



The Ben Jonson Way



Head Teacher's Welcome



On behalf of the staff, pupils, parents and governors, I would like to welcome you to our prospectus. Ben Jonson Primary School provides education for children from 3 years up to the age of 11 years of age. We are situated close to Mile End Park and a short distance away from the City of London, in the London Borough of Tower Hamlets.

We welcome children from all backgrounds, abilities and talents. Our main aim is to give all our children the opportunity to develop their full potential. We have a SEMH provision on site in partnership with Bowden House School, to help deliver part of the Tower Hamlets vision for Social Emotional Mental Health (SEMH) provision in schools.

Our children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities provided for them are relevant to their needs, both now and in the future.

We are fortunate enough to be surrounded by beautiful, extensive grounds and use our fields and woodland area to enhance our curriculum. Our curriculum is broadly traditional but reflects our multicultural community and unique location in London. Creative Arts sit proudly in our provision, carefully crafted by subject specialists, to ensure children move on to the next stage of their education with the requisite language, knowledge and experience necessary to achieve a broad and deep understanding of each subject.

We have a skilled pastoral team who ensures that every child gets the support they need to feel ready to take on the next opportunities, responsibilities and the challenges that life offers. Therefore alongside the academic and creative learning, we want our children to be happy while with us and to develop a 'wellbeing' toolkit to take them on into adolescence and adulthood. Our approach is built around the importance of self-knowledge, self-regulation and having the right words to describe a feeling, its cause and if desirable, how to feel better.

The school values - **Brave**, **Kind**, **Curious**, are central to our school life, and support our provision of a uniquely engaging and warm environment in which all children can learn, enjoy and succeed. We strive to inspire our pupils to be lifelong learners, equipping each and every pupil with the skills, knowledge and mindset to succeed in the next stage of their education. We believe in furthering strengths and interests while supporting each child's developmental needs, and through creativity, curiosity and high expectations, we aim to support our children in becoming responsible, successful citizens.

We are proud of our excellent team of staff, governors, families and community members who support our school and the children. If you would like to find out more about our school and community, please contact the school office to make an appointment. I would be delighted to meet you, to answer any questions you may have, and to show you around our flourishing school.

Kind regards,

Norma Marshall, Headteacher



[See the school virtual tour here:](https://www.benjonson.towerhamlets.sch.uk/events/ben-jonson-school-virtual-tour)

<https://www.benjonson.towerhamlets.sch.uk/events/ben-jonson-school-virtual-tour>



Our Vision

Our vision is to create a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised. We aim to create an inclusive school that offers an irresistible invitation to learning.

We wish for every child to become a *brave*, *kind* and *curious* life-long learner; a responsible, active member of our community, who can achieve and grow in a nurturing and creative environment. We want them to aspire to high standards of achievement in all areas of their life and be equipped with the skills to make a positive impact in our ever-changing world.

At Ben Jonson Primary:

- We are an inclusive school
- We aspire to ignite a passion for life-long learning
- We are committed in our pursuit for excellence
- We are committed to giving our children the best possible future life chances, without limits on learning, attainment and achievement. We have a genuine belief that, given the opportunities, every child can succeed
- We aspire to develop great thinkers, who are independent, resilient and embrace challenges and new experiences
- We encourage co-operation and collaboration, everyone taking responsibility for all that they say and do
- We provide exciting but safe and secure spaces, indoors and outdoors, where children can explore, discover and experiment
- We value everyone as an individual and encourage respect for others and their opinions
- We aim to develop a strong community spirit in our children that helps them to become positive, active responsible citizens in the future
- We celebrate and respect the diverse community in which we live and appreciate our responsibilities as global citizens.

We aim to create an ethos where:

- A welcoming atmosphere is created in school, where children, staff, parents and visitors feel valued
- Our children are happy, feel safe and supported and enjoy coming to school
- Our children demonstrate good manners and show consideration to and for others
- Our children are keen, enthusiastic and totally engaged in their learning
- There is a growth mind-set. We stay positive, we value learning from mistakes and we keep going when things become tough
- Our children are reflective and thoughtful about their experiences
- Our children are motivated and have the confidence to challenge themselves as learners
- Our school environment supports children's learning and values their achievements
- Teaching is creative, exciting and stimulates and extends children's thinking
- Our children have a genuine pride in themselves, their efforts and achievements. Talents and creativity are nurtured and encouraged
- Our staff are committed professionals who demonstrate a love of teaching, a passion for their own, as well as children's learning and development, and show genuine care for the children they teach
- We have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity.



At Ben Jonson Primary we aim to create an ethos where we are:



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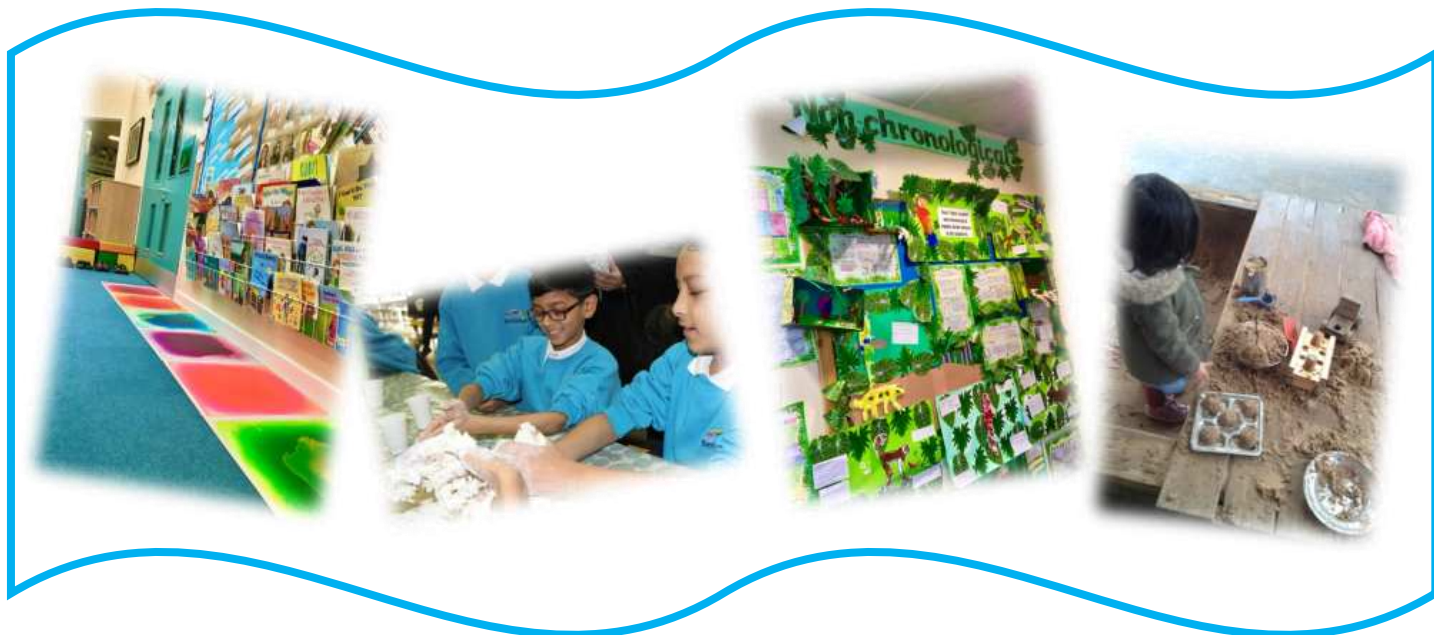


What we offer in our curriculum

Here at Ben Jonson Primary School, we believe that education has the power to transform lives and that all children deserve the chance to fulfil their potential. We aim to provide opportunities for children to develop as independent, motivated and confident lifelong learners with high aspirations. We have designed our rich and balanced curriculum with this aim in mind, around what we call the 'Ben Jonson Way' - cultivating children who are **brave, kind** and **curious**.

The curriculum is driven by these values. We provide a safe and stimulating environment which enables every child to achieve their best through varied learning experiences. This is our school's vision and we believe that positive partnerships among children, staff, parents and carers will help us to achieve educational excellence.

Ben Jonson Primary School is a proudly inclusive school serving a diverse community in the centre of London. Whilst our curriculum firmly follows the National Curriculum, it extends far beyond this to include aspects of learning that reflects the makeup of our school. Our curriculum helps children prepare for secondary school and later life through developing the key skills, knowledge and understanding they will need to succeed. This not only includes a very strong emphasis on reading, writing and developing our children's mathematical knowledge, but science, humanities, the arts and physical and mental wellbeing are also valued and prioritised in the overall curriculum design. This integrated and thematic approach is strengthened by the expertise and guidance of our specialist teachers in music, art, DT, dance and computing, incorporating inspiring learning experiences.



Therefore, the overall intent of the curriculum is to provide a rich cultural understanding of the world we live in; support learners in better inferring meaning from their learning; widen their vocabulary to help them express themselves in a sophisticated and mature manner and make links between concepts learnt and establishing schemas in order to learn more, remember more, know more.

Our curriculum allows children to build on their learning, progressively acquiring the knowledge and skills needed for the next stage in their education whether it be the next key stage or next year group.

We believe that real learning happens when it is committed to long term memory. To enable this, we have developed our curriculum such that it provides a balance between semantic learning where children are encouraged to make links and understand concepts, as well as procedural practice where skills taught are rehearsed and embedded over the course of time ensuring that children are secure in their learning. We also value exciting educational visits and experiences as we feel this not only supports memory by enlivening the learning but can also provide the background knowledge and experiences of the world that our children need to succeed. Our children are challenged not only to develop their understanding but to master and articulate it in different ways and using different media forms.

English

At Ben Jonson, we put reading at the heart of our curriculum. We seek to develop skills of fluency, understanding and comprehension through our teaching. Our children are supported to become confident readers with a life-long love of reading for pleasure. In our school, children read in a variety of situations; independently, in small groups, 1 to 1 with adults and in shared class sessions.

Early Reading

In our Foundation Stage and Key Stage 1, children are taught systematic phonics through the use of the “Readwrite Inc” programme. They are taught phonemes (sounds), how to blend sounds for reading and how to segment sounds in order to write. Phonics is taught daily in groups. In addition to phonics, children are taught high frequency words through a progressive approach.

All children in Key Stage 1 are provided with a levelled home reading book which is changed frequently. Families are encouraged to read at home daily. Teaching teams monitor reading at home and provide support for families to get the most out of their reading time together.

Reading in Key Stage 2

In Key Stage 2, we teach reading through daily reciprocal reading lessons. This approach focuses on the core skills of predicting, clarifying, questioning and summarising. These skills allow children to explore different aspects of books while building key oracy skills.

Texts chosen support wider curriculum topics to deeper learning and understanding across the curriculum. We use a multi-sensory approach to texts that supports our central belief in inclusion, providing alternative, connected texts to those children who may find the core texts challenging.

We believe reading should feature in all curriculum subjects. When planning topics, teachers embed reading opportunities across the curriculum. We map books children will be exposed to throughout their Ben Jonson journey and make sure they enjoy a variety of high-quality texts through all subject areas.

Reading for Pleasure

Children at Ben Jonson are encouraged to read widely and often. All classes hold a daily ‘storytime’ where adults and children enjoy a class book. We have a well-stocked school library that classes access weekly and children can borrow books from.

We have also created our own reading canon of recommended texts for each age group. The canon encourages the reading of a range of text types, cultural capital and backgrounds. All year groups have copies of their reading canon for children to borrow and enjoy.

We promote and celebrate reading regularly school and phase assemblies, school council initiatives and reading events such as World Book Day. Our adults are also encouraged to become “Reading Champions” where they sponsor a child who needs extra support or motivation to read. Our Reading Champions are role models who read regularly with their child and encourage greater engagement with reading.

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Science

Science is taught across the school by our class teachers.

We aim to ensure our curriculum develops both the knowledge of science as well as the practices so our children learn how to work like scientists. As we have developed our curriculum, we have worked hard to ensure that our children learn about scientific facts as well the skills. Our lessons are as practical as can be and children have many opportunities to work scientifically and revise these practices.

We also feel that it is important that children are given opportunities to make links and immerse into topics fully. Where there are connections between topics or subjects, these are further opportunities for children to access their previously learned knowledge and deepen their understanding. We encourage our children to learn science in the different ways that real scientists engage in their work; through reading, writing, talking and investigating science.



Maths

At Ben Jonson Primary School we believe that children develop strong and life-long mathematical skills through an exploratory, investigative approach, starting with an active engagement with 'concrete' resources before moving to pictorial and more abstract stages.

We encourage all children to move to a point where they have to 'reason' - explaining how and why they are arrived at any answer.

Indeed, we encourage children to use a range of mental methods for calculation, choosing the most appropriate strategy to solve a given problem and also to explain and justify this process using appropriate mathematical vocabulary. At the same time, we also know how important it is that children develop a secure base of known facts that they can quickly and efficiently use and apply to calculations and problem solving - leading to a mathematical fluency that can last a lifetime.



Design and Technology

Design and technology lessons are delivered by a specialist teacher. Children receive weekly Design and Technology lessons over the course of 2 six week half terms from our DT specialist teacher. Over the course of a year children will take part in design, make and evaluate units that cover many aspects of DT including textiles; food and nutrition; structures; electronics and resistant materials, aiming to make a useful and usable product at end of the unit.

Children do this by take part in the design process, researching and looking at familiar products or finding users opinions; children then get creative developing their ideas through drawings and often get the opportunity to build models and prototypes of their ideas, then they plan how they will make their end product, selecting different materials and techniques; children then spend time making their final product working hard to make a high-quality finished outcome. Throughout the unit there are opportunities for children to evaluate as they go along enabling them to adapt and improve their work. Where possible DT projects are linked with other curriculum areas and topics, so children are often making outcomes which match their learning with class teachers in other areas of the curriculum.



Music

In Ben Jonson, we are extremely proud of our music provision. We encourage the enjoyment of music both for itself and as a tool for learning. Delivered by our specialist music teacher, our children receive high quality music sessions on a weekly basis at least for four half-terms.

During these sessions, they are taught vocal and instrumental repertoire, composition, improvisation, music appreciation and theory of music. As part of our inclusive practice, sessions involve a great variety of resources, and are carefully planned to include everyone in the music learning.

We also have a school choir and instrument clubs, which provide interested students the opportunity to perform a variety of songs to a range of audiences. In our school, it is also vital that our staff are included in the music taking place and therefore there are opportunities for children to perform with the staff school band, as well as participate in collaborative projects with adults around the school.



Computing



With technology playing a significant role in today's ever-changing digital world, it is important that computing is embraced and children can access a rich, broad, and balanced computing curriculum. At Ben Jonson Primary School, we aim to ensure every child can enjoy and succeed in computing. Through our specialist computing teacher, we provide a high-quality computing curriculum that is creative and engaging, emphasising the real-life application of technology in ways relevant to our children.



Our ambitious curriculum is designed to develop digitally kind, brave and curious children with skills in computing that develop their real skills than can be transferable to the ever-evolving digital worlds and challenges of life. Digital literacy is reinforced as often as possible so that our children are able to responsibly, safely and critically navigate, evaluate and create digital outcomes using a range of technologies.

We hope through our curriculum, our children learn to become actively involved in creating content with purpose, learn to question digital information and challenge themselves by providing a tool and space for them to positively express who they are and how they want their voice to be heard.

Art

Art at Ben Jonson Primary School fosters an appreciation and enjoyment for the imagination. We believe art education develops skills in as exploring, experimenting, creating, innovating, sharing and supporting. We also feel that learning in art is a wonderful place to take risks, make mistakes and to persevere to achieve results.

Through our specialist art teacher, we provide a high-quality art curriculum which stimulates children's imagination and creativity; involving them in a range of visual, tactile and sensory experiences whilst enabling them to express what they see, think and feel through the use of the elements of colour, texture, form and pattern.

Through our progressive curriculum, we introduce key skills, resources and ideas so children can develop their confidence in controlling materials and tools, acquire knowledge and become increasingly proficient in various art techniques and processes. By equipping them with the knowledge and skills to experiment, children can invent and create their own works of art.

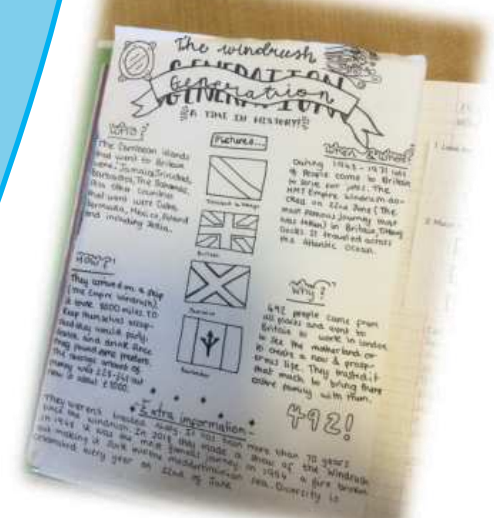
Children are encouraged to experiment imaginatively and learn from the creative journey.



History

At Ben Jonson Primary School history learning involves children finding out about the world in which they live and how it has changed over time. History is taught across the school in half termly or termly blocks over the year. These alternate with geography and where possible is interconnected with other aspects of the curriculum to make learning as meaningful as possible. Children learn about historical events in chronological order, as they move up through the school. Our curriculum focuses on acquiring facts and knowledge as well as developing historical enquiry skills. We teach children about larger global concepts such as humankind, place, significance, processes and change. Our history curriculum follows the National Curriculum but our scope goes wider to ensure it is timely and relevant to our children today. Emphasis is placed upon acquiring historical knowledge and vocabulary and developing historical enquiry skills.

We view history as a way to inspire pupils' curiosity about the past, to help us understand the present and consider how it could shape the future. Sessions present children with the opportunities to develop fundamental skills of enquiry, to become open minded historians and explore the past in an exciting and engaging way. Our history curriculum aims to bring history to life, in order to help pupils to understand the process of change and the diversity of societies, as well as understanding their own identity and the challenges of their time. Our curriculum is designed to enable the children to develop their understanding of the people and events that have



Geography

Geography learning at Ben Jonson Primary School teaches children about the world in which they live and how it has changed over time and how it may change in the future. Our curriculum focuses on acquiring facts and knowledge as well as developing geographical skills. Children learn both place and space knowledge but also about the wider 'big ideas' in geography related to diversity, changes and interaction.

Children are given opportunities to explore the geographical concepts through the use of a variety of sources of information including photographs and maps. Where possible, first hand experiences including trips, fieldwork, workshops and visiting experts play a key part in our approach.

We want children to have clear understanding of the geography of Britain and the wider world but also to have developed the skills to ask questions, think critically, look at evidence and develop their perspectives about geographical challenges ahead.



PE

We endeavour to promote the importance of PE and a healthy lifestyle to all children across the school. This is through weekly PE lessons which takes place from EYFS-Year 6, discussions about being healthy in both PSHE and Science as well as our participation in the Daily Mile (Y1-6).

In KS1, pupils develop fundamental movement skills, become increasingly confident and access a broad range of opportunities to extend their agility, balance and coordination. These skills are developed further in KS2 where children develop an understanding of how to improve in different physical activities through collaborating and competing with each other.

We encourage participation in a range of opportunities including our extra-curricular clubs and events throughout the year. We aspire to offer as many experiences to the children as possible, to ensure they develop a passion for physical activity and a deep understanding of their health and wellbeing.



Spanish

The main focus of MFL at Ben Jonson is to provide high quality language education that fosters pupils' curiosity and deepens their understanding of the world. We aim to deliver fun, engaging lessons where pupils are given lots of opportunities to develop their skills to express their ideas and thoughts in our chosen language - Spanish - enabling everyone to contribute to the development of a more tolerant society.

Although it is only explicitly taught from years 3-6, we believe that introducing the pupils to the language as early as possible is best. So, here at Ben Jonson, you will often find pupils in EYFS and KS1 singing songs and learning the Spanish alphabet as well as other simple phrases in Spanish.

All KS2 classes receive weekly Spanish lessons, planned and delivered by their own class teachers with the focus on learning to speak, listen to, read and write in the language. With lots of repetition and engaging games to help commit the learning to memory, Spanish lessons are always interactive and enjoyable. There is a clear progression of skills which incorporates new learning while recapping on previous teaching helping to build a good foundation for further foreign language teaching at KS3.

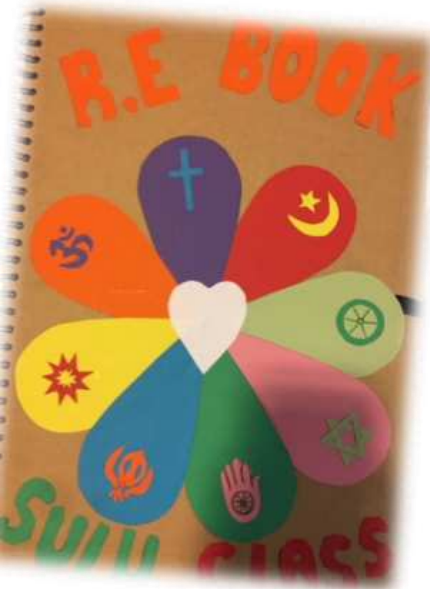
Religious Education

Religious Education provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

Religious Education allows us particular opportunities to promote an ethos of respect for others, challenge stereotypes and build an understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

At Ben Jonson Primary School, we use the Tower Hamlets agreed syllabus as the basis for our RE curriculum. This syllabus offers a considered path through ideas and issues in six of the world's major religions.

Non-religious or alternative world views such as Humanism are also included. This wide-ranging extent is particularly important in a London borough such as Tower Hamlets, where the population includes people who observe each and all of the above religions and probably more.



PHSE

PHSE is an important and necessary part of the broad and balanced curriculum offered at Ben Jonson which promotes the spiritual, moral, cultural, mental and physical development of pupils.

It is taught weekly across the school in all year groups. We use the Jigsaw scheme to teach engaging and age-appropriate lessons, activities, games and stories, children are equipped with a sound understanding of risk and how to make informed decisions, reflecting the needs of the school and the community it serves.

These lessons prepare children for the opportunities, responsibilities and experiences of later life.

Parental Engagement

Families are at the heart of communities and we are proud to serve a brilliant community. We will always work together with our families to ensure children have the best possible access to education. We will listen to your views and care deeply about your opinions. We know that, by working together, we can make the biggest difference for your child.

We will often invite you in to meet with us and discuss together with us. This may be on parents/carers evenings to discuss learning and progress, coffee mornings, or meetings with teachers to talk about how we can best help your child. Your support is very important and by working together, we can teach our children an important lesson that communities flourish when they join together.

We pride ourselves on building strong relationships with our parents and our community. We see families as the first and key educators in children's lives.

Our families have high aspirations and are keen to participate in their children's education and in the life of the school. We support this through holding regular parent workshops and open dialogue. Families are quick to let us know when we can do something better and also when we have got it right. We really value this feedback.



Wrap around care

Breakfast club is available from 8am everyday. Registration forms are available from the school office or from the breakfast club.

Childcare is available after school from 3.15pm to 5pm daily. We also offer a range of enrichment clubs which alternate termly. If you have any queries regarding breakfast or after school childcare club you can send an email to admin@benjonson.towerhamlets.sch.uk or alternatively you can call the school office.

<https://www.benjonson.towerhamlets.sch.uk/parents/clubs-childcare>

Mental health and emotional wellbeing

Children and young people's mental health and emotional wellbeing is a priority area for Ben Jonson School. We believe in enabling all children to thrive and realise their potential. Children can only settle to learn when they are safe and contained, physically and emotionally. Children need varying levels of support in order to thrive at different stages of development. We are committed to providing responsive and robust support to enable all our learners. Schools now have a broader responsibility from just responding to 'challenging behaviour' to teaching about social interactions, self-regulation and about mental health. We acknowledge this in all aspects of school life as well as during national Mental Health Weeks.

The offer outlines provision in three waves, as per the SEN code of practice. Wave 1 is a 'universal offer' that is accessible to the entire school population and community. Wave 2 is a 'targeted offer' that involves small group or direct work with a team member with additional expertise or training. Wave 3 is a 'specialist offer' for children who require the most support and a high level of expertise.

We will know we are successful if:

- Children and adults at Ben Jonson have their mental health and wellbeing needs recognised and acknowledged
- Responses are timely and personalised—different responses are available for different needs. Responses occur at the earliest possible time as we recognise early intervention is more effective for the person and cost effective for the school
- All groups in our community understand the offer and are able to access it as they need (children, families, staff)
- Provision for mental health and wellbeing is reflected upon and adapted depending on feedback and the needs of the community
- Enough provision is in place at wave 1 and 2 to enable most people to thrive to the best of their ability the majority of the time- children are noticeably coping in school and able to achieve without barriers regarding their personal wellbeing
- Referrals on at wave 3 are available and accessible- sources of support are secured sensitively
- Interventions are impactful- they create change for the child and the family. Children are calmer, more contained and regulated. They are able to engage with learning for longer periods.
- Families know the positives and successes of their child in school, they feel trusted, respectfully challenged and supported by the school.



Relationships

At Ben Jonson relationships really matter.

We use relational approaches for how we teach and how children learn. In this way we are guided in how we develop our interactions with each other as practitioners, our interactions with children and our interactions with the community. Our restorative principles mean we strive to create a culture of high support and high challenge to get the best out of each other and develop responsible, ethical and collaborative individuals (children, staff and families).


Our approach is guided by extensive training in a range of related areas. We have a good understanding of trauma-related practice and understand the needs of children stem from their earliest experiences. We teach all children the importance of understanding their own emotions and importantly being able to articulate their feelings in a range of situations.

Zones of Regulation teaching means children are able to talk through these feelings and develop strategies for managing their feelings as the move from one emotion to another.

We employ emotional coaching strategies to work alongside our children to help them develop self-regulating behaviours on an increasingly independent basis. These approaches apply across all staff from midday supervisors to teaching assistants, office staff to our extensive inclusion team and from SLT to teachers. When shared with parents we begin to develop expertise across the whole school community thus developing a shared understanding of how positive relationships can be fostered and developed.



Restorative principles at Ben Jonson



- Relationships matter
- Difference is an asset
- Be more curious than judgemental
- Be more collaborative than competitive
- Be both supportive and challenging
- Be responsible for what's yours
- Enable and allow others to be responsible for what's theirs
- Listen to understand
- Ask more than tell
- If anything isn't clear, ask
- Be kind



'The school's work to promote pupils' personal development and welfare is outstanding'
Ofsted Nov 2017



SEND

Ben Jonson is an inclusive school in the truest sense. We are proud of our reputation for being effective in meeting the needs of a great many children with Special Educational Needs amongst other needs. The needs of almost all children can be met through a personalised curriculum within the usual classroom environment. We have developed a specialism in SEMH which is underpinned by our universal SEMH offer in the mainstream school. The school aims to ensure that:

- Every child should realise their potential in a caring supportive environment which promotes and provides equal opportunities
- We secure best outcomes for all children, including those with SEND
- All children are recognised and valued as Brave, Kind and Curious learners who are able to challenge themselves and others
- We support children to develop their individual talents, to build a positive self-image and to provide opportunities for each child to excel

We have a robust and multi-disciplinary Inclusion Team to support a wide range of need in and out of the classroom. We aim to provide Quality First Teaching for all pupils to ensure they achieve their best, become confident individuals and responsible learners. We are committed to the best outcomes for all children, through working collaboratively with a range of professionals.



Behaviour

At Ben Jonson we believe we should help children to become increasingly able to self-regulate their behaviour so that they are increasingly able to take control of their learning. We expect staff to provide the physical, social and emotional environment for children to feel safe and able to learn. All staff are given regular training to support and develop their practice around managing behaviour and promoting positive behaviour within school. This involves understanding the roots of all behaviour and that all behaviour has meaning and is an attempt to communicate.

Attendance

It is very important that your child arrives at school on time, school day starts at 9.00am. Absence from school can only usually be justified when your child is ill. Family holidays, outings and, where possible, medical and dental appointments must be arranged out of school time. If you know your child will be absent, a telephone call before 9:00 am will prevent a phone call home being made. Lateness and absence are monitored by Attendance and Family Support Worker - Dee Dillon and the Local Authority, in addition to the Headteacher. Children should be collected at 3:30pm.

British Values

At Ben Jonson we ensure that through our vision, values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. We have a duty to prepare our children for life in modern Britain and to keep them safe.

As a school we value the diverse ethnic backgrounds of all pupils and families; we undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all this are a range of curriculum topics which have strong links to British History.

SMSC (Spiritual, Moral, Social, Cultural) strands weave through our school ethos rather than being taught in separate lessons. SMSC becomes a part of our curriculum, our Physical Education, RE and PSHE lessons. It is also part of our enrichment sessions, assemblies and daily mile. The inclusion of SMSC across the school is also a key means of promoting fundamental British values in school and within the wider community.

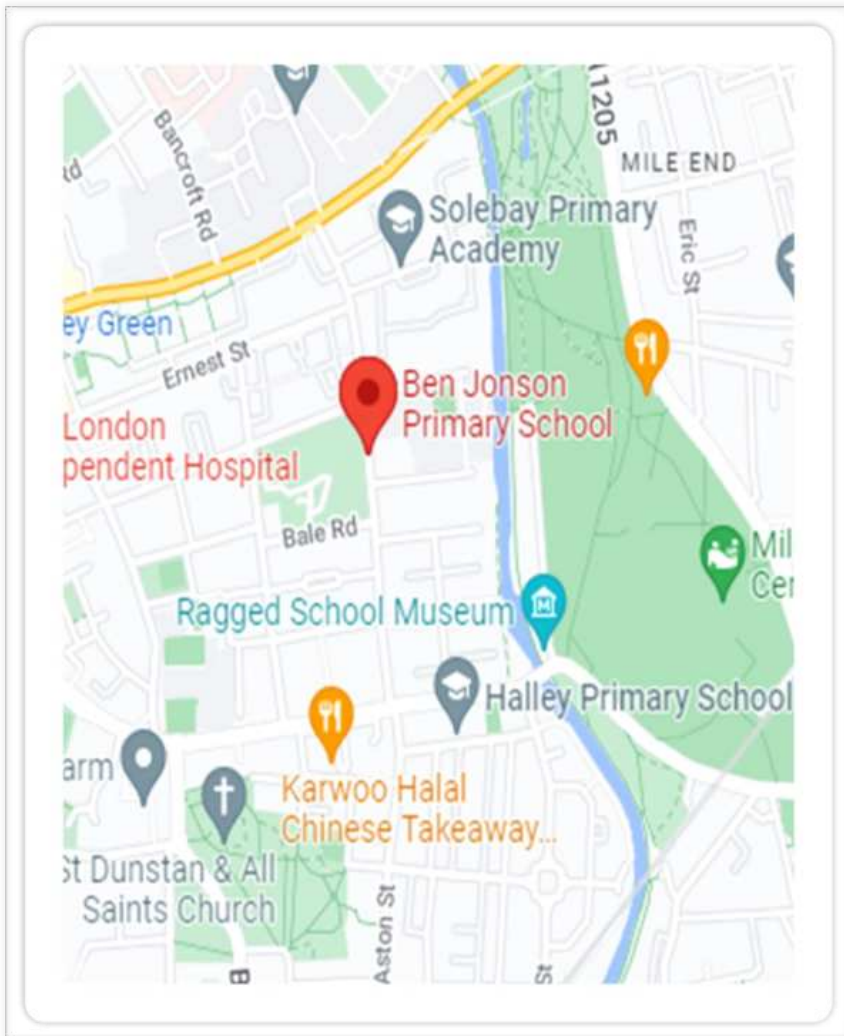


Safeguarding

The governors and staff of Ben Jonson Primary school fully recognise the contribution the whole school community makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. It is also a key role of school and college staff to promote all pupil's welfare. All relevant policies and procedures make reference to this responsibility to enable all staff to play their part.



We are here!



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