Life in KS2



An information meeting for parents/ carers

Aims and objectives:

- To give parents/ carers information about KS2.
- To help parents/ carers understand what happens in KS2.
- To help parents/ carers support their children's learning.

Key Staff 2026-2027

- *Headteacher: Ms Ishaq*



- *Deputy Headteacher: Ms Shah*



Routines in KS2

	8.45	9am	10am	10.30	10.45		12pm	12.30	1.15	1.25		2.55- 3.15pm
MONDAY	PPA Music			PLAYTIME	PPA PE		11.30 - 12.30 English	LUNCH TIME	Registration/ Handwriting	1.25 - 2.15 Mathematics	2.15 - 2.45 Guided Reading	2.45 - 3pm KS2 Teacher Assembly
TUESDAY	Fine Motor Skills	English	Guided Reading		10.45 - 11.45 Mathematics		11.45 – 12.30 RE		Registration/ Handwriting	Topic		Dear Time
WEDNESDAY	Fine Motor Skills	English	Guided Reading		10.45 - 11.00 Times Tables recall	11.00 - 12.00 Mathematics	12.00-12.30 French		Registration/ Handwriting	Topic		Circle Time
THURSDAY	Fine Motor Skills	English	Guided Reading		10.45 - 10.55 Times Tables recall	11.00 – 11.45 Mathematics	11.45 - 12.30 PHSCE		Registration	1.15 – 2.05pm Computing	2.05pm - 2.55 PE	DEAR Time
FRIDAY	Fine Motor Skills	English	Guided Reading		Whole School Assembly	11.20 - 12.30pm Mathematics			Registration/ Handwriting	Science		DEAR Time

Learning in Year 3

Year 3	Autumn 1 (8 weeks)		Autumn 2 (7 weeks)		Spring 1 (6 weeks)		Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)	
Literacy	Gorilla	Tunnel	One Plastic Bag	Mama Miti	After the fall Begin with nursery rhyme	The three billy goats gruff	Krindlekrax	Miraculous Journey of Edward Tulane	Oscar's Lion	Poetry
Reciprocal Reading	Poems – poems from different cultures Non-fiction: India		Shocking Science (Project X) Non-fiction: Dinosaurs		Little Leaders: visionary women around the world Fiction: European folk tales		The classics – Jungle Book Non-fiction: Plants and flowers	Non-fiction – countries of the world/ rocks and soils Non-fiction: Impressionists/ post impressionists	Lost and found (Project X) Non-fiction: Extreme environments	
Mathematics **(White Rose Maths)**	Number: Place value (3 weeks) Number: addition and subtraction (4 weeks)		Number: addition and subtraction (1 week) Number: multiplication and division A (3 weeks) Consolidation (3 weeks)		Number: multiplication and division B (3 weeks) Measurement: length and perimeter (3 weeks)		Number: fractions (2 weeks) Measurement: mass and capacity (2 weeks)	Number: fractions B (2 weeks) Measurement: money and time (3 weeks) Geometry: position and direction (1 week)	Geometry: shape (2 weeks) Statistics (2 weeks) Consolidation (2 weeks)	
Science	**Plants** (gathering evidence of life cycles)									
	Animals, including humans 8 weeks		**Rocks** 7 weeks		**Forces and magnets** 9 weeks **Plants** (life cycles)			**Plants** (parts and their functions and investigating growth statements) 6 weeks	**Light** 6 weeks **Plants** (life cycles statement) 1 week	

Enquiry Types	Observation over time Classifying Identifying patterns Comparative/fair testing	Observation over time Classifying Identifying patterns Comparative/fair testing	2 weeks Observation over time Classifying Identifying patterns Comparative/fair testing		Observation over time Classifying Identifying patterns Comparative/fair testing	Observation over time Classifying Identifying patterns Comparative/fair testing
Topic	Prehistoric Britain (History) Journeys (Art)	The Midlands (Geography) Shell structures - jewellery box/pencil case (D&T)	Early civilization - Ancient Egypt (History) Vincent Van Gogh (Art)	The Rainforest (Geography) Greeting Cards (D&T)	Romans (History) Plants and Printmaking (Art)	India (Geography) Sandwich snacks (D&T)
RE	How did Jesus and Buddha make people think?	What is the significance of light in a religion?	How do Jewish people celebrate their beliefs at home and in the Synagogue?	How and why to Hindu people celebrate Holi?	What do Sikhi sayings tell us about Sikhi beliefs?	What can we learn about special symbols and signs used in special religions?
Computing	Connecting Computers	Stop frame animations	Sequencing Sounds	Branching database	Desktop Publishing	Events in actions in programs
PSHE	Dreams and Goals	Keeping Safe	Celebrating Difference	Relationships	Healthy Me	Changing Me
French (Language Angels)	I am learning French (J'apprends le français)	Animals (Les animaux)	Instruments (Les instruments)	I am able...(Je peux...)	Fruits (Les fruits)	Ice-creams (Les glaces)
PE	Invasion Games (Handball) (7 weeks)	Invasion Games (Basketball) (3 weeks) Outdoor Adventurous Activities (Communication) (3 weeks)	Dance (Witches and Wizards) (3 weeks) Outdoor Adventurous Activities (Scooters) (2 weeks)	Gymnastics (Symmetry and Asymmetry) (2 weeks) Net/Wall (Tennis) (3 weeks)	Striking and Fielding (Cricket) (4 weeks)	Athletics (Competitions) (4 weeks) Outdoor Adventurous Activities (Bikes) (3 weeks)
Music (Charanga)	Let your spirit fly	Glockenspiel Stage 1	Three little birds	The Dragon Song	Bringing us together	Reflect, rewind and replay
Enrichment	Buddhist temple	French workshop Theatre visit- Mamma Goose	Science Museum Synagogue visit	RE Holi workshop Epping Forest	Workshop on healthy eating	Chalkwell Beach

Learning in Year 4

Year 4	Autumn 1 (8 weeks)		Autumn 2 (7 weeks)		Spring 1 (6 weeks)		Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)	
Literacy	Snow Queen	The Legend of Podkin - One Ear	The Wild Robot	Iron Man	The Wolf's story	Wolves	Varjak Paw	The boy at the back of the classroom	Charlotte 's web	Poetry
Reciprocal Reading	Poems – poems from different cultures Non-fiction: The Romans		Endangered (Project X) Fiction: Scottish myths/legends		Non-fiction – animals/ local area Fiction: Mythical creatures		Non-fiction – WW2 Fiction: Viking myths and legends	The classics – Treasure Island Non-fiction: Artists of the Nineteenth Century	The classics – The Lost World Non-fiction: Food - where does it come from?	
Mathematics **(White Rose Maths)**	Number: place value (4 weeks) Number: addition and subtraction (2 weeks)		Measurement: area (1 week) Number: multiplication and division A (3 weeks) Consolidation (2 weeks)		Number: multiplication and division B (3 weeks) Measurement: length and perimeter (2 weeks) Number: fractions (1 week)		Number: fractions (3 weeks) Number: decimals A (2 weeks)	Number: decimals B (2 weeks) Measurement: money and time (2 weeks)	Geometry: shape (2 weeks) Statistics (1 week) Geometry: position and direction (2 week) Consolidation (1 week)	
Science	Living Things and their habitats (naming and identifying things & environmental change)									
	Electricity 8 weeks Classification		**Living Things and their habitats** (Explore animals in microhabitats) 1 week **States of matter** 11 weeks **Living Things and their habitats** (sowing wildflowers) 1 week Classification Pattern seeking				**Sound** 5 weeks Classification	**Animals including humans** 6 weeks Classification Pattern seeking	**Living things and their habitats** 7 weeks	

Enquiry types	Pattern seeking Comparative and fair testing	Comparative and fair testing Observation over time		Pattern seeking Comparative and fair testing	Comparative and fair testing Research	Classification Pattern seeking Observation over time
Topic	Anglo Saxons, Picts and Scots (History) Patterns and making a relief (Art)	Europe (Geography) Moving Monsters (D&T)	Vikings vs Anglo Saxons (History) Seurat and Pointillism (Art)	Earthquakes and Tsunamis (Geography) Baking bread (D&T)	Mayans (History) Colour Harmony Printmaking (Art)	Mexico (Geography) Turning on a light (D&T)
RE	How and why do Hindus worship at home and in the Mandir?	Why is the Bible a special book?	What religions & worldviews are represented in our neighbourhood?	Why is Easter important to Christian people?	What happens when someone gets married?	What makes me the person I am?
Computing	The internet	Audio production	Repetition in shapes	Data logging	Photo editing	Repetition in games
PSHE	Dreams and Goals	Keeping Safe	Celebrating Difference	Relationships	Healthy Me	Changing Me
French (Language Angels)	Seasons (Les saisons)	Vegetables (Les legumes)	Presenting myself (Je me presente)	Goldilocks and the three bears (Boucle d'or et les Trois Ours)	In the classroom (En classe)	At the tea room (Au salon de the)
PE	Athletics (Competitions) (4 weeks) Outdoor Adventurous Activities (Bikes) (3 weeks)	Invasion Games (Basketball) (3 weeks) Outdoor Adventurous Activities (Communication) (3 weeks)	Dance (Space) (3 weeks) Outdoor Adventurous Activities (Scooters) (2 weeks)	Gymnastics (Bridges) (2 weeks) Net/Wall (Tennis) (3 weeks)	Striking and Fielding (Cricket) (4 weeks)	Athletics (Competitions) (4 weeks) Outdoor Adventurous Activities (Bikes) (3 weeks)
Music (Charanga)	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, rewind and replay
Enrichment	Mandir visit	French workshop Theatre visit- Mamma Goose	Local Area Walk- Places of worship	Olympic Park	Local church	Chalkwell Beach

Learning in Year 5

Year 5	Autumn 1 (8 weeks)		Autumn 2 (7 weeks)		Spring 1 (6 weeks)		Spring 2 (5 weeks)	Summer 1 (6 weeks)		Summer 2 (7 weeks)	
Literacy	The house with chicken legs	Hidden figures	Skellig	London Eye Mysteries	Guardian advert The Three Little Pigs	Princess and the Peas	Kensuke's Kingdom	The journey	The arrival	Goodnight Mr Tom	Poetry
Reciprocal Reading	Animal poems non fiction: Mayans		Non-fiction- Vikings/ Anglo Saxons Fiction: Anglo Saxon Myths		The classics - Dr Jekyll and Mr Hyde Non Fiction: The Northern Hemisphere		Non-fiction – animals/ nature Fiction: Frankenstein	The classics - Oliver Twist Non fiction: The moon landing		Greek myths and legends Non Fiction: 20th Century art	
Mathematics **(White Rose Maths)**	Number: place value (3 weeks) Number: addition and subtraction (2 weeks) Number: multiplication and division A (1 week)		Number: multiplication and division A (2 weeks) Number: fractions A(4 weeks)		Number: multiplication and division (3 weeks) Number: fractions (2 weeks) Number: decimals and percentages (1 week)		Number: decimals and percentages (2 weeks) Measurement: Perimeter and area (2 weeks) Statistics (1 weeks)	Geometry: shape (2 weeks) Geometry: position and direction (2 weeks) Number: decimals (1 week)		Number: decimals (2 weeks) Number: negative numbers (1 week) Measurement: converting units (2 weeks) Measurement: volume (1 week)	
Science **Enquiry Type**	**Properties and changes of materials** (properties of materials statements) 8 weeks Classifying Identifying patterns Comparative/fair testing		**Living things and their habitats** (life cycle and reproduction of animals) 7 weeks Observation over time Classifying		**Forces** 6 weeks Classifying Identifying patterns Comparative/fair testing		**Earth and Space** 5 weeks Classifying Identifying patterns	**Properties and changes of materials** (changes of materials statements) 3 weeks **Living things and their habitats** (life cycle and reproduction of plants) 3 weeks		**Animals, including humans** 7 weeks Observation over time	

		Identifying patterns			Observation over time Classifying Identifying patterns Comparative/fair testing	Classifying Identifying patterns Comparative/fair testing
Topic	Legacy of Roman Culture. (History) A sense of place (Art)	North America (Geography) Cams (D&T)	Baghdad (History) Peter Doig (Art)	Volcanoes (Geography) Savoury Scones (D&T)	WW2 (Local history study) Birds eye view -Tornado (collage) (Art)	Sustainability (Geography) Musical instruments (D&T)
RE	What inner forces affect how we think and behave?	How is Christmas celebrated around the world?	Why is Muhammad and the Qur'an important for Muslim people?	How do Christian people try to follow Jesus' example?	Should all creatures be treated equally?	What is thankfulness?
Computing	Systems and Searching	Video Production	Selection in physical computing	Flat-file databases	Introduction to vector graphic	Selection of quizzes
PSHE	Dreams and Goals	Keeping Safe	Celebrating Difference	Relationships	Healthy Me	Changing Me
French (Language Angels)	My family (Ma famille)	The Tudors (La maison Tudor)	What is the weather? (Quel temps fait-il ?)	Traditions and celebrations (Traditions et Célébrations)	My home (Chez moi)	Romans (Les Romains)
PE Swimming TBC	Invasion Games (Tag Rugby) (7 weeks) (Tag Rugby will be adapted around Swimming - TBC)	Health Related Exercise (2 weeks) Invasion Games (Tchoukball) (4 weeks)	Paralympic Sports (Parasport Volleyball) (2 weeks) Dance (The Circus) (3 weeks)	Net/Wall (Tennis) (3 weeks) Outdoor Adventurous Activities (Archery) (2 weeks)	Striking and Fielding (Cricket) (4 weeks)	Athletics (Competitions) (4 weeks) Outdoor Adventurous Activities (Problem Solving) (3 weeks)
Music (Charanga)	Livin' on a prayer	Jazz Stage 1	Make you feel my love	The Fresh Prince of Bel-Air	Dancing in the street	Reflect, rewind and replay
Enrichment	British Museum	Cinema visit to see Kensuke's Kingdom Theatre visit- mamma Goose	Serpentine Gallery- Peter Doig exhibition	Science Museum GAV workshops	Docklands Museum	London Eye

Learning in Year 6

Year 6	Autumn 1 (8 weeks)		Autumn 2 (7 weeks)		Spring 1 (6 weeks)	Spring 2 (5 weeks)		Summer 1 (6 weeks)		Summer 2 (7 weeks)	
Literacy	Holes	Windrush Child	Clockwork	Rose Blanche	Street Child	The Highway man	Macbeth	SATs Prep	Grimm Tales	You Are Awesome	Poetry
Reciprocal Reading	Poems – landscape features/ different religions Non-fiction: the Silk Road		Fears and frights (Project X) Non-fiction: biography of Alfred Wallace		The classics – Silas Marner Non-fiction: death customs	Who Dunnit? (Project X) Non-fiction: the Victorians		The classics – Robinson Crusoe Non-fiction: news reporting around Stephen Lawrence case		Shakespeare's plays Non-fiction: traditions of the United Kingdom	
Mathematics **(White Rose Maths)**	Number: place value (2 weeks) Number: addition, subtraction, multiplication and division (4 weeks)		Number: addition, subtraction, multiplication and division (1 week) Number: fractions (4 week) Measurement: converting units (1 week)		Number: ratio (2 weeks) Number: algebra (2 weeks) Number: decimals (2 weeks)	Number: fractions, decimals and percentages (2 weeks) Measurement: Area, perimeter, and volume. (2 weeks) Statistics (2 weeks)		Geometry: shape (3 weeks) Geometry: position and direction (1 week) SATs Week (1 week) Consolidation (2 weeks)		White Rose themed projects, consolidation and problem solving.	
Science **Enquiry types**	**Electricity** 8 weeks Classifying Identifying patterns Comparative/fair testing		**Living things and their habitats** 7 weeks Observation over time Classifying Identifying patterns Research Comparative/fair testing		**Animals, including humans** 6 weeks Observation over time Identifying patterns Comparative/fair testing Research	**Evolution and inheritance** 5 weeks Observation over time Classifying Identifying patterns		**Light** 6 weeks Identifying patterns Comparative/fair testing		**Year 7 transition unit** 7 weeks Observation over time Classifying Identifying patterns Comparative/fair testing Research	

Topic	Ancient Greece (History) Cityscapes (Art)	Local counties and UK industry (Geography) Pizza (D&T)	Crime and punishment including the Victorians (History) Chris Ofilli (Art)	RIvers (Geography) Kite (D&T)	Newham since 1945 (History) Creature - Monotone printing (Art)	The United Kingdom (Geography) Fairgrounds (D&T)
RE	How do people express their faith through the arts in Christianity?	What do people believe in life after death?	What similarities and differences do religions and worldviews share?	What happened on the first Easter Sunday?	What qualities are important to present day religious leaders?	How could we design a celebration that involved everyone, whether religious or not?
Computing	Communication and collaboration	Webpage Creation	Variable in games	Introduction into spreadsheets	3D modelling	Sensing movement
PSHE	Dreams and Goals	Keeping Safe	Celebrating Difference	Relationships	Healthy Me	Changing Me
French (Language Angels)	The date (La date)	Do you have a pet? (As-tu un animal ?)	Clothes (Les vêtements)	At school (À l'école)	At the weekend (Le week-end)	Vikings (Les Vikings)
PE Swimming TBC	Invasion Games (Tag Rugby) (7 weeks) (Tag Rugby will be adapted around Swimming - TBC)	Health Related Exercise (3 weeks) Invasion Games (Tchoukball) (4 weeks)	Paralympic Sports (Goalball) (2 weeks) Dance (Carnival) (3 weeks)	Net/Wall (Tennis) (3 weeks) Outdoor Adventurous Activities (Archery) (2 weeks)	Striking and Fielding (Cricket) (4 weeks)	Athletics (Competitions) (4 weeks) Outdoor Adventurous Activities (Orienteering) (3 weeks)
Music (Charanga)	Happy	Jazz Stage 2	New Year Carol	You've got a friend	Music and Me	Writing Our Own Song
Enrichment	Southbank sketching day	Heart dissection at Little Ilford School Cinema - Kensuke's Kingdom Christmas Fayre preparations	Visitor from: Ambition, Aspire, Achieve	SATs preparation - no educational visits		Bankside Treasure Trail

Punctuality

- Children must be in school by 8.45am.
- Please say goodbye to your child at the gate.
- Late mark in the register if a child arrives after 8.55am.
- If lateness becomes a problem, the Attendance Team will be notified
- The school day will conclude at 3.15pm

Lead Teacher for LKS2
Mrs Rasoda



Class Teachers in LKS2



Ms Khanom - Indigo Class



Ms Anjum - Violet Class



Mrs Rasoda - Cyan Class



Miss Bashir - Magenta Class

Lead Teacher for UKS2
Ms Werrin



Class Teachers in UKS2



Miss Begum - Maroon Class



Mr Toheed - Turquoise Class



Mr Dizon - Bronze Class



Ms Werrin - Silver Class

Reading at home



- Read with children as often as possible.
- Complete children's reading records with them.
- Read fiction and non-fiction with children.
- Ask them questions about what they are reading.
- Encourage children to a range of texts.
- Encourage them to write about what they have read.

Reading at home

Please refer to the questions in the front of your child's reading record.

- The writer uses …words/phrases…to describe … How does this make you feel?
- Which of these words…… is a synonym for (choose a word from the text)?
- Find and copy one word meaning……
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best? Find evidence to support your opinion.
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?

Writing in KS2

In KS2, children are taught to proofread and edit every piece of writing.

Learning Journeys guide children to use accurate grammar, vocabulary and spelling specific to the genre they are focusing on.

Children are taught to join their handwriting and will gain a pen licence once their handwriting is consistently the same size and shape across the curriculum.

Mathematics in KS2

In Year 3, children need to know their 2, 3, 4, 5, 8 and 10 times tables and division facts.

In Year 4 and beyond, children need to know all their times tables and division facts; up to 12 x 12 (national multiplication check in year 4)

They need to be confident with the 12 and 24 hour clock.

In order to develop their mental mathematics, they need to know and apply number bonds, be able to times and divide numbers by 10, 100 and 1000, convert fractions, decimals and percentages

There is an emphasis on using and applying their mathematical knowledge in order to solve problems, children need to be able to explain how and why they have followed a given method.

Children will need to show resilience when they come across challenges. Please reinforce this at home.

Assessment in school

Children will be assessed termly against age-related expectations

Children's achievement will be judged as:

B - working below

WT - working towards

WT+ - working towards plus

WA - working at

WA+ - working at plus

GD - working at greater depth

Behaviour



Behaviour

Golden Responsibilities

✓ We are gentle	✗ We don't hurt others
✓ We are kind and helpful	✗ We don't hurt anybody's feelings
✓ We Listen	✗ We don't interrupt
✓ We are honest	✗ We don't cover up the truth
✓ We work hard	✗ We don't waste our own or others' time
✓ We look after property	✗ We don't waste or damage things



Behaviour

We will be using Restorative practice across KS1 and 2 this year.

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.



Behaviour



Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Behaviour



Logical consequences:

Related - consequence must be related to the behaviour.
Respectful - the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.
Reasonable - the consequence is reasonable from the child's point of view as well as the adult's.
Helpful —it helps rather than hurts.

Behaviour

We will using an online system called Track-it Lights to track behaviour.
We will utilise this to:



- Warn the child that their behaviour is unacceptable, move their name from the green to amber. Depending on the child's behaviour they may move back to green.
- If the pupil continues the unwanted behaviour despite the initial warning, they move to yellow. When on yellow the child has the opportunity to reflect on their behaviour in the reflection zone within their classroom. The class teacher to support with the child's reflection. Depending on the child's behavior they may move back to amber.

Behaviour

- If a child is on yellow and has to be warned again, their name will be moved to the red, and they will spend their next playtime with the Learning Mentor to reflect on their behaviour.
- KS1 – 5 minutes of their break
- LKS2 – 10 minutes of their break
- UKS2 – 15 minutes of their break



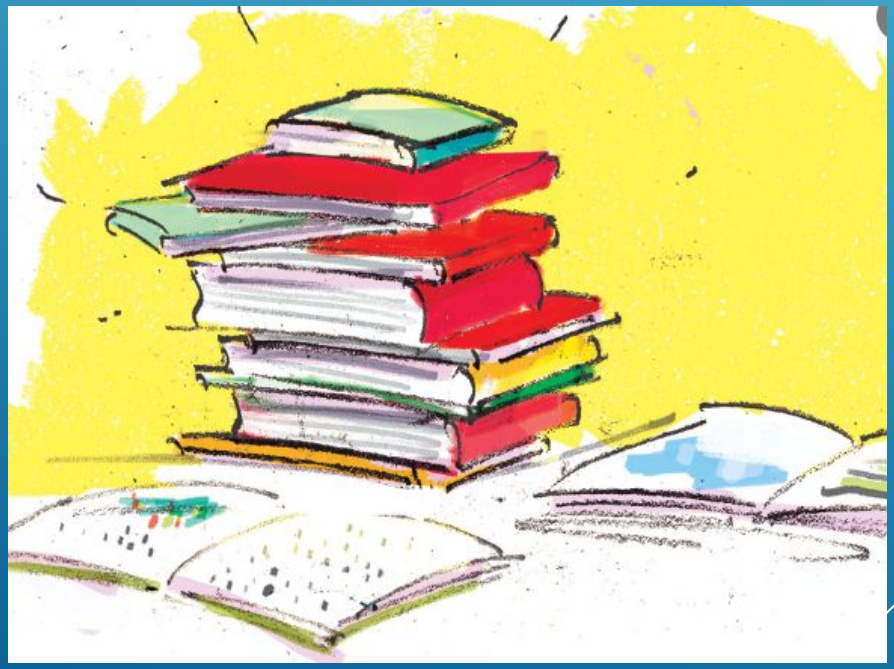
- If the child misbehaves again when their name is on the red light, they will be sent to their buddy class for ten minutes to further reflect on their behaviour.
- If the unacceptable behaviour continues after the child has returned from their buddy class, they will receive a “Blue Letter” home that day detailing their unacceptable behaviour to the parent/carer. This must be authorised by a member of SLT.

Homework

- Reading logs must be completed every day.
- Please ensure your child brings his/her homework diary to school every day.
- Please check your child's reading log and homework diary regularly.
- Feel free to leave notes in your child's homework diary for his/her teacher.

Homework

Monday	Tuesday	Wednesday	Thursday	Friday
Spellings	Mathematics	Times Tables/ TTRS	Reading Comprehension	SPaG
Read daily and complete your reading diary.				



Supporting Learning at Home

- Play games
- Websites
- Cooking activities
- Activities in the garden
- Complete homework and read daily at home
- Read stories/newspaper articles/recipes (a range of genres)
- Practice times tables, as well as with decimals
- Encourage children to write shopping lists
- Talk to children about what they are learning at school
- Attend workshops at school
- Visit the local library
- Ensure they get a good night’s sleep

Medical



- Report any medical issues to school (phone call or email).
- Ensure asthma pumps are in date.
- If a child is unable to come into school due to illness this must be reported to the office.

School Uniform

Girls

- White blouse or polo shirt.
- School sweatshirt, cardigan or jumper.
- Grey skirt, pinafore or trousers.
- White, black or grey tights/socks.
- Black shoes or black/white trainers.
- Headscarves; blue/black or white.
- No sequence.

Boys

- White blouse or polo shirt.
- School sweatshirt or jumper.
- Grey trousers.
- White, black or grey socks.
- Black shoes or black/white trainers.



PE Kit

PE Days:

Year 3 - Tuesdays and Wednesdays
Year 4 - Mondays and Thursdays
Year 5 Maroon – Tuesdays and Wednesdays
Year 5 Turquoise – Wednesdays and Thursdays
Year 6 – Thursdays and Fridays

Your child will need to come to school dressed in their PE kit.



PE. Kit

Blue shorts
Blue tracksuit bottoms (outdoor PE in winter)
White t-shirt
Plimsols or trainers (with no black sole)

Bullying, Safeguarding and the use of mobile phones.

OUR COMMITMENTS - BULLYING

We are committed to:

- to preventing bullying occurring in school by creating an anti-bullying culture;
- taking bullying and its impact very seriously;
- having a **zero tolerance** approach to bullying;
- taking effective and timely action to ensure any form of bullying is stopped and victims are supported.

BULLYING AT SIR JOHN HERON

- Creating an anti-bullying culture
- Reporting procedures
- Responding to reports of bullying
- Please report any concerns you have regarding bullying to the class teacher or senior member of staff as soon as possible
- Please take a look at the school's Anti-bullying policy on the website

"Bullying is lots of times and on purpose."

WE MAKE SOME NOISE!

SAFEGUARDING AT SIR JOHN HERON

"Our school is committed to safeguarding children and we seek to provide an environment where all children are safe, secure, valued, respected and listened to..." (Page 3 of Child Protection and Safeguarding Policy)

Our safeguarding approach is always **child-centred** –this means the **best interests** of the child all always be considered.

SAFEGUARDING AT SIR JOHN HERON



Ms Ishaq
Headteacher
Designated Safeguard Lead



Ms Shah
Deputy Headteacher
Designated Safeguarding Lead



Mr Kundu
Assistant Head with responsibility for Inclusion / SENDCo
Designated Safeguarding Lead



Mrs Patel
Safeguarding and Outreach manager,
Designated Safeguarding Lead

Did you know that if your child is eligible for Pupil Premium funding Sir John Heron Primary School will receive extra money per child?

Can you imagine the difference this would make to the opportunities we can offer your child at our school? Registering is simple. All you need to bring is your National Insurance number and a member of staff will help you to complete the form in a matter of minutes!

Please contact the front office if you are interested!

For any questions/queries, please phone the school or email us at:

info@sirjohnheron.newham.sch.uk