

St Anselm's Catholic Primary School

Learning and growing together through prayer, belief and love

School Prospectus



2023-2024

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Contacting the School

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Welcome to St Anselm's

On behalf of the governors and staff of St Anselm's, I warmly welcome you to our school. As a Catholic school, Christ's teaching is at the centre of everything we do. Our children, parents, governors and staff all contribute to create our living, witnessing Christian community.

Our Mission Statement, *'Learning and growing together through prayer, belief and love'*, underpins everything that we do.

We recognise that everyone is equal in the eyes of God and that each person has equal worth. Therefore, we encourage all to be positive about their own identity and uniqueness.

We have a climate of high expectations and standards in both the academic and social aspects of learning and hold the belief that learning should be an enjoyable experience. Therefore, we motivate the children through high quality teaching, first hand experiences and a stimulating environment to enable them to become the best independent learners they can be.

Arrangements for Admission to the School

St. Anselm's School primarily serves the parish of Our Lady and St Thomas of Canterbury. We are happy to show prospective parents and their children around the school at a mutually convenient time. As well as giving you information about the school we will answer any questions you may have.

All parents who have been offered a place will be asked to confirm their acceptance in writing. Parents of new children to be admitted are invited along with their child to spend some time with their class teacher, and this also gives you the opportunity of meeting the other parents of children starting school.

School Organisation and Teaching

The school believes that making a good start is very important. At present St. Anselm's has a staggered entry in September for the Reception children to allow child and teacher the time to get to know each other well.

Children born between **1st September and 28th February** are admitted **full time from 11th September 2023**. Children born between **1st March and 31st August** are admitted part time until **22nd September** and **full time from 25th September 2023**.

At the end of the Reception year teachers will consider the balance of the year group to reorganise classes for the following year, and children may be moved each year as this helps to 'rejuvenate' a class and extend friendships.

All Reception children move into Year 1 in the September following their admission.

Inclusion

We welcome children with special educational needs and disabilities. We believe that every child is unique therefore we consider very carefully about matching the ability of each child to the content of the curriculum so that each child can make the best possible progress. The school has a Special Educational Needs Coordinator (SENCO), Mrs Jackson and a team of support staff.

Our Curriculum Intent

At St Anselm's the curriculum is underpinned by our school Mission Statement and offers a stimulating and inclusive experience with Christian values at its core. By modelling the virtues given to us by Jesus, our pupils become life-long learners, understanding that we are all unique and have a variety of talents. Our curriculum is a vehicle for teaching British values and develops in our pupils a sense of responsibility and duty, and as a

result our pupils contribute positively to our school community, the wider local community and as global citizens.

The curriculum at St Anselm's is planned to ensure the development of core skills, creativity and curiosity within a cross curricular approach which considers the context of St Anselm's and the richness of the local area with its proximity to London. While focusing on subject specific knowledge, skills and understanding as set out in the National curriculum, it is designed to be cohesive, relevant and inspiring to pupils. The knowledge and skills- based approach within our curriculum is continually evolving to respond to the needs and interests of our current pupils which ensures it is meaningful, challenging and stimulates pupils to reach the highest possible standards in reading, writing and maths.

Our curriculum and provision demonstrate our commitment to each individual child, their mental health and well-being, and to ensuring that all pupils develop a positive attitude. Our aim is for our children to be offered the richest experiences and to leave St Anselm's with a sense of responsibility, ready to embrace the opportunities and challenges of the wider world.

Comprehensive Curriculum Maps can be found on the school's website detailing the topics that are covered in each year group. In Reception classes, the children experience the Early Years Foundation Stage Curriculum delivered across seven areas of learning: Communication and Language; Personal, Social and Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

Religious Education (RE)

Religious Education (RE) is at the core of all the teaching at St Anselm's. The Gospel values and teachings of the Catholic Church underpin every aspect of our School life. We aim to be a witnessing community, assisting parents in the task of helping children to know God and experience the Christian faith at home and at school.

To help the children develop knowledge of their faith, the school uses The Way, The Truth and The Life RE programme which is informed by the 'Catechism of the Catholic Church' and the Religious Education Curriculum Directory for Catholic Schools. The curriculum content is:

- Revelation; Story, Scripture, Memory and Tradition of the Church
- Church; Community, Discipleship, Witness
- Celebration; Sacrament, Ritual, Prayer, Worship, Liturgy
- Life in Christ; Lifestyle, Morality, Values, Attitudes

Emphasis is placed on the teaching of scripture and to support this, the use of bibles is very much encouraged, particularly in KS2. To support the teaching of Catholic Social Teaching, the school uses the scheme, 'Caritas in Action'. We also use the Building the Kingdom (BTK) initiative giving children the opportunity to explore big questions about life and faith within a broad Christ centred curriculum. We recognise the importance of teaching the children to value and respect the beliefs and traditions of other faiths so one week each of RE teaching is given to teaching other faiths.

The Catholic life of the school is enriched by our strong links with the parish of Our Lady of St Thomas of Canterbury and the support given by our Parish Priest, Fr Derek McGuire. Prayer and worship are an essential part of our school life. Mass is celebrated by the whole school, prepared and led by children from different year groups and weekly Gospel and achievement assemblies are led by the senior leadership team. We also have a pupil GIFT Team, (Growing In Faith Together) who help to promote the spiritual and moral development of the school.

English

Early Reading and Phonics: At St. Anselm's, we provide language rich environments that encourage and develop oracy and literacy skills to ensure consistent teaching, progression and continuity in the teaching and learning of phonics throughout the school. In order to implement our intent, we follow a Systematic Synthetic Phonics programme called **Essential Letters and Sounds** and sequence where children learn to:

- Recognise, say and write all phonemes within each phase 2-5.
- Apply and understand spelling patterns, e.g suffixes, prefixes, that are taught through phase 6 in year 2 using the Rising Stars Spelling Programme.
- Use their phonic knowledge to blend and segment phonetically decodable words.
- Use their phonic knowledge to read complex words and to recognise from sight High Frequency Words and Common Exception Words.
- Read with fluency for both pleasure and to retrieve information and expose children to a range of texts
- Write clearly, accurately and coherently using phonic knowledge.
- Apply their phonic knowledge in their reading and writing across the whole curriculum when they enter Key Stage 2.

Reading and Writing: At the core of our English curriculum lies our aim to instill a love of reading, writing and discussion, in all children, regardless of background and ability.

We inspire an appreciation of our rich and varied literary heritage and an eagerness to read widely and often. Our English curriculum reflects, and is a celebration of the diversity of our school community through our choice of books, authors, topics and creative and enrichment opportunities. Our texts are chosen very carefully to ensure that they are challenging, engaging and inspirational. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of audiences and purposes. We inspire our children to be confident in the art of speaking and listening and to use discussion to promote pupil voice and communicate, and develop further their ideas and learning across the curriculum.

Our English curriculum is progressive and promotes the academic, social and spiritual development of every child to help them prepare for life as successful and socially responsible citizens in secondary school and beyond. Children are helped to develop the ability to express their thoughts and ideas and communication skills through speaking and listening activities and through the written word. We aim to ensure that children develop a strong command of English through the correct use of punctuation, spelling, grammar and correct letter formation. Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised. The school believes that there is a close relationship between handwriting and spelling. The children in EYFS are taught to use the pre-cursive handwriting style, in preparation to use joined up handwriting in Year 1 so that the flow of the hand takes them through the word.

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
 - Develop the habit of reading widely and often, for both pleasure and information.
 - Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
 - Appreciate our rich and varied literary heritage.
 - Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
 - Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Mathematics

At St Anselm's we aim to develop in children an inspiring and positive attitude to mathematics. We want them to understand mathematics through a process of enquiry, reasoning and problem solving using a range of learning strategies: working both cooperatively, collaboratively and independently. We do this by teaching maths using a mastery approach. Teachers have high expectations of all children and they believe that all children have the ability to succeed. Through our teaching we want our children to gain confidence in mathematics so that they can express their ideas fluently and talk about the subject using mathematical language. We believe in the principle of 'Maths, Everyone Can!' Our lessons are built on the following principles of a mastery lesson:

- Coherence – breaking down mathematical concepts into small, well sequenced, manageable steps.
- Variation – procedural and conceptual
- Representation and structure – carefully choosing ways to reveal the structure of the mathematics, and representing it in a variety of ways.
- Mathematical thinking – chains of reasoning and use of precise mathematical vocabulary.
- Fluency – number and table facts and recognising the relationship between them.

The national curriculum for Mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

At St Anselm's we provide a high-quality science curriculum that builds a foundation for children to confidently explore and foster an appreciation for the world around them; both for living and non-living things. We aim to explore science from the lens of our Catholic faith to ensure children become positive contributors to the future of our world as God's stewards.

Our curriculum exposes children to a diverse selection of key scientists in order to build cultural capital and to challenge the stereotypes that children may see. We believe this will inspire children to break down stereotypes and learn that they, no matter their background or abilities, can achieve in science.

Through careful consideration to the sequence of topics, children build on previous knowledge, skills and vocabulary each year to ensure that learning is progressive. Consequently, their acquisition of key concepts is meaningful and they understand the relevance of such concepts to their lives. This is also underpinned through the incorporation of appropriate scientific enquiries into lessons to develop children's abilities to work scientifically.

At St Anselm's all science lessons follow the national curriculum for science. In EYFS, Science is taught through the learning area of 'Understanding of the World'.

The national curriculum for science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Computing

The intention of the Computing Curriculum at St Anselm's Primary School is to inspire our children with a fascination and curiosity about the world around them that will stay with them throughout their lives. We aspire for our children to be masters of technology, as we know that technology will play a pivotal part of their lives. We aim for our teaching of computing to develop creators, not consumers and plan a broad curriculum encompassing computer science, information technology and digital literacy reflects this. We support our children to understand that there is always a choice with technology and we role model using technology, in particular social media, positively and safely.

We aim for our children to be aware of online safety throughout their education, and recognise that being educated and aware of the dangers online is the best prevention policy. We ensure Online Safety is threaded throughout the curriculum, in all areas of learning, to develop children's awareness of keeping safe, and best strategies to deal with difficulties as they occur. We recognise that technology can allow pupils to share their learning in creative ways, and we aim for some of this learning to be shared with parents and the local community. Our knowledge rich curriculum is balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We aim for our pupils to be fluent with a range of tools to best express their understanding and to develop the confidence and independence to choose the best tool to fulfil the task and challenge set by teachers.

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms, data representation and communication.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

Music

Music is a universal language and connects us through people and places in an ever-changing world. At St Anselm's we believe that music lessons should inspire and engage students to develop a life-long love of music and their talents as musicians. Music lessons are as practical as possible and throughout children's time in St Anselm's we aim for them to participate in singing, ensemble playing, listening and experimenting with the creative process and so increase their self-confidence, creativity and sense of achievement. Music should underpin all celebrations, performances and religious events in our school.

There is a specialist music teacher employed at St Anselm's and all classes receive a 30 min music lessons per week as well as a 30 min whole-school singing session (hymn practice). We have developed our own curriculum which covers the aims of the Music Programme of Study in the National Curriculum, as well as taking inspiration from the Model Music Curriculum. All children learn the recorder from the summer term of Year 2 (continued throughout Year 3) and in Year 4 all children learn the ukulele. We work closely with our local Music Service (Harrow Music Service) and children have the opportunity to learn other instruments in small group settings (violin from Year 3, wind from Year 4 and guitar from year 5). Children in Year 5 also spend a term studying and participating in West African singing, drumming and dance, again through the local Music Service. St Anselm's KS2 choir (Yrs 4, 5 and 6) are very active in the local community, performing

at local events, with our Catholic community and in collaboration with Harrow School. There is a recorder club for children in Year 3.

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Art and Design

At St Anselm's we believe that every child is an artist, and have designed an ambitious skill-based curriculum to guide and teach them to create. The curriculum incorporates the statutory requirements of the National Curriculum, and ensures that all children will become skilful in drawing, painting, sculpture and other art and craft techniques. At Anselm's it is our aim that all children should produce creative work, explore their ideas and record their experiences in their sketch books. We ensure that children know about great artists, craft makers and designers and understand the historical and cultural development of their art. We develop our children's cultural awareness by making links with real life experiences and the local area.

We aim to inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their very own works of art. We ensure that our children understand that their Art is a journey, with the creating and designing process just as greatly recognised as the finished pieces.

We believe Art is a wonderful way to give every child the opportunity to develop their ability, nature their talents and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond. We are proud of our Art showcase which takes place annually and is an opportunity for all of our children to showcase their artwork to our community.

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

History

The History curriculum at St Anselm's Catholic Primary School is carefully planned and structured to ensure it is inclusive of all pupils and that current learning is linked to previous learning. Our History curriculum is guided by the National Curriculum and considers the background and interest of our children as well as the context of our local area. In line with the national curriculum 2014, the curriculum at St Anselm's aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;

- Begin to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The curriculum is designed to inspire curiosity in pupils and through our teaching of History they will have the opportunity to gain knowledge and understanding of Britain in the past and that of the wider world. History enables pupils to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values.

Children will develop the art of being inquisitive through questioning, thinking critically and trying to analyse and evaluate events, people and sources. It is a curriculum that allows for high quality education encapsulated by rich experiences, creative thinking, growth mindset, cultural knowledge and a wide breath of topics.

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Geography

At St Anselm’s we want to inspire children’s curiosity and fascination about the World and its people, their cultures and lives. We want to develop and deepen their geographical knowledge, understanding and skills and for them to apply these thoughtfully and sensitively to benefit of themselves and others, having care for the Earth and its people whoever and wherever they are.

We have a strong focus on sustainability and stewardship, learning how to enable and enhance lives, environments and places and our Green Ambassadors in Year 4 help to promote this further. We want the teaching to be meaningful so we have a strong focus on the school’s locality.

We want children to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

The national curriculum for geography has three distinct strands; Locational Knowledge, Human and Physical Geography and Geographical skills and Field Work. Pupils are taught to:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Physical Education (PE)

At St Anselm's, we believe that PE is a unique and vital contributor to a pupil's physical development and well-being. We aim to promote positive attitudes towards active and healthy life styles and help pupils to develop their fitness, agility, co-ordination and confidence and lead them to enjoy many sports. All children have two sessions of PE weekly and are given many opportunities to participate in intra and inter sports competitions. Pupils have swimming lessons in Year 4 and we run many other sport clubs including running club, netball, football, gymnastics and dance classes. We aim for our pupils to master basic fundamental movement skills including; running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. We want them to develop flexibility, strength, technique, control and balance and play in competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. They will perform dance routines using simple movement patterns and have the opportunity to demonstrate their dance experiences in our annual dance showcase. The children also have the opportunity to take part in outdoor and adventurous activity challenges both individually and within a team.

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Design and Technology (DT)

Our design and technology curriculum at St Anselm's is intended to develop and apply children's practical skills by encouraging them to solve problems based on initial exploration of designers and their products. We intend to foster creativity, analytical and critical thinking and develop technical competence which will equip children with essential life skills. It aims to encourage children to take risks and develop new innovative designs and to be reflective learners by giving them opportunities to evaluate their own work. Within our curriculum we value the importance of providing children with a variety of real-life problems to solve which are not just relevant to their own society but also other social contexts. This is done by evaluating a diverse range of past and present designs from around the world.

We aim to develop the children's understanding of electrical components, control systems, mechanisms and structures while understanding and applying the fundamental principles of design, make and evaluate as a process. Our children will be inspired by designers, chefs and engineers to enable them to create a range of structures, mechanisms, textiles, electrical systems, and food products with a real purpose. We also aim to ensure our children understand the historical and cultural development of all Design and Technology forms.

We will encourage inquisitive thinking and research skills to better understand the importance and impact of Design and Technology on the wider world.

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

Modern Foreign Language

French is the modern foreign language taught at St Anselm's for Years 3-6. It is our aim to encourage children to enjoy and develop a curiosity about learning languages by exploring the French language and French-speaking culture. The four key skills of speaking, listening, reading and writing are practised equally and lessons have an emphasis on being entertaining and enjoyable to motivate our children and increase their self-confidence, creativity, and sense of achievement. Wherever possible, cross-curricular links are made to reinforce learning. French achievement certificates are presented weekly to pupils to celebrate their success. During International Week the French curriculum is brought to life at St Anselm's with an annual 'French Singing Competition'. The project aims to combine French, music, and dance and for the children to have fun learning the language. The languages, cultures, and traditions of other countries around the world are explored across the whole school during International Week and children complete themed activities and are encouraged to share an aspect of their heritage.

The national curriculum for language requires that pupils are taught to;

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- Present ideas and information orally to a range of audiences*
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.

Personal Social and Health Education (PSHE)

At St Anselm's School we recognise that PSHE and Citizenship are closely related to RE and reflect the teachings of the Catholic Church. Our broader aim is to provide a faith community in which children can learn to respect themselves and others and take responsibility for their own actions. Fundamental to our school's values and practice is the principle of sharing the responsibility for the education of children with our parents and governors. We keep parents informed of any developments and changes to our approach to PSHE and Citizenship Education. Positive approaches to personal, social and health issues are promoted throughout the curriculum and general life of the school. Children are encouraged to learn and acquire new skills which will enable them to show respect and concern for themselves, others and the environment. They

are encouraged to see themselves as valued members of the school faith community, their parish communities and the wider world community. To promote our children's wellbeing and positive mental health, we use the Zones of Regulation as a tool to teach children to think about and express how their body feels and their emotions.

Relationship and Health Education

At St Anselm's RHE is considered an essential element of the education of the whole child. Parents are primarily responsible for helping their children gain knowledge of, and develop respect for, love and loving relationships. The school's relationship and health education programme is designed to help support parents in this area. The teaching covers the emotional, physical and sociological aspects of relationships. This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

- Created and loved by God (this explores the individual) The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- Created to love others (this explores an individual's relationships with others) God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- Created to live in community – local, national & global (this explores the individual's relationships with the wider world) Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme. Alongside this, RHE covers aspects of online safety which are fundamental to children's understanding of the wider world.

Home Learning

It is the policy of St Anselm's that all pupils should receive home learning. At St Anselm's we believe that home learning although not statutory, is an essential part of pupils' learning. In line with the National Curriculum requirements, home learning is set and children are encouraged to, and expected to establish good home learning habits from the beginning of their school life.

Home learning is recognised by the school as having the potential to raise standards, but this can only happen when it is taken seriously by pupils, parents and staff and the right balance is struck between it and the other opportunities that children have outside the school day. As children progress through the school the amount of homework that they are expected to do increases. We seek your support in helping your child. We expect you to listen to your child read and sign their reading record, help them with their tables and spellings and encourage them in their quest for knowledge in their topics. By working together, we will have a learning partnership that will really help your child.

Enriching the Curriculum and Charging Policy

First hand experiences are the best way to enrich the learning and make it come alive. The teachers plan such experiences carefully. It may be a visit to the museum, or the theatre, or that a special visitor, such as an author, comes to the school. Such events need to be paid for, and it is the school's policy to ask for a specified voluntary contribution to cover the expenses.

At present, because the contributions have nearly always been sufficient, it is our policy that such events

will take place regardless of whether enough funds come in. It has to be said, however, that if the school made frequent losses we could not continue in this way. Although the voluntary contribution is calculated so that the school 'breaks even', should there be a surplus on an individual event this will be offered back to you.

Another way of enriching the curriculum is through after school activities. The staff are generous with their time, both at lunch times and after school, to provide a range of clubs, give extra tuition, talk over learning or provide sports coaching.

Promoting Positive Behaviour

As a Catholic school our guidance stems from the example and words of Jesus. The Gospels are the ultimate source to guide our actions. 'Which is the greatest commandment in the Law?' Jesus answered 'Love the Lord God with all your heart ... love your neighbour as you love yourself' (Matt. 22)

The philosophy of our Behaviour Policy is embodied in our religion as a part of the church's teaching on morality. We are aiming:

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish
- To enable children to develop a sense of self-worth and a respect and tolerance for others
- To provide an environment in which children feel safe, secure and respected
- To develop within the children an understanding of right and wrong

More practically, however, we want the children to:

- Treat everyone with kindness and respect
- Take good care of our school and the grounds
- Call others by their proper names
- Be careful with others property.

To achieve these aims everyone must play their part; staff, parents, governors and, of course, the children. Indeed, we recognise that although many will influence the children, it is the children themselves who must take responsibility for their own actions.

The school values highly the role of partner agencies. To this end we work with the Catholic Children's Society to provide a play therapy service for children who require support with their social and emotional well-being.

Anti-Racist Statement

Our school opposes all forms of racism and racist behaviour. These include physical assault, derogatory name-calling, insults and racist jokes, racist graffiti or any other written insult, and racist comments in class discussions.

Any such incidents will be dealt with firmly and will be recorded. We endeavour to promote an anti-racist ethos through all school activities and aim to provide the best possible education for all children. We rely on the full co-operation of parents.

Bullying

Bullying in whatever form is not tolerated. The issue of bullying is continually addressed at assemblies, as well as in class by the class teacher. Children are encouraged to tell and we are committed to working with all children, their families and classes to address any problem. We have an anti-bullying policy which is available to parents. All alleged incidences and occurrences will be investigated thoroughly and recorded. Parents are asked to be alert for signs of distress in their children and bring any worries to the class teacher

as soon as possible.

Assessment and Reporting Achievement

Assessment of children's progress is an integral part of the teacher's work. The school works hard to ensure consistency across the age groups. We use an internal tracking system to monitor all pupil's attainment throughout the year and termly assessments are undertaken in all year groups. As parents you should be a little cautious about comparing your child with other children. What is important is, where your child is now, where he/she was and where we would like him/her to be.

At the end of each term a report is provided about each child. At the end of the summer term a more detailed Record of Achievement is sent to you to add any achievements made outside the school, to update the school with factual information and to sign. The school then takes a copy of the completed record. Parent and teacher meetings occur twice a year.

As children enter EYFS, teachers carry out the Statutory NFER Baseline Assessment covering the specific areas of learning in mathematics, literacy and communication and language. Throughout EYFS, teacher assessment is on-going against the 7 areas of learning and a final Teacher Assessment judgement is made at the end of the year against the Early Years' Profile which is reported to parents.

Statutory Phonics Testing takes place at the end of Year 1 and a Statutory Multiplication tables check takes place in Year 4. Standard Assessment Tasks (SATs) are undertaken by children in Year 2 and Year 6 and the results of all of these tests are reported to you.

Consultation and Dialogue

The relationship between parents and the school has a crucial bearing on the child's progress. We need to have an effective working relationship with you so if you are concerned about any aspect of your child's education, you should discuss the matter first with the class teacher. The teachers may also occasionally request a meeting with you if it is felt it will benefit your child.

We find that the Home School Link book is an important communication tool between parents and the school. It is a two-way process. The teachers can inform you about matters that do not need a meeting and vice versa. It is important that you check the Link Book every night so that your child knows that the school and home are always in touch.

You will be invited to a formal consultation meeting with your child's class teacher twice a year. These meetings are important as they provide another useful link between home and school. We encourage you to make every effort to attend.

The Headteacher takes a personal interest in every child in the school and would be willing to discuss any issue further with you and the class teacher.

We hope to have a good working relationship with you, but if there is any matter that you feel has not been resolved by the school, there is a complaints procedure which is published on the school website.

Safeguarding

St Anselm's School is fully committed to meet its responsibility to protect and safeguard the welfare of children in its care. We recognise the important part we have to play in identifying children at risk of abuse and neglect and in securing appropriate support for them and their families. The child's best interests will

remain our paramount focus and this is best achieved by St Anselm's working within the context of the following statutory duties and government guidance which require effective inter-agency cooperation: *Section 175 of the Education Act 2002* places a statutory duty on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school. *Section 11 of the Children Act 2004* sets out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children. These arrangements are outlined within our Safeguarding and Child Protection Policy, available on the school website, so that all staff, families and the local community are provided with a clear understanding of our school's processes and commitment to safeguard and promote the welfare of children and young people in our care.

Our policy and procedures are in accordance with government guidance set out in *Keeping Children Safe in Education (DfE September 2022 (KCSIE))* which incorporates a range of related responsibilities for schools and statutory duties introduced to protect children and young people from Female Genital Mutilation and Radicalisation. In particular, this policy incorporates Part One of KCSIE to ensure that all staff understand how to discharge their roles and responsibilities

The designated person responsible for Child Protection and Safeguarding children at St Anselm's is **Ms T Hunt**, Head Teacher. In her absence refer directly to **Mrs Kelly-Keegan**, Deputy Head Teacher, **Mrs Marotta**, Assistant Head Teacher or **Mrs Jackson**, SENCO.

Parental Involvement

We are very fortunate in having the strong support of parents. Many are able to give their time through the Staff and Parents' Association (SPA), helping with the important tasks of building community within the school as well as fund-raising. Helping new parents feel that they belong and building up the school community is an important role undertaken by the SPA, as well as fund-raising and making the events enjoyable for both children and adults.

Parents are sometimes invited into school to assist us, for example, to ensure the smooth running of the school library. Also, there are many occasions when parents join us in liturgical celebration. It is necessary for **all regular** volunteer helpers (including parents) to go through the same checking procedures (DBS) as paid staff. We value your work, support and partnership.

The School Day

A 'soft start' each day means that children are encouraged to attend from 8:30am when the school gate on the front playground is opened each day. This transition period before registration is a time when teachers plan simple tasks for the children to engage in at the start of the day such as reading, number, handwriting, creative or physical warm-up activities.

Teaching Hours

At the **Early Years Foundation Stage (EYFS)** and **Key Stage 1** the children are taught for 21¾ hours per week
At **Key Stage 2** the children are taught for 23 ½ hours per week.

These times exclude registration, break times and collective acts of worship.

EYFS are offered continuous provision commencing at 8.55 until 3.10

First morning session:

EYFS	8.55 - 11.50
KS1 and KS2	8.55 - 10.40

Second morning session:

Key Stage 1	10.55 - 11.50
Key Stage 2:	11.00 - 12.30

Lunch

EYFS and Key Stage 1	11.50 – 12.45
Key Stage 2:	12.30 – 1.25

Afternoon session:

KS1/EYFS	12.45 - 3.10
KS2	1.25 - 3.20

Break Times

As part of our Healthy Eating Initiative the school has a 'fruit break' each morning.

Water

We also encourage children regularly to drink water. There are water fountains for the children's use outside, you may also wish to send your child with a labelled 300ml or 500ml filled water bottle each day.

School Dinners

The school provides free freshly cooked school dinners for all children under 7 Years of age. Children in Years 3-6 may also receive a hot school dinner at a cost of £2.30 per day currently.

Lunchtime

Supervision is provided for the children by mid-day supervisory assistants. These adults fulfil an important role for the school in ensuring good safety for the children. They are often parents of children attending the school. Should you be interested in helping, please enquire at the school office.

Attendance and Absence

Supervision is provided from 8.30 am to assist you in ensuring your child is in school in time for registration. It is also important to remember that the staff have meetings and courses to attend and classroom work to do at the end of each day, so do ensure that your child is picked up promptly.

Schools are required to keep detailed records on attendance and distinguish between authorised and unauthorised absences.

When your child is absent, the school needs to be informed of the reason on **the first day of absence. This should be done by ringing the school office and following it up with a letter addressed to the class teacher.** You also need to be aware that repeated lateness could be considered as unauthorised absence. The school - in consultation with the Education Welfare Officer - will follow up on any seemingly unauthorised absences. The school has an attendance policy which outlines the practice and procedures for maintaining a high level of pupil attendance.

Local Authority Penalty Orders

If a child of compulsory school age fails to attend regularly at a school at which they are registered or at a place where alternative provision is provided for them the parents may be guilty of an offence and can be prosecuted by the local authority.

Request for Leave from School

In September 2013, updated in September 2017, amendments to The Education (Pupil Registration) (England) Regulations 2006 **removed reference to family holidays and extended leave as well as the statutory threshold of 10 school days.**

The amendments make it clear that Headteachers **may not grant any leave of absence in term time unless there are exceptional circumstances.**

Headteachers should determine the number of school days a child can be away from school if leave under **exceptional circumstances** is to be granted.

In order to ensure we meet our legal responsibilities, we must make every effort to make it clear to parents and carers that children must attend school on a regular basis. Any time away from school can have an impact on educational attainment.

We must be able to evidence that we have done all we can to ensure the law is upheld. In law, parents and carers are committing an offence if they fail to ensure regular and punctual attendance at school. **Therefore, any unauthorised absence, such as taking holiday in term time, extended holidays resulting in failure to return to school at the beginning of the term can result in a Fixed Term Penalty Notice.**

Fixed Penalty Notices will operate following Harrow Council's guidance. The Penalty Notice will require the payment of a fine of £60.00 within 28 days rising to £120.00 which must be paid within 42 days. Failure to pay a Fixed Term Penalty Notice may result in a criminal conviction and a fine in the Magistrates Court for up to £2,500.

Our school is unable to authorise absence from learning (Leave Requests) during term time unless there are exceptional circumstances. Permission for leave from school must be requested in advance using the Leave Form available from the office.

We are fully aware that this action will not affect the vast majority of our parents and carers who ensure that their children miss school only in the most unavoidable of situations. We look forward to continuing to work with you to ensure that your child reaches maximum attendance and achieve their full potential at St Anselm's.

The School Absence Book

If your child arrives late and has missed registration you will need to sign him/her in at the school office as the school register will indicate your child as absent. When taking your child out of school during the day - for whatever reason - this must be via the school office so that we have a record of where you have taken your child.

Health

If you suspect that your child is unwell, please do not send him or her to school as it is not very fair on the child, others in the class, or the class teacher. It can be very disruptive for all the children if the teacher has to miss several days from school due to something 'picked up'.

Medicines

There may be occasional times where a child is fit enough to come to school but still needs to have some medication prescribed by the GP administered during school hours. In such cases, parents/carers must sign the medical consent form available from the Medical Room. Staff are not allowed to administer medicines that are not prescribed. This is parents' responsibility.

Infectious and Contagious Diseases

Please remember that coughs and colds are easily spread in a school. Children should be sent to school with tissues and reminded how important it is to use them. All children are expected to go out at break times for fresh air and play. A rule of thumb is if your child is not well enough to go outside, then he/she should not be at school. The school requires parents to take their child's temperature before leaving home every morning. In the case of asthma, modern day medicines are designed so that the child can lead a normal life.

Minor Ailments and Accidents

Although we always consider the safety of the children first, accidents will happen. Minor injuries such as cuts, grazes, bruises or bumps will be dealt with by the support staff and noted in the Accident Book. In more serious cases we will contact you. You will be notified, however, of any bump to the head, either by phone or letter, so you can make a second check on your child during the evening. Please note 'bumped head' letters will be given for even the most minor bump.

Travelling to School

We have a Travel Plan in line with Transport for London and the Department for Education guidelines for schools. Our Travel Plan can be viewed on the school website. The school encourages you to walk to school with your child. Not only should this contribute to your child's health, but it will keep the roads around the school safe for children walking, free from congestion and the school on good terms with our residential neighbours.

School Uniform

At St Anselm's we believe that the wearing of school uniform is vital to promote the ethos of the school and provide a sense of belonging, identity, pride and confidence for all our pupils, regardless of their protected characteristics or socio-economic circumstances. We are committed to promoting equality and value for money and to ensuring that no child is discriminated against due to their economic circumstances or social and cultural background.

Our Uniform Policy, displayed on our website sets out the measures the school has taken to develop a consistent, fair and inclusive uniform policy, and to implement a uniform that reflects the needs of all pupils, and is created with consideration to health and safety, practicality and the best value for money for the school and our families.

We believe that children learn most effectively and achieve their best outcomes when they are comfortable, able to be themselves, and dressed in such a way that is conducive to a successful learning environment including activity-appropriate attire such as PE kits.

We expect the school uniform to be worn with pride. The uniform style is more traditional and this means it needs a little more effort to keep smart. Please help your child to be as independent as possible.

Cost and purchasing of School Uniform

At St Anselm's we keep variations in school uniform for different year group-specific items, to a minimum to ensure that pupils can get the most wear out of their uniform possible and that parents can pass some items down to younger siblings.

St Anselm's also keeps branded uniform items to a minimal level that is reasonable for all members of the school community. The school defines a branded uniform item as any item of clothing that cannot be purchased at a range of retailers, including by virtue of logos, colours, design and fabrics.

Where the school requires an item of branded clothing, we will conduct an annual review with any named supplier to ensure prices are kept as low as possible, and quality of items maintained. The St Anselm's uniform supplier is currently **Angel's, Pinner**. School uniform can be purchased from the school supplier, Angels 317 Rayners Lane Pinner Middlesex HA5 5EH or on-line at www.angelsuniforms.co.uk

We also hold a stock of second-hand school uniforms for parents to access; access to these uniforms is available upon request made to the headteacher. Parents are invited to donate their child's uniform when they no longer need it. The Staff and Parent Association (SPA) also has an account with **Uniformerly** which allows parents to purchase and sell nearly new uniform. All funds raised by the SPA are retained for school projects.

Policies

Governors have a legal duty to ensure that the school is managed in accordance with the Education Acts and statutory regulations. School policies are available on the school website.

The Governing Body sees its role as being supportive to the Headteacher and staff in every aspect of school life. However, the Governing Body has the responsibility to hold the Head Teacher to account for the school's standards and performance. It also seeks to ensure the continuing and developing success of the school whilst building a close and productive relationship between staff, pupils and parents.

Secondary School Transfer

During the autumn term of the final year that your child is at the school (Year 6), the secondary schools provide open days and evenings to enable you to state a preference for your child's post-eleven education. In Harrow there are two Catholic Secondary Schools, the Sacred Heart Language School for girls and Salvatorian College for boys.

These should not only provide excellent education for your child, but enable your child to grow and develop in a faith community.

Lastly

This prospectus is by no means comprehensive and will not be able to answer all of your questions, but it should give you an insight into how we at St Anselm's School are tackling the very important issues involved with the education of your child. The school website is a window

I am very happy to talk through any matter with you, however small it may seem, so that your child can thrive not only in their academic life but also in the social and emotional well-being.

Ms T Hunt

September 2023

APPENDIX 1

St Anselm's School Term and Holiday Dates 2023/2024

AUTUMN TERM 2023

Term begins	Monday 4 th September 2023
Half-term	Monday 23 rd October – Friday 27 th October 2023
Last day of term	Wednesday 20 th December 2023

(Staff training days)	Friday 1st September 2023
	Friday 20th October 2023
	Friday 8th December 2023

SPRING TERM 2024

Term begins	Monday 8 th January 2024
Half-term	Monday 12 th – Friday 16 th February 2024
Last day of term	Thursday 28 th March 2024

(Staff training days)	Friday 5th January 2024
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SUMMER TERM 2024

Term begins	Monday 15 th April 2024
May Day Bank Holiday	Monday 6 th May 2024
Half-term	Monday 27 th May – Friday 31 st May 2024
Last day of term	Tuesday 23 rd July 2024

(Staff training days)	Monday 3rd June 2024
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By law we are required to report on the authorised and unauthorised absence in the school for the previous year (2022/2023). The total attendance is calculated using two sessions per day times the number of pupils of compulsory school age from the beginning of the school year up to the cut-off point stipulated by the Department for Education.

This analysis is for pupils of compulsory school age on roll from 1 September 2022 to 31 May 2023. Absences are expressed as a percentage of all the half day sessions those pupils could have attended.

Possible attendance	125889
Authorised absence	(4.09%)
Unauthorised absence	(0.92%)

APPENDIX 2

St Anselm's School Governors

FOUNDATION GOVERNORS	
Ms Linda Barnard (Chair)	
Mr John Madders	
Dr Leanne O'Brien	
Fr Derek McGuire	
Mr Gareth Nash	

LA GOVERNOR	
Eileen Kinnear	

PARENT GOVERNORS	
Mrs Marjorie Musisi	
Mr Peter Boonman	

CO-OPTED GOVERNORS	
Mrs Seema Shibu	
Mrs Karina De Souza	

STAFF GOVERNORS	
Mrs Caroline Jackson (SENCO)	
Ms T Hunt (Headteacher)	Ex Officio
Mrs Alison Kelly-Keegan (Deputy Headteacher)	Observer

CLERK	
Ms Deepti Bal	Appointed Annually

Child's Name:

This Home-School Agreement is set in the context of a partnership between school, home and parish. Our school is an integral part of our local Catholic community which shares the mission of the Church to proclaim the Gospel of Jesus Christ.

We believe that our school has a particular responsibility to support parents in their task of nurturing their children in faith, love and human growth. Our Home-School Agreement recognises this belief which is reflected in our Mission Statement as follows: *Learning and growing together through prayer, belief and love*

The school's responsibilities

The school is committed to:

- ensuring that the values of the Catholic faith are promoted in every aspect of our community and the curriculum providing a safe, secure, welcoming and caring environment for your child
- ensuring that your child is valued for who he/she is and helped to make good progress in their spiritual, moral, emotional and academic development
- delivering an interesting and challenging curriculum which is broad and balanced and which enables each child to fulfil his/her potential
- providing a high standard of teaching setting, marking and monitoring homework suitable to your child's needs and in accordance with our homework policy
- keeping you well informed about general school matters through regular communication in newsletters, letters and the website
- offering you regular opportunities to discuss your child's learning with their class teacher and providing you with a written record of achievement on your child's progress annually
- discussing with you any concerns regarding aspects of your child's well-being, work, or behaviour contacting you if there is a problem regarding attendance or punctuality.

Parents' responsibilities

I/we will:

- support the school in promoting the values of the Catholic faith
- ensure that my child attends school regularly, is on time and suitably equipped and adheres to the uniform policy
- inform the school of any matters which could affect my child's work or behaviour
- support the school's policies and guidelines for behaviour
- give my child opportunities for home learning and support homework from school
- attend meetings to discuss my child's progress
- foster good relationships with the school

Pupils' Pledge

I will try to:

- do the best work that I can
- come to school fully equipped to learn
- come to school wearing the proper school uniform
- think for myself and take responsibility for my actions
- show respect to all adults and other children in school
- show a good example to other pupils
- complete any homework set in the best way I can and present it neatly
- look after our school by taking care of equipment and keeping it litter free
- behave sensibly and keep the school rules

Whatever their status - voluntary aided, special agreement, grant maintained, special or independent - Catholic schools and colleges are established to support Catholic parents in their responsibility for the academic, physical, spiritual, moral and religious education of their children in accordance with the teachings of the Church. This means that they are committed to promoting:

The Search for Excellence:

The search for excellence is seen as an integral part of the spiritual quest. Christians are called to seek perfection in all aspects of their lives. In Catholic education, pupils and students are therefore, given every opportunity to develop their talents to the full.

The Uniqueness of the Individual:

Within Catholic schools and colleges, each individual is seen as made in God's image and loved by Him. All students are, therefore valued and respected as individuals so that they may be helped to fulfil their unique role in creation.

The Education of the Whole Person:

Catholic education is based on the belief that the human and the divine are inseparable. In Catholic schools and colleges, management, organisation, academic and pastoral work, prayer and worship, all aim to prepare young people for their life as Christians in the Community.

The Education of All:

Their belief in the value of each individual leads Catholic schools and colleges to have the duty to care for the poor and to educate those who are socially, academically, physically or emotionally disadvantaged.

Moral Principles:

Catholic education aims to offer young people the experience of life in a community founded on Gospel values. In religious education in particular, the Church aims to transmit to them the Catholic faith. Both through religious education and in the general life of the school, young people are prepared to serve as witnesses to moral and spiritual values in the wider world.

Extract from 'Principles, Practices and Concerns' - a statement from the Catholic Bishops of England and Wales

Learning and growing together, through prayer, belief and love

This Code of Conduct was reviewed by the Resources Committee of the Governing Body on **25th January 2023** and presented to and approved by the full Governing Body on **1st February 2023**

INTRODUCTION

St Anselm's Catholic Primary School is a nurturing learning community. We believe pupils learn best in a safe and supportive environment based on respect and trust and underpinned by an effective partnership between parents and staff. High standards of behaviour are required of pupils, and staff are expected to act professionally at all times. The positive support of parents and carers is necessary and highly valued by the school.

This Code of Conduct for Parents, Carers and Visitors has been adopted and agreed by the school's Governing Body. It provides a reminder to all parents, carers and visitors to our school about the conduct expected of them. It sets out both what they should aim to do, and conduct which will not be tolerated. This is so that our children can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

This code complements the school's 'Complaints Policy' which is designed to deal with parental concerns or complaints in a sensitive and mutually supportive manner.

EXPECTATIONS

We expect parents and carers (and, where appropriate, visitors) to:

- Respect the caring ethos and values of our school
- Work together with school staff for the benefit of their children
- Treat all members of the school community with respect using appropriate language and behaviour
- Approach the school to help resolve any issues of concern
- Where appropriate, clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue
- Promote good behaviour of your own children at all times, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour (but avoid using teachers as a threat if your child misbehaves)
-

We expect parents and carers (and where appropriate, visitors) who travel to the school by car to:

- Respect the residents in the roads surrounding the school, by ensuring that you do not stop or park your car in a way that obstructs their access in or out of their property
- Show courtesy at all times to other parents, road users and school staff when dropping off and collecting children, by parking considerately and avoiding verbal confrontation or exchange
- Ensure you do not park in the church car park when dropping off and collecting children, nor obstruct the entrance or exit

In order to support a peaceful and safe school environment, the school will not tolerate parents, carers or visitors exhibiting the following:

- Disruptive or other inappropriate behaviour which interferes or threatens to interfere with any of the school's operation or activities anywhere on the school premises
- Approaching another parent or child in order to discuss or chastise them because of an issue between the children, (Such an approach to a child may be seen to be an assault on that

child and may have legal consequences) – please talk to a member of staff to resolve problems

- Using loud or offensive language or displaying temper
- Threatening, in any way, a member of school staff, visitor, fellow parent/carer or pupil
- Using physical or verbal aggression towards another adult or child, including physical punishment of your own child on school premises
- Any other behaviour, verbal or otherwise, which could be considered to be inappropriate, offensive, or abusive
- Sending abusive or threatening e-mails, text/voicemail/phone messages, or other written communications to anyone within the school community
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/carers/staff at the school on Facebook or other social media (See **addendum** below)
- Damaging or destroying school property
- Smoking, taking illegal drugs or the consumption of alcohol* on school premises (*alcohol may only be consumed during authorised events)
- Bringing dogs (other than guide dogs) into the school playgrounds
- Taking photographs with phones or other devices on school premises without permission from the school

If we are unable to resolve issues in a reasonable manner, the school may have to ban parents/carers/visitors from entering the school grounds, and in extreme cases we may need to involve the police.

We trust that parents, carers and visitors will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

We ask that parents and carers ensure they make all persons responsible for collecting their children aware of this policy.

Addendum to Parent and Visitor Code of Conduct

Inappropriate use of social network sites

Social media websites are being used increasingly to fuel campaigns and complaints against schools, head teachers, school staff, and in some cases other parents/pupils. The governors consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the head teacher or the chair of governors, so they can be dealt with fairly, appropriately and effectively for all concerned.

Libellous or defamatory posts

In the event that any pupil or parent/carer of a pupil being educated at the school is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

Cyber bullying

We take very seriously the issue of cyber bullying by one child or a parent to publicly humiliate another by inappropriate social network entry. We will deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare. In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites.

This Policy has been adapted from the HSCB model policy and procedure

Learning and growing together through prayer, belief and love

This policy was approved by the Governing Body on 26th May 2021

INTRODUCTION

At St Anselm's we strive to build strong relationships with parents, carers and visitors. This helps create a stimulating, happy and safe learning environment which continues from school to home and the wider community, providing all our pupils with the opportunity to achieve their personal best. The trust, support and co-operation of parents is fundamental to the continued success of our school.

All members of St Anselm's community have the right to work without fear of abuse or violence at all times. This policy outlines the manner in which everyone is expected to act whilst on school premises or virtually, as well as further detailing the type of behaviour which will not be tolerated.

All employees of St Anselm's are required:

- to demonstrate the highest possible professional standards at all times
- to deal with all pupils, fairly and consistently
- to communicate with all parents and visitors with professional courtesy
- to be aware of and conform to all safeguarding routines in the school
- to uphold the professional integrity of the school and teaching profession at all times

Our staff come to work to educate and support our pupils and we believe it is important for everyone involved with school life to communicate in a respectful and productive manner, whether in person, on the phone, or online. In this way, staff, pupils, parents, carers and members of the public always behave respectfully to each other, which helps to promote the most constructive working and learning environment.

St Anselm's therefore asks parents, carers and visitors to:

- positively support the ethos of the school by setting a good example in their speech and behaviour (including online) towards all pupils, staff members and other adults
- work constructively with staff members to resolve any issues of concern, including clarifying specific events in order to bring about a positive resolution
- always communicate (by telephone, email, or in meetings) in a constructive and respectful manner
- refrain from communicating in a manner which could be perceived as threatening or unreasonable
- work alongside the school to support their child's behaviour where necessary, understanding and accepting that a behaviour policy is fundamental and necessary to a safe and purposeful learning environment – this policy (and consequences outlined within) apply to **ALL** pupils; it is not democratic or open to negotiation
- make reasonable requests for meeting times, and not expect to see any member of staff without a prior appointment. (We will always try to accommodate a meeting or phone call as soon as possible, but do have many commitments, including teaching, throughout the day and we would ask that you understand and respect this)
- agree to meet with the member of staff who is identified or delegated by the Headteacher, in the event of a dispute or disagreement. (N.B. The member of staff will be commensurate with the stage and scale of the concern and we will not accept demands to communicate with a particular individual)

- make every effort to positively promote the school to the wider community and not publicly undermine the school or the implementation of school policies or publicly manifest complaints or criticisms online, on social media platforms (e.g. WhatsApp / Facebook) or in public forums

Whilst we welcome feedback and regularly consult with a range of stakeholders in making key decisions, ultimately the school must make decisions in good faith, which we deem to be in the best interests of our pupils. Whilst it is never our intention to disappoint, it is not always possible to secure agreement or consensus (and schools are not duty bound to do so).

Decisions around behaviour expectations, uniform, teaching and learning strategies or strategic direction are at the discretion of the Headteacher and Governing Body and do not require consensus or parental approval.

EXPECTED BEHAVIOUR

Simply put, we expect that all parents, visitors and members of the public will treat each other, staff members, pupils and external agencies with dignity and respect.

Parents should be aware of school policies, and know that copies are available via the school's website. When raising a concern, we would ask parents to ensure that they act in accordance with school policies and maintain a positive approach at times whilst on the school premises and in their communications with school.

EMAILING THE SCHOOL

Email is a quick, effective way of communicating necessary information and is the school's preferred method of communication. **Emails received will be acknowledged within 2 working days and responded to within 10 working days. Emails will only be responded to within working hours.**

Parents and carers should contact the school via email for a general enquiry as an alternative to by telephone or letter. The school email address is: office@st-anselms.org. Once a query has been passed to the appropriate staff member and resolved, all new enquires must be directed through the school office email. Class email address will be enabled in the event of remote learning. *Under no circumstances should staff contact pupils or parents and carers using their own personal email address.*

TELEPHONE CALLS

In a non-emergency a return call will be aimed to be made within 2 working days, with any follow up action from the request /query/problem being dealt with within 10 working days.

EXCESSIVE PARENTAL CONTACT / DEMANDING BEHAVIOUR

We are committed to working positively with home to effectively deal with any issues or concerns. However, we would ask parents / carers to understand that we will simply do not have the capacity to engage in excessive communications or lengthy and repetitive meetings.

Once the school has given a reasonable amount of time to address an individual issue or concern, we will not engage in further communication regarding those issues to which we have already responded.

Any emergency situations will be dealt with separately.

Please remember that any time dealing with excessive communications or questioning of school procedures is time away from our primary aim of supporting our pupils.

Please note the following:

- If parents / carers are rude, abusive or speak in an inappropriate tone over the telephone, our staff will politely end the call.

- If any email is rude or inappropriate in tone we reserve the right not to reply, or we may choose to take the action outlined within this policy.
- If parents / carers are rude, abusive or speak in an inappropriate tone during a face-to-face meeting or a virtual meeting, our staff will terminate the meeting immediately.
- In either case, the school will forward a copy of this policy to reiterate our expectations and rights with regard to appropriate communication.
- In circumstances where school has listened to the request of a stakeholder (i.e. parent or pupil), considered the request and shared the outcome of this with the stakeholder, should the stakeholder continue to repeat or labour the same request, school reserves the right to cease communication or to limit the reply with a repeat of key messages already shared.
- When the school judges email correspondence to be excessive, the school reserves the right to cease communication or only offer a reply with a repeat of key messages already shared.
- In such circumstances, a face-to-face or virtual meeting will be offered to attempt to deal with any issues or concerns.
- Following reasonable attempts by the school to arrange a meeting at a mutually convenient time, or if a meeting is refused, then communication on this issue will cease.
- This policy does not impact on the right of parents and carers to make formal complaints via the school's complaints policy which can be found on our website.
- Once the school has received notice of a formal complaint, the issues around the complaint can no longer be discussed outside of the Complaints Procedure unless it is in a way to find an informal or early resolution that the school agrees with.

If any parent / carer behaves in a manner that this policy outlines as unacceptable (such as abusive, aggressive, inappropriate or excessive contact, etc) the school may choose to take appropriate action in line with our legal position or forward a copy of this policy to appropriate individuals. This is to ensure that parents / carers are aware of expectations for future behaviour, the position of the school, our legal rights and protection, and any action that we might choose to take.

St Anselm's Catholic Primary School

Learning and growing together through prayer, belief and love.



Acceptable use of the internet: Agreement for Parents and Carers

Name of parent/carer:

Name of child:

Online channels are an important way for parents/carers to communicate with, or about, our school.

The school uses the following channels:

- The School website
- The School's official Twitter account
- Text notifications
- Class email accounts
- ParentPay Email
- Our virtual learning platform- SharePoint

Parents/carers also set up independent channels to help them stay on top of what's happening in their child's class. For example: email groups, or chats (through apps such as WhatsApp).

When communicating with the school via official communication channels, or using private/independent channels to talk about the school, I will:

- Be respectful towards members of staff, and the school, at all times
- Be respectful of other parents/carers and children
- Direct any complaints or concerns through the school's official channels, so they can be dealt with in line with the school's complaints procedure

I will not:

- Use private groups, the school's social media, or personal social media to complain about or criticise members of staff. This is not constructive and the school can't improve or address issues if they aren't raised in an appropriate way
- Use private groups, the school's social media, or personal social media to complain about, or try to resolve, a behaviour issue involving other pupils. I will contact the school and speak to the appropriate member of staff if I'm aware of a specific behaviour issue or incident
- Upload or share photos or videos on social media of any child other than my own, unless I have the permission of other children's parents/carers

Signed:

Date: