

Telephone: 01534 863172  
Fax: 01534 481903  
Email:  
Website:



[admin@stlawrence.sch.je](mailto:admin@stlawrence.sch.je)  
[www.stlawrence.sch.je](http://www.stlawrence.sch.je)

### School Staff

Headteacher	Mr Amory Charlesworth
Deputy Headteacher	Ms Astrid Jansen
School Secretary	Mrs Karina Ward
Key Stage Managers	Miss Carolyn McCartney (Key Stage 2) Ms Astrid Jansen (Key Stage 1) Mrs Kim Banks (Foundation Stage)
Safeguarding Leads	Ms Astrid Jansen (Designated Safeguarding Lead) Miss Mo McDonald (Deputy Designated Safeguarding Lead)
Educational Needs Co-ordinator (SENCO)	Ms Astrid Jansen (overall, with a focus on KS2) and Mrs Mo McDonald (KS1)

Teaching Staff	Miss Jane Turner (Nursery) Mrs Kim Banks (Reception) Mrs Melanie Lowry (Year 1) Mrs Mo McDonald (Year 2) Mr Chris Fancourt (Year 3) Mrs Claire Fitzpatrick (Year 4) Miss Ella Huelin and Ms Astrid Jansen (Year 5) Miss Carolyn McCartney (Year 6)
Nursery Officers	Mrs Lynda Knight Miss Nikki Heath
Teaching Assistants	Mrs Heather Bugbird (Reception – lead TA) Mrs Lucia Nash (Special Needs and ELSA – lead TA) Mrs Jo Caviglione Mrs Jenni Langlois Ms Christine Morin (Jersey Premium champion) Mrs Janicke Michel Mrs Suzanne Davies Mrs Victoria Militis Mrs Jennie Mosely
Parenting Support Officer	Mrs Alex Farmer
Lunchtime supervisors	Miss Sarah Dowdeswell
Breakfast Club Manager	Miss Nikki Heath
Caretaker	Mr Sean Lamy
Cleaner	Mrs Shirley Fraser (Nursery) - Q3 (Main School)

## The Curriculum

The school's curriculum spans the Foundation Stage, Key Stage 1 and Key Stage 2.

Our curriculum is broad, balanced and meets the requirements of the Jersey curriculum. It includes a project-based, thematic approach and provides children with a range of rich and memorable learning experiences.

**The Foundation Stage** (Nursery and Reception) includes the following areas of learning: communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development, physical development and personal, social and emotional development. Structured play as a medium for learning is an important part of the young child's learning experience and development. Outdoor learning is also a key component of our provision.

**Key Stage 1** (comprising Year 1 and Year 2) builds on the structured play of the Foundation Stage and introduces more formal learning alongside cross curricular opportunities, especially through our project-based learning.

**Key Stage 2** (comprising Years 3, 4, 5 and 6) continues to develop knowledge and skills in a range of subject areas, with continued cross curricular links through project-based learning.

Curriculum areas are:

<b>English</b>	<b>Mathematics</b>	<b>Computing</b>
<b>Science</b>	<b>History</b>	<b>Geography</b>
<b>Religious Education</b>	<b>Art</b>	<b>Design and Technology</b>
<b>Music</b>	<b>Physical Education</b>	<b>French (Years 3-6)</b>
<b>Personal, Social &amp; Health Education</b>		

If you require any further information about curriculum policy and content, please do not hesitate to contact the school.

### **Musical Instruments**

In addition to the normal music curriculum, peripatetic music staff come into school to offer instrumental lessons. If children wish to play an instrument, the offer of tuition is given in the summer term to the age group considered appropriate, e.g. Year 3 is considered the best time to start learning to play the violin whilst many wind instruments are best left until Years 5 and 6 due to dental development. Children requesting tuition on specific instruments are carefully assessed by peripatetic music staff before being offered lessons.

### **Out of school clubs**

A variety of after school activities are offered throughout the school year for different age groups. These range from football and netball, run by school staff, to Brazilian Soccer, Sports Bugs, Fit Kids and Commando Kids, run by experts from outside of school. You can contact our school secretary, Karina to enquire about these clubs.

### **Lunchtime clubs**

Children in KS2 run a wide range of clubs for the younger children. These clubs have included art, dance, lego, computers, petanque, princess club and cooking club to name a few. The lunchtime clubs often change based on children's interests. The children leading their clubs are supported and advised by school staff.

### **Wrap around care**

School provides a breakfast club between 7.30 and 8.30 daily. There are 20 places available. Children will have a healthy breakfast and be able to have some time to play calmly, draw or read.

Freedom Activity club provide after school care for children between 3.00-5.30. Children have a snack, will play and will be supported to complete homework

For further details of our wrap around care, including prices and availability, contact our school secretary, Karina Ward.

### **Residential and off Island trips**

During the school year residential visits are arranged for Years 2,3, 4, 5 and 6:

- Year 2 – Crabbe (day trip)
- Year 3 – Sark (day trip)
- Year 4 – Scout Hut (2 day residential)
- Year 5 – Crabbe (2 day residential)
- Year 6 – Lac du Guerledan in Brittany (5 day residential)

### Homework

At St Lawrence School we believe that homework is one of the building blocks on which we develop our students' learning.

It is set in order to revise and consolidate concepts taught during the school day, and to allow for 'practise time', which is often difficult to find within the school day.

Homework is given with specific targets in mind and not just to 'fill time' in the evening.

Depending on the age of the child, homework may take the form of reading a book, a spelling sheet to be completed, or (for older pupils) coursework.

Each year group, from Y1 upwards, have Target/Homework Booklets which we hope parents find helpful in keeping them abreast of the personal targets set for their children. Whether or not parents wish to work on these targets is optional.

As a staff, we are mindful of the pressures of modern living and the need for children to develop interests and hobbies outside of an academic context, so with this in mind, it is understood that students will sometimes not be required to carry out certain activities.

There are two types of homework set: a long-term home school project linked to the theme of the children's project work and daily activities linked to English and Maths.

#### The Development of Homework Activities and Tasks

<p><u>Reception</u></p> <ul style="list-style-type: none"> <li>• Daily reading</li> <li>• Termly project linked homework</li> </ul>
<p><u>Year 1</u></p> <p><b>Daily Reading</b> Revision of speed sounds and complex speed sounds, depending on the RWInc Group in which the child is placed.</p> <p><b>Spellings</b> From Yellow Group upwards (to include red words and some from the statutory spelling list) - dependent on the pupil's RWInc. Group. Two statutory spelling words are given weekly.</p> <p><b>Topic based homework</b></p>
<p><u>Year 2</u></p> <p><b>Daily reading</b> with discussion of the text. Questions and discussion points can be found in the back of RWInc books.</p> <p><b>Speed Sounds</b> - Revision of speed sounds and complex speed sounds, depending on the RWInc Group in which the child is placed.</p> <p><b>Spelling Sheet</b> (to include red words and words from the statutory spelling list) - dependent on the group which the pupil is in, in RWInc.</p> <p><b>Topic based homework</b></p>
<p><u>Year 3</u></p> <p>Daily reading with discussion of the text.</p>

Ask children if they can:-

- retell what they've read in their own words
- explain how a character feels
- find some quotes to support their answer
- remember some facts from a nonfiction book
- explain why the page is set out in a particular way e.g. why has the author put the title top left?  
Why has the author used questions? How would you have set this page out differently?

**Spelling** - PSP (personalised spelling programme where children work on learning spelling patterns specifically identified for them, sentence structure and alphabetical ordering) or spellings related to the New Curriculum Statutory Spelling List

**Tables (2s, 3s, 4s, 5s, 10s)** depending on individual children's current knowledge

**Home Learning Project** – two (optional) pieces every term, based on a subject area in History, Geography, RE or Science.

#### Year 4

**Daily reading** with discussion of the text.

Ask children if they can:-

- retell what they've read in their own words
- explain how a character feels
- find some quotes to support their answer
- remember some facts from a nonfiction book
- explain why the page is set out in a particular way e.g. why has the author put the title top left?  
Why has the author used questions? How would you have set this page out differently?
- Find synonyms for words in the text e.g. sad – depressed, lonely, despondent
- RWInc or RWInc comprehension homework, dependent on group
- Change the tense of a paragraph – put a sentence or paragraph from the past tense into the present tense
- Read two books by the same author and compare them based on theme, characters, mood, plot etc.

**Spelling** - PSP (personalised spelling programme where children work on learning spelling patterns specifically identified for them, sentence structure and alphabetical ordering) or spellings related to the New Curriculum Statutory Spelling List

**Times Tables to 12 X 12** - depending on individual children's current knowledge

**Home learning project** – two (optional) pieces every term, based on a subject area in History, Geography, RE or Science.

#### Year 5:

**Daily reading** with discussion of the text.

Ask children if they can:-

- retell what they've read in their own words
- explain how a character feels
- find some quotes to support their answer
- remember some facts from a nonfiction book
- explain why the page is set out in a particular way e.g. why has the author put the title top left?  
Why has the author used questions? How would you have set this page out differently?
- find synonyms for words in the text e.g. sad – depressed, lonely, despondent
- RWInc or RWInc comprehension homework, dependent on group
- change the tense of a paragraph – put a sentence or paragraph from the past tense into the present tense
- Read two books by the same author and compare them based on theme, characters, mood, plot etc.

- identify the focus of each verse in a poem.
- 'rewrite'/change the ending of a book.
- Change the adjectives, verbs and adverbs in a descriptive sentence to create a different mood  
e.g. Jane and Will **desperately clambered** over the **jagged** rocks, trying **to escape** from the **deadly** monster. Jane and Will **happily skipped** over the **smooth** rocks, trying to **find** the **friendly** monster.

**Spelling** - PSP (personalised spelling programme where children work on learning spelling patterns specifically identified for them, sentence structure and alphabetical ordering) or spellings related to the New Curriculum statutory spelling list. This sheet also addresses much of what is included on the grammar and punctuation curriculum e.g. antonyms/synonyms, and also allows for revision of specific Alan Peat Sentence Types.

**Times Tables to 12X12** - depending on individual children's current knowledge

**CLIC sheets** are sent home with targets identified, weekly.

**Coursework** – linked to the class project; one, two or three pieces per term, based on a subject area in History, Geography, RE or Science.

•

### Year 6

**Daily reading** with discussion of the text. Ask children if they can:-

- retell what they've read in their own words
- explain how a character feels
- find some quotes to support their answer
- remember some facts from a nonfiction book
- explain why the page is set out in a particular way e.g. why has the author put the title top left?  
Why has the author used questions? How would you have set this page out differently?
- find synonyms for words in the text e.g. sad – depressed, lonely, despondent
- RWInc or RWInc comprehension homework, dependent on group
- change the tense of a paragraph – put a sentence or paragraph from the past tense into the present tense
- read two books by the same author and compare them based on theme, characters, mood, plot etc.
- identify the focus of each verse in a poem.
- 'rewrite'/change the ending of a book.
- Change the adjectives, verbs and adverbs in a descriptive sentence to create a different mood  
e.g. Jane and Will **desperately clambered** over the **jagged** rocks, trying **to escape** from the **deadly** monster. Jane and Will **happily skipped** over the **smooth** rocks, trying to **find** the **friendly** monster.
- Summarise a chapter – identify the main points.
- Summarise or review an entire book – what happened in this book? What was the main theme of the book e.g. loss, heroism, friendship?

**Spelling** - PSP (personalised spelling programme where children work on learning spelling patterns specifically identified for them, sentence structure and alphabetical ordering) or spellings related to the New Curriculum Statutory Spelling List

**Times Tables to 12X12** - depending on individual children's current knowledge

**Mental Maths** – Mental Maths activities with targets identified. Pupils should work on one target established in the baseline assessment and try these with different numbers e.g. How many vertices does a squared based pyramid have? How many faces does a cube have?

**Coursework** – one, two or three pieces per week, based on a subject area in History, Geography, RE or Science. These are then placed in a book. Written coursework happens in Term 1 and Term 2. In Term 3, pupils research a country and this information culminates in an oral presentation.

- *If children are asked to do any other work, this may be because they were absent or did not*

*finish it in the time given in class.*

As seen above there is a gradual increase in the range of homework possibilities throughout the school, with suggestions and options becoming more explicit in Years 4, 5 and 6. Activities at this stage should be designed to develop the skills of organisation, time management and independence in the children to gradually prepare them for secondary school homework demands.

The activities should never, however, require children to spend long periods of time on homework. Such demands come soon enough when the children reach secondary school. We ask parents to take an interest in and to be enthusiastic about their child's learning both in school and out of school and to give them plenty of praise and encouragement. We ask parents to help children pursue their interests and hobbies and when possible to take them out and about to places of fun and interest as well as including them in some of the day to day tasks such as tidying up and shopping.

When formal homework is set by the school we ask that parents support their child in taking responsibility for, organising and doing their own homework, this does not mean parents doing the homework for the child! They should help their child create a system that works for them and to organise a suitable space and the resources required. We ask parents to let us know if there is a particular problem at home that is likely to affect their child's learning and to come in to discuss any aspect of the child's learning both in school and at home that is concerning them.

### **Special Educational Needs**

Our priority is to make sure children experience high quality teaching in the classroom, adapted to different levels of ability.

We ensure all pupils have equal access to the curriculum. In discussion with class teachers and parents, some children are placed on our Special Needs Register and additional help may be allocated. Every effort is made to support children if they need extra help. Most children identified need this support for a short time only. Parents are contacted immediately if a child's learning development or behaviour is causing concern. Equally if a parent is concerned, they should see the class teacher as soon as possible.

Teaching staff at St Lawrence School differentiate for the needs of pupils ranging from the very able to those with learning difficulties. Learning is planned to provide for the development of skills across this range. Teaching Assistants are effectively used to help cater for the wide range of needs. Where required, we provide pupils with specific intervention programmes. These are in place for children with Emotional and Behavioural Difficulties, Specific Learning Difficulties, Speech and Language problems and Occupational Therapy needs. The Special Educational Needs Co-ordinator (SENCo) works closely with staff when devising Individual Learning Plans (ILPs) for pupils with special needs, where appropriate. Such support will either be individual or group based depending on the type or severity of need and they will be reviewed termly.

Children who have complex special needs may require a full assessment of their educational needs. When we seek to do this, we always fully involve the parents from an early stage. This procedure involves the Educational Psychologist, and invariably other professionals such as Occupational Therapists or Clinical psychologists when assessing the child.

The SENCo liaises with the Educational Support Team (EST) based at CYPES about those children who require more specialist support or referral.

### **Positive Behaviour and Promoting Diversity**

We work hard to be a happy and a safe school, which actively looks for the positive and recognises helpful behaviour.

We have a comprehensive Positive Behaviour Policy. This policy supports our school ethos, including our expectation of quality work and behaviour.

The school and class expectations and rules, which are developed with the children and published in school, also support our core values (Independence, Responsibility, Success).

The rules are :

Independence:

- We are confident to be unique
- We respect each other inside and out
- We are happy for our own and for each other's successes

Responsibility:

- We treat others how we would like to be treated
- We tell the truth
- We care about each other's feelings

Success

- We ask questions and figure things out for ourselves
- We listen in a respectful way
- We try our best and learn from our mistakes

School staff are positive, fair and consistent when dealing with any issues related to behaviour. We have clear strategies for rewarding expected behaviour and discouraging inappropriate behaviour.

The issue of bullying is a very subjective and sensitive. We do everything in our power to ensure that any incidents reported are dealt with quickly and fairly. Please help us by informing us of any concerns you may have immediately.

### **Our Commitment to Equality**

We are committed to promoting diversity, eliminating discrimination and advancing equality of opportunity. It is against the law to discriminate against anyone because of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

St Lawrence welcomes everyone from all walks of life and everyone must celebrate and welcome all others in our school. By tackling all kinds of bullying, we believe that children will attain more at school and our community will be happier and more successful.



## School House System

The school has 4 houses. Each house has a colour that relates to the colour of the beads (red, purple, blue and green). Children are allocated a house before entrance to the school. Siblings are in the same house. Beads are awarded when children demonstrate the core values of the school. Beads are collected in each week and put into a house jar at the entrance to the school. Oscar, the school dog, will wear a collar in the school's winning colour.

The four houses are names after Martello towers around Jersey:

- *Seymour – blue*
- *Kempt – green*
- *Rocco – red*
- *Lewis – purple*

Each term, a charity is selected, and the winning house makes a donation towards their chosen charity.

In addition, class teachers will reward positive behaviour with a variety of incentives personal to their own class.

## Our Partnership with Parents

### **Parents and school**

Contact between parents and school is essential. It provides a means for two-way communication; it enables parents to tell teachers of problems or worries and to avoid misunderstandings, while providing opportunities for teachers to inform parents about ways of working, progress, general behaviour.

Parents are welcomed into the school and can help in many ways. This may involve very little time, or it might require a greater commitment, but all help is much appreciated by the staff. It is good for the children to see parents or other relatives and teachers working together because it shows them that adults work in partnership in their best interests. If you are skilled at any particular area and would like to pass on some skills or would just like to get involved, please let us know.

### **Parents on outings**

Children are often taken out on visits linked with their project work and help is appreciated to accompany large groups on these outings. This help need not be limited to your own child's class.

### **PTA**

Any parent can join in with the PTA to plan events and raise money for the school. The PTA have an area on the website and often communicate with the wider community through the school Facebook page. All contributions, no matter how small, are always appreciated by the PTA. The PTA also act as a parent forum, feeding back to the Headteacher on the work of the school.

### **Parent Reps**

There is a parent representative from each class. Please ask who your rep is so that we can introduce you. These usually change each year to allow several parents to contribute over the years. Parent Reps keep in touch with their class through WhatsApp groups.

### **Reporting to Parents**

Parents are asked to attend appointments with class teachers twice during the school year so

that they can be informed of their child's progress and are able to discuss with the teacher any problems or worries. The first occasion is early in the school year, usually October, when the class teacher will discuss with parents how they can best offer support at home. The second meeting is in the middle of the school year to give parents the opportunity to discuss their child's progress.

### **Annual Reports**

A written report is sent home to parents of all children during Spring term. The report contains summative statements about the child's attitude and learning skills and curriculum coverage as well as a level for Reading, Writing, Maths and Science. The report also includes targets for English and Maths, which will be reviewed by the end of the term. On reading the report, parents are asked to make an appointment with the class teacher or head teacher if they have any concerns or require any clarification.

Please remember that any problems or queries can be discussed with the school staff at any time. Minor problems or worries are often easily resolved if tackled early so please let the class teacher know if you or your child is unhappy or anxious about any aspect of school life.

Parents should always share concerns with the class teacher as the first port of call. If they are not satisfied with the response, or require further clarification, the Key stage managers are the next staff members to approach. Following this, the concern may be addressed by the Headteacher or Deputy Headteacher, at a policy and procedures level. This procedure is outlined in our 'Comments, Compliments and Complaints Policy' which can be found on the school website.

### **St Lawrence Home School Agreement**

We believe that parents have a fundamental role to play in helping children to learn. We believe that we have a responsibility to parents and that they have a responsibility to support their children and the school in developing and optimising their child's learning and development. Below you will find the St Lawrence Home School Agreement. This agreement clearly outlines our responsibilities to you and yours to the school.

The school will endeavour to:

- Safeguard the children's physical and social wellbeing at all times, and to foster feelings of confidence, self-worth and belonging;
- Deliver a balanced and carefully planned curriculum which meets the needs of individual children.

The school will foster good relationships with parents by:

- Having an 'open door' policy – no problem is too small for our attention;
- Ensuring that parents and families are supported in their role and get the appropriate help or referral to other agencies if necessary;
- Remembering and being very sensitive to the difficult role of parenting and the balancing of life and family issues;
- Adopting a non-judgemental and non-confrontational approach when dealing with sensitive issues;
- By establishing an ethos of mutual respect;
- Ensuring effective communication;
- By guiding and encouraging and valuing their opinions, concerns and contributions.

The school will keep parents informed by:

- Speaking to them immediately if we have any concerns whilst ensuring a balance between positive feedback and concerns;
- Sending class information to parents at the start of each term;
- Sending a termly whole school newsletter and regular updates to the relevant parents;
- Updating the school Facebook page every week;
- Keeping the school events calendar on the website is up to date;
- Holding bi-annual consultation meetings with parents;
- Issuing an annual written report;
- Holding parents' meetings and forums to consult and explain plans, strategies or curriculum as appropriate;
- Giving guidance as to how to support their children with homework.

We expect parents to:

- Ensure that their child has the best attendance and punctuality record possible;
- Ensure that their child is equipped for school with the correct uniform and equipment as requested;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Encourage a positive and independent attitude to homework;
- Buy in to our ethos of mutual respect;
- Promote a positive attitude towards school and learning in general;
- Attend shared learning afternoons/open day to celebrate children's work;
- Monitor internet use at home, and support the school in tackling cyber bullying.

### **Social Media**

The school has a Facebook account which is used share learning with the wider community. This forum is not for communication between home and school and messages will not be replied to. In addition, we ask that parents think before they post something which could be interpreted in a way that might draw negative opinion of the school. Instead, please address your concerns with staff, in accordance with our 'Compliments, Comment and Concerns' Policy. You can find this on our website. Pupils should not follow these accounts, in line with Facebook terms and conditions.

### **General Information**

#### **The School**

The school is financed and maintained by the States of Jersey Education, Sports and Culture Department.

#### **Authority Address**

States of Jersey CYPES,  
P.O. Box 142,  
St. Saviour,  
Jersey  
JE4 8QJ

Tel: 01534 445504  
Email: [education@gov.je](mailto:education@gov.je)

#### **Safeguarding children at pick up and drop off times**

Safeguarding is an obvious responsibility and there is a comprehensive Safeguarding Policy on the website. In order to make sure that children are kept safe at pick up and drop off times, we have strict guidelines that we all follow:

- School will be notified of who will normally collect your child when parents complete our admissions forms.
- Parents have a responsibility to notify the school in advance if this changes, giving details of the person authorised to collect the child.
- Parents are also asked to inform the school secretary or the Headteacher where children are subject to court orders that limit contact with a named individual. A copy of the court order will need to be provided to the school and kept on file.
- In the event that anyone who is not authorised to do so attempts to collect the child, the school will not allow the child to leave and will contact the parent immediately.
- Our procedure if the child is not collected at the end of the school day is that we will look after the child until 3.30 and then request a place in the after school club after this time. Parents will incur the cost of this after school care.
- If there are any changes to arrangements for collection and parents have forgotten to inform the school, we will try to make contact with the parent or other family members, and wait with the child/place the child into after school club until the parent comes to collect them.
- Children will not be released into the care of another parent even where they offer to take the child home.
- School will discuss with the [Children and Families Hub](#) team at 4.00pm if there are difficulties in contacting parents or other family members.
- If no contact can be made with the parent by 4.30pm, the school will contact the [Children and Families Hub](#) Co-ordinator who will arrange for a Child Care Officer to collect the child or make arrangements for the child to be transported to the Children's Services Department.
- We will ask parents to confirm and update contact details and to nominate a family member or friend who can collect the child in the event that they are unable to do so on an annual basis
- Where children are regularly not collected or collected late, this will be discussed with parents/carers early on and if no improvement is made then Designated Safeguarding Leads/Head teacher will refer the case to the Education Welfare Service.
- If there are also child protection concerns, consideration will be given to making a [Children and Families Hub](#) Enquiry and this will be discussed with the parent/carer

### **Pick up and drop off parking arrangements**

#### **Morning drop off**

Morning drop off parking **outside Nursery** is reserved for **Nursery parents who have a baby** in the car and for parents dropping their children off at Breakfast Club only. Parents using the Nursery car park for morning drop off need to have a Nursery Parking Permit clearly displayed in the windscreen of their car.

Morning drop off parking in the **lower playground** is reserved for **Nursery and Reception class parents** only.

**All other parents** who need to park in the morning must use the **Moignard Liberation Garden** or the **Parish Hall** parking.

Year 1 – Year 6 parents must drop their children off at the school gate along the back lane (La Route de l’Eglise) where Sean will help them out of the car. As soon as parents think Reception children are ready, they are allowed to be dropped off at the school gate with Sean.

#### Home time pickup

Home time parking **outside Nursery** is reserved for **Nursery parents** only.

**All other parents** who need to park in the afternoon must use the **Moignard Liberation Garden** or the **Parish Hall** parking.

Except for Nursery, all parents must join the queue of traffic along the back lane (La Route de l’Eglise) and give their Traffic Card to Sean, who will walk along the lane to collect your card (these are given out to parents on the first day of the academic year). You will be directed to park in the lower car park and your child/ren will be brought back to your car with the traffic card.

If you have lost or forgotten your parking card, you need to phone the school office to let Karina know. She will inform the class teacher. It would not be safe to allow children to leave school with anything other than an official school card or a direct phone call.

It is important that you do not beckon your children over to you as you wait in your car as the children have been told that they need to walk across the car park with the assistance of one of the parking assistants.

Please do not leave your engine running whilst waiting along La Route de l’Eglise as the fumes collect in the lane due to the overhanging trees.

These parking rules are in place to manage the safety of children before and after school. It is imperative that the rules are adhered to.

#### Children who are allowed to walk/cycle

Children are not permitted to leave the premises unaccompanied unless their parents have requested in writing that they go home on their own.

Children are not permitted to cycle to and from school unless they have the written permission of their parents or are accompanied by a parent. We do not allow children to cycle on their own until they have passed their cycling proficiency test.

#### **School Holiday Dates**

School holiday dates for the year are available online at the gov.je website. This link can be accessed from the school website. The school office keeps a record of these dates and they are also published in newsletters. Key dates are added to our calendar on the school website and this can be synced with the calendar on your device.

#### **School times**

Mornings:                      8.30 a.m. to 12.00 noon

Children and parents enter school from 8.45 a.m.

Afternoons: 1.00 p.m. to 3.00 p.m.

A teacher is on duty from 8.30-8.45. No children should be left unattended before 8.30.

### **Nursery times**

The Nursery free 15 hours are 8.45-12.45 daily

Additional hours can be purchased online at gov.je as follows:

5 additional hours means that children have 8.45-1.45 daily

10 additional hours means that children have 8.45-2.45 daily

Further details can be found in the Nursery parent handbook on the website.

### **Breakfast Club**

Breakfast club opens at 7.30am for those children whose parents have to get to work early. The club is managed by Nikki Heath, for a maximum of 20 children. There is a daily charge for this provision. If you are interested please contact Karina Ward at the main office.

### **Contacting School**

If you need to telephone the school please use the following number:

Telephone: 01534 863172

Email: [admin@stlawrence.sch.je](mailto:admin@stlawrence.sch.je)

### **General enquiries**

Contact the school secretary, Mrs Ward who is available from 8.30 a.m. to 3.30 p.m.



### **Attendance**

Parents are responsible for their child's punctual and regular attendance at school. It is important that children are in class, ready to start work, at 8.45am. Good attendance and punctuality really help your child to get the best from their education and have a settled time at school. The school values the positive attitude that parents and carers have towards attendance and the enthusiasm that children show to be ready for school on time.

Attendance is monitored by a central Educational Welfare Officer and any queries are followed up. Children should be collected by 3.15pm, when the staff duty finishes. Late pick ups are also recorded and monitored by the school, with a referral to the Education Welfare Officer if this is a regular occurrence.

### **Notification of absence**

If a child is absent from school we require a **telephone call** from you to inform us as soon as possible, including the reason for absence. We request a message or telephone call on the first day of absence before 9.15am. For safety reasons the school will telephone the parent after 9.15am if a child is absent and we have not been informed. Please do not email with a notification of absence.

### **Requests to attend appointments**

If your child has a hospital, dental or doctor's appointment please notify the class teacher several days in advance, if possible. It is preferable that a child should miss only part of a morning or afternoon session rather than a whole one where this can be avoided. When you come to collect a child for a medical appointment, we ask that you go to the office and not straight to the class, so that we know when children have left the school and when they have

returned. There is a system for signing children in and out of school during the day.

### **Leave during Term Time**

**The Education Department does not, at any time, support leave during term time,** however, in exceptional circumstances head teachers have the discretionary power to grant leave in accordance with the Attendance Policy. Parents are requested to write to the Headteacher to request leave in term time on a form that can be picked up from the office. Each case is considered carefully. If the request does not meet the criteria for 'exceptional circumstances', the leave will be recorded as 'unauthorised'

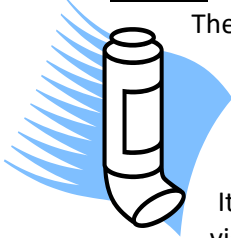
### **Health and Medical Matters**

During their first year in school all children have their height, weight, vision and hearing checked by the school nurse service. Full notification of this is given to parents and written consent is always required before this takes place. The Dental Service also visits the school but parents are also encouraged to phone the School Dental Clinic at the General Hospital to arrange more regular check-ups for their children.

### **Medicines in School**

The school will not normally undertake to store or administer medication to children during school hours. However, in extreme circumstances and at the discretion of the headteacher, parents can request that medication be administered. Any such request must be made in writing giving precise details of the time and dose to be administered. A copy of the 'Medicines in School Policy' is available on the school website.

#### **Inhalers**



The one exception to the above policy is that of inhalers. Children who require an inhaler for asthma and allergic conditions must keep them in class with them. This encourages independence and responsibility of use. Parents should inform the child's teacher of the need for an inhaler. The teacher and child will decide together the best place for the inhaler to be kept in the classroom during the day. It is the parents' responsibility to ensure that all inhalers are within date. An off-site visit may be refused if a child does not have an inhaler in school.

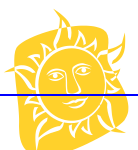
### **Infectious Diseases**

It is very important that children who have infectious illnesses, such as gastro-enteritis stay at home until the condition is completely clear. Department of Health advice states that those children who suffer from diarrhoea or vomiting as a result of an infectious illness should remain at home for 48 hours after the last bout. This is to minimize the risk of infection to other children. If your child is suffering from any of the common childhood illnesses such as Chicken Pox or German Measles please let us know so that other parents can be informed that there is a case within the school.

### **Head Lice**

Unfortunately, it is a fact of life that children sometimes become infected with headlice. For this reason we insist that children with shoulder length hair or longer wear it tied back. The control and detection of head lice is not the school's responsibility but parents are contacted if it is noticed that their child has head lice. It is important that you check your child's head and comb it through with a fine tooth comb regularly at home. Please inform school if your child has eggs or lice, so that we can be vigilant together. Guidance on the prevention and treatment of head lice are available from the School Nurse. In addition the NHS Choices website is recommended by the School Nurse Team [www.NHS.uk](http://www.NHS.uk)

### **Sun Safety**



For sun safety please send your child to school with a sunhat and apply suncream on appropriate days. Only a full sun hat is acceptable, no visor only hats please. School uniform sun hats are available from JSSK.

### **First Aid**

We have several fully qualified First Aiders on the staff. Should your child be injured whilst in school a First Aider will examine him/her and decide whether medical intervention is required. If this is the case you would be contacted immediately. Any parent whose child receives a significant bump to the head during school hours is automatically informed by telephone and potential concussion symptoms are discussed with the parent. School keeps a record of all First Aid incidents.

### **Medical needs**

In order to fully support your child, please let us know if he or she has any medical needs whether temporary or long term. Please do not hesitate to contact us if you have any concerns or queries about medical matters.

### **School Uniform**

#### **Whole School**

Bottle Green V neck jumper/ cardigan with St Lawrence logo\*  
White or bottle green polo shirts with the St Lawrence logo \*  
Black or Grey trousers / shorts  
Sensible black shoes – no heels  
Grey or white socks  
Sunhats with the St Lawrence Logo\*  
Small, plain bags only if required (there is not much room for storage)  
Book bags are provided by the school (KS1, thin bookbags only)

Options for girls: Winter: knee length grey skirts or grey pinafore dresses, grey tights  
Summer: Green check dresses

#### **PE Kit**

Green PE shorts  
White polo shirt with St Lawrence crest\*  
Plimsolls or plain trainers – no fashion trainers  
School tracksuits for children from Y1 up\*

**\* Available from Jersey School and Sports Kit (JSSK) at Les Quennevais  
or buy on-line from [www.jssk.co.uk](http://www.jssk.co.uk) or Lyndale Sports in Trinity**

**Our logo is also held at Magic Touch should you wish to purchase uniform items elsewhere  
and have them embroidered.**

### **Jewellery**

Jewellery should not be worn in school. This ban includes charity bangles, necklaces and rings. Children with pierced ears may wear plain studs.

### **Hair**

Shoulder length and long hair must be tied back. Hair which falls into children's eyes will need to be clipped back off the face. The school has high expectations regarding the smart appearance of pupils.



### **Mobile Phones**

Mobile phones are not allowed in classes at school. If you wish your child to have a mobile phone with them, please arrange to hand the phone to the Mrs Ward at the start of the day. It will be switched off and your child will be asked to collect it at the end of the school day.

### **Precious items**

Children must not bring precious (sentimental or valuable) items into school. These items include toys, jewellery, electronic games etc. The exception to this is when it has been arranged that such items can be brought in for special assemblies or lessons. In this case the items can be kept safely. At no other time will the school be held responsible for precious items.

### **Lunchtimes**

The school remains open during the lunchtime and the midday break lasts for 1 hour. Up to 30 minutes of this time is spent eating lunch and the remainder of time is spent playing outside. All children eat their lunch in the hall under the supervision of a teacher or lunchtime supervisor. To help us have happy lunchtimes please consider the following:

- ☺ We advise that you provide your child with a lunchbox many examples of which are available in the shops. These are then stored on lunchbox trollies outside the classroom until lunchtime. As we do not have refrigeration facilities, we recommend an ice-pack is added because the school can get warm during the morning.
- ☺ Only provide enough food for your child to eat during the time available. We encourage the children to eat as much as we feel they can manage and they take home the remainders to give you a guide as to how much they are eating.
- ☺ If you provide a yoghurt or similar, please also provide a spoon.
- ☺ Children are not permitted to eat chocolate, sweets or drink fizzy drinks at lunch or break time. No glass containers or bottles please.
- ☺ As we have several children in school with severe nut allergies we ask that you do not provide your child with peanut butter or other nut containing snacks.
- ☺ Children all need to have an extra water bottle especially for the lunch hall
- ☺ We have positive rules and expectations for the children when they are eating at the table and playing with other children.
- ☺ We discourage the use of single use plastic within reason.

### **Playtime snacks**

Please ensure that you provide your child with a healthy snack to have at playtime. No nuts, chocolate or sweets should be provided. We suggest fresh or dried fruit or vegetables.

### **Water**

We ask that you provide your child with a named bottle of water for drinking throughout the day. There is growing evidence about the benefits to health and concentration of drinking sufficient water. Bottles are kept handy in the classrooms and children are allowed to drink at anytime during the day and are reminded to do so.

### Parental help

We welcome help in many different ways including reading stories, playing games and helping out on visits or other activities. If parents are volunteering on a regular\* basis they will be required to complete a police check form, known as a DBS check. We will also require written references, as we would for paid employees. \*'Regular' means carried out by the same person frequently (once a week or more often), or on 4 or more days in a 30-day period (or in some cases, overnight). Source: HM Government (2012). Other volunteers will be required to provide two references.

### Pupil Information

#### **St Lawrence School Jersey**

#### **Privacy Notice 2018/19**

St Lawrence School Jersey, School is registered as a 'Controller' under the Data Protection (Jersey) Law 2018 as we collect and process personal information about you. We process and hold your information in order to provide public services and meet our statutory obligations. This notice explains how we use and share your information. Information may be collected on a paper or online form, by telephone, email, or by a member of our staff, or in some cases, by another States department.

We will continually review and update this privacy notice to reflect changes in our services and feedback from service users, as well as to comply with changes in the law.

<b>WHAT</b>	<b>WHY</b>
<b>What information do we collect about you?</b>  We collect the following types of information about you: <ul style="list-style-type: none"><li>• Name of child and parent / carer</li><li>• Date of birth of child</li><li>• Address of child and parent / carer</li><li>• Contact details – phone, email</li><li>• Child DOB</li><li>• Child gender</li><li>• Verification of birth (i.e. copy of birth certificate, seen not collected)</li><li>• Medical information that is relevant to child</li><li>• Parental responsibility</li><li>• Bank account details</li><li>• Social security number</li></ul>	<b>Why do we collect information about you?</b>  We need to collect and hold information about you, in order to: <ul style="list-style-type: none"><li>• Stay in touch with you</li><li>• Verify you are who you say you are</li><li>• Answer your query</li><li>• Handle your application</li><li>• Provide you with information you need</li><li>• Meet our statutory obligations</li><li>• Carry out the service we provide, and to monitor and improve our performance in responding to your service request</li><li>• To ensure that we meet our legal obligations</li><li>• Where necessary for our law enforcement functions</li><li>• Where necessary to protect individuals from harm or injury</li><li>• To prevent and detect crime</li><li>• To process financial transactions including grants or payment of benefits</li><li>• To allow the statistical analysis of data so we can plan the provision of services</li></ul>

## HOW

### How will we use the information about you?

We will use the information you provide in a manner that conforms to the Data Protection (Jersey) Law 2018.

We will endeavour to keep your information accurate and up to date and not keep it for longer than is necessary. In some instances the law sets the length of time information has to be kept. Please ask to see our retention schedules for more detail about how long we retain your information.

We may not be able to provide you with a service unless we have enough information or your permission to use that information.

We will not pass any personal data on to anyone outside of the States of Jersey, other than those who either process information on our behalf, or because of a legal or statutory requirement, and we will only do so, where possible, after we have ensured that sufficient steps have been taken by the recipient to protect your personal data.

We will not disclose any information that you provide 'in confidence', to anyone else without your permission, except in the few situations where disclosure is required by law, or where we have good reason to believe that failing to share the information would put someone else at risk. You will be told about this unless there are exceptional reasons not to do so.

We do, on the odd occasion, process your information overseas using web services that are hosted outside the European Economic Area, for example Facebook. This is processed in the US, but has been approved by another competent supervisory authority under Article 40 of the GDPR or equivalent statutory provisions, together with binding and enforceable commitments of the controller and processor to apply the appropriate safeguards such as information security procedures and checks. .

We upload children's data to the MiS (Sims Database) that is hosted in the European Union. In addition, children's data may be uploaded to GL Assessments, Hodder Education and EExAT. A small amount of personal data is also stored (name, email address) on Pearson Education and parent / carer contact data on Teachers to Parents. . All of these services are hosted within the European Union. To understand how this information is processed in more detail please read Appendix A.

### Data Sharing

We may need to pass your information to other States of Jersey (SOJ) departments or organisation to fulfil your request for a service. These departments are Health, Social Services, Social Security, Multi trust agencies. These departments and organisations are obliged to keep your details securely, and only use your information for the purposes of processing our service request. Please read Appendix B for a list of organisations your data is shared with and how.

We may disclose information to other departments where it is necessary, either to comply with a legal obligation, or where permitted under other legislation. Examples of this include, but are not limited to: where the disclosure is necessary for the purposes of the prevention and/or detection of crime; for the purposes of meeting statutory obligations; or to prevent risk of harm to an individual, etc.

At no time will your information be passed to organisations for marketing or sales purposes or for any commercial use without your prior express consent.

<b>Publication of your information</b>	<b>E-Mails</b>	<b>Telephone Calls</b>
We may need to publish your information on our website and/or in the Jersey Gazette for	If you email us we may keep a record of your email address	We do not record or monitor any telephone calls you make to us using

<p>the following reasons:</p> <ul style="list-style-type: none"> <li>• Where we are required by law to publicise certain information, for example performance data.</li> <li>• In the interests of demonstrating a fair and transparent decision-making process, for example admissions process and appeals procedure.</li> <li>• Where we are required to provide statistical information about a group of people; although your data will be anonymised to protect your identify.</li> <li>• Where you have responded to a public consultation, although your comments will be anonymised to protect your identity.</li> </ul> <p>We will not publish any of your sensitive personal information unless there is a requirement for us to do so in order to carry out our statutory functions.</p>	<p>and a copy of the email for record keeping purposes.</p> <p>For security reasons we will not include any confidential information about you in any email we send to you. We would also suggest that you keep the amount of confidential information you send to us via email to a minimum or use our secure online services where possible or correspond with us by post.</p> <p>We will not share your email address or your email contents unless is it necessary for us to do so; either to fulfil your request for a service; to comply with a legal obligation, or where permitted under other legislation.</p>	<p>recording equipment, although if you leave a message on our voicemail systems your message will be kept until we are able to return your call or make a note of your message. File notes of when and why you called may be taken for record keeping purposes. We will not pass on the content of your telephone calls, unless is it necessary for us to do so; either to fulfil your request for a service; to comply with a legal obligation, or where permitted under other legislation.</p>
---	---	---

### Your rights

<p><b>You can ask us to stop processing your information</b> You have the right to request that we stop processing your personal data in relation to any of our services. However, this may cause delays or prevent us delivering a service to you. Where possible we will seek to comply with your request but we may be required to hold or process information to comply with a legal requirement.</p> <p><b>You can withdraw your consent to the processing of your information</b> In the few instances when you have given your consent to process your information, you have the right to withdraw your consent to the further processing of your personal data. However, this may cause delays or prevent us delivering a service to you. We will always seek to comply with your request but we may be required to hold or process your information in order to comply with a legal requirement.</p> <p><b>You can ask us to correct or amend your information</b> You have the right to challenge the accuracy of the information we hold about you and request that it is corrected where necessary. We will seek to ensure that corrections are made not only to the data that we hold but also any data held by other organisations/parties that process data on our behalf.</p>	<p><b>You request that the processing of your personal data is restricted</b> You have the right to request that we restrict the processing of your personal information. You can exercise this right in instances where you believe the information being processed is inaccurate, out of date, or there are no legitimate grounds for the processing. We will always seek to comply with your request but we may be required to continue to process your information in order to comply with a legal requirement.</p> <p><b>You can ask us for a copy of the information we hold about you</b> You are legally entitled to request a list of, or a copy of any information that we hold about you. However where our records are not held in a way that easily identifies you, for example a land registry, we may not be able to provide you with a copy of your information, although we will do everything we can to comply with your request.</p>
---	---

If you have questions about information in this privacy notice or your rights you can contact the: **States of Jersey Data Protection Officer**: Email: [SDPO@gov.je](mailto:SDPO@gov.je)

### Complaints

#### **You can complain to us about the way your information is being used**

If you have an enquiry or concern regarding the processing of your personal data please contact:

Telephone: 01534 863172

Email: [admin@stlawrence.sch.je](mailto:admin@stlawrence.sch.je)

St Lawrence Primary School  
La Grande Route de St Laurent  
St Lawrence  
Jersey, JE3 1NG

#### **You can also complain to the Information Commissioner about the way your information is being used**

The Office of the Information Commissioner can be contacted in the following ways:

Telephone: +44 (0)1534 716530

Email: [enquiries@dataci.org](mailto:enquiries@dataci.org)

Office of the Information Commissioner

One Liberty Place, Liberty Wharf,

St Helier,

Jersey, JE2 3NY

### **Forms**

When your child starts at school there are a series of forms that parents are asked to complete for school and health records. These include:

- Pupil information and emergency contacts
- Data protection permission
- Medical check and screening forms
- A copy of your child's birth certificate
- Permission for class visits, including coach or minibus transportation
- School closure arrangement
- Permission to store data on the school's online systems

### **Change of Address or Circumstances**

It is the parents' responsibility to let us know immediately of a change of address or telephone number. A mobile telephone number is essential for direct and emergency contact. It is also important for us to be aware as soon as possible of any information or situation that may affect your child at school.

### **Special Arrangements for Collecting Children**

Please notify your child's Class Teacher or the main office if someone different is collecting your child from school or the mode of collection changes. Please endeavour to do this as early as possible.

**Worries and Concerns**

It is vitally important that you let us know immediately if you or your child has any worries or concerns however trivial they may seem. Little worries very quickly assume huge proportions in a child's mind if they are left unresolved. Likewise, if circumstances within the family are difficult or stressful for whatever reason, do let us know in the strictest confidence. In this way we can keep a closer eye on and provide extra support for any child who is going through a difficult time. Correspondence in the first instance by email is acceptable, but we prefer face to face meetings so that communication cannot be misinterpreted. For your information, staff will not reply to emails out of working hours.

If we are concerned for any reason, we will contact you immediately to discuss the matter.