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Welcome to JFS

Welcome Booklet 2020-21

July 2020

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WELCOME TO JFS

We are excited that you will soon be joining our family and I hope that this will be the start of very many happy and successful years with us. Our aim is to provide you with a firm foundation upon which you can build joyous, fulfilling and wonderful lives. We will do this by ensuring you have an excellent education and help you to develop positive wellbeing and a strong Jewish identity.

At JFS you will be encouraged to be considerate of those around you, become responsible members of our community and British society and embrace challenges to help you develop resilience and a love of learning that I hope will last into adulthood. This school values progress in learning and personal, spiritual growth in equal measure and our aim is to inspire you to share in these values.

Over time I hope you will recognise that success means different things to different people and that every student and each of their accomplishments are important to us.

Moving from primary to secondary school is an important moment in life. Starting off on the right foot by knowing what is expected of you and what the school can offer in return can make all the difference to your success at JFS. I know it can be a daunting time but there are many people who are here to support you.

Mrs R. Fink

Headteacher

There are also wonderful students from whom you can learn – they will act as role models to you and I hope in time you will be role models for those who follow you.

Our school motto is 'Orah Viykar' which means Light and Honour. Every JFS student is expected to uphold the values that this phrase implies. I hope that in whatever you do and wherever you go your actions will reflect these values so that you can bring light and honour to yourselves, your family and your school. As you join JFS you become a link in a very important chain that goes back hundreds of years. I hope you will always be proud to wear the JFS badge and in turn we will always be proud of you.

We look forward to developing a strong and warm partnership with all our JFS families.

JEWISH LIFE AT JFS

We are very excited to welcome your children to JFS and we look forward to getting to know them and watching them with pride during their JFS journey.

We feel very privileged to have the opportunity to offer your children a warm, dynamic, meaningful Jewish educational experience during their time with us. When you ask older students or alumni for their best memories of JFS, almost without fail, it is the Jewish dimension which is mentioned first, be it the special celebrations held on Purim and Yom Ha'atzmaut or the incredible Jewish trips such as ATOI, Lavi, Poland and various Shabbatonim. These Jewish life experiences are accompanied with a comprehensive programme of formal Jewish Studies. In Year 7, this will include Jewish History, Tanach, Talmud, Basic Jewish Knowledge, Hebrew Reading support and a chance to enhance Tefillah (prayer) skills/understanding at a time when the children are approaching Bar/Bat Mitzvah. Charity and social action are also emphasised as fundamental values for all of us to engage in.

The Jewish dimension is in many ways, the heartbeat of the School. We make sure it is modern and relevant without losing sight of traditional Torah values. The Jewish dimension of the School was inspected in February 2020 and we are thrilled that Pikuach judged the School as 'outstanding' in every category. We wish to build on that and will work hard to develop our Jewish programmes and experiences.

Mr D. Marcus

Deputy Headteacher
Jewish Life and Learning

We are proud of the School's Modern Orthodox ethos and at the same time, we make sure that we show respect towards and cater for all of our students, whatever their previous Jewish education or levels of Jewish observance. The Jewish Education staff model this respect to students and we expect them to model it back to staff, to one another and to those outside of the JFS family. This idea is encapsulated in the School motto, 'Orah Viykar,' to give Light and Honour to ourselves, each other and the world around us.

Our job, in partnership with you, is to ensure that we pass these values and traditions on to your children. We look forward to working with you to achieve this.

GET YOURSELF SETTLED

We are really looking forward to welcoming you to JFS in September. You must be very excited – and a little bit nervous. The transition from primary to secondary school is a challenge and we will support you every step of the way.

This booklet is designed to help you and your parents, and provides answers to some of the questions you may have. Please take time to read it together and keep it for future reference. It will make it easier for you to settle into your new surroundings.

Every individual is important to us at JFS, and we hope that you will regard it as an honour and a privilege to attend our school. At the same time, remember that being a student of an modern orthodox Jewish school involves duties and responsibilities - to live and behave in accordance with the Torah, both inside and outside of school.

We trust that your years at JFS will be happy and successful in every respect.

Rabbi H. Cohen
Deputy Headteacher

MEET THE YEAR 7 TEAM

The Year 7 team is lead by Ms Charlotte Rigby (Head of Year), who is supported by Ms Shoshy Lerner (Assistant Head of Year) and Ms Natalie Soffer (Pastoral Support Officer).

We hope you are very excited about all the new people you will meet and things you will do, but you are bound to have some anxieties as well; this is completely normal. Often people worry about things that are not true (like a story they have heard from somebody or a rumour) or they worry about things that do not happen (what a waste of time that is). So here are a few tips we hope will help:

1. Tell somebody about what is bothering you. They may be able to reassure you.
2. When you start JFS remember there are always people you can talk to in confidence. Apart from us you will have your Buddies, your Tutor or the School Counselors. If you do not talk to any of us we may not know there is a problem.
3. Do not worry if you are not in the same class as your friends. You will be able to meet up with them during break and lunchtimes. At the end of the day it is easy to meet up at the lockers with people with whom you wish to travel home. Remember, it is often an advantage to have the opportunity to make lots of new friends whilst still maintaining old friendships.
4. Try to make a list of the positive things about transferring to a new school. This might include:

- There are over 300 of you making the same transfer and going through the same experience.
- You may be transferring with friends or people you know and like.
- It is an opportunity to make a fresh start.
- There will be new subjects to study.
- There will be excellent state-of-the art facilities for you to use and enjoy.
- There will be lots of of clubs to join and activities to get involved with.
- You will be given new responsibilities and privileges in accordance with your status of secondary school student.
- You will more than likely be travelling independently to school for the first time.
- You will have a wider choice of food to choose from and you will be able to budget your money for the first time.
- You will have different teachers and there will be many new people to make friends with.

Above all, don’t panic! We are here to make your first year at JFS go as smoothly as possible.

We look forward to meeting you in September and we hope you have an excellent summer holiday. Going to secondary school is a big step but you must remember every person has to take that step and most people (99.9999 percent!) are having a fabulous time.

HISTORY OF JFS

The entrance to the Bell Lane site

JFS is Europe's largest Jewish secondary school. It was established in 1732 as the Talmud Torah of the Great Synagogue of London with twenty one students, most of whom were orphans. It became a fully established school with a curriculum in 1788.

In 1822 the school was relocated to Bell Lane in the heart of the East End where, throughout the 19th century, it absorbed thousands of immigrant children. In 1883 the school was extended so that it could hold two thousand one hundred students. In 1893 the number of pupils increased to three thousand five hundred. At its peak the number of pupils on roll increased to four thousand and sixty five, making it the largest school in the world.

JFS opened in Camden Town in 1958

In the interwar period, children often came straight from the Kindertransport to JFS. At the brink of war in 1939 the school was evacuated to the countryside because the building was occupied by fire services. In 1941 the school at Bell Lane was bombed and pupils were evacuated to Hereward Hall, Ely. It reopened in 1958 in Camden Town where its location remained central to the London Jewish community of the late 1950s.

Maintaining its tradition of mirroring the demography of the community, JFS left Camden in 2002 and relocated itself to state-of-the-art facilities in Kenton, closer to the heart of North West London.

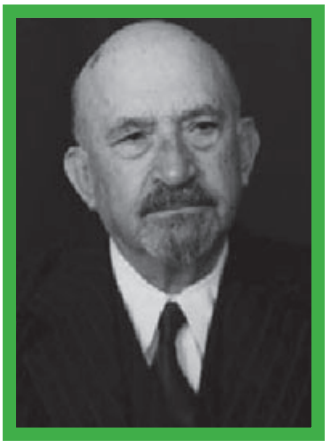
An English class in Bell Lane

The Great Hall

The 1907 Boys Football Team

THE JFS HOUSES

There are four Houses at JFS: Weizmann, Zangwill, Angel and Brodetsky. Each tutor group is named after one of the Houses and each House is named after a famous Jewish community leader. Students' ties indicate which House students belong to: Red (Angel), Blue (Brodetsky), Green (Weizmann), Yellow (Zangwill).
The following biographies briefly describe the lives and achievements of the people who gave their names to the JFS Houses.

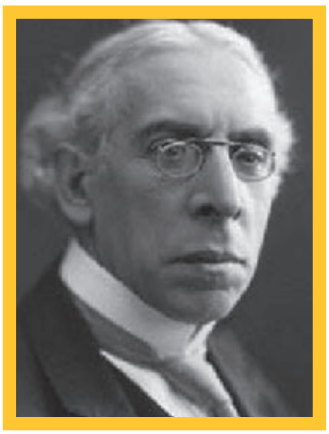


Chaim Weizman

1874-1952

Weizman received his education at Pinsk and at the University of Berlin and Freiburg. He became a Lecturer in Chemistry at Geneva and Reader in Bio-Chemistry at Manchester University in 1904 at the early age of 30. In the First World War he was appointed Director of the Admiralty Research Laboratories where he discovered a brilliant process for making acetone, the basis of many high explosives. Between 1917 and 1930 and from 1935 to 1946 he was President of the World Zionist Organisation and in 1932 he became chairman of the Hebrew University in Jerusalem.

His policy was always for co-operation between Britain and Palestine. In 1948 he became the President of the Provisional Council of the State of Israel and was sworn in as the first President of the State on 17 February 1949. In Rehovot there is a Scientific Institute which bears his name and commemorates this great honour. In 1949, too, he published his autobiography, "Trial and Error".



Israel Zangwill

1846-1926

Born in London and educated at the old JFS, Zangwill went on to study at London University. He was, for a time, a teacher at JFS. However, it was not long before he began to publish his masterly series of studies of Jewish life and history. "Children of the Ghetto" appeared in 1892, to be followed in 1893 by "Ghetto Tragedies". The following year saw the publication of the classic "The King of Shnorrers". In 1895 Zangwill's interest in Zionism was aroused and he founded and became the President of the ITO. As a result of his enthusiasm for Zionism, Women's Suffrage and other social movements, his writing suffered. This however does not affect his stature as a writer. His early works, literary studies, novels and plays were of sufficient merit to make him one of the important writers of the period.

Selig Brodetsky

1888-1954

Brodetsky settled in England as a child and became a pupil of JFS. He then went to Cambridge and in 1908 achieved the great distinction of being bracketed "Senior Wrangler", of which the London Jewish community was very proud. Later he became Professor of Applied Mathematics at Leeds University and wrote several books including a "Treatise on the Aeroplane" (1920), a study of "Sir Isaac Newton" (1929) and "The Meaning of Mathematics" (1929).

Since 1928 he had been a member of the Zionist Organisation, and he was in 1929 a founder member of the Jewish Agency. Professor Brodetsky had many important communal offices. Indeed, it is difficult to think of any which he did not at some time or another fill with distinction. Among these positions he was President of the Board of Deputies, President of the Hebrew University in Jerusalem, President of the Ben Uri Gallery and President of the Association of University Teachers.

Moses Angel

1819-1898

He was educated at H. Solomon's Boarding School at Hammersmith and at University College School. After further study at University College, London, he became a bank clerk and then took up teaching. In 1840 he was appointed Master of the Talmud Torah department of the JFS, and, soon after, he was made Headmaster of the entire school. Under his inspirational leadership the School rapidly developed and in 1853 was placed under Government Inspection. In the same year he instituted two Teacher Training departments in the School. So outstanding an administrator was he that even the National Education Department sought his advice. In 1887 Angel resigned as Headmaster and took on the less onerous task of "Principal". Angel published several books, including one on the Torah in 1858. He was one of the first editors of the Jewish Chronicle in the early 1840's. In this, he was associated with the then Haham, the Rev David Meldola.

COMMUNICATING

If there is any matter which you wish to discuss regarding your child's education at JFS, the channels of communication are as follows: In the first instance, the first person to contact regarding your chil is your child's Form Tutor. After that please contact the following people depending, whether it is an academic or pastoral issue:

For academic issues, please contact:
Subject teacher
Subject Leader/Head of Faculty
Email: [teacher surname]@jfs.brent.sch.uk

Head of Year, Miss Rigby.
Transition Co-ordinator, Ms Lerner
email: year7leaders@jfs.brent.sch.uk

Deputy Headteacher, Mr Appleman
email: appleman@jfs.brent.sch.uk

Headteacher, Mrs Fink
email: fink@jfs.brent.sch.uk

For pastoral issues, please contact:
Head of Year, Miss Rigby.
Transition Co-ordinator, Ms Lerner
Pastoral Support Officer, Ms Soffer
email: year7leaders@jfs.brent.sch.uk

Deputy Headteacher, Rabbi Cohen
email: cohen@jfs.brent.sch.uk

Headteacher, Mrs Fink
email: fink@jfs.brent.sch.uk

For any issues regarding Jewish Ethos/ Matters, please contact,
Mr Marcus, Deputy Headteacher:
marcus@jfs.brent.sch.uk

For Form Tutors, Subject Leaders and Heads of Faculty, the contact email is the teacher's surname followed by the standard extension @jfs.brent.sch.uk.

- SEND or EAL queries, Ms Saffer:- **sendco@jfs.brent.sch.uk**
- Wellbeing Officer, Nikki Levitan:- **levitan@jfs.brent.sch.uk**
- Emotional Wellbeing Practitioner, Mrs Cohen:- **cohenn@jfs.brent.sch.uk**
- Transport matters, Mrs Bharier:- **ebharier@jfs.brent.sch.uk**
- ParentPay, Mrs Collis:- **parentpay@jfs.brent.sch.uk**

As members of the Governing Body, parent governors are active participants in decision making, both in Committees and at Full Governing Body meetings. Their particular focus, however, is to represent you, the parents.

Communications
You can find out lots of useful information about JFS on our website www.jfs.brent.sch.uk
This includes holidays dates and telephone lists. Please use the website first to find the answers to your questions.
The parent section of the website is password protected. This password will be provided in September

Your communication with Governors should be in writing and addressed to the Chair of Governors c/o JFS School.
Alternatively you may email the following address: *governors@jfs.brent.sch.uk*
Please note Governors will only address concerns once it has been confirmed that the above channel of communication has been exhausted.

COMMUNICATING CONT.

Academic Progress and Student Welfare

The Head of Year is responsible for overseeing students welfare and for monitoring their academic progress. They will be liaising with your child's primary school to facilitate their transfer to JFS and thereafter they will be kept informed of your child's progress by regular consultation with their form tutor and subject teachers. You will receive two progress reports and one full report in the academic year.

You will receive three reports during the year. One report will be a data sheet which will be issued prior to Parents' Evening. The information on this sheet will be the basis of your discussion with your child's teachers.

At other times, if you wish to discuss your child's welfare or academic progress, you can contact the Year Leader by email. Staff members will reply as soon as possible but please remember that they have teaching commitments alongside other roles. Where appropriate, serious concerns are passed on to senior members of staff for their personal attention.

In order that we can do our best to help your child, it is essential for us to be well-informed about any special factors which might be relevant to their work and progress at school. If there are any personal problems, whether medical or educational, or if there are any special domestic circumstances, please tell us. You are assured that any confidential information will be treated with the utmost discretion.

Insight

Insight is an online Parent Web Access tool which is a safe, secure way to view your child's information. The Insight portal enables you to view your child's performance at school and to obtain information. It is a fast way to locate details of your child's behaviour, attendance and progress. Insight allows parents to access Datasheets, Academic Reports and Full Reports online. As soon as your child's report is published, you will be able to access it immediately. The Insight portal also has the capability for parents to view details about attendance, behaviour and homework.

Satchel One

Teachers put all homework and homework sheets on an online portal called Satchel One (formerly Show My Homework). You will receive login details when you arrive in September.

Newsletter

JFS publicises all forthcoming events, information and instructions through the school's weekly electronic newsletter. It is essential that you ensure you are signed up and that the school has your correct email address. Without a weekly read of the newsletter you will miss out on what is going on. It is extremely rare that general letters are sent by post. For example, information about school trips or assessments will appear on the newsletter only. It is your lifeline to knowing what goes on at JFS and ensures that neither you nor your child misses out.

PASTORAL CARE AT JFS

At JFS, caring for your safety and wellbeing is our top priority. If you are unhappy or worried in any way or just need someone to talk to, please do not hesitate to talk to a member of staff who will help guide you and/or guide you on to another member of staff who can support you.

At JFS we have a wealth of staff members who are here to look after you.

You will see your FORM TUTOR each day. Please speak to them about any regular day-to-day matters or issues you may be having.

You have a HEAD OF YEAR, ASSISTANT HEAD OF YEAR and PASTORAL SUPPORT OFFICER that you can speak to whenever something specific has happened that you feel your Form Tutor may not be able to help you.

The SCHOOL COUNSELLORS are there to help guide you in any sensitive matters you may wish to discuss with them.

The EMOTIONAL WELLBEING PRACTIONER can help you deal with friendship issues or when you are feeling anxious or low.

MENTAL HEALTH AND WELLBEING

Need someone to talk to whom you can trust?

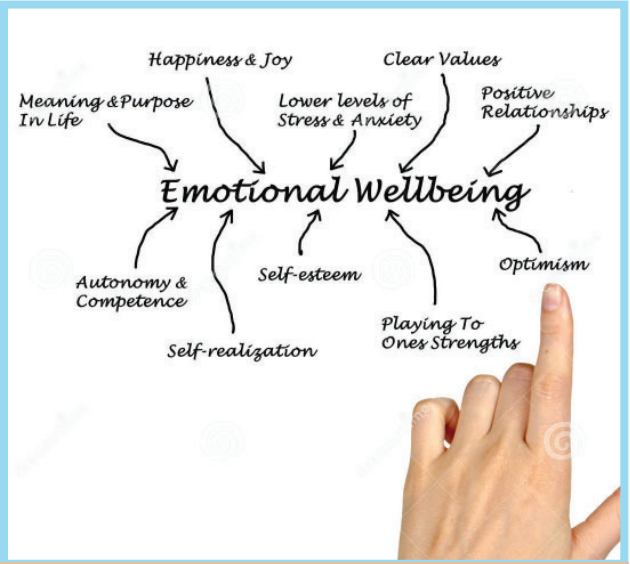
Need someone to talk to when there seems to be no end of things to worry about?

Don't know how to deal with what is going on in your life?

Our school counsellors are the people you can tell absolutely anything to.

They will listen to you and give you loads of advice on how to cope.

All you have to do to get an appointment is drop a letter into the post box in the Wellbeing Corridor or just ask a member of your Year team.



WHAT IS WELLBEING?

Wellbeing is the state of being comfortable, healthy and happy. Wellbeing includes our body, mind, and spirit.

JFS is committed to a whole school approach to wellbeing for students, staff and parents; encouraging a wellbeing culture and awareness that is weaved throughout the fabric of the school. Our intention is to prioritise the wellbeing by providing safe spaces for our students and staff to be seen and heard, such as the Wellbeing Suite, Inclusion Room and Health Hut .

We have a comprehensive programme that is delivered in each year group to support this. We support students to develop a strong sense of positive wellbeing.

We are committed to teaching and imparting tools and ways that empower our young people to support themselves and their wellbeing.

SAFEGUARDING

Designated Safeguarding Team

Mr R Bruce
Assistant Head
Designated
Safeguarding Lead

Rabbi H Cohen
Deputy Head

Miss G Patel
Head of Year 8

Miss L Grobler
Head of Psychology

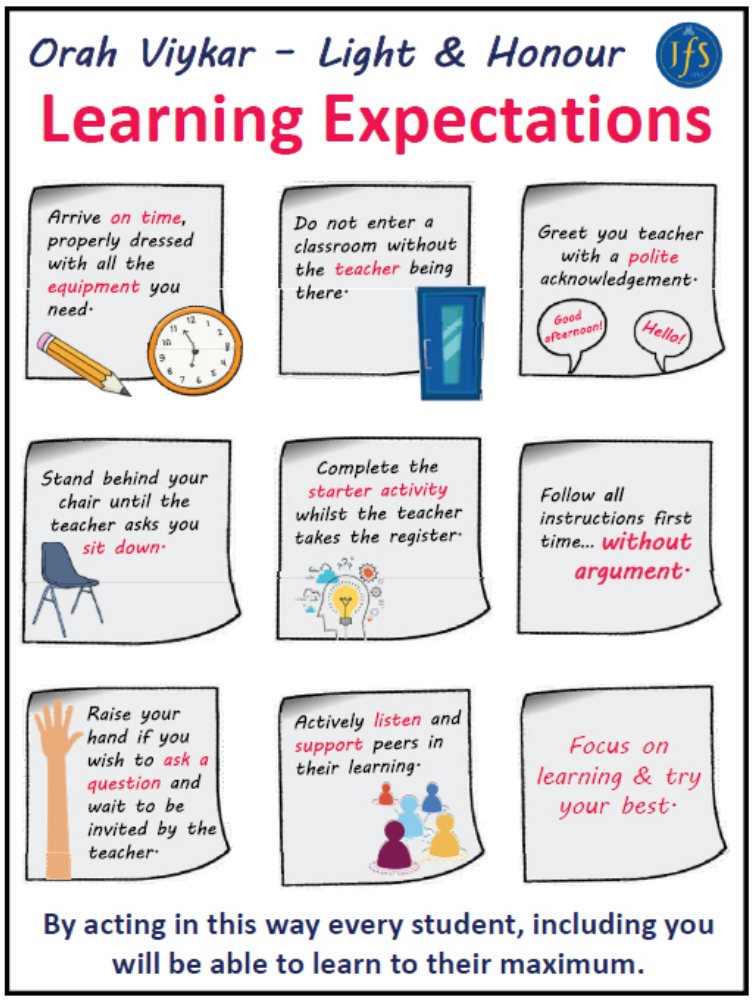
Deputy Safeguarding Leads

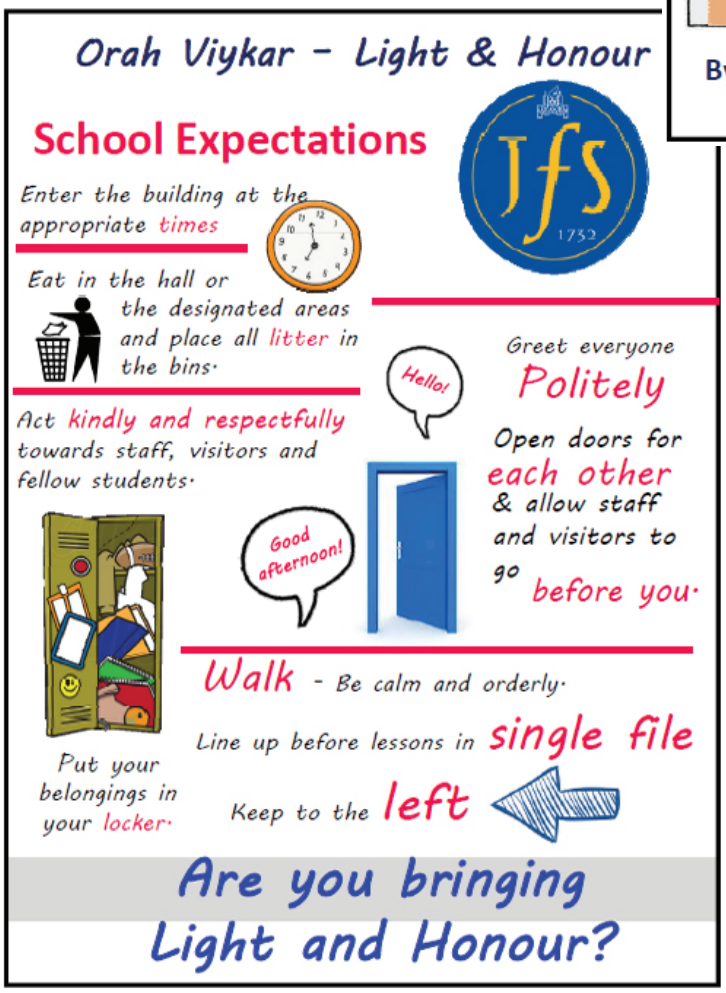
Please contact members of the Safeguarding Team online using the email below or via the Reception Desk in the entrance lobby when onsite, if you have any concerns regarding a student.

safeguarding@jfs.brent.sch.uk

BEHAVIOUR

At JFS we insist on high standards of behaviour. These standards are based on respect for others and a belief that learning takes place in a calm and thoughtful atmosphere. Students must behave in an appropriate manner in lessons and around the building.





SCHOOL RULES

At JFS, we believe that teachers have the right to teach and student the right to learn. The security provided by an established system of rules, routines, positive recognition and consequences is the necessary baseline for all teaching, learning and personal development.

JFS seeks to create a caring, learning environment in the School by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutualrespect; ensuring fairness of treatment for all, with inclusion secured according to specific learning/ behaviour need;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the School's policy and associated procedures.

At JFS we firmly believe that by helping each other, we help ourselves to develop as individuals and fulfil our potential in every aspect of our lives. Older students are encouraged to participate in the care of younger students.

Members of the JFS community should show respect, courtesy and consideration for:

- Members of staff and each other and all other people regardless of, but not limited to their age, disability, gender reassignment, marriage or civil partnership, pregnancy/ maternity, religion or belief, culture, race, sex, sexual orientation or ability. They should do this in person but also when communicating online.
- The school campus, buildings and resources.
- Our neighbours and community.
- Their own and other people's property.

Members of the school community should work hard and be proud of what they and others achieve. We work together to stop bullying including homophobic, biphobic and transgender bullying and to support each other in their work.

Students are also expected to:

- Behave in an orderly and self-controlled way.
- In class, make it possible for all students to learn in a calm and focused manner.
- Move quietly and sensibly around the School.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Follow instructions without arguing
- Refrain from behaving in a way that brings the School into disrepute, including when outside school and across social media.
- Treat the school buildings and property with respect.

SCHOOL RULES cont.

Parents and carers are responsible for working in partnership with the School to assist the School in maintaining high standards of behaviour; supporting their child in adhering to the Behavior Policy; Students are responsible for taking responsibility for their own behaviour. They also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

What is misbehaviour:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Demonstrative lack of respect for staff, other adults and students.
- Incorrect uniform [see Uniform Policy].

Serious misbehaviour is:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic, biphobic, transphobic or any other form of discriminatory behaviour.
- Possession of any prohibited items.

Promoting Positive Behaviour

Encouragement and praise is central to the promotion of positive behaviour for learning. Good discipline is based on clear boundaries, and mutual respect for individuals and the school community.

We recognise that young people flourish within an atmosphere of praise, commendation and reward. Our aim is to ensure that rewards are simple and consistently applied and valued by the students.

In the daily life of the School staff seek to recognise achievement in the following ways:

- Regular encouragement and praise
- Positive referrals
- Postcards/letters home
- Certificates
- Positive phone calls/emails home
- Names of Top Behaviour Point scorers to be celebrated around the School and on the School's Newsletter.
- Jack Petchey Achievement Award
- Subject Awards
- Headteacher's Light and Honour awards
- Presentation of Sporting achievements: Cups and Trophies presented at school assemblies
- Annual celebration of Student Achievement and Effort
- Special responsibilities/privileges
- Special trips or in school events
- Recognition of contribution to extra-curricular activities
- Recognition of contribution to the wider school

MOBILE PHONE RULES

If a student chooses to bring a mobile phone or other device (i.e. tablet/e-reader) into school it is on the understanding that they agree with the following limitations on its use, namely:

- **Mobile phones must be switched off at all times during the school day, including break and lunchtimes, and remain off whilst students are on the school premises. It is not acceptable for phones merely to be put on silent mode.**
- **Mobile phones must be stored in a student's locker throughout the day and not kept on their person or in their bags.**
- **No student may take a mobile phone into a room or other area where examinations are being held.**
- **The security of the phone will remain the student's responsibility throughout the school day. The School will endeavour to maintain a secure environment at all times, however by bringing their phone or other devices onto School premises the student accepts that this is entirely at their own risk and that the School cannot be liable in the event of any loss, damage or theft that results. Furthermore the student also accepts that if they breach the policy, resulting in their phone being confiscated, whilst the School will take reasonable steps to ensure the item is held securely, it cannot absolutely guarantee the security of the item and that the School cannot be liable for any consequential loss or damage to the device.**
- **If asked to do so, content on the phone, eg messages, will be shown to a designated senior teacher in accordance with the school IT User Agreement document.**
- **Smart watches and other digital devices are not allowed on the JFS site at all times.**

Where there is an exception, individual guidelines will be shared with students and parents for school trips, visits and extra-curricular provisions.

MOBILE PHONE RULES

Unacceptable Use

We consider the following to be unacceptable uses of the mobile phone, or other devices, and a serious breach of our Behaviour & Rewards Policy resulting in sanctions being taken. Cyberbullying, in any form, is unacceptable and will not be tolerated.

- **Keeping a mobile phone on their person during the school day.**
- **Photographing, recording or filming staff or other students without their knowledge or permission.**
- **Photographing or filming in toilets, changing rooms and other similar areas.**
- **Bullying, harassing or intimidating staff or students by the use of text, email, WhatsApp or equivalent, sending inappropriate messages or posts to social networking or blogging sites, sharing photographs on social media sites without the consent of those in the photographs.**
- **Refusing to hand over a mobile phone at the request of a member of staff.**
- **Using the mobile phone, or other digital device, outside of school hours to intimidate or upset staff and students will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time.**

Appropriate action will be taken against students who are in breach of our acceptable use guidelines, following our school Behaviour & Rewards Policy, these are listed below. In addition:

- Students and their parents should be very clear that we are within our rights to confiscate a mobile phone or other device where guidelines have been breached.
- If a phone is confiscated we will make it clear how long this will be for and the procedure to be followed for its return. Any confiscated phone, or other device, will be stored in the school safe.
- Students and their parents should be aware that the police will be informed if there is a serious misuse of the mobile phone where criminal activity is suspected.
- If a student commits an act which causes serious harassment, alarm or distress to another student or member of staff the ultimate sanction may be permanent exclusion. We will consider the impact on the victim or the act in deciding the sanction and parents will be involved.

MOBILE PHONE RULES

Confiscation Procedure

If a mobile phone is seen onsite when not being put into or taken out of a locker, it will be confiscated immediately by a member of staff and passed directly to the school office for safe storage.

First Breach:

The device will be retained by the school office until the end of the school day. The student will be issued with an after school detention which will last 1 hour, starting at 3.45 pm. The mobile phone, or device, will be returned to the student in person at the end of the school day via the school reception. This will be recorded on the students school file and parents will be notified by telephone.

Second Breach:

The device will be retained by the school office and stored in the school safe. Parents will be requested to collect the phone at their earliest convenience. The student will be issued with a further after school detention which will last 1 hour. This will be recorded on the student's school file.

Third Breach:

The device will be confiscated and retained by the school office and stored in the school safe. Parents will be requested to attend a meeting on the day of the confiscation with the Headteacher, or a nominated representative of the Headteacher. The student will be issued with a fixed term internal withdrawal for 1 day. The device will be returned to parents in person following the meeting at school. This will be recorded on the students' school file. Should a parent be unable to attend school on the day of confiscation, the phone will remain with the school until such time that the meeting has taken place.

Further Breach:

If there is a subsequent breach of the school rules the device will be confiscated and retained by the school office and stored in the school safe. Parents will be requested to attend a meeting on the day of the confiscation with the Headteacher, or a nominated representative of the Headteacher. Parents will be instructed to take their child home on the day of the breach of rules. A fixed term exclusion for a minimum of two days, will be set, whereby the first day (if the exclusion is in the morning session) or half day (if the exclusion is in the afternoon session) of exclusion is the day the student is sent home with parents. The device will be retained by the School for an agreed period of time and returned to parents in person as agreed, as part of the return to school process. This will be recorded on the student's school file.

At each stage, where school rules regarding mobile phones and other technologies have been breached, parents and students will be asked to revisit this policy during their arranged meetings.

MOBILE PHONE RULES

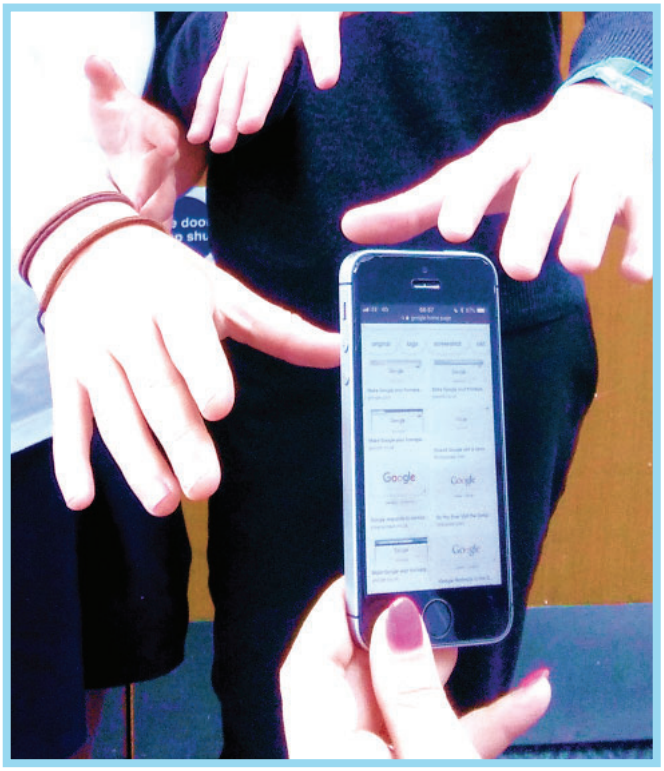
Unacceptable Purpose

Where the mobile phone has been used for unacceptable purpose

- The Headteacher, or a designated member of senior staff will have the right to view (except where an incident involving "sexting" has come to their attention, see below) files stored in confiscated equipment and will seek the cooperation of parents in deleting files which are in clear breach of these guidelines unless these are being preserved as evidence.
- If required, evidence of the offence will be preserved, preferably by confiscation of the device and keeping it secure or by taking photographs of the screen.
- The school will consider whether the incident is a matter of safeguarding and child protection.
- The Senior Designated Safeguarding Lead, Assistant Headteacher for Pastoral & Well Being, Mr Bruce, will monitor any repeat offences to see if there is any pattern in the perpetrator or victim which need further investigation.
- Advice will be sought from the police and where appropriate social services.

Where an incident involving 'sexting' comes to the attention of a member of staff the actions outlined in appendix 1 will be taken: Support for the victim

Where an incident has involved victimisation, harassment, alarm or distress of another student or member of staff, the School will provide support for the victim



REWARDS

ACTION	REWARD
Actions will be applied appropriately and any associated reward can be given.	
INFORMAL RECOGNITION Recognition of academic, community or personal achievement in lessons or around the school	Verbal recognition of achievements
FORMAL PRAISE Acknowledgment of progress, effort or achievement in lessons or around the school community	Achievement points House points Weekly email home Shared in assemblies Lunch queue jump pass
CERTIFICATION For sustained positive learning outcomes in lessons or around the school community. Participation in school events, sustained improvement in behaviour and learning, 100% attendance	Orah Viykar award Multiple house points Communication home Certificate of achievement Shared with school community Headteacher's tea
SCHOOL AWARD Awards and award assemblies recognise outstanding work, achievements and progress in many areas of school life and in the wider community	Multiple house points awarded Certificate of recognition Sharing with whole school Reward trips Headteacher's breakfast Book of excellence

CONSEQUENCES

ACTION	CONSEQUENCE
Actions will be applied appropriately and any associated consequence can be given	
INITIAL OFFENCE Behaviour that goes against JFS' Learning Expectations. Examples include: ▪ Talking ▪ Not lining up ▪ Uniform infringement ▪ Poor work presentation ▪ Misuse of ICT ▪ Punctuality ▪ Lack of effort	Informal warning Formal warning
MINOR OFFENCE Disruption to learning or failure to follow JFS' learning expectations. Examples include: ▪ Disruptive behaviour ▪ Ignoring instructions ▪ Rudeness ▪ Lack of homework ▪ Inappropriate language ▪ Littering ▪ Missing equipment ▪ Chewing gum	Conversation with teacher Teacher-led detention Communication home Community service Negative points Letter of apology Departmental detention
MAJOR OFFENCE Continued disruption to learning or failure to respond to minor offence sanctions. Examples include: ▪ Answering back ▪ Non-compliance ▪ Lesson truancy ▪ Targeted bad language ▪ Unauthorised selling ▪ Unruly behaviour ▪ Damage to property	HoF/HoY/ SL intervention Department 'parking' system Restorative conversation Community service After-school detention Parental meeting Placed on 'report'
SERIOUS OFFENCE Continued major offences or a single serious incident. Examples include: ▪ Discriminatory behaviour ▪ Prohibited items ▪ School truancy ▪ Aggressive or violent behaviour ▪ Vandalism ▪ Vaping ▪ Bullying	SLT intervention Pastoral / Behaviour support plan Internal or external exclusion Referred to external agencies Loss of privileges e.g. clubs or trips Alternative provision SLT Detention Modified timetable

FOCUS ON ATTENDANCE

This is Sam.

He is in Year 7 and has 90% attendance
Is that good?

What does this mean?

Sam thinks this is pretty good, so do his parents. Are they right?

90% attendance =
Half a day missed every week!

Lets look a little closer...

1 school year at 90% attendance is 4 whole weeks of lessons MISSED!

90% attendance over 5 years of secondary school is half a year of school missed.

What impact might this have on Sam's life? Research suggests that 17 missed school days a year results in a GCSE grade drop in achievement.

So 90% is not as good as it first seemed.

Raise your attendance Raise your sucess!

Maintain a 100% attendance to win a prize at the end of year.

SCHOOL ATTENDANCE

On a school day the proper place for your child to be is at school.

Absence in the event of Illness

- Parents/guardians must communicate with the school for every day a child is absent as early as possible, giving the reason for this absence. Please email attendance@jfs.brent.sch.uk or call the Attendance team on 020 8206 3271.
- The Attendance team will contact parents/guardians if no communication has been made to provide a reason for absence.
- Please note: At certain times of the year, a Doctor's note will be required for a medical absence to be authorised. These include school weeks with fewer than five days (such as before a Chag and Bank Holidays,) the two weeks leading up to Study Leave and the week proceeding and directly after a published school holiday (This list is not exhaustive).

Leave of Absence

- Parents/guardians must write an email/ letter requesting permission for leave of absence to the Headteacher at least 2 weeks in advance.
- Requests will be authorised at the Headteacher's discretion. The Headteacher will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.
- The first consideration made by the Headteacher will be the student's current attendance. Students whose attendance is of concern will not be allowed further authorised absence.
- Where a leave of absence is granted, the Headteacher will determine the number of days a student can be away from school.
- A fixed Penalty Notice may be issued if a student is absent when authorisation is not granted.

Appointments

Except in an emergency, personal dental or medical appointments should not be made in school time. We are, however, aware of the difficulty of obtaining an orthodontic appointment after school hours. We would therefore request that such appointments which need to be made during school time are made either at the beginning or at the very end of the school day. Non- essential medical or dental treatment not agreed with the School in advance will be recorded as unauthorised absence.

DID YOU KNOW?

ATTENDANCE STATISTICS

1 school year at 90% attendance = 4 whole weeks of lessons MISSED!
90% attendance over 5 years of secondary school = ½ a school year missed! Research suggests that 17 missed school days a year = a GCSE grade DROP. (DfES)

The greater the attendance, the greater the achievement.

The Head of Year will track your child's attendance on a weekly basis and contact you if concerns arise. We work closely with your Home Local Authority to ensure that all our students attend regularly to receive their full educational entitlement.

Punctuality

Punctuality is an important part of self-discipline and is essential to good time management. You must arrive at school and at all lessons on time.

If you arrive late you must sign in at security and go straight to your lesson. Parents should contact the school to inform us if there was a specific reason for the lateness. If there is no reason given, or if the reason given is deemed to be unacceptable, then the late arrival may be registered as an **UNAUTHORISED ABSENCE** for the morning.

If you are late, without an acceptable reason on a repeated basis, you will be expected to make up that time after school.

School Policies

Please see our website for all our school policies.

MEDICAL ISSUES

Medical Information

It is very important that the School is kept informed about any medical conditions, dietary problems or other information that might affect a child whilst s/he is a student at JFS. Where appropriate, this information remains confidential. It is very important that this information is kept up to date. A new condition or a change in an existing condition should be notified to both the School's Medical Officer and the Head of Year, in writing.

If, for any medical reason, a student cannot take part in a PE lesson, a note explaining the reason must be given to a member of the PE department. In cases of non-participation for more than one week, the School requires a medical certificate explaining the reason.

Illness/Injuries and Medication

- If a student feels unwell or is injured, she/he should go to the medical room, situated on the ground floor in the main foyer. The School's Medical Officer, Mrs Bubon, will deal with the problem.

- Students who have to take medication during the school day must hand in their medicine to the Medical Officer who will supervise the administering of the medication at the appropriate times of day. Parents should try to avoid sending medicines to school by regulating the medication so that doses may be taken before school, on arrival home and at bedtime.

- Students with asthma may carry an inhaler with them. They should leave a spare inhaler, clearly marked with their name and tutor group, with our Medical Officer.

- If the Medical Officer is in any doubt about an illness, an injury or some other condition, s/he will call an ambulance and refer the student to a local hospital. Parents are informed immediately and asked to go to the hospital as quickly as they can.

- Students who are clearly unwell in the morning should not be sent to school, as parents may then be required to come into school to collect them if they are too ill to attend lessons. If your child becomes unwell on their way to school, s/he should either return home immediately or report to the Medical Officer upon arrival. If your child contacts you before arriving at school, please do not come to collect your child until you have been contacted by the School's Medical Officer.

In the event that there is a problem at school, particularly a medical emergency, it is vital that we have an up-to-date set of home and contact telephone numbers. Please ensure that if you change any of the numbers given when your child joined the School, you immediately write to our Admissions Officer, advising us of the revised numbers.

MONEY & VALUABLES

Students may never bring valuables to school. The School's insurance policy does not cover any individual - be it a student or a member of staff - for loss of personal property. Students should never bring to school more money than is needed, if relevant, to purchase tickets for public transport. Loss of money at school can cause particular distress. Normally, personal belongings should be kept locked in the student's locker. If there is an exceptional reason for a child bringing a sum larger than £5 to school, the School will take responsibility for its safekeeping only if you send a note explaining the reason. The note and the money should be presented to the Reception.

Lockers and Lost Property

Every child is issued with a secure lockable locker and key in which to put his/her outdoor coat, PE kit, books and mobile phones. The cost of a replacement key is £8.00 either in cash or cheque, made payable to JFS, should the key be lost. A locker that needs repairing should be reported to the Reception.

Students should report to the Reception when looking for any lost property or to report lost keys. All lost property is now kept at reception

The Journey

When travelling independently for the first time it can be reassuring to have done some practice runs before the first day of school. Most children adapt quickly to making the journey but it can cause anxiety at the start. Make sure that all necessary travel documents have been sorted out well in advance of Day 1.

THE SCHOOL DAY

MONDAY, TUESDAY & THURSDAY

Shacharit (Voluntary)	07:40	**Tuesday ONLY**
Tutor Base	08:30	08:40
Lesson 1	09:00	
Changeover	*10:05*	
Lesson 2	10.10	
BREAK	**11:15**	
Lesson 3	11.35	
LUNCH TIME	**12:35**	Tutor Group Meeting Assembly, Tutorial, Lunch
Lesson 4	13:35	
Changeover	*14:35*	
Lesson 5	14:40	
END OF THE DAY	**15:30**	**Year 7**
	15:40	**Years 8 - 9**
	15:45	**Years 10 - 13**

WEDNESDAY

Shacharit (Voluntary)	07:50	
Tutor Base	08:30	
Lesson 1	09:00	
Changeover	*09:55*	
Lesson 2	10:00	
BREAK	**11:00**	
Lesson 3	11.20	
LUNCH TIME	**12:20**	Tutor Group Meeting Assembly, Tutorial, Lunch
Lesson 4	13:10	
Changeover	*14:00*	
Lesson 5	14:05	
END OF THE DAY	**15:00**	**Year 7**
	15:05	**Years 8 - 9**
	15:10	**Years 10 - 13**

SUMMER FRIDAYS

Shacharit	07:50 (voluntary)	
Lesson 1	08:30	
Changeover	*09:25*	
Lesson 2	09:30	
BREAK	10:25	
Lesson 3	10:45	
LUNCH TIME	11:40	
Lesson 4	12:25	
Changeover	*13:20*	
Lesson 5	13:25	
END OF THE DAY	14:05	Year 7
	14:15	Years 8 - 9
	14:20	Years 10-13

WINTER FRIDAYS

Shacharit	07:50 (voluntary)	
Lesson 1	08:30	
Changeover	*09:15*	
Lesson 2	09:20	
BREAK	10.05	
Lesson 3	10:10	
LUNCH TIME	10:55	
Lesson 4	11:45	
Changeover	*12:30*	
Lesson 5	12:35	
END OF THE DAY	13:15	Year 7
	13.25	Years 8 - 9
	13.30	Years 10-13

THE TIMETABLE

Don’t worry if at first glance the timetable looks like a foreign language. Once you have followed it for a week or two you will realise it is quite simple. There is a sample timetable on the next page. Your timetable will repeat itself every two weeks so all your A weeks and all your B weeks will be the same.

The first line in each box tells you the subject so 7B2/Sci means 7B2 has Science. The next line in each box tells you where your lesson is. So Y309 means you are in Yavneh room 309. The last line gives you the name of your teacher.

The first part of the day is always in tutor base except on the day of Year 7 assembly (which will be in the theatre).

The main thing is don’t panic! It is very helpful to make copies of your timetable so you have spares to put up on your bedroom door and so you can keep one in your blazer pocket. It is easier to pull a timetable sheet out of your pocket than it is to have to open your bag and find your Student Planner when you are a hurry to get to your next lesson.

A helpful tip: When you pack your books in your bag, pack them subject-by-subject. Don’t try to memorise the whole morning or the whole day because you are much more likely to forget something than you are if you make sure you have what you need for a subject before looking at the next subject.

EXAMPLE OF A TWO WEEK TIMETABLE

Tutor Group

Year Group and Set (see * below)

WEEK A

Day	Tutor Base	Lesson 1	Lesson 2		Lesson 3		Lesson 4 (Lesson 4 on Fridays)	Lesson 5 (Not on Fridays)
Mon	Tutor Period or Assembly	7A3/Sc G101 Miss Patel	7A3/Ma Y304 Miss Clifton	B	7a/Js4 R210 Rabbi Silkoff	L	7A3/Fr H212 Mr Luca	7a/Im1 B108 Mr Thomas
Tues		7A3/En Y213 Mr Boxer	7a/Im1 Z106 Mrs Bellinger	R	7A3/Fr H212 Mr Luca	U	7a/Js4 Y105 Rabbi Silkoff	7A3/Sc G101 Miss Patel
Wed		7A3/Fr H212 Mr Luca	7ab/Pe2 Mr Bartram	E	7A3/En Y213 Miss Cetin	N	7A3/Sc G101 Miss Patel	7a/Js4 R210 Rabbi Silkoff
Thurs		7ab/Pe2 Mr Bartram	7a/Iv5 R210 Mrs Maurer	A	7A3/Hi Z208 Mrs Fox	C	7A3/Gg H221 Miss Sassoon	7A3/Ma Y304 Miss Clifton
Fri		7A3/Ma Y304 Miss Clifton	7A3/En Y213 Miss Cetin	K	7A3/Gg H221 Miss Sassoon	H	7a/Iv5 R210 Mrs Maurer	

Room No. with location

Subject

WEEK B

Day	Tutor Base	Lesson 1	Lesson 2		Lesson 3		Lesson 4 (Lesson 4 on Fridays)	Lesson 5 (Not on Fridays)
Mon	Tutor Period or Assembly	7A3/Sc G101 Miss Patel	7A3/Hi Z208 Mrs Fox	B	7A3/Fr H212 Mr Luca	L	7a/Js4 Y105 Rabbi Silkoff	7a/Im1 B211 Mr King
Tues		7A3/Gg H221 Miss Sassoon	7A3/Fr H212 Mr Luca	R	7A3/Ma Y304 Miss Clifton	U	7a/Im1 B108 Mr Thomas	7a/Iv5 R210 Mrs Maurer
Wed		7a/Im1 Z106 Mrs Bellinger	7A3/En Y213 Miss Cetin	E	7A3/Hi Z208 Mrs Fox	N	7A3/Ma Y304 Miss Clifton	7a/Js4 R210 Rabbi Silkoff
Thurs		7a/It1 H105 Mr Miguez	7ab/Pe2 Mr Bartram	A	7a/Iv5 R210 Mrs Maurer	C	7A3/Sc G101 Miss Patel	7A3/En Y213 Mr Boxer
Fri		7A3/Ma Y304 Miss Clifton	7a/Js4 R210 Rabbi Silkoff	K	7A3/Sc G101 Miss Patel	H	7A3/En Y213 Mr Boxer	

Subject Codes

En	English
Fr	French
Gg	Geography
Hi	History
Im	Tech, Art or Music
Iv	Ivrit
Js	Jewish Studies
Ma	Maths
Pe	Physical Education
Sc	Science

Room Locations

B	Bezalel wing
G	Ein Gedi wing
H	Hillel wing
R	Rashi wing
Y	Yavneh wing
Z	Zemer wing

Room Numbers

Beginning with 1: Ground Floor
Beginning with 2: First Floor
Beginning with 3: Second Floor

GETTING AROUND ...

JFS is a big school and you might feel that you will never find your way around but, in fact, it should only take you a few days to get to know where you are going. When you start school you will be given a map, which is very helpful. You will be very nervous at the beginning and there are a few ways to get over your nerves.

Here are some tips on how to have a good first year at JFS:

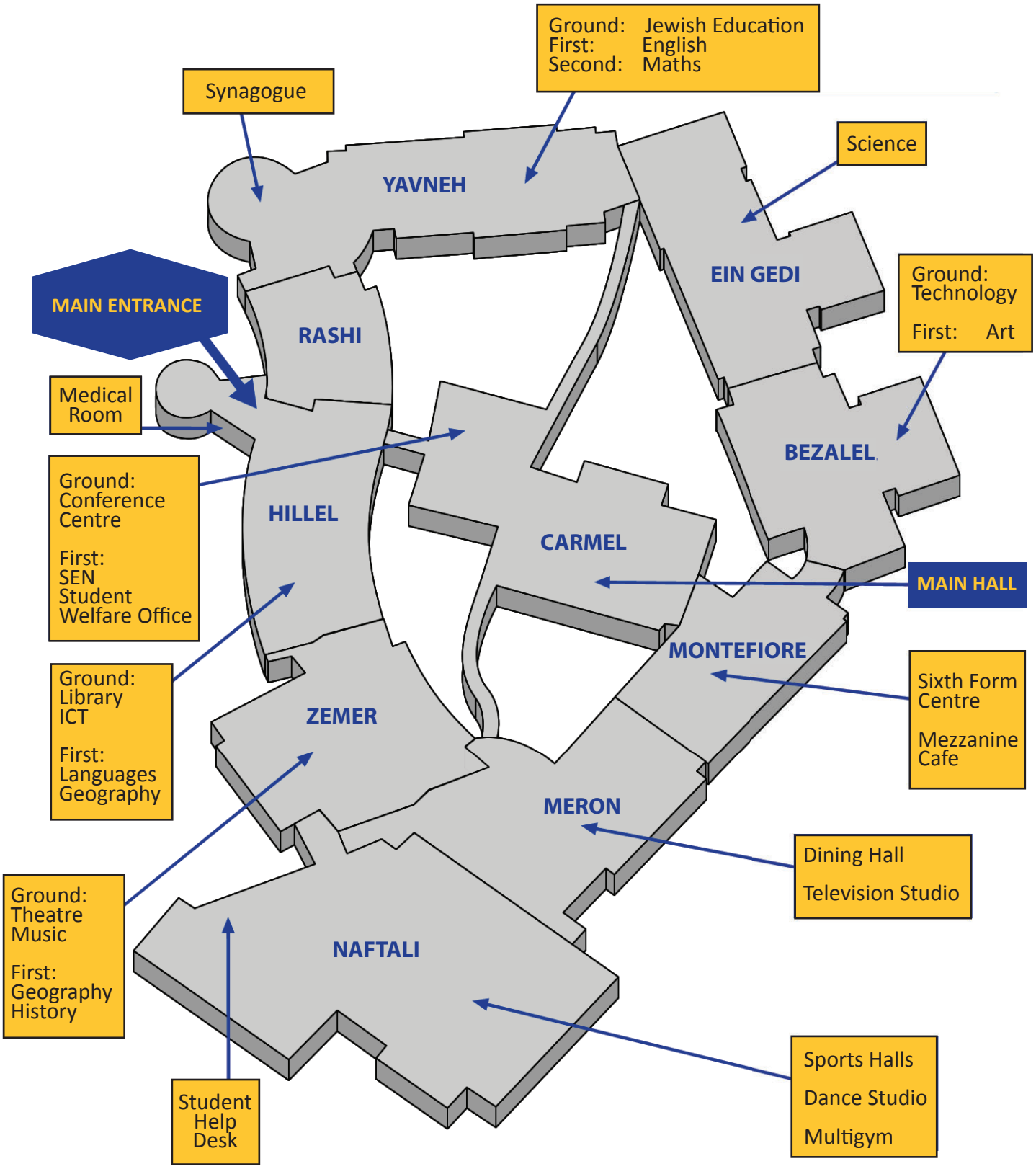
1. Try to familiarise yourself with your routes to and from classes but if you get lost just ask a teacher or a friend in another Year. They are there to help you.
2. If you are worried about making new friends, join one of the many clubs going on e.g. Trampolining, Drama, Karaoke, Table Tennis or Badminton. There are also lots more clubs going on in the PE and Music Departments. (See the pages on Clubs)
3. When I first walked into the lunch hall and saw the queues, I thought 'Wow, I'm going to be here for hours' but I wasn't. In fact, it only took me about 15 minutes to get my lunch. You should not feel what I felt as it will go very quickly! It is also a good idea to go to lunch with a friend.
4. If you are going to travel to school by bus, try to find a friend or a group of friends to make the journey with, otherwise it could be boring. When I first walked onto the bus I did not know who all those people were until I went up to them and introduced myself. Now we travel to and from school together every day!
5. When walking to classes try and stay in a group of friends or stay with one friend, as you won't be lonely and it is a good time to make new friends . You will mix with other classes and make other friends: Computing, Art, Music, DT and Food Tech.
6. In Year 7 you will have a Pastoral Support Officer, Transition Coordinator and a Head of Year. You will also have a tutor. They will always be there to help you with any problems you may have.

Remember - You are not alone; everyone else in your Year will be feeling the same way as you and will also be full of nerves!!

Don't be afraid!! JFS is great!!!

Written by a Year 7 student.

MAP OF THE SCHOOL



HOME SCHOOL PARTNERSHIP

At JFS we believe that a happy and successful school is one that values the partnership between school and home.

We therefore ask parents and students to read the ways in which they can ensure that maximum benefit is obtained from the education at JFS and to sign the Home School Partnership.

In recognition of the school's obligation to parents and students, the Head teacher also signs this partnership to which staff are required to adhere.

The school looks to parents for cooperation and support in ensuring our high standards are maintained. This partnership reflects our school motto 'Orah Viykar' - 'Light and Honour' and through it we aim to demonstrate our commitment to value all students, staff and parents.

At JFS our aim is to equip students for a life in their community, modern Britain and wider society. The partnership forms foundation of a positive three way partnership and the promotion of the good reputation of JFS in the community.

SCHOOL UNIFORM

At JFS every student has a tie which has stripes for the colour of their house; green for Weitzman, red for Angel, blue for Brodetsky and yellow for Zangwill.
The boys' uniform consists of black school trousers, a white shirt, tie, blue JFS blazer, black socks and a Kippah of your choice. Girls' uniform consists of a blue shirt, tie, blue JFS blazer, opaque black or flesh coloured tights or black or white socks, and a navy skirt which must cover the knee.

Teachers are very serious about uniform so to get along without trouble:

- Shirts must be tucked in at all times.
- Ties must be waist-length.
- The top button of your shirt must be done up.
- Skirts must cover your knee.

Flat, smooth, black leather school shoes must be worn. Hair can't be "extreme" - use your imagination to think of what that might mean! A boy's kippah can be any type as long as he wears it. Girls should bring a hair band or something else to tie their hair back with for Food Technology, DT, Art and Science.

You must not wear makeup or nail polish. No necklaces, bracelets or hoop earrings are allowed but girls are allowed to wear small stud earrings. If you are found wearing any other jewellery it will be confiscated and you will not get it back until you bring a letter from your parents. It's not worth it!

PLEASE NOTE that lanyards and ID badges must be worn as part of the school uniform.

SCHOOL UNIFORM

ACCEPTABLE & UNACCEPTABLE

Students must wear full school uniform whilst at school, when on school outings, at school activities (e.g. plays or concerts) and at Parents' Evenings.

ACCEPTABLE

Kippah must be worn at all times in the building

Smartly groomed hair

House tie worn to waist length and fastened appropriately at the neck

Wrist watch

Shirt fully tucked in

Plain black belt at waist if needed

Black trousers, classic plain style worn at the waist

Plain black socks
Black, flat leather shoes

UNACCEPTABLE

'Extreme' haircuts, beaded or otherwise decorated hairstyles
(The school is the arbiter as to what is considered extreme)
Coloured/dipped dyed hair
Beards - other than in exceptional circumstances agreed by the school
Shaved eyebrows
Hoops or multiple earrings

Earphones

Top shirt button undone

Shirt Out

Jewellery/'Smart' watch

Visible underwear
Pants worn below the waist

Belt with design buckle

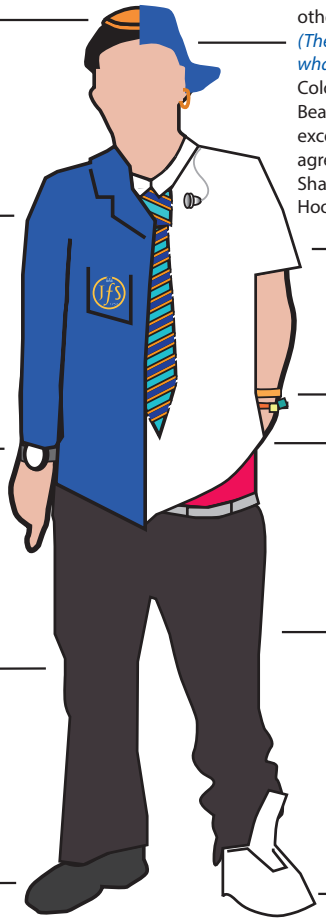
Facial or body piercing
Tattooing

Baggy or slim fit trousers

No logos other than the JFS logo

No hoodies

Boots, ankle boots
Trainers
Converse style shoes



ACCEPTABLE

Smartly groomed hair

A single pair of small stud earings worn at the bottom of the ear lobes

House tie worn to waist length and fastened appropriately at the neck

Shirt fully tucked in

Wrist watch

Skirt must cover the knee

Plain black or white socks or opaque black tights or flesh coloured tights

Black, flat leather shoes

UNACCEPTABLE

'Extreme' haircuts, beaded or otherwise decorated hairstyles
(The school is the arbiter as to what is considered extreme)
Coloured/dipped dyed hair
Shaved eyebrows
Hoops or multiple earrings

Earphones

Top shirt button undone

Facial or body piercing
Tattooing

Make up, nail varnish or nail extensions

Jewellery/'Smart' watch

Shirt Out

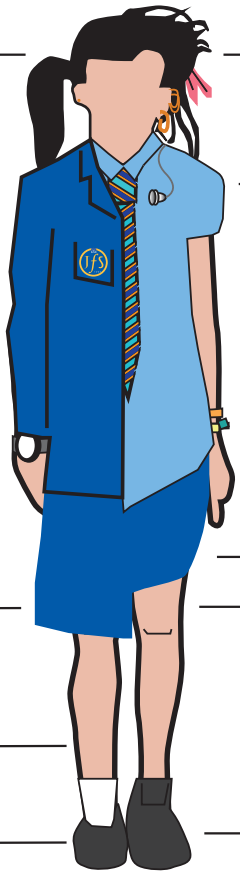
Skirts above the knee

Leggings or patterned tights.

No logos other than the JFS logo

No hoodies

Boots, ankle boots
Trainers
Converse style shoes



SCHOOL SHOES

ACCEPTABLE & UNACCEPTABLE

Smooth black flat leather shoes or similar

Kicker shoes are allowed

Adidas Stan Smith are allowed

Lonsdale Leyton Trainers

Boots NOT allowed

Nike Air Force 1 - Large (Swoosh Logo NOT allowed)

Trainer like shoes, canvas, suede or other similar footwear

Adidas Superstar Trainers (Rubber front NOT allowed)

PE UNIFORM

PE KIT

NON-MARKING TRAINERS

(NOT YOUR DAILY SCHOOL SHOES)

POLO SHIRT

(BOYS' OR GIRLS' VERSION)

SHORTS

NO JEWELLERY OR WATCHES

HAIR MUST BE TIED BACK

(EITHER) BLUE SOCKS

(OR) WHITE SOCKS

ADDITIONAL KIT FOR ALL WEATHERS

TRACK PANTS

BASELAYER & SKINS

(ONLY WORN UNDER OTHER GARMENTS)

TRACK JACKET

WATERPROOF

SCHOOL UNIFORM

Interpretations of our uniform, even minor ones, will not be acceptable so please do not waste your money. Students not in proper uniform must have a note from home, explaining the temporary problem. This note will, if judged reasonable, be counter-signed by their form tutor. If not, then incorrect uniform can lead to students receiving a sanction.

All uniform must be labelled. Name tapes can be used or, alternatively, garments can be labelled with marking ink. It is helpful to mark uniform in more than one place; a good additional place on a blazer, for example, is the inside lining of the sleeve, just below the elbow.

The following are the only official suppliers of JFS School Uniform:

Uniform4Kids
1103/1105 Finchley Road, Temple Fortune, NW11 0QB
020 8209 0999

Pullens
48-50 Church Road, Stanmore, HA7 4AH
020 8954 3840

Lyons School Shop
242 Hertford Road, Enfield, EN3 5BL 020 8804 3627

The website address for the School Uniform suppliers is *www.uniform4kids.com*

UNIFORM - COMPULSORY

- Max Banner JFS official blazer, with school badge
- JFS House tie (red/blue/green/yellow stripe)
- Black, flat leather shoes. No boots. Kickers are acceptable as long as they low lace-ups or low Velcro.
- School lanyard and ID badge.

Girls

- Short or long-sleeved mid-blue blouse, with closed-neck (worn with the House tie)
- John Hall/Winterbottom navy, A-line skirt with inverted pleat at front and back (must cover the knee)
- Plain black or white socks/opaque black tights (not patterned)/flesh-coloured tights

Boys

- Short or long-sleeved white shirt, with classic collar (worn with the House tie)
- Black polyester/viscose trousers; classic, plain style; no baggy or tightly fitted trousers
- Plain black socks
- A kippah

Optional

- Winterbottom or Beau Brummel 3-in-1 plain navy outdoor coat (with detachable fleece lining)
- Girls - Navy v-necked pullover. Boys - Grey v-necked pullover
- Students may wear a plain black scarf
- Summer only: White Airtex Polo Shirt with school badge

CATERING FOR PARENTS

At JFS your child can either bring in a packed lunch or have lunch in our school dining hall. For more details for what is allowed in a JFS packed lunch, please see the JFS website.

Catered Food

Each day your child will be able to choose between 2 meal deal options, or alternatively choose whatever combination of main meal/side dishes they want, as well as from a selection of sandwiches and other snacks.

• Your child will need to know what his/her daily spending limit is if you have opted for him/her to have one – please see tariffs to make this calculation.

• It would be extremely helpful for you to go through the Menu and Price List with your child so s/he has an idea as to how to budget the money available. This will save a great deal of time at the start of term when queues tend to move slowly because students are not used to working out what they can buy. The meal deal offers the best value and nutrition. If what they choose for lunch exceeds their daily limit, they may have to return items from their tray and this can be upsetting.

• Please ensure your child's ParentPay account has sufficient funds to enable them to purchase food during the day.

• If your child arrives late, due to a lunchtime activity, his/her favourite food may not be available but there will be range of other things to choose from, including a hot dish, sandwiches or a jacket potato. This is available until 1.25 pm everyday.

• Sandwiches may be pre-ordered and paid for during morning break, ready for collection before the lunchtime activity, at the start of lunch break.

• Please encourage your child to be flexible with his/her choice. There are bound to be occasions, for whatever reason, when a child's first choice has run out.

Breakfast

• Breakfast is available in the Dining Hall each morning between 7.50 and 8.20 a.m.

Morning Break

• Healthy snack items will be available in the Dining Hall during morning break

Please Note

Our Caterlink Kitchens and Food Technology kitchens are Chalav Yisroel.

CATERING FOR STUDENTS

What time does lunch start and finish? Lunches are served from 12:25 up to 1:15. In Year 7 you will be let out from your tutor base or assembly at 12:25 and from there you can go to lunch.

Don't be scared about queuing for your lunch as queues are controlled by Student Officers in Years 10 - 13.

What do I do if I have a club over lunch? Just go and order your lunch which is very easy to do. Simply select what you want at morning break, pay for it and ask for this to be kept aside for you. Then after your club has finished, go to the dining hall, just tell them your name and they will easily find your lunch.

Not only does JFS offer lunch but if you have forgotten to have breakfast or are just quite hungry you can pop into the dining hall from 7:50 till 8:20 and have a little snack or breakfast. There are also healthy snacks available at morning break.

For lunch you have lots of healthy and tasty freshly cooked options such as two course hot meals, home made soup, a range of salads, sandwiches & rolls, baked potatoes with a range of fillings, fruits and yoghurts to choose from. There are also many varieties of drinks on offer.

If you bring in packed lunch please remember

- All ingredients are kosher. This includes breads, spreads, cheeses and sauces.
- There is no meat to be brought onto the School campus.
- There should be no nuts in any of the foods (e.g. Peanut butter).
- Packed lunch should be healthy and balanced.
- Students are only allowed to eat packed lunches and food brought from home in designated areas.
  The ampitheatre at Break time and the main hall at Lunchtime (or another designated area when necessary).

TYPICAL SCHOOL MENU

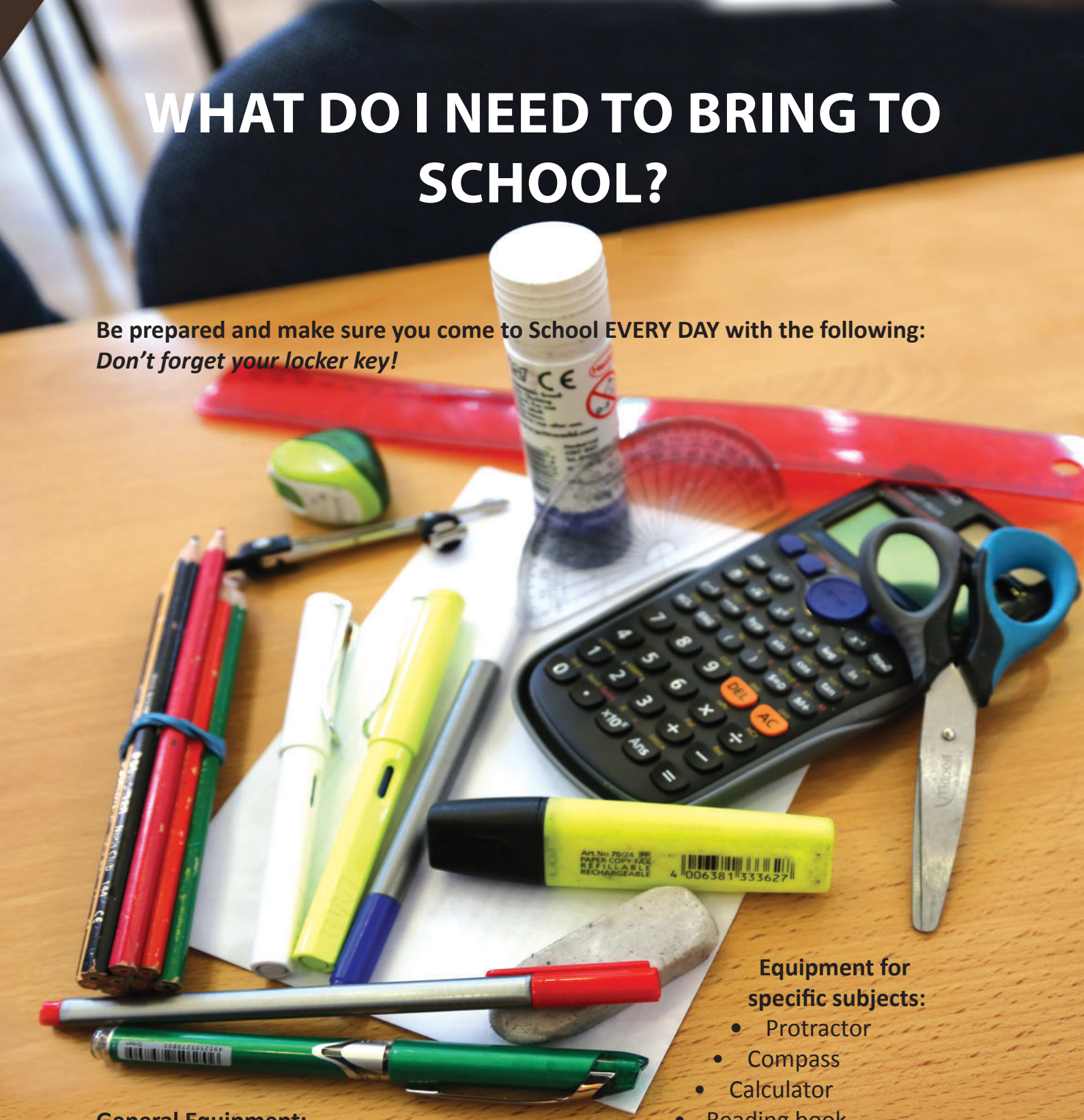
Week 1 Menu

caterlink
feeding the imagination

Weekly menu	Monday	Tuesday	Wednesday	Thursday	Friday
Main Meal £1.55	Tuna Arrabiata Pasta Bake	Baked Fillet of Salmon with Teriyaki Sauce	Soya Mince Bolognaise	Vegetarian Sausage Jambalaya	Vegetarian Burger in a Bun with Caramelised Onion
Alternative Meal £1.55	Lentil Rissole with Onion Gravy	Spinach & Lentil Wellington	Wheat & Puy Lentil Stuffed Pepper	Shepherdess Pie	Cheese & Vegetable Flan
Speciality Salad From £1.80	Tomato & Mozzarella Salad	Avocado & Summer Salad	Salmon Nicoise Salad	Feta & Olive Salad	Caesar Salad
Accompaniment 50p / 60p	Plain Pasta New Potatoes Cauliflower Florets Tossed Salad	New Potatoes Sauté Courgette Garden Salad	Pasta Tagliatelle Peas & Swede Mixed Salad	Steamed Basmati Rice Julienne Carrots Garden Salad	Parsley Potatoes Vegetable Medley Green Salad Chipped potatoes
Dessert of the Day 85p	Apple & Oats Crumble served with Custard Sauce	Chocolate & Orange Cake Served with Chocolate Sauce	Coconut Sponge served with Custard Sauce	Bread & Butter Pudding with Custard Sauce	Homemade Cookies & Custard
Spud Corner £1.85	Filled Jacket Potato served with side Salad	Filled Jacket Potato served with side Salad	Filled Jacket Potato served with side Salad	Filled Jacket Potato served with side Salad	Filled Jacket Potato served with side Salad

WHAT DO I NEED TO BRING TO SCHOOL?

Be prepared and make sure you come to School EVERY DAY with the following:
Don't forget your locker key!



General Equipment:

- Academic Year Planner
- Pens (black or blue)
- A green pen for corrections
- Pencils
- Colouring pencils
- Rubber
- Ruler
- Glue stick
- Scissors
- Reading book
- Text books and exercise books

Equipment for specific subjects:

- Protractor
- Compass
- Calculator
- Reading book
- Food Technology containers
- PE Kit
- English and Hebrew Dictionary
- Spanish OR French Dictionary
- Atlas
- a Koren siddur, required for JS classes. Purchased for £7.50 through Parent Pay.

Students should store their equipment in their personal lockers and ensure that they always bring the right equipment to each lesson.

HOMEWORK

I bet in your old school you didn't get a lot of homework, well, that's all about to about to change! It's hard to get the homework done sometimes, so, how can you manage it?

Here are some tips to follow:
Begin your homework tasks on the day you get them. It's easier to have free time that way.

• Make sure you understand the homework task, if you don't, ask your teacher to explain it to you.

• Check all your homework carefully before handing it in. Make sure your spelling and grammar are as accurate as possible.

• Use the LRC to find resources to help you with your homework. You can even book a computer if you need to. There are older students there who are trained to help you with homework. Use them! They will make sure you understand the task so that you do not have a problem at home.

• Getting your homework in on time is important otherwise you will get a bad note or detention.

• Remember, homework is to help you achieve the best you are capable of, so do it properly and don't sell yourself short. If you find the homework hard, ask your teachers for advice. If you get stressed, relax and take a deep breath. Then calm down and get on with it. There is no point in saying 'I'll do it later', as later never comes. And remember, homework is for you and not for your parent/s. It's not meant to make your life a misery, so don't let it!

• The teacher records your homework on the new online system (Satchel One).

Students will be taught how to use this system at the beginning of the year.

HOW TO BE PROUD OF YOUR WORK

At JFS we expect the work you complete during your lessons and for your homework to reflect outstanding attitudes to learning. Therefore:

1. All work must begin with the date and an appropriate title should be written. The date and title should be underlined with a ruler.

2. Unless you use separate exercise books or network files, C/W (classwork) should be written next to all work completed during lessons and H/W (homework) should be written next to all homework.

3. Writing should be in black or blue pen (unless directed otherwise by your teacher) and graphs and drawing should be in pencil or required materials.

4. Peer-assessment and your response to feedback should be completed using green pen. Therefore you should correct and improve your work in green pen.

5. You should write from the margin to the edge of the page and on the lines given. Both sides of exercise book pages should be used.

6. Handwriting, graphs and diagrams should be as neat as possible.

7. Appropriate attention should be given to maintaining the best standards of spelling, punctuation and grammar.

8. You must cover your exercise books using clear sticky backed plastic (you may also use subject related illustrations covered by sticky backed plastic).

9. You must not doodle on or deface your work.

10. All loose sheets of work should be secured appropriately within books or folders.

11. Where work is completed electronically the same expectations with regards to date, titles, neat and orderly organisation and indicating whether work is C/W and H/W apply.

TOP 10 TIPS TO GET ORGANISED

When you come to JFS it is important that you are organised. If you are disorganised it will lead to you forgetting your books, being late for class, not doing homework etc.

Here are our top ten tips for keeping organised.

1) Put all your books in folders clearly marked with what subject they are.
2) Always pack your bag in the evening, double-checking you have the correct books and have done all your homework.
3) Don't leave your homework until the last minute. Start it the day you get it.
4) Always make sure that you have space in your locker for your PE kit and school bag at lunch.
5) Always check that you have your timetable with you.
6) Keep all your valuables either in the zip pocket of your blazer or in your locker. During PE these should be kept in your valuables bag.
7) Put a 'Post-it' note on your bedroom door with all the things that you need for the day.
8) Your mobile phone should be switched off and locked in your locker at all times.
9) Try not to bring in more than £5 to school. If you do, then give it to Reception to look after for you in a named envelope/wallet.
10) Always check 'Satchel One' to see what homework you have.

WHAT DO I DO IF?

Questions:
I've lost something.
I have to go to the hospital or doctors or dentist during school time.
I feel sick.
I have to have time off school for a reason other than illness.
I have an absence note to hand in.
I am running low on funds for lunch. I have forgotten/lost my locker key.
I have had an item confiscated.

Answers:
If you have lost anything then go to the Receptionist before school, during break and lunchtime, or after school. All lost property is handed in to the receptionist. Make sure it is properly labelled and you stand a better chance of getting it back.

Avoid making appointments during school time. If this is unavoidable then bring a note to the Year 7 office at least 24 hours before the date and member of the Year 7 team will sign it. This will be your Exit Permit and must be handed into reception as you leave. Please remind your parents that they cannot drive into the school and must pick you up at the bottom of the drive by the security hut.

If you have the appointment in the morning and will be arriving late to school, you do not need an Exit Permit. However, your parents must email the school Attendance Officer ahead of the appointment, and you must sign in at Reception on the day of your late arrival.

If you are feeling ill you must tell your teacher who will give you a note to go to the medical room. If Mrs Bubon thinks you should go home she will make the appropriate arrangements. If you are ill between lessons go to the teacher of your next lesson.

Only the Headteacher can give you permission to miss school other than for a medical reason. Your parents need to send a email to Mrs Fink asking for permission to be absent. She will write back to your parents.

All absence notes must be handed in to the school Attendance Officer as soon as possible on return to school.

You must ask your parents to top up your lunch credit using the 'Parent Pay' website. Staff in the canteen will display your credit on the screen and inform you if it needs topping up. Alternatively you can top up your credit by using the machines available around the school or you can buy a new one from Reception.

If you've left your locker key at home then you can borrow one from reception but if you lose your locker key you will have to pay for a new one so look after it! Locker keys are £8.00. Cash or cheque made payable to JFS.

If you are unfortunate enough to have your phone confiscated then it gets handed into reception for you to collect at the end of the day and signed back into reception the following morning.

If you happen to forget an item of uniform then you may be able to borrow a replacement from the Reception for the day.

MAKING NEW FRIENDS... AND KEEPING THEM

Being respectful to your classmates and teachers is extremely important. Respecting what other people are saying and thinking is as important as what you are saying and thinking. Remember this and making new friendships will be much easier. At JFS there are 300 people in each year, so you're bound to make new friends.

Making friends is very important as they can stand up for you and be there for you. The hard part is actually making the friends at the beginning especially if you do not have that much confidence and you don't really know many people.

It may be up to you to start talking to other students and some of the tips below might help.

- Smile when you say 'Hello'.
- Try to remember the other person's name.
- Have something interesting to say.
- Be a good listener.
- Say something nice about the other person.
- Try to find out what the other person enjoys and try to show an interest in this. Never talk about the other person behind their back or tell their secrets. They will not trust you and you may get a reputation for being untrustworthy .
- Try to be tolerant and flexible. Nobody is perfect. Try not to take sides if two friends are having an argument. You are much more likely to keep your friends if you stay neutral.

Some last tips on friendship

The trick is to try and keep in touch with your old friends. A good way to do this is to introduce your new friends to your old ones. Here are the last tips you're going to get from me (so treasure them!)

1) Invite your new friends to your home.
2) Ask if they want to go somewhere over the weekend.
3) Play with them at break.
4) Make your new and old friends mix

PEER BUDDIES

A Buddy is a very responsible Year 11 student who will help you. Buddies are very trustworthy and are always helpful. Here is what four Buddies have written about their experiences.

From the moment we were given the opportunity, I knew I wanted to become a Peer Buddy to the incoming Year Sevens. With three Peer Buddies being allocated to each tutor base, one 'Circle Time' and one voluntary 'Surgery Time' session is offered to the Year Sevens each week allowing them to ask for help with homework, discuss any worries or problems they may be having or just to have a general chat. The Peer Buddy scheme is a truly great opportunity for both Year Sevens and Year Elevens to partidpate in a system which I feel is extremely rewarding for both year groups. I am very glad I was given the opportunity to be a part of it.

Before I was in Year 7, I did not realise how overwhelming the transition from Primary School to Secondary School could be. However, as soon as I arrived at JFS I found that with the help of my Peer Buddies, this major event in my life went very smoothly indeed.

Becoming a Peer Buddy myself in Year 11 was the most rewarding experience for me. It gave me the opportunity to offer help and assistance to the Year Sevens who needed it and gave the Year Sevens a sense of reassurance that they had someone to go to if they felt uncertain or just needed a little bit of help with anything at all. The Circle lime and Surgery Time sessions are a fantastic opportunity for the Peer Buddies to bond with their assigned Year 7 class, making the relationship between the Year Sevens and their Buddies a clase one. Buddies really help the younger students to realise that they have someone to go to if they feel apprehensive. May I take this opportunity to wish you all the very best of luck for this big transition in your life. Do not worry - it will all be fine!

After having experienced the Peer Buddy system five years ago as a Year 7 student I knew that the role of Peer Buddy was one that I wanted to pursue. Each tutor group is assigned three Year 11 students who are on hand immediately from the Year Seven's induction day through to the summer term. Every week the Buddies attend a tutorial session and either help the tutor generally or run 'Circle Time' in which topics such as homework and friendship are discussed. In addition, the Buddies run 'Surgery Time', a session during lunchtime when students can discuss any problems, do their homework or just have fun. Having experienced the system as both a Year 7 and Year 11 student I have found being a Buddy truly rewarding. Your Peer Buddies are there to ensure that your start at JFS is as smooth as possible. I wish you the best of luck for your first year at JFS and I hope it is a good one!

The support of my peer Buddies helped make my first few weeks of JFS some of the happiest of my life so far. So I leapt at the opportunity to become a peer Buddy myself in Year 11. There will be three peer Buddies assigned to your tutor base. They are on hand to ease your transition into secondary school, by running 'Circle Time' sessions on topical issues and by providing ' Surgery Time' sessions to answer any general queries. personally, I found the experience to be thoroughly enjoyable and exceptionally rewarding. I wish you the very best for your start to JFS and I hope that you make good use of your peer Buddies!

STUDENT COUNCIL

The Student Council is made up of one student from each tutor group elected by their peers, as well as representatives from the Sixth-Form Ambassadors, the House Captains and Team Leaders from the lunch-hall. The Student Council meets every half term to show what it has been up to and what changes they have made. In between our termly meetings, each year group meets in surgeries with a member of the Head Boy/Head Girl Team where jobs are assigned, research conducted and plans are made to improve the life of students in the school.

The Student Council has changed a lot, being responsible for installing extra seating, new fountains and staggering the end of the day so younger years could leave early. Yet, there is still more to do - many students are full of ideas of what should be done but unwilling to put their ideas into action. The Student Council wishes to nurture a group of students who are hard-workers; people who act and have good ideas. Good ideas alone are not enough – we need people who will turn them into reality!

The Student Council is an important part of the student body and you should try to get involved. There is a possibility that you could change school life, not just for yourself, but for the whole school. The Student Council is the place where you can make a difference. Your new school values you and you should come and make your voice heard by either standing for election or passing on your views to your tutor group's representative.

We look forward to hearing all your great ideas on how to make JFS even better!

HEAD BOY & GIRL TEAM

How does being a student council member change the school?

After a rigorous process selecting student Whether it is the 'meal deals' in the lunch-hall or the recently established 'Mental Health Week', many important aspects of JFS life have begun at the student council. Our monthly meetings provide a forum for expressing your views; if there is a way to improve the school - we want to hear about it! Being a student council member ensures that your ideas will be considered and thought through by members of the 'Senior Leadership Team'. It is an amazing way to give back to the JFS community and to leave a leave a legacy for future students.

David Levy (Head Boy)

What are your main goals for 2020-2021?

As a team we have many ideas and goals for this upcoming year, one of which is a 'Diversity Week.' We think that it is so important that we understand and appreciate the diversity of British culture and this could be done through bringing in speakers and encouraging teachers to talk about their religions. Furthermore, we are keen to incorporate 'Basic First Aid' into PHSCE lessons. We believe this is important because it's an undeniably fundamental skill and it will increase productivity and engagement in these PHSCE lessons. These aren't our only plans for the year ahead, as we would also like to put into place better Current Affairs education and finally try and introduce sanitary products for the toilets. Following on from the great work of the last team, we aim to carrying on wellbeing week to ensure school continues to be a happy and healthy place.

Hannah Vogel (Head Girl)

HEAD BOY & GIRL TEAM

How is this beneficial to your lives?
We strongly believe that this an amazing opportunity which has helped us obtain crucial transferable skills for the future. Whether it is problem solving or learning how to effectively work in a team, we are all grateful for this experience and feel that it has provided us with confidence which has and will influence our growth and development. We feel especially grateful to be able to give back to a school which has given us so much, therefore this position of responsibility is especially rewarding.
Adam Sanders (Deputy Head Boy)

What have you done for the school?
Before getting elected as Deputy Head Girl, I was a part of the charity committee helping with charity events, fundraisers, Purim celebrations and more. I was a student officer and my roles were to run the school shop, attend parents' evenings and open mornings, greeting parents and touring round potential future JFS students. For multiple years, I have also been an ambassador for our Science department, presenting experiments at open days and signing up to help students in the lower school with their schoolwork. I strongly encourage you to get involved, take a step out of your comfort zone and discover the countless opportunities we have to offer at JFS. There is something for everyone.
Jordana Schlagman (Deputy Head Girl)

How did you get this role?
The head/boy girl team process began with an application form after which a selected handful went through to the interview stage. Following the gruelling interview stage, only four boys and four girls were chosen for the next round of the application process. In this stage we had to give a 3-minute presentation about our ideas and plans as predictive Head Boy or Head Girl to Mrs Fink. The established new Head Boy/Girl team consisted of three boys and three girls. The final selection of Head Boy and Head Girl was determined by teacher and student votes. Each candidate embarked on their campaign which involved hustings, posters and manifestos galore. The votes were then counted and the head boy and girl announced.
Joshua Graham (Deputy Head Boy)

How can the Head Boy Head Girl team help the new year 7's?
As a team we went through a conscientious process of choosing peer buddies for each year 7 class. Due to the unprecedented times, they will not be with you at the beginning of the year, but as soon as school life is back to normality, we are determined to make sure the peer buddies are there for the year 7s to help their transition and to be a familiar figure to go to for advice. The team also plan to do our own personal settling in sessions for years 7s, as well as assemblies to make sure your transition is as smooth and as enjoyable as possible.
Elli Minster (Deputy Head Girl)

THE PEER EDUCATION PROJECT

This project sees 20 Year 12 students deliver 5 Mental Health workshops to their assigned Year 7 form. Written by the Mental Health Foundation, the sessions teach Mental Health Awareness, Myths, Facts and Stigma, Staying Well, Getting Help and Helping Others.

A current Year 7 student who is being mentored writes:

Emotional Wellbeing Practitioner

The Emotional Wellbeing Practitioner delivers assemblies and group sessions on a range of issues relating to Wellbeing. In Year 7, she will run a number of settling in groups for those finding the transition to secondary school particularly challenging. Alongside these will be groups for those struggling to make friends and groups for those who need some support in getting better organised for their days at JFS.

The School Counsellors

JFS has 2 school counsellors. Students who wish to discuss issues privately with a trusted adult in school may self-refer for a series of one-to-one sessions. Alternatively, the Year 7 team can do a referral for your child.

JFS also has a Social Worker and a Speech and Language Therapist who are both here 2 days a week.

Accelerated Reader

Accelerated Reader is a programme that assesses a student's reading level (or ZPD) and then they aim to improve this level as they take quizzes on books they have read. All year 7 students participate in this programme, and it is run by the Literacy Coordinator in conjunction with the LRC. Accelerated Reader is designed to be a fun way for students to assess their own reading and will provide data on their reading patterns and improvement.

There is recognition and prizes to be won from the amount of words read, quizzes completed with accuracy and for progress made. Not to mention that it will improve their comprehension, grammar and creativity for English.

PSHE

PSHCE stands for Personal, Social, Health and Citizenship Education. Your children will have already begun learning about it in primary school. We have an in-depth PSHCE curriculum covering Y7 – 13, which over the course of your child's time in JFS will cover themes such as personal hygiene and relationships, through to democracy, finance and study skills. We will also be using PSHCE time particularly in year 7 to handle helpful transition topics, such as organisation and revision skills, how to navigate making new friends and keeping on top of homework. The PSHCE curriculum will be delivered by the tutors in a designated 1 hour period once a fortnight.

THE PEER EDUCATION PROJECT

The Tutors

Your child may well have the same tutor throughout her/his time at JFS and this is a key person for you to get to know. Your child will meet up with her/his tutor for half an hour every morning, Monday to Thursday. The tutor will be able to closely monitor your child's progress, social development, attendance and punctuality and should be your first point of contact in the School. Unless you feel it necessary to refer straight to the Head of Year, Transition Coordinator or PSO, please speak to your child's tutor first.

Form Time

In tutor base section, change to: Each morning, except for Friday, every tutor group spends time as a class with their tutors. This time will be used for a variety of pastoral related themes and tutor group activities, making progress in Accelerated Reader, and once a week an Assembly as a year group in the theatre. Various interventions may also happen during this time and some PSHCE themes will be covered too, but that will follow its own programme.

READ, REGISTER, RESPOND Programme

A reading booklet is given to all Yr7 students in order to develop reading skills, debate, broader engagement with the world around us, as well as to deepen thinking and develop cultural capital.

INCLUSION

The Inclusion Department supports all students who have a special educational need and/or disability (SEND) as well as students who speak English as an Additional Language (EAL).

Miss Saffer is the SENDCo and is responsible for the Inclusion Department. There are 17 Learning Support Assistants (LSAs) who help students with their learning in lessons and run small group and individual sessions. They also support students with other aspects of school life and are there to help them solve any problems.

There is a warm and friendly atmosphere in the Inclusion Department. It has three small classrooms and the Hub which is run by Ms Parmar. This is a safe space for students to go if they are struggling in school and need a quiet environment to learn in. Ms Parmar is there to support all students who come into the Hub, whether they are there for only 5 minutes or need to come regularly throughout the year.

The Inclusion department has a space open during break and lunchtimes for students to use with permission from staff in the Inclusion Department. It's a great place to make friends and get to know other students.

ART

Art is taught in your CTAM classes. CTAM stands for Computing, Technology, Art and Music.

In Year 7 you will learn to do such things as:

- Using a work journal to develop ideas.
- Use different types of equipment and materials. You will get the opportunity to work in three –dimensions
- Evaluate your own work.
- Explore new techniques and learnt about a range of artists' work.

In Year 9 you get to decide if you want to do Art as a GCSE.

COMPUTING

The Internet

In this unit you will investigate how the world is connected by the Internet. You will look at the physical structure of the Internet, how data is transmitted and the ways in which the data is encrypted.

E-safety

The Internet is an amazing resource which you probably use most days. For much of the time you will not have any problems. But you do need to be aware of the risks that you might face when you are online. In this unit we are going to explore what being 'safe on-line' means. Topics include how to deal with cyberbullying, avoiding online scams and how to protect your personal data.

Microbits

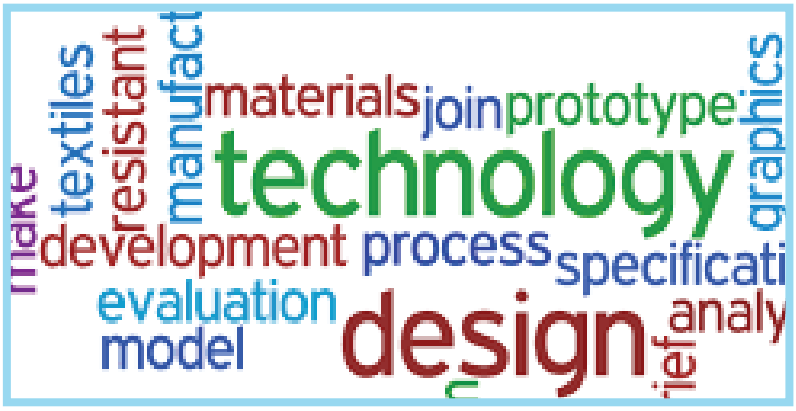
In this unit you will develop your programming skills using the BBC Microbit devices. You will understand what an algorithm is and how it is used in Computing. Further programming topics include inputs and outputs, variables and conditionals culminating in you producing a game for the Microbit.

Spreadsheet unit

Imagine you wanted to hold a school disco. You might be able to make money by selling tickets and the difference between the two would be your profit. In this unit you will learn, amongst other things: how spreadsheets work, how to create formulae to autocalculate results and understand that we can use spreadsheets to model real life situations.

DESIGN TECHNOLOGY

Welcome to the Design Technology department at JFS. In Years 7 and 8, DT is taught in separate units as part of a carousel system with students gaining experience in three different focus areas: Product Design, Fashion and Textiles and Food Preparation & Nutrition. These units include both focused practical tasks and design and make activities. Progression through KS3 is ensured by the increasing complexity of these tasks and the skills required to achieve high quality outcomes year upon year.



Students will have the opportunity to specialise in one of the three focus areas, in Year 9 they will undertake a foundation course. This more in-depth year enables students to be fully prepared for their GCSE or BTEC studies in KS4 and beyond.

Year 7 Product Design
In this unit, students will undertake a series of practical challenges designed to develop their practical problem solving skills in order to satisfy various design briefs.

Year 7 Fashion and Textiles
In this unit, students will develop their basic machine skills to produce a simple textiles product. They will explore the creative world of fashion design and illustration.

Year 7 Food Preparation and Nutrition
In this unit, students will be introduced to the school food rooms by learning basic hygiene and safety and develop their food preparation skills through a series of practical activities and associated theory.

Approaches to Learning
The department is focused upon developing a student's DT capability throughout their KS3 units, including; application of technical knowledge and understanding to practical situations through practical problem solving, creative thinking, independent learning, time management and above all – Resilience. These are very important transferable skills which are needed if a student is to achieve their potential in this subject and, indeed, in their future careers.

DRAMA

Although at present Drama is not a timetabled subject at KS3 we have a really excellent and exciting school production every year and is now a real feature of JFS at its best.

There is a vibrant and active Drama Club at lunchtimes run by 6th Form A level Drama students together with specialist staff in the Drama studio. In this club you will learn skills and practise performance.

Drama is also offered as one of the after school activities that take place on Mondays and Wednesdays.

There are auditions every year for the School Production which Year 7 students are actively encouraged to enter. The experience of working together with all the students across the year groups is fantastic. You will learn skills, create lasting friendships and become, in time, the leaders of future JFS productions.

You can become part of a whole school company either as a performer or "techie" or a backstage member of a crew in any capacity. The friendships and relationships you make through this venture will stay with you all the way through your JFS school life and far beyond.

We welcome all you and hope that if you have never done Drama before, you will give it a go at JFS. You do not know what secret talents you may have. What we can guarantee is that you will have fun We look forward to including you in our phenomenal family at JFS.

ENGLISH

At JFS, you will have English six times a fortnight and we will expect you to complete homework every week, as well as read for at least an hour at home. You will also have one lesson a fortnight that is based in the library, in which you can develop your love of reading and monitor your development by using the Accelerated Reader software.

In lessons, you will begin to explore British literary heritage by tackling a classical text. You will explore characterization, symbolism and themes as well as exploring the context in which the text was written. There will be an ongoing focus on spelling, punctuation and grammar to further complement your studies

You will then be re-introduced to Shakespeare and will work on understanding the layers within his narrative. You will explore A Midsummer Night's Dream, looking in detail at Shakespeare's language choices in his depiction of nature, magic and love. You will then use these skills to craft and present a romantic soliloquy that is rich in figurative language. We will also interleave this with a focus on modern poetry.

Finally, you will be introduced to a 19th Century text by Arthur Conan Doyle, in which you will not only have to understand the writers language choice, but also think about the psychology of the characters depicted as well as the contextual influences that effected the text. You will explore themes of justice, revenge and loneliness, while learning to craft a newspaper article reporting a crime.

The understanding of these three texts will be developed further through the interweaving of various literary texts, including poetry, non- fiction and fiction extracts as well as writing tasks, which It will deepen your appreciation of both language and literature.

GEOGRAPHY

During the year you will learn many different topics in Geography. These will include:

- ***Fantastic Landscapes, America:*** In this topic you cover lots of work about many different interesting landscapes, including Death Valley where you will spend some time discovering the mystery of the sliding rocks, and the Grand Canyon where you will learn about its new 'Grand Canyon Skywalk' and the benefits and disadvantages of it.

- ***Earthquakes and Volcanoes, Iceland and Nepal:*** In this topic you learn all about how earthquakes, volcanoes and tsunamis are formed and the devastating effects they have on the affected people and areas. You will also learn about the Japanese Tsunami, how it changed people's lives and how people all around the world can help.

- ***Geography of Sport, London:*** Don't worry if you don't like sport and don't know much about it! This topic is all about cities, change, regeneration and the Emirates Stadium! While studying the Emirates Stadium and the area around it in Finsbury Park, you will learn about the advantages and disadvantages for local people in North London.

- ***Raging Rivers, Egypt:*** During this topic you will learn about how rivers work and the landforms they create such as floodplains and river meanders. You will study the River Nile in Egypt and the benefits and challenges brought by flooding and how people have changed the river.

- ***International Development, Thailand:*** In this topic you will learn about the landscape such as the 'Karst Towers' are formed. You will also look at how Thailand is a country that has developed through factories and through tourism and the benefits and its challenges that this has brought the country.

- ***Geography skills:*** Throughout the year you will learn how to use various geographic skills. These will include using an atlas to locate countries and find out about places, how to read an 'Ordinance Survey' map using the 'digimaps' website and how to use Google Earth. You will learn how to draw and plot graphs also complete fieldwork to investigate geography.

HISTORY

When you study History in Year 7 you learn about the world of people who lived a thousand years ago. You will learn about the Middle Ages, a time when men fought to the death to be king, when terrible plagues swept the land and when mighty nations in Africa and the Middle East rose and fell. History will bring these events to life for you, let you imagine what it would be like to live in that time, and it will teach you to understand and to explain why events happened in the way they did. In primary school you may have learnt WHAT happened in the past, but now we are going to teach you WHY it happened.

History also teaches you to be an investigator. We will teach you to look at evidence and decide whether you trust it or not. We will teach you to detect the information that may be hiding in a document or a painting. By the end of your first year at JFS you will have learned how to uncover the truth about days gone by.

History allows you to adventure into the past and uncover secret stories.

JEWISH INFORMAL EDUCATION PROGRAMME

JiEP stands for Jewish Informal Education Programmes. The JiEP team are responsible for all the Jewish events that take place outside the classroom. JiEP run a wide range of activities including:

Charity

Each year, four charities will be chosen, reflecting the four communities which encompass our students' lives:

- a UK-Based Charity
- an Anglo-Jewish Charity
- an Israeli Charity
- an International Charity.

There are several events throughout the year that are designed to help raise money for charity. You can make a difference by choosing to take part and encouraging your friends to join in too!

The Charity Committee, which coordinates Chessed projects throughout the school. The committee is be made up of students from every year group, and they play a vital role in Mitzvah Week Programmes, Tu Bishvat, Charity Fridays, Purim and Yom Ha'aztmaut, with all proceeds will going towards the chosen charities

Social Action/Chesed

As well as charity, JiEP provides opportunities to get involved in social action and chesed projects, making a positive difference to our society in an enjoyable way.

Bar/Bat Mitzvah programme for girls in year 7 and boys in year 8, which offers the students a practical way to engage with their upcoming Bar and Bat Mitzvahs.

Lunch & Learn

Every Wednesday lunchtime, the Shul is buzzing with people as Lunch and Learn gets going! There's hot, fresh exciting food for everyone and on top of that we match you up with a host of interesting people to learn and discuss Jewish topics with. At first you might come for the food, but we think you'll keep coming back for the great atmosphere.

Israel club is a chance for our students in years 7-9 to learn about and experience some of Israel's greatest achievements of the past 70+ years. Tasting the food of Israel, listening to the music, discovering innovations in medicine and technology, learning fun Ivrit phrases and developing love and pride in the Jewish state.

JEWISH INFORMAL EDUCATION PROGRAMME CONT

Minyan Miles

Earn Minyan Miles by coming to Minyan every morning. Once these start adding up they can be cashed in for a range of fantastic prizes! And if you come to Minyan regularly you will also get to come to the exciting Minyan Trip towards the end of the year, which in the past have been outing to Thorpe Park and the Theatre!

Jewish Visits

At JFS, we understand the importance of Jewish education outside the classroom. You will have the opportunity to go on visits to exhibitions and sites of interest around the UK. We also run educational visits abroad, including to Israel in Year 9 either for 12weeks on the LEVI programme at AMHSI or 2 weeks on 'A Taste of Israel' – giving students to chance to experience Israel in a deep, meaningful and thoroughly enjoyable way, with their friends. The Year 12 visit to Poland gives our older students the chance to learn about the 2000 years of rich Jewish life in Eastern Europe and the devastation of the Shoah. It also enables our students the opportunity to bond with their friends and consider ways in which they may wish to contribute to the Jewish community going forward.

Festivals

From hearing Purim music in the hallways to taking part of the Israeli dancing in the Dining Hall, we utilise the Jewish calendar to ensure the Jewish presence is felt within the school. Students can take part in a wide range of activities to commemorate and celebrate festivals throughout the Jewish year in School. These include all the Festivals, major and minor, such as our apple and honey distribution for Rosh Hashana, our pop-up Sukkah for Succot, Chanukah candle lighting for all year groups, our Tu Bishvat extravaganza, Purim celebrations, and programmes for Yom HaShoah, Yom HaZikaron, Yom Ha'Atzmaut and Yom Yerushalayim. . We strive to combine exciting activities with educational content to help create a unique Jewish experience for each student.

JEWISH INFORMAL EDUCATION PROGRAMME CONT

Erev Shabbat Party (ESP) which helps to enriches the students Jewish Education and their knowledge of that week's parashah.

Minyan

There is a student-led morning Shacharit Service every day at 7.50am in the Wohl Synagogue for boys and girls. There are always people on hand to help you find your way around a Siddur or to help boys with their Tefillin upon becoming Bar mitzvah. All students are welcome and best of all, there's a great free breakfast every day after the service! We also have a Mincha (Afternoon) Service on Mondays to Thursdays at 1.15pm, also in the Wohl Synagogue.

Shabbatonim

Students have the opportunity to take part in a residential weekend, known as a Shabbaton. As well as being a great way to meet other students and make new friends, these weekends away allow you to gain a greater understanding of the beauty of Shabbat. They are a time when aspects of Jewish tradition that you will learn about in the classroom really come to life! In addition, the students will experience/learn about the beauty of Shabbat in the run up to Shabbat UK.

We look forward to seeing you at these and many more events throughout your time at JFS. If you have any questions about any of the informal programmes described then please come to the JiEP office and speak to a member of the JiEP team or email, JiEP@Jfs.Brent.Sch.uk

JEWISH STUDIES

We are now in our third year of a brand new Jewish Studies programme. Students will follow either the Jewish Studies Track or the Iyun Track. In both Tracks, students will study three areas of Judaism:

Jewish History – The Jewish History course for Years 7-9 spans the past 2000 years, from the 'Destruction of the Second Temple' to 'Israel Today.' In Year 7, students will study the first 500 years of that period, including Masada, Life Under the Roman Empire, Makers of the Mishnah, the Move to Bavel and much more. Studying Jewish history helps us to appreciate who we are today.

Tanach – In Year 7, students will study themes/people in the Book of Bereishit (Genesis) as well as parts of the Book of Yehoshua (Joshua). The course will blend the three key elements of knowledge, skills and passion. Students will learn about important individuals in the Torah and the values and lessons in life they have taught us, such as friendships, honesty and how to deal with jealousy. At the same time, we will help students to develop core Jewish skills in reading and translating text to help them with their Jewish literacy for life – at a level and pace that is right for them.

Iyun classes Tanach – will study the same Tanach units with increased analytical depth, textual stretch and greater reference to Mefarshim (commentators).

Talmud – After an introduction to the Oral Law, students will study five Mishnayot from Brachot which relate to the topics of prayer and are very relevant in the Bar/Bat Mitzvah years. Students will explore key prayers and themes around them. At the same time, they will develop textual skills and a better understanding of the process of Jewish law.

Iyun classes Talmud – will study a number of classic Sugyot of Gemara which (a) provoke important discussion and debate around the themes and (b) will develop their textual learning skills.

Basic Jewish Knowledge – Whether students join with a strong background in Jewish studies or arrive knowing very little, part of the timetable will be devoted to key areas of Jewish knowledge (Shabbat, Festivals and Kashrut). By the end of the year students will have basic awareness of Jewish knowledge.

Enhanced Iyun Track – After School

Students from Year 7 upwards can also opt to stay after school for the Enhanced Iyun Track programme which offers learning opportunies in small groups with a range of topics to choose from. There are also extra-curricular trips and fun events to celebrate different Jewish festivals. We are sure that whatever path you choose in Jewish Studies, you will find something that will interest you that will be thought provoking, that will develop your Jewish skills and that will be really enjoyable.

Tefillah - JFS introduced a weekly Tefilah session for all Year 7 students, enhancing their knowledge of and connection to prayer, with a Chagigat Siddur (celebration of prayer). We also run shacharit (morning) and mincha (afternoon) services in our daily minyan.

Iyun/Hebrew - In keeping with our Zionist values, JFS aims for every student to be able to read Hebrew by the end of Year 7, offering twice-weekly pre-school Hebrew reading booster sessions .

MATHEMATICS

Maths is one of the three main subjects and you have it seven times a fortnight. There are many different topics we learn about, which include:

- Number
- Algebra
- Ratio/proportion
- Geometry and measures
- Probability and Statistics

You will get your own textbook to use at school and at home so you will need to look after it and bring it to every Maths lesson. JFS also subscribes to websites such as 'MathsWatch, Mymaths and MrCarterMaths' where your teacher can set your homework and you will have some tasks to complete by a set date. You will get your usernames and passwords at the beginning of the yearJFS subscribes to 'MathsWatch, Mymaths and MrCarterMaths' where your teacher can set your homework and you will have some tasks to complete by a set date. You will get your username and password at the beginning of the year.

Students are put into Bands for Maths based on their prior achievement. When students excel at their current level, you are moved up to a higher one and if you are struggling with the pace or content of the lesson, we will move you to a more appropriate group. Your achievement is assessed at the end of every few topics by a quiz and by a termly progress test which covers all topics taught during that term to see what you have learnt so far. These quizzes and tests will help you and your teachers to find your strengths and weaknesses. The end of term test results along with your quiz results, class work and homework will also help to decide which 'band' you are in for the following year.

The Maths department runs a support club at lunchtime to help any student who needs it. For those who enjoy and are strong at maths, extension activities are built into lessons, and there is an increased focus on problem solving maths. JFS takes part in national and international competitions for you to show how good you are too.

MODERN FOREIGN LANGUAGES

In Year 7, students will study either French or Spanish.

You will cover a range of topics as well as gain a cultural insight into the countries in which these languages are spoken!

Topics covered in Year 7 are similar in both languages and will be based around the following:

SPANISH:

Term 1: Basic greetings; name; age; birthdays; Spanish speaking countries; school bag and classroom objects; brothers and sisters; pets; physical and character descriptions; regular and key irregular verbs; use of definite and indefinite articles; adjectival agreements.

Term 2: School subjects; description of teachers; snacks; giving opinions; talking about where you live; your bedroom; evening activities; town and directions; negatives; prepositions; more on regular and key irregular verbs.

Term 3: Talking about your free time; time; sports; giving directions; making and responding to invitations; the weather; more on regular and key irregular verbs; comparatives; the immediate future.

FRENCH:

Term 1: Basic greetings; name; age; birthdays; French speaking countries; school bag and classroom objects; brothers and sisters; pets; physical and character descriptions; regular and key irregular verbs; use of definite and indefinite articles; adjectival agreements.

Term 2: Talking about where you live; your bedroom; evening activities; town and directions; ordering snacks; giving opinions; negatives; prepositions; more on regular and key irregular verbs.

Term 3: Talking about what you do in the morning; school subjects and time; snacks; sports; musical instruments; holidays; more on regular and key irregular verbs; the immediate future.

There will be regular vocabulary tests based on the topics studied and standardised homeworks will be set, which will cover dictionary skills, writing skills and pair work using media tools for presenting to the class. You will need a pocket sized dictionary to bring with you to lessons and to help you with your homework.

No prior knowledge is necessary and your needs are catered for regardless of your ability upon joining JFS.

MUSIC

Music lessons

Music lessons are a great chance for you to learn to play the keyboard and enjoy making your own music in a range of styles. Lessons are a compulsory section of the timetable and take place in 'CTAM' classes (Computing, Design and Technology, Food Technology, Art and Music). They are also a great opportunity to meet other students across the year group. Do ensure that you tell your Music teacher if you play an instrument.

Music tuition

If you want to learn an instrument in school there are a wide range of different instruments you could choose. These lessons take place in practice rooms during the school day for 10 x lessons per term. Your teacher will teach you individually and on a rota system so that you do not keep on missing the same lesson. The Music department also offer special bursaries to students who wish to continue or start learning any of the following instruments: Bassoon, Oboe, French Horn, Trombone and Tuba. Please ask your music teacher for more details.

Enrichment

Near the beginning of the year there is a Gifted and Talented workshop for students who play instruments and/ or show great talent and interest in the subject. Do make sure that your teacher knows of your musical talent so that you do not miss out on this great opportunity! We also hold additional music activities at various points throughout the year such as "Battle of the Bands, choir residential trip, workshops in school, performances in assemblies, trips to musicals or concerts and the Summer Music Festival to name but a few!

Extra-Curricular Music clubs

There are lots of fun and interesting music clubs on offer at JFS. You don't even have to play an instrument, just ask your music teacher for any advice. All music activities run at lunchtime.

JFS Singers	JFS Orchestra
Jazz Guitar Group	Vocal Club
Steel Pans	Tech Club
African Drumming	Guitarkestra

New members are always welcome to join and all of the above clubs automatically take part in the Winter, Spring and Summer Concerts (which your parents, friends and families are all invited to!). We also offer solos for individuals, pairs and groups but you must be a member of a Music club to audition.

We look forward to meeting you in September!

PHYSICAL EDUCATION

At JFS you will get the opportunity to learn and keep fit and healthy through your participation in different types of physical activity. You will take part in a variety of sports, dance, fitness, recreational, outdoor and adventurous activities. In PE you will learn how to work well on your own and in small groups. You will improve your communication, team work and leadership skills.

Team and Individual Sports – You will develop your skills and techniques and learn how to outwit opponents using tactics and strategies. You will learn how to plan and create your own routines and performances in gymnastics and trampolining and how to work well in a team. You will get the opportunity to take part in traditional and modern sports. Sports that you will get to experience include: athletics, badminton, basketball, cricket, football, gymnastics, netball, rounders, rugby, tennis, trampolining and volleyball.

Dance – You will take part in different styles of dance and develop a range of dance techniques. You will get the opportunity to create your own dance routines. Styles of dance include: Rock and Roll, Street and Contemporary, instead of the current 'Flamenco, Salsa and Contemporary Dance clubs that are offered at lunchtimes and there is the opportunity to participate in the two JFS annual dance shows.

Outdoor and Adventurous Activities - You will get the opportunity to take part in climbing, team building, leadership games and orienteering. You will be encouraged to work in a team, developing trust, responsibility and skills to solve physical and mental problems.

Lunchtime Clubs and Sports Teams – JFS offers many lunchtime clubs for you to participate in, as well as opportunities for you to represent JFS in competitive sporting and dance activities after school.

PE RULES, REGULATIONS & INFORMATION

No jewellery of any kind (including watches) may be worn in PE. Valuables should be placed in student lockers or a valuables bag which can be taken to lessons. Items such as phones should either be left at home or secured in lockers. The changing rooms are not a secure place to leave your valuables.

If you are unable to participate in a lesson, you must provide a note, dated, written and signed by your parent/guardian and you must still bring your PE kit into school. If you are unable to participate in a number of lessons, a valid doctor's note must be provided, specifying your injury or illness.

JFS PE kit must be worn in all lessons. Failure to produce kit will result in a lunchtime detention. Temporary alternative kit may be worn if accompanied by a parent letter and a valid reason. Notes from parents will not be accepted if no alternate kit has been provided. Repeated failure will result in a referral to after school detention and subsequent referral to the Reflection Room if this is not fulfilled. Please see the PE Department if you have any problems regarding kit.

You are expected to fully participate in all PE lessons and act safely and responsibly at all times.

There are a number of extra curricular activities available. Please see details on the notice board located opposite the Student Helpdesk

SCIENCE

Interesting Topics

Science at JFS provides lots of new topics that you'll have learnt about before but in a different way. The way you're taught makes it easy for you to revise for end of year exams and exams during the term. The topics you'll learn are 'Cells', 'Reproduction', 'Ecosystems', 'States of Matter', 'Atoms, Elements and Compounds', 'The Periodic Table', 'Energy and Fuels', 'Magnetism, Circuits and Particle Theory' and 'Space'.

Science Week

JFS has a special week called 'Science Week'. In Science lessons there is a special challenge you will complete in teams, with prizes for the winners. You'll see lots of explosions in this week! Other science events also take place this week, such as talks and demonstrations, and everyone is welcome to take part.

Fun Practicals and Safety

JFS gives you many opportunities to do practicals. Many of the practicals you may never have done before. JFS provides many safety objects (such as safety goggles) for experiments. No practicals you do will be boring as you learn a lot from them and in a fun way.

Taking Opportunities

At JFS you get many opportunities to try new experiments that you'll have never done before. If you ever struggle, there is always Science Club there for you. Science Club allows you to try new experiments and helps you with work you struggle on.

Giving Confidence

It is normal to be scared when doing your first experiment. Experiments at JFS can be very scary when you first do them, for example, lighting a bunsen burner for your first time, as many things could go wrong. However, it is very unlikely for anything to go wrong as, at JFS, your confidence will be raised by many levels.

ENRICHMENT

At JFS we are very proud of our Enrichment program. We are lucky to be able to utilise the expertise of the teachers as well as welcome outside practitioners. Our school vision of "Orah Viykar' – 'Light and Honour' " is an appropriate concept in empowering our students to broaden and develop their skills. We hope to provide them with a program that can capture their interests, develop their thinking and enhance their skills. Overall we hope to enable our students to fulfil their curiosity.

Our program continues throughout the year but there can be changes from term to term especially the provision by PE, due to the sports season. Please check below to see what's on offer.

We welcome ideas from our JFS community as to how we can add to and improve our enrichment program – you can contact our coordinator at wolfson@jfs.brent.sch.uk or the students have an opportunity to have their say in the suggestion box at reception.

In 2019-2020 we welcomed Lord Mann of Holbeck Moor, Heritage Learning Team from Willesden Jewish Cemetery, and have been part of 'Belsen75' to list just a selection, and are always looking for more ways to make links and add to our program. If you are able to put JFS in touch with; leaders of industry, inventors, business people, journalist, sports professionals, artists, chefs; in or outside of the community please do allow us to share in your contacts, as we wish to have every opportunity to inspire and encourage our students in their future.

This is our school, and thus our enrichment program please don't hesitate to be part of it.

Some examples:-

Futsal Club	Yr 7-10	Wednesday	Lunchtime
Model UN	All Years	Tuesday	12.45 - 1.15
Orchestra	All Years	Monday	12.45 - 1.15
Science Support	Year 10-11	Friday	After School
Rubiks Cube Club	All Years	Thursday	12.45 - 1.15

“Thank you for reading our Welcome Booklet. We hope that you have enjoyed it and that you are really excited about starting JFS in September. We are looking forward to meeting you and to helping you settle in. Don’t worry about anything. JFS is a cool school with something for everybody. It’s hardwork but every day brings new opportunities and fun activities to participate in. Good luck and have a brilliant summer holiday.”

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