

Dear Parents,

Working closely with parents and guardians is a priority for us at Bel Royal School. This handbook has been produced to introduce you to our school. Through this booklet we have tried to provide you with the information that parents ask for and we hope it will be of use to parents of Reception children as well as to parents of children who have transferred from another school.

The core purpose of Bel Royal School is to provide engaging opportunities so that children develop their own learning skills within an inclusive community.

Our key objectives for the school are for

- Active learning to be promoted in every classroom and throughout the school.
- Teaching to focus on the development of agreed learning intentions
- Time to be given to the promotion of a collaborative and tolerant community
- The recognitions and fostering of individual qualities that promotes participation within the school community.
- A safe, professional environment to be promoted, where good practice is supported.

Please read this booklet and discuss its contents with your child. Please keep the booklet for reference. We intend to issue summary leaflets or updates of its contents regularly.

Should you have any comments on this booklet or suggestions for improvements please do contact me.

It is very important for your children that home and school work closely together and on behalf of the staff I thank you in anticipation of your support.

Yours sincerely  
Mrs.S.Burton  
Head teacher

# Bel Royal School

## Introduction

Bel Royal School is a non-fee paying one form entry primary school administered by the Education Committee of the States of Jersey. The school was opened in 1975 and is a single storey structure designed to cater for approximately 200 children. The school caters for boys and girls for the full primary age range (4+ to 11+ years). In January 2002 a nursery class extension was opened to provide for children age three years of age. **Admission to our Nursery Class is in accordance with agreed guidelines and placement within our Nursery class does not guarantee entry to our Reception class.** In November 2016 a new school wing was officially opened, doubling the existing footprint of the school with new classrooms, meeting rooms, storage and Physiotherapy facilities.

Bel Royal is a mainstream school; provision through what is termed a Resource Base is also made for children with specific mobility, medical or language needs. An additional staffing factor is built into the normal staff/pupil ratio to cater for this facility. The emphasis is on inclusion whereby all children have access to quality educational experiences.

Provision for children with physical needs extends to a number of practical facilities. The school has been adapted to cater for children with a broad range of mobility needs. Ramps have been installed to enable children to move around the school as independently as possible. It also includes adapted toilet facilities where children's independence and privacy are paramount. During the course of a school week children with particular needs often have a range of specialists working with them including speech therapists, physiotherapists and other professionals from various care agencies. The school also has a wheelchair friendly minibus, which enables all children to participate in out of school activities.

In front of the school, **is a permit users only zone which** has been created for the use of parents with children with physical needs, taxis which collect some of our pupils and the school minibus. Please respect this provision. Parking Permits are provided for families requiring access to this zone. Permit holders only should use this parking area.

The extensive facilities within the school allow for flexibility in teaching methods and approaches as appropriate to the needs of individuals, small groups or whole classes. The building itself contains a central hall bordered by the Key Stage 1 and Foundation Departments on its southern side and Key Stage 2 Department on its northern side, the new school wing on its eastern side and the administration area is to the west. Key Stage 1 have access to a designated computer zone. The school also has a wireless system installed throughout, which allows mobile devices such as notebooks and i-pads to be used in a flexible way. All teaching groups including Nursery have access to interactive white boards in their classrooms.

Our aim at Bel Royal School is to create a positive, stimulating and happy learning environment through which all children will achieve success and develop their potential to the full. We look to promote their academic, spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of secondary school and later adult life. We acknowledge achievement for all in terms of celebrating social skills, academic performance, creative and expressive abilities and sporting achievements. We are committed to providing all children with the same opportunities, regardless of ability, gender, race, creed or culture

Our vision is encapsulated in our school statement of “**Achievement Together**”, the core purpose of Bel Royal School is to provide engaging opportunities so that children develop their own learning skills within an inclusive community. As a school we recognise that the personal development of children plays a

significant part in their ability to learn and achieve. Home and School need to work closely to ensure that we:

- Share goals and expectations for the children
- Develop consistent approaches for addressing behaviour issues and supporting learning
- Encourage children to value and respect people from all cultures and communities.

Throughout your child's education we will keep you up to date and informed of progress and development however you are welcome as parents to see us at any time particularly if you have any concerns or worries. We see the education of every child as being a partnership between home and school so it is important to have an honest communication between teachers and parents.

Information regarding staffing, the curriculum, teaching methods, school organisation, assessment procedures, etc. is provided in the rest of this booklet.

Please read through the booklet and if you have any questions please do not hesitate to contact us.

***School Address:***

**Bel Royal School**

La Rue de Haut

St.Lawrence

Jersey

JE3 1JQ

Telephone: (01534) 737193

Fax: (01534) 618319

E-mail [admin@belroyal.sch.je](mailto:admin@belroyal.sch.je)  
[s.burton@belroyal.sch.je](mailto:s.burton@belroyal.sch.je)



**Together Home and School will foster an approach to learning where our children will:**

- View learning as an enjoyable and rewarding experience
- Demonstrate an increasing ability to persevere and explore
- Are self-motivated and confident in their own skills and abilities
- Are able to work independently and co-operatively at home and at school.
- Acknowledge if they are encountering problems.

***Together we will:***

- Share goals, expectations and aspirations with our children
- Develop consistent approaches for addressing behaviour issues
- Encourage children to be tolerant of others
- Foster respect for people from all cultures and communities



***We will:***

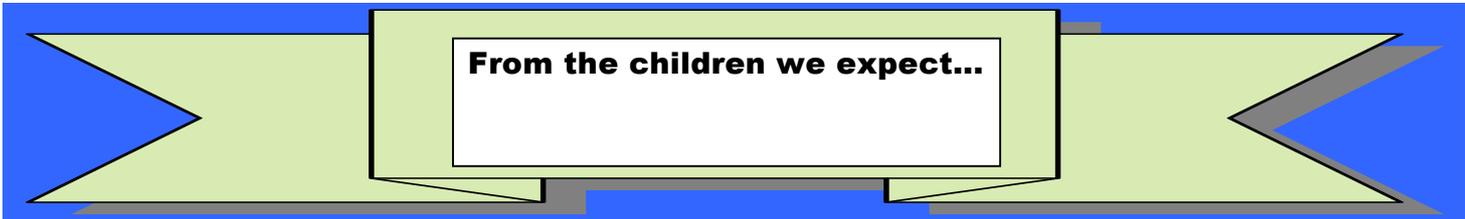
- Help children to reach their full potential both socially and academically
- Inform parents of their child's progress and achievements
- Enable all children to access the curriculum
- Contact parents if there is a problem or cause for concern
- Care for children's safety and happiness
- Maintain the ethos of the school as a happy, enjoyable and safe place to be
- Provide a welcoming environment for our families
- Ensure that your knowledge and opinions relating to your children are respected
- Ensure that school events are accessible and welcoming to all our families
- Be available to parents through various forms of communication including face to face, e-mail, regular newsletters and our school website. [www.belroyal.sch.je](http://www.belroyal.sch.je)



## **Your commitment to us**

### ***We ask that you:***

- Ensure regular and prompt attendance
- Take an interest in your child's education
- Attend parents' evenings and school events when ever possible
- Support the school's behaviour policy by following up any incidence of poor behaviour and congratulating good behaviour
- Inform the school promptly of absences
- Let us know if there appears to be a problem at school for your child
- Ensure that children are wearing the correct uniform, clearly labelled with the child's name
- Ensure that children come to school prepared for the day
- Avoid term-time holidays
- Look for letters from school (usually given out on Friday but there will be a copy on the school website in the Parents Information tab)
- Refer to the school any problems relating to other parents or pupils
- Do not approach at school any other child attending Bel Royal if you have concerns relating to their behaviour or interactions with your child.



## **From the children we expect...**

### ***That they will:***

- Do their best and enjoy learning
- Be polite and tolerant when working or playing with others.
- Show respect towards each other and staff.
- Let adults know if there is a problem and/ or when things are going well
- Accept responsibility and the consequences of their own actions
- Follow our code of conduct, keep the Golden Principles, uphold school values and be good ambassadors for the school
- Have the correct equipment for lessons
- Look after their belongings and respect the property of others
- Hand in homework on time
- Take letters home and remember to give them to parents

# Section 1

## The School : Procedures and Routines

### ***Admission Procedures:***

Children who will be 5 years of age between September 1st and August 31<sup>st</sup> (inclusive) should begin to start school in our Reception class from the September of the year of their 5<sup>th</sup> birthday . In accordance with island guidelines we operate a staggered start to Reception with the aim that all our children will be settled into full time routines over the first month of the Autumn term.

The induction programme for all Reception children and their parents takes place in the Summer term prior to starting school. Children who do not attend our Nursery class will have the opportunity to visit school to meet the teacher and mix with the other children who will be in their class. Parents will have the opportunity to find out much more about Bel Royal School and how we provide for the children. There will also be plenty of opportunities to ask questions and meet many of the people who will be responsible for various aspects of your child's education or development. An Induction Pack containing a range of information about the school and the build up to starting school will be made available to you prior to entry to the school.

If you are moving into our catchment area and have children who are already of school age, you need to contact the Officer at Education who is responsible for Admissions on (449456) for the transfer procedure to be processed, and we will sort out classes etc. as soon as possible assuming that we have placements available in the appropriate age ranges. Any families moving out of the area may keep their children here if they so wish or they may transfer them to the school, which serves the area they have moved to. Under the "sibling" rule any younger brothers or sisters can be registered at Bel Royal even if you are living outside the area, provided you already have at least one child here.

We welcome visits from prospective parents so that you can have a look around the school and we can answer any questions you may have so please contact us to make an appointment.

Curriculum planning involves all members of the teaching staff to ensure there is progression and continuity in learning as your child passes through the school and all our planning processes give due regard to the requirements of the National/Jersey Curriculum.

### ***Office hours:***

The school office will normally be attended by our school secretary between 8.30 am and 12.30 pm Monday to Friday, and by our Financial Assistant between 1.30 – 3.30 p.m. At lunchtimes some of our Year 6 children assist in the office by answering the telephone.

### ***Classes:***

***Classes will normally be made up of children from one age range. Most classes have between 23 and 28 pupils.***

### ***The School Day:***

Morning	8.50 am to 12.15
Afternoon	1.15 pm to 3.00 pm Foundation Stage and Key Stage 1
	1.15 pm to 3.15pm Key Stage 2

The Nursery class operates a slightly different day starting at 8.30 am and ending at 2.30 pm.

Teachers are on duty from 8.35 am and ideally children should not arrive before this time. If it is necessary in exceptional circumstances to arrive at school before 8.35 am please contact Mrs. Burton to make appropriate arrangements.

On arrival at school children should proceed to the appropriate playground and on wet days children in Key Stage 2 go straight to their classrooms, and Key Stage 1 children go into the Hall with a member of staff on duty.

Foundation Stage and Key Stage 1 children at the end of the day may be collected at 3.00 p.m. from the Early Years Playground which is accessed by the path running alongside the Nursery class. Teachers will send children out to parents on an individual basis.

Key stage 2 children at the end of the day are collected from the the KS2 outdoor area Children making their own way home need to bring in a note from parents giving permission for this to their class teacher. Children must tell the teacher on duty that they are leaving the school premises.

***Change of circumstances:***

Should your address or emergency contact numbers change or pick-up procedures differ from usual, please inform the school so that our records can be updated. It is important to maintain accurate information on every child. If you think our records might be out of date please contact the office for a new form.

Children are actively discouraged from changing end of the day arrangements, if they are to go home with friends, this should be arranged ahead of time and the school informed.

***Late Arrivals:***

The late arrival of children to school causes unnecessary disruption to the classes and creates difficulties with regard to registration. The school starts promptly at 8.50 am and children should be in the playground a few minutes before that time. Please note that children arriving late will be given a “late mark” and parents will be informed if the frequency of “late marks” is too high. Children who are regularly absent or late will be referred to the Educational Welfare Officer. Our computerised e-portal registration system is linked to our office administration facility (SIMS).

Any children arriving after school has begun should report their arrival to the secretary in the school office.

Late arrivals for medical appointments are perfectly understandable but it would help if you could let the school know in advance if at all possible. It would be appreciated if routine dental and medical appointments could be made outside of the school day when ever possible.

***Holidays:***

Children are required to attend school for 188 days each school year and everyday is important. The Head Teacher may authorise leave in exceptional circumstances. If the school refuses a request for term time leave and your child is taken out of school this will be recorded as unauthorised absence. It is not appropriate to provide the planned for class work to take away to do on holiday.

***Parking:***

Please observe all the road markings and car park markings to help ease congestion and make the area outside school safe for your children. Parents should not park on the green verge on the main public road as this could seriously restrict access to emergency services.

In particular please do not park on the permit holders only area directly in front of the white railings of the school. This area is reserved for taxis; parents collecting children with mobility problems and for the school minibus.

Families who may need to access this zone are issued with parking permits. If you do not have such a parking permit please avoid using this area. If you believe your family has a reason for having a permit please contact Mrs Burton.

Please do not park in the area at the top of the school next to the KS2 playground as this is reserved for staff parking. Staff will often double park blocking each other in as they know their cars are parked for the day and as a result if you park here to drop off you may be blocked in by staff parking.

At the end of the day provision is made for parking in the Key Stage 2 playground at the top end of the school. When collecting children in our Early Years Department , parents will need to park in the playground and walk down to the main entrance and collect children from the Key Stage 1 playground. From Years 3 to 6 children will meet their parents from the Key Stage 2 outdoor area

Please vacate the Key Stage 2 playground as soon as possible to make way for others and relieve congestion. This area is often used for after school activities.

Due to our supervision procedures at the end of the day you may want to try staggering collecting times and come 10 or even 15 minutes later and may miss the bulk of the traffic.

**School Meals:**

Children may stay at school for lunch but as we have no canteen facilities will need to bring a packed lunch or go home for lunch. However, very few children go home for lunch. Children with packed lunches should have a proper lunch container, which is clearly marked with their name. Please note that hot drinks and glass bottles are not permitted. We would appreciate parents being selective in their choice of items for lunch in terms of the provision of processed foods which are high in salt and sugar intake as part of our Health Education programme encourages children to eat a balanced range of foods.

Research indicates children benefit from having breakfast in terms of being more available for learning as far as possible we would ask parents to ensure that their children eat breakfast every school day. If required they may have a small “snack” at 10.30 am of fruit or vegetables. Children are not permitted to have chocolate items or sweets or crisps at morning break.

**Water:**

All children are expected to bring into school a small bottle of water every day, which they are able to access as required through the school day. Research has shown that regular drinking of water throughout the day has medical and learning benefits. This water may be drunk at morning break when children are able to have a “snack”.

We ask you not to give them drinks in glass bottles or cans and please do not give them fizzy, “PowerAde” drinks or “squash” drinks.

**Emergency Closure:**

On very rare occasions it has been necessary for the Island’s schools to close as a result of inclement weather e.g. heavy fall of snow or extremely high winds. If these conditions develop whilst the school is in session the children will be kept at school until such time they can be collected. Where poor conditions continue from one day to the next information relating to closure can be obtained on Radio Jersey between 7 a.m and 8 a.m or Channel 103. Channel Television will also carry news flashes during broadcasting hours as well as the States of Jersey FB and Twitter accounts

**Medical Information:**

The Schools’ Health Service carries out a health assessment when your child is in their first year of school, in terms of weight, sight and hearing; should you have any concerns regarding the well being of your child staff from the service are always available to discuss issues (Le Bas Centre: telephone 789933).

Regular annual visits by Dentists to the school have been re-established with the aim of monitoring and identifying children who need treatment. If a child has a toothache and a phone call is received by the School Dental Clinic (Telephone 622430) before 9.30 am they should be seen the same day.

Please note that no medicines other than prescribed medicines can be administered in school. Medication can only be administered on the receipt of written parental consent and with details of dosage and timings being clearly given and labelled with the child’s name. As far as possible please attempt to give medication before or after school. It is possible to ask your doctor or dentist to prescribe dose frequencies, which enable medication to be taken outside of school hours.

All medication should be handed in to a member of staff by an adult to be stored in one of our medicine cabinets or fridge and it is essential that the necessary consent form is completed. Please see Mrs Le Pennec or Mrs Le Huray for one when required. It is not possible under the guidelines we have to operate within to administer medication that has been decanted from the original pharmacy container into unmarked bottles or syringes. Nor are we able to give children non-prescribed medication.

If your child has a medical condition, or has had serious illness in the past, please let the school know. If your child is on a permanent or long-term medication, or has a specific health need, please ensure we are fully aware of what is required so that an appropriate health care plan can be drawn up. If your child is an asthma sufferer and has an inhaler please ensure that you have informed us. Spare inhalers should be brought into school and will be kept safely but be available throughout the school day.

If your child has an allergy such as peanut aversion or any type of allergic reaction please make sure that you inform us in writing as this may impact on the range of activities your child participates in. It would also be appreciated if children were made aware of their condition so that they can exercise some responsibility for their own well being.

If your child is ill at school we will contact you. Please ensure that our emergency contact numbers are up to date. It is crucial that we hold up to date information on the health status of children so please inform the school in writing should conditions develop or change.

When your child has had a stomach upset and sickness it is important that you follow agreed medical guidelines and allow a period of at least 48 hours to elapse after the sickness has finished before sending him/her back to school. Such action prevents the infection spreading unnecessarily to others in the school.

It is possible within our school community that we may have children who have medical conditions that make them especially vulnerable to infections that would rarely be serious in most children. Thus it is important that we are made aware of any children who have been diagnosed as suffering from chicken-pox, measles, German measles (Rubella) or slapped cheek (Fifth disease or Parvovirus).

Please note: Following medical advice, the school will no longer be issuing alert letters regarding Head Lice infestations. The responsibility for regularly checking children's hair and following up rests with parents/guardians.

***Children's Records and Data Protection:***

The children's records contain a variety of information, mostly relating to their progress at school and are held centrally in individual files. Some information is also stored on the computer but this consists of information supplied by parents on the pupil record form. The information provided by parents may be processed for educational purposes only. To ensure confidentiality and privacy, all processing will be carried out under the requirements of the Data Protection (Jersey) Law 2005. Information given to the school may be disclosed and used outside of Education Service where it is considered to be in the student's best interest to do so.

Please advise the school in writing should you require us to seek your individual consent to these disclosures.

When your child transfers to another school, eg secondary school to ensure your child's continuing education and care, details held in respect of your child will be passed on to the receiving school.

***The records may consist of:***

General information such as address, emergency telephone numbers, medical information as supplied by parents.

Assessment results and targets where appropriate for each year in school.

Pupil tracking sheets summarising results and targets.

Attendance records.

Special Needs information and Individual Learning Plan targets if applicable.

Permission slips.

Annual reports to parents.

Any additional information as decided by individual teachers, which may include such things as informal notes on the children's progress.

Children's workbooks will form an on-going record of work for all areas of the curriculum. Samples of work may be kept within the core subjects so that we have a long-term record of their progress and achievements.

***Parent Community Forum:***

We do not have a formal PTA however, parents are invited to participate in our Parent Community Group which meets regularly, to help raise funds: for the school, for various charities, support school events and develop home-school links. Please talk to Mrs. Marsay if you are interested in joining this group, you do not have to commit yourself to attend all meetings.

***Visitors to the School/Security Procedures:***

All visitors to the school are requested to report to the Secretary's office and sign in and receive one of our official "Welcome to Bel Royal" security badges. Any visitors not wearing our pass will be approached by a member of staff and asked to identify themselves.

All visitors to school during the school day must report to the school office. If bringing in items such as a forgotten P.E. kit or lunchbox please could you give the item into the school office and we will ensure that it is passed on. This is to ensure that disruption to children and classes is kept to a minimum, and as you will appreciate this is also a means of ensuring the well being and safety of children.

## **Section 2**

### **Parent and the Curriculum**

#### ***Parents as Helpers:***

We rely on the support of parents to encourage children in developing a positive attitude to school and to learning. We are very appreciative of any time you or members of your family may be able to give the school. Parents are able to help in many ways from supporting learning activities through sharing books with children to assisting in art activities or coming in to talk to a group of children if you have a particular interest or knowledge. If you have a skill or an interest e.g. knitting, painting or a sporting interest please let Mrs Burton know, as it may be possible to support this activity.

Parents who help out in school on a regular basis will not usually work in the classes their own children are in. (This does not apply to educational visits. You may well be asked by your child's class teacher to help on a trip if you can.) All parents who regularly assist in school activities will be asked to undertake a full DBS check.

If you help with transporting children to events in your car, you are asked to check with your insurance company to ensure that you are able to undertake this service. Parent permission will be sought for any children being driven to an event by another parent, or member of staff.

#### ***Clubs:***

We aim to offer over the school year a number of clubs and activities at lunchtimes or before and after school mainly for children in Key Stage 2, for example, morning dance, recorder group, football, netball, chess club etc. A programme of extra curricular activities on offer will be made known to children and parents at the start of each term. You will be notified in regular Newsletters of any changes that may occur to these activities during the course of the year. When parents can be found to organise it, a Cycling Proficiency Course in the Spring/Summer period is run for children in Year 6. Pupils are not encouraged to cycle to school until such time as they have obtained their Cycling Proficiency Certificate or their parents confirm their approval in writing to the school. Cycling within the school grounds is not allowed.

#### ***The Curriculum:***

In developing an engaging curriculum we are guided by the policies of the Jersey/National Curriculum 2014 and the requirements of the Education Department.

The learning experiences developed at Bel Royal School take account of the principle of providing a broad and balanced education allowing for the individual strengths and needs of each child to be met within well planned quality educational opportunities. Curriculum planning strategies employed by the school ensures there is progression and continuity of learning as your children pass through the school.

#### ***Additional Subjects:***

Children in Key Stage 2 may be given the opportunity to learn to play a musical instrument by visiting peripatetic teachers and places are much sought after. Please note that children participating in such activities will be withdrawn from their class during normal lesson time.

A Jersey Studies programme is undertaken in Year 4 by visiting Jerriaise teachers, and children are invited to continue learning Jerriaise through attending one of the Pallion centres which run sessions after school.

Children from Portuguese speaking families may attend a weekly after school club.

#### ***Assessment and recording:***

The progress and performance of every child will be regularly assessed throughout their school career by class teachers.

The National/Jersey Curriculum 2014 requires that children be assessed by their teachers in years 2 and 6 i.e. seven and eleven years of age in primary schools.

The crucial starting point for all learning should be a celebration of what children can do rather than an identification of what they cannot do.

Given this the main aims of assessing and recording children's work are as follows:

- *To have an accurate picture of what each child can do; i.e. skills and concepts achieved and understood.*
- *To identify gaps in the children's knowledge and understanding and thus be able to plan for appropriate interventions.*
- *To ensure there is progression and continuity in learning as children pass through the school and that children achieve appropriate expectations.*
- *To be able to accurately inform parents of their child's progress and pace of learning.*
- *To inform secondary schools of the levels of achievement and performance of the children they are to receive.*

Teacher assessment maybe informal or formal and both are undertaken at Bel Royal School. Informal assessment occurs on a daily basis when the teachers are working closely with the children.

The school has as part of its Administrative computer facilities (SIMS) a data base which tracks the statistical performance of children as well as the e-portal daily registration system which monitors attendance.

#### ***Reports and Pupil Progress:***

Since September 2013 Bel Royal class teachers have invited parents to a parent consultation meeting on a termly basis in the Autumn and Spring Terms before producing a final end of year written report in the Summer Term.. The Autumn term report focuses on attitudes towards learning and settling into New Year group routines. The Spring term report identifies progress and achievement in the core subjects. The final summer term report celebrates the achievements of the school year.

In the Autumn term we hold a "Meet the Teacher" after school session for parents, and in the Spring or Summer term we have a family learning walk session. However, parents are welcomed to make appointments to meet with the class teacher at a mutually convenient time at any point in the school year to discuss their child's progress or concerns. If you wish to see the Head Teacher for any reason it is always possible to make an appointment.

#### ***Home-School Learning:***

We have a homework policy, which forms part of our link to home and aims to involve parents in their children's learning. The island does not have any standard guidelines related to homework. Homework is not necessarily a written activity. Teachers through their termly curriculum letters will explain homework activities and routines.

#### ***Homework Diaries as Home-School communication books:***

All children are provided with a Homework/Communication Diary which is used as a means of providing a link between home and school.

The Homework Diaries will be used by the School to provide a record of spellings to be focussed on, details of school events. Teaching or support staff will check Diaries at least once a week and will confirm such by dating and signing the book. Parents are encouraged to record written comments celebrating their children's reading. It is expected that staff will record at least one written comment a week in the diaries.

Please regularly check your child's home/ school diary and use it to pass on any comments you may have or questions you would like to ask, or use it to communicate any messages to the class teacher. Particularly with the older children let them know if there is a comment you would like the class teacher to see and ask them to give the book to their teacher as the diaries may not necessarily be checked every day by staff. Or you may telephone and ask

to speak to the class teacher or send a message via the school email: admin@belroyal.sch.je and the secretary will pass it on.

***Special Educational Needs:***

The individual needs of all children will normally be catered for within the classroom situation by the class teacher. On occasions, however, some children may have a learning need that requires additional support. This may be related to general learning difficulty or to one area of the curriculum, for example, Maths. Sometimes this may be a short-term measure and at other times may last throughout the child’s school career. For children with more complex learning difficulties there are clear Review and Record of Need procedures, which allow children to access additional support resources. Annual Review meetings, include a range of people concerned and involved with the development and education of a child with special educational needs.

The meetings do, of course, include the parents/guardians. Such meetings will identify the strengths, needs and particular arrangements which need to be put in place in order to best provide for those needs.

Throughout your children’s education at Bel Royal School professional judgements will be made as to which learning approach will best meet their needs. We will regularly keep you informed of progress and will consult you from time to time if and when various types of extra support are being considered, such as the provision of Reading Recovery Programme in Year 1 or 2.

If you have any concerns, queries or information relating to your child’s learning please speak to the class teacher at a time that is convenient to you both.

If a situation arises that may impact on your child’s performance such as the arrival of a new baby, the illness of a grandparent or separation of parents it is important that, we are made aware of the problem. Any information given will be confidential and only those who need to know will be informed. Often the teachers can make some adjustments in the provision for a child, which will at least partially help support them during a period of personal difficulty. Where appropriate it is possible for the school to refer parents to support services such as “The Bridge” or CAMHS.

***Health, Safety and Well-being:***

The health, safety and well being of all the children in our care are of the utmost importance. To this end we have in place a range of policies, systems and procedures which all members of the teaching and non-teaching staff follow. They cover such things as lunchtime supervision, evacuation in the event of an emergency, medical care, out of school activities, the use of safety equipment and so on.

We also have in place for the children Codes of Conduct [Golden Principles and School Values] that we expect to be followed at all times. It is a means of promoting good relationships so that children can work and learn well together. The school expects every member of the school community to behave in a considerate way towards others.

The Golden Principles are given below and we ask that you support us by reinforcing with your children these values and attitudes. All teachers will, from time to time, discuss our Golden Principles with their classes and remind them of the type of learning environment we aim to provide at Bel Royal School. The Golden Principles, are an integral part of our personal and social skills programme.

***Golden Principles:***

All our social skills have been integrated into our **Bel Royal Golden Principles:**

- **Show positive learning behaviours.**
- **Be polite.**
- **Be kind, honest and gentle.**
- **Use Body Basics.**
- **Use Line Basics.**
- **Solve problems in different ways.**
- **Take pride in Bel Royal.**
- **Show positive playground behaviour.**

Each week in school a Golden Principle is highlighted and a greater emphasis is placed upon reminding children of the expectations of that principle for example if the principle is ‘Use Line Basics’ children should line up quietly, face the front, keep to the left and walk quietly and sensibly. Children in Key Stage 1 are rewarded with stickers for following the Golden Principles. In Key Stage 2 community Crystals are awarded and placed in the Key Stage Special container, when this is full a special treat or reward is organised for the Key Stage.

***School Values***

During 2010-2011 we developed a set of Values to act as a guide to the kind of learning and community behaviours we expect within the school: The Values are:

Creativity	Respect
Aspiration	Responsibility
Compassion	Perseverance.

Children are rewarded for displaying these Values through the awarding of beads which are added to the whole school containers to demonstrate and celebrate these Values living and growing in our community. These Values are focussed on half-termly.

***Community Groupings:***

Since autumn 2005 Community Groups have been established where all KS1 and KS2 children join a community for different activities and events throughout the year. In Key Stage 2 children eat their lunches together in their community group.

They are named after local towers (La Rocco, Ouasine, Le Hocq and Archirondel). The aim of this initiative is to allow children to develop contact with children across the age range in Key Stages 1 and 2 and across the whole school.

All children participate in regular community sessions where a range of learning activities are undertaken. Whole school Community Days are organised focussing on the school Values for that half-term using Community groups as a vehicle for learning.

***Head Teacher Awards:***

These are awarded to children for significant achievements as a result of their nomination by a member of staff. These certificates are placed on display out side the school offices for a period of time and then are sent home. We hope you will also congratulate your children on their achievement of Head Teacher Awards.

## ***Section 3***

### ***Policies and Protocols***

***Fair Processing Notice:***

**DATA PROTECTION (JERSEY) LAW 2005**

Bel Royal School and the Department for Education, hold information on pupils in order to run the education system, and in doing so have to comply with the Data Protection (Jersey) Law 2005. This means, amongst other things that the data held about pupils must only be used for specific purposes allowed by law. It is important you know about the types of data held, why that data is held, and to whom it may be passed on.

Bel Royal School acts as a data controller and holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate support, and to assess how well the school as a whole is doing. This information includes contact details, assessment results, attendance information, special educational needs and any relevant medical information.

From time to time, the school is required to pass on some of this data to the Department for Education, Sport and Culture. When a pupil is transferring, schools and the Department will pass on all information relevant to the education and care of that pupil to other schools and institutions, in accordance with our public function.

Information is also passed to UK examination and assessment organisations for processing. The resultant information is returned to both schools and the Department for Education.

The **Department for Education** uses information about pupils to carry out specific functions for which it is responsible, to evaluate and develop education policy and to monitor the performance of the education service as a whole. Information will also be used to assess any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools. The statistics are used in such a way that individual pupils cannot be identified from them. On occasion, anonymised information may be shared with other States departments or agencies strictly for statistical or research purposes only.

Contact details are provided to the Department for Health and Social Services and Family Nursing & Homecare in order that parents may be contacted regarding child health programmes, such as the dental screening scheme and the vaccination programme.

Pupils, as data subjects, have certain rights under the Data Protection (Jersey) Law, including a general right of access to personal information held on them, with parents exercising this right on their behalf if they are too young to do so themselves.

If you wish to access the personal data held about your child, this can be done through a subject access request. This is a formal procedure which is started in the first instance by contacting the school. The school is allowed to charge a maximum of £30 for supplying the information. If you believe the Department of Education or the examination or assessment organisations hold personal data then the data protection officer for these organisations should be contacted to initiate a subject access request process. Details may be obtained from The Department for Education.

***Behaviour Strategies:***

The majority of children respond well to our Golden Principles and School Values, positive reinforcement, reward and encouragement of good behaviour decisions are the strategies, which will foster appropriate behaviour with most children, most of the time. It is important that within Bel Royal School understand that inappropriate behaviour will not be tolerated. Children should understand that if they breach the Golden Principles there will be a consequence, which is consistently applied by all staff.

We have a clear system for recording and dealing with incidents of poor behaviour decisions.

Teaching staff endeavour to build up positive relationships between individual pupils in their class and their parents or carers. It is important from the children's point of view that home and school work in partnership together.

When events happen in school it is expected that parents will support the consequence procedures implemented by the school. Initially, the class teacher will deal with minor incidents in relation to the Golden Principles. At this stage parents may be informed by the class teacher through a message in the child's Home work Diary or by personal contact.

We also regularly review with the children our stepped consequence procedure for inappropriate behaviour decisions.

These steps are:

1. A verbal warning which indicates what behaviour is inappropriate.
2. Time out being given for a specific period of time.
3. If the behaviour continues or is disruptive our red card system comes into operation.

N.B. A red card may be sent to the Head, Deputy-Head, or the Student Support Teacher at any point in the consequence procedure when the inappropriate behaviour is judged to be extremely disruptive to the learning environment or the child refuses to cooperate or acts in an unsafe way. The child will be removed from the classroom and kept out for a period of time. The aim will be to return the child to their classroom when they have demonstrated that they are willing to conform to classroom expectations.

A similar stepped consequence procedure operates in the playground:

1. A verbal warning being given with a reminder of the resulting consequence if behaviour does not improve
2. Time out being given for a specific period of time
3. Removal to sit outside the school office.

A written log is kept of playground incidents by staff on duty. Class teachers are informed of significant incidents by the teacher on duty and the Key Stage Managers review entries in the playground log on a regular basis.

### ***Sanctions and Consequences:***

Children who are judged by the Head teacher as not being able to conform to our agreed behaviour expectations, who may have been subject of Red card procedures from the playground or classroom, may be excluded from the playground (or classroom during “wet” breaks) for an agreed period of time and will have to earn the right to go back into the playground and parents will be informed of this decision.

If a child is significantly behaving in an inappropriate way and over a period of time, the Head teacher will be informed and parents made aware of the situation.

The school reserves the right to withdraw a child from an event without prior notice if evidence available suggests that their participation would present a risk to themselves or others. Parents will be informed of this decision.

Children requiring support or close monitoring for their behaviour decision making will be given a report/time table card to track their performance over an agreed period of time. Desirable behaviour will be clearly targeted and explained to the child and a reward procedure as appropriate may be built into the structure. Such procedures will be developed in consultations with the Student Support teacher, the Head teacher, the class teacher, the child and the parents.

The Head teacher may suspend a child from school for an agreed period of time following guidelines issued by the Education Department when it is felt that the behaviour of the child is such that it threatens the safety and order of the school environment.

The Head teacher may only suspend a child if there are reasonable grounds for believing that a child has threatened or carried out violence or has acted in a manner that threatens the good order of the school or the safety and well being of a member of the school community. Suspension is the most powerful sanction that the school possess and as such should be seen by all concerned as a serious matter.

Suspension is used for children who have not generally responded to the school’s consequence and discipline strategies. Although there may occasionally be serious breaches of school behaviour policy from a child who has not previously presented with problems. Parents will be contacted and asked to take the child home and a return to school meeting will be held with the child and their parents to establish an agreement about the code of conduct required and how all parties can work together to improve matters. Children in such a situation may be given a report card to monitor their behaviour decisions.

### ***Counter-Bullying Measures:***

Children, who are referred to the Head teacher as being involved in inappropriate behaviours including bullying, are recorded in the Behaviour Incident book. Contact will be made with parents of children involved and a range of actions including the consequences mentioned above may be implemented. Children encountering difficulties with other children are offered a range of help which may include small group support activities, individual time with a teacher to talk through and develop positive strategies for dealing with tricky situations. Above all we encourage children to talk to staff so that we know about any incidents and can deal with events as quickly as possible. If your children at home let you know of situations which cause them some anxiety at school please do contact the class teacher or Mrs. Burton so that we are aware of any issues that require monitoring or following up. A counter-bullying leaflet is available from the school office for parents

### ***Compliment, Concerns, Comment and Appeal Process:***

If parents have concerns regarding their children’s education and well being they are asked to contact the Head Teacher in the first instance. If contacting the Education Department, parents will be redirected back to the school to organise a meeting to discuss matters of concern with the Head Teacher. If issues cannot be resolved between

parents and the school, parents may follow the guidelines in the Compliments, Concerns, Comment and Appeals Policy 2008 and put their complaint in writing to the Education Department to be followed up by the School's Professional Partner, a representative of Education who is responsible for liaising with the school.

***Bel Royal School Website:***

Through our school website [www.belroyal.sch.je](http://www.belroyal.sch.je) we are gradually evolving a 'one stop shop' that links information and learning between home and school.

At present parents can access information about the school, school events through the calendar, Curriculum Guides and Education Policies alongside our school policies and year group curriculum overviews and ongoing school newsletters and important information reminders.

It is hoped in the future to create access to individual pupil/class folders to allow work to be started at school, continued at home and then re-accessed at school through a website portal.

***School Evaluation:***

All schools in Jersey are engaged in a rigorous school evaluation process, which involves a Professional Partner (ESC representative), in consultation with the school's Leadership Team monitoring and assessing annually the quality of Achievement, Organisation, Learning and Relationships within the school. The Nursery class as part of the Jersey Pre-school Quality Framework follows a similar process of evaluation to ensure high quality provision. Contact details for the school's Professional Partner may be obtained through the school Secretary.

***School Assemblies and Worship Assemblies:***

Worship Assemblies are delivered in accordance with local guidelines. Assemblies take place at least once a week, at times this may be as a whole school, Key Stage or class groupings. Parents who may have concerns relating to their children participating in worship Assemblies are asked to discuss this matter with Mrs Burton. Alternative provision for children not involved in Worship Assemblies can be organised when required.

Visitors who can make a positive contribution to Worship Assemblies are invited in to participate or lead Assemblies.

The school has access to groups such as "Open the Book" who deliver regular Assemblies to Foundation Stage/Key Stage 1 via a story based approach to bible stories, using drama, puppets, songs and poems. This input is followed up by class teachers through discussion, revisiting or retelling the targeted stories or linked to other stories with similar themes.

The local Rector and his assistants regularly visit the school to take Assemblies or hold services for the school community. Over the school year the school aims to invite a range of people from different faith communities, charities or with specific interests to talk to groups of children or lead Assemblies.

School Assemblies are linked to themes related to our Golden Principles, and Values and elements of Worship Assemblies such as stories, prayers, and thoughtful sayings are included to promote reflection and contemplation.

School Assemblies are a means of gathering the school community together, to share ideas, observations, acknowledge diversity in our population and promote a sense of belonging of the individual in terms of membership of a specific year group, Key stage, and school community groups.

Parents are invited to attend Assemblies in order to positively participate as part of the school community. School Assemblies play an important role in celebrating achievements; be they sporting, team focussed, individual or year group learning.

***PALS (Pupils as Listeners):***

Since Autumn 2004 we have developed a PALS scheme where by our Year 6 are involved in undertaking various tasks across the school, running small group lunchtime clubs, supporting playtime activities, befriending younger children and assisting in the school office. All these activities are part of a programme designed to foster a sense of community and responsibility.

***Lost Property:***

**Remember to clearly mark all clothing and personal property with your child's name.**

Lost property is retained in school for a period of time but not indefinitely. After a period of time, unclaimed items will be forwarded to a charity.

In the normal course of events children should be discouraged from bringing valuable possessions to school, as the risk of damage or loss is too great. Children are not encouraged to bring mobile phones into school; if they need to they are expected to give it in to their class teacher until the end of the day.

**Useful Tip: School Glue:**

Within school we use PVA adhesive. Ideally spillage should be removed when wet, but if allowed to dry material should be soaked in warm water. The addition of soap flakes not detergent may aid removal. Alternatively, dampen the area with cold water and freeze in a freezer for 24 or 48 hours, then crack and peel off.