

St. Martin's Primary School

Being different, succeeding together



Prospectus 2023/2024

Dear Parents and Carers

Welcome to St Martin's Primary School. We hope you find this information useful. Please contact the school if you require any further details.

We are a happy, inclusive primary school and we aim to give our children the best possible start in life. Our strong team of staff are committed to providing a high-quality learning environment where children can achieve their full potential. Teachers and support staff all work hard to maintain a safe and happy school where children are encouraged to become enthusiastic and lifelong learners. Children are valued as members of the school community and our tagline 'being different, succeeding together' is what we live and breathe every day.

We are a Rights Respecting School and are proud to say that St Martin's Primary School was the first school in the Bailiwick to achieve the Gold Rights Respecting School Award. This award recognises that we have fully embedded children's rights throughout the school in our policies, practice and ethos. Our behaviour policy focuses on the St Martin's Six which are all based upon respect:

- we speak respectfully
- we behave respectfully
- we respect the school environment
- we respect our own learning
- we respect other students' learning
- we play respectfully

Parents are encouraged to be active partners in their children's learning by building strong relationships with school through effective communication, the sharing of regular information about children's learning, well-being and progress, and by placing a strong emphasis on developing children's reading skills from an early age.

We have an active PTA and parent forum; if you would like to get involved we would really value your input. The PTA brings together parents and carers, teachers and children to raise funds and strengthen the school community. Money raised is usually spent on things that the school budget does not cover. The parent/carers forum is an invaluable tool for a two-way conversation about the school and has helped to shape our vision and policy in many ways.

We hope that your child has a great year with us in 2023/24. Thank you for the support you give the school and we look forward to maintaining this strong partnership for the year ahead.

Yours sincerely



Mrs C Giles
Headteacher

EDUCATION, SPORT AND CULTURE PERSONNEL	
DIRECTOR OF EDUCATION:	Mr Nick Hynes
SCHOOL ADDRESS:	St Martin's Primary School La Route des Coutures St Martin's Guernsey GY4 6HN Tel: 226060 (directory number) Email: office@stmartins.sch.gg Web-site: www.stmartins-sch.gg
HEADTEACHER:	Mrs Clare Giles
DEPUTY HEADTEACHER:	Mr Jonathan Lilley
ASSISTANT HEADTEACHER:	Mrs Louise Dowding
THE OFFICE FOR EDUCATION, SPORT AND CULTURE:	Sir Charles Frossard House La Charroterie St Peter Port GY1 1FH Tel: 01481 224000 Email: educationsportandculture@gov.gg
EDUCATION, SPORT & CULTURE REPRESENTATIVE:	Deputy Andrea Dudley-Owen
SCHOOL HOURS:	Staggered start: all children can arrive between 8.40am -8.50am. Registration closes at 8.50am. Lunch 12.00pm - 1.00pm whole school Finish 2.55pm Infants 3.00 pm Juniors
We are not able to take responsibility for children who arrive before the start of morning school at 8.40am	

BELIEFS, AIMS AND PURPOSE OF LEARNING AT ST MARTIN'S PRIMARY SCHOOL

Being different, succeeding together

At St Martin's Primary we believe that every child matters equally and that children may need different learning experiences to reach their potential.

We want all our pupils to learn and achieve in a context that promotes their spiritual, moral, cultural and social development in preparation for the opportunities, responsibilities and experiences of their next school and for life.

We aim to provide learning opportunities enabling our children to become:

Successful learners

that are:

- enthusiastic
- motivated
- determined to reach high standards
- open to new ideas

and able to:

- use literacy, communication and numeracy skills
- appreciate the creative opportunities
- think creatively and independently
- learn independently and as part of a group
- reflect on and assess their own and others' contributions
- apply skills learnt in new situations
- use computers and other technology to support learning in all areas of the curriculum

Confident individuals

with:

- self-respect and esteem
- a sense of physical, mental, emotional and spiritual wellbeing
- secure values, beliefs and morals
- ambition

and able to:

- take responsibility for themselves to become as independent as possible
- interact appropriately with others
- understand the importance of leading an active and healthy way of life
- identify personal strengths and areas for improvement
- communicate their own views and respect for others
- assess risk to make the right choices
- do their very best in order to achieve fulfilment

Responsible citizens

with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to:

- develop knowledge and understanding of the world and compare to life in the Bailiwick
- compare our local history and traditions with different beliefs and cultures
- make informed choices and decisions with an awareness of how they may affect others
- understand how their actions can have an effect on the wider world

- develop ideas and opinions through discussion and debate

Effective contributors

with:

- a willingness to take on new and adventurous projects
- resilience
- an ability to do things for themselves and not give up easily

and able to:

- communicate in different ways
- work in partners and in groups or teams
- take the initiative and think for themselves
- take the lead
- apply relevant thinking skills in different situations
- produce something and develop it using learnt or new skills
- solve problems

Our Vision

- Ensure that all members of the school community feel safe, valued and included through respect for themselves and others. Promote physical and mental well-being and the belief that we can all grow and develop through our own efforts.
- Sustain and improve our excellent standards across the curriculum through high quality teaching, learning and assessment.
- Provide a joyous and purposeful curriculum that enables our children to develop key skills, knowledge and concepts, embracing diversity and providing rich opportunities for learning inside and outside of the classroom. Learning attributes in critical thinking, team work, creativity, reflection, independence and resilience are at the heart of our children's development.
- Develop digital competency, communication and numeracy in a wide range of age appropriate and meaningful contexts.
- Ensure that our pupils are active and participate in a wide range of opportunities for physical activity and outdoor learning.
- Maintain and develop our strong links outside of the school through active engagement with all families and the wider school community.
- Sustain and develop our whole school self-evaluation and critical reflection to promote good practice. Ensure that our pupils' voice, the views of parents/carers, staff and the wider community are included in that process.

SCHOOL CALENDAR 2023-2024

AUTUMN TERM 2023	
September	
Monday 4th September	Staff Training Day
Tuesday 5th September	Staff Training Day
Wednesday 6th September	Term Starts for pupils in Yr 1 - 6
Monday 11th September	Term starts for Summer Born NEW Reception children
Wednesday 13th September	Term starts for Spring Born NEW Reception children
Friday 15th September	Term starts for Autumn Born NEW Reception children
October	
Monday 23rd October to Friday 27th October	Half Term
December	
Friday 22nd December	1.00pm Term Ends (NO SCHOOL BUSES)
SPRING TERM 2024	
January	
Monday 8th January	Staff Training Day
Tuesday 9th January	Additional Staff Training Day
Wednesday 10th January	Term Starts (Pupils)
February	
Monday 12th February to Friday 16th February	Half Term
March	
Friday 22nd March	1.00pm Term Ends (NO SCHOOL BUSES)
SUMMER TERM 2024	
April	
Monday 8th April	Term Starts (Staff)
Tuesday 9th April	Term Starts (Pupils)
May	
Monday 6th May	May Day Bank Holiday
Thursday 9th May	Liberation Day

SUMMER TERM 2024 continued	
Monday 27th May to Friday 31st May	Half Term
July	
Friday 19th July	1.00pm Term Ends (NO SCHOOL BUSES)

TEACHING STAFF: 2023/2024

Headteacher	Mrs Clare Giles	
Deputy Headteacher	Mr Jonathan Lilley	
INFANTS	Teachers	Learning Support Assistants
RECEPTION:	Mrs Lucy Rooney (Head of Foundation) Mrs Leah Lee Mrs Steph Boscher	Mrs Lucy Evans Mrs Maxine Lesbirel Mrs Dawn Kidd Mrs Julie Bisson
YEAR 1:	Mrs Sophie Ash Mrs Claire Le Prevost Miss Pippa Cordall	Mrs Paula Manning Mrs Natasha Williams Mrs Katherine Tetlow Mrs Daniele Bamford
YEAR 2:	Mrs Karen Bramley (Head of Key Stage One) Mrs Nicola Barton Miss Daniella Dyke	Mrs Juliette Yeaman Mrs Zoe Maindonal Mrs Lorraine Moores
LOWER JUNIORS		
YEAR 3:	Miss Abi Smart Mrs Jo Wilson Miss Rebecca Ozanne	Mrs Caroline Cummins Mrs Kerry Hughes Mrs Lisa Whittet
YEAR 4:	Mrs Tina Holmes Mr Michael Blundell Mrs Sam Mauger	Mrs Sarah Staples
UPPER JUNIORS		
YEAR 5:	Mrs Sandra De Sousa Mrs Carys Broome Mrs Nina Lilley	Mrs Janet Wickenden
YEAR 6:	Mrs Lou Dowding (Assistant Headteacher) Mrs Ellen Greer Miss Sara Marley	Mrs Sue Mahy Mrs Kathryn Sealley

PPA Teachers	Mrs Sarah Dempster Miss Lisa Blanchard Mrs Alison Mason Mrs Martine Stuart Mrs Sarah Page
Language and Literacy Specialist Intervention Teacher	Mrs Sarah James Mrs Martine Stuart
Inclusion Team	
SEND/CO/ Inclusion Lead Mental Health and Well-Being Lead Emotional Literacy Support Assistant	Miss Jo Horsepool Mrs Kym Lovell Mrs Donna Smith

NON TEACHING STAFF	
Administration Manager:	Mrs Tracey Marley Mrs Sam Wilson
Administration Assistant:	Mrs Rachael Falla
Site Supervisor:	TBA
Assistant Site Supervisor:	Mr Martyn Cohu
Lunch-time Supervisors:	Mrs Maxine Lesbirel, Mrs Paula Manning, Mrs Zoe Maindonal
Breakfast Club and After School Club Supervisors:	Mrs Sarah Maginnis, Mrs Gill Hemming, Mrs Natasha Williams, Mrs Kathryn Sealley
School Bus Supervisors:	TBA

SUPPORTING LEARNING

Pre-School

Help your child be ready for school by encouraging them to:

- talk with and listen to other children and adults
- play and socialise with others
- understand and follow simple instructions
- dress and feed themselves and attend to their own toilet needs
- cope with being separated from their parents/carers

At school

Help your child make the best possible progress by:

- taking an interest in your child's learning
- sharing and enjoying books and other reading opportunities together and talk about the text
- encouraging independence and self-reliance in organising themselves

It is essential that you:

- keep us well informed of any difficulties your child may be experiencing
- give clear instructions about arrangements for your child going home
- explain absences through a telephone call to the school office
- inform us of any changes of address or telephone numbers where you may be reached

SCHOOL CURRICULUM

We follow the Bailiwick Curriculum for Years 1–6 inclusive and within Reception we use the Development Matters (2012) assessment framework alongside our own bespoke St Martin's Reception curriculum guided by pupil voice.



FOUNDATION STAGE CURRICULUM

The reception year is the last year of the Foundation Stage and the most important year of a child's school life! It is the aim of the reception staff to make this year a happy, exciting and challenging experience for the reception children.

Our curriculum is broken down into 6 areas of learning:

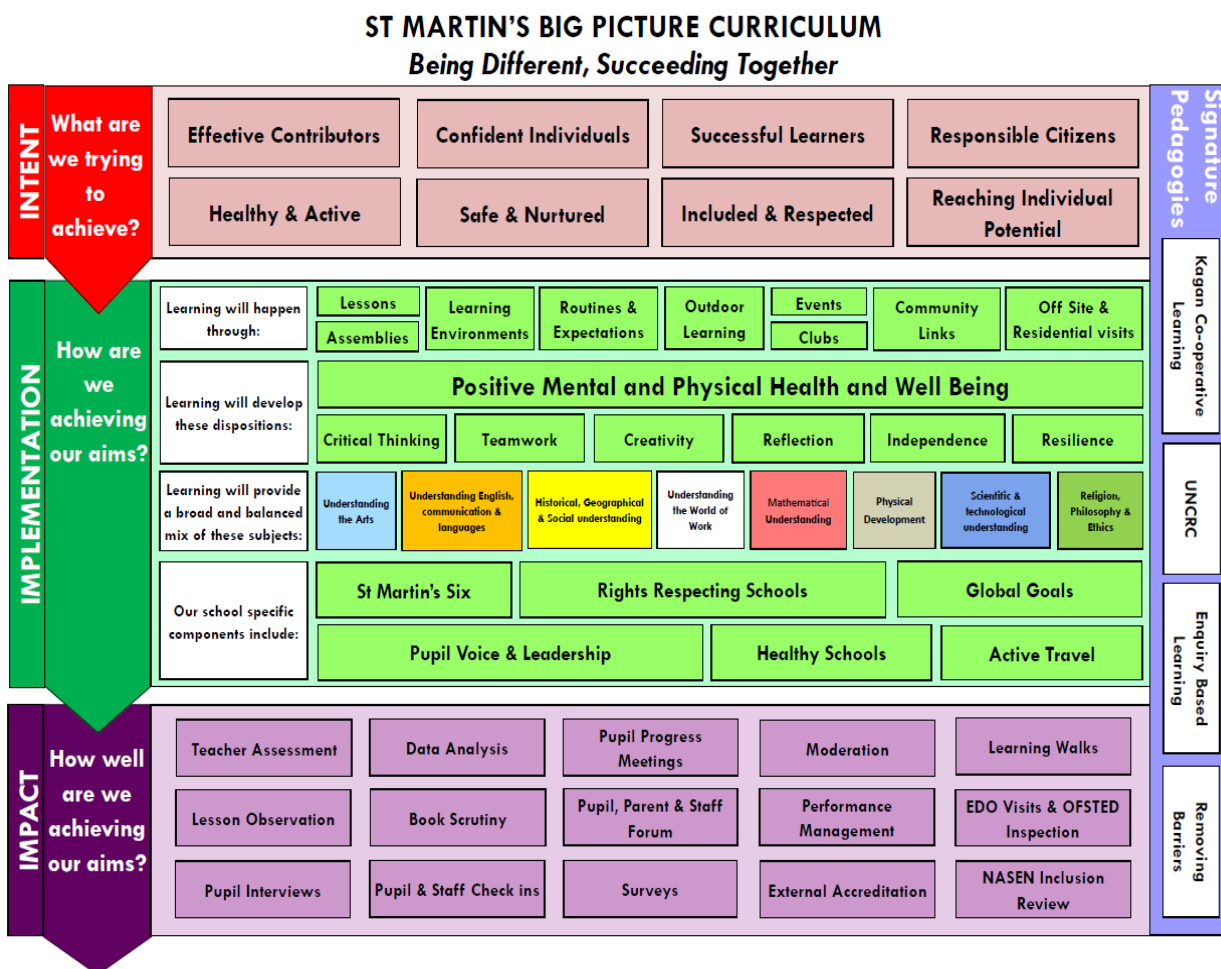
- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development

As children learn best through play, we try to provide opportunities and space for children to be active learners both indoors and out. We do this in many ways including designing a well resourced environment which encourages independent learning. We aim to organise an environment that maximises opportunities for self-motivated, creative learning whilst also being a place where they feel safe in which to take risks and make mistakes.

At the end of the reception year the staff meet with year 1 teachers about each child and pass on their individual journey and next steps to ensure that the children are well prepared for the challenges of Year 1.

KEY STAGE ONE AND KEY STAGE TWO CURRICULUM (YEARS 1 TO 6)

We follow Guernsey's Bigger Picture Bailiwick Curriculum. This is a curriculum for the whole child focusing equally on wellbeing as it does on academic development.



UNDERSTANDING THE ARTS

Art

Creativity is intrinsic to all our learning and Art has an important role to play in helping children to develop greater awareness and understanding when observing and interpreting their environment. We explore a variety of media, working on both two and three dimensional projects, developing skills as the children progress through the school. Opportunities to become familiar with the art of different cultures, artists and historical periods lead to lively discussions along with a growing willingness to evaluate and develop their own work.



Music

All children at St Martin's experience a range of opportunities that encourage active participation, develop their confidence and foster an enjoyment and appreciation of all cultures. Children learn musical skills which are then linked to a range of cross curricular topics.

All children are welcome to join the choir, and there are many performances throughout the year where they have the chance to perform for audiences both in school and in the wider community.

Drama

Drama gives children the opportunity to explore the world around them through imagination and interaction with each other. Learners of all ages have the opportunity to take part in a range of drama activities, from devising and writing their own plays, using drama as a tool for exploring a range of curriculum areas and watching professional visiting theatre companies. Our year group and class productions give children the chance to practise their skills in front of an audience and evaluate their performances. Drama also promotes positive well-being and a deeper understanding of emotions and those of others.

Dance

Dance allows children to physically express their thoughts and emotions, use their imaginations, experiment and develop their creativity. Children will get the opportunity to explore and develop their dance skills through PE lessons and a range of cross-curricular activities and topics. They will be able to explore different cultures and values and develop their own voice and style through evaluation of their own and others' performances. Children will become more self-aware, confident and can allow the opportunity for children to really excel.

UNDERSTANDING ENGLISH, COMMUNICATION AND LANGUAGES

English

English, communication and language are vitally important. Reading, writing, speaking and listening are essential skills in enabling children to achieve across the whole curriculum. They lay the foundations for active involvement in society, work and lifelong learning. English helps children to develop their imagination, see the world through the eyes of others and read and write for pleasure. Children learn to communicate effectively in a range of media and become increasingly fluent and accurate in expressing their thoughts and emotions. They also become more skilled in generating ideas, solving problems and thinking critically and creatively. Language and communication opens up many possibilities enabling children to engage with different cultures and societies.



Modern Foreign Languages

We believe in the importance of children being able to experience and explore a range of languages. Using foreign languages enables learners to engage and identify with different cultures and helps children's understanding of how language works. Currently, years 5 and 6 learn French as part of the timetabled curriculum; in addition, there are other extra curricular opportunities for children to learn Mandarin, Spanish and French. As the school introduces 'The Bailiwick of Guernsey Curriculum', we will develop opportunities for all children to learn about different foreign languages and local Patois.

Historical, Geographical and Social understanding

St. Martin's aims to fire learners' curiosity and imagination about who we are, where we have come from, where we live and where we might be going next.

History and Geography: History allows learners to connect the past with the present and the future. Within Geography, learners make sense of their place in the world through investigating the world around them, from Bailiwick to global issues. They learn about the impact of their actions on the planet and the importance of developing a sustainable future. Learners at St. Martin's have opportunities to choose key areas of their learning within historical periods and geographical contexts (enquiry-based learning), to visit historical/geographical sites, to listen to experts and to take part in celebration days where their learning is shared with the wider community.

Citizenship: Citizenship education develops knowledge, skills and understanding that learners need to play a full part in society as active and responsible citizens. Political and social issues are explored, debated and learners make reasoned arguments.

MATHEMATICAL UNDERSTANDING

Maths

St Martin's believes that mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and for the future. It helps learners make sense of the numbers, patterns, shapes and measures they see in the world around them and offers ways of handling data in a digital world. Children at St Martin's use mathematics to solve problems and enjoy the wonder of unexpected discoveries and new connections. We aim to grow confidence so children feel empowered to look for patterns, use reasoning, suggest solutions and try out different approaches to problems.

Mathematics offers children a powerful way of communicating and through our cooperative learning approaches they learn to explain their ideas.



Financial Literacy

St Martin's recognises that it is essential for children to make informed judgments regarding the use and management of money. Through good understanding of basic financial concepts the children will develop the ability to make carefully thought out choices regarding spending, budgeting, saving, investing and borrowing.

PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING

Physical Health and Well-being

Our PE curriculum includes gymnastics, dance, games, swimming, athletics and outdoor adventurous activities. A balance of these activities promotes strength, balance, speed coordination, agility, muscular endurance, cardiovascular endurance, power and flexibility. We offer a range of extracurricular activities such as yoga club, cycling proficiency awards and infant, lower junior and upper junior sports afternoons.

As well as acquiring a wider range of physical skills and abilities, children at St Martin's school learn the social and emotional skills which can help them to embrace change and challenge both individually and in groups. Developing young people's awareness of healthy diet, activity, positive relationships and risks to health lays important foundations for their future lives. Children can develop an understanding of how their actions can have a positive effect on other people and the environment.



PSHE

We believe that all our children should acquire the knowledge and skills they need to lead happy, healthy, confident and independent lives. We aim to help our children to experience economic well-being and to become active responsible citizens who are able to form positive relationships throughout their lives.

Learners will build secure knowledge of the following: health and emotional well-being, relationships, and living in the wider world.

Our children are given many opportunities through assemblies, school and class councils, school residential trips and focussed lessons to acquire and develop these skills. We have an excellent buddy system operating in the school that helps our younger children whilst teaching responsibility and relationship skills to our older pupils. Kagan cooperative learning is embedded throughout all teaching and learning throughout the school.



SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING

We live in an age of fast-moving science, computing and technology which is becoming fundamental to exploring, understanding and influencing the natural and man-made worlds in which we live. Our curriculum offers children a wealth of experiences and ideas that will encourage their natural curiosity and creativity, inspiring awe and wonder. Children will learn to value ideas and to see talking, thinking and hypothesising as essential elements in developing an understanding of new processes. Children will tackle problems, form questions, generate and test

ideas and designs and decide how to seek solutions. They will gather and make sense of evidence, test out hypotheses and evaluate processes and outcomes. They will learn the possibilities of science, computing and technology, inspiring them to become the scientists, engineers, designers and innovators of the future.



SCIENCE

Science at St Martin's involves children developing their interest in, and understanding of the living, material and physical world. Through first hand observations, practical activities, open ended challenges and investigations, and discussion and debate, children learn to develop and apply their scientific knowledge and skills. Children learn about science in relevant, real life contexts and acquire the confidence to use scientific terms and ideas. They come to appreciate that science is a dynamic and creative process and that the rapid rate of development in science will impact the future of our society.

Design and Technology - Children learn how to design, create and evaluate a product. They can experience a sense of achievement when their products and solutions work well, and they can develop their capacity to deal with change, risk and uncertainty. Lessons promote creative thinking and encourage children to make connections across different kinds of learning which allows them to become innovative, critical designers.

Computing - Children will learn to become skilled users of a wide range of technologies. Computing will be taught discreetly as well as being woven throughout all other areas of the curriculum. Computing will allow the children to gain practical skills and to think creatively about how to solve practical problems with scope to learn how to work effectively in teams. This way of learning will prepare children for their future lives and careers, making them skilled, thoughtful, adaptable and resourceful citizens.

RELIGION, PHILOSOPHY AND ETHICS

We use the Guernsey Agreed syllabus for Religious Education alongside the Bailiwick of Guernsey Curriculum to deliver this core subject. These are designed to promote children's spiritual, moral, social and cultural development in preparation for the opportunities, responsibilities and the experiences of life.

Through a variety of cross curricular topics, we encourage the children to discuss and debate with an openness to new thinking and ideas. This is taught through individual lessons and topic based

learning and assemblies. This in turn will help develop skills of reflection, critical thinking and how to act when making moral decisions.

Religious, philosophical and ethical education enables children to explore the traditions and beliefs of Christianity and other world religions. It supports our children in developing empathy towards others, their values and their capacity for moral and ethical judgement. It enables our children to become successful learners, confident individuals, responsible citizens and effective contributors.

WORLD OF WORK

We teach our children about the workplace to help them understand the world of education, employment and training. Developing a child's view of the workplace is essential preparation for a changeable future.

COLLECTIVE WORSHIP

Assemblies are held at the end of the school day 3 days a week. The children come together, either in departments, virtually or as a whole school, to enjoy a story, celebrate achievements, birthdays and to learn about the St Martin's Six and St Martin's values.

Assemblies are led by the Headteacher and members of the Senior Leadership Team as well as visiting speakers such as the PACE group.

Each class performs a poem to the school once a year and some year groups produce special performances throughout the year such as the Christmas and Easter Services.

As a school, it is one of our aims to encourage the children to become critical thinkers and at the end of each assembly they have the opportunity to sit quietly and reflect on the message or theme.

6 ELEMENTS OF LEARNING

We use the curriculum to develop our children's ability to learn how to learn. This will help ensure that throughout their life as learners, they can make the best of every opportunity and reach their full potential. We call these our learning powers.

Critical thinking: using curiosity to ask well-structured questions and challenge what they observe and already believe about the world to generate deeper thinking and learning through disciplined reasoning and ethical enquiry



Team work: learning from and with others by listening, encouraging, communicating and adopting different roles to work towards a group goal that is greater than the individual achievements of its members



Creativity: using imagination and inventiveness to create something original (to the learner) by combining and linking existing knowledge and ideas in a novel and beneficial way to turn them into reality



Reflection: consciously and actively examining and thinking about our experiences, behaviours, feelings, beliefs and attitudes in order to learn from them and take responsibility for our personal growth



Independence: autonomously taking charge of their own learning by planning what to do, when to do it and what support or resources will be needed to succeed, resulting in high levels of self-motivation and self-regulation.



Resilience: keeping going when things get hard as they believe errors and challenge show they are at the edge of their comfort zone which leads to more progress and depth in learning



RIGHTS RESPECTING SCHOOL GOLD AWARD

St Martin's Primary School is a GOLD Rights Respecting School.

The award recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's practice to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. It embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

There are four key aspects at a Rights Respecting school: wellbeing, participation, relationships and self-esteem. The difference that a Rights Respecting school makes goes beyond the school gates, making a positive impact on the whole community.

POSITIVE MENTAL HEALTH AND WELLBEING

Positive mental health and wellbeing is important for our learners now and the adults they will become.

It is widely recognised that a child's mental health and wellbeing impacts on:

- Experience of childhood: personal contentment and social interaction
- Pattern of development: brain development and physical development
- Effective learning of knowledge and skills
- Mental wellbeing in adulthood

We promote wellbeing through our approaches to teaching and learning in all aspects of school life. We also teach specific lessons focusing on skills and knowledge such as The Decider Skills and mindfulness.

Mrs Kym Lovell is our mental health and wellbeing lead teacher in the school. Mrs Lovell promotes mental health across the school and also offers one to one lessons for children who need additional support.

ADDITIONAL EDUCATIONAL NEEDS

We operate the Special Educational Needs Code of Practice (Guernsey 2004) and aim to provide a curriculum which meets the needs of all our children.

We try to ensure that children with SEND are identified as quickly as possible so that early intervention can be taken. We liaise and involve a range of Education Support Services to ensure that proper advice and support is given.

Close partnerships with parents and carers are developed so that children with SEND can benefit from co-ordinated provision.

If you have any concerns please do not hesitate to contact your child's class teacher to discuss these. It may be that ideas to help your child could be shared at this meeting, or that additional information needs to be sought through consultation with our Special Educational Needs Coordinator (SENCO)/Inclusion Lead, Miss Jo Horsepool.

CYCLING - BIKEABILITY

All children are encouraged to develop their cycling skills and this is taught as part of the PE curriculum in Year 5 and 6.

PARENTAL/CARER INVOLVEMENT

The school welcomes and encourages all parents who wish to participate in school and extracurricular activities. It is hoped that they would wish to be involved either in responding to requests for help in school or in fundraising or social activities.

FAMILY LEARNING

All pupils from Reception to Year 6 are encouraged to continue learning at home. In the Early Years the work is predominantly pre-reading activities and the enjoyment of listening to good stories.

As pupils progress they are encouraged to read with an adult and then read independently. Other activities involve the learning of spellings, mathematical tables, finding out and investigating topic related information.

Each year group team will inform parents/carers of planned areas of study through the Class Dojo app.

HOME/SCHOOL COMMUNICATION

We wish to build a good partnership with parents and we aim to make you feel welcome. We will contact you if there are any problems and let you know if your child has done something particularly praiseworthy.

We communicate through:

- Class Dojo
- two parents' evenings a year
- an end of year school report
- informal meetings – e.g. chats before and after school

Should you need to talk to the teacher or Headteacher, please make an appointment through the school office.

Parents are asked to sign the Visitor's log and wear a visitor's lanyard/sticker when they come into the school during school hours (with the exception of open days).

PROMOTING RESPECTFUL BEHAVIOUR

The St Martin's Six

All adults are duty bearers and all children are rights holders. 'The St Martin's Six' is central to our respectful behaviour policy. These six rules are integral to the way the school works, and to the way in which we all behave to one another. These are:

1. To speak respectfully...

This means for example:

To duty bearers:

- Speaking quietly and politely in a positive tone
- Thinking before you speak
- Speaking when it is appropriate to do so

To rights holders:

- Speaking politely to other pupils
- Thinking before you speak
- Keeping quiet if you have nothing pleasant to say
- Keeping 'street language out' of school

To all:

- Speaking to members of our community as you would like to be spoken to

2. To behave respectfully...

This means for example:

To duty bearers:

- Doing as you are asked without argument
- Accepting that members of staff have authority over pupils because they have responsibility for your welfare
- Treating **all** staff as professionals
- Showing that you want to learn
- Listening carefully and following instructions
- Wearing your uniform as requested

To rights holders:

- Showing consideration on the corridors - quiet walking on the left
- Lining up in assembly order
- Avoiding physical contact with other pupils
- Respecting other pupils' space
- Sitting where you are asked to in class
- Telling a member of staff if there is a problem with another pupil

To all:

- Treating members of our community as you would like to be treated

3. To respect the school environment...

This means for example:

To rights holders:

- Looking after and having pride in your classroom
- Reporting any damage to a member of staff
- Making sure you are in the right place at the right time, including lunchtimes and breaktime
- Keeping the school site safe
- Thinking about ways to reduce, reuse and recycle
- Putting rubbish in bins – in and out of the classroom

4. To have respect for your own learning...

This means for example:

To rights holders:

- Striving to be the best you can be
- Valuing success
- Being on time to school and lessons
- Having the correct equipment
- Working hard towards targets
- Asking for help if you need it
- Knowing what you need to do to improve
- Taking responsibility for your learning and being honest with yourself

5. To have respect for other children's learning...

This means for example:

To rights holders:

- Valuing other rights holders' ideas, values and contributions
- Co-operating with and supporting other rights holders
- Helping to create a positive learning environment

6. To play respectfully...

This means for example:

To rights holders:

- Avoiding physical contact with other rights holders
- Being gentle
- Looking after equipment
- Being aware of your duty bearers
- Making sure you are safe
- Staying inside the school grounds

These rules are taught in assemblies, in class discussion time and are displayed throughout the school and we hope they are reinforced by parents outside of school.

SANCTIONS

We aim to use behaviour issues as opportunities for learning. If a child makes a poor choice with their behaviour, we use discussion and restorative justice to allow the child to reflect on their behaviour. Sometimes it is necessary to follow these discussions with sanctions which may include time out missing playtimes and school trips. In very extreme cases children may be excluded from school.

VOLUNTARY HELPERS IN SCHOOL

We welcome and encourage parents/volunteers to help with learning activities – such as assisting swimmers, cooking, hearing readers, and accompanying school trips. Our volunteers enable us to deliver a more creative and varied curriculum. All helpers who regularly help in school and who work with small groups outside of the classroom must have a DBS check and complete a short on-line safeguarding course. Please ask the school office for help and advice on how to get this done.

ADMISSIONS

During the first week of the Autumn term in Reception, parents and carers are invited into school for a 1 to 1 meeting with the class teacher.

In order to settle the children into their new school, they begin school in groups. As the youngest children usually need the most support to settle, they start school first. They are then joined by spring term born children then finally the autumn term born children. All children attend full time once they have begun school and can stay for lunch. If, however, the school believes that a child is not settled and happy in school, they may be asked to attend part-time during the autumn term.

OUT OF CATCHMENT AREA STUDENTS (O.C.A.S.)

Families who move out of the school catchment area must apply in writing to the Education Department if they would like their child/children to remain at St Martin's Primary School (See page 3 for address).

THE SCHOOL COMMITTEE

Mr Mike Higgins (President), Deputy Andrea Dudley-Owen, Deputy Lindsay de Sausmarez, Mrs Sara Dorey and Mrs Lesley Le Page are members of our School Committee.

The traditional concern of the School or 'Parochial' Committee is the general maintenance and upkeep of the buildings and the behaviour in school. The Parochial Committee is also involved with the appointment of the Head and Deputy and they take a close interest in the development plans for the school. Members of the Parochial Committee are elected by the parish and serve for a period of three years. Nominations are submitted to the Constables of the parish following notification in the Gazette Officielle in the Guernsey Evening Press.

COMPLAINTS FROM PARENTS

Complaints of a minor nature may be dealt with by reference to an individual teacher at the end of the day. Complaints of a more serious nature must be dealt with by an appointment made with the Headteacher who will record all relevant details.

If the matter remains unresolved, parents may contact the Education Office where it will be investigated by an Education Officer.

AT THE END OF THE DAY

Teachers will accompany their classes out into the playground through each of the year group doors. Parents are asked to wait outside to meet their children. Bicycles and scooters should be pushed in the playground.

Children are not permitted to play on the climbing apparatus after school for insurance and safety reasons.

SCHOOL CLOTHING

The policy of the school is to encourage children to take pride in their appearance and to take care of their clothing worn in school. Pupils with long hair should have it tied back, 'tram lines', lines cut into hair styles and large decorative hair ties or scarves are not appropriate for school.

Please dress your child in the requested school uniform (available from Fletcher Sports in town, Shoestring on the Bridge, Gamechangers at Oatlands and Ego Motifs/Printed in the Garenne Park - made to order only).

Choose from:

- Navy blue trousers/jogging trousers
- Tailored navy shorts/navy blue skirt/
navy pinafore dress
- Gold polo shirt
- Royal blue sweatshirt/fleece/cardigan
- Blue check dress
in the summer
- Black shoes/black trainers
- Plain white, black or grey socks or
tights



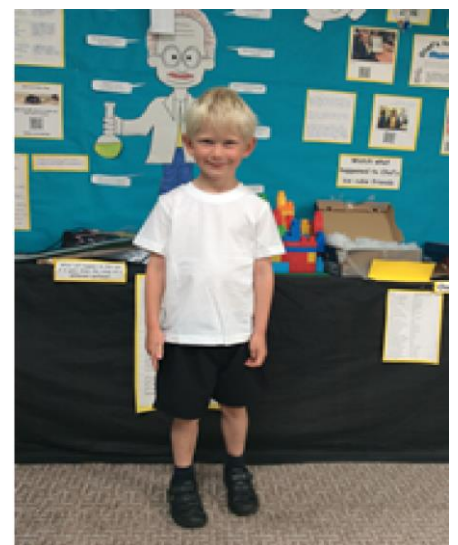
Children may only wear stud ear-rings to school and are asked not to wear nail varnish or temporary tattoos. Long hair should be tied back.

CLOTHING FOR PE

Indoor PE: Black shorts, white T-shirt

Outdoor PE: Football boots or suitable trainers will be required by both boys and girls in the junior department. Suitable clothing determined by the weather should be provided.

Children should remember to bring a plastic bag/boot bag in which to place any muddy shoes after games lessons.



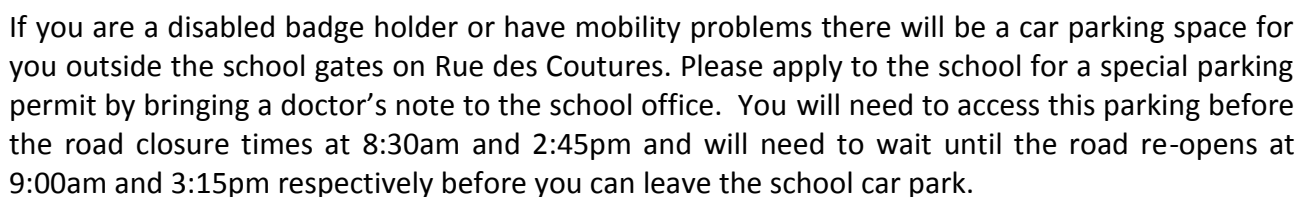
SWIMMING

All children must wear a bathing cap to swim in the school pool (these may be purchased from the school office). Proper swimming costumes/trunks should be worn. No jewellery is permitted to be worn whilst swimming. Earrings must be removed or covered.

The school promotes an Active Travel Policy and encourages children to travel to school by foot, scooter or cycle.

Route Des Coutures (from the junction with Burnt Lane to the junction with Grande Rue) will be closed to traffic (except for cyclists and those accessing properties) on weekdays from 8:30am-9:00am and 2:45pm-3:15pm. This is known as “St Martin’s School Street” and enables our children to ride, scoot and walk to school safely.

Our main park and stride hub is Raymond Falla House, only a 3 minute walk away, where you can park and stride or kiss and drop and use the new path.



Please see the school's website for the bus routes: <http://www.stmartins-school.co.uk/>

All buses are fitted with seat belts and are regularly checked by police mechanics for roadworthiness, all drivers have been police checked and have held the relevant category of licence for over 5 years.

Parents/carers must accompany their children to and from bus stops and see them safely on and off the bus. The buses are supervised by the driver only however the children will be escorted to and from the school drop off and collection points.

The children catching the bus home meet in the music/drama room at 3pm and are accompanied to the bus pick up point by walking through the school grounds to the gateway in the infant field. A special constable will then see them across Route des Coutures to the Community Centre. At the Centre, they wait for the bus and are supervised onto the vehicle. In the mornings, staff members will collect the children from the Community Centre and see them across the road as directed by the special constable. They are then accompanied onto the school playground. Infant children are supervised in the playground by the bus supervisors, junior children by other staff on duty.

Children must behave sensibly and safely on the bus; the bus company and school have the right to exclude children from bus travel for periods of time if their behaviour is a danger to themselves, others or the smooth running of the service.

SCHOOL RESPONSIBILITIES

Outward journey

- The Special Constable (Assistant Site Supervisor) will unlock the new gateway at 8.20am and see pedestrians, including the bus children, across the road. He will then secure the gate at 8.55am.
- Bus Supervisors, with an additional staff member, will meet the buses and assist the children from the buses.
- Bus Supervisors will assist supervision of the children in the infant playground until 8.55am. Junior children will be supervised by a teacher on duty before school.

Return journey

- Children travelling home on the bus will meet in the music/drama room promptly at 3pm. Class teachers and PPA teachers dismissing classes need to ensure that they are released before the rest of the class.
- Bus Supervisors will be responsible for registering the children and organising them into groups for the 3 different buses.
- The groups depart by 3.10pm leaving via the conservatory door, walking along the trim trail to the infant field gateway.
- The Special Constable will unlock the gateway at 3.00pm and see pedestrians across until 3.20pm; he will then secure the gate.
- The children will be supervised onto the bus; seat belts fastened.

PARENT/CARER RESPONSIBILITIES

Parents/Carers must:

- Accompany their children to and from bus stops and see them safely on and off the bus.
- Inform the school if their child is not going home on the bus as usual by calling the Bus Supervisors on: 07839 720 012.
- Use public bus stops along the routes.
- Ensure their child follows the directions of the bus driver and behaves sensibly and safely on the bus.

- **In the event of a road closure or diversion Parents/carers should call whichever company is transporting their children to find out the next suitable stop and expected time. The companies used are BUS 1A and 3A Island Taxis 700500, BUS 3B Island Coachways 720210, BUS 1B Lambourne Taxis 07839 118 988 and BUS 2A and 2B ECS 07781 155545.**

JEWELLERY AND VALUABLES

Valuables should not, wherever possible, be brought to school. No responsibility can be accepted for any losses if items are not handed in for safe-keeping at the start of the lesson.

For safety reasons, children wearing ear-rings are asked to remove them when doing PE activities. As children have to do this for themselves, it would help if infants did not have their ears pierced or earrings were removed at home on PE days. If ears are pierced, children should only wear studs and not dangling or decorative earrings.

MOBILE PHONES

Pupils are not encouraged to bring mobile phones to school and if they do it is entirely at their own risk. Phones should be switched off during the school day and kept in their school bags.

STAYING AT SCHOOL FOR LUNCH

Pupils may stay at school for lunch and will need to bring their own packed lunch and drink (glass containers should not be used). We respectfully request no nuts or nut spreads are given due to the safety of our nut allergy sufferers in the school.

No child staying for lunch is allowed to leave the school premises without permission.

The Headteacher reserves the right to exclude children from staying at school for lunch if they do not behave appropriately.

DOGS IN THE PLAYGROUND

Under the Dog Licencing Law of the Island, dogs are not permitted in the playground unless they are working animals.

SAFEGUARDING CHILDREN AND CHILD PROTECTION

The Children Law (Guernsey and Alderney) 2008 states that all States Departments have a duty to work together and share information to ensure that children and young people get the services they require. This is also essential to protect children and young people from suffering harm, abuse or neglect and to prevent them from offending. Further information is available at <http://childrenlaw.gg>.

All island schools are required to comply with the Interagency Guidelines on Child Protection. These may be located at <http://www.online-procedures.co.uk/guernsey>.

The guidelines emphasise that everyone has an important part to play in preventing the abuse of children, and in responding to situations where they think that a child may be suffering, or at risk of suffering from serious harm.

Therefore if we have concerns about a child or believe that a child has suffered or is likely to suffer serious harm then the school will contact Health and Social Services Department, Assessment and Intervention Team to determine whether a referral should be made.

Any concerns raised by members of staff in the school will be reported to the Headteacher and School Child Protection Officers (Mr Lilley, Mrs Lovell and Miss Horsepool), who will make contact with HSSD colleagues as appropriate.

SEX EDUCATION

It is a requirement of the Education Service that we deliver a planned programme of sex education. As part of the school's Personal, Social and Health Education programme, the sex education input is delivered by the SHARE nurses, specialised personnel in the area of personal relationships and sex education. Please visit States of Guernsey website <https://gov.gg/SHARE> for more information. Any queries should be addressed initially to the Headteacher.

The programme begins in Year 5 with one lesson about the onset of puberty. There are four lessons in Year 6. All lessons are tailored to meet the needs of the particular age group.

Parents are informed prior to the series of lessons and can withdraw their child if they wish.

SEVERE WEATHER CONDITIONS

Parents are requested to listen to Radio Guernsey or Island FM for information regarding the closure of schools. Details are usually available from 7.15 am onwards.

ATTENDANCE

It is essential that all of the children in our school attend regularly and on time. It is our expectation that our students will achieve an attendance of at least 95%. Missed school days are missed opportunities! An attendance of 90% might sound good but is actually the equivalent of half a day missed each week.

It is a parental responsibility to ensure that their child is on time for school, attending regularly and that any absence has a valid reason.

ABSENCE THROUGH ILLNESS

When a pupil is to be absent from school parents/carers are required to contact the school on the first day of the absence, providing both a reason for the absence and an indication of when the child is likely to be expected to return. Parents should note that if their child's state of health prevents them from attending school on a regular basis or over a prolonged period, a letter or medical certificate from a medical practitioner will be required. Unexplained absences may lead to an investigation by the School Attendance Service. If your child has a particular medical or physical complaint, please ensure that the school is informed, preferably in writing to the Headteacher.

ABSENCE DUE TO FAMILY HOLIDAYS

Absence for family holidays in term time is not authorised as it is felt to negatively impact on a child's attendance. A child who has 10 days of holiday in term time can only achieve a maximum of 94.7% attendance providing that they have no additional time off school with illnesses.

If you intend to take your child on holiday during term time it is important, for safeguarding reasons, to let us know and complete a form from the main office.

We value all our parental support and thank you in advance for helping us to maintain excellent attendance across the school.

LATENESS

If your child arrives after the register has been called they will be given a late mark. Should children regularly be late, you will be contacted and asked to bring your child on time. It is important that children are on time as lessons start immediately after the register is taken. Late arrivals will miss the start of a lesson and may disrupt others. Please get into the habit early and bring reception children on time. Registration is completed on the computer and absent and late marks will be given when necessary.

Children who arrive late for registration, or who leave school during lesson times for medical appointments must inform the school office so the register can be updated. They should also report to the school office following their return from the appointment.

MEDICINES AND DRUGS

If possible, all medicines should be administered at home.

Children recovering from an illness should not administer any drugs to themselves. All medicines or drugs must be clearly named and taken to a member of staff with clear details of the administration of the correct dosage, the illness, the date and the name of the medicine.

Your attention is drawn to the Education Board's Policy in which a note of authorisation from parents is required before medicine is administered. Medical forms can be obtained from the school office.

No medicines will be administered unless a letter/form is received.

ACCIDENTS AT SCHOOL

In case of an accident at school the Education Service is prepared to cover the cost of an emergency ambulance however, parents will be liable for a payment of £25.00 at the time of consultation to the Emergency Department or GP surgery as required irrespective of responsibility.

The Children's Dental Service will offer emergency dental treatment and follow up dental care to a child injured at school or during an after-school activity provided the contact with the service is made within 24 hours of the event. The follow-up treatment will continue until the child is 12 years old.

You will be contacted immediately should your child sustain a head injury or have a serious accident. Should your contact number change, please make sure you let us know.

LOST PROPERTY

Lost property is kept in a cupboard by the Site Supervisor's room and by the reception children's entrance for clothing, shoes and water bottles. All other lost property will be kept in the school office.

The school will take all reasonable measures to prevent loss or damage to pupils' property, but if something belonging to a pupil is lost, stolen or damaged on school premises or during a school visit, the school does not accept responsibility for meeting the cost of replacing the item. Parents are recommended to protect their children's property through their own household insurance.

SCHOOL VISITS BY MEDICAL PROFESSIONALS

During the child's first year in school, parents will receive a Health Questionnaire from the School Nursing Service. Completion of this questionnaire will provide the school nurse with a clear picture of each child's health status and highlight any concerns.

A medical will be offered to any child the parents/carers would like seen by the nurse. Also any child the nurse feels would benefit from a medical may be seen, following discussion and consent from parents/carers. Additional appointments throughout the year can always be arranged through the school.

The school nurse can also be contacted via the school or at Lukis House on 222011.

HEAD LICE

The school nurse does not perform routine head inspections. Research has shown this does not help eradicate the problem. We have to stress that it is the parents' responsibility to check heads regularly every week and treat when necessary. We recommend 'WET COMBING' as the method of checking whether live lice are present. Wash the hair normally with shampoo then apply conditioner. Leaving the conditioner in (which makes the hair slippery and difficult for the lice to hold on to), comb the hair in sections with a fine toothed nit comb and by wiping it regularly on a white tissue you will see if there are any lice. With long hair it is a good idea to comb through with a normal comb first to remove any tangles. Rinse off the conditioner when the combing is complete.

If you find live lice then you need to treat with a head lice lotion, which you can obtain from your local chemist. Parents are responsible for obtaining it themselves, any problems with financing this, your school nurse can advise. It is school policy to ask parents to pick up their child and treat them should head lice be found on them whilst at school.

PROTECTION FROM THE SUN

The school is aware of the potential danger of the sun's rays to a young person's skin. Pupils are to wear peaked caps in the playground during the summer months and parents are asked to apply sunscreen before school. In accordance with the Sun Safe Policy children have access to sunscreen dispensers (Stokoderm Sun Cream) and with parental permission are able to apply this before going outside. Sun hats can be purchased from the school office.

DRINKING WATER

Pupils are encouraged to drink water regularly throughout the school day as dehydration can cause tiredness, headaches and a lack of concentration. It is recommended that all pupils bring a bottle of drinking water to school each day in their school bags. Water should be in a clear plastic bottle labelled with the pupil's name.

BREAK TIME SNACKS

As part of our healthy eating policy, pupils are asked to bring fresh fruit or vegetables if they want a mid-morning snack at break-time.

MIXING CLASSES

It is school policy to mix classes every year as they move up through the school. This is done to ensure all classes keep a good balance of pupil numbers, gender and ability and to develop the children's social skills.

POSITIVE HANDLING

St Martin's Primary School is committed to maintaining a calm and positive learning climate for all. The school places a high priority on developing caring and considerate relationships between pupils and between pupils and staff. We are confident that the strategies we have in place to develop positive behaviour in school will ensure that physical restraint is a rarely used and exceptional practice.

However, there are occasions within school when it may be necessary to physically control or restrain a pupil in order to protect the pupil from harm, others from harm or to protect property. Where the situation allows, every effort will be made to defuse a situation before physical intervention takes place. Physical control or restraint will never be used as a punishment.

The States of Guernsey Education Services have strict guidelines for action of this sort. Parents will be informed when an incident involving restraint of their child occurs and reports will be forwarded to the Education Department. If parents are concerned about any incident involving the restraint or physical control of their child, they are asked to contact the Headteacher. If the matter cannot be immediately resolved you are asked to follow this up by putting your concerns in writing, again to the Headteacher. If parents are dissatisfied with the response of the school and wish to pursue the matter further they may then forward their concerns, in writing, to Education Services. The incident will then be formally investigated.

THE PTA

All parents/carers of children at the school are automatically members of the PTA.

Benefits of the PTA

- **Social**
Get to know other parents as well as socialising with other parents, teachers and your child's classmates outside of school.
- **Fundraising**
Fundraising events help raise extra money to buy equipment not provided by the States. This enhances the school environment for your child and all the children at the school.
- **Community**
Take part more fully in your child's schooling and education as part of the extended community.
- **Communication**
Provide a channel of communication with the school and its teachers on matters of concern both educational and practical.
- **Enjoyment**

How can you get involved?

Sign up as a class representative in September and/or come along to the AGM when the social/fundraising calendar is planned.

THE PTA TEAM 2023



Chair - Claire Smith



Vice-chair - Victoria Oliver



Treasurer - Barbara Duquemin



Secretary - Nikki Brehaut

CONSTITUTION OF THE PTA

1. Name

The name of the Association shall be St Martin's Parent-Teacher Association (the PTA).

2. Objects of the PTA

The objects of the PTA are:

- a) To advance the education of the pupils of the school by providing facilities and amenities (not provided by the States Education Council);
- b) To enhance the enjoyment of the school and its environment for the pupils of the school through social and fundraising events;
- c) To promote good community relations between the teaching staff, parents and others as part of the extended community;
- d) To provide an additional means of communication between the teaching staff and parents to support the school as a whole.

3. Non-political

The PTA shall be non-political.

4. President / Vice-President

- a) The President of the PTA shall be the Headteacher.
- b) The names of the Vice-President shall be submitted at the Annual General Meeting.

5. Membership

All parents of pupils at St Martin's Primary School and staff of that school shall be members of the PTA.

6. The Committee

- a) The management and control of the PTA shall be vested in a Committee ("the Committee").
- b) Each of the classes of the school from Reception to Year Six inclusive shall have one or more parent class representatives.
- c) The Committee shall be drawn from the class representatives and teaching staff at the school.
- d) The Committee shall consist of a maximum of twelve members, of which:
 - i) not more than two shall be members of the school teaching staff nominated by the teaching staff from time to time; and
 - ii) not more than ten shall be parent class representatives.
- e) The Committee shall have the power:
 - i) To appoint any sub-committee or team;
 - ii) To prescribe the function of any sub-committee or team;
 - iii) To co-opt any number of class representatives to such sub-committees or teams.
- f) Casual vacancies on the Committee may be filled by co-option.

7. Elections

The Committee shall make the following elections:

- a) Chairman
- b) Vice-Chairman
- c) Treasurer
- d) Secretary
- e) Minutes Secretary
- f) Team organisers (Maximum of five)
- g) Each of the above shall hold office for such period of time and on terms as the Committee so resolves.

8. Annual General Meeting

- a) The Annual General Meeting of the PTA shall be held in the second week of October of each year.
- b) The Chair shall be taken by the Chairman or in his/her absence by the Vice-Chairman of the Committee.
- c) At each AGM, the elected members of the Committee shall retire from office.
- d) Any member retiring shall be eligible for re-election (but is not obliged to do so) up until their children leave the school.
- e) Twenty-five members shall constitute a quorum at the AGM.

9. Special General Meeting

- a) A Special General Meeting shall be convened at the request in writing to the Secretary, of ten members of the PTA. Such a meeting shall be held within thirty days of the request.
- b) Agenda and motions submitted shall be circulated to all members.
- c) Twenty five members shall constitute a quorum.

10. Additional Meetings

- a) Additional meetings shall be held of the Committee and any sub committees.
- b) Six members of the Committee and any sub-committee shall constitute a quorum.
- c) Decisions of the Committee and sub committees shall be by simple majority of the members present. The Chairman shall have a casting vote in the event of a tie.

11. Friends of the School

Where parents no longer have children at the school, but wish to continue their interest in the school through the PTA, such parents may be accepted as Friends of the School, and shall be entitled to full membership with the exception that they may not hold office as Chairman, Vice Chairman, Secretary or Treasurer, or serve on the Committee.

12. Alterations to Rules /Objects / Dissolution Clause

- a) No alterations of the rules may be made except at the Annual General Meeting or at a Special Meeting called for this purpose.
- b) No alteration or amendment shall be made to the objects clause or dissolution clause which would cause the Association to cease to be a charity at law.

13. Accounts/Audit

- a) The Honorary Treasurer shall keep an account of all income and expenditure and shall submit accounts duly audited, at the Annual General Meeting.
- b) The Banking Account shall be in the name of the PTA.

- c) Withdrawals shall be made in the name of the PTA on the signature of any two of the following:
 - (i) Chairman; (ii) Treasurer; (iii) Secretary
- d) Two auditors, not being members of the Committee, shall be appointed annually at the Annual General Meeting to audit the accounts and books of the PTA.

14. Assets on dissolution

Any assets remaining on dissolution of the PTA after satisfying any outstanding debts and liabilities shall not be distributed amongst the members of the PTA but will be given to the school for the benefit of the children of the school in any manner which is exclusively charitable at law.

15. Any other matter

That any matter not provided for in the Constitution shall be dealt with by the Committee, whose decisions shall be deemed final.

16. Educational matters

The PTA shall be purely supportive and have no say in the day to day running of the school. The head teacher shall have the ultimate decision on all educational matters.

FINALLY

Your child is with us for a small proportion of every day. In order that he or she has a rewarding and enjoyable day, it is essential that the home and school work in partnership. We welcome **any** help you can give us and in return we invite you to discuss with us any problems that may occur, so we can solve them together in a spirit of cooperation.

The details in this booklet are not intended to create contractual relationships and may be varied in the light of changing circumstances.