



Ark John Keats  
Academy

# Primary Parent Handbook

2020 – 2021

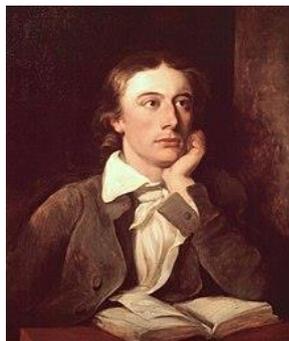
Kindness

Effort

Aspiration

Tenacity

Success



## **Contents**

WELCOME FROM OUR HEADTEACHER – AMY BAIRD	3
CONTACT DETAILS	6
AJK VISION	7
AJK VALUES AND PLEDGE	10
THE ACADEMY DAY	12
ARRIVAL AND COLLECTION (COVID-19 ADDENDUM)	13
PUNCTUALITY AND ATTENDANCE	13
HOLIDAYS/TERM TIME LEAVE	14
CLUBS	15
FIRST AID	15
UNIFORM	17
FOOD	20
THE CURRICULUM	21
HOMEWORK	23
SPECIALIST TEACHING	25
BEHAVIOUR	25
REWARDS	27
PUPIL IMAGES	27
PARENTS/GUARDIANS IN SCHOOL	29
WEBSITE, SOCIAL MEDIA AND ONLINE COMMUNICATION	29
SAFEGUARDING CHILDREN AT ARK JOHN KEATS	30

## **Welcome from our Headteacher – Amy Baird**

---

*Dear Parents/guardians*

*Welcome to our academy!*

*Ark John Keats Academy is a mixed, all-through 3-18 school that opened its doors to its first Reception children in September 2013.*

*We now have pupils in Nursery to Year 6 in our Primary Phase and Years 7 to 13 in our Secondary Phase.*

*The academy will continue to build until we reach full capacity in September 2021.*

*At John Keats we believe every child has the capacity to be a knowledgeable, literate, articulate, confident and compassionate individual.*

*Everything we do is aimed at ensuring each child fully realises their potential and leaves the academy with ambition, a sense of purpose and excellent qualifications. This will enable our pupils to go on to lead successful, happy and useful lives and everything necessary will be done for every child to ensure this.*

*I look forward to working with you to help ensure the best start in life for your child.*

*All the best,*

***Amy Baird***

*Primary Headteacher*

## AJK Primary Teachers and Classes 2020 - 2021

### Nursery

#### Murphy am, McKee pm

Ozlem Hassan (Nursery Manager), Gina Markou (Nursery TA), Nura Ibrahim (Nursery TA)

### Reception

#### Sharratt

Bonnie Mendoza (HOY EYFS)  
Gozde Yavuz (TA)

#### Bond

Jeaneal Marshall (Reception Teacher)  
Saida Serindag (TA)

#### Grey

Kerry Dooner (Reception Teacher)  
Tamara Elias (TA & Cover Supervisor)

### Year 1

#### Donaldson

Karyn South (HoY 1)  
Asli Demirci (ATT)  
Yazmin Cabrera (TA)

#### Ahlberg

Carli James (Teacher Tues-Fri)  
Stacey Joseph (Teacher - Mondays)  
Harriet Thompson (TA)

#### Seuss

Esma Guler (NQT)  
Nadia Laghlazi (TA & Cover Supervisor)

### Year 2

#### Dahl

Elizabeth Bennett (HoY 2)  
Funda Simsik (TA)  
Joanne Cuffie (SA)

#### Hughes

Maddie Roberts (Head of English)  
Buket Colak (ATT)  
Patina Plank (SA)

#### Harrison

Alicia Gafoor (Year 2 Teacher)  
Lauren Page (TA)  
Carol Nunes (SA)

### Year 3

#### Potter

Niall Quillinan (HoY 3 & Yr 3&4 Eng. Teacher)  
Dilek Ucrak (TA)

#### Bose

Priyanka Das (Yr 3 Maths Teacher)  
Natalie Oscar (TA)

#### Carroll

Eve Kelsey (Year 3 Eng. Teacher)  
Sumeya Mukhtar (TA)

### Year 4

#### Somerville

Jess McGroary (Maths Teacher Yr 3&4 &  
Head of STEM)  
Evelyn Kwakye (TA & Cover Supervisor)

#### Hubble

Alex Verrall (HoY 4 & Maths Teacher)  
Tushma Perera (TA)

#### Zephaniah

Chanti Camacho (Year 4 Teacher & Senior  
Teacher for Teaching and Learning)  
Sarah Cross (ATT)  
Ozlem Ates (SA)

### Year 5

#### Blackman

Shireena Crawley (HoY 5, Eng. Teacher &  
Senior Teacher for Inclusion)  
Zilan Arslan (TA)

#### Al-Kashi

Joe Etheridge (Maths Teacher)  
Sashana Samuels (SA)

#### Jemison

Imani Samuels (Humanities Teacher)  
Shannon Donovan (TA)

### Year 6

#### Darwin

Emmy Stanley (HoY 6, Pastoral Lead & Maths  
Teacher)  
Arzu Ucrak (TA for Y5&6 & Cover Supervisor)

#### Latimer

Tom Etheridge (Head of Maths, Eng. Teacher &  
Senior Teacher for Curriculum)  
Jordan D'Aguilar (TA)

Said Ali (Pastoral TA)  
Elizabeth May (Inclusion Coordinator)  
Helen Burey (EYFS PPA Cover)

<b>Operations team</b>		
Mitra Samsami	Head of Operations	Whole school operations (Premises, Catering, Recruitment)
Victoria Edwards	Primary Co-ordinator	Primary co-ordination and administration
Bianca Douglas	Primary Administration Assistant	Primary reception and administration
Oni Mckenzie	Primary Administration Assistant	Primary reception and administration
Stuart Bartlett	Premises Manager	Site
Christopher Bell	Premises Assistant	Site
Scott Serjeant	Premises Assistant	Site
Phoebe Hickman	Senior Midday Meals Supervisor	Midday Meals
Shakila Sathiyaseelan	Midday Meals Supervisor	Midday Meals
Liza Shabnam	Midday Meals Supervisor	Midday Meals
Carmen Ortega	Midday Meals Supervisor	Midday Meals
Shanika Daley	Midday Meals Supervisor Breakfast club leader (long term absence cover)	Midday Meals Breakfast club

## Contact details

---

### Academy

Ark John Keats Academy

Bell Lane

Enfield

EN3 5PA

**Telephone:** 020 3116 0740

**Email:** [info@arkjohnkeatsacademy.org](mailto:info@arkjohnkeatsacademy.org)

**Website:** [www.arkjohnkeats.org](http://www.arkjohnkeats.org)

Chair of Governors: Linsey Cole. Please send any correspondence to Ark John Keats Academy.



**All children at the academy will become adults who are happy and successful both as individuals and as citizens of our local and wider communities.**

Our school is built on six pillars which support all that we do from setting our long-term vision to driving day to day decision making.

### **1. Strong Discipline**

*Calm, purpose and order are established through the consistency of expectations and explicit teaching of discipline.*

Strong discipline is at the heart of our school, providing the calm and focussed environment that allows pupils to learn, show and receive respect and develop the behaviours that will enable them to play a full role in society. The school is orderly and all transitions are managed carefully to maximise time for learning. The routines are completely consistent across every member of staff and are implemented in a kind, respectful and nurturing manner. Many of our classroom routines are communicated with non-verbal signals, meaning teacher talk can remain focussed on learning. Pupils are taught self-discipline. We explain our expectations very clearly and why they are important. We then expect 100% compliance at all times. As a result, pupils understand how the routines help to create an excellent school. They also understand how the development of their self-discipline, alongside character development, will help them in the future. Our systems and school culture are designed to support pupils to reflect upon and learn from their mistakes and develop their ability to make good decisions.

### **2. Mastery Curriculum**

*Our curriculum design enables pupils to develop a framework of knowledge and understanding in each subject area that provides a solid foundation for further study.*

Our curriculum is planned backwards from university in each subject area, ensuring pupils master key learning before moving on. It is a knowledge rich curriculum where what pupils are learning about is as important as the skills they are developing. The longer school day means that pupils study a range of subjects that develop them in different ways, and with the understanding that a broad and secure knowledge base is the key to pupil success. Assessments test mastery of the content by requiring pupils to demonstrate their knowledge, understanding and application independently and in unseen contexts. Exam weeks are held regularly and the feedback given following these drives children to make accelerated progress. End of year exams test mastery of the whole year's learning, and retrieval is built into the curriculum through do now activities, teacher questioning and home learning. Pupil motivation is built from the visible success of broadening their schemas. The focus on developing depth of understanding and mastery means that pupils experience the deep satisfaction derived from grappling with and grasping challenging content, which in turn supports the development of a growth mindset. It also means that they are developing a solid framework of understanding and set of skills that support all future learning in that subject area. The rigour of the curriculum is reflected in high quality teaching, pupil work and the feedback that pupils receive.

### **3. High Quality Teaching**

*Teachers are subject experts with an excellent understanding of the intellectual journey they*

*are taking their pupils on and master the teaching skills to support this.*

Teachers use the school routines to create an excellent climate for learning and to ensure that pupils make exceptional progress. Lessons are never task driven; they are planned using the most effective methods to engage with the content. They are underpinned by high expectations, from the use of academic language, grammatical precision and level of rigour expected in pupil responses, to the great thinkers and scholars they introduce the pupils to along the way. The atmosphere is scholarly and teachers display and elicit a passion for their subject and for learning more generally. Our teachers have excellent subject knowledge and their understanding of the curriculum is detailed, meaning that they recognise how the learning fits into the pupils' broader development within the subject. They engage with the knowledge being developed and understand the crux of the lesson. This allows them to be very responsive in the classroom, always able to ask the most important questions, pick out the most important points, identify the underlying misconceptions that are holding pupils back and give meaningful feedback that moves pupils forward. Our teachers ensure all pupils master the key concepts and skills required for each unit before moving on. Errors are seen as opportunities by pupils and teachers. We notice and celebrate both day to day and more significant successes. All classrooms and all teaching is a team effort, with each individual practitioner delivering planning that is the result of a collaborative process.

#### **4. Character Development**

*Pupils develop the characteristics that support their academic achievement, create thoughtful citizens and allow them to make reflective choices over their personal lives.*

We teach Character Education formally, translating abstract personal attributes into concrete situations. Pupils study Character three times per week and have a character assembly each week during which teachers give shout outs for pupils that have exemplified the characteristics most that week. Pupils always discuss a news item on Fridays. We provide opportunities to develop and reinforce these attributes beyond these sessions as they provide the framework in which we understand personal development and the language to discuss it. Pupils' curiosity and adaptability will mean they are outward looking and able to get the most from and seek out experiences and opportunities. Their honesty, altruism, and empathy will give them an integrity that means they can stick to their convictions and form strong personal relationships. Their responsibility and reflectiveness will help them to make good choices for themselves and for others. Tenacity will underpin their character and ensure that they work hard and see their choices through. Alongside these attributes, pupils develop key learning dispositions. These are learning habits that allow pupils to make the most of the excellent teaching here at AJK and will enable them to engage in study at the highest level. They will be able to organise themselves, take notes, listen, discuss and debate, conduct research, give presentations, manage extended projects and write at length. Ultimately, our pupils will carve out their own futures; they must have the skills to thrive in whatever environment they choose and the self-awareness to make choices that will make them happy and be fulfilled.

#### **5. Raising Aspirations and Enrichment**

*Pupils understand the opportunities that a school and university education will afford them in terms of careers and quality of life. Pupils develop their passions and interests through an in-day enrichment programme.*

The aim of raising aspirations permeates the school. Teachers use interactions with pupils, through lessons, tutoring and informal discussions to introduce and discuss aspirational role models, current affairs, further study, university and careers. We take every opportunity to

continually support pupils to think more deeply and more broadly about the world around them and the opportunities it presents. As a school we are knowledgeable about careers and seek advice where we do not have the expertise. Pupils benefit from frequent external speakers along with university visits. As they get older, these university visits are increasingly tailored to their individual aspirations. As a result, they have an excellent understanding of a variety of careers and understand what qualifications, skills and experiences they would need in order to pursue them. They understand the role of university in providing opportunities and they are well informed about universities that provide the most valued degrees in the subject areas they wish to pursue. Pupils recognise how their learning, character and personal development support their future prospects; they reflect on their character and interests when making choices about their futures. Their broad experience of visiting universities, the opportunity to meet people from a range of sectors and the development of their communication skills through character mean that they are able to express themselves articulately and confidently in any forum. Alongside the breadth of career and educational opportunities they come into contact with, we are also supporting our pupils to develop their passions and interests through a wide ranging enrichment programme. As part of the school week, pupils choose two activities per long term to participate in. Enrichment is a celebration of curiosity and is a central part of our school.

## **6. Developing Educational Leaders**

*All members of staff see themselves as leaders within an aligned community of professionals and are systematically trained in best practice.*

Training and development are part of daily life at AJK. There are three strands to this. First and foremost, we are all excellent teachers. Our teaching practice is developed through weekly coaching, weekly whole school training and weekly collaborative planning meetings. All teachers are leaders. They are supported to engage in evaluative, data driven and strategic thinking related to their role. We return regularly to the pillars and their day to day manifestations to ensure that everyone feels that they are the guardians of them and are empowered to make decisions based on them. We explain the philosophy behind whole school decisions and provide opportunities to work together as a whole staff team on academy priorities. As a result, all members of our team have a greater insight into the whole organisation, are able to articulate the vision of the school and can apply this to their day to day practice. Thirdly, when teachers take on leadership positions within the school, their development follows the same principles. We also run training sessions which cover the key aspects of school leadership. This weekly coaching programme is planned to fit into the school calendar, which ensures support is timely and practical. Our alumni will be exceptional teachers, thoughtful and strategic managers and visionary leaders that will be able to make an important contribution to education.

### **Organisation**

*We are relentlessly focussed on our pillars and organise our time effectively to ensure we can implement them fully in all aspects of our school.*

We work within a climate of professionalism and respect. We are committed to our shared vision and know that the successful implementation of this means we must be a school where everyone has time to do their job well, where there is an open dialogue about workload and organisation, where there is support to prioritise. We know that time is precious and we use it strategically. We give deadlines a term in advance so we can plan our work, we allocate time for planning and reviewing so that it can become a considered and high leverage part of our annual cycle. Our

school calendar is organised to facilitate collaborations, from weekly collaborative planning meetings and Wednesday CPD, to analysis days and *Many Minds* sessions so that we are working effectively as a team. We are building a school to provide the community with a first class education for generations to come. Therefore we must build a sustainable school. This is not a school that relies on the brilliance of a few but develops brilliance in all staff. We are a school that is consistent and we know that it is only as part of the collective that we can achieve our ambitious aims. We work together to develop the best approach to achieving our aims, simplify what we do, and then codify that good practice and ensure it is fully embedded across the whole school.

## **AJK Values and Pledge**

---

Our values and pillars guide the culture and ethos of our Academy to ensure that we are able to realise our mission. They are a central part of the life of the Academy and evident in every aspect of Academy life.

Our values focus on the development of attributes and characteristics that will serve our pupils well educationally and throughout their lives. All children belong to a values class group. Children are rewarded daily and at assemblies for demonstrating our school values.

<b>KEATS</b>	<b>Value</b>
<b>K</b>	<b>Kindness</b>
<b>E</b>	<b>Effort</b>
<b>A</b>	<b>Aspiration</b>
<b>T</b>	<b>Tenacity</b>
<b>S</b>	<b>Success</b>

### **Primary Pledge**

*‘At Ark John Keats,  
I will work hard every day,  
always try my best,  
and be kind to others.’*

Please help your child to learn our pledge. We all say our pledge at the start of every school day and in assemblies.

## The Academy day

---

### Academy Times

#### Reception to Year 6

Time/allocation	Action
8:45am	<b>Gates open</b>
8:45 – 9:00am	<b>Pupils can enter the school and line up with teachers</b>
9:00am	<b>Gates close and pupils enter the school building</b>
9:05am	<b>Registration</b>
15 minutes for each cohort	<b>Morning break</b>
11:45am – 1:30pm	<b>Lunch and playtime staggered for all year groups</b>
10-15 minutes for each cohort	<b>Afternoon break/My time</b>
3:15 – 3:30	<b>End of school day – pupils collected from 3:15 - 3:30pm from gates</b> <b>Fridays – pupils collected from 2:30 – 2:45 from gates</b>

#### Nursery sessions:

- Nursery am session 8:25am – 11:25am
- Nursery pm session 12:10pm – 3:10pm
- Fridays – Collection anytime between 2:45pm - 3:00pm

## Arrival and Collection (Covid-19 Addendum)

---

We have had to alter how parents can bring and collect their children from the academy during the ongoing coronavirus pandemic.

These procedures will be in place for the whole of the 2020 – 2021 academic year

### **Drop off and collection gates:**

- Nursery, Reception and Year 1 drop off and collection – outside main Primary Gate
- Years 2 and 3 drop off and collection - Park Gate 1 (into main primary playground)
- Years 4 and 5 drop off and collection - Park gate 2 (into space behind sports hall)
- Year 6 drop off and collection - Secondary main entrance (line up in front of main car park by building)

It is essential that parents only drop off their child at their designated drop off and collection points. For the safety of our school community, parents **must maintain strict social distancing of at two meters at all times** during drop off and pick up.

We also request that all parents wear a face covering during drop-off and collection.

Parents should drop off and leave the school site immediately at the correct time. Parents will not be able to enter the school site unless they have a pre-arranged meeting.

Only one parent/guardian can attend drop off or pick up. Staff will not be available for conversations at pick up or drop off.

**Parents must avoid congregating in groups at all times as this will put our school community at risk.**

## Punctuality and Attendance

---

### **Lateness before school**

Gates close at 9:00am every morning. Any child not in by 9:00am must enter by the front entrance and will be marked as arriving late to school. If your child is likely to be late to school, please telephone the Primary Academy Office to let us know before 8:30am. Once your child arrives at the academy please go directly to the Primary Academy Office so that we can mark your child as present.

Persistent lateness is taken very seriously, and we are under obligation to report any unauthorised or continued lateness to the Local Authority Education Welfare Service, who will then contact the family to discuss the reasons.

### **After school lateness**

Parents/guardians collecting their children after 3:30pm will be recorded in the 'Late

Collection' book, which the member of staff on duty will have.

**Parents collecting their child/children after 3:30pm or 2:45pm on Fridays will be charged a late collection payment. This payment will be added to the family ParentPay account.**

## Attendance

### Covid Addendum:

Your child **must not attend school** if they, or anyone else in your household, has developed:

- a new and continuous cough;
- a high temperature;
- a loss of their sense of smell.

Even during the pandemic, our attendance expectations remain high. Attendance below 97% is lower than our expectation and can have a serious and detrimental impact on a child's chances of success at school. Children who are self-isolating due to Covid-19 will be given a different attendance code that will not affect their overall attendance percentage.

If your child is unable to attend school due to illness or other circumstances, please contact the Academy Office before 8:15am. The academy is under obligation to report any unauthorised or continued absences to the Local Authority Education Welfare Service, who will then contact the family to discuss the reasons for the absences.

If your child is likely to be absent from school due to illness for a period of time, please contact us. We will be happy to discuss any support needed to ensure they keep up to date with what is taking place in school. On your child's return to the academy following an absence, we require a short note outlining the reason for the absence for our records and a doctor's certificate if longer than five days.

**We celebrate and reward excellent pupil attendance in many ways!**

## Holidays/Term Time Leave

---

We cannot allow parents/guardians to take their children out of school for holidays during term time, as it really does affect the continuity and quality of your child's education. Holidays in term-time will never be authorised so please do not request them.

If you need to take your child out of school for any reason, you will need to fill out a "Request for Leave during Term" form available from the Academy Office. Please understand that leave during term time is not a right and can only be granted by the Headteacher and Principal in **exceptional** circumstances. Please **DO NOT** make any arrangements for travel unless authorisation has been given by the Headteacher. If you take your child out of school without permission, you may be in breach of section 444(1A) of the Education Act 1996 and your child

may be referred to the Local Authority Education Welfare Service.

## Clubs

---

### Afterschool clubs

Due to Covid-19 we will not be running after school clubs until further notice.

### Breakfast Club

Due to Covid-19 places at breakfast club are limited and based on the highest level of need. We will not be running breakfast club for **the majority of pupils** until further notice.

## First aid

---

Before starting at Ark John Keats you will be given a Pupil Information Form and Medical Form to complete. This will provide us with contact details and other necessary information to ensure that your child settles into our academy swiftly and safely. This information is only shared with authorised agencies. If an unauthorised request for information is received, the Academy will not supply any details without the express permission of the parent/guardian concerned.

**Parents/guardians have a responsibility to provide these details and it is imperative that all the details are kept up-to-date, especially your emergency contact numbers. Please inform the Primary Academy Office if your details change.**

## Accidents, Injuries and/or sickness

At Ark John Keats, the health, safety and welfare of all our pupils is of paramount importance.

If your child is injured at school we will, where possible, treat the injury and always inform you – either by text, phone call or at the end of the day.

All accidents are entered into an Accident Book. There may be times when we need to contact you because we feel that you need to check them yourself, e.g. if they have a cut or bruise or have bumped their head. In these cases we will make every effort to contact you as quickly as possible.

If your child feels unwell during school we will contact you so that you can make any necessary arrangements to collect your child. Whilst you do so, we will ensure your child is kept as comfortable as possible.

It is not uncommon for a young child to not reach a toilet in time and we will keep some spare clothing for such an eventuality. These incidents will be dealt with as soon as we are made

aware of them and we will endeavour to avoid any embarrassment to your child.

If your child becomes unwell at school with possible Covid-19 symptoms, they will be isolated and you will be contacted to pick them up as soon as possible. It is imperative that you get your child tested as soon as possible and report the outcome of the test to the school.

## **First Aid Provision**

First Aiders are responsible for assessing injuries or ill health and using their training to decide upon the most appropriate response. This can involve treating the casualty if the injury is within the scope of their training, referring them to hospital for assessment or further treatment, or calling the emergency services for immediate help. We have 25 first aid trained staff on site to supervise first aid and any further action if needed.

## **Head Bumps**

Children often bump their heads without further consequences, but parents should be informed about head bumps so that they can look out for signs that the injury could be more serious. A phone call and/or text message will be used to inform parents about any head bumps.

## **Pupils with Medical Conditions**

The Academy must be informed if a pupil with a medical condition is likely to need special emergency treatment. A designated first aider from the school can assist you to prepare a health care plan for such pupils and arrange any necessary training. Pupil health care plans must be available to first aiders and a copy should be provided to any medical practitioner providing emergency medical treatment to such pupils.

## **Medicines**

Staff are not permitted to administer non-prescribed medicines. With the exception of asthma inhalers, pupils are not allowed to administer medicines themselves. If a child does need a short-term course of doctor prescribed medicine during school time, parents/guardians must discuss this with the Academy Office and complete a form giving written permission for a nominated adult to administer the medicine, however this cannot be done on more than one occasion throughout the day as it has a knock-on effect on the smooth running of the academy. All inhalers should be labelled with your child's name and a second inhaler kept in the office as an emergency back-up. If your child requires long-term medicines, parents/guardians are asked to discuss this with the Academy Office and complete a disclaimer form giving a nominated person permission to administer them.

The forms are available from the Primary Academy Office.

## **Allergies**

It is very important that we know about all allergies your child might have, however slight

(plasters, nut allergies, wasp stings, asthma etc.), so that your child receives the appropriate treatment.

**The school is a nut free zone. No nuts must be brought into the academy in any pupils' bag or packed lunch box.**



## Uniform

---

### Academy Uniform

Our Uniform Policy reinforces our academy culture of high expectations and academic achievement. We encourage age-appropriate dress and focus on teaching and modelling situational attire, making sure pupils know the difference between suitable attire for different settings: school; places of worship; work; holidays and weekends.

The Uniform Policy is effective throughout the school year.

#### ***All pupils must dress according to the Uniform Policy:***

- Uniform unites us as a community. We learn, practise, play and succeed together. All pupils make a commitment when they put on their Ark John Keats uniform that they will abide by the rules of the academy community
- Uniform reduces distractions. We are focused on our learning
- Uniform makes us all equal. The children come to school looking the same way. No one has to feel awkward about the clothes they have or don't have
- Uniform gives us all an identity to be part and proud of
- Uniforms are professional. Pupils look smart and ready to learn

All pupils must wear a uniform every school day, Monday to Friday. Once a pupil leaves home, he/she should be wearing the appropriate uniform clothing and shoes. Shirts should be tucked in, top buttons done up.

When a pupil is in the Academy, these expectations apply unless he/she has to change clothing for a specific activity e.g. enrichment. Upon return to normal classroom teaching, they must

again wear full uniform. Shoes must be worn at all times, except in specified classes.

NO TRAINERS are allowed.

Pupils should wear their academy PE kit to school on PE days.

If pupils are not dressed in the appropriate uniform parents will be contacted and asked to bring the correct uniform immediately.

In certain cases we may agree to loan an item of clothing to pupils but this will be at the discretion of the Headteacher.

Pupils who repeatedly do not wear their uniform in the expected manner during the school day may be required to attend detention or lose privileges.

Parents of pupils who repeatedly violate the Uniform Policy will receive a letter indicating consistent disregard of uniform policy with specific consequences.

We ask parents/guardians to support all decisions by academy staff regarding whether or not clothing is appropriate or inappropriate for school.

We are very grateful to parents/guardians for supporting the wearing of the following items:

Boys and Girls (R-Year 3)	PE and Nursery
Navy blazer with fuchsia lining	White crested PE polo shirt
Navy crested jumper (sleeved or sleeveless)	Navy crested sweatshirt
Striped tie (R- Year 2 elasticated) Key Stage 2 pupils (Yr 3-6) should wear a standard tie. Reception children should not wear a tie until after the Easter holidays. (The Summer term before they start Year 1)	Navy jogging bottoms or shorts
Blue long / short sleeved shirt	Navy crested PE bag (not nursery)
Navy smart school trousers/shorts/skirt/pinafore dress	Navy or black sock or tights
Navy or black socks	Black plimsolls or black trainers (these must be all black)
Navy crested book bag or backpack	
Black school shoes	

For **reasons of health and safety**, we ask that your child comes to school in sensible school shoes and that jewellery is limited to one pair of ear studs and one wristwatch.

If a child is wearing more jewellery than this they will be asked to remove it and it will be

returned at the end of the school day or week.

The school cannot accept liability for the loss of jewellery.

## Hair Styles

Please ensure that hair accessories are in black or navy and plain with no adornments.

Children's hair must be worn in an appropriate style with no extreme styling or designs, for example mohicans, lines, shapes or patterns. Long hair must be neatly tied back.

## Uniform Dos and Don'ts:

- Navy blue or black Hijabs only
- No make-up to be worn by any pupil. No false nails or coloured nail varnish is ever allowed
- Hair must be worn in an appropriate style with no extreme styling or designs of hair or eyebrows; e.g. lines/intricate patterns. Long hair must be tied back
- No coloured hair extensions/ braids or other types of extravagant hair. Only natural hair colour is allowed
- Outdoor coats must be plain and have no pictures or logos of any kind. They must be long enough to cover the blazer
- Hooded sweatshirts and cardigans, denim or leather jackets are not allowed
- During the winter months a plain woollen hat and scarf, with no markings or logos may be worn. All outdoor clothing must be removed on entering the academy buildings
- Shirts and ties should be worn appropriately, i.e. shirts must be tucked in and top buttons done up; ties must be worn at the correct length (to the waistband)
- Girls should wear trousers or a skirt, not both. Girls are not permitted to wear leggings underneath skirts

***ALL CLOTHES, INCLUDING BAGS, TIE, HAT, SCARF AND PE KIT MUST BE CLEARLY LABELLED WITH THE CHILD'S NAME.***



## Footwear

Pupils must wear closed-toed, hard-soled, all black plain school shoes with a flat sole.

Footwear with flashing lights and boots are not allowed. **Shoes with laces can only be**

**worn when the child can tie their laces independently.**

All of our uniform can be bought at Lyons School Shop: 242 Hertford Road T: 020 8804 3627

**The Academy cannot accept liability for any missing/lost items of clothing**

## **Food**

---

### **School Lunch**

Ark John Keats is committed to healthy eating and we ask that parents/guardians do not give their children junk food, crisps, chocolate sweets or fizzy drinks to bring to school.

All children should bring in their own plastic water bottle from which they will be encouraged to drink water throughout the day.

Children aged 3 – 7 will also receive a piece of free fruit each day.

Children in Reception – Year 2 receive free school meals. For Years 3 – 6 a school meal will cost £2.30 per day and needs to be paid for via ParentPay

### **Healthy Eating**

Due to Covid-19 we are currently unable to offer a hot lunch to our pupils. We hope to be able to start to offer a hot lunch from November/December 2020

To maintain a healthy lifestyle, pupils may not eat sweets, fizzy drinks or other ‘fast food’ in the school building or playground.

Pupils can bring a healthy packed lunch instead if they wish. This must be agreed on a term to term basis and the office informed.

**No nuts (including peanut butter) must ever be brought into school.**

### **Access to drinking water**

Mild dehydration is one of the most common causes of daytime fatigue. The pupils can access free, clean and palatable drinking water from the canteen in classrooms.

Pupils from Year 1 must bring their own water bottle in to school each day.

### **Free School Meals**

Children in Reception – Year 2 receive free school meals. From Years 3 - 6 your child may be eligible for free school meals if your household income is less than £16,000. To apply, please

ask for an application form from the Academy office. Once this has been agreed we will let you know. Free school meals are not allocated automatically, so please make sure you complete the required form and submit it to the office.

Once we have been notified, your child will be eligible for a free lunch to the value of £2.30. (this is currently a cold lunch consisting of a sandwich, juice carton, fruit and desert e.g. flapjack)

## **How to pay for school meals**

This will be done through ParentPay when pupils are in Years 3 – 6.

Every family will have an account.

### **Birthdays**

For many reasons, pupils are not able to bring in any treats to celebrate their birthdays. We also cannot give out invitations, cards etc on behalf of the children.

## **The Curriculum**

---

We provide a broad and balanced curriculum which develops the individual child according to their age and ability. In addition, we are committed to providing significant opportunities for pupils to master English and mathematics skills. The Academy has implemented an adapted version of the Foundation Stage and the National Curriculum, and has a curriculum map to ensure that we cover all the statutory requirements during your child's time with us. **We strongly emphasise core skills in English and mathematics and Character development.**

Teachers use a wide variety of teaching methods, which are adapted according to the subject, age and ability of the individual pupil. At Ark John Keats we place great emphasis on teaching core knowledge as well as giving children practical activities and opportunities in their learning.

At the beginning of each academic year you will be invited to attend a 'Meet the Team' meeting with your child's Head of Year, class teacher and other key staff, during which we will outline the year's learning and explain how you can support your child's learning at home. Dates for these meetings will be published in the school's newsletter.

Parent workshops held throughout the year will help you support your child with their basic English and mathematics skills and give you up-to-date information on key assessments for your child. E.g. the Year 1 phonics check, The Year 4 multiplication check and the Year 2 and

## School Trips and Visitors

Due to Covid-19, no trips will be planned until at least the Spring Term 2021.

We hope that these will be able to resume this year because we believe that our pupils benefit from visiting places of interest and having representatives from various companies and other specialists visit the Academy. These experiences will link to the subjects/themes that the children are learning.

## PE

Each class will have a formal PE. lesson once week. Pupils should wear their Academy Uniform PE kit to school all day on their PE day

**Due to Covid-19 we are unable to offer swimming lessons this year. However, we hope to be able to offer lessons for our Year 3 pupils when they go into Year 4 so that they don't miss out.**

## Music

All children will participate in a creative arts programme. Parents/guardians may be asked to contribute financially to this

Parents can also register their child for individual music lessons which are run by Enfield Council' Music Service and held weekly at the academy. Due to Covid-19, these are currently virtual.

Parents/guardians should liaise directly with Enfield's music service about this.

## Religious Education

Religious Education (RE) is a core curriculum subject for all pupils and is taught in accordance with the guidelines set out in the Enfield Approved Syllabus. Children are helped to develop an awareness of themselves as part of a multi-faith community and to understand the importance of religion to people.

*'Reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teachings and practices of the other principle religious traditions represented in this country and more specifically within the local community.'*

### **(Education Reform Act, 1988).**

Parents/guardians are entitled to withdraw their children from religious education or from the

act of collective worship.

### **Sex and relationship education**

Sex and relationship education should be an integral part of the learning process for pupils of all ages and should encourage consideration of values, moral issues, sexuality, personal relationships and the development of communication and decision-making skills.

Parents/guardians will be invited to attend a special information session in Year 6 and are entitled to withdraw their children from sex and relationship education.

## **Homework**

---

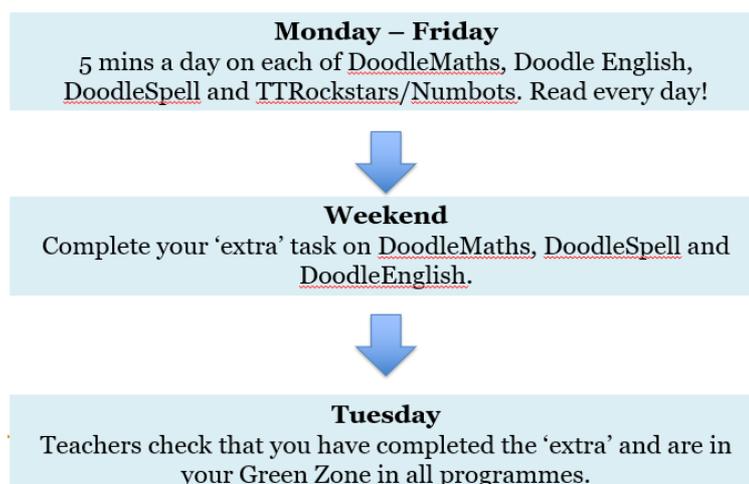
We use online programmes for our homework. This allows us to tailor our homework carefully to the needs of each and every child at AJK. It will also help us to provide high-quality home-learning in the event that any children need to self-isolate during the current Covid-19 situation.

### **HOMEWORK EXPECTATIONS**

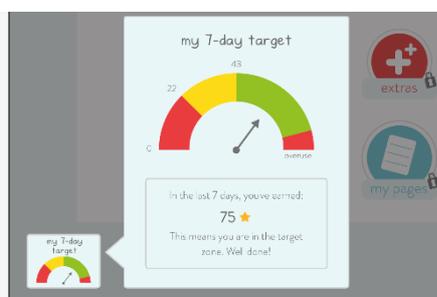
**Reading:** children should be reading for at least **15 minutes** every day. Research shows that even this small amount of reading per day can expose children to around 900,000 words per year! We recommend that this happens at the same time every day (e.g. just before bedtime),

as this helps to make it a habit.

### Online programmes:



### Green Zone



### 'Extra' tasks



Parents can link an email address with their child's Doodle account, using the DoodleConnect app. This helps you to keep track of your scholar's progress, providing suggestions for ways that you can support them further. Download it by [clicking here](#).

Please note that passwords for Doodle, TT Rockstars and Numbots should be in planners (KS2) or handed to parents (Year 2). If you are using a phone or tablet, we strongly recommend downloading the Doodle and TT Rockstars/Numbots apps (links can be found below).

### Useful Links:

[TT Rockstars](#)

[Numbots](#)

[DoodleMaths](#) (if using a computer), [DoodleEnglish](#) (if using a computer), [DoodleSpell](#) (if using a computer)

[Download the Doodle Apps for Phones and Tablets](#) (if using a phone or tablet)

## Helping your child with their learning

There is a lot of help and support available in school for all our pupils, whatever their ability

level.

We have in place many strategies for different stages in your child's career and for different curriculum areas, and we try to make all pupils aware of the many beneficial opportunities available to them in the media.

If you are interested in finding out more about the National Curriculum and you can access the Internet, you might find it useful to log on to this Government site:

<https://www.gov.uk/national-curriculum>

## Specialist Teaching

---

We are very proud of the unique teaching model we have developed for our Key Stage 2 phase which came into effect in September 2016 for our founding cohort. The model has been developed in line with our pillars and is aimed at providing pupils in the primary phase with high quality specialist subject teaching.

In Years 3 to 6 all pupils have specialist teachers for mathematics and English and some for science, art, history, French and PE.

Due to Covid-19 the model has been adapted so that pupils do not need to move around the building into specialist classrooms.

## Behaviour

---

The Academy has very high expectations of behaviour.

We believe that in order to enable effective teaching and learning to take place, excellent behaviour in all aspects of academy life is necessary.

We achieve this by:

- Promoting self-esteem by encouraging pupils to value and respect themselves and others
- Ensuring a consistency of response to both positive and negative behaviour
- Promoting early intervention
- Encouraging positive relationships with parents/guardians to develop a shared approach to involving them in the implementation of the Academy's policy and associated procedures
- Encouraging children to take responsibility for their behaviour
- Clearly explaining unacceptable behaviour

Our belief at Ark John Keats Academy is that every pupil has the capacity to be a knowledgeable, literate, articulate, confident and compassionate individual. For this capacity to be reached every pupil must be taught to have self-discipline. At AJK we teach self-discipline by explaining: *The What (our High Expectations) The How (our Rules and*

*Routines) The Why (the benefit of The What and The How).* This ensures they follow our lead because they understand and believe in the benefits rather than because they were told to do so. In Primary a pupil who has self-discipline will follow rules and routines without the request for instant gratification or reward and will follow the rules and routines even if no one is watching. As a result of having self-discipline they will be empowered to reach their potential academically and as a positive and productive member of society.

### **Roles and responsibilities:**

- **Bradley David** is our Assistant Principal for Pastoral Care and leads on all behaviour related matters across the primary academy. He is responsible for the implementation and day-to-day management of the behaviour policy and procedures.
- **Said Ali** is our pastoral support teaching assistant
- **All staff** will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which pupils develop self-discipline and personal responsibility.
- **Parents** must take responsibility for the behaviour of their child both inside and outside the school. They are encouraged to work in partnership with the Academy in maintaining high standards of behaviour and will have the opportunity to raise with the Academy any issues arising from the operation of the policy.
- **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

### **Behaviour Tracking**

It is important to have actual data, for example, number of time outs, class removals and we will inform parents/guardians when concerns arise.

- Time outs in class/teacher conversations in planners and catch up – will be monitored by Heads of Year, class teachers and Teaching Assistants
- Lunch time/playtime behaviour - will be monitored by class teachers and Heads of Year
- Serious behaviour incidents/class removal/exclusion – will be monitored by the AP Pastoral Care and Heads of Year

### **After School Catch Up (Years 5 and 6 only)**

In Pupil Planners, at the end of each Year 5 and 6 half day escalation system is ASCU – After School Catch Up. This is clearly shown in the planners on each weekly 2-page spread. There are also further notes on the system attached to the first few pages of each planner. Below are some key facts about ASCU.

- Every ASCU box ticked in the planner = 10 minutes afterschool
- The maximum ASCU a pupil can receive in one day is 20 minutes
- Parents will be notified when they come to collect their child by their class teacher
- Monday, Tuesday and Thursday - it will run from 3:30 -3:50pm

- Friday it will run from 2:45 -3.05pm
- A pupil will have had a very challenging day if they have made it to this point of our escalation system
- We believe that ASCU should be extremely rare.

*(See Behaviour and Anti-Bullying Policies for more details)*

## Rewards

---

### Academy Rewards

**Adults and children in our Academy will give and receive praise often.**

Due to Covid-19 we will not be holding celebration assemblies in school.

We will however, continue to reward pupils in the usual way with merit badges when they have reached the total number of stamps/stickers required.

Lost Star/Merit badges cannot be replaced free of charge by the academy. If a badge is lost and a parent wishes to replace it, they may purchase a new one at a cost of £1 per badge.

This must be paid through ParentPay.

### Attendance and punctuality

Despite Covid-19, we will continue to celebrate and reward excellent attendance during this time.

Children with 100% termly attendance (Autumn, Spring or Summer term) and will be given a badge and have their name put into our attendance pot giving them the chance to win a very special prize. Last year this was a scooter!

Our attendance expectations remain high. Children who are self-isolating due to Covid-19 will be given a different attendance code that will not affect their overall attendance percentage.

## Pupil images

---

### Digitals Images, Photographs and Video Footage/GDPR

There are regularly occasions during the school year where photographs and/or video recordings of the children are made by staff, other parents/guardians and sometimes the press. These may be published within the Academy e.g. in the newsletter, by Ark or in wider

publications, e.g. websites and newspapers.

**If you would not like your child's image to appear externally please let the Academy Office know.**

Furthermore, children in the Foundation Stage will be regularly photographed as a record of progress against the Foundation Stage Profile. Should you have any concerns regarding this, please discuss them with the class teacher.

**If you do not wish for digital images, photographs and/or video footage of your child to be taken, please make your wishes known using the permission form in the pupil registration pack.**

## Lost Property

---

All items of clothing and belongings should be clearly marked with your child's name. Lost property will be kept near to the Academy office. Parents/guardians may request to look through the lost property box after school if arranged via the office in advance. We will keep items of lost property for approximately a term after which time any unclaimed items will be recycled.

**The academy cannot be held responsible for the loss of any property including scooters left in the scooter park area by the nursery entrance.**

## Parents/guardians in school

---

**Due to Covid-19 parents will only be able to come to the school for a pre-arranged meeting.**

If parents wish to speak to the office, they should call rather than visit. If parents need to go to the office to drop something off they should wait outside and speak to the office staff through the intercom.

## Parent/Guardian Consultations

**Due to Covid-19 our parent consultations will be different this year.**

**All parents will receive a settling in call from their child's teacher in November.**

**We will then hold parent meetings (onsite or virtually) in the Spring and Summer Terms.**

## Academic Reports

Twice yearly reports on individual children will be sent out, in the Spring and Summer terms. These will outline your child's attainment, the progress that your child has made and individual targets for further improvement. There will be an opportunity for all parents/guardians to comment on the report at the parent/guardian consultations. Dates for these will be published in the school newsletter.

## Website, Social Media and online communication

---

**School Website:** <https://arkjohnkeats.org/>

- Our website is full of key information including: school policies, school calendar, important updates and much more

### Twitter and YouTube

- [Ark John Keats Primary Twitter](#)
- [Ark John Keats Primary YouTube](#)
- The above links lead you to our AJK Primary twitter and YouTube pages. On these pages we post pictures, videos and updates regarding events at Ark John Keats Primary
- On our YouTube page we also post videos to aid you in supporting your child's learning

### Class Dojo

During school closure due to Covid-19 during Spring/Summer 2020, we used an app called Class Dojo to keep our community connected. Going forward we are going to use it in the

following ways:

1. Whole School Announcements
  - As a school we will post important messages and updates on every class page for parents to see
2. Teacher-parent communication
  - Class teachers and parents will be able to communicate with each other using the Class Dojo messaging function. Below we have given some further clarification on how it should be used:
    - Parents can send messages at any time - however teachers will only look at the messages between 4pm and 4.30pm Mon, Tue and Thur.
    - Our teachers will endeavour to respond as soon as possible.
    - Depending on the situation the teacher will either respond with a message or with a phone call
    - When messaging on Class Dojo please do so as if it were an email:
      - o Make sure all your information is in one message,
      - o address it to the teacher you would like to speak to
      - o sign off with your name.
    - Due to time constraints and capacity our teachers will not be able to partake in back and forth messaging.
    - If you feel like a concern is urgent or requires the attention of a Senior Leader, please call or email the school (see below)

## **Safeguarding Children at Ark John Keats**

---

**Our Designated Safeguarding Lead is Marne Reynecke (Vice Principal)**

**Our Deputy Designated Safeguarding Lead is Bradley David (Assistant Principal)**

Ark John Keats, its staff and governors, are committed to safeguarding the welfare of our pupils and to providing a safe environment with robust systems to ensure the safety and healthy development of all our pupils, within the academy and on related school trips and other activities. Everyone working in or for Ark John Keats shares the objective of helping to keep children and young people safe by contributing to:

- Ensuring that Ark John Keats provides a safe environment in which children and young people can learn and develop
- Identifying children and young people who are suffering, or at risk of suffering abuse and taking appropriate action with the aim of making sure they are kept safe both at home and in the academy

We recognise that some children *may* be especially vulnerable to abuse. We are committed to doing our best to identify such children and to working with the appropriate authorities to support and safeguard them.

We are committed to providing all our pupils with a safe learning environment, free of bullying

and other forms of harassment, and to teaching pupils to act safely in and outside school and on the internet.

We will always take a considered and sensitive approach in order to support all our pupils.

It is **not** the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation.

All staff have a duty, however, to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection, prior to discussion with parents.

The name of the designated safeguarding lead is Ms Reynecke (Vice Principal).

If a pupil, parent/guardian or member of staff should disclose concerns about the welfare of a pupil at Ark John Keats, we will first consider the following:

- Any urgent medical needs of the child
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Safeguarding Officer, Children's Social Care
- The child's wishes

Then decide, in accordance with the procedures or advice of the local safeguarding children's board:

- Where possible to talk to parents/guardians, **unless** to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

**OR:**

- Not to make a referral at this stage
- Further monitoring
- Undertake an assessment and/or make a referral to other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. Any referrals to children's social care will be accompanied by a standard referral form.

## **Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between

observation, fact, opinion and hypothesis.

All records will be signed and dated.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file.

This will be locked away and only accessible to the Designated Safeguarding Lead

## **Supporting the child and partnership with parents**

- Ark John Keats recognises that the child's welfare is paramount and that good child protection practice and outcomes rely on a positive, open and honest working partnership with parents/guardians
- While, on occasion, we may need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the local children's safeguarding board as appropriate
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/guardians. However, no member of staff can necessarily promise confidentiality to any child who should make a disclosure of abuse. If it is felt that a child is at risk of harm or is being harmed, the Designated Senior Person has a responsibility to share this information with Social Care. In turn, the Designated Senior Person will determine which members of staff need to know personal information and what they need to know to support and protect the child

If you, as parents/guardians, should have any further questions about any of that which has been written above, you should contact the Academy directly.

It is important to keep the channels of communication open between home and school. If you have any concerns about your child, please contact the Academy or come in to talk to us. In the first instance you should meet with your child's class teacher. If you feel that the situation is urgent, we would encourage you to see the Headteacher. If we have any concerns about your child, we will contact you at the earliest opportunity to arrange a mutually convenient time to discuss the situation with you. We would also be very grateful if you could keep us informed of any changes in circumstances or worries that your child might have at home, e.g. an ill grandparent, moving house, death of a pet etc. as we will then be able to support them whilst they are at school.

**A full copy of the Safeguarding Policy can be found on our website**