



St Edmund's Catholic Primary School

...through Christ we learn...

Executive Headteacher: Mrs A. Ruthven

Head of School: Mr A. Antoniou



PARENT HANDBOOK 2025



Welcome from the School Leaders



Dear Parents and Carers,

I am delighted to welcome you to St Edmund's Catholic Primary School. As part of our family of schools, St Edmund's is a place where faith and learning grow hand in hand. Our mission is to nurture every child as a unique gift from God, helping them to achieve their best while living out the Gospel values.

I look forward to working alongside the Head of School, staff, and families to ensure that every child flourishes here.

With best wishes,
Amanda Ruthven
Executive Headteacher

WELCOME TO OUR SCHOOL

Dear Parents and Carers,

It is a joy to welcome you to St Edmund's Catholic Primary School. Our mission is simple: "Through Christ we learn." Every child here is seen as God's masterpiece (Ephesians 2:10), created with unique gifts to grow in faith, wisdom, and love.

Guided by our SPIRIT values – Service, Perseverance, Integrity, Respect, Inclusivity, and Trust – we strive to provide an education where children flourish academically, spiritually, and personally. As Jesus reminds us, "You are the light of the world" (Matthew 5:14), and it is our privilege to help each child shine.

Thank you for entrusting your child to our care. We look forward to working in partnership with you.

With every blessing,
Antonis Antoniou
Head of School



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OUR MISSION

...THROUGH CHRIST WE LEARN...

OUR VISION

"Our vision is to deliver an outstanding and distinctive Catholic education with Christ at the heart of our community."

WE AIM TO MAKE OUR SCHOOL A PLACE OF GREAT ENJOYMENT, TO
GIVE ALL STAKEHOLDERS PRIDE; TO VALUE EACH CHILD AS AN
INDIVIDUAL AND ENCOURAGE THEM TO REACH THEIR FULL
POTENTIAL.

AS SUCCESSFUL LEARNERS, WE BECOME CONFIDENT INDIVIDUALS
MATURING AS SELF-MOTIVATED, RESPONSIBLE CITIZENS
FOR WE ARE GOD'S MASTERPIECE (EPHESIANS 2:10)

WELCOME TO OUR SCHOOL



General Information

STUDENTS AND TRAINEES

From time to time, we welcome students from local universities, colleges, and secondary schools on placement. They support children's learning while gaining valuable experience for their own training and future careers. All students complete safeguarding checks and receive a full induction before working in our school.

PARENTAL PERMISSION

During the school year, we may send home permission slips and forms for activities such as school trips, internet access, and the use of photographs. Please return these promptly so that we can include your child in all opportunities. If you need help filling in any forms, our office staff will be more than happy to support you.

CHILDREN WALKING HOME

Older children in Year 6 may walk home on their own, but only if parents or carers provide written consent in advance. Without this consent, children will not be released at the end of the day. Safety will always be our priority.

CLASS PARENT REPRESENTATIVES (CPR)



- Our Class parent reps play a very important role in school life. The PFA raises vital funds for the school and organises events that bring our community together – such as Christmas and Summer Fairs, school discos, and competitions.
- We warmly welcome new members and volunteers. If you would like to get involved, please contact Maria Charles (Reception Teacher), who acts as the school link for the PFA. Whether you can give an hour, help at an event, or share a particular skill, your support will be greatly valued.

COMMUNICATION AND CLASSDOJO

We use ClassDojo as our main communication tool for sharing updates, newsletters, class news, and photos of school life.

To keep communication clear and consistent:

- All messages and queries should go through the school office (admin@st-edmunds.towerhamlets.sch.uk).
- Teachers and leaders are not able to reply to personal emails directly, even if you know their addresses – this ensures no messages are overlooked and all matters are logged properly.
- Please allow up to five working days for a response to ClassDojo or email queries. Urgent concerns should always be phoned through to the office.

This system helps us to manage communication fairly for all families while allowing teachers to focus on teaching and learning during the school day.



WELCOME TO OUR SCHOOL

HEALTH & SAFETY NOTICES

Mobile Phones

Children are not permitted to bring mobile phones to school, except for Year 6 pupils who walk home alone. Phones must be handed in at the school office each morning and collected at the end of the day. This ensures phones are kept safe and children can focus on learning.

Adults please refrain from using your phones while on school premises.

No Animals

For the safety and comfort of all pupils, animals (including pets) even if they are being carried are not allowed on the school premises at drop-off and pick-up.

Exceptions are made only for assistance animals or educational visits that are planned in advance.

No Smoking or Alcohol

Smoking, alcohol, or any substances that impair judgement are not permitted on school grounds or directly outside the school gates. This ensures a safe and healthy environment for all children.

OUR STAFF MEMBERS



WELCOME TO OUR SCHOOL

Year Group / Role	Staff Members
Executive Headteacher	Amanda Ruthven
Head of School	Antonis Antoniou
Assistant Headteacher	Paulla Dean
Nursery	Lorraine Kimber (Nursery Lead) Mollyann Hope (Support Staff)
Reception	Maria Charles (Teacher) Victoria Lane (TA)
Year 1	Zarin Tasnim (Teacher) Sandra Murray (TA)
Year 2	Hajni Pecsí (Teacher) Monika Jusziewicz / Debbie Halpin-Lowe (TA)
Year 3	Francisco Ferron Sanchez (Teacher) Khedidja Hanane/Jenny McDonald (TA)
Year 4	Abiz Riaz (Teacher) Khedidja Hanane/Jenny McDonald (TA)
Year 5	Paulla Dean (Maternity Cover – Assistant Head) Andre Murray-Davidson (HLTA for Y5/Y6)
Year 6	James Kinnier (Teacher) Andre Murray-Davidson (HLTA for Y5/Y6)
Bright Futures Intervention Hub	Sandra Phillips Debbie Sprackling Elaine Bender
School Administration	School Business Manager – Mrs. Elizabeth Bart-Williams Administrator – Miss Shenaya Buchanan Receptionist – Miss Sadia Begum Caretaker – Mr Grant Etaghare Catering: Cook – Leroy Kerr; Catering Assistants – Oliveira de Santos; Debbie Coleman Cleaning staff: Barbara Mitchell, Lia Patras, Ruth Dzokoto

The School Day at St Edmund's

Arrival

- The main school gate opens at 8.40am.
- Children go straight into class ready for the 8.55am start.
- If your child arrives after this time, they must come through the office and will be marked as "late."

Absence and Attendance

- Please notify the office by 9.00am if your child is absent, giving the reason.
- For infectious illnesses, please let us know immediately so we can monitor the situation.
- Good attendance is 96% or above. Attendance below 90% is monitored, and parents will be contacted by the school or the Education Welfare Officer.
- For term-time absence requests, a Request for Time Out of School form must be submitted one week in advance. Only the Head of School can authorise absence, and not all requests can be approved.

Breaktimes

- Years 1-3: 10.10 – 10.25am (morning break)
- Years 4-6: 10.25 – 10.40am (morning break)
- Reception: Flexible breaks to suit their learning
- Years 1-3: 1.25 – 1.40pm (afternoon break)

Lunchtimes

- Reception – Year 3: 11.25am – 12.25pm
- Years 4-6: 12.25pm – 1.25pm

Assemblies

- Monday Gospel Assembly – Weekly reflection on the Gospel.
- Tuesday Singing Assembly – Whole school singing and worship through music.
- SPIRIT Celebration Assembly – Last Friday of each month (parents warmly invited).
- Class and Key Stage Assemblies – Held regularly across the year.

End of the Day

- The school day finishes at 3.25pm.
- Reception – Year 3: Children are collected from classroom doors.
- Years 4-6: Children are taken to the lower playground and released from there.
- Gates open at 3.20pm and close again at 3.35pm.
- Children must only leave with their parent/carer or an authorised adult listed on the collection form.
- Some older pupils may have written parental permission to walk home independently.

Safeguarding at St Edmund's

KEEPING EVERY CHILD SAFE

Our Commitment

We aim to create a school where children feel safe, valued, and confident to share worries. Together, we can safeguard every child at St Edmund's Catholic Primary School.

OUR RESPONSIBILITY

Safeguarding is everyone's duty. At St Edmund's we:

- Keep children safe from harm.
- Work with families and external agencies.
- Train staff regularly to spot and act on concerns.

TYPES OF HARM

- Physical – hitting, marks, physical punishment
- Emotional – threats, insults, fear, neglect of affection
- Sexual – involvement or exposure to sexual activity or images
- Neglect – lack of food, hygiene, medical care, or supervision

WHEN WE ACT

We may make a safeguarding referral if:

- A child tells us something worrying.
- We see an unexplained mark or injury.
- A child's behaviour raises concern.
- Another agency shares a concern.

We always aim to discuss referrals with parents unless advised otherwise by social services.

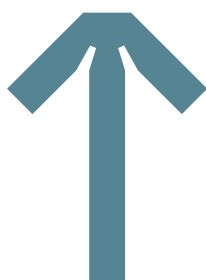
WHO TO CONTACT

- DSLs: Mrs Ruthven, Mr Antoniou, Mrs Dean
- DDSL: Ms Charles
- Safeguarding Governor: Mr Aspden
- Chair of Governors: Ms Johnson

WELCOME TO OUR SCHOOL

VISITORS MUST

- Wear a visitor badge and sign in/out.
- Never take photos or videos.
- Avoid physical contact with children.
- Report concerns immediately to a DSL/DDSL.



COMMUNICATION FLOWCHART FOR PARENTS

RECOMMENDED PROCEDURE FOR ADDRESSING CONCERNS

Type of Concern	First Point of Contact	Next Step (if unresolved)	Final Escalation
Learning Concerns	Your child's Class Teacher	Assistant Headteacher: Mrs. Dean	Head of School: Mr. Antoniou
Pastoral Concerns	Your child's Class Teacher	Assistant Headteacher: Mrs. Dean	Head of School: Mr. Antoniou
Special Educational Needs	Arrange an appointment with the SENCO: Mr Antonis Antoniou	Assistant Headteacher: Mrs. Dean	Executive Head of School: Mrs Ruthven
Staff-Related Concerns	Assistant Headteacher: Mrs. Dean Head of School: Mr. Antoniou		
Administrative Queries	Contact the Office Admin staff to raise concern	Assistant Headteacher: Mrs. Dean	Head of School: Mr. Antoniou

Additional Notes for Parents:

1. Contact Methods:

- Parents can use Class Dojo for informal communication with the class teacher.
- For formal concerns or appointments, contact the school office by phone or email.

2. Escalation Procedure:

- If the concern is unresolved after speaking with the Assistant Headteacher, parents can escalate to the Head of School: Mr. Antoniou. In the unlikely event you need further guidance you can contact the Executive Head: Mrs Ruthven via Class Dojo

3. Respectful Communication:

- Parents are encouraged to use positive and respectful communication on Class Dojo. Formal complaints should follow the school's Complaints Procedure, available on the school website or in person from the school office.

4. Safeguarding Concerns:

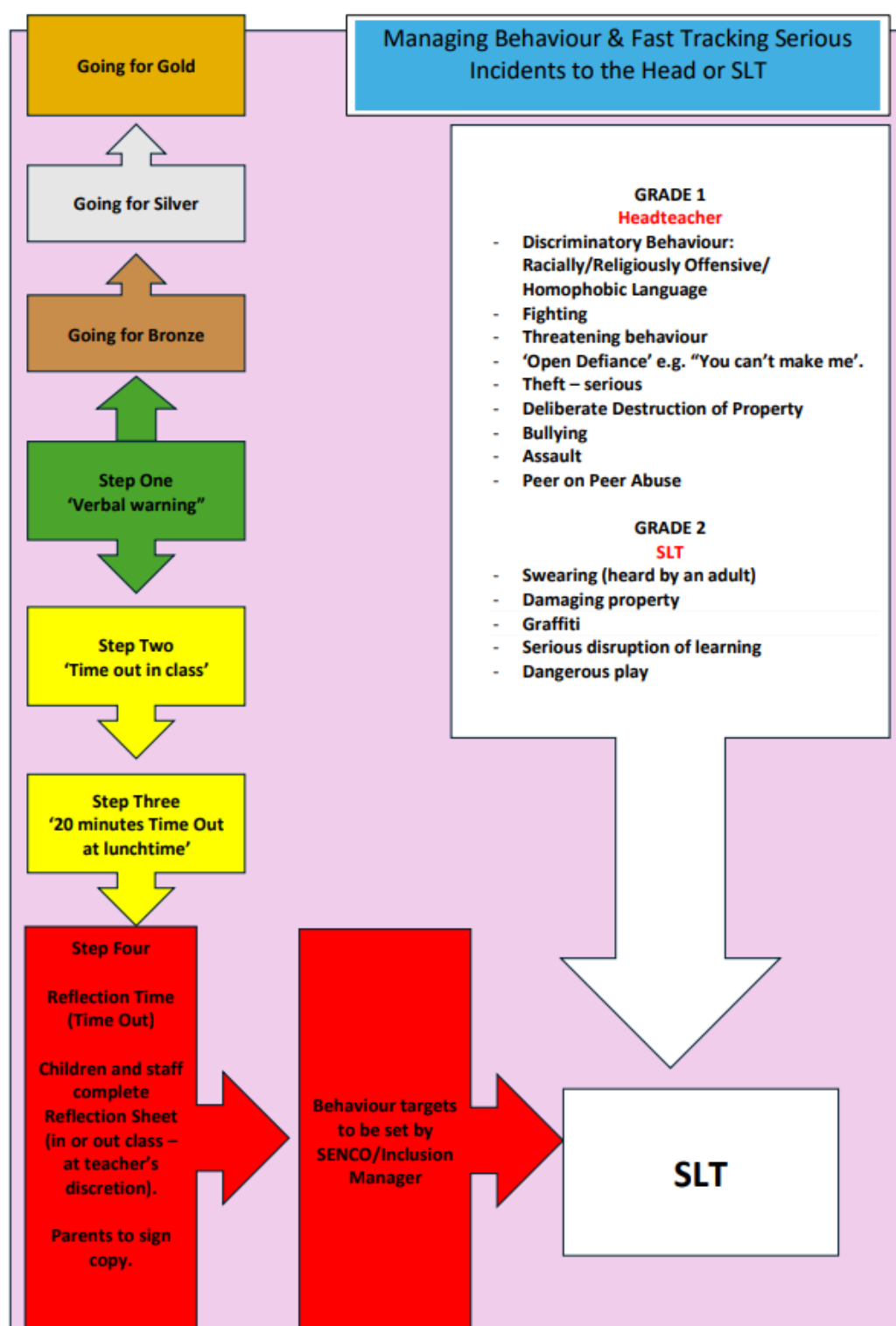
- Any safeguarding issues should be reported directly to the Designated Safeguarding Lead (DSL): Mr Antonis Antoniou.
- For urgent safeguarding matters outside school hours, contact Tower Hamlets MASH at 020 7364 4079.

OUR BEHAVIOUR PATHWAY

At St Edmund's Catholic Primary School, we believe in guiding children towards making positive choices, rooted in our SPIRIT values of Service, Perseverance, Integrity, Respect, Inclusivity, and Trust.

This flowchart shows the step-by-step process we follow to encourage good behaviour and address concerns fairly and consistently. Children are recognised for positive behaviour through our Going for Gold rewards, while any unacceptable behaviour is managed through clear stages – starting with a verbal reminder and, if necessary, moving through time-outs, reflection time, and support from the Senior Leadership Team (SLT).

Serious incidents, such as discrimination, bullying or aggression, are fast-tracked immediately to the Head of School or SLT. Parents are kept informed throughout, and restorative approaches help children to learn from mistakes, repair harm, and return to positive learning.



HOW OUR BEHAVIOUR SYSTEM WORKS

At St Edmund's, we believe every child can make positive choices and live out our SPIRIT values. Our behaviour system is designed to be clear, fair and consistent, while always aiming to support children in learning from mistakes.

The flowchart above shows the steps teachers use in class and on the playground. Here's what it means for you as parents:

- Going for Gold / Silver / Bronze – Children are praised and rewarded for positive behaviour and effort.
- Step One – Verbal Warning – A gentle reminder to help a child correct their behaviour.
- Step Two – Time Out in Class – The child takes a short break from the activity to reflect.
- Step Three – 20 Minutes Time Out at Lunchtime – For repeated or continued misbehaviour.
- Step Four – Reflection Time (Time Out) – A reflection sheet is completed with the teacher, and parents are sent a copy to sign.

WELCOME TO OUR SCHOOL

LETTERS TO PARENTS

- **White Letter** – Early concern: repeated low-level behaviour. A reminder that we need to work together.
- **Yellow Letter** – Serious concern: repeated incidents (e.g. 3 reflection sheets in a week). A meeting will be arranged to set targets for improvement.
- **Red Letter** – Very serious behaviour (e.g. fighting, bullying, racism). Parents contacted immediately, and Senior Leadership Team involved.

FAST-TRACKED INCIDENTS

Some behaviours go straight to the Senior Leadership Team or Headteacher (e.g. discrimination, violence, vandalism). These are shown in the purple box on the flowchart. Parents will always be informed.

Anti-Bullying Advice for Parents



At St Edmund's, we take bullying very seriously. Bullying is when an individual or group repeatedly hurts another—physically, emotionally, or socially. While not all unkind behaviour is bullying, every instance of unkindness matters and will be addressed in line with our SPIRIT values of Service, Perseverance, Integrity, Respect, Inclusivity, and Trust.



IF YOUR CHILD HAS BEEN BULLIED

- Stay calm and talk with your child about their experience.
- Make a note of what your child tells you (who, when, where, what happened).
- Reassure your child that speaking up was the right thing to do.
- Remind your child to report any further incidents to their class teacher immediately.
- Contact the class teacher to discuss the situation and share your notes.



IF YOUR CHILD HAS BEEN BULLIED, WHEN TALKING WITH TEACHERS PLEASE

- Stay calm – the teacher may not be aware of what has happened.
- Be as specific as possible (dates, times, names, places).
- Ask what action will be taken and how the school will monitor it.
- Stay in touch with the school and let us know if things improve or not.



IF BULLYING CONTINUES

- Keep a diary or record of incidents.
- Contact the class teacher or Head of School directly.
- Email or write to the school if concerns are ongoing.
- If you are not satisfied, you may contact the Chair of Governors.



IF YOUR CHILD IS BULLYING OTHERS

- Talk calmly with your child and explain that the behaviour is unacceptable.
- Show how it affects others and why it must stop.
- Encourage positive friendships and co-operative play.
- Contact the school to work in partnership on strategies to help your child change their behaviour.



UNDERSTANDING BULLYING AT ST EDMUND'S

- At St Edmund's, we are committed to making sure every child feels safe, valued, and respected. Parents and children sometimes ask: "Is every unkind incident bullying?" The answer is no – and it's important to understand the difference.

Not Bullying (everyday ups & downs)	Sometimes Conflicts (need help to sort)	Bullying (serious, repeated behaviour)
Accidentally bumping into someone	Friends falling out	Repeated name-calling
One-off argument or fight	Saying something unkind once	Constantly leaving someone out on purpose
Not wanting to play with someone for a day	Disagreeing during a game	Threats or intimidation
Teasing between friends that stops when asked	A one-time insult in anger	Repeated physical harm (hitting, kicking)
Changing friendships	Misunderstandings in class	Cyberbullying or repeated online abuse

What Parents Can Do



- Regularly check in with your child about their day.
- Praise your child when they are kind, co-operative, or helpful.
- If you are unsure whether your child is experiencing bullying, ask open questions such as:
 - What did you enjoy most at school today?
 - Did anything happen you didn't like?
 - Who did you play with?
 - What games did you play?
 - Did you enjoy them?
 - Would you like to play with someone else tomorrow?
 - Are you looking forward to school tomorrow?



HOW ST EDMUND'S RESPONDS

- Friendship Issues / One-Off Incidents: Teachers help children talk it through, apologise, and restore the relationship.
- Bullying: If behaviour is repeated, targeted, and harmful, staff follow the Anti-Bullying Policy and involve the Senior Leadership Team and parents.



HELPING YOUR CHILD TO SELF-REGULATE

- At St Edmund's, we teach children simple strategies to manage their feelings, solve conflicts calmly, and express themselves in positive ways. One of the tools we use is the Three-Part Message. Parents can reinforce this at home and encourage children to use it in the playground or classroom when they feel upset by another's behaviour.

Description

The three-part message is a simple framework that you can use to give an assertive message when others are doing something on which you want to comment.

1. Describe behavior

I don't like it when you

2. Describe how you feel

It makes me feel sad, upset....

3. Show the wider effect of their behavior

If you do it again, I will tell a trusted adult.. The teacher....

Understanding The Zones of Regulation



- The Zones of Regulation is a widely used framework designed to help children understand and manage their emotions by sorting them into four colour-coded “zones.” It’s a practical tool for building self-regulation and emotional awareness in a structured, accessible way.

Zone	How It Feels	What It Means
Blue Zone	<i>Sad, tired, sick, bored</i>	Low energy. A time to rest, recharge or seek comfort.
Green Zone	<i>Happy, calm, focused, ready to learn</i>	Ideal for school—emotionally stable and engaged.
Yellow Zone	<i>Worried, frustrated, excited, anxious, wiggly</i>	Heightened awareness. Still in control but needs a calming strategy.
Red Zone	<i>Angry, panicked, out of control</i>	Intense emotions. Child may need immediate support to calm down.



WHY IT HELPS AT HOME AND SCHOOL

- Common Language:** Helps children and adults talk about emotions in a simple, consistent way.
- Self-Awareness:** Children learn to recognize how they’re feeling—and that it’s okay to experience all zones.
- Regulation Toolbox:** Each zone corresponds to calming or alerting strategies—such as breathing, movement, or quiet time—to help children return to the Green Zone.



SUPPORTING YOUR CHILD AT HOME

- Use the Language:** Model it yourself. For example: “I’m in the Yellow Zone—feeling nervous—but I’ll take some deep breaths to get back to green.”
- Zone Check-Ins:** Ask, “What Zone are you in right now?” This builds their emotional vocabulary.
- Share Strategies:** When calm, discuss tools for each zone (e.g., reading for Blue, stretching for Yellow, deep breaths for Red).
- Be Consistent:** Use the same language at home and school to reinforce the approach.

The ZONES of Regulation®			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

CHECKLIST



SCHOOL UNIFORM

St Edmund's Catholic Primary School, wearing the correct school uniform is an important part of belonging to our community. It reflects pride in our school, promotes equality, and helps children to be ready for learning. We ask all parents to ensure that children attend school in full uniform every day, with all items clearly labelled with their name.

Winter Uniform (Autumn & Spring Terms)

Boys:

- Grey or black trousers
- White polo shirt
- Red school sweatshirt or plain red jumper
- Grey or black socks
- Black shoes (no boots or trainers)
- Plain black, grey or navy coat/jacket

Girls:

- Grey skirt, pinafore dress, trousers, shorts or culottes
- White polo shirt
- Red school sweatshirt or plain red cardigan
- Grey or white socks or tights
- Black flat shoes (no boots or trainers)
- Plain black, grey or navy coat/jacket

Summer Uniform (Summer Term only)

- Red and white check dress (girls)
- Grey or black shorts (boys and girls)
- White polo shirt
- Plain white trainers may be worn in summer only



HAIR, JEWELLERY AND PRESENTATION

- Long hair must be tied back.
- Extreme hairstyles (spikes, lines, Mohicans, shaved patterns) are not permitted.
- Only small, sensible hair accessories in blue or black may be worn.
- No make-up, nail varnish, gels or styling products are allowed.
- No jewellery, except small stud earrings which must be removed for PE.



PE UNIFORM

- Plain navy or black shorts / leggings
- Plain white T-shirt
- White socks
- Plimsolls
- In colder weather: plain navy or grey tracksuit/joggers and sweatshirt
- Swimming costume or trunks (when notified)



SCHOOL SHOES

School shoes

School shoes should be sensible, suitable for school and plain black. Knee high boots and shoes with large heels are not permitted. Open toed sandals are not appropriate for school.



Your Back-to-School CHECKLIST

WELCOME TO OUR SCHOOL



SUN CREAM AND HATS – BE SAFE IN THE SUN

- Parents are encouraged to apply sun cream before school in the morning as a base cover. Children may bring sun hats with wide brims or caps to wear outside. Spray sun cream is not allowed.
- Children should be taught by parents how to put sun cream on – staff are not able to apply it. Remember that Reception children in particular spend a lot of time outdoors. On sunny days, children should also bring a hat to school: either a school sun hat or another plain hat without a logo.



ACCIDENTS

Occasionally children have accidents and a change of clothing is necessary. We maintain a small supply of clean clothing. If your child does have an accident, please wash and return the clothing as soon as possible.

If your child is prone to this, please provide a spare set of clothes in a labelled bag. Please note that staff may need to assist your child with personal care, hygiene, or changing wet/soiled clothes.



SWIMMING

Children in Year 4 go swimming for five half terms each and children in Year 6 go swimming in the last half term. Children will require a labelled swimming bag containing a swimming costume and towel. Goggles may be worn if they wish.

Jewellery should not be worn for swimming. Further information is given to parents nearer the time.



MOBILE PHONES

Children in Year 6 may bring in a mobile phone but it should be turned off and left at the school office during the day. Phones must not be used during the school day.

The school cannot be held responsible for phones brought into school, even if they are switched off. Parents must give written permission for their child to bring a mobile phone.



COATS

All children should bring a coat or waterproof into school every day. Reception children in particular spend a lot of their time outdoors. Please make sure children come prepared for all weathers and can manage "messy" activities such as gardening, chalking, building, and playing with sand and water.



VALUABLES

Any money brought to school must be given directly to a member of staff in a named envelope. Electronic games and other toys should not be brought onto the school premises without permission. The school cannot be responsible for valuables brought into school by children or parents. Watches must be removed for P.E.



LABELS AND LOST PROPERTY

Please make sure every item of clothing and equipment is clearly labelled. This encourages children to become more independent with their belongings.

This includes naming coats, socks, shoes, and plimsolls. We accumulate a surprising amount of lost property each term! Lost property is stored in a yellow box under the canopy outside the Y2 and Y3 classrooms.



BRINGING THINGS TO SCHOOL

- Please do not let children bring toys into school unless requested by the teacher to support the curriculum. Your class teacher will tell you if and when Show and Tell is held.
- This is an opportunity for children to bring in an item related to something they are learning about in class and to say a sentence (or more!) about it.
- If your child would like to bring something else in, please check with the teacher first. Please ensure that favourite toys are not brought to school, and that all items are named. We cannot take responsibility for items brought into school that get swapped, lost, or broken.

ATTENDANCE AND ABSENCE



EXPECTATIONS FOR PUPILS

- We expect all pupils to:
- Attend school regularly.
- Attend school punctually.
- Attend school appropriately prepared for the day.



EXPECTATIONS FOR PARENTS AND CARERS

We ask all parents and carers to:

- Encourage regular school attendance and be aware of their legal responsibilities.
- Ensure children arrive punctually by 8:50am (school gate opens at 8:30am; children must not be left unattended before this time).
- Inform the school if a child is unable to attend, no later than 9:30am on the first day of absence.
- Contact the school whenever there are problems that may affect attendance.
- Book family holidays outside term time (holidays during school are not authorised except in exceptional circumstances).
- Arrange medical appointments outside school hours wherever possible. If unavoidable, children should be out of school for the minimum time necessary.



EXPECTATIONS FOR SCHOOL

We expect the school (staff and governors) to:

- Encourage and promote good school attendance.
- Provide a safe, supportive and welcoming environment.
- Keep regular and accurate attendance records.
- Contact parents promptly if a child has an unexplained absence.
- Refer persistent or unjustified absence to the Education Welfare Officer (EWO).
- Work with the EWO and other agencies to support families where attendance is a concern.
- Keep parents informed of attendance issues and provide termly attendance reports.
- Follow all Government and Local Authority guidelines.
- Set and publish attendance targets as required by law.



ATTENDANCE AND TERM TIME ABSENCE

Attendance Expectations

- Tower Hamlets expects children to achieve at least 96% attendance.
- This means pupils should have no more than 9 days of absence per school year, including illness, medical appointments and any authorised absences.
- Schools and the Local Authority monitor attendance closely. OFSTED will highlight primary schools where overall attendance is below 95%.



TERM TIME ABSENCE

- Parents and carers are strongly advised to book family holidays only during school holidays to avoid disruption to learning.
- Holidays during term time will not be authorised.
- Absence during term time will only be authorised in exceptional circumstances, such as:
 - Bereavement or serious family emergency
 - Religious observance (limited to the day of the festival)
 - Other reasons deemed exceptional by the Head of School



REQUESTING ABSENCE

- Parents must complete a Withdrawal from Learning form, available from the school office.
- The form should include a full explanation of why the absence is exceptional.
- The Head of School (or Deputy in their absence) will review the request and decide whether it can be authorised, in line with school policy, Local Authority, and Government guidelines.
- Supporting evidence may be requested.



ATTENDANCE MONITORING

99%	Excellent attendance
96%	Good attendance
91%	Room for improvement
90% or lower	Cause for concern

ATTENDANCE AND ABSENCE



CONSIDERATIONS BY THE HEAD OF SCHOOL

When reviewing an absence request, the Head of School will consider:

- The reason for the request and any evidence provided
- The child's age and stage of education
- The timing of the absence (e.g., not during assessments or key learning weeks)
- The child's attendance history (including illness and medical absences over the last 12-18 months)
- The likely impact on progress, attainment and wellbeing



AUTHORISATION

- Only the Head of School can authorise absence.
- Absences will only be authorised in unavoidable and exceptional circumstances.
- Parents may be invited to meet with the school to discuss the request.
- The decision will be confirmed in writing.



PENALTY NOTICES AND LEGAL ACTION

- If a child takes 5 days (10 sessions) or more of unauthorised absence, the Local Authority may issue a Penalty Notice.
- Fines are:
 - £80 per parent per child if paid within 21 days
 - £160 per parent per child if paid within 28 days
- Failure to pay may result in legal prosecution, which can lead to fines of up to £2,500 or up to 3 months' imprisonment.



Religious Education and Faith in Action at St Edmund's

OUR CORE MISSION

At St Edmund's Catholic Primary School, Religious Education (RE) is the foundation of our curriculum and the heart of our Catholic ethos. Rooted in our SPIRIT values—Service, Perseverance, Integrity, Respect, Inclusivity, and Trust—we teach pupils to live out the Gospel message, grow in faith, and make a positive impact on the world.



FAITH IN ACTION

Religious Education is lived out through action and service. Each class has a focus virtue and a class saint to inspire their daily life. Pupils are also encouraged to serve as Caritas Ambassadors, Prayer Leaders, Eco Leaders, Peer Mediators, and School Council representatives, putting their faith into practice.

CHARITABLE WORK AND COMMUNITY OUTREACH

Every year, St Edmund's supports a range of local, national, and global charities, teaching pupils the importance of solidarity, compassion, and justice. Recent initiatives include:

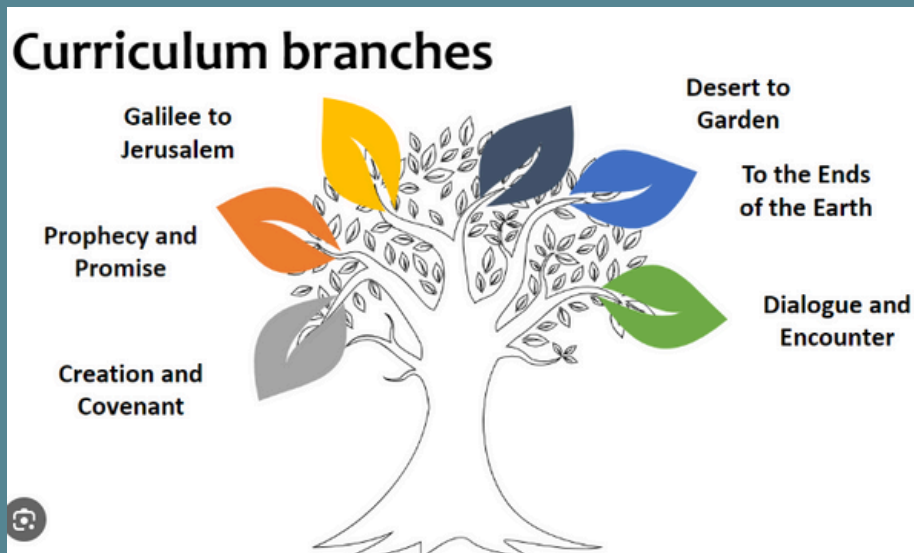
CHARITY WORK AT ST EDMUND'S

CAFOD Big Lent Walk 2025 Click here	Children in Need https://www.bbcchildreninneed.co.uk/	Guide Dogs https://www.guidedogs.org.uk/	Young Minds https://www.youngminds.org.uk/	Greenpeace https://www.greenpeace.org.uk/	Caritas/Local foodbank https://www.wwf.org.uk/	The Salvation Army https://www.salvationarmy.org.uk/modern-slavery
						

RELIGIOUS EDUCATION CURRICULUM

We follow the To Know You More Clearly scheme, which ensures depth, progression, and relevance across all year groups. Children learn through:

- Scripture – exploring the life and teachings of Jesus, the Old Testament, and the mission of the Church.
- Branches of Learning – six key themes: Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, To the Ends of the Earth, Dialogue and Encounter.
- World Faiths – alongside Catholic teaching, children learn about Judaism, Islam, and other world religions to promote respect and inclusivity.



PRAYER AND WORSHIP

- Daily Prayer – in every classroom, including traditional prayers and spontaneous reflection.
- Weekly Assemblies – Gospel assemblies on Mondays and monthly SPIRIT celebration assemblies (parents invited).
- Liturgical Celebrations – Masses, Advent, Lent, Holy Week, and feast days.
- Prayer Garden Initiative – classes take turns leading creative prayer activities (e.g., Prayer Pebbles, Balloon Prayers, Sand Tray Confession).

LIVING OUR SPIRIT VALUES

- By weaving together RE lessons, worship, charity, and community service, we nurture children to be compassionate, resilient, faith-filled individuals. Our pupils learn to see faith not just as knowledge, but as a way of living—serving God by serving others.

SEND PROVISION AND EHCPs AT ST EDMUND'S

At St Edmund's, we are committed to ensuring that every child can thrive. Some children may need additional support at different times. This is organised through three "waves" of provision:



OUR THREE WAVES OF SUPPORT

- Wave 1 – Quality First Teaching: Inclusive classroom teaching for all pupils.
- Wave 2 – Targeted Interventions: Small group or short-term support to help children catch up.
- Wave 3 – SEND Support: Longer-term, tailored provision for children with specific needs, often involving outside professionals.

WELCOME TO OUR SCHOOL



THE SEND REGISTER

Children are placed on the SEND Register if they need sustained additional support. Needs may be in areas such as:

- Communication & Interaction (e.g. autism, speech delay)
- Cognition & Learning (e.g. dyslexia, learning difficulties)
- Social, Emotional & Mental Health (e.g. anxiety, ADHD)
- Sensory or Physical needs (e.g. hearing loss, coordination challenges)

Many children come off the register once progress has been made.



WHAT IS AN EHCP?

An Education, Health and Care Plan (EHCP) is a legal document issued by the Local Authority for children with significant, long-term needs. It sets out:

- The child's needs
- Outcomes being worked towards
- The specific provision required (this is legally binding)

EHCPs are reviewed every year with full parental involvement.



1:1 SUPPORT AND FUNDING – WHAT PARENTS NEED TO KNOW

- Having an EHCP does not always mean full-time 1:1 adult support.
- Provision is tailored to the child's needs – this might include specialist teaching strategies, adapted resources, small group sessions, or support from therapists, as well as some 1:1 time.
- The Local Authority allocates funding through "bands". This money is given to the school to deliver the provision set out in the EHCP, not solely to pay for an extra adult.
- The support may look different across the week, depending on the outcomes in the EHCP.



WORKING TOGETHER

Children achieve best when school and families work in partnership:

- Keep in regular contact with your child's class teacher and the Inclusion Team.
- Attend SEND review meetings and share your views.
- Remember that provision is flexible and may change as your child grows and their needs evolve.

We also host SEND Coffee Mornings where families can learn more and connect with others.

Waves of Intervention Model



THE TOWER HAMLETS LOCAL OFFER

WELCOME TO OUR SCHOOL



✓ THE LOCAL OFFER

- The Local Offer is a comprehensive guide published by Tower Hamlets Council for children and young people (up to age 25) with Special Educational Needs and Disabilities (SEND), their families, and professionals. It brings together information on:
- How needs are identified and assessed (including EHCP assessments)
- Education, health and social care services available locally
- Support for families, including parent forums and advice services
- Funding routes and eligibility criteria
- Leisure activities, after-school programmes, and preparation for adulthood
- 🌐 Website: www.localoffertowerhamlets.co.uk
- ☎ Telephone (Tower Hamlets Family Information Service): 020 7364 6495
- ✉ Email: fis@towerhamlets.gov.uk

✓ HOW IT LINKS TO OUR SCHOOL

At St Edmund's, we use the Local Offer to:


- Guide families to services such as speech and language therapy, mental health support, short breaks, and holiday programmes.
- Work collaboratively with external professionals so that children with SEND receive joined-up and consistent support.
- Ensure transparency in pathways for EHCP applications and SEND reviews.

✓ SUMMARY FOR PARENTS AND CARERS

- The Tower Hamlets Local Offer is a one-stop directory for SEND support. It helps families find the right advice, services, and provision beyond what school can provide. At St Edmund's, we encourage all families with SEND concerns to explore the Local Offer and to contact us if you need support navigating it.



...Through Christ we learn...

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