FCJ PRIMARY SCHOOL, PRE-SCHOOL & LITTLE COMPANIONS NURSERY

HANDBOOK FOR PARENTS & PUPILS

Mission Statement

Teach the children with all the kindness and gentleness possible.

Article 3: Acting in the best interest of the children in our care.

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OUR HISTORY

The first FCJ School was founded by the Venerable Marie Madeleine d'Houët in Amiens, France in 1820. Less than twenty years later she had founded schools in five European countries – France, Switzerland, Italy, England and Ireland – and this opened the way for the later development of the Society in Australia, North America, South America and Asia. From the beginning there was a sense of internationality. Marie Madeleine always reached for the highest standards. Her one desire was that her pupils should be true to themselves and achieve their full potential. Inclusiveness was ever part of her thinking. She ensured that her schools would provide 'a solidly Christian education' for young people from all classes of society.

FCJ Convent School in Jersey was founded in 1911; originally established as a secondary school for girls. It later admitted boys in a mixed Prep School. In the late 1970's FCJ let go of its secondary provision and expanded its primary school. This expansion continued over the years with the latest addition to its facilities being constructed in 2013.

FCJ Jersey is a mixed gender Roman Catholic Private Primary School within the Diocese of Portsmouth. It is supported financially by the States of Jersey with a small grant and is under the trusteeship of the Faithful Companions of Jesus (FCJ) Sisters. The FCJ Sisters nominate and appoint governors to the school and are represented on the governing body. FCJ Jersey continues to be part of an international family of FCJ Schools, sharing the same vision and values.

OUR SHARED VISION AND VALUES

Vision Statement

Inspired by the Gospel and true to Marie Madeleine's founding ideal, our vison is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

Values

Excellence: is an inclusive value in an FCJ school, incorporated in every aspect of school life and living. We set the highest possible standards in supporting each other as we strive to achieve our personal best, to become what we aspire to be. The commitment to excellence requires us to;

- Care more than others think wise
- Risk more than others think is safe
- Dream more than others think is practical
- Expect more than others think is possible

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Companionship: is an all-pervading quality present when we work together in an atmosphere of support and love. Companionship is breaking the bread of life together as together we live God's dream for each one of us more fully. Together we learn, pray, laugh and cry. FCJ Companionship is inspired by the women who were companions of Jesus to the Cross and beyond.

Dignity: it is of the essence that the dignity of each person is recognised as that of a human being made in the image of God. Everyone is genuinely listened to and what they say is heard. This sense of dignity and respect…

- Is treasured in the school community, nurtured in the individual and enhances the life of the school
- Provides opportunities for each person to recognise and celebrate their own self worth
- Demands, when challenging circumstances arise, that we seek dignified solutions for all concerned.

Justice: being in the right relationship with God, self, others and creation

- Acknowledges and embraces diversity
- Protects the reputation of each member of the community and ensures fair treatment for all
- Requires us to examine, teach and promote just relationships and structures within our school community and in the world
- Challenges opinons and actions that contradict Gospel values
- Requires us to stand shoulder to shoulder with the oppressed

Hope: is a faith-based attitude of mind and heart which enables us to think, speak and act in accordance with Gospel beliefs and FCJ values. Hope..

- Inspires and enables us to persevere in the face of difficulties and disillusionment
- Empowers us to fulfil our aspirations and grows towards spiritual, intellectual and emotional maturity

Gentleness: through God's grace, the whole is marked by the gentleness, the gentle strength, which is…

- The fruit of the quiet-possession that has been gained through daily growth in self-understanding through the light of grace (Adrian Van Kaam)
- A quality which helps us to keep a calm spirit, a peaceful heart and control our words and gestures, even when the circumstances seem to call forth, or at least justify, an explosion of displeasure or anger. Gentleness results in right relationships with God, self and others. Gentleness keeps our hearts always within the boundaries of justice, reason and love. (adapted from Josephine Petit FCJ/Marie De Bussy FCJ)

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General School Rules

- **Behaviour:** Good manners and a high standard of behaviour are expected at all times; in school, out of school on school visits and trips, using the school bus etc.

- Pupils move around the school safely and respectfully.

- Pupils should follow the classroom rules

- **Uniform:** Pupils must be neat and tidy and wear the correct school uniform. Collars must be fastened, shirts tucked in and ties done up to the top button. Plimsolls must be worn in the gym/assembly hall. **Jewellery:** Earrings must be one simple pair of studs (girls only). No other forms of jewellery must be worn at school

- **Hair:** pupils will not be allowed into school with extreme hair styles. If girls' hair is below the collar or covers the eyes, it must be tied back with a blue hair band/elastic or clipped back with a plain slide. Boys' hair should not reach the collar or cover the eyes, or be so short that the scalp shows through.

- Any property found in the school premises must be placed in the lost property box.

- Pupils are not encouraged to swap property.

- **Homework**: must be carefully done and handed in promptly.

Rules to Keep Everyone Safe:

- Move safely around the school, in the playground and on the field.
- Use equipment and staff areas only with teacher permission and/or supervision – play equipment is solely restricted to use during school time.
- Stay healthy –bring a sensible packed lunch and snack; don't bring nuts or nut products; don't bring sweets or chocolate to school.
- Parking – parents must park only in designated spaces.
- The office must be informed if a child needs to attend a medical appointment during the school day.
- Permission must be given by the Headteacher for a child to be absent from school for any other reason.

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Attendance

1 Introduction

1.1 We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so.

1.2 Under the terms of our Registration, the Governing Body is responsible for making sure the school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate the nature of the sickness and whether an absence was authorised or unauthorised.

2 Definitions

2.1 Authorised absence

- An absence is classified as authorised when a child has been away from school for an exceptional circumstance and the school has received notification from a parent or carer. If a child is absent due to illness, the parent or carer must phone the school each day to advise of any symptoms.
- Only the school can make an absence authorised. Parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorised.

2.2 Unauthorised absence

- An absence is classified as unauthorised when a child is away from school without the permission of both the school and a parent.
- Therefore, the absence is unauthorised if a child is away from school without an exceptional circumstance, even with the support of a parent.

3 If a child is absent

3.1 When a child is absent unexpectedly, the office will record the absence in the register. Parents are required to inform the school office on the first day of absence, giving the specific reason for the absence and the expected date of return, phoning the school each day until the child returns to school.

3.2 A note may be sent to the school prior to the day of absence. For example, if a child has a medical appointment.

3.3 If there is any doubt about the whereabouts of a child, the school office take immediate action. The school will then be in contact straight away with the parent or guardian, in order to check on the safety of the child.

4 Requests for leave of absence

4.1 We believe that children need to be in school for all sessions, so that they can make the most progress possible. However, we do understand that there are exceptional circumstances where a parent may legitimately request leave of

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absence for a child. We expect parents to complete an Absence Request Form at least a week in advance, for the Headteacher to consider. A copy of this can be found on our website – www.fcj.sch.je

4.2 Parents are required to take their family holiday in the normal school holiday periods.

5 Long-term absence

It is **only** when a child has an illness, which causes them to be absent from school for an extended period, that the school will do all it can to send appropriate material home.

6 Repeated unauthorised absences

The school will contact the parent or guardian of any child who has an unauthorised absence. If a child has a repeated number of unauthorised absences, the parents or guardians will be asked to visit the school and discuss the problem. If the situation does not improve, the school will then contact the Education Welfare Service who will visit the home and seek to ensure that the parents or guardians understand the seriousness of the situation.

7 Monitoring and review

7.1 It is the responsibility of the governors to monitor overall attendance. The Headteacher will report on attendance to the Governing Body.

7.2 The rates of attendance will be reported to the Department for Education, as requested.

School Uniform

1 Introduction

It is our school policy that all children wear school uniform when attending school, or when participating in a school-organised event outside normal school hours. We provide a complete list of the items needed for school uniform.

2 Aims and objectives

Our policy on school uniform is based on the belief that school uniform:

- promotes a sense of pride in the school;
- engenders a sense of community and belonging towards the school;
- is practical and smart;
- identifies the children with the school;
- prevents children from coming to school in fashion clothes that could be distracting in class;
- makes children feel equal to their peers in terms of appearance;
- is regarded as suitable wear for school and is good value for money.

3 Jewellery

On health and safety grounds we do not allow children to wear jewellery in our school. The exceptions to this rule are ear-ring studs in pierced ears. We ask the children to either remove these objects during PE and games, or cover them with a plaster, to prevent them from causing injury. Make-up and nail varnish are not to be worn.

4 Extreme haircuts

The school does not permit children to have ‘extreme’ haircuts that could serve as a distraction to other children. Girls with long hair are required to have it tied back in school-colour, appropriately sized hair-ties.

5 Footwear

The school wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes that have platform soles. We require all children to wear shoes as stated in the uniform list.

6 The role of parents

We ask all parents who send their children to our school to support the school uniform policy. We believe that parents have a duty to send their children to school correctly dressed and ready for their daily schoolwork. One of the responsibilities of parents is to ensure that their child has the correct uniform, and that it is clean and in good repair. Parents will be notified when a child is not wearing the correct uniform.

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7 The role of governors

7.1 The Governing Body supports the Headteacher in implementing the school uniform expectations. It considers all representations from parents regarding the uniform policy and liaises with the Headteacher to ensure that the policy is implemented fairly and with sensitivity.

7.2 Governors ensure that the school uniform policy helps children to dress sensibly, in clothing that is hardwearing, safe, smart and practical.

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Behaviour and Discipline

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

1.2 The primary aim of the school behaviour expectations is to promote good relationships, so that all can work together with the common purpose of helping everyone to learn in an effective and considerate way.

2 Rewards and sanctions

2.1 The school acknowledges all the efforts and achievements of children, both in and out of school. At least one school assembly each month celebrates achievement out of school, for example, music or swimming certificates.

2.2 The school employs a variety of sanctions to ensure compliance with the school rules and a safe and positive learning environment.

2.3 The class teacher creates a class contract, where every member of the class is invested. This is agreed and signed by the children and displayed on the wall of the classroom.

2.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers. Teachers in our school have completed MAYBO trainings.

2.6 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Leadership Team (SLT), Deputy Headteacher and Headteacher.

2.7 The class teacher and Deputy Headteacher liaise with external agencies, as necessary, to support and guide the progress of each child.

2.8 The class teacher reports to parents about the progress of each child in their class, in line with school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

3 School's educational responsibilities

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3.1 FCJ acknowledge our responsibility to support parents in their task of nurturing their children towards human wholeness

3.2 FCJ School will:

- Provide a friendly welcome to your child and a secure, stimulating Catholic environment in which to learn.
- Demonstrate our school's foundation in the teaching of Jesus Christ; inspired by the Gospel and true to Marie Madeleine's founding ideal, our vision is that FCJ schools are communities of personal and academic excellence.
- Treat all members of the school community with respect, setting a good example in our own speech and behaviour.
- Ensure that your child is valued for who he/she is and help them to make good progress in their spiritual, moral, emotional and academic development.
- Treat your child with the dignity and respect they deserve.
- Keep you informed about school through regular ParentMails, newsletters and letters.
- Set and monitor homework in accordance with school policy.
- Contact you directly if there is a problem with your child's attendance or punctuality.
- Inform you of concerns regarding your child's behaviour, work or health.
- Challenge your child to strive for the highest standard of personal, social and intellectual development and aim for excellence in all they do.
- Ensure that all staff follow school policies.
- Provide you with opportunities to meet with teachers at the end of the autumn and spring term.
- Provide a detailed and informative End of Year Report.
- Encourage all FCJ children to be enthusiastic about learning and to enjoy school and show kindness and consideration to others.

4 Parent Responsibilities

4.1 Parents are the primary educators of their child and have an irreplaceable role to play in supporting their child's learning at school

4.2 Parents will:

- Respect the Catholic ethos of our school and support the Catholic values of the school community.
- Treat **all** members of the school community with respect, setting a good example in our own speech and behaviour.
- Ensure that their child attends school regularly, is punctual, suitably equipped and dressed according to the school uniform policy.
- Support the school's guidelines and expectations for behaviour.
- Seek to clarify their child's version of any event with the school's view, in order to bring about a peaceful solution. Speak to the class teacher regarding

any queries about their child's work/homework, rather than posting comments on social media e.g. Facebook, WhatsApp, Messenger etc.

- Correct their own child's behaviour, especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school directly to help resolve any issues of concern. Parents will not negatively discuss the school or any member of staff on Facebook or other social sites. Please refer to our Parent Social Media Policy on our website – www.fcj.sch.je
- Not approach another child in order to discuss or chastise them because of their actions towards their own child.
- Not bring dogs onto school premises.
- Inform the school of any concern or problems that might affect their child's work or behaviour.
- Give their child opportunities for home learning and support homework from school. Parents understand that teachers are not responsible for providing additional homework.
- Encourage their child to be enthusiastic about learning and to enjoy school and show kindness and consideration to others.
- Understand that authorised leave will **only** be granted under exceptional circumstances in conjunction with guidelines from the Education Department.

4.3 We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Should the partnership between the school and the parents irretrievably break down, either side has the right to terminate the contract between the parents and the school (see our Terms & Conditions of Acceptance).

5 The role of governors

5.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

5.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

6 Fixed-term and permanent exclusions

6.1 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school.

6.2 If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

6.3 The Headteacher informs the Department of Education and the Governing Body about any permanent exclusions, and about any fixed-term exclusions beyond five days in any one term.

6.4 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

6.5 The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

6.6 When an appeals panel meets to consider an exclusion, it considers the circumstances in which the pupil was excluded; it considers any representation by parents, and it considers whether the pupil should be reinstated.

6.7 If the governors' appeal panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

7 Monitoring and Review

The Governing Body reviews the Handbook for Parents and Pupils every two years. The governors may, however, review the policy earlier than this, if the Department for Education introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

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Anti-Bullying

1 Introduction

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

2 Aims and objectives

2.1 We do all we can to prevent bullying, by developing a school ethos in which it is regarded as unacceptable.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. The school aims to produce a consistent school response to any bullying incidents that may occur.

3 The role of governors

3.1 The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing body does not allow bullying to take place in our school, and any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

4 The role of the Headteacher

4.1 It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school's expectations and know how to deal with incidents of bullying.

4.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

4.3 The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

5 The role of the Teacher

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5.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Records are kept of behaviour incidents.

5.2 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

6.2 Parents have a responsibility to support the school and to actively encourage their child to be a positive member of the school.

7 Monitoring and review

These anti-bullying expectations are the governors' responsibility in conjunction with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

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Teaching and Learning

1 Introduction

In FCJ schools, we recognise that every individual is a child of God. Our aim is to nurture and inspire our students to become their best selves. Outstanding teaching enables achievement and excellence for all. At the root of the curriculum in FCJ school is a desire to help our students experience the wonder and awe of God's presence in all things. Our curriculum takes students beyond the ordinary, leading them to discover new things about themselves in relationship with the world. FCJ staff accompany their students in a learning environment infused with Gospel values. They bring a reflective stance into the classroom, providing opportunities for prayers and quiet contemplation. These moments help all to grow in the self-knowledge that leads to an attitude of gentle strength and wisdom.

2 Aims and objectives

2.1 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to reach their full potential.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

3 Effective learning

3.1 We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

3.2 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn.

4 Effective teaching

4.1 When teaching we focus on motivating the children and building on their skills, knowledge, understanding and mastery of the curriculum.

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4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Pupil Passports. We have high expectations of all our children, and we believe that their work here at FCJ School is of the highest possible standard.

4.3 We plan our lessons with clear learning objectives. We take these objectives from the Jersey National Curriculum.

4.4 Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on a high standard of behaviour at all times.

4.5 We ensure that all tasks and activities that the children do are safe. Parents' consent for school outings is requested and recorded annually on the Data Check Sheet. Class teachers will write to parents to inform them of planned trips.

4.6 Our classrooms are attractive learning environments. We change displays to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English and Maths. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

4.7 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

4.8 We conduct all our teaching in an atmosphere of trust and respect for all.

5 The role of governors

5.1 Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- are advised by the Headteacher of how effective teaching and learning strategies are in terms of raising pupil attainment;
- support the Headteacher in ensuring that staff development and performance management policies promote good quality teaching;

- monitor the effectiveness of the school's teaching and learning policies through the school self-review process and through the termly reports from the Headteacher.
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6 The role of parents

6.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending an annual written report to parents
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

6.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- 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;
- promote a positive attitude towards school and learning in general;

7 Monitoring and review

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy every two years.

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Curriculum

1 Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Jersey Curriculum and the RE Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2 Values

2.1 Our school curriculum is underpinned by the FCJ Vision and Values that are held dear at all FCJ schools.

2.2 These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all God's children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and to become the person that God created them to be. We provide equal opportunities for all the children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations as well as our own.

3 Aims and objectives

The aims of our school curriculum are:

- to place God at the centre of all we do and are;
- to teach religious education according to the teachings and beliefs of the Catholic faith and to ensure this is the foundation of the entire educational process;
- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;

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- to help children understand Jersey's cultural heritage;
- to enable children to be positive citizens in society;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

4 Children with special educational needs

4.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school, and to adapt it to meet the needs of individual children as necessary.

4.2 If a child has a special educational need, our school does all it can to meet these individual needs in conjunction with the child and parent. If a child displays signs of having special needs, his/her teacher, along with the Deputy Headteacher, makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. The school also offers a range of 1:1 and small group activities. If a child's need is more severe, we involve the appropriate external agencies when making this assessment. If the school is unable to meet the child's particular needs, the school will work with the parent to seek alternative arrangements

4.3 The school provides a Pupil Passport for some of the children who are on the special needs register.

5 Curriculum in the Foundation Stage

5.1 The curriculum that we teach in the Reception classes meets the requirements set out in the Development Matters Curriculum. Our curriculum planning focuses on the Specific and Prime areas detailed in the document. There is also a focus on wellbeing and Involvement and Characteristics of Effective Learning.

5.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Reception classes builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

5.3 During the children's first term in the Reception classes, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

5.4 We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

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6 Monitoring and review

6.1 Our Governing Body is responsible for monitoring the way the school curriculum is implemented.

6.2 The Headteacher is responsible for the day-to-day organisation of the curriculum.

6.3 The Senior Leadership Team (SLT) monitor teaching throughout the school. They complete book and planning scrutiny, lesson observations and learning walks to ensure that appropriate and effective teaching strategies are deployed.

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Educational Visits and Activities

1 Introduction

1.1 All schools are required to offer children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and experiences of adult life.

1.2 In our school we seek to ensure that the Jersey Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills, and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits and other activities that add to what they learn in school.

2 Organisation

2.1 The Jersey Curriculum defines what we teach the children in school. This is the basis for each year group's programme of learning for each school year.

2.2 Within each year group's programme of work, the teachers plan educational visits and activities that support the children's learning. We give details of these visits and activities to parents, planning activities as the school year progresses, and informing parents of these in due course.

2.3 Visits and activities usually take place within the school day. We follow the Education Department's guidelines relating to health and safety.

3 Charging for school activities

There are some circumstances when the school will make a charge for certain activities or ask for a contribution towards travel costs.

4 Curriculum links

All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual year groups, whilst others relate to all our children.

5 Residential activities

5.1 Children in Years 4, 5 and 6 have the opportunity to take part in a residential visit. This activity is in school time and linked to the Jersey Curriculum. Parents are expected to meet the full cost of these trips. Parents seeking financial support are asked to speak, in confidence, to the Headteacher.

5.2 The residential visits provide opportunities for the children and staff to live and work together as a community. They also enable children to take part in outdoor activities as part of their curriculum. All specialist activities are undertaken with qualified instructors and appropriate risk assessments are completed.

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Homework

1 Introduction

1.1 Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

1.2 We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play such an important part in the lives of many of our children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

2 Types of homework

2.1 We set a variety of homework activities. In the Foundation Stage and at Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. Teachers offer guidance to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings, number bonds and tables. Sometimes we ask children to talk about a topic at home prior to studying it in school. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it.

2.2 At Key Stage 2 we continue to give children the sort of homework activities outlined above but we expect them to do more tasks independently. We set English and Maths homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. We may also set homework to ensure that prior learning has been understood.

3 Pupils with special educational needs

3.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

4 The role of parents

4.1 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by

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providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing..

4.2 If parents have any problems or questions about their child's homework, they should, in the first instance, contact the child's class teacher.

5 Monitoring and review

The school reviews its homework policy every two years.

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Communications

1 Introduction

1.1 Good communication between the school and the home is essential. Children achieve more when schools and parents work together. Parents can help more if they know what the school is trying to achieve, and how they can help.

1.2 In our school we aim to have clear and effective communications with parents and the wider community. Effective communications enable us to share our aims and values through keeping parents well informed about school life. This reinforces the importance of the role that parents play in supporting the school in educating their children.

1.3 We communicate with parents through a range of different strategies. Some of our communications are the result of a statutory requirement, others reflect what we believe is important to our school.

2 Home–school communications

2.1 Communicating with parents is a vital part of what we do; making sure you get the correct information about activities, events and things that really matter is extremely important to us. For this purpose we use a service called ParentMail. You will be asked to register for this service when your child begins school and we ask that you check your e-mails regularly. With ParentMail we can ensure that messages get to you reliably and on time and we can send messages directly to both parents and other carers at the same time. Please see our Guidelines booklet for further information.

2.2 At the beginning of each half-term all teachers communicate to the parents of the children in their classes details of the work to be covered during the forthcoming half-term.

2.3 The school encourages parents to share any issues about their child at the earliest opportunity. Teachers meet with parents as soon as possible. This is usually best done at the end of the school day. Where this is not possible, the parent may make an appointment. We are happy for parents to take the opportunity to have a quick word with the teacher when they collect their child from school. Parents are required, however, to make an appointment should a discussion of any length be necessary.

2.4 We hold a meeting for new Reception parents in the spring term and transition meetings are available in the summer term.

3 Communication with separated/divorced parents

3.1 We recognise that separation can be a sensitive and challenging time for families, and our aim is to ensure that communication regarding your child's education remains clear, consistent, and focused on their best interests.

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Where both parents hold Parental Responsibility (PR), the school will communicate with both parents as appropriate, ensuring both have access to relevant information such as educational progress, attendance, and school events. To support this, please ensure we always have up-to-date contact details.

Our priority is always on your child's wellbeing and education.

3.2 We respectfully request that communication with the school remains focused on your child's education. We are here to positively support both our children and parents; however, school cannot become involved in parental disputes.

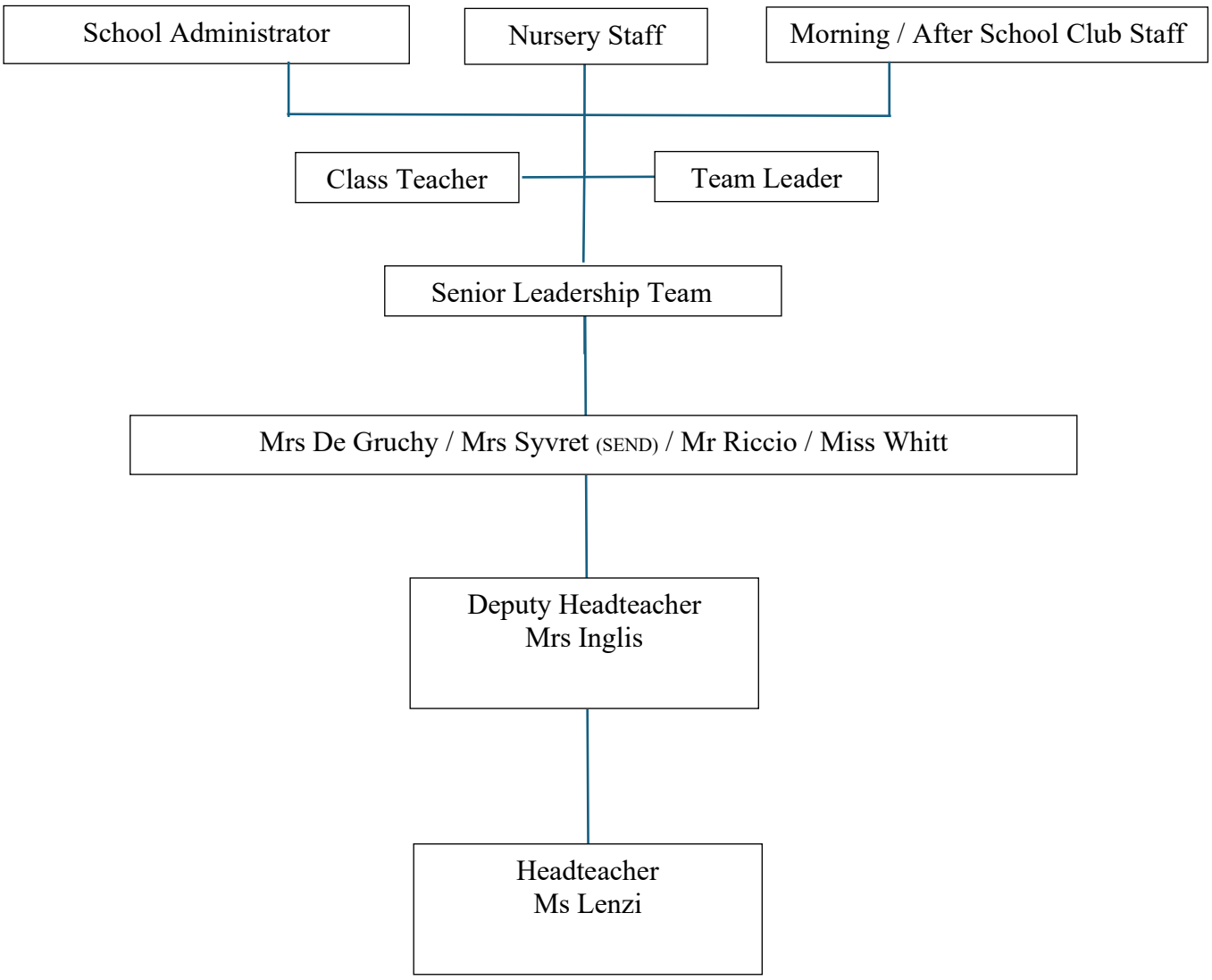
3.3 Please keep us informed of any changes that may affect communication.

4 Replacement copies of documents

4.1 The school provides key documents, such as pupil reports, childcare tax certificates, and official letters which are free of charge when they are first issued. If a replacement copy is requested, an admin fee of £10 per document is charged to cover administrative, posting and printing costs. This charge applies to any additional copies requested after the original has been provided.

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FCJ Communication Flowchart



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Complaints

1 Introduction

1.1 We believe that our school provides a good education for all our children, and that the Headteacher and other staff work very hard to build positive relationships with all parents. However, the school is obliged to have procedures in place in case there are complaints by parents. The following policy sets out the procedure that the school follows in such cases.

1.2 If any parent is unhappy with the education that their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher immediately. If the matter is not resolved at this stage, the parent may request to speak with the Key Stage Manager, the Deputy Headteacher and then the Headteacher.

1.3 All parents have the right, as a last resort, to appeal to the Chair of Governors if they still feel that their complaint has not been properly addressed.

2 Aims and objectives

2.1 Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved.

3 The complaints process

3.1 If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

3.2 Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Key Stage Manager, the Deputy Headteacher and then the Headteacher. The SLT consider any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

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3.3 Should a parent have a complaint about the Headteacher, s/he should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, s/he can make a formal complaint, as outlined below.

3.4 Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the Chair of Governors.

3.5 The appropriate sub-committee of the governing body must consider all written complaints within three weeks of receipt. It arranges a meeting to discuss the complaint and invites the person making it to attend the meeting, so that s/he can explain her complaint in more detail. The school gives the complainant at least three days' notice of the meeting.

3.6 After hearing all the evidence, the governors consider their decision and inform the parent about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.

3.7 Should the matter not be resolved the parents may take their complaint to the governing body's Appeal Committee. The decision of this Committee is final.

3.8 This should be read in conjunction with the FCJ Complaints Policy found on our website www.fcj.sch.je

4 Monitoring and review

The governors monitor the complaints procedure, in order to ensure that all complaints are handled properly.

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