



**St John Vianney Catholic Primary School**

**Bishop Bewick Catholic Education Trust**

**Diocese of Hexham and Newcastle**

**Prospectus - 2025-2026**

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# SECTION 1

## ABOUT US



### About St John Vianney Catholic Primary School

School Type	Academy
Multi Academy Trust	Bishop Bewick Catholic Education Trust (BBCET)
Diocese	The Diocese of Hexham and Newcastle
Local Education Authority	Newcastle upon Tyne
Age Range	3 – 11+
Gender	Mixed
School capacity	473
Number of pupils on Roll Sept 2024	452
Address	Hillhead Road West Denton Newcastle upon Tyne NE5 1DN
Telephone	(0191) 267 2233
Email	office@stjohnvianneynewcastle.org
Website	www.stjohnvianneynewcastle.org

### Contact Information

Bishop Bewick Catholic Education Trust (BBCET)	Mrs A Bath, FRSA Bishop Bewick Catholic Education Trust Fenham Hall Drive Fenham Newcastle upon Tyne NE4 9YH Tel: (0191) 274 7373 Email: enquiries@bishopbewickcet.org Web: www.bishopbewickcet.org
Chair of Local Governing Committee	Mr Graham Smith
Headteacher	Mrs Allyson D Thorpe
Deputy Headteacher	Mrs Claire Meldrum
SENDCo	Mrs Claire Meldrum
School Business Manager	Mrs Lisa McDine

<b>Executive Director Children's Services</b>	Pam Smith Education and Libraries Directorate Civic Centre Newcastle upon Tyne NE1 8PU Tel: (0191) 278 7878
<b>Catholic Director of Education</b>	Mrs Catherine Craig Department for Education St. Cuthbert's House West Road Newcastle upon Tyne NE15 7PY Email: catherine.craig@diocesehn.org.uk

### **Local Governing Committee**

<b>Chair</b>	Mr Graham Smith
<b>Vice-Chair</b>	Mrs Mary Kaluza
<b>Parish Priest</b>	Fr Damian and Fr Paul - Not part of LGC
<b>Foundation Governor</b>	Mr Hudson Bell
<b>Foundation Governor</b>	Mr Michael Burke
<b>Foundation Governor</b>	Mrs Ailsa Arabacioglu
<b>Headteacher</b>	Mrs Allyson D Thorpe
<b>Staff Governor</b>	Mrs Claire Meldrum
<b>Clerk to the committee</b>	Mrs Karen Miller & Mrs Lisa McDine (School Business Manager)
<b>Observers</b>	Mrs J Cherry (Assistant Head)





### RE Inspection March 2023

The most important indicator of the true value of our school's work is identified by this inspection. **The school was identified as Outstanding.**

*"Pupils are thoughtful, knowledgeable and religiously literate; the quality of their responses is exceptional. Scripture is at the heart of the school and influences the policies, procedures, and actions of the community. Leaders are visionary and embed policies and procedures effectively. Teachers are equipped with excellent subject knowledge and are given time to collaboratively plan meaningful and effective lessons. Collective worship is central to school life; it enriches pupils and staff."*

CSI INSPECTION REPORT 2023



### Ofsted 2024

Our school was identified as **Good** in the most recent Inspection in April 2024. This is an indication of the hard work and commitment shown by the whole school community in ensuring that the pupils in our care reach their true potential.

*"St John Vianney Primary School prepares pupils to be confident, lifelong learners. It effectively supports pupils' social and emotional well-being, which ensures pupils are ready to learn. The school teaches pupils its behaviour expectations through the 'ready, respectful, safe.' This ensures that there is a consistent and fair approach to behaviour management. The staff who lead curriculum improvements are passionate, knowledgeable and equipped to develop their subjects further."*

*The school prioritises the teaching of early reading from Nursery. It has carefully selected texts and uses these as 'a book as a hook' to enhance the curriculum. There is a consistent structure to the school's phonics lesson.*

*The school is highly ambitious for pupils with special educational needs and/or disabilities (SEND).*

*The practitioners in the early years support children to develop a love of learning. The school supports children to be resilient, capable and self-assured learners.*

*Staff sensitively nurture and reassure all pupils to boost their self-esteem and confidence."*

ALISON STEPHENSON - HIS MAJESTY'S INSPECTOR OF SCHOOLS

## Staffing Structure

<b>Headteacher</b>	Mrs A D Thorpe	DSL Lead (Designated Safeguarding Lead)
<b>Deputy Headteacher</b>	Mrs C Meldrum	DSL (Safeguarding Lead for school)
<b>Assistant Headteacher</b>	Mrs C Meldrum	DSO (Designated Safeguarding Officer)
<b>Assistant Headteacher</b>	Miss J Cherry	DSO (Designated Safeguarding Officer)
<b>Upper Key Stage 2 Lead</b>	Mr L Exley	DSO (Designated Safeguarding Officer)
<b>School Business Manager</b>	Mrs L McDine	DSO (Designated Safeguarding Officer)
<b>SENDCo</b>	Mrs C Meldrum	DSO (Designated Safeguarding Officer)

<b>Class</b>	<b>Age</b>	<b>Teacher</b>	<b>Leadership Responsibilities</b>
SENDCO	3-11	Mrs C Meldrum	SENDCO - SEND & Intervention Lead
PPA Teacher	3-11	Mrs K Stafford	PPA Cover Teacher
Nursery	3-4	Miss D Morris	
Reception SR	4-5	Miss S Rice	EYFS Phase Leader
Reception KoN	4-5	Mrs K O’Niell	
Year 1 JC	5-6	Mrs J Cherry	Assistant Headteacher Key Stage 1 Phase Leader
Year 1 EW	5-6	Miss E Walton	
Year 2 DC	6-7	Miss D Campbell	
Year 2 SB	6-7	Mrs S Bennett	
Year 3 FD	7-8	Miss F Davison	
Year 3 AB	7-8	Mrs A Bowden	
Year 4 RB	8-9	Mr R Bonnar	Lower Key Stage 2 Phase Leader

Class	Age	Teacher	Leadership Responsibilities
Year 4 NP	8-9	Mr N Peacock	
Year 5 OB	9-10	Miss O Barker	
Year 5 KD	9-10	Miss K Dolphin	
Year 6 JB	10-11	Mrs J Black	
Year 6 LE	10-11	Mr L Exley	Upper Key Stage 2 Phase Leader
Year 6	10-11	Mrs J Haughton	
Counsellor		Miss Jamie Rose	
Classroom Assistants		Miss K Allan Miss G Allan Mrs A Bailey Mrs K Blenkinsop Mrs C Britton Miss S Chowdury Miss G Gabriele Miss R Galante	Mrs J Gallagher Mrs J Howe Mrs Z Jilla Mrs C Main Miss J McHugh Mrs J Phillips Mrs A Robinson Miss L Howe
Lunchtime Supervisory Staff		Mrs J Barker Mrs J Howe	Mrs Delaney (Cook)
School Business Manager		Mrs L McDine	
Administration Assistants		Mrs A Faill Mrs N Whittaker	
Caretaker		Mr P Wilkinson	



## Head Teacher Welcome

I am so very proud to welcome you all to St John Vianney Catholic Primary School. The school stands in its own self-contained grounds, including a 52 place Nursery. The school has recently benefitted from a massive temporary rebuild programme and over the next three years will continue to expand and develop these new facilities with support from the government School Rebuilding Programme.

Our school is renowned for offering pupils a rich and all-encompassing education where the talents of every child are valued and nurtured from whatever their starting point.

We welcome all our pupils and their families in joining with us to develop and expand our mutual Catholic family. At the heart of the school is our Mission Statement.

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*Through following Jesus, we  
aim to be a caring, happy  
school, where everyone is  
valued and appreciated and  
can reach their true potential.  
We hope to act justly, love  
tenderly, and walk humbly  
with our God.*

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All our pupils are nurtured in a family community where Christ and the Gospel values of love, trust, acceptance, tolerance, and respect are at the centre of everything we do. Our overarching aim is to ensure that our pupils recognise that each one of them is unique and special in the eyes of God; we encourage the pupils to recognise that they all have 'God given gifts and talents', and they are called to make the world a better place.

We are proud of our happy school where over 95% of our pupils report that they 'love' attending school and would recommend it to others. We want all our pupils to reach their true potential and as such all the staff work closely together to nurture and celebrate all our children's talents.

Our school aim is to inspire and challenge our pupils throughout every area of the curriculum. Our school has a learning environment created by our staff which is based on mutual respect, understanding and love. The staff at St John Vianney work tirelessly to create a caring, happy, friendly, and supportive place, where every child has the opportunity to

develop spiritually, socially, emotionally personally, creatively and academically.

As a school community we truly understand and value the importance of our partnership with our parents, our parish, and our wider Trust family. With Fr Damian and Fr Paul, our Parish Priests, the links between church and school are the cornerstone of our community. This enables us to ensure we nurture every aspect of a child's growth, development and learning journey. Faith is at the heart of what we do, "*I have come that they may have life, and have it to the full*" (John 10:10).

Together, as one family, we work together to create positive, lasting relationships that ensure our pupils remember school as a vibrant and exciting place of learning. St. John Vianney is a place where all pupils can fully explore their own spirituality and develop their knowledge and skills in all curriculum subjects. This includes the core subjects of RE, English, Maths and Science, alongside the wider curriculum of PE, modern foreign languages, History, Geography and Creative and Expressive Arts.

Every child in our school community is respected as a unique individual. In partnership with parents, we aim to build upon and develop a wealth of experience and skills in the hope of creating a caring and stimulating environment, which lay the catholic foundation stones for every child's education. We recognise their entitlement to a broad, balanced, differentiated, and enriched curriculum and as such pupils are always encouraged to look back at previous learning, contextualise it with what they are currently learning and then recognise the impact of what they have learned.

Our pupils are the beating heart of our school, and we are so very proud of each and every one of them. We never forget the great privilege we have in working to help them grow and learn spiritually, academically, and socially in partnership with our families, parish, and Trust communities. Together we are one family.

When the pupils leave St. John Vianney Catholic Primary, we want them to have engaged with, and benefitted from, a high-quality education, which will have broadened their horizons and developed their all-round potential. We hope that every child leaving us will have developed a lifelong love of learning, and that education is an enjoyable lifelong process. Giving pupils the skills to become Life Long Learners is one of our greatest achievements.

## History

The parish of St. John Vianney was created in 1959 to address the rapid expansion of housing in the West Denton area of Newcastle upon Tyne and the consequent increase in Catholic population. Fr. Gerard Crumbly was appointed as the first parish priest, although there was no Church. The parish was to be carved mainly from the existing parishes of St. Cuthbert's, Throckley, St. Mark's, Westerhope and English Martyrs, Fenham.

The early parishioners cleared out the stables at St. Vincent's Home on the West Road (now the Alan Shearer Centre) as their first church and used other outbuildings as parish rooms for the first societies and social life. A new church on Hillhead Parkway was opened in 1965 together with St. Aidan's School for secondary-age children. The primary-age pupils of the parish had no school, and the parish hired a daily bus to take the 50 or so pupils down to St. George's School, Bells Close, so that full Catholic education could be provided.

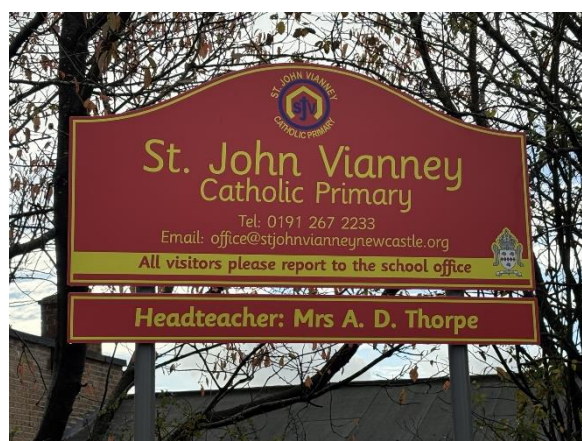
Discussions about a new St. John Vianney's Catholic Primary School began in 1970, and in 1974, Mr Desmond O'Donnell (who had been Headteacher of St. George's) was appointed to oversee the opening of the new buildings and establishment of the school. Disastrously, the builders went into liquidation a month before the school was due to open, but through the energies of the Head (working from home until a Headteacher's office could be provided on site!), the school was finished almost on time, and five teachers in five classes with a total of 125 pupils began work in April 1975.

A new purpose-built nursery was established in 2002, and a few years later it was agreed that the school should expand further, to accommodate the increased population within the Outer West of Newcastle. Work began on expanding the school building and so the school started a journey which would take a further 10 years to bring to fruition. New classrooms, and an extended hall were all built, with the final addition being a new purpose-built UKS2 building, which was completed in 2020.

In 2022, in response to a request from the Diocese of Hexham & Newcastle for all the Catholic schools in the diocese to join one of four multi academy trusts, the school converted to an academy and joined the Bishop Bewick Catholic Education Trust (BBCET).

Sadly, in May 2023, the main school building was condemned, due to the presence of Reinforced Autoclaved Aerated Concrete (RAAC). Remedial measures were put in place and pupils continued their education across eight different sites in Newcastle. Then the school community once again rose to the challenge of building a new temporary school in 10 weeks! Currently, the pupils are based in a temporary, purpose-built school, ensuring that we maintain the highest educational standards, whilst also setting about building a new permanent building, fit for the next fifty years.

The original group of parishioners, priests, teachers, and parents were fired with a vision of the new parish they were creating which would cater for every aspect of the lives of its members. This school played a vital part in this vision and for the last 49 years has sought to provide for the Catholic pupils of the parish. In that time, it has consistently affirmed its belief in the highest standards of education and, with the parents, to nurture the complete life of our children, to realise not only their human, but also spiritual and eternal potential.



## Chair of Local Governing Committee Welcome

I am extremely proud to welcome you to our wonderful school. We have high expectations, and the pupils and staff reward us by always giving their best. Whilst academic achievements are an important part of life at our school, all our pupils are also given the opportunity to enjoy a wide variety of sporting, art, and musical opportunities, as well as regular trips and residential visits. Our pastoral care is exceptional, ensuring all pupils are kept safe and are supported both inside and outside school.

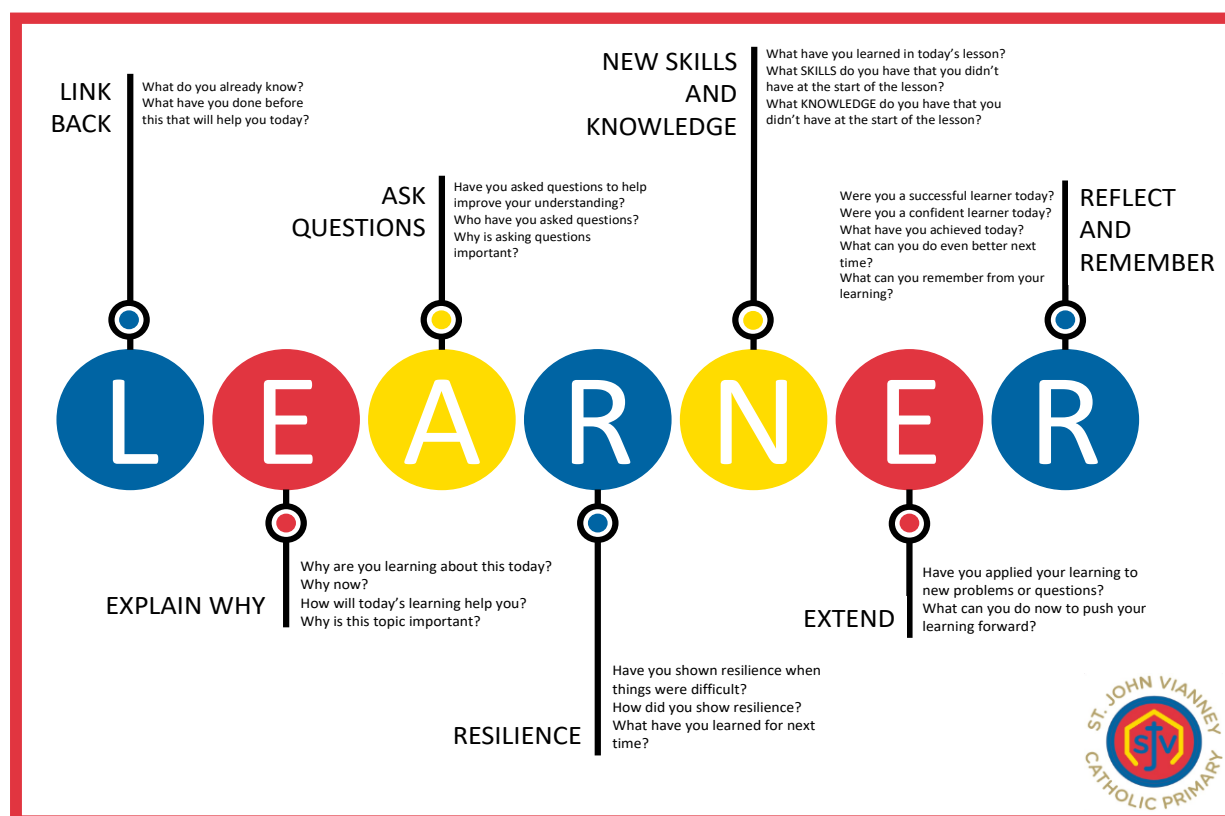
We set ourselves the task of nothing less than bringing about the Kingdom of God, by the values we promote, and our highest respect for one another and our children's futures. We strive for excellence, and we have a huge ambition for the pupils and staff at St John Vianney to be a Catholic community working together as one in partnership for the greater good of all, in God's name.

The Governors of St. John Vianney Catholic Primary School are pleased to represent the Parish, BBCET and the Diocese of Hexham & Newcastle in the organisation and development of our successful and caring school.

## School Drivers

We want all our pupils in St John Vianney to be KS3 ready by being a 'LEARNER'

- Link back to previous learning
- Enquiring and inquisitive minds
- Asking questions about their learning
- Resilient & Confident persona's
- New skills and knowledge
- Extending and challenging themselves
- Reflecting on and remembering everything they have learned



## **Mission Statement**

Through following Jesus, we aim to be a caring, happy school, where everyone is valued and appreciated and can reach their true potential. We hope to act justly, love tenderly, and walk humbly with our God.

## **School Aims**

Our Mission Statement is underpinned by the School Aims which are:

- To create a happy, friendly and supportive learning environment in which every child can fully develop spiritually, intellectually and socially.
- To provide a calm, safe and stimulating environment for every child to thrive, learn and feel valued, through our Ready, Respectful, Safe behaviour policy.
- To encourage every child to develop their faith journey, ensuring that the Gospel values of love, trust, forgiveness, respect and grace are at the centre of everything we do.
- To set the highest expectations for all, removing all ceilings of expectation, within a rich, innovative and engaging curriculum.
- To prioritise the physical and emotional well-being of pupils and staff at all times.
- To ensure that all staff have the opportunity for on-going professional development to support them in their delivery of quality first teaching, using a mastery approach to teaching and learning for all.
- To work in partnership with our families, staff, governors and wider parish community, creating and solidifying an inclusive family ethos and approach to pupil and family well-being. School offers a welcoming open-door to everyone offering a sense of belonging to all those who enter.

## Catholic Vision

As an outstanding Catholic school, St. John Vianney encourages our pupils to grow in love and understanding of our faith and foster a desire to follow Jesus. The family, the school and the Catholic community of our parish are the three branches from which our children's faith grows and thrives.

Religious Education, forms part of the RE Curriculum, however it is far more than a subject to us; it is the foundation stone upon which we are built. Our Catholic formation influences all aspects of school life and relationships; we ground everything we do in the scripture. All RE lessons, creative prayer and liturgy, meetings with pupils and staff all start with scripture. We aim that by fostering this Catholic ethos, we are building a caring community in school which will be evident

in all our relationships between staff and children. The school follows the national 'Come and See' RE educational scheme backed by the Diocese of Hexham and Newcastle and includes all our statutory duties of time and commitment being given to RE teaching and learning in school, in full support of the Catholic Bishops of England and Wales.



RE is not simply an academic subject in school, all pupils also take part in an enriching variety of liturgical gatherings. These take the form of: daily liturgical prayer, worship, creative prayer, individual reflection, and spiritual pauses in time. We always shape and teach through the context of our Catholic family; though school, home and parish, we aim to create an all-pervading atmosphere of Catholic attitudes, values, and ethos.

## Pastoral Care

We see every child as unique and special in the eyes of God and therefore everyone works to achieve a genuine family atmosphere, where everyone cares for, loves, and respects each other. Our pupils have many different needs – physical, emotional, spiritual, and academic – and the school supports pupils through all their needs. The school views parents as partners in the education process and close



liaison between home and school is encouraged. Parents are invited to sign a home-school agreement during the first term or on admission to school to recognise this relationship. The teaching staff are *in loco parentis* and always exercise the care of a parent. Our school is committed to developing a sound liaison with parents. All the staff promote a caring relationship with pupils throughout the school.

## Liturgies and withdrawal from religious education

The Local Governing Committee is required to remind parents of their rights of withdrawal of pupils from Religious Education. However, please remember that we are here to serve as a Catholic school, and everything we do is implicitly governed by our Catholic faith and beliefs. The school exists to give a Catholic Education to its pupils. We would hope that in choosing to send your child to St John Vianney you would be supportive of the clear and explicit aims and objectives of our school. We invite all family members, regardless of their faith, to share in our

liturgies and worship with our pupils, and we find that everyone really benefits from this shared spiritual experience.

	Early Years Key Stage 1	Key Stage 2
Monday	Whole School Liturgy	Whole School Liturgy
Tuesday	In class worship	In class worship
Wednesday	Creative Prayer / Whole-class liturgy	Creative Prayer / Whole-class liturgy
Thursday	In class prayer	In class prayer
Friday	Whole School Celebration assembly	Whole School Celebration assembly



### Ethos and values

As a Catholic school, we feel that the spiritual, moral, social, and cultural development of pupils is a significant and implicit strength of our school. It underpins the education of our pupils and establishes a caring, orderly, and self-disciplined learning community. We seek to encourage the pupils to work together and to willingly take on responsibility. They learn to share and value the achievement of others. The moral development of our pupils flows from a firm spiritual base.

### Sacramental preparation

The school works closely with our Parish Priests, Fr Damian and Fr Paul, and the parish of St John Vianney in encouraging families of those pupils preparing for the sacraments of Reconciliation and the Eucharist. These are significant milestones in each child's journey of faith and are important celebrations in lives of their families. This preparation ordinarily takes place in Year 4.



### Faith in action



Our Year 6 pupils take part in the Faith in Action Award and through which they learn to be:

- **Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.
- **Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.
- **Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.
- **Faith-filled** in their beliefs and **hopeful** for the future.



- **Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.
- **Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good.
- **Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.
- **Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

## Gospel and Beatitudes

The values which guide and inspire us in our Catholic lives are those given to us in the Gospels. They are our Gospel values.

The core Gospel values are based on the Beatitudes may be summarised as follows:

Beatitudes	Values
"Blessed are the poor in spirit, for theirs is the Kingdom of heaven"	Faithfulness and Integrity
"Blessed are those who mourn, for they shall be comforted"	Dignity and Compassion
"Blessed are the meek, for they shall inherit the earth"	Humility and Gentleness
"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"	Truth and Justice
"Blessed are the merciful, for they shall obtain mercy"	Forgiveness and Mercy
"Blessed are the pure in heart, for they will see God"	Purity and Holiness
"Blessed are the peacemakers, for they shall be called pupils of God"	Tolerance and Peace
"Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven. Blessed are you when they insult you and persecute you and utter every kind of slander against you because of me. Be glad and rejoice for your reward is great in heaven; they persecuted the prophets before you in the very same way"	Service and Sacrifice





## SECTION 2

### CURRICULUM

## Whole School Curriculum

We aim to educate the whole child, not simply in Religious education, Maths and English but to provide an enriching experience across the National Curriculum. As a Catholic school we also follow the Diocesan backed national 'Come and See' programme, we will be part of the Diocesan trial for the RED, To Know you more Clearly, which will go live in all Hexham and Newcastle Schools in September 2026. We aim to ensure that pupils:

- Reach the highest academic standards and enjoyment in all areas of the curriculum
- Grow in self-confidence, have a sense of personal worth and be able to adapt to the changing world in which they live
- Develop a set of moral values, understand the world in which they live, respect the views of others, and tolerate opinions and beliefs whether racial, religious, or political

At St John Vianney Catholic Primary School, we endeavor to provide a broad and balanced curriculum which inspires and provides opportunities for success for all of our learners. Through our curriculum, we strive to create independent, curious, creative and critical thinkers, problem solvers and innovators. We aim to provide engaging learning opportunities that encourage our pupils to develop and fulfil their potential academically, socially, emotionally and spiritually. We strive to provide a range of activities and opportunities through a carefully sequenced and progressive curriculum in all subject disciplines, which fosters a passion for learning, stretching beyond the confines of primary school and creates lifelong learners. Our vision is that our curriculum will ignite passion, expand horizons and raise aspirations for all of our learners. We aim to equip our pupils with the knowledge and skills that will prepare them for the world of work in an ever-evolving landscape, and with the confidence, resilience and tolerance to live harmoniously with others.

## EYFS Curriculum Aims

The school's provision for Nursery and Reception is based upon the EYFS Statutory framework Quality and consistency in all early year's settings, so that every child makes good progress, and no child gets left behind

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A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly

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Partnership working between practitioners and with parents and/or carers

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Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

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We continue to develop the outdoor learning environment to enable pupils to have quality, playful learning experiences in a specifically designed 'outdoor classroom'. Our provision ensures that pupils develop their learning through continuous provision and guided learning whilst maximising opportunities for child-initiated learning through exploration and play.



## Religious Education

Religious Education is a core subject which is central to our whole school curriculum design. We believe that both home and school join together to create a powerful force for good in the shaping and forming of a Christian person, as well as instructing the child in the knowledge, skills and understanding of the Catholic faith.

The 'Come and See' programme of Religious Education allows pupils to deepen their own faith with an understanding of the Gospel values in the context of society today. Pupils are encouraged to ask questions that deepen their knowledge and understanding of other world faiths, whilst promoting tolerance towards others. The RE programme is taught through 3 main areas: Church, Sacrament and Christian Living.

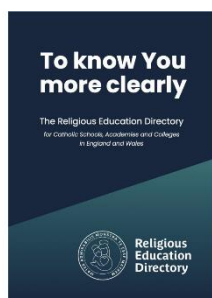
In these areas pupils will be taught about their family, their local community, the sacraments such as baptism and marriage as well as key events in the Christian Church such as Advent, Easter, and Pentecost.




Within each topic the pupils will follow 3 stages:

- **Explore** (discuss their initial responses),
- **Reveal** (learn, discuss, and understand the topic) and
- **Respond** (reflect on and celebrate their learning).

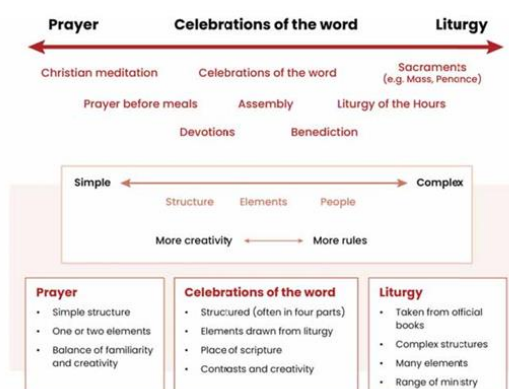
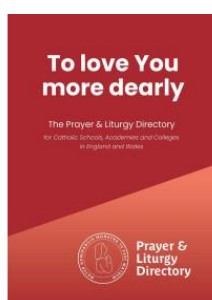
There are also multi-faith weeks which allow the pupils to learn about other world faiths.

## Religious Education Directory – To Know you More Clearly



	Understand 	Discern 	Respond 
Aim	In this way of knowing, you are aiming to help pupils to be able to <b>understand deeply</b> the <b>meaning</b> of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.	In this way of knowing, you are aiming to help pupils to be able to <b>judge wisely</b> in response to <b>different interpretations</b> of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.	In this way of knowing, you are aiming to help pupils <b>reflect personally</b> and <b>with integrity</b> on what they have learned and consider the <b>implications for action</b> these may have for their own lives and the world in which they live.
Skills	In this way of knowing, pupils will deepen their understanding by developing the skills to: <ul style="list-style-type: none"> <li>Remember and apply the meanings of key texts, beliefs, and concepts.</li> <li>Provide explanations by making links between religious texts, beliefs, and practices.</li> <li>Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections.</li> </ul>	In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to: <ul style="list-style-type: none"> <li>Think creatively and critically, testing ideas by imagining other possibilities.</li> <li>Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews.</li> <li>Critically evaluate differences to arrive at wise judgements about what is true, what is good, and what is beautiful.</li> </ul>	In this way of knowing, you will invite pupils to respond personally and with integrity by developing the skills to: <ul style="list-style-type: none"> <li>Reflect on the meaning of what they have learned for their own lives.</li> <li>Dialogue with others to understand themselves and others better.</li> <li>Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.</li> </ul>

## The Prayer and Liturgy Directory – To Love you More Dearly



## English

Reading and writing provide the building blocks upon which everything else is taught. We fundamentally believe that if we can get this right then our pupils will be able to embrace being able to be a Life Long Learner.



As a core subject, English provides the main instrument for learning throughout the National Curriculum because the skills learned can be applied across the curriculum. From entering the school, a child's early experience is grounded in phonics and early reading. Pupils are then introduced to a wider curriculum which unites the skills of reading & understanding with writing.

Emphasis is also given to the spoken word through early speech and language intervention through to enriching drama and debating which all enhances understanding of language in both oral and written forms. Resources are constantly updated to enable the teaching of English to follow the national guidelines. Pupils are given opportunities to explore a range of genres and are introduced to a variety of authors and poets from different periods of time. By evaluating and adopting different styles, their own skills are developed when writing for a wide variety of purposes and audiences. Through this lively approach the school strives to ensure that pupils develop their basic skills to use with increasing effectiveness in a wide range of curriculum areas. All pupils experience writing and develop their own style learning from a wide variety of rich texts.

All pupils are encouraged to 'read' from the first day they start in school to their last day with us. Reading is a lifelong skill and a joy through which we hope to excite and inspire our pupils love of learning throughout the curriculum.



The school uses the SSP Unlocking Letters and Sounds as the systematic approach to teaching phonics from Nursery – Year 2 and then pupils move onto a more text-based reading programme called VIPERS. This has been tailored to fit the needs of our pupils and support them in developing their reading skills applicable to the whole curriculum.

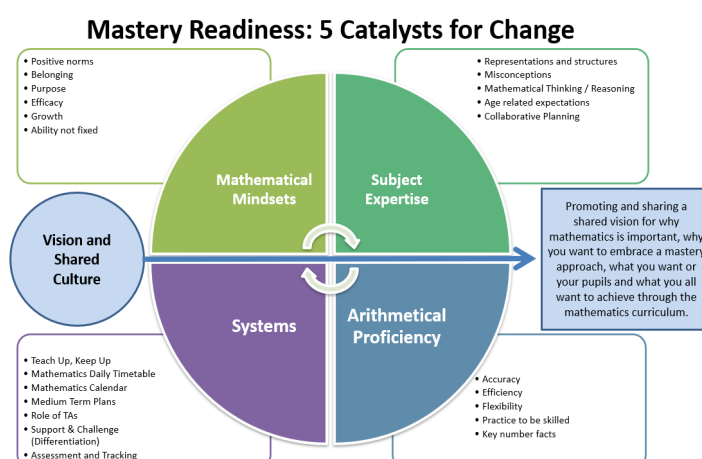
Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise



## Mathematics



We believe that pupils should have a secure and confident grasp of everyday mathematical concepts, and many opportunities are organised to give them the first-hand experiences they need. In our fast-changing world with all the advantages of modern technology, pupils face constant challenges and new expectations. However, we know that basic mathematical skills will always be important, together with a good understanding of which processes to use to solve a problem. We want our pupils to go out into the world using maths confidently and in a variety of new situations. We use the National Curriculum (2014) and the NCTEM (Ready to Progress document) alongside a comprehensive whole school maths teaching and learning resource called **Maths No Problem!** This is based on developing pupils' skills and deepening their knowledge and understanding through the mastery approach to teaching mathematics. This involves a dedicated daily maths lesson where the whole class is taught together for a high proportion of the time, with a strong emphasis on oral and mental work promoting reasoning and explanations of mathematical concepts. We use this to provide stimulating and practical learning experiences through Concrete, Pictorial and Abstract ways of explaining conceptual understanding of reasoning. Pupils are also exposed to maths blasts, maths challenges and maths reasoning and explanation activities all aimed at deepening their learning.



In addition to the dedicated daily maths lesson, there are occasions when a strong mathematical element in another subject like Science or Design and Technology, will provide pupils with other opportunities to practise their skills, particularly in handling data, measurement and problem solving.



## Science

Science is a core subject of the National Curriculum. Our primary science teaching offers opportunities to develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences; learn about ways of thinking, finding out and communicating ideas; and explore values and attitudes through science. Pupils focus on learning through subject specific biology, chemistry and physics focused learning opportunities. It is about ensuring that pupils learn from what they are doing not through completing the activity.



Our investigations are related to specific study areas of biology, chemistry or physics, which are practical, stimulating and linked to the direct experiences of the children. The learning outcomes identify, meet the learning needs of individual pupils and are adapted to provide appropriate opportunities for all pupils to succeed. Special attention is focused on pupils designing fair and safe investigations.

In the Spring of 2022, St John Vianney was awarded the Primary Science Quality Mark in recognition of the broad and balanced offer and the rich opportunities to learn scientifically.

## Computing

Computing is an ever changing yet exciting area of the curriculum. As our technology develops, so does the need to ensure our pupils remain safe. Every class is taught how to use the internet safely and educated about the potential dangers that they may be confronted with outside of school. Direct links between the computing and PSHE curriculum are made with pupils. All our school computers are networked wirelessly allowing pupils to share work with different year groups. Interactive boards support teachers in delivering a wide and creative curriculum. School continues to purchase laptops and Apple iPads to create an interactive school of the future, a broad range of programming tools are also now frequently accessed across school by pupils.

## Geography

Geography is about the study of places, the human and physical processes which shape them and the people who live in them. Throughout the school, the pupils will study their school locality and contextualise this within their wider national and international space. The area studied will expand as their knowledge and understanding of geography increases. Comparisons will be made between the school and other contrasting locations and beyond the United Kingdom enabling the pupils to put the interests of the United Kingdom and Europe into a world context. Map work is a key skill developed in Geography. Through their study of several locations, not only is knowledge of places acquired, but pupils also develop an understanding of the problems faced by different communities. Pupils are encouraged to ask geographical questions and find evidence to support their answers through fieldwork and the interpretation of data. They are also made aware of the need to protect the world's environments and that natural resources are not unlimited. The school continues to work closely with Sacred Heart High School and benefits from strong links with the Geography Department.





## Modern Foreign Languages

At St John Vianney Catholic Primary School, we believe that the learning of a language is a unifying experience for our children: no matter their ability in other curriculum areas, all children begin their journey of learning French from the same starting point. Furthermore, there is an emphasis on employing a rich range of enjoyable learning experiences to engage all learners. The learning of French at St John Vianney is underpinned by songs, stories and rhymes, used both to reinforce language teaching and to expose children to French culture.

We intend that pupils at St John Vianney will grow to love learning a language and will be very confident in their ability. The teaching of French is underpinned by positivity and praise, completely focusing on what the pupil can do and how far they have come. They will learn the phonics of French and practise all four skills, speaking, listening, reading and writing on a regular basis.

As children move through school, they will build upon their existing language skills to progress from speaking in words and phrases to speaking in full sentences and conversing; from listening to and reading key vocabulary to understanding passages of spoken and writing text in the target language; from writing key vocabulary to writing in phrases, sentences and short passages, with an increasing understanding of grammatical structures, including those that do



not exist in English. Children will learn about the culture of the language they are studying and where it is spoken worldwide.

We intend that our languages provision will support transition between primary school and secondary schools to ensure that the teaching of French can be picked up from the children's end of key stage level, rather than starting over, which can lead to frustration and disengagement. This focus on transition ensures that there is a consistent approach to the teaching of grammar, phonics and vocabulary across settings. As such, we work closely with staff in the MFL department at St Cuthbert's Catholic High School, both to ensure effective transition from KS2 to KS3 and to receive CPD, network and share good practice with other primary schools.

Year 6 also take part in a national week of linguistic enrichment in the summer term, being exposed daily to a language and culture they may have had limited experience of. In the summer of 2022 pupils engaged with some wonderful Chinese speakers. Pupils have loved taking part in this project and we anticipate we will do this annually. It is another way of ensuring our pupils are KS3 ready as both Sacred Heart and St Cuthbert's offer Chinese as a language.

## Physical Education



We have a high-quality PE provision in school where teachers are supported in the teaching of PE by sports coaches on a weekly basis. Our pupils love and excel whenever they are put together in teams to compete locally and within school. PE is also aimed at enhancing and promoting the lifelong skills of physical and mental health and well-being. All pupils have an equal opportunity to participate in and enjoy many and various class, school, and extra-curricular activities. We extend our physical provision using a whole school mental health and wellbeing programme called 'Thrive.' This model is grounded in research, to give all our pupils strategies and tools to support them when things don't always go to plan.



As a school we have set out a group of values which we believe are central to character formation. Pupils are recognised by staff for demonstrating these characteristics; they affect every area of the curriculum, and they help boost our pupils' ability to become KS3 ready.



## Design and Technology

A key aim of Design and Technology is to enable pupils to learn how to creatively contribute towards and constructively improve the rapidly changing world of technology they find in today's society. It will enable pupils to contribute to their home, the community and industry, by having a better understanding of products. Pupils develop skills in looking at products, systems and develop design-thinking skills, including recognition and analysis of need, generating ideas, modelling, and planning possible solutions then finally evaluating the process. They will develop the personal



qualities needed to develop a design project from initial ideas to finished product. Design and Technology fosters learning through practical experience and provides an excellent basis for enhancing and consolidating work in other areas of the curriculum.



### **Art & Design**

Art and Design offer pupils the opportunity to stimulate and develop their imaginative skills. From the moment they enter the school, they will experience activities which allow them to explore the visual and tactile qualities of different materials and processes in both two and three-dimensional forms. These activities will help them to gain confidence when expressing their own ideas and feelings. By following the National Curriculum as they progress throughout the school, the pupils will be given opportunities to build upon their initial knowledge of skills, materials and processes and be provided with more complex activities. We focus on the skills not the final outcome. The importance of learning 'how' is emphasised. Art is an essential form of communication, which allows the pupils to develop not only visual skills, but enables them to respect the opinions of others, evaluating their own and that of others. They are given opportunities to study and assess the work of artists throughout the ages, learning to appreciate the qualities of different 'Works of Art' as well as developing the language of constructive criticism.

### **Music**

Music continues to enjoy a high profile in the school, playing a central role in all aspects of the curriculum. We have a music specialist who comes into school two days per week, supporting the highest quality curriculum music provision as well as peripatetic instrumental lessons and small group singing lessons. In the classroom, curriculum music is celebrated, and every year group takes part in at least one musical/dramatic production over the course of a school year.

The school now has KS1, KS2 and UKS2 Choirs and pupils are often given the opportunity to perform both in and out of school. External events have included carol singing, supporting charity fundraising during the Christmas season, concerts in local day centres, joint projects with Sacred Heart High School and in the parish. Music also plays a vital role in the annual productions staged by the school and is an indispensable element in their success. It helps our pupils grow in confidence.

We are fortunate this year to be part of a new choral trial as part of the Diocese of Hexham and Newcastle. We are having a specialist music teacher coming in twice a week to work with Y3 and Y4 on religious coral music with the hope and expectation that they will be able to join with other schools and sing at the cathedral.

### **Personal, Social and Health Education (PSHE)**



We aim to promote spiritual, moral, social, and cultural development through our PSHE curriculum. PSHE contributes to our school's ethos by promoting equalities, preventing and tackling discrimination and bullying, developing cultural awareness, and preparing children positively for life both now and in the future. We believe that pupils with better health and well-being achieve better academically.

The right attitudes and attributes in people such as resilience, respect, enthusiasm, and creativity are just as important as academic and technical skills. Our broad and balanced PSHE curriculum helps children to achieve their full potential by supporting their well-being and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Our PSHE curriculum contributes towards our school's safeguarding duty.

Our whole school PSHE curriculum was updated to meet statutory guidance. Following the guidance of the Bishops of England and Wales and as advocated by the DfE, RSE (Relationships and Sex Education) is firmly embedded in the whole school PSHE curriculum. We link with people and organisations in the community to support pupils personal and social development e.g., Health professionals, Northumbria Police and Tyne & Wear Fire Brigade.

### Health and Relationship Education

It is school policy to integrate RSE Education throughout the curriculum. A consultation process was held in May 2021 and the updated policy and teaching & learning plans were agreed by governors in both Spring and Summer 2021. All new parents are guided to read the policy, on the school website. All pupils take part in all RSE lessons, which strictly adhere to the updated National Curriculum and are fully in line with our Catholic teaching values.

All pupils' questions will be answered honestly and sensitively, helping pupils cope with emotional changes and the challenges of growing up. The school ensures that all teaching matches the maturity of the child and fits into the general and moral attitudes of the school. The education information we give must be in context of the Christian community and with Christian values based on the moral principles and teaching of the Catholic Church. Parents can request that their child be withdrawn from any specific sex education talks.

We follow the Diocesan, Bishops Conference, and Department for Education agreed Ten Ten programme of study which aligns Sex and Relationships education.

### Special Educational Needs



We follow the graduated approach of Assess, Plan, Do, Review as outlined in the SEN Code of Practice (2014). This approach is embedded in whole school practice for all pupils, and every teacher is responsible for 'adapting teaching to respond to the strengths of all pupils.' Pupils may have needs and requirements which fall into specific areas and many pupils will have inter-related needs.

These areas are:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health Needs
- Sensory & Physical Needs

We seek support and advice from a wide variety of outside agencies such as: ASD specialist teachers, Autism Awareness charities, SENTASS, Community Paediatrics, CYPS, Speech and Language Therapy and the Educational Psychology Service, Occupational Health Services,

Dyslexia & Dyscalculia support, and the Visual and Hearing-Impaired teams, to ensure any barriers to success are fully identified and responded to. We have an amazing SENDCo who will always set about with the 'can do' attitude of making your child's adventure through school as positive as possible. The most up to date details are available on the school website. Please do not hesitate to contact school if you feel your child may need some additional support.

### SEMH Provision

In May 2022, we opened a new support area to work in small groups and on a one-to-one basis, to support pupils who have an additional need. This does not replace CYPs, but it is a support mechanism to offer some pupils some additional help whilst on the long CYPs waiting list. Pupils are identified by teachers and/or parents can also request support. It is led by the school SENDCo and her judgement about prioritisation is based on the hierarchy of need. We cannot see everyone immediately, so the waiting list is coordinated by Mrs Meldrum to its best effect. Currently, two staff members work on providing this SEMH support, and we also have a staff member who is trained in Rainbows. School also funds a qualified therapist from the Road Centre who provides 1-2-1 bespoke therapy sessions, on a pre-agreed appointment basis.



### Homework

Pupils are encouraged to actively take part in learning at home on a daily basis. We have learned from the national lockdowns that families have found learning really challenging at home. School has purchased a number of software packages to support pupils home learning. We continue to believe that it is essential for pupils to engage in their learning both at school and at home.

Year Group	Expectations
Reception	Daily phonics practice Readings books Maths activities / games
Year 1 and Year 2	Daily times tables practice Daily phonics practice Daily reading practice Number blocks online
Year 3 and Year 4	Daily Times Tables Rockstars Daily reading practice
Year 5 and Year 6	Daily Times Tables Rockstars Daily reading practice SATs preparation activities as appropriate

Some teachers may set an additional project if it fits in with what the pupils are learning, this is on a class-by-class basis. We firmly believe that pupils need to learn to take responsibility for some aspects of their own learning and this involves taking part in home learning activities. All pupils are expected, and should be encouraged, to read daily, learn spellings and access Times Tables Rockstars.



# SECTION 3

## POLICIES AND OTHER INFORMATION



## Positive Behaviour Management

Our behaviour policy is grounded in gospel values and centres around three words to ensure clarity and consistency.

*Ready, Respectful, Safe*

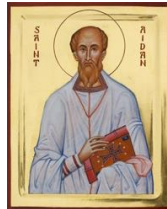
We believe that positive pupil engagement in school is based on positive respect between staff and pupils. Wherever possible staff will look to reward positive choices on behalf of the pupil. There are a wide range of positive strategies used in school and staff delight in rewarding success and positive achievement.

Pupils are awarded house points for a wide variety of reasons – all of which are positive; from demonstrating polite manners, to examples of nurture of others to exemplary work ethic. There are 6 houses to which every child is a member, and the winning house has a reward afternoon at the end of each half term.

St Anne



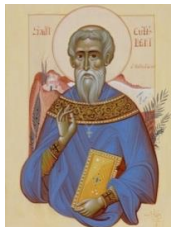
St Aidan



St Bega



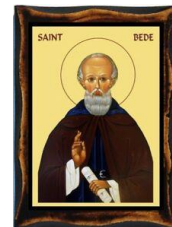
St Cuthbert



St Hild



St Bede



We use a 'Restorative Approach' to behaviour management and conflict resolution. We support all our pupils to learn from their mistakes and make active and positive choices moving forward. This is aimed at teaching children how to make a positive impact on their behaviour rather than issues simple sanctions without the re-education.

## Celebration Assembly

This is a delightful end to every week. Pupils are recognised and rewarded for positive way of being a LEARNER during the week and/or showing ways of embracing the PE core values we hold dear in school.

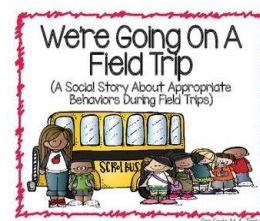
## Enrichment opportunities

It is our ambition to have all our pupils experience as wide a selection of each of these activities each year as possible:

Activity	Example
School trip to a cultural venue	Art gallery, Hancock Museum, Discovery Museum, Glasshouse
Outdoor learning experience	Outdoor wilderness workshop using the forest school area
Faith based trip	Church, synagogue, Holy Island, pilgrimage walk, Youth Village
UKS2 pupils to have a residential team building activity	Kingswood, Camping on the Field, Outdoor learning Days
UKS2 residential at Lockerbie	19 outward bound activities and a residential
A curriculum-based workshop	Centre for Life, Arbeia Roman Fort, Centre for Life
Arts experience	Music based activity at the Sage
Sports clubs	Team events, individual events
Visitors into school	Authors, musicians, artists, film makers

## Educational visits

Educational visits are a fantastic way to enrich the curriculum and excite young minds. Pupils undertake several visits over the school year. These include visits to local Farms, Jesmond Dene, the Oriental Museum in Durham, Hadrian's Wall, Newcastle Keep, Bessie Surtees House, as well as other places of educational interest and residential visits to Dukeshouse Wood, Holy Island and the Youth Ministry Team Youth Village. The school has an educational visits policy which ensures that the school undertakes thorough risk assessments prior to any trip. We always ask for a parental contribution towards the cost of the trips, and as the cost-of-living crises bites families increasingly, obviously less financial support comes into school. This is having an impact on school's ability to take pupils out on trips. We are working with SVP at church and our PTFA have also been fundraising to help where possible. Any offers of support, donations and/or sponsorship are always welcome, please contact Mrs Thorpe, in the first instance.



## Charges for school activities

Schools must ensure that parental contributions to any activity which takes place during the school day are voluntary. Our practice is to subsidise educational visits when we can. However, parents will appreciate that without their voluntary contributions, the proposed activities could not always take place. If you are facing financial hardship, please contact school for support. There are several organisations which we can access to help you.

Please note that if you sign your child up to attend one of the optional voluntary residentials in Y4, Y5 and Y6 then you are committing to pay the full amount of the trip. Please be aware that



if this is not paid it will be treated as a debt and pursued as such, as this is in additional trip and at full parental choice, to the national curriculum offer.

### **Liaison with high schools**

Regular liaison meetings are held with the Head teachers at the Catholic senior schools of Sacred Heart High School and St. Cuthbert's High School. In this way, we aim to facilitate a seamless transition for our pupils as they leave and move on to the next stage of their educational journey.

### **Free School Meals**

If you are entitled to free school meals, we will be able to access extra funds to support your child in school. It helps us in school, if you can allow us to apply on your behalf. If you think your family income may qualify you then please give your National Insurance number to Mrs McDine, in confidence, and she will ask the Local Authority to check. They will come back with a yes or no answer, so it is easy to do. If you are unsure, we always recommend that you allow us to check on your behalf. When your child reaches Year 3 this means they would be entitled to free school meals. If you qualify for FSM, then amongst other things we may also be able to offer you financial support towards school trips and uniform.

### **Safeguarding**

At the centre of what we do as a Catholic School is to ensure that safeguarding our pupils is at the heart of everything we do. Our Child Protection Policy is updated annually and is available on our school website; it applies to all staff and volunteers working in school, including Governors. All staff and Governors undertake annual safeguarding training.

There are 5 Designated Safeguarding Child Protection Officers in school and two Safeguarding Governors.

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**Mrs Thorpe**  
Headteacher

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**Mrs Meldrum**  
Deputy Headteacher

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**Miss Cherry**  
Assistant Headteacher

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**Mrs McDine**  
School Business Manager

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**Mr L Exley**  
UKS2 Lead

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**Mr Bell**  
Governor

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**Mr Smith**  
Governor

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### **Road Centre – A professional trauma-based counselling service**

We have access to some additional support of a professional counsellor. This is an appointment-based system as she only sees 6 pupils at any one time. A referral must be put in by school staff to access this service and school does not guarantee any child a place. It is a service which is run at an additional cost to school so is budget dependent.



## Parental Involvement

Parents are the first educators of their children. We want our parents to teach their children to embrace God, smile, to walk, to talk, to respect, to love and so much more. The school supports parents in this process of teaching so that together we can support your child to develop into a rounded person of faith. It is, therefore, most important that home and school, work closely together with these aims at the heart of all that we do.

If parents are verbally or physically abusive towards staff, they will be asked to leave the school premises and if it were to continue then school will work with Clennell's to issue an banning order, meaning that the person who is abusive is not able to enter the school site so that the parent from the school site.

## Medication

We have qualified First Aiders on the staff. In the event of your child becoming ill or injuring themselves, we will contact you immediately.

All parents MUST provide us with up-to-date emergency contact details so that they can be contacted as soon as possible. If your contact details change throughout the year, please remember to update school immediately.

There are strict regulations regarding the first aid/medical items that we are allowed to keep in school. If a child is on medication, parents must contact the school to complete a medicine form, the medication and form must be clearly labelled and handed in to the School Office for safe keeping.

## Attendance

**There is a legal requirement on parents and carers to provide accurate details about children's absences to school.**



90% attendance sounds good but means that your child misses on average:

- One half day every week.
- Nearly four weeks every school year.
- Over one school year in a school career.

2 weeks of leave in term time every year with no other absences means that your child:

- Can only ever achieve 95% attendance
- Will miss about two terms in a school career

Being just 5 minutes late every day adds up to missing about 3 days of school every year.

### Attendance officer

St John Vianney has an attendance officer, Jan Gurkin. She will telephone parents whose child has an attendance figure of below 95% for any reason and start to have conversations with parents. She will issue parental contracts on a case-by-case basis, and she will work with the Local Authority to issue fines to parents for their child's poor attendance where needed.

## **Attendance Overview**

You must make sure your child gets a [full-time education](#) that meets their needs (for example if they have special educational needs). You can send your child to school or [educate them yourself](#).

Children must get an education between the school term after their 5th birthday and the last Friday in June in the school year they turn 16. You can be prosecuted if you don't give your child an education. You'll normally get warnings and offers of help first.

## **When your child can miss school**

You can only allow your child to miss school if either:

- you've got advance permission from the school
- they're too ill to go in

There's extra support available if your child can't go to school for long periods because of a health problem.

## **Unauthorised leave of absence during term time**

You have to get permission from the head teacher if you want to take your child out of school during term time.

You can only do this if:

- you make an application to the head teacher in advance (as a parent the child normally lives with)
- there are exceptional circumstances

It's up to the head teacher how many days your child can be away from school if leave is granted. You can be fined for taking your child out of school without the school's permission.

## **Illness and your child's education**

If your child is ill, it's important to take time to get better, but infection doesn't always mean that your child must be off school for ages. Schools can help you with [guidance on how long your child should be off with an illness](#).

- If your child is going to be absent, contact the school on the first morning and keep the school up to date if it turns out to be a longer absence.
- Send a signed and dated note with the reason for the absence when your child returns to school.
- It is the school that decides whether to authorise an absence.
- If there is a problem, speak to the school - support will be available but staff need to be told about any difficulties as soon as possible.

## **If your child has a medical condition**

All maintained schools and academies should support [children with medical conditions](#). You should tell the school if your child has medical needs.

You can ask to see the school's policy on supporting pupils with medical conditions.

If your child has a disability, the school must make '[reasonable adjustments](#)' to make sure they aren't discriminated against.

## **The impact of your child being absent from school on a regular basis**

Absence means:

- Missing out on coursework and it can be very hard to catch up.
- Losing touch with friends and teaching staff.
- Finding it more difficult to have a successful future after leaving school.
- Having more opportunities to become involved in crime and anti-social behaviour either as victim or perpetrator.
- You could be fined or prosecuted and may get a criminal record.

### **Help with getting your child to go to school**

Talking to the school is the best place to start. Don't be afraid to get to know your child's teachers and head teacher - sharing problems is the first step to solving them. Your school will have an attendance policy available from the school or on their website. It will often identify the right person to talk to.

The school will discuss attendance problems with you and should agree a plan with you to improve your child's attendance.

Forms of help could include accessing support from other agencies and services such as:

- support to reduce the burden on children where families are in difficulty (for example if a child is spending a lot of time caring for someone)
- working with you and your child to overcome bullying and other serious problems
- working with you to develop parenting skills and strategies to help manage your child's behaviour
- an attendance contract

### **Attendance contract**

This is a voluntary written agreement between you and the school's governing body.

Between you, you agree to find ways to improve your child's attendance. If you refuse to make a contract or you don't stick to it, it can be used as evidence if the council decides to prosecute you.

### **Legal action to enforce school attendance**

Councils and schools can use various legal powers if your child is missing school without a good reason. We can give you:

- a Parenting Order
- an Education Supervision Order
- a School Attendance Order
- a fine (sometimes known as a 'penalty notice')

You can be given one or more of these, and we don't have to do this before prosecuting you.

### **Parenting Order**

This means you have to go to parenting classes. You'll also have to do what the court says to improve your child's school attendance.

### **Education Supervision Order**

If we think you need support getting your child to go to school and you're not co-operating, we can apply to a court for an Education Supervision Order.

A supervisor will be appointed to help you get your child into education. We can do this instead of prosecuting you, or as well. You may be guilty of an offence if you persistently fail to comply with reasonable directions - the maximum fine is £1,000.

### **School Attendance Order**

We can give you a School Attendance Order if we think your child isn't getting an education. You'll have 15 days to provide evidence that you've registered your child with the school listed in the order or that you're giving them [home education](#). If you don't, you could be prosecuted or given a fine.

### **Fixed Penalty Notice (fine)**

Fixed penalty notice amounts have changed. As from 19th August 2024 you could be issued with the following:

- For your first offence within a three-year rolling period, you could be fined £160 to be paid within 28 days, which can be reduced to £80 if paid within 21 days.
- For your second offence within a three-year rolling period, you could be fined £160 to be paid within 28 days, with no option to pay a reduced amount.
- For your third offence within a three-year rolling period, you will not be issued with a fine and will be referred straight to court.

### **Prosecution**

You could get a fine of up to £2,500, a community order or a jail sentence up to 3 months. The court also gives you a Parenting Order.

### **How can I help my child to get the best out of school?**

- Be aware of the impact of regular absences - missing school is missing out.
- Build up good habits of punctuality and attendance. These start early in life, so even before your child starts school, establish good routines, such as reading before bedtime and going to bed on time.
- Make sure your child understands the benefits of regular attendance at school.
- If your child is off school, you must let the school know why and tell them when they can expect your child back.
- It can be difficult, but try to make all appointments for the doctor, dentist, optician after school hours or during the school holidays where possible.
- Don't let your child stay off for reasons like going shopping, birthdays, minding the house, looking after brothers and sisters.
- Avoid taking family holidays in term time.
- Take an active interest in your child's school work and offer support with homework.
- Attend parents' evenings to discuss your child's progress.
- Don't let your child stay off school for a minor ailment.
- Each school day is split into two sessions and the attendance register is taken every morning and afternoon. If your child is poorly first thing but improves by lunchtime, send them into school for the afternoon session.
- If your child recovers from illness before the end of the week, send them back to school even if it's only for one day - every day counts.

For further information, please refer to the Department for Education's 'Working together to improve school attendance' parent guide.

[DfE external document template \(childrenscommissioner.gov.uk\)](#)

### **I've heard about Section 19 of the Education Act. Is my child entitled to alternative provision if they are not at school?**

Section 19 of the 1996 Education Act places a duty on Local Authorities to arrange suitable education for children who are unable to attend school. As a guide, absences of fifteen days or more triggers this duty. There are various reasons why a child may be unable to attend school, such as permanent exclusion or illness. However, an illness that prevents school attendance for this length of time is rare. Children who are in this situation are very unwell. The Section 19 duty does not cover absence from school due to normal worries or anxiety, concerns about bullying or dissatisfaction with school policy or process. In these situations, parents have a responsibility to work with the school to overcome these barriers. If you feel that the school is not responding to your concerns, you should follow the school's complaints procedure.

If it is likely that your child will be unable to attend school for more than fifteen days, despite the best efforts of school and parents, the school will contact the Local Authority for guidance. Under Section 19, the Local Authority will support the school to provide a suitable education while your child is unable to attend. The nature of this education provision will vary depending on the circumstances of the absence.

Below are some further questions and answers that cover some of these circumstances.

### **What should I do if my child doesn't want to attend school?**

It is perfectly normal for children to experience difficult emotions about attending school. This might be caused by worries about friendships, schoolwork, exams or variable moods. This can be stressful for parents, but it is important to encourage your child to attend school regularly. If children get into a habit of missing school, they get behind with their learning and miss out on friendships and social connections. This makes them even more anxious about returning. Getting into the habit of going to school even if they feel a bit unwell or anxious is a good life lesson for children that builds resilience.

### **What can I do if my child is anxious and avoiding school?**

If your child is regularly trying to avoid going to school or is refusing to attend, it is important to talk with your child about it. Children often struggle to explain their feelings, so they might not be able to answer a direct question like 'what's going on?'. Mind maps or anxiety icebergs are a good way of talking about worries. Some good examples are included in links below.

Once you understand the problem better, speak with the school and talk about your concerns. Even though you may be worried about the situation, it is important to maintain positive contact with your child's school. Schools want to help and can often make adjustments to reduce your child's worries. Anxiety and worry about school usually have a specific cause which can be sorted out. However, if you feel that your child might have an underlying difficulty you should discuss this with the school. You may need to speak with the school SENCO. If you don't keep in contact with school, absences are likely to be treated as unauthorised and may well be referred for legal action.

### **What happens if my child is too anxious to attend school?**

In very rare cases, some children are unable to attend school due to a mental health illness. If your child is experiencing significant anxiety and is distressed, you should make an appointment with your family GP for advice and inform your child's school. The school will work with you to create a plan to help your child to get back to full time attendance. To do this, the school will take any medical evidence into account and will seek advice from Local Authority officers. If your child has an education, health and care plan (EHCP), a significant change like this will probably result in a review of the EHC plan. For all other children, the school may want to raise your child's case at the Locality Inclusion Panel. This is a multi-agency panel which can help the school create an effective plan for your child. If the school wishes to discuss your child's case at the panel, they will ask for your consent.

For most children in this situation, getting back into full time attendance at their school is best for their mental health and academic outcomes. The plan will set out how this is going to be achieved. Each plan is specific to individual children, but most will aim to gradually build up attendance at school. It is important that your child does not drop behind academically during this time, so the plan will set out how learning will be maintained, with as much face-to-face learning as possible. If further advice comes to light, such as advice following work with mental health specialists, this will be incorporated into the plan.

Supporting a child in this situation is very challenging for parents. You will need to encourage your child to progress through the plan. You will also need to be prepared for setbacks, especially when building up attendance at school. It is essential to keep in regular contact with the school, especially about what is and is not working. The plan will be monitored regularly, and the school should involve you in this.

### **My child is likely to be unable to attend school because of a serious illness. What should I do?**

If you know that your child is likely to be absent from school for a while, perhaps due to a major operation or significant ongoing treatment, you should inform your child's school. The school will get in touch with the Local Authority for advice. In cases of treatment for serious illness that might involve extended hospital stays, or where attending school would be impossible due to risk of infection, the Local Authority commissions Bridges to provide a suitable education. In such cases, a multi-agency panel would make this decision, usually based on advice from hospital consultants.

### **Where can I find more advice?**

[School Anxiety and Refusal | Parent Guide to Support | YoungMinds](#) has lots of useful tips and advice for parents about children's mental health from the national charity Young Minds. <https://padlet.com/NewcastleEP/emotionally-based-school-non-attendance-ebnsa-support-and-in-hzpbuueal1kspiwr> is a set of resources for schools and parents from the Education Psychology Service in Newcastle.

[accessandinclusion@newcastle.gov.uk](mailto:accessandinclusion@newcastle.gov.uk) is the email address for the access and inclusion team at Newcastle City Council. They can help if you have questions about school attendance, including provision under Section 19.

[www.newcastlesendiass.co.uk](http://www.newcastlesendiass.co.uk) is Newcastle City Council's independent advice service about SEND.



[DfE summary of responsibilities when mental health is affecting attendance](#) is a summary document for parents, schools and local authorities explaining their role with mental health related absences.

### **Punctuality**

Punctuality is an essential life skill for later life. It is stressful for your child going into the classroom late and is disruptive for the other children. Please make every effort to ensure your child is in school on time. It is important that all pupils arrive on time for the beginning of the school day. This helps them start each day in the right way.



Pupils who have not arrived in school by 8:45am will be marked as a LATE. Parents will be contacted if the time of their child's arrival at school becomes a cause of concern.

### **Morning drop off**

All classes now benefit from a soft start. The school gates are opened at 8:30am and they close at 8:45am, all pupils should be in the classroom ready to learn by 8:45am. If your child comes in after 8:45am then they will be marked LATE in the school register.

### **Home time arrangements**

Each class teacher is responsible for ensuring that their class is ready to leave the school building at the correct time and for escorting their class to the green gate and dismissing them in an orderly fashion.

Year Group	Start Time	End Time
Reception	8:45am	3:00pm
Year 1	8:45am	3:05pm
Year 2	8:45am	3:10pm
Year 3	8:45am	3:15pm
Year 4	8:45am	3:20pm
Year 5	8:45am	3:25pm
Year 6	8:45am	3:30pm

As you all know we are currently operating within the confines of a RAAC building and demolition work. Therefore, the end of the school day has been staggered to be able to dismiss all our children safely within the confines of the small space available.

### **Break-time snack / lunchboxes**

As a school which has been awarded the Healthy School Award, pupils are not allowed to bring in snacks, sweets, crisps etc. for break-time. A piece of fruit is provided under the School Fruit Scheme for Foundation Stage and Key Stage 1 children. Parents in Key Stage 2 may, if they wish, provide their child with a piece of fruit for morning break.

### **Bottled Water**

All pupils are actively encouraged to bring a SMALL (500ml – 1L) bottle of water into school to freely drink throughout the day (NO flavoured water or juice). These bottles **MUST** be taken home and washed thoroughly at the end of every school day to prevent the spread of any germs.

### **Mobile Phones**

We understand that several of our pupils walk to and from school and that parents want to maintain contact with their pupils outside of school hours. However, **NO mobile phones are allowed to be left in school bags – they MUST be handed in to the class teacher, switched off, at the start of the school day to the class teacher and collected at home time.** School is not responsible for the mobile phones and will not cover the cost of phones brought into school which have been lost, stolen or misplaced.

### **Animals (pets) on school premises**

Please **do not** bring animals such as pet dogs onto the school premises at any time. You will immediately be asked to leave the school grounds and take the pet with you. Guide dogs are of course permitted on the school grounds.

### **No Smoking Policy**

Our school is a **NON-SMOKING** establishment so please **DO NOT** smoke anywhere on the school premises.

### **School Car Park**

Owing to limited space, the school car park is for staff use only. In the case of medical emergencies or in exceptional circumstances, please contact Mrs McDine and prior arrangements can be made e.g. for disabled badge users to visit Christmas shows.

### **PTFA**

Parent, Teacher and Friends Association arrange social and educational activities throughout the year. The PTFA, raises money each year through its fund-raising activities. All monies raised are for the benefit of all the pupils in school, however school has no say on what this money is used for. The PTFA is a separate organisation and its accounts are audited separately and not overseen by school.

School is happy to host committee meetings, to discuss future fund-raising events. Events are mainly of a social type for all the family e.g., Christmas Fair. If you would like to suggest any fund-raising ideas or would be interested in joining the PTFA, they would be very pleased to hear from you.

### **Open Door Policy**

Wherever possible, we operate an open-door policy. If you need to speak to your child's teacher, other members of staff, the Headteacher or Deputy Headteacher, we will try to make this happen as soon as possible. Please note, the time just before school starts can be very busy for teachers and therefore the best time to catch them is after school. If you contact the

school office [office@stjohnvianneynewcastle.org](mailto:office@stjohnvianneynewcastle.org) then staff will be able to book an appointment or arrange a telephone call.

### Extended services

<b>Childcare</b>	<p>The school has no out-of-hours provision of its own as there are several providers who operate successfully in the local community. They do not come under the safeguarding remit of school, so no recommendation can be explicitly made.</p> <ul style="list-style-type: none"><li>• 'Cuba' Kids Club provides affordable childcare before and after school club</li><li>• There are several child minders who also collect pupils from school – parental recommendation is the best way to access these</li></ul>
<b>Out of school activities</b>	<p>The school offers a range of enrichment after school activities, enjoyment activities, sport activities and curriculum extension both during the school day and sometimes after school. We closely monitor participation to ensure that all groups benefit from our provision. We also signpost parents to holiday activities provided elsewhere. These include summer schools at St Cuthbert's and Sacred Heart High Schools and West Denton Sure start centre.</p>
<b>Community Access</b>	<p>The school currently operates a no-letting policy. West Denton Association and West Denton Sure Start Centre meet the wider community needs in response to an assessment of local demand. We regularly liaise with West Denton Association and West Denton Sure Start to ensure that we can sign post their provision.</p>
<b>Access to external agencies</b>	<p>The school works closely with other statutory services and the voluntary and community sector. We focus on early identification of, and support for, pupils and young people who have additional needs or who are at risk of poor outcomes. This includes those with behavioural, emotional and health needs or other difficulties. We have processes in place to identify these pupils. Mrs Meldrum liaises with staff, parents and other agencies including Educational Welfare Service (EWS), Educational Psychology Service (EPS), Behaviour Support Service (BSS), Special Educational Needs Teaching and Support (SENTASS), Child Adolescent and Mental Health Service (CYPS) and the School Nurse.</p>
<b>Parenting Support</b>	<p>The Outer West Locality is served by a number of family support charities based at the Galafield Centre. They provide a number of parenting support groups and help for families. The school employs a parent support advisor, Mrs L Lashley, who can be put in touch with you at your request. Family support partners are also available through the NHS. Please contact school if you feel the need for any external support as we are always able to put a referral in for you.</p>

## Awards earned by school



### Primary Science Quality Mark

This hard-won award in Spring 2022, recognises the value that Science plays in enriching the school curriculum and ensuring pupils appreciate their role as global citizens.



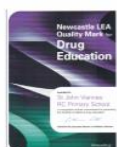
### Quality Mark for Physical Education in Sport

This award was in recognition of the continued commitment to improve physical education and sport in school. In June 2018, at that time, St John Vianney's was the only school in Newcastle to have received this prestigious award.



### National Healthy School Award

Our school received the National Healthy School Award in January 2022. The award is given to schools that provide a healthy working environment, who lay the foundations for healthy living and satisfy all ten components of the Healthy Schools' Charter. We have recently been awarded the Healthy School Plus Award again in recognition of increasing the numbers of pupils who receive a school dinner and increased fruit and vegetable consumption during the school day.



### Drug Education Award

The school has attained a drug education award for teaching the pupils awareness of the impact of substance abuse.



### Eco-School Awards Eco-School Ambassador Award

In 2018, the school retained the Green Flag Award (awarded to Eco Schools) for its sixth consecutive year for continued excellence in improving the environmental performance of the school and wider community. In January 2015, St John Vianney School was one of seven schools in England to be awarded the Ambassador for our ongoing work to promote sustainability.

## Admission Policy

St John Vianney Catholic Primary School was founded by the Catholic Church to provide education for pupils of Catholic families. The school is now part of Bishop Bewick Catholic Education Trust (BBCET) and the local governing committee administer the admissions policy as part of the Catholic Church in accordance with its trust deed and instrument of government and always seeks to be a witness to Jesus Christ.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. All parents are expected to give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of a parent who is not of the faith to apply for a place for their child at this school.

Please always refer to the most up to date admissions policy on the school website for all the admissions information, definitions, criteria list and the full appeal process.

### Extra admissions information

Please contact school office 0191 2672233 if you need further clarification.

<b>Nursery</b>	For pupils attending the school's nursery, application to the reception class of the school should be made in the normal way, to the local authority. Attendance at the school's nursery <b>DOES NOT</b> guarantee that a place will be offered at the school.
<b>Parishes served by the school</b>	The school serves the parish of St John Vianney, West Denton, Newcastle upon Tyne.
<b>Published Admission Number (PAN)</b>	The local governing committee has set its admission number at 60 pupils to be admitted to the reception year group in the school year which begins each September.
<b>Pupils with an Education, Health and Care plan or a statement of Special Educational Need</b>	Any pupil who has an Education, Health and Care plan (EHCP), where the school is named as the most appropriate educational setting for the child, will be admitted if the school is instructed by the Local Authority.
<b>Admission of Pupils below Compulsory School Age and Deferred Entry</b>	A child is entitled to a full-time place in the September following their fourth birthday. Any such deferred entry request should be made in writing to the head teacher of the school. The local governing committee will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to considering the views of the headteacher, who has statutory responsibility for the internal organisation, management and control of the school, the local governing committee will also consider the views of the parents, appropriate medical and education professionals and wider professional views who may have a view which could influence the outcome. All decisions will also be shared and then confirmed or denied by BBCET.
<b>Admission of Pupils outside their Normal Age Group</b>	A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. Any such request should be made in writing to the headteacher of the school. The local governing committee will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to considering the views of the headteacher who has statutory responsibility for the internal organisation, management and control of the school, the local governing committee will also consider the views of the parents, appropriate medical and education professionals and wider professional views who may have a view which could influence the outcome. All decisions will also be shared and then confirmed or denied by BBCET.
<b>Summer Born Pupils</b>	The parents of a summer born child, i.e. a child born between 1st April and 31st August, may request that the child be admitted out of their normal age group, to the reception class in the September following their fifth birthday and that that the child will remain in this cohort as they progress through school. Parents who want to make this request should make an application for their child's normal age group at the usual time. The application to the local authority should include this request and in addition it should be made in writing to the headteacher of the school. The local authority will liaise with the governing body who will make its decision about the request based on the circumstances of

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each case and in the best interests of the child. In addition to considering the views of the headteacher, who has statutory responsibility for the internal organisation, management and control of the school, the governing body will consider the views of the parents, appropriate medical and education professionals and wider professional views who may have a view which could influence the outcome. Parents will be informed of the outcome of the request before primary national offer day.

If the request is agreed by the local governing committee, the application for the normal age group may be withdrawn before a place is offered. If the request is refused, the parent must decide whether to accept the offer of a place for the normal age group, or to refuse it and make an in-year application for admission to year one for the September following the child's fifth birthday.

Where a parent's request is agreed, they must make a new application as part of the main admissions round the following year. One admission authority cannot be required to honour a decision made by another admission authority on admission out of the normal age group. Parents, therefore, should consider whether to request admission out of the normal year group at all their preference schools, rather than just their first preference schools. All decisions will also be shared and then confirmed or denied by BBCET.

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**Waiting Lists**

In addition to their right of appeal, applicants will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out below and not in the order in which applications are received or added to the list. Waiting lists for admission will operate throughout the school year but need to be applied for annually. The waiting list will be held open until the last day of the summer term. Inclusion on the school's waiting list does not mean that a place will eventually become available.

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**Infant Class Size Regulations**

Infant classes may not, by law, contain more than 30 pupils with a single qualified teacher (subject to the provisions in the School Admissions Code for 'excepted children'). Parents do have a right of appeal in accordance with the infant class size regulations if the school is oversubscribed and their child is refused a place.

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**In-Year Applications**

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. For information on making an in-year application, parents should contact the local authority admissions team. If the child is new to the city and does not currently have a school place, parents can apply online. Alternatively, paper forms are available from any school or Customer Service Centre. If the child currently goes to school in Newcastle and parents want them to move schools, they must complete a paper application. Hard copies are available from the school.

Parents will be advised of the outcome of their application in writing. Where there are places available but more applications than places, the published oversubscription criteria will be applied. If there are no places available, a request can be made that the child is added to the waiting list (see above).

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#### Right of Appeal

Where a parent has been notified that a place is not available for a child, every effort will be made by the local authority to help the parent to find a place in a suitable alternative school. Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the chair of governors at the school address.

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#### Fair Access Protocol

The school is committed to taking its fair share of pupils who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round, the governing body is empowered to give absolute priority to a child where admission is requested under any local protocol that has been agreed by the governing body for the current school year. The local governing committee has this power, even when admitting the child would mean exceeding the published admission number.

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#### Hair Styles

We ask that parents support the school by moderating their choice of their child's hair styles. We would hope that pupils are identified for their personal qualities, academic effort, and indeed all-round general ability rather than how they look. Therefore, styles such as tram lines, bright colouring, skin fade, short/shaven hair with ponytails are not allowed.

We ask that parents support the school in enforcing the school uniform policy, including the moderate choice of hair styles. **Please do not send your child to school with shaved heads, tram lines shaved into it or any other more extreme shaved hairstyles.**

Any pupil, girl or boy, with long hair must ensure that it is tied back during the school day. All hairbands, bobbles, and hairclips should be plain and can be red, blue or black in colour.

#### Prepare pupils for weather conditions they will meet each day

- Please ensure that your child has a warm winter coat, a hat and gloves in colder weather and a lighter waterproof coat and sun hat for the summer.
- Please also ensure that they are provided with 6 hr protection sun cream during periods of hot weather and especially during summer months (approximately May onwards).

#### Jewellery

No jewellery other than a watch is not allowed. For safety reasons it is important that rings, earrings, plastic earring spacers, studs and necklaces etc. are **NOT** worn in school. Parental support in this matter is essential. No electronic watches of any type to be worn including any with cellular capability.

For safety reasons, the wearing of earrings, plastic earring spacers, ear studs or other jewellery (metal or plastics) is not be permitted during any sporting activities, PE or swimming. For safety and hygiene reasons this also applies to watches. These items represent potential hazards, not only to the wear but also to other pupils, staff and, in some instances, third parties. Medical, Professional and Occupational Safety advice confirms that any jewellery wearing during these lessons constitutes an unnecessary risk and should be avoided at all times.

The wearing of earrings and any other sort of jewellery is prohibited in school. The wearing of earrings, plastic earring spacers, ear studs or other jewellery in all aspects of physical activity or where, based on a risk assessment, there is a risk of injury to the wearer or to others is not allowed.

In very exceptional circumstances (e.g., newly pierced ear, infection, or similar short-term medical condition) the ear lobe may be taped temporarily (4 to 6 weeks) with non-allergic (hypo allergenic) micro porous tape provided at home, if it is necessary to retain the stud in place for medical reasons. In such instances, suitable evidence, in the form of a Doctor's Note, of the pierced ear infection or short-term medical condition must be provided.

In this minority of cases, a degree of management discretion will need to be exercised by the class teacher by way of a suitable solution. This may necessitate temporary exclusion from an activity if, based on the assessed risks, the class teacher feels that such action is warranted. This will be supported by the Headteacher and the local governing committee.

### Poverty proofing actions

Please also be aware that school has a supply of excellent second hand and/or almost new uniform in every size. This can be given to families free of charge. Please contact Mrs Meldrum via the school office if you need/want any of this spare uniform.

### School Uniform

School Uniform is available from Tots to Teams.  
All uniform must be clearly named.

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#### Boys

- Red sweatshirt embroidered with school logo
- Sky blue polo shirt embroidered with school logo
- Grey trousers
- Grey shorts, knee length [Summer Term Only]
- Grey socks

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#### Girls

- Red sweatshirt embroidered with school logo  
OR  
Red cardigan embroidered with school logo
- Sky blue polo shirt embroidered with school logo
- Grey skirt, grey pinafore dress or grey trousers
- Grey shorts, knee length [Summer Term Only]
- Pale blue checked dress [Summer Term Only]
- White or grey socks

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#### Footwear

- Black leather shoes
  - Trainers or boots are not permitted
  - When we have inclement weather, pupils can travel in suitable footwear and change in school
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| <b>PE / Games</b> | <ul style="list-style-type: none"><li>• White T-Shirt with school logo</li><li>• Navy blue shorts</li><li>• Dark blue or black tracksuit trousers</li><li>• Red school jumper</li><li>• Black slip-on plimsoles or black trainers</li><li>• PE kits must be worn on the day of PE Lessons</li><li>• Football strips are not acceptable for PE lessons</li></ul> |
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| <b>Optional extras</b> | <ul style="list-style-type: none"><li>• A red fleece jacket</li><li>• A choice of two caps with the school logo</li></ul> |
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### **Bags**

**No large bags are allowed in school.** We do not have the space to store them, and it is not necessary for parents to spend money buying expensive bags for school. School has supplied every child with a new schoolbook bag. Please note that if pupils bring in alternative/bigger bags they will be asked to take them home and if it persists the school will ring parents to request that these bags are not to be brought to school. This is part of our POVERTY PROOFING drive to ensure that no child feels excluded because their family cannot afford expensive school uniform. Please support us in this matter.

**Tots to Teams****The Embroidery Specialist**

Unit 10b, Airport Industrial Estate, Kingston Park, Newcastle upon Tyne, NE3 2EF

Tel: 0191 2715454

Email: [sales.tots@btconnect.com](mailto:sales.tots@btconnect.com) VAT No: 733811836Website: <https://totstoteams.com>**St John Vianney Catholic Primary School****UNIFORM PRICE LIST**

Item	Colour	3-4	5-6	7-8	9-10	11-12	13	Price	Total
Sweat Shirt [Performa]	Red							* £8.70	
Sweat Cardigan [Performa]								£10.45	
Polo Shirt [Blue Max]	Sky Blue							£6.80	
T-Shirt [Blue Max]	White							£4.00	
Shorts [Shadow Stripe]	Navy	18/20"	22/24"	26/28"				£3.30	
Fleece Jacket [Blue Max]	Red							£9.75	
Mistral Jacket (Shower Proof)	Red							£14.00	
R160 Reversible Jacket (Waterproof)	Red							£19.00	
Book Bag DC01 Heavy Duty with strap	Red							[5.95 + VAT] £7.14	
Book Bag QD51	Red							[£4.30 + VAT] £5.16	
PE Bag QD17	Red							[£3.00 + VAT] £3.60	
Printed iron-on name labels (x20)								[£2.00 + VAT] £2.40	

**\*Small Adult Size: £10.45**

Please call the shop or order online. Our shop opening hours are:

Monday – Thursday 8am – 4.30pm  
 Friday 8am – 4.00pm  
 Saturday 9am – 12 noon

Cash and Card Payments accepted  
 Cards £5 and over only

Please note we are closed on Bank Holidays

