



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

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 2022/23

St. John the Baptist C of E Primary School, Findon
Admissions Policy

These are the determined arrangements for admission for 2022-2023 for St John Baptist Primary School.

Findon St John Baptist Primary School is a Voluntary Aided Primary School for children aged 4-11 years. As an aided school the admission authority is the governing board who work with the Local Authority for admissions to the school.

The Governors wish the school to be seen as the village school. The published admission number (PAN) is 20. If oversubscribed, children will be admitted to the school according to the following oversubscription criteria which are set out in the following paragraphs in order of priority:

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order. A looked after child is a child who, at the time of application, 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 (section 22 (1) of the Children Act 1989 applies).
2. 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.
3. Children with social, emotional, or medical needs that can only be met by attendance at the school.
4. Children who live with their families in the civil Parish of Findon.
5. Children whose families regularly worship at St John the Baptist Church Findon and live outside the civil parish of Findon.
6. Children whose parents worship regularly at a Church affiliated to Churches Together in Britain and Ireland or the Evangelical Alliance and live outside the civil parish of Findon.
7. Children who live outside the civil Parish of Findon and who have a sibling on the School Roll at time of admission.
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 one or both parents attending church services once a month for a period of 2 years prior to admission.
2. In criteria 3, 5, 6 & 8, a supplementary information form, available from the school 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 the school gate to the child's 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. Criteria 2 and 6 apply only to children whose elder brother or sister will be on roll when they join the school.
7. Criterion 3 applies to particular, specific needs which must be supported by evidence and professional judgement, to support how the child's needs can only be met at St John's.
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.

Tie Breaker

If two applications for a place are equal in distance, the place will be allocated by random allocation, overseen by a person independent of the governing board and 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

Late applications will be considered and the above criteria applied, but after other on time applications have been allocated.

Supplementary Form (see page no. 6)

Applicants applying under criteria 3, 5, 6 & 8 must submit a supplementary information form. 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. This form is available from the school office and must be returned to the school not the Local Authority by the closing date for main round admissions to be considered under these criteria.

In year admissions

For places at the school other than entry to reception in the main admissions round, please contact the school.

Appeals Process

Parents have the legal right to appeal against the Governors' decision to refuse a place at St. John's C of E (Aided) Primary School providing a formal application for a school place has been submitted and a decision letter sent out on behalf of the Governing Board explaining the reasons for refusal. Full details explaining the appeal process will be enclosed with this decision letter.

An appeals timetable will be published on the school website by 28th February every year. This sets out the timeframe for the various stages in the appeal process and includes statutory dates by which appeals must be heard. The Governors do not organise appeal hearings during school holiday periods and any appeal received when the school is closed will not be administered until school resumes.

An appeal form will be enclosed with the refusal letter or a copy can be downloaded from the Local Authority website.

Full or part time attendance

A parent may apply for his/her child to start school for the first time in the September following the fourth birthday and, where a place is offered, may choose for the child to start full time from day one, or to attend on a part time basis until statutory school age, which will occur during the term following the child's fifth birthday.

Deferred entry

While a child is below statutory school age, the parent may choose to defer his/her child's entry to school until later in the school year. However, parents cannot defer beyond the point at which the child reaches statutory school age, or beyond the start of the last term in the school year. The school operates on the basis of a three-term year.

Delayed Entry

Parents of summer born children (April-August) may also delay entry for the whole of that academic year and apply for a place in Reception class in the September following the child's fifth birthday. We recommend that parents who are considering delaying admission to Reception to the following academic year discuss their plans with us and any other relevant professionals. Parents wishing to apply for delayed entry must apply in writing to the Governing Board, as the Admission Authority for the school, giving their reasons for this application. If delayed entry is granted then parents must follow the application round for the year group in which their child is to be admitted, even if a place was applied for and granted in the 'normal' round of application, as this is not carried forward to the next academic year.

Education Health and Care Plan

A place will be provided for a child who has an Education Health and Care Plan (EHCP) (or a former Statement of Special Educational Needs) agreed at the time of application, which names St John the Baptist C of E Primary School, Findon as the education provider. This place will be allocated within the Published Admission Number (PAN) before the consideration of any other applications, or above the PAN if all places have already been offered at that time. If a child is the subject of an Education Health and Care Plan (EHCP), which names a particular school, his/her parents should consult the local authority that issued the EHCP before applying for the child to change school.

Withdrawing an allocated place

The Governors will expect parents to confirm by post or email within 20 school days, their acceptance of any place offered at the school. The Governors reserve the right to withdraw the offer of a place if these conditions are not met and to reallocate the place to the highest ranked child on a waiting list, or to a new applicant where no waiting list exists. The Governors may also withdraw the offer of a school place if the child's home address is subsequently found to be fraudulent.



St John the Baptist CofE (Aided) Primary School

School Hill, Findon, West Sussex BN14 0TR

Telephone: 01903 873072 Fax: 01903 877205

E-mail: office@stjbps.co.uk www.st-john-baptist.w-sussex.sch.uk

Headteacher: Richard Yelland BA

SUPPLEMENTARY INFORMATION FORM

The Admissions Policy for this school is attached to this form.

We wish to apply for entry to St John the Baptist C of E Primary School under category 3, 5, 6 & 8 of the oversubscription criteria. Please indicate the category for which you are applying:

- For category 3, we attach supportive evidence and have completed child's name, date of birth below.

Or

- For category 5, 6 & 8 we confirm we have attended Church at least monthly for a period of or he/she was baptised on (date of baptism). In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available for public worship.
 - The church attendance form below will also need to be completed by your member of the clergy.

Child's name Date of birth.....

Parent/Carer Name Date

Signature

Supplementary Information Form for Church Attendance

As part of the school's admission procedure, we need to collect information regarding church attendance. Please could you confirm the parents' attendance of worship at your church, as stated above. If there any comments you would like to make concerning any social circumstances affecting attendance at worship, which you are aware of, please give details. Thank you for your help.

I confirm that the family of the following address

.....
.....

worship atChurch. I would also like to make the following additional comments:

.....

Signed

Date.....

Role in Church

Print Name

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.

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.

Email findonpta@gmail.com

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

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 Headteacher.

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, Mr Martin Lloyd, 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 <https://www.stjbps.co.uk/term-dates>.

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 & PE Co-ordinator
Mrs L Cove Ash Class	Ash Class Teacher EYFS Leader, Forest School, DT
Mrs K Lax Willow Class & Mrs Lorne Willow Class	Year 1 & Year 2 Class Teacher Key Stage 1 & EYFS Co-Ordinator, Open Futures, Geography Year 1 & Year 2 Class Teacher Science Leader
Ms J Howells Mrs G Griffiths (Maternity leave) Rowan Class	Year 3 Class Teacher IT Leader, Accelerated Reader, History
Mr J Cumming Holly Class	Year 4 & Year 5 Class Teacher, Assistant Headteacher Deputy DSL, Maths Leader, Assessment, Art
Mrs T Stoner Oak Class	Year 5 & Year 6 Class Teacher, English Leader, Music, MFL, SENDCo, including Able Pupils

Non –Teaching Staff

Mrs S Baird	Secretary & First Aid
Mrs J Bush	Teaching Assistant, HLTA, PE Co-ordinator
Mrs T Hurren	Teaching Assistant
Mrs S Johnson	School Business Manager
Ms V Lyle	Higher Level Teaching Assistant, First Aid, School Council & Bee keeper
Mrs L McCrickard	Teaching Assistant (1:1 support)
Mrs S McKenner	Teaching Assistant, First Aid
Mrs B Penfold	Teaching Assistant, First Aid
Mrs K Price	Teaching Assistant
Mrs V Pollard	Learning Mentor, HLTA & First Aid
Mrs L Russell	Teaching Assistant
Mrs J Scutt	Lunchtime Supervisor
Mr S Southall	Premises Officer
Mrs J van Zanten	Teaching Assistant, Open Futures & First Aid

Governors

Mr J Roche	Chairman Foundation Governor
Mrs M Allen	Foundation Governor
Mr R Berrett	Foundation Governor appointed by PCC
Rev H Buqué	Ex Officio Foundation Governor
Mr Cane	Parent Governor
Mrs Bush	Elected Staff Governor
Mr M Lloyd	Clerk to Governors
Mr A Mead	Foundation Governor
Mrs A Prior	Representative Governor LA
Mr M Scott	Foundation Governor
Mr A Rockliffe	Parent Governor
Mr R Yelland	Headteacher