

PROSPECTUS

St Thomas Becket
Catholic



INTRODUCTION

St. Thomas Becket is a Roman Catholic Voluntary Aided School, catering for children between the ages of 5 and 11 years. The school was established in 1967 to serve the Catholic communities of Our Lady of the Annunciation, Addiscombe and St Chad's, South Norwood.

During 1995, five classrooms were added to the original seven to enable the school to admit two forms of entry. Existing classrooms were refurbished to give the staff and pupils a light and pleasant environment in which to work. Two temporary classrooms were replaced with permanent brick-built accommodation in September 1998. The hall was enlarged during the summer term 2002. An ICT Suite was installed in July 2004.

Children are admitted (to Reception) in a single cohort in the September of the academic year in which they will achieve their fifth birthday and remain with us until they are eleven when they transfer to their secondary schools.



*Diarmuid Skehan
Headteacher*



SCHOOL AIMS: MISSION STATEMENT

St. Thomas Becket School is a multi-cultural Catholic primary school that strives to be a positive force in the life of the church. We aim to create a community which is underpinned by the Gospel values of Christ; where all children have the opportunity to develop spiritually, creatively, physically, socially and academically; where the talents and abilities of all members are valued and where compassion, tolerance and forgiveness are guiding principles.

The school aims to foster and deepen the children's faith through a genuine partnership between the home, school and parish. Only through this can we hope to:

- Help children develop a sense of self-worth and promote a spirit of respect for others and a resolve to help the less fortunate both in the local community and the global community.
- Offer an excellent education that values the whole child and encourages academic aspirations through positive teaching and learning practices while recognising a variety of learning styles.
- Make prayer, worship and liturgy a meaningful experience for our community by helping all to enter into a personal relationship with Christ through personal reflection and response.
- Build links with the extended community as we continue to be ever more inclusive.
- Strive to maintain the highest possible standards of behaviour and help all children to achieve to their full potential.

In promoting the love of Christ and love of our neighbour, we will endeavour to foster good interpersonal relationships between all members of the community. We reject all forms of prejudice and instead seek to include, strengthen and empower all individuals and groups fairly. We hope to promote a concern, and commitment to serving the needs of all within our school community



ABOUT OUR SCHOOL

Punctuality is very important; please make every effort to arrive at school on time. It really is essential that we build and nurture good time-keeping habits from the very earliest age and we would ask parents to support us in our drive to achieve perfect punctuality. A record of each child's attendance and punctuality is included in the end of year report to parents.

START OF THE SCHOOL DAY	8.55am
LUNCHTIME	12noon - 1.00pm for Infants 12.15pm - 1.20pm for Juniors
END OF SCHOOL DAY	3.10pm for Infants 3.15pm for Juniors

At the end of school, we would ask parents to make certain that they are here in good time to collect their children. **Please ensure you inform the school if a different person is to collect your child at the end of the day - even if it is just for a single occasion.**



ATTENDANCE

At St. Thomas Becket we have over 400 children on roll and take pride on our excellent attendance record. The percentage attendance level at the school remains above both borough and national averages which is very encouraging.

Where a child's attendance begins to fall below the school average because of illness or a series of minor illnesses, the school is required to ensure that days missed are verified by doctors – even for single days.

Please help us to maintain and to improve on our excellent record. We have a computerised registration system in place and individual records are retrieved for each pupil giving numbers of absences, authorised and unauthorised, as well as the number of occasions they are late and these will be recorded in a child's annual report.

ABSENCES AND LATE ARRIVALS

It is essential that you let us know by telephone if your child is absent and that you send a note when he or she returns to school. In the event of a child being absent with no information given to the school, we have a policy of telephoning home to ensure the child's safety. Children who arrive after 9.00 a.m. should be signed in by parents and must go to the Office to be registered.

LATE COLLECTION

It is imperative that, if parents should know that they are likely to be a little late that they contact school. If pupils are collected late, a late register is taken and children must be signed out by the person collecting them and a reason for late collection written. This register is scrutinised by the Educational Welfare Officer and may result in referral to Social Services in case of regular late collection. Where a child remains uncollected at school after 4.00 p.m., with no clear reason and where school is unable to contact a parent or other carer, Social Services may be asked to collect the child and take him/her into care until contact is made.

ABSENCE DURING THE SCHOOL DAY

For the sake of children's safety, children who need to be taken home during the school day must be collected. We keep a book in the School Office which must be signed by the adult collecting the child and a reason given.





LEAVE DURING TERM TIME

Permission for holidays is not automatically given and, by law, Headteachers may only authorise up to ten days absence each year during term time in 'exceptional' circumstances. Any time taken that is not agreed by the head teacher will be recorded as unauthorised.

There are some thirteen weeks of school holidays and, clearly, it is best for your child's learning to take holidays during these school holiday periods. In cases of exceptional leave please fill in a holiday request form which can be obtained at the office. You will appreciate that it is not possible for teachers to set work to be completed during holidays taken in term time.

POLICY ON CHARGING FOR SCHOOL ACTIVITIES AND REMISSIONS

During each year we encourage the classes to go on outings to places of interest that are relevant to the topic they are studying. The Education Act 1988 states that all normal activities that take place in school hours shall be free. However, no extra funds have been made available to cover the costs of trips: therefore, the Governors have decided to ask parents for a voluntary contribution to the costs of outings. If sufficient people do not contribute, the outing will not be able to take place. Parents at St. Thomas Becket have always supported the school in this way and we are grateful for that support.

The Governing Body has a Remissions policy in case of family hardship in accordance with DfES guidelines. Full details are available at the school.

AFTER- SCHOOL ACTIVITIES

We have a strong tradition of after-school events which cater for a wide range of ages and abilities. In the past year we have been able to offer opportunities for children to participate in netball, football, French, athletics, dance, tennis, rugby and gymnastics.

HEALTHY EATING

We cook our meals on the premises and aim to provide increasingly high standards. There is a wide range of choices for the children and menus are prepared with both health and enjoyment in mind.

We are convinced that the best meal for children in the middle of a long school day is a hot meal.

In keeping with our Healthy Eating Policy, please remember that children's packed lunches must provide a substantial midday meal rather than one based around sweets, fizzy drinks and crisps which are not allowed. So that parents may monitor their children's welfare, any uneaten food in packed lunches will be brought home at the end of the day. Please note that lunches containing nut derivatives are not permitted due to the fact that some children have potentially serious nut allergies.

All children, whether taking school lunch or packed food have access to unlimited quantities of water.

Under the Fruit for Schools scheme, all children under seven receive some fruit each day. We also encourage children of all ages to bring in a piece of fruit to eat at morning playtime and to drink fresh milk.

All children are now eligible for a free school meal under the Universal Infant free school meal offer.

PACKED LUNCHES

Children bringing packed lunches to eat during lunchtime, are accommodated in the dining hall. Water is provided but children may bring their own carton drink.



EQUAL OPPORTUNITIES STATEMENT

At St. Thomas Becket, each individual child is encouraged to develop his or her own abilities. Through everything we do, we aim to help the child to respect each other's cultures, religions, languages, likes, dislikes and different outlooks. The children are encouraged to participate in all activities to avoid gender stereotypes. We take special care to encourage less verbal or confident children and to value their contributions.

We also feel it is important that teaching materials reflect our multi-racial society and that all children should have equal access to the curriculum. Our teaching and learning policy emphasises the right of all children to full access to our curriculum.

HOMEWORK

We hope that children will participate in local activities outside school hours to extend their experiences, for example, cubs, brownies and swimming clubs or other school-based after-hours activities. However, we expect all the children to be involved with our Home-School Reading Programme and to bring books home to read each evening and at weekends.

Teachers will set specific homework tasks in relation to the work children are doing in class.

Children are strongly encouraged to learn tables and spellings at home and will occasionally be asked to continue their study interest at home.

BEHAVIOUR AND DISCIPLINE

The principle school rules centre round the need to treat others as we ourselves would wish to be treated and to show proper care and regard towards property in the widest sense. We expect all members of our school community to do nothing that would bring the good name of our school into disrepute.

Obviously, it is expected that children carry out the directions of the teacher, helpers and midday supervisors.

Bullying, offensive comments, racial remarks and physically aggressive acts are not tolerated in any manner or form. Each issue either seen or brought to the attention of staff is looked into and dealt with.

The normal sanctions for unacceptable behaviour range from depriving the child of break times to being placed on report. In cases of serious misconduct, parents will be informed.

In order to maintain good behaviour and discipline, we rely on the full support of parents.

SECURITY OF PRIVATE PROPERTY IN SCHOOLS

The Authority does not insure property, including money. Parents are advised in their own interest, to obtain insurance cover against loss of or damage to their property while on school premises or elsewhere. It is important that children do not bring unnecessary items to school.

PARKING

Parking can be a problem both before and after school. Birchanger Road can be very busy. The safest parking is either along the side of Woodside Green or in Dickenson's Lane.

Parents are earnestly requested not to block neighbours' houses or businesses when parking.



CREDENTIALIALS

The success of St. Thomas Becket Catholic Primary School has been acknowledged in a number of ways.



The **School Games Mark Gold Award** Recognising St. Thomas Becket's focus on Physical Education and the quality of the PE & Games curriculum.



FFT National Attendance Award 2023/24

FFT National Award for pupil attendance.



The **Healthy School Award** for our development of the Personal, Social, Health and Citizenship curriculum. This is a key component of the new agenda for schools, Every Child Matters.



Silver Artsmark Award



The **Investor in People Award** For our commitment to staff development and building links with other agencies.



The **ICT** mark which recognises excellence in ICT and is awarded to schools demonstrating that they are committed to using technology to improve their overall effectiveness and efficiency.



Awarded 'Good' for Ofsted in 2022



CURRICULUM VISION

Our curriculum vision has the embedding of basic skills at its core, alongside developing the essential life skills and attributes for every child to be able to access future learning. Our children learn best through a variety of learning approaches including practical 'hands on' learning opportunities as well as the acquisition of knowledge and skills, often through topics that will capture their interest and stimulate their imagination. These enable them to experience learning in a meaningful way that reflects their interest and needs.

Our wider curriculum is cross-curricular (where meaningful) and enquiry based to promote curiosity. We involve the children in planning topics and themes of study so that their learning reflects their interests, which motivates them to learn.

Our curriculum is under-pinned by a pedagogical framework which weaves together the critical elements of curriculum, teaching & learning and assessment.

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increased opportunities for self-reflection and identification of their next steps as they move through their school career.

There should be clear links between the different aspects of children's learning, including opportunities for extended activities which draw different strands of learning together. Furthermore, they should understand the purposes of their activities. They should be taught to see the value of what they are learning and its relevance to their lives, present and future.

RELIGIOUS EDUCATION

Catholic Identity

The most important feature of our curriculum is the Religious Education of our children. Our aim, as expressed in our Mission Statement, is to foster and deepen the children's faith, to help them to enter into a personal relationship with God and to respond to Him through prayer, worship and Christian living. Everything we do at Thomas Becket is an expression of our Faith. We try to live as Jesus would want us to by showing the personal qualities of caring, sharing, love, trust, honesty and mutual respect. We strive to make our school community one in which everyone is valued and seen in the image of Christ.

We aim to be a welcoming school and part of the wider community. We have strong links with our parish church, Our Lady of the Annunciation, Addiscombe. Fr Keith, our Parish priest, is engaged in a programme of classroom visits. Our children visit the parish for masses and we have masses in school. During Lent Years 4, 5, and 6 are able to celebrate the Sacrament of Reconciliation and each year a Nativity and Passion play are performed for parents and parishioners. The Sacramental programmes of The Eucharist and Reconciliation are organised by the parish but fully supported by the school.

Religious education in each class is based upon the Diocesan supported programme, 'Come and See'. We support parents through our sex education programme called Journey in Love. There are books and other materials freely available for parents to help them in this task as part of the personal and social education of children.

We also teach our children about other faiths because we live in a multi-cultural and multi-ethnic world and we value the contributions these groups make to our society. We strongly believe in the tolerance of different faiths and beliefs.

Parents have the right to withdraw their children from Religious Education and Collective Worship.

Every class has its own dedicated Prayer Table which is the focus for class prayers and reflection.

EYFS (Early years foundation stage)

As children commence their journey at school, we begin to develop and nurture strong, positive attitudes where they become proud and respectful of themselves, others and their environment. We aim to offer rich and vibrant opportunities which draw upon children's own experiences and prior learning. The curriculum is designed so that it is ambitious for all learners. We aim to develop the knowledge, skills and understanding appropriate to the stage of development of each child to enable them to flourish and reach their full potential. We are proud of the strong relationship we have with parents and use this positively to ensure that children have a joint support approach to making good progress in school.

Building vocabulary is the key to everything. The more words a child knows, and understands, the more confident they become, the easier it will be for them to learn to read and to access the rest of the curriculum. We provide many opportunities for children to gain new and challenging vocabulary through planned activities, but also ensure that vocabulary is taught explicitly. The most rapid way for children to increase their vocabulary is through listening to stories, rhymes and poems, that they can then internalise, repeat and commit to long-term memory.



Our curriculum planning focuses on the Characteristics of Effective Learning and the Framework for the EYFS in order to enable children to reach the expected Early Learning Goals for the end of Reception. We fully support the principle that young children learn through play and by engaging in well-planned and structured activities. We aim to plan ongoing opportunities for children to revisit knowledge and skills through a variety of targeted and independent learning activities in order for children to commit knowledge and skills to their long-term memory. The children have access to both indoor and outdoor learning environments.

Teaching in Reception builds on careful baseline assessment carried out when children join the setting, and progress within the phase is carefully planned for and tracked throughout the year. Practitioners assess the development of each child and record this in their Learning Journey books and online using Tapestry. This assessment forms an important part of the future planning of provision for each child.

Learning is planned through broad themes, often based on the Liturgical Year and quality picture books, where core skills and learning behaviours can be practised and developed. Skills in maths and English are carefully mapped across the year. Learning in maths is supported by the Big Maths teaching programme. Reading and spelling are supported by the Read, Write Inc phonics programme.

SPECIAL EDUCATIONAL NEEDS

Children's progress in the basic skills is monitored carefully throughout their school career; if they experience difficulties then it is possible for them to receive extra support in small groups.

We have a Special Needs Policy that is in line with the Government's Code of Practice. The main objectives of this policy are to improve the quality of learning experiences for all pupils at St Thomas Becket School, and to establish an agreed range of practices in relation to the identification and support of pupils with special educational needs. Parents will be involved in all stages of the process.

Our definition of provision for special educational needs is "for those children who have needs over and above those that they would normally be expected to experience". Pupils may have special educational needs as a result of one or more of the following: -

- general learning difficulties
- particular difficulties with literacy, numeracy or basic skills
- emotional, social or behavioural difficulties
- speech or language difficulties
- a physical or sensory disability
- medical or health problems
- temporary and short-term circumstances
- able\gifted\talented pupils

All children have the same entitlement to the full range of the school curriculum. We are committed to making this accessible to all our pupils through differentiation, extension, varied teaching styles, behaviour management strategies, additional and/or specialist learning support and pastoral arrangements so that all pupils have the opportunity to progress and achieve success.

We aim to make education an enjoyable, exciting and worthwhile experience for all abilities. Our Special Educational Needs Co-ordinator (SENCO) is responsible for assessing\reviewing the individual needs of the children considered to have special needs and for allocating staff and resources to support them.

Support, which is deemed necessary over and above what can be provided directly by the class teacher, will be available to the children within the classroom during normal lesson time. Teachers will have access to Teaching Assistants in support for learning directly or via the Special Needs Co-ordinator.

We employ a multi-agency approach to meeting the needs of children, bringing in where necessary the skills of Educational Psychologists, Speech Therapists and Occupational Therapists. When appropriate some children attend the Croydon Literacy Centre for extra support in reading and writing.

We recognise that parents and carers play a crucial part in our children's education. We aim to foster a close, positive partnership with parents to ensure the most effective way of fulfilling the child's potential.

ENGLISH

At St Thomas Becket, our aim is that every child is enabled to reach their full potential in English through quality first teaching. Children are provided with a rich and varied diet of interesting and exciting English lessons which engage, extend and enrich children's speaking, listening, reading and writing skills.



We believe that talk is key in helping children to become more engaged and effective in their learning and so teach the children to express themselves confidently and coherently through drama, role-play, presentations, discussion and debate.

Each classroom has a wide range of fiction, non-fiction and poetry available to support children's acquisition of knowledge and encourage reading for pleasure. We have a well-equipped school library and ICT facilities to help children research their schoolwork and personal interests. The children are taught to read using the highly effective phonic scheme – Reading Write Inc, designed to stimulate and challenge children's thinking and create enthusiastic, life-long readers and writers. Our shared and guided reading sessions begin from Reception and continue all the way through to Year 6. Our aim is for all children to develop a love of reading and we promote and encourage this through many of our school initiatives.

We aim to establish close partnerships with parents and guardians, and particularly value the help and support they give by sharing books and stories with their children at home.

We encourage the children to write on a wide range of topics and for a variety of audiences. We understand the importance for children to write for a purpose and therefore our lessons are planned to stimulate and engage their imagination. Many of our literacy lessons are based on the CLPE's (Centre for Literacy in Primary Education) Power of Reading Project, using highly-acclaimed texts as a stimulus for children's reading and writing. As a school, we are also keen to engage the children in local and national issues and events, which they always find particularly enjoyable and interesting to learn and write about. The children are taught to use accurate spelling, grammar and punctuation throughout their written work. We teach the children to learn a basic handwriting script from Reception, developing into a fully cursive style by the end of Year 2.

As a school, we now follow the 2014 National Curriculum programme of study for English, and are continually resourcing this area in order to support the children's learning throughout the school.

MATHEMATICS

In Mathematics, at St Thomas Becket, we are currently using the National Curriculum programme of study. This is supported by our BIG Maths scheme and well as NRICH and NCETM and White Rose resources. We aim to give the children a thorough understanding of mathematical concepts and the confidence to apply skills and knowledge in a variety of situations. There is a strong focus on mental mathematical skills that we can apply to a range of problems.

We employ a practical approach in order to develop a concrete understanding which is needed for progress in mathematics. We try to develop in the children, a positive attitude to this subject by making the learning as interesting and enjoyable as possible.

In the Early Years of school, mathematics is learned through direct experience. As they progress through the school the children will be presented with opportunities to use and to apply the mathematical skills that they have acquired.

We aim to develop the use of Maths in other cross curricular subjects. Computing and Science are used to enhance the teaching of mathematics especially through the handling and presenting of data.

We hold whole school meetings with parents to update them on calculation policies and new initiatives. We are proud of the positive relationship between staff and parents which helps to ensure a positive and fulfilled learning environment for the children. Our aim is to help children to develop a positive attitude to Maths and have fun through learning.

SCIENCE

The children will be taught Science based on the National Curriculum. We follow a scheme called The Learning Challenge Curriculum. Through this scheme children develop their science knowledge and develop their science skills (working scientifically).

Science education provides the foundations for understanding the world. We aim to develop children's understanding of the world around them through systematic enquiry, using both first hand and secondary sources as appropriate.

They will be encouraged to ask questions about what they observe, devise experiments to answer these questions and find a variety of ways to communicate this information.

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Therefore, children will be taught to use scientific vocabulary in verbal explanations and taught to spell scientific vocabulary when completing written science work.

The teaching of science involves the children in practical work through whole class activities, through small group work and individual work.



COMPUTING

At St Thomas Becket School, we aim to deliver a high-quality computing education that will equip pupils to use computational thinking and creativity to understand and change the world. We want our children to become confident, competent and creative users of technologies.

At the core of the computing curriculum is Computer Science in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. The aspects of computational thinking are taught throughout the curriculum and can be applied to problem solving in mathematics, science and design technology.

The children are taught how to create programs and a range of content to express their understanding and to enhance the learning of others. The children also learn how to be digitally literate, to communicate and collaborate effectively using web tools and to search and interrogate information. Each year group also study a significant individual who has made an impact in the development of computing.

At the heart of our curriculum is the importance of online safety. At our school, we deliver a rigorous online safety programme from Reception to Year 6 which is supported through our involvement in national events such as Safer Internet Day.

Computing is embedded in teaching and learning across the school and supports our home-school partnerships through the MLE and LGfL programmes which are accessible anywhere. We aim to give the pupils a voice in the use of technology through our digital leaders' programme and our Head Boy and Head Girl blog. We strive to enable our pupils to be independent learners through the use of mobile technologies and to prepare them for their role in a digital world.

DESIGN TECHNOLOGY

Through the areas of topic work covered in each class, children will be encouraged to plan, make and evaluate particular artefacts and systems. In the Infants this would include building models using scrap materials moving on to the use of wood, plastic, motors etc. in the Junior department.

HISTORY

Children will spend time studying core units such as the Greeks; the Roman Empire and its impact on Britain; Shang Dynasty in China; changes in Britain from Stone Age to the Iron Age; Britain's settlement by Anglo-Saxons and Scots; the Vikings; early Islamic civilization and significant key figures and turning points in British History. Children will also explore supplementary units including Local Studies. Children in Year 4 go on a residential trip to Lincolnshire to immerse themselves in World War II experience to develop new skills and knowledge in history

GEOGRAPHY

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will learn subject –specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Children will explore seasonal and daily weather patterns in the United Kingdom; North and South Poles; Mediterranean region; volcanoes and earthquakes; Brazil and environmental studies with through rainforests; water cycles and the geography of the local area. They will be using geographical equipment and study geography through their trips. The children in Year 6 will have the opportunity to take part in a residential Study Week where various historical and geographical skills will be developed.

ART AND DESIGN

All children throughout the school are actively encouraged to experience and embrace a wide variety of art and design techniques, skills and media. They are given opportunity to express themselves and build confidence in their artistic creativity, through regular cross curriculum workshops, supported by after school and lunchtime art activities.

The history of art and major artists, combined with gallery visits inspires the introduction and use of techniques. These include paint (water colour, poster and acrylic), pencil (colour and sketching), clay, charcoal, chalk and oil pastels, papier-mâché, collage, textiles and printing.

The children can participate in the set designs and prop making for school assemblies and school productions.

The entire school community participated in the National Gallery sponsored Take One Picture project, culminating in a joyful school parade and well received exhibition.



Artwork is proudly displayed throughout the school. The school also undertakes an annual Arts Week, involving the collaboration of art and music classes, as a celebration and showcase of the children's work throughout their school year.

MUSIC

Music at St. Thomas Becket School is linked with our learning challenge curriculum. Schemes of work that tie in with each 'Big Question' go hand in hand with the National Curriculum and aim to give children a creative confidence through experimentation and performance.

At KS1, the children will be able to experiment with a variety of musical sounds and instruments and will be encouraged to sing and appreciate different styles of music.

The infant classes use their musical skills in our Nativity performances and also through the singing of popular children's songs and rhymes throughout the year.

At Key Stage 2, the children will not only focus on compositional skills and sound experimentation, but will also look at music in a historical context.

Individual tuition for the clarinet, flute, keyboard and guitar is offered to children who wish to learn. In year 4 all children have the opportunity to learn the recorder, keyboard, trumpet, trombone or guitar as part of our SoundStart programme.

We have a Peripatetic music teacher from The Croydon Music Service who gives specialist lessons to classes on a half termly bases on top of the children's music lessons in class.

Our school Junior Choir (Years 3 to 6) rehearses and performs regularly throughout the year. The Christmas Carol Service and Easter Passion play highlight the children's musical abilities, as well as our end of year performances at the school fair and within the community.

PHYSICAL EDUCATION

Our PE curriculum promotes teamwork, co-operation, leadership and how to lead a healthy, active lifestyle. Children are provided with opportunities to develop their personal, social, cognitive and physical skills through school sport and our extra-curricular program. Children develop these skills as individuals and as a participant in group and team activities.

We deliver high quality PE lessons that are delivered by specialist coaches as well as teachers, concentrating on Physical Literacy through gymnastics, dance and multi skill activities during curriculum time. Children are provided with the opportunity to use specialist equipment in each lesson. Athletic activities and swimming are experienced at Key Stage 2.

This is complemented by active playtimes and after school extra-curricular activities including dance, cross country, fitness, tennis and football.

As school we compete in many competitions throughout the year, several of which are organised by the Croydon School Sport Partnership. We also participate in Catholic cluster competitions including, athletics, cross-country, swimming, football and netball. These are held annually.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council.

The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

As a Catholic School, this framework will be implemented in the light of our mission statement with Christianity at the centre of our approach.



PARENTS AND CARERS

We want the school to be a welcoming place for parents as well as for their children and there are many opportunities to be involved in school life.

VISITS TO SCHOOL

Formal "Open" occasions, where parents, carers and teachers can discuss the progress of the children, take place once a term. In the summer term, the meeting is preceded by a written report from the school. There is an appointment system to avoid queues.

Occasional meetings are held for the parents/carers of children in particular year groups to discuss various aspects of your child's learning.

We are always pleased to discuss any matters concerning your child's welfare and progress but please make an appointment beforehand. Please avoid discussions with the teachers at the start of the school day - they need to settle their classes to work. Any messages can be left at the office where they will be passed on to the class teacher.

Regular newsletters are sent to parents informing them of general events and activities.

PARENTS HELPING IN SCHOOL

We very much welcome the assistance we receive from parents/carers in many activities within the school. All parents and carers are very welcome to join the list of helpers. We are always grateful for help to accompany educational visits, to hear children read, to help with maths games, to assist with transport to sporting fixtures and any other ways in which you can share your expertise.

If you wish to involve yourself in this please give a note in at the school office stating the times when you might be available and perhaps a suggestion of a way in which you would like to help.

ST. THOMAS BECKET SCHOOL ASSOCIATION (STBSA)

The school is very fortunate to have a thriving School Association. All parents/carers are automatically members. The aims of the association are to provide opportunities for the parents and carers to meet socially and to raise funds for the school and provide items not normally provided by the Local Authority. In the past the funds have been used to purchase computers, to provide extra reading material, and maths and science equipment. The two main fund-raising events are the autumn and summer fairs. In addition, regular coffee mornings and school uniform sales are held together with social events including Discos and Quiz Nights.

A committee, elected at the Annual General Meeting held in the autumn Term runs the Association.



PUPIL WELFARE

ILLNESS AT SCHOOL

School is not the best place to be if you are unwell. Work will suffer and the child will feel very dispirited. If your child is or has been unwell please consider carefully when they should return to school, as we do not have facilities for looking after them. With vomiting and diarrhea, your child should not return to school for 48 hours after this has ceased.

If the teacher feels that your child is sufficiently unwell to continue the day and needs, therefore, to go home, you will be telephoned and asked to collect him/her as soon as possible.

Any bangs to the head, however minor, that children may suffer during the day are always reported to parents so that they can observe their children during the night for any signs of concussion.

NOTIFIABLE ILLNESS

If your child has an infectious illness or disease, please make sure that we know as we have to notify the Local Education Authority of certain outbreaks e.g. measles, mumps, chicken pox etc.

MEDICINES IN SCHOOL

Children should not bring medicines into school. If your child needs to complete a course of medicine, please come and discuss the matter with the Headteacher. Parents should hand asthma inhalers to the school office. These should be clearly labelled with the child's name and class. Under no circumstances will medicines be kept in the classrooms.

EMERGENCIES

Please ensure that the school has up to date information on how parents can be contacted should an emergency arise.



SCHOOL UNIFORM POLICY

The school aims to foster and deepen the children's faith through a genuine partnership between the home, school and parish. Only through this can we hope to:

- Help children develop a sense of self-worth and promote a spirit of respect for others.
- Strive to maintain the highest possible standards of behaviour and help all children to achieve their full potential (extract from school mission statement).

It is our school policy that all children wear school uniform when attending school, representing the school, or when participating in a school-organised event outside normal school hours.

AIMS AND OBJECTIVES

Our policy on school uniform is based on the notion that school uniform:

- promotes a sense of pride in the school;
- engenders a sense of community and belonging towards the school;
- is practical and smart;
- identifies the children with the school;
- prevents children from coming to school in fashion clothes that could be distracting in class;
- makes children feel equal to their peers in terms of appearance;
- is regarded as suitable wear for school and good value for money by most parents;
- is designed with health and safety in mind.



INFANTS (Reception to Year 2)

BOYS

Dark grey tailored trousers

Dark grey shorts (summer term)

Dark grey socks

GIRLS

Dark grey pinafore dress,
skirt or trousers

Royal blue and white stripe
summer dress (summer term)

Plain white or dark grey socks
or white tights

BOYS AND GIRLS

Royal blue V-neck jumper
or cardigan

White short sleeved polo shirt

Royal blue blazer (optional)

JUNIORS (Year 3 – Year 6)

The same expectations as the infants except the **polo shirt is replaced with a white shirt and tie*** for both boys and girls, in the autumn and spring terms.

NB. Year 6 boys and girls, summer uniform is optional

FOOTWEAR

Shoes should be **plain and black** (without lights) and for health and safety reasons should have flat, low heels. Trainers, boots and other leisure footwear, including sling back sandals are not allowed. During snow conditions children may wear boots to and from school but will be expected to change to uniform school shoes during classes.

PE CLOTHING

Children wear the following for PE: Black trainers or plimsolls
Plain white T-shirt
Plain black shorts (not cycling shorts)

During the winter months, children may wear **plain navy, grey or black** track suits for PE (no logos). Pupils in Year 2 and KS2 may wear trainers for PE and outdoor activities – but these should be plain black or white.

PE kit should be worn to school on PE days and children will remain in their PE kit for the entire day.

PE kit should be worn for Extended School Activities involving sport or dance unless a special outfit is required and agreed with the school.

SCHOOL BAGS

It is compulsory to have the correct bag in accordance with the uniform policy as specified below, all of which **MUST be purchased from the School Uniform Shop** via the office:

RECEPTION

Blue book bag

YEAR 1 AND YEAR 2

Blue satchel with shoulder strap

YEARS 3 – 6

Blue satchels or rucksacks

OUTDOOR COATS, HATS, GLOVES AND SCARVES

Coats or anoraks should be **plain black, navy blue or grey** (no logos or stripes/ patterns). Hats, gloves and scarves should be **plain black, navy blue or grey**. ONLY the blue school cap and woolly hat with the logo may be worn which can be purchased from the School Uniform Shop.



HAIR, NAILS AND JEWELLERY

Children with pierced ears may wear studs only (plain, round, gold or silver - no jewelled studs) – no other jewellery may be worn in school. For health and safety reasons long hair should be tied up and parents are asked to ensure that hair bands, hair slides, scrunchies or ribbons are also plain and in school colours (no patterns, flowers etc.)

No nail varnish or nail extensions. No makeup or tattoos.

We expect hairstyles that avoid extreme styles e.g., dyed or tinted hair, shaved heads, patterns or lines cut into the hair and gelled hair is not acceptable. Please check with the school first if you are unsure.

The Head teacher reserves the right to decide what is "reasonable" in terms of hairstyles and any aspect of the uniform policy. In individual cases where any uniform requirements have not been met, parents will be contacted immediately.

We ask all parents who send their children to our school to support the school uniform policy. We believe that parents have a duty to send their children to school correctly dressed, which includes the child having the correct uniform that is clean and in good repair. If a child's uniform does not meet the standards outlined in this policy parents/carers will be informed by a letter which will identify the reason(s) and there will then be a follow up check to ensure the issue has been resolved. We will always try to act in a reasonable manner and involve parents at an early stage.



BUYING AND LOOKING AFTER SCHOOL UNIFORM

THE SCHOOL UNIFORM SHOP

Most of the items of the school uniform are available from high-street retailers and supermarkets, but please **ensure the colours are correct**. The following can be purchased from the School Uniform Shop and have the school logo on:

- White short sleeved polo shirt
- White PE t-shirt
- School tie (Years 3 – 6 only)
- Summer cap / Woolly hat
- Book bag / Satchel / Rucksack
- PE bag
- Badge for optional blazer



CARING FOR YOUR UNIFORM

Your child's PE kit should be brought to school on Monday and taken home on Friday for washing.

Please ensure that all of your child's belongings are clearly marked with a printed label or indelible marker pen.

Each half term, clothing left in lost property is given to charity. School items are retained and sold as second-hand uniform or given to parents.



CONTACT DETAILS

St Thomas Becket Catholic Primary School, Birchanger Road, London SE25 5BN
Tel. 020 8654 3006 Email admin@thomasbecket.croydon.sch.uk



SCHOOL STAFF

Headteacher	Mr D Skehan
Deputy Headteacher (interim) /SENco	Mrs T Lorimer
Assistant Headteacher	Mrs S Haywood-White, Mrs V McFeat, Mrs L Lee
Chair of Governors	Mr M Humphreys

Reception Teachers	Mrs S Clarke and Miss G Nelson-Bird
Year 1 Teachers	Mrs S Breslin and Miss C Carter
Year 2 Teachers	Mrs D Williams-Vernon and Mrs L Lee
Year 3 Teachers	Miss S Cook and Mr L Slater
Year 4 Teachers	Mrs V McFeat and Ms C McDonald
Year 5 Teachers	Mr J Ocansey and Mr T Bonnar
Year 6 Teachers	Mrs Haywood-White and Miss A Barrett

Support Teachers	Mrs C Longhurst, Mrs E Teague and Mrs J Harper
Wellbeing Support	Mrs L Kiely-Harden
Nursery Nurse	Ms M White

Learning Support Assistants (LSAs)

Mrs A Anastasi	Miss J Bashford	Mrs L Taylor
Mrs L Creatura	Mrs F Davala	Mrs S Fernandes
Mrs T Frost	Miss J Mulira	Miss J McDonald
Mrs M Jarrett	Mrs P Shaw	Mrs S Noble
Mrs J Sathiaraj	Miss E Eastmond	Miss M Ngwenya

Lunchtime Manager	Mrs P Shaw
Administration Staff	Mrs R Eastmond, Mrs S McNamara
School Business Manager	Mrs A Brammer
Site Officer	Mr T Jarrett
Wraparound Care Manager	Miss N Francis
Wraparound Care Assistant	Mrs L Phillips



