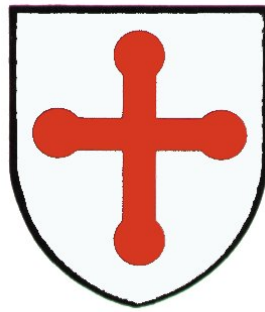


# Vale Junior School



## Guide for Parents 2009 – 2010

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## Section1: Personnel

### Education Personnel

Director of Education	Mr D.T.Neale Education Department P.O. Box 32 The Grange St Peter Port Guernsey GY1 3AU  Tel. 01481 710821 Fax 01481 714475
Headteacher	Mr N.J.Falla
School Address	Vale Junior School Belval Road Vale Guernsey GY3 5LN  Tel: 01481 244766 Fax: 01481 241033 email: <a href="mailto:office@vale-jun.sch.gg">office@vale-jun.sch.gg</a> website: <a href="http://www.vale-jun.sch.gg">www.vale-jun.sch.gg</a>
Deputy Headteacher	Mrs S. Cunningham
School Committee	Mr D. Bradshaw (President) Mr J. Bichard (Treasurer) Mrs S. Mees (Secretary) Mr M. Fallaize (Education Department) Mr T.Oliver (Parish Representative)
School Medical Services	Lukis House The Grange St Peter Port Guernsey GY1 2QG Tel: 724541

## Teaching Staff

Staff Member	Year Group		Responsibility	
Mrs S. Cunningham		SMT	Deputy Headteacher Healthy Schools' Coordinator. PSHCE Coordinator	
Mr N. Tayler	Year 6		English	Year Leader
Miss K. Bougourd	Year 6		Emotional Health & Well-being Coordinator PE Physical Activity Coordinator	
Mr R. Gallienne (Aut, Spr)	Year 6			
Mrs K. Le Prevost (Sum)		SMT	Maths	
Mrs M. Brady	Year 6		SENCo	
Mr M. Walter	Year 5		ICT	Year Leader
Mrs L. Norman (Aut)	Year 5			
Miss H. Friend (Spr, Sum)			Art/ DT	
Miss L. Moody	Year 5			
Mrs L. McKane (Spr, Sum)			History, EVC	
Miss D. Killan	Year 4			Year Leader
Mrs R. Whitmore	Year 4	SMT	Assessment Healthy Eating Coordinator	
Miss A. Le Tissier	Year 4			
Mrs V. Joyce	Years 3/4		Part time teacher	
Mrs P. Murphy	Year 3		Library	Year Leader
Mrs L. Verdellis	Year 3		Music	
Miss L. Le Cras	Year 3		Science	
Mrs L. McKane	(Maternity leave - Autumn term)			
Miss H. Friend	(Maternity leave - Autumn term)			
Mrs K. Le Prevost	(Maternity leave - Autumn & Spring terms)			
Mrs N. Nicolle	(Maternity leave - 1 Year)			

## Other Staff

Mrs D. Halliday	School Administrative Assistant
Mrs P. Ogier	Teaching Assistant
Mrs J. Bonnel	Lunchtime Supervisor
Mrs S. Hatton	Lunchtime Supervisor
Mr C. Hale	Caretaker
Mr P. Thacker	Assistant Caretaker
Mrs P. Sabin	Cleaner
Mrs C. Marquis	Cleaner
Mrs J. Fallaize	Cleaner

## Section 2: Dates and the School Day

### The School Calendar 2009/2010

Monday 7 September	Staff Training Day
Tuesday 8 September	Autumn Term starts: Pupils
Mon 26 -Fri 30 October	Half Term
Friday 18 December	Term Ends

2010

Monday 5 January	Staff Training Day
Tuesday 6 January	Spring Term starts: Pupils
Mon 15 - Fri 19 February	Half Term
Friday 26 March	Term Ends

Monday 12 April	Staff Training Day
Tuesday 13 April	Summer Term starts: Pupils
Monday 3 May	May Day Holiday
Mon 31 May - Fri 4 June	Half Term
Friday 23 July	Term Ends

### The School Day

8.50am	Registration/first teaching session
10.15am	Assembly
10.35am	Break
10.50am	Second teaching session
11.55am	Lunch
12.55pm	Registration/third teaching session
2.00pm	Break
2.10pm	Fourth teaching session
3.15pm	School ends

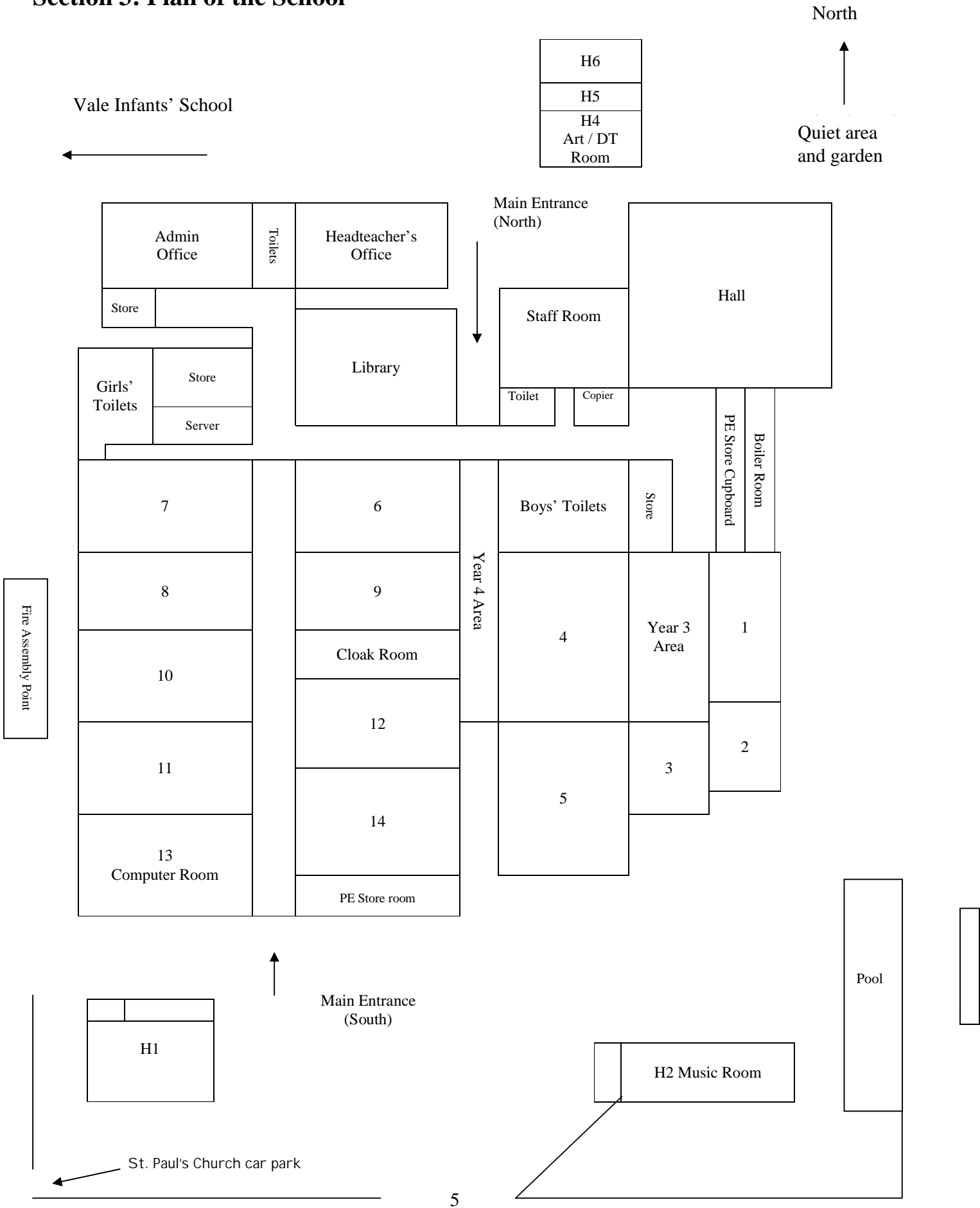
Children should arrive in school no more than twenty minutes before the start of school in the mornings and ten minutes before school in the afternoon. No child is to leave the school premises during school hours without being collected by a parent or carer from the administration office.

Lunch Children are welcome to stay for lunch. They should bring a healthy packed lunch with a still drink. The children are supervised and not allowed to leave school premises. The Education Department cannot be held responsible for any child who breaks this rule and leaves without permission. Children who persistently misbehave at lunchtime will not be allowed to stay at school for lunch. Parents will be informed before this action is taken.

Cyclists Children should not cycle to school without permission. In Year 6 children have the opportunity to train for and take their Cycling Proficiency Test and may cycle to school while training. Any child who does not take the Cycling Proficiency Test may not cycle to school. There is a designated cycle park at school but it must be stressed that bicycles are left at school at the owner's risk.

School Bus A free school bus covers Victoria Avenue, Vale Road and Route Militaire. Further information can be obtained from the School Secretary. A condition of children travelling on the bus is their good behaviour. They should remain seated throughout the journey, show respect to the driver and not make undue noise. Children may be excluded from the bus for misbehaviour.

# Section 3: Plan of the School



## Section 4: Aims and Beliefs

The Vale Junior School seeks to work in cooperation with parents in the best interests of their children.

We believe that:

- Children are of equal worth whatever their background or beliefs.
- All members of the school should be treated and treat others with respect.
- Pupils learn in different ways and at different speeds.
- Each pupil will be equally valued as an individual learner.
- Teachers and parents are partners in their child's education.

The aims of the school are:

- To provide a safe, caring environment of equal opportunity where pupils can grow and develop intellectually, socially, emotionally and physically.
- To encourage pupils to value themselves and each other.
- To encourage pupils to become successful, independent learners, who are confident, enthusiastic, always striving to achieve high standards.
- To foster pupils' spiritual, moral, social and cultural development.
- To encourage pupils to value the environment both natural and shaped by humanity.
- To offer a wide range of opportunities for pupils to effectively contribute towards their learning and achievements.
- To encourage pupils to be responsible citizens who value truth, justice, human rights, the rule of law and collective effort for the common good.
- To prepare pupils for opportunities, responsibilities and experiences of the next phase of education and for adult life.

## Section 5: The Curriculum

### School Organisation

Each year group is organised into three or four mixed ability classes of approximately equal size. All children in the school are placed into 'sets' for Mathematics according to their ability. Children with learning difficulties may receive extra help either through small withdrawal groups taught by specialist teachers or from teaching assistants who follow a programme of work produced by the child's class teacher.

### The Curriculum

The school's programme of lessons embraces the National Curriculum for Key Stage 2 (aged 7-11) and includes:

English Speaking, Listening and Responding, Group discussion and interaction, Drama  
Reading and Writing for a range of purposes on paper and on screen including:  
Word recognition, Word structure and spelling, Understanding and interpreting texts, Engaging with and responding to texts, Creating and shaping texts, Text structure and organisation, Sentence structure and punctuation and presentation.  
Much of this is theme based under the headings of Narrative, Non-Fiction and Poetry.

Maths Using and Applying Mathematics  
Counting and understanding number  
Knowing and using number facts  
Handling Data

Calculating  
Understanding Shape  
Measuring

Science Scientific enquiry  
Life Processes and Living Things  
Materials and their Properties  
Physical Processes

Information and Communication Technology  
Creating Texts, music, sound and pictures  
Communicating, exchanging, sharing and handling information  
Controlling, monitoring and modelling  
Exploring a variety of information sources  
Revising, modifying and evaluating work  
Creating multimedia animation and video  
Data logging

Religious Education  
Understanding questions of meaning, relationships and values, knowledge and understanding of some of the World Religions: Christianity, Judaism, Islam, Buddhism and Hinduism.

Geography  
Geographical skills (Map/ Atlas work, Digital mapping Fieldwork, sources,)  
Knowledge and Understanding of Places Our Locality, UK locality, a non-developed locality  
Thematic Studies Coastlines, Settlements, Environmental change, Sustainability, Recycling, Re-using, World issues  
Knowledge and Understanding of patterns and processes (physical and human), Cultural diversity, Technological advances

## History

Chronology  
Historical knowledge and understanding  
Interpretation of History  
Historical Enquiry  
Organisation and Communication

## Study Units

Romans, Anglo-Saxons and Vikings  
Life in Tudor times  
Victorian Britain  
Britain since 1948  
Local History

## Art and Design

Exploring and developing ideas  
Investigating and making art, craft and design  
Evaluating and developing work  
Knowledge and Understanding of elements, materials, processes and the roles and purposes of artists, craftspeople and designers.

## Design and Technology

Developing, planning and communicating ideas  
Working with tools, equipment, materials and components to make quality products  
Evaluating processes and products  
Knowledge and understanding of materials and components

## Music

Performing Skills (Singing and Playing)  
Composing skills (Creating and developing ideas)  
Appraising skills (Responding and reviewing)  
Listening and applying knowledge and understanding

## Personal, Social Health and Citizenship Education

Developing confidence and responsibility and making the most of their abilities  
Developing a healthy, safer lifestyle  
Developing good relationships and respecting the difference between people

Themes to be considered:

Substance Use and Misuse	Food and Nutrition	Family Life Education
Personal Hygiene	Health related exercises	Informed Choices
Environmental Aspect of Health Education		First Aid
Personal Development and Relationships	Physiological Aspects of Health Education	
Sex & Relationships Education	Getting it Right	Safety

Many groups of people including the PSHCE Advisory Teacher, the Health Promotion Unit, the Complementary Health Educators, Guernsey Police, Guernsey Fire Brigade, SJAB, GASP, the School Nurse and Dentist all support the programmes of study.

The school has achieved the National Healthy School Enhanced Standard. A healthy school helps pupils to do their best and build on their achievements. It does this by promoting physical and emotional health. To achieve the National Healthy School Enhanced Standard pupils, parents and teachers work together on four themes – 1) Personal, Social, Health and Citizenship Education, 2) Healthy Eating, 3) Physical Activity and 4) Emotional Health and Well-being.

## Physical Education

Acquiring and developing skills  
Selecting and applying skills, tactics and ideas  
Evaluating and improving performance

Knowledge and understanding of fitness and health through:

Athletics, Dance, Games, Gymnastics, Outdoor Activities and Swimming

### Swimming

Swimming takes place throughout the Summer Term and in the first half of the Autumn Term. Children must wear swimming caps, which are available to buy from school. Open cuts or sores should be covered with a plaster. As well as an appropriately qualified member of staff, classes must have a second adult helper in attendance and parent helpers are very important in this respect. If you are interested in helping with swimming lessons, please contact your child's class teacher.

### French (Years 5 & 6 only)

Understanding and using French

Listening and Responding

Speaking

Simple reading, writing and responding

### Assemblies

The Headteacher and Deputy Headteacher lead whole-school assemblies on Mondays, Thursdays and Fridays. Singing assemblies are held on Wednesdays. Class and/ or Presentation Assemblies are held on Tuesdays.

### Computers in School

The school has a well-equipped computer suite enabling class lessons to take place using PC machines. The computers are networked to a central server that allows access to the Internet and local Intranet. All use of these facilities is fully supervised both by the class teachers and a filtering system at Cable & Wireless (Guernsey). Each classroom has a SMARTboard and a set of laptop computers is available to be used in each classroom. The library is also computerised, enabling children to easily access books using a barcode reader. CD-ROMs can also be used as an extra source of reference. Some parents have completed a short training programme to enable them to assist in the library. If you are interested in helping in this way, please see your child's class teacher.

### E-safety

The internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone. Electronic communication helps teachers and pupils learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children have safe internet access in school through careful monitoring, home-school agreements and safety awareness lessons. Teachers and parents can minimise the risks to the children by knowing what they are using the internet for and about the dangers they may face. Some of the dangers include:

- Access to illegal, harmful or inappropriate images and other content
- Unauthorised access to, the loss of or the sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet
- The sharing or distribution of personal images without an individual's consent or knowledge
- Inappropriate communication or contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video or internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Illegal downloading of music or video files
- Copyright infringement and plagiarism
- Excessive use, impacting on the social and emotional development and learning of a young person

The school aims to work in partnership with parents through awareness raising and teaching to safeguard children from these dangers

### Extra-Curricular Activities

Take place at lunchtime and after school and vary according to the interests of the children and staff. In recent years they have included:

Athletics          Art Club          Chess Club          Cycling Proficiency Training  
Drama and Concert Practices          Eisteddfod (verse & choral speaking)          Gardening Club  
Hockey, Netball, Football and Tag Rugby practices and matches  
Recorder, Orchestra and Choir practices.

### Formative Assessment (The processes of Teaching and Learning)

The school has adopted Formative Assessment as a way of providing more focused learning for each child. It involves sharing learning goals with pupils, letting them know the standards they should be aiming for and modelling them. It also involves the pupils more in the assessment of their own work and providing them with precise feedback so that they can move their learning forward. Asking more open-ended questions and giving pupils longer thinking time also encourages greater participation and helps raise each child's self-esteem.

### Summative Assessments (Measuring progress after Teaching and Learning)

During Year 6 parents can opt in to the 11+ process to enable their child to compete for the special places offered by the Grammar School and the Colleges. Children who opt out or who are not selected for these places are offered places at their neighbourhood high school. This is the only process that has any bearing on the placement of children for the next key stage of their education. A meeting for parents is held annually at the beginning of the Autumn Term.

The States Education Department no longer requires Guernsey schools to use the Standard Attainment Tests to measure each child's progress. Moderated Teacher Assessments have replaced the tests as more accurate indicators of achievement. Teachers are constantly assessing pupil performance in many ways throughout the school year. Children with learning difficulties may be given diagnostic tests by their teacher or a member of the Learning Support Service to help identify problems with their learning and determine the most appropriate support. Mid-term assessments covering the curriculum, attitude and effort are compiled in November and March. All children will be formally Teacher Assessed in English, Mathematics and Science at the end of the academic year. This will inform teachers and parents of progress made and show where extra support may be needed.

### Reporting to Parents

Newsletters, termly curriculum forecasts and PTA function letters are sent home regularly with the children. A noticeboard adjacent to the library contains the most recent information for parents. The school website also provides this information and more.

Mid-term assessments of your child's progress will be sent home in November and March with annual written reports being sent home in July. An accompanying slip must be signed and returned to school. Formal appointments for all parents are held annually in October and March. National Curriculum Teacher Assessment levels will also be reported to parents in July.

### Homework

The main focus of homework will be Literacy and Numeracy. Children in all years are expected to read for about 20-30 minutes each evening. In addition, a small amount of homework will be set each week and should take about the same amount of time. This includes the learning of spellings, number facts and similar activities. More formal homework is set in Year 6 mainly in English and Mathematics.

### Parent Helpers

We are very happy to welcome parents into the school who are able to give us some of their time to help with any of a number of activities such as games, swimming, cookery, needlework, reading and accompanying classes on school outings. If you are able to help, please speak to your child's class teacher. We are required to carry out Criminal Record checks on helpers in school. Details can be obtained from the headteacher.

If any aspect of your child's education gives you cause for concern, please contact their class teacher or the Headteacher to discuss the problem.

## Section 6: Incentives, Rewards, Behaviour

### The House System

Each child is placed in one of four houses when they join the school:

Balmoral (Red)	Buckingham (Yellow)
Sandringham (Blue)	Windsor (Green)

Good behaviour, effort and performance are rewarded by the house points that are recorded on a child's house point card. When their card is completed, the child receives a merit sticker in assembly. House point totals are announced each week. A trophy is awarded to the winning house each term. The school sporting competitions are also arranged around the house system.

### Behaviour of Children

Children are expected to behave in a polite and controlled manner in lessons, on school outings, at lunchtime and on the way to and from school.

Good behaviour, effort and performance are rewarded with praise, house points, certificates, stickers and Golden Time.

Unacceptable behaviour, effort or performance may result in a short punishment.

Parents will be contacted if their child persistently misbehaves and in this situation their cooperation is very important. A child may be placed 'on report' if both staff and parents feel that the child will benefit. This involves their school performance and behaviour being closely monitored, recorded and reported daily to parents.

Children are likely to be excluded from school for:

- Assaulting a member of staff
- Being abusive towards a member of staff
- Serious assault towards another pupil
- Intentional damage towards school property, or property associated with the school
- Substance use or misuse at school
- Cyber-bullying and serious misuse of information, communication technology

### Child Guidance

The States Education Department Child Guidance Clinic is available to assist parents who may be concerned about the behaviour of their children. All island schools are required to comply with the 'Inter Agency Guidelines and Procedures for Child Protection' as laid down by the Guernsey Child Protection Committee. Should any school suspect child abuse, the Headteacher has an obligation to report such matters to the Children & Young People's Services. They will then decide what action, if any, should be taken.

## Behaviour Policy

### Principles

We recognise the importance of a positive approach to the behaviour of pupils in school. We believe that good behaviour and high self-esteem are significant factors in helping children to succeed and in raising academic standards. The essence of good behaviour is consideration and respect for others and the environment.

### Guidance

Our School Rules underpin the ethos of school; they apply to all parts of the school and reflect the law of the wider community. We also have safety routines. Both are extremely important for the smooth running of the school and the safety of everyone who works here.

The School Rules are the Golden Rules:

Do be gentle	Don't hurt anyone
Do be kind and helpful	Don't hurt people's feelings
Do work hard	Don't waste time
Do look after property	Don't waste or damage things
Do listen to people	Don't interrupt
Do be honest	Don't cover up the truth

They are modified for the playground to become:

Do play well with others	Don't spoil others games
Do care for your playground	Don't damage things
Do keep the playground safety rules	Don't break playground safety rules

The Golden Rules are sent home for parents to acknowledge that they have read them.

All adults in the school community use the same rules.

### Practice

The rules are taught in collective worship and PSHCE lessons and are displayed throughout the school. Classes may add their own ideas to the rules. Posters around the school provoke thought and reinforce the rules.

## Incentives

Incentives or rewards are the good news that we give pupils, their peers and their parents about pupil's personal, social and academic development.

The reward systems in school are structured to reinforce the Golden Rules and the words on the stickers and certificates are chosen to highlight the rules.

All adults in school are able to reward good behaviour.

Timetabled celebrations of success are an essential feature of the model. All pupils who have managed to keep the rules for a week receive a gold star on the class chart and take part in 'Golden Time'.

Each class or year group decides on the activity that it will undertake during 'Golden Time'. This might be individual, small or large group, in the classroom, the hall or outside.

Pupils who keep the rules for 8 weeks are given a Bronze Certificate, 16 weeks a Silver Certificate, 24 weeks a Gold Certificate and 32 weeks a Diamond Certificate. Pupils who gain a star for every week of the year are presented with a Headteacher's Certificate.

## Sanctions

The sanction system in the school is also linked to 'Golden Time' and is based upon pupils losing 'Golden Time' if they misbehave. After a verbal warning if they continue to break a rule a visual warning is placed beside them (yellow card), at the same time they are told which rule they are breaking. If they choose to break the same rule or another rule while they are on a warning they lose five minutes of 'Golden Time' (red card).

Children who lose 'Golden Time' are not allowed to participate in either part of or all of the weekly fun activity, while the rest of their class enjoy 'Golden Time'.

A record is kept of children who lose 'Golden Time' because they have broken the Golden Rules.

Children who continually /consecutively (3 times) break the Rules are spoken to by their Year Leader who will decide whether parents should be notified /invited into school to discuss the problem.

Children who do not respond to previous strategies and continually give cause for concern should be referred to the SENCo who in consultation with the Headteacher will further refer them to the appropriate external agency. This will necessitate filling in a referral form and gaining parental consent.

## Immediate Response to Misbehaviour

A teacher might need to respond in one of the following ways:

- a) by isolating the child within the classroom
- b) by taking the child to see the Year Leader or Headteacher at the end of the lesson (sending the child might result in them going elsewhere if they know they are to be punished)
- c) Green Card - Use a colleague (by prior arrangement) to collect and take the offender to work in their classroom until compliant. Keep calm - no malice.
- d) Red Card - Send a sensible child with a red card to the Headteacher/Deputy Headteacher who will collect the child from the classroom.

N.B. The teacher must seek to restore the relationship after any of the above.

## Children Beyond

'Children beyond' is used to refer to pupils who are beyond being able to respond to or benefit from the normal proactive motivational procedures that apply to other pupils.

They are the responsibility of the whole school and staff meetings are used to determine appropriate strategies.

Conferences on the child will be organised involving parents, Headteacher, SENCo, Class teacher, Educational Psychologist and staff from other agencies working with the child.

It is vital to find ways to give these pupils back a sense of self-worth, a sense of control over their own behaviour and actions by providing a positive image in a guaranteed success policy such as Tiny Achievable Tickable Targets (TATTs).

The child's target can often be the class target, so that the class supports the strategy. The class will gain a social treat, e.g. parachute time if they help the child achieve the target over a set period. This could be negotiated in PSHCE lessons.

These pupils need the opportunity to understand their own behaviour, to practise social skills and to develop alternative positive ways of behaving.

Children who cannot mix, are aggressive, use bad language, give verbal abuse, bully, hit or threaten others will lose playtime and lunchtime breaks for an agreed time. If this behaviour continues after the initial exclusion, the child will be told to go home for lunch after his/ her parents have been notified.

Children who cannot behave responsibly may not be allowed to go on organised visits, trips, or attend when Theatre groups/Musicians visit the school.

A report book system initiated by the class teacher (in discussion with the child's parents) may help a child become more responsible in/out of the classroom. This will be monitored on a daily basis. The booklet will be completed by the teacher for each of the day's activities and sent home daily for the parents to see and sign. On rare occasions it may be necessary to exclude a child from school because of unacceptable behaviour.

## Bullying

The children are encouraged to tell someone if they think they are being bullied. We also have a box where children can place notelets to inform the Headteacher that they may be experiencing bullying. All incidents are acted upon and parents involved if necessary. Parents who feel that their child may be experiencing bullying should contact their class teacher or the Headteacher.

## School Council

The school has a thriving School Council that meets regularly to discuss items arising from Class Council meetings and items from the staff. Proposals are shared across the school and decisions made accordingly. Each class has an elected representative who remains in post for the year. Candidates wishing to take up the post have to create a manifesto and canvass support prior to the election. School Council representatives cannot hold the post for consecutive years.

## Section 7: Uniform, Accessories, Property

### School Uniform

Listed below are details of the Vale Junior School uniform to be worn by all pupils.

All clothing should be clearly marked with your child's name.

Red sweatshirt with the school crest

White polo shirt (Fred Perry type)

Black trousers, joggers or shorts for boys

Black skirts, culottes, trousers or joggers for girls

Black shoes (not 'platform' styles) or smart, black, training shoes

In the summer girls may wear red and white check dresses with red cardigans, or black shorts if they wish.

Please note that tracksuit bottoms (unless they are plain black) are not suitable for school.

Parents who need assistance in purchasing clothing may contact the Education Dept. 710821 – Ext 251 for an application form. Only one application form is necessary each academic year unless your financial circumstances change.

### Physical Education

Children will need a change of clothing (shorts and T shirt in House colours) for games and PE lessons. Drawstring bags (suitable for storing games kit and swimming gear) are available through school. Girls should wear one piece costumes for swimming and boys should wear trunks above knee-length and made of light material. Swimming caps are available at school.

Please contact the School Secretary for more details.

### Fashionable Accessories

While the school appreciates that fashion for young children is constantly changing, we try to maintain a traditional code of appearance. The personal safety of each child is also paramount.

We allow children to wear

- One studded earring in either or both ears
- Watches
- Bracelets relating to a medical condition

We do not allow children to

- Wear necklaces, chains or bracelets
- Wear multiple, hooped or dangling earrings
- Have dyed hair or patterned haircuts
- Wear high heeled or platform shoes or knee-length boots

Watches and earrings must be removed before children participate in physical activities. Mobile phones are discouraged. In essential circumstances they should be handed to the class teacher accompanied by a letter from parents stating the reason for their need in school.

### Pupils' Property.

Children are not permitted to bring matches, knives or other dangerous items to school.

All money should be brought to school in an envelope clearly marked with your child's name and class and should be handed to the class teacher. Cheques brought to school for Book Club (usually offered to children twice a term) should be made out to Vale Junior School.

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

## Section 8: Medical matters, Illness, PTA, Complaints

### Medical Matters

It is important that you or a friend or a relative can be contacted during school hours in the event of your child suffering illness or an accident. You are asked to keep us informed of any changes to your address, contact telephone numbers, etc.

If a pupil is injured in an accident at school, the Education Department is prepared to pay the cost of doctors' examination and treatment up to a maximum of £700. Payments made under this scheme are not an admission of legal liability for the accident, and payment is subject to confirmation of the accident by the school and the doctor.

The Education Department scheme does not cover the cost of dental treatment. Pupils who meet the Department of Health and Social Services criteria for treatment at the Children's Dental Service (e.g. those parents who are in receipt of supplementary benefit and looked after children) may contact the Clinic to make arrangements for the child to be treated there. In all other cases, if emergency treatment is required, the Clinic can provide such treatment on condition that the appointment is made in the first instance by the school.

All medical information about children is treated by school with total confidentiality. Parents can request initial checks for their child's loss of hearing or sight through the school. This will be carried out by a school nurse. They may also come to school to check children's heads for lice at the school's request. You are asked to inform school if your child is infested so that all children in their class can be monitored.

If it is necessary for your child to have medicine administered at school a letter of authorisation **MUST** be sent to the Headteacher giving details of dosage and time required. Without written authority we are not permitted to give any medication.

### Absence due to illness

Parents are required to send a note, e-mail or to telephone school if their child is absent through illness before 9:30am on the day. The school will contact you soon after that time if the reason for a child's absence is unknown. We also need to have prior notice of any dental, doctor's appointments etc.

### Other Reasons for Absence

Any essential absence (other than for illness) for children of compulsory school age should be covered as follows:

- |                            |   |
|----------------------------|---|
| Five school days or less   | - permission from Headteacher   |
| More than five school days | - written permission from the Director of Education, PO Box 32,<br>Education Department, Grange, St Peter Port, Guernsey GY1 3AU. |

### Parent Teacher Association

The PTA was founded in 1987. A great deal of money has been raised through some excellent fundraising events. Regular events include a Summer Fun Day, Spring Fair and a Quiz Evening. The PTA also contributes time and money towards the Year 6 Summer Camp. The AGM is held in the Autumn Term when parents of children in all years are invited to join the Committee. Two members of staff also serve on the Committee. The current Chairperson is Mrs Lisette Wakeford and the Secretary is Mrs Jackie Pengelley.

### Complaints from Parents

Complaints of a minor nature may be dealt with by reference to an individual teacher, preferably at the end of a school day. Complaints of a more serious nature must be dealt with by an appointment with the Headteacher. As a last resort, parents may contact the Education Department where the complaint will be dealt with by the senior member of staff responsible for that particular area of concern in liaison with the Director. Parents have a right of appeal to the Director of Education.