context. There is an emphasis on mental maths strategies and recall. We aim to challenge the children through problem solving and activities that create both fun and learning.

### **Science**

There is a two year topic cycle for science in Key Stage 1 and in Key Stage 2. This ensures that children revisit and revise concepts before moving onto a higher level. Children learn to develop their skills of observation, hypothesis, planning and testing, measuring and making deductions. This gives them the ability to develop their own understanding of the fascinating world around them.

### **Computing**

Our curriculum engages and stimulates our children focusing on developing the children's logical understanding and reasoning skills. This is achieved by enabling our children to write computer programs, which link to the class topic. In addition to this the children will learn how to use word processing, spreadsheet and presentation software. This does include creating films about all aspects of school life. The school has a 'safe use' policy for the Internet and an agreed code of practice.

### **Modern Foreign Languages (MFL)**

In line with Government and County initiatives, all Key Stage 2 children have access to regular and consistent modern foreign language teaching. The lessons aim to improve oral skills, literacy and an appreciation of other cultures through language.

### **Religious Education (RE)**

RE is planned into the two year topic cycle for Key Stage 1 and the four year cycle for Key Stage 2. The children study some aspects of Christianity each year and also undertake significant work on Judaism and Islam. Other religions may be studied if appropriate.

### **Collective Worship**

All children participate in a daily assembly for collective worship. Usually these will consist of a hymn, a moral tale and a prayer. The Rector usually leads the assembly twice a month and other invited guests bring variety to assemblies. The school has annual celebration services for Harvest, Christmas and Easter. The Christmas carol service and the annual leavers' service are held in the church. During the year each class uses the Friday assemblies to show some off its work and parents are warmly invited to attend. Parents should contact the Head teacher if they wish to withdraw their child from religious education or assemblies.

### **Foundation Subjects**

Foundation subjects include history, geography, art, design and technology and Personal, Social, Health and Citizenship Education (PSHCE). Most of the foundation subjects are taught through topics in Key Stage 1 and Key Stage 2. The core subjects of English, Mathematics, Science, ICT and RE are also linked to these topics where feasible, but are also taught as separate subjects. PE is taught as a separate subject.

Topics enable children to develop skills and knowledge relevant to specific subjects, but also allow them to place such learning in a realistic context and to understand how different areas link together. The topic cycle provides a varied range of themes from Ancient Greeks to natural habitats. This enables a broad range of material and skills to be taught and provides opportunities for a wealth of experiences for the children. A key principle underpinning our teaching is that the activities should be as realistic and experience based as possible.

### **History**

Younger children work from first-hand experience to develop a sense of the past. Through stories they learn about some of the great men and women and key events of history. Older children develop skills of using evidence of all kinds to find information, to put together cause and effect and form opinions. They develop an awareness of some of the key periods of world, European and British history, comparing different periods as well as developing their chronological awareness.

### **Geography**

Younger children begin to develop their geographical skills and knowledge. Older children study both physical and human geography. They study lands and communities in Britain, Europe and the wider world.

### **Art**

In art, the children develop the skills of observation, interpretation, imagination and creation using a variety of media. They learn to appreciate and evaluate the work of different artists. This work promotes understanding throughout a range of the other subjects.

### **Design and Technology**

Children learn to evaluate and understand artefacts and systems. They develop skills of planning their own projects and learn specific skills to help them implement their ideas. They evaluate their own work and appreciate the work of others. They use a variety of materials to make and construct models as well as designing posters and brochures.

### **Music**

The LCP Music resources files are used in the school to teach practical, exciting and effective music lessons using instruments and voices. In Key Stage 2 the children get an opportunity to learn a musical instrument (currently guitar) during lesson time. There are also opportunities for children to learn to play the recorder or violin and our school choir takes part in the annual Angmering Schools Music Festival.

### **Personal, Social, Health and Citizenship Education (PSHCE)**

Children need time and space to share their concerns and resolve issues and learn to make informed choices considering their own and others needs. 'Circle time' is used throughout the school to give the children the opportunity to raise and discuss their concerns within a supportive framework. There is also an active School Council, comprising children nominated by each class who represent the views of classmates. Sex and drug education are covered as part of the science topics. Parents are told in advance when this material is to be covered in class and the Governors have a Policy that is available to all parents on request at the school office.

### **Physical Education (PE)**

PE aims to develop fitness alongside the skills needed to participate in sport and related activities. The children will develop skills related to gym, dance, invasive games (netball, football, hockey, basketball, rugby), athletics, bat and ball games (rounders, cricket, tennis)



swimming and outdoor adventure activities. Lessons begin with tuition and practice of specific skills and develop towards small-sided games aimed at the maximum participation for all. Older children have the opportunity to participate in traditional games. We have our own swimming pool on site and children have lessons in the summer term. Courtesy of the Findon Swimming Club, the pool is also open after school in the summer and in the summer holidays. We see sport as another valuable way of building self esteem and promoting skills which will be needed in later life, so we regularly play matches and compete against other schools. We benefit from close links with The Angmering School, which has specialised Sports College status.

### **The Foundation Stage**

When children first enter the school we aim to introduce them to school life and give them the skills necessary to become life-long learners. It should flow seamlessly from work they will already have done in nursery or playgroup and close liaison is maintained to ensure this. Children are taught to share space, attention and equipment with others and learn how they can work together. They develop respect for others and for their environment. They learn the skills and knowledge which create a foundation for all other learning, for instance they begin to read and write. We aim to deliver as much of the curriculum as possible through structured play, but there are also some more formal activities. We work in close partnership with parents to ensure an enjoyable and worthwhile start to a child's school career.

### **Induction of new children**

Most children join the school in reception. We hold liaison meetings with the local playgroups and nurseries so that we can monitor the progress and readiness of children about to start school. In the summer term, we hold a meeting for their parents to come and look at the school and classroom and learn about the expectations and routines for the first year. The children visit for a couple of play sessions. Parents are also offered a home visit, which provides an ideal opportunity for their new teacher to get to know the child in a familiar environment. Findon Village Pre-School also visit school events such as the Christmas play and sports day and pay a regular visit during school time in the second half of the summer term. In addition, the children may receive a visit from their new teacher to their playgroup. In the early part of the autumn term, a meeting is held with parents to check how children are settling in and workshops are held to show how you can support their learning.

For older children who join during their school year, we provide a handbook that provides basic information about the school and routines. A buddy system is used to help them settle in and find their way around.

### **Pupil Progress**

Pupils are assessed continuously and this helps to inform the teaching programme. All children are more formally assessed against national standards in the summer term. There are three parents meetings a year, one per term. These are an opportunity for parents to be updated on their child's progress and discuss their future learning. Written reports are provided in February and this allows targets to be set for the child that they work on for the rest of the year. In the summer term, parents of children in Years Two and Six are informed of their achievement in the National Curriculum tests. In addition, teachers are available to meet parents to discuss concerns by appointment.

### **Special Educational Needs**

The Governors and school as a whole value each child's individuality and recognise that children are all at different stages of development, physically, emotionally, intellectually and socially. The class teachers and teaching assistants are supported by a Special Educational Needs Coordinator who oversees the early identification of those children who may have difficulties. There is a clear framework to then provide appropriate support that involves parents, teachers and the pupil, along with regular reviews of progress that at times includes advice from the LEA.

### **Able Pupils**

Pupils that are identified through their class work alongside information from parents. Their needs are addressed through:

- Differentiation of work;
- Extension activities within classes and also additional project work in small groups;
- Extension by using the LEA Able Pupil Enrichment Programme;
- Regular able pupil days at local secondary school.

### **Pastoral Support**

The school employs a learning mentor and also, along with other local schools, a play therapist.

### **Pupils with disabilities**

The Governors accessibility plan (2005) aims to enable all the school's pupils to have equal access to the curriculum and the school's grounds and buildings. This includes external and internal ramps to aid wheelchair access as well as plans to upgrade the disabled toilet to comply with new legislation.

Access to the curriculum is addressed by teachers, teaching assistants and other support staff in a range of ways:

- Differentiation of work to meet children's needs
- Range of appropriate classroom equipment, including furniture
- Clearly labelled materials and equipment
- Providing modified work for pupils

### **Accessibility Plan**

The Governors' plan covers a range of accessibility issues. This is available upon request; its underlying principles are that the school makes every effort to anticipate the needs of present and future members of the community including staff and parents and to bear their needs in mind while developing the curriculum, the premises, and organisation and curriculum enhancements activities.

### **Homework**

Some work at home is expected of all children at school. For the very youngest children, this means reading a book to them or hearing them read and helping them to learn their key words. As the children get older, they supplement this work with learning spellings. Older

children will be expected to continue this routine and do up to two hours a week of more formal homework in preparation for secondary school. Parents will be informed at the beginning of the year about each class's routine for homework. Please support and encourage your child to carry out the set tasks. This is part of the home- school agreement and is only effective if school and home work well together.

## **Curriculum Initiatives**

### **Open Futures**

#### **Grow It**

On our school grounds we have a vegetable and fruit garden, designed and planted by the children. In Key Stage 1, children are responsible for planting, weeding, feeding and watering. They really enjoy the opportunity to work in the garden and their learning is linked to areas of the national curriculum. In Key Stage 2, children plan and develop garden projects using the skills they learned in KS1; they have developed a reflective garden. The school plays a role in helping the children to recycle resources effectively using a water butt and compost bins.

#### **Cook It**

The children use the produce from the garden to cook a variety of healthy recipes. When cooking we aim to introduce the children to new foods, new cooking skills and to get the children discussing the food. In addition, they are continually taste- testing and discussing the produce we have grown. The children in KS1 have a Grow It, Cook It diary in which they record their involvement in gardening and cooking. In line with the school's healthy approach to nutrition, the Governors have a Whole School Food Policy which is available on request at the school office.

#### **Film It**

The children use tablets and computers to film a variety of aspects of school life. We support the children with editing and adding special effects. Schools take part in this initiative across the world, so we can share our film making experiences with them. We also use the technology in a range of other curriculum areas, such as drama, literacy, history, geography and PE. We often publish details of how to access our films in our weekly newsletter.

#### **Ask It – Philosophy for Children**

We offer a forum for the children to think and ask questions about what they have done, which promotes listening and speaking skills and the ability to ask open questions. This encourages the children to develop their reasoning skills and understand how this influences their judgement and actions.

The school is a 'hub school' for knowledge gained from this initiative and teaching staff provide support and advice for other schools which are part of Grow It, Cook It, Film It, Ask It. The initiative is run by Open Futures, The Royal Horticultural Society, Focus on Food and Sapere, and is supported by The Helen Hamlyn Trust.

### **Extra activities**

The school provides a range of extra activities, which take place before and after school. Some of these are provided by the school staff and others by coaches for the relevant sports body for which a fee is paid. At the current time clubs include football, netball, karate, French, badminton, art/craft, gymnastics and cricket. After school swimming lessons are also provided by the Findon Swimming Club during the summer term, [www.findonswimmingpool.co.uk](http://www.findonswimmingpool.co.uk).

### **Before and After School Provision**

This is not a club providing food but it does provide for the children to be supervised whilst using computers, table based games and homework from 8.00 am to 8.40 am (Monday to Friday) and again from 3.20 pm to 4.30 pm (Monday to Thursday). Charges for this provision are available from the school office.

### **Educational Visits**

All children have at least two visits to a place of interest each year linked to their topic work. Years five and six are also offered a week long residential once every two years which provides the opportunity for adventure activities and team building. We also have regular visits to the school from various artists, experts and authors. Parents are asked to make a voluntary contribution towards these activities.

### **School Events**

There are a number of annual events that take place in the school. Although the details, times and children involved will vary, these events usually take place every year.

Harvest Festival service  
Bonfire Night  
School Disco  
Christmas Bazaar  
Christmas Nativity (KS1)  
Christmas Party  
Carol Service  
Easter Service  
Easter Bonnet Parade  
The Angmering Music Festival  
Maypole Dancing and Summer Revels  
Sports Day  
Remembrance Service  
End of year production  
Leavers' Service at Chichester Cathedral  
Leavers' Service at the Church  
School Leavers' Party

In addition, there are usually after school football, netball, basketball tournaments and athletic events, PTA events including fashion shows, quiz nights and open evenings.

### **Parent Teacher's Association**

The Parent Teacher's Association is a mainly fund raising body which works throughout the year to organise events which are fun, and raise valuable funds for the school. These events are also an intrinsic part of village life. The PTA provides a good sounding board to find out parent views on new initiatives and their financial contribution to school projects are both vital and greatly appreciated. All parents are eligible to join. Alternatively, the association always needs helpers for long or short periods before, during and after main events. If you are interested in helping, please contact the PTA member allocated to your child's class or ask a member of staff to point out one of the committee to you.

### **Findon Swimming Club**

This is a voluntary village club that also does valuable work for the school. They help to maintain the pool throughout the year, and provide lifeguards for the after school and summer holiday sessions and tuition for children after school. Volunteers are always welcome. See the website at [www.findonswimmingpool.co.uk](http://www.findonswimmingpool.co.uk)

### **Governors**

The Governing Body is made up of representatives of the staff, the parents, the L.A., the church and also the Head teacher and Rector. It works hard to monitor, assist and implement the work of the school and ensure the interests of the whole community are fairly represented. Full governor meetings are held at least once a term while smaller groups or committees work throughout the year. As the school is Church of England aided the governing body has to find 10% of all building costs. This can only be met through fund raising and voluntary donation.

### **Home School Agreement**

A Home School Agreement is signed by parents and pupils from year one upwards. It sets out the expectations and areas of responsibility. It provides the framework for a beneficial partnership between home and school for the benefit of the child.

### **Parents helping in class**

Parents are very welcome to come and help in class. The kind of help needed can vary from hearing readers, to playing a game with the children, helping with swimming to building models with the children. Help is also needed with matters outside the class such as maintaining the library or creating scenery for the school plays. It is likely that at first, you will not be asked to help your own child until they have got used to seeing you and sharing you with other children. We also ask that you are careful to maintain their independence. Parents wishing to help regularly in school will have to undergo a Criminal Records Bureau check and will be expected to respect the confidentiality of pupil's work.

### **Insurance**

Your child's safety is always our major concern, but we should make it clear that the County's insurance covers only 'accidents' for which a member of staff can be held to be responsible. You may wish to take out a private insurance to cover any other possible accidental injury.

### **Charging for Activities**

The Governors have agreed to adopt the West Sussex County Council Policy on charging for school activities and visits. Where such activities and visits take place wholly or mostly during school hours, a voluntary contribution may be asked of parents. Some activities are subsidised using school funds. A letter will always be sent to parents explaining the arrangements. When activities are voluntary and out of school hours, they can take place only if parents cover the cost. The Head teacher will be pleased to answer any queries relating to this charging policy. The only exception to this policy has been made by the government in relation to music tuition, for which parents will be expected to pay a fee. There is help available for families in receipt of state benefits.

The Findon Trust is also available to those living in Findon village, to financially support educational projects. Details are available in the school.

### **Discipline and School rules**

The relationship of all members of the school, staff, pupils and parents is a matter of great importance to the well being of the community. Discipline is based on mutual trust and respect. We firmly believe that school provides an opportunity for children to learn how to be part of a community. This learning is supported and praised and children are taught not only how things are done but also why. In all aspects of school life we value effort as highly as we do achievement. As adults, we strive to show the children how we expect them to behave. Politeness, courtesy and respect for others are the basis of relationships between all members of the school community. Children are expected to be responsive to school discipline and parents are consulted at an early stage when a pupils' behaviour causes concern. Violence towards pupils or staff is not tolerated and is dealt with in accordance with the school's Behaviour Policy.

We have a sticker system to reward pupils for good work, effort and behaviour. In addition special awards may be made by individual teachers for outstanding work or effort. Each class also works together to earn golden time each week. Golden time varies in length according to the age of the children but gives an opportunity for the children to do some of their favourite activities. Each class sets its own golden rules at the start of each academic year, and these are amalgamated to form School Rules by the School Council:

- 1 Treat others as you would like to be treated yourself
- 2 Look after the environment
- 3 Walk around the school
- 4 Listen when someone speaks to you
- 5 Always work hard and do your best

Parents are reminded of guidance on the following issues, which are also mentioned elsewhere in the prospectus:

- No jewellery should be worn. For children with pierced ears studs only.
- Toys should be left at home.
- Children should always walk around school.
- Mid-morning snack should only be fruit or vegetable.
- No nail varnish.
- Shoulder length hair, or longer, should be tied back for the purposes of safety and hygiene.
- Shoes should have a heel which is no more than 1" or 2cm high

### **School uniform policy**

All children, when the weather demands, wear green sweatshirts embroidered with the school logo. Trainers are allowed purely for break time wear. Summer sling back open toed sandals are not permitted for health and safety reasons. No shoes with heels more than 1" or 2cm are permitted. Winter shoes should be black. Boots are not permitted. Anoraks are recommended in wet weather. Sweatshirts, polo shirts and T-shirts with the school logo may be purchased from the school.

#### *Summer Uniform*

##### GIRLS:

Red & white small check dress/skorts with short sleeves  
Green school sweatshirt/green school sweatshirt cardigan  
White socks

##### BOYS:

Red polo shirt  
Grey/Black short tailored trousers  
Grey/Black socks  
Green sweatshirt

#### *Winter Uniform*

##### GIRLS:

Red polo shirt  
Green school sweatshirt/green school sweatshirt cardigan  
Grey tunic or skirt or black or grey plain tailored trousers  
Black, red or grey tights OR white socks

##### BOYS:

Red polo shirt  
Green school sweatshirt  
Grey or black tailored plain trousers  
Grey/Black socks

#### *Games & PE*

Red T Shirts, black shorts, trainers

In the Hall, children work in bare feet for safety

A tracksuit is essential for outdoor games for all children, as are trainers and football boots for children in Key Stage 2. Shin pads are needed for football

### **Medical matters**

If a child has an accident or is taken ill at school they will be treated immediately by one of our trained first aiders. Where necessary we will contact the parent/carer.

The school has a comprehensive medicines and medical policy, which is in line with WSCC guidelines. A copy is available on request.

If your child is too unwell to attend school, please inform the school by 09.30 am, giving details of the illness, on each day of absence. A written note must be brought in to school on their return. Children who have suffered from sickness and diarrhoea should not return to school until 48 hours have elapsed after the last bout.

### *Head lice*

If your child has head lice or eggs, please treat with the correct shampoo and comb through with a head lice comb before sending them to school. The school should be notified if a case of head lice has occurred. Please be assured that it happens to the cleanest heads.

### **Prescription Medicines**

Medicine should only be brought to school when it is essential to administer it during the school day. In the vast majority of cases, doses of medicine can be arranged around the school day, thus avoiding the need for medicine in school. Antibiotics for example are usually taken three times a day, so can be given with breakfast, on getting home from school and then at bedtime.

Occasionally a GP may prescribe that a medicine has to be taken during the school day or as needed in an emergency. Parents may either call into school or administer the medicine to their child or they may request that a member of school staff administers the medicine.

When school staff administer medicines, the parent must supply the medicine in the original pharmacist's container with doctor's instructions to the child's class Teaching Assistant and must complete a 'Request for school to administer medicine' form. On receipt of this form, a confirmation of agreement letter will be completed and given to the parent. On no account should a child come to school with medicine if he/she is unwell.

### **Non Prescription Medicines**

Non-prescription medicines are not administered at school and pupils must not bring them to school for self-administration. The only exception is travel sickness medication during a residential trip when medication may be necessary on a return trip. Non-prescription medicines that must not be brought to school include: throat lozenges, such as Strepsils, Tunes, any cold/cough remedies, paracetamol and skin treatment creams.



## Complaints Procedure

Specific guidance is detailed in the school's Complaints Policy.

If a parent has a concern about any aspect of school life, they should contact their child's class teacher in the first instance. Most concerns can be sorted out fairly easily, but if the parent is dissatisfied, they should contact the Head teacher.

Should the complaint remain unresolved it will then be dealt with in accordance with the school's complaints policy. Full details of the procedure may be obtained from the School Office or from the Clerk to the Governors, Mrs E Stanford, St John the Baptist School, and, if necessary, in writing to the Senior Education Officer, Education Office (South), Centenary House, Worthing.

## Term dates

Term dates can be found at:

<http://www.westsussex.gov.uk/ccm/content/education/parents/holidays/term-dates.en>

These are the set term dates. Absence from school disrupts children's learning and may impede their progress.

The Department of Education has amended the 2006 School Attendance Regulations, removing references to family holidays and extended leave. The amendments make clear that Headteachers may not grant **any** leave of absence during term-time unless there are truly exceptional circumstances (bereavement etc). These amendments came into force on 1 September 2013.

**Teaching Staff**

Mr R P Yelland	Headteacher PSHCE & RE
Mrs J Bush Ash Class	Ash Class Teacher Early Years Co-ordinator, Art, Design & Technology, History
Mrs K Lax Ash Class	Year 1 Class Teacher, Open Futures
Miss E Browne Willow Class	Year 2 Class Teacher
Miss C Moss Rowan Class	Year 3 Class Teacher
Mr J Cumming Holly Class	Year 4 & Year 5 Class Teacher, Deputy Headteacher Computing, Assessment
Mrs T Stoner Oak Class	Year 5 & Year 6 Class Teacher, English, SATs Y6, Music, SENCO including able pupils

**Non –Teaching Staff**

Mrs S Baird	Secretary, Lunchtime Supervisor & First Aid
Mrs J Brien	Teaching Assistant, First Aid & School Council
Mrs S Johnson	School Business Manager
Mrs V Lyle	Teaching Assistant, School Council, First Aid & Bee Keeper
Mrs S McKenner	Teaching Assistant, First Aid
Mrs B Penfold	Teaching Assistant, First Aid
Mrs V Pollard	Learning Mentor, HLTA & First Aid
Vacancy	Premises Officer
Mrs J Scutt	Lunchtime Supervisor

Mrs K Trigwell	Teaching Assistant & First Aid
Mrs G Vidler	Cleaner in Charge & Lunchtime Supervisor
Mrs J van Zanten	Teaching Assistant, Open Futures & First Aid

**Governors**

Mr J Roche	Chairman Foundation Governor
Mr R Berrett	Foundation Governor appointed by PCC
Rev H Buqué	Ex Officio Foundation Governor
Mr J Fullbrook	Parent Governor
Mrs H Lorne	Elected Staff Governor
Mr M Lloyd	Clerk to Governors
Mrs A Prior	Representative Governor LA
Mr M Scott	Foundation Governor
Mrs J van Zanten	Foundation Governor
Mr A Rockcliffe	Parent Governor
Mr R Yelland	Headteacher