

ST MICHAEL'S PREPARATORY SCHOOL



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ASSESSMENTS AND EXAMINATIONS

At St Michael's, children are assessed in the following way:

- Continuously through observation of children's work, lessons and the marking of preps. There is also a twice termly Assessment of attainment and effort for each child in Forms 1 to 6.
- By internal Examinations, end of Topic and end of term Tests and Pre-Parent Evening Tests. These tests allow the children a chance to show what they know and give the staff evidence of what the children know which allows monitoring of progress and highlights gaps in the children's learning (or teaching). It informs planning – what to teach next, what to revisit (as individuals or the group).
- By standardized testing as follows:-
 - KS1 and KS2 SATs
 - Optional Year 3 and Year 4 SATs
 - CATs
 - Edinburgh Picture Test (EPT)
 - BSTS spelling
 - Bury Infant test
 - Baseline (5 weeks)
 - MIST
 Reading and spelling tests start in Pre-Prep B and continue through school.

Children's progress is reported to parents as follows:-

By termly Reports - verbal or written

Through KS1 and KS2 results

Through Examination / Assessment results

Through Common Entrance (CE) / Scholarship results

ENTRANCE TO SECONDARY SCHOOLS

It is assumed that, subject to his or her parents remaining resident in the Island, a pupil will stay in the school until entry to Secondary School. It is recommended that parents discuss their plans for the secondary education of their children with the Headmaster, and keep him informed of any changes to their plans at an early stage. Parents have every right to be expressing their hopes and expectations over the choice of future schooling. The school naturally respects these wishes, but it must retain a prime responsibility to offer professional advice in recommending what it perceives to be in a pupil's best interests.

MARKING / PRESENTATION OF PUPILS' WORK

Why do we mark work?

1. To give feedback to children on their progress so that they know what is expected of them. Targets for improvement should be included.
2. To give encouragement to children – much of the marking will include positive comments but certainly not all.
3. To give staff evidence of what children can do and therefore inform future planning.

Marking should be:-

1. Consistent across all subjects.
2. Carried out as soon as possible after the work has been completed.
3. Full and helpful to the pupils. Some marking may be done orally with the pupil, some may not, but written comments should be included as a record of past achievements / shortcomings.
4. Fair and consistent, but recognising that certain pieces of work are marked for specific purposes.
5. In any colour ink.
6. More than ticks in the margin.
7. Completed neatly as an example to the pupils and so that it can be read easily.
8. Marking should also be correcting pupils' handwriting ensuring that it is in a neat, joined script.

Technical Marking (Forms 3 – 6)

Sp (with corrected word above)	(not too many – depends upon child, but no more than 6) write out at bottom x 3
P	punctuation – put in and circled
→	indent paragraph
//	new paragraph

A general comment should be written at the end of every piece of work, with or without targets, but normally no more than 2 / 3 written comments for children to focus upon. The pupil planner also has weekly space for recording target words and should be used.

Lists of subject specific words should be displayed clearly in each Form Room and in that Subject Room.

Initially in the **Junior Department** children's attention is drawn to the line where a spelling / punctuation mistake has been made by a •sp in the margin. Pupils' work is marked using the above technical marking scheme at the discretion of the Class Teacher.

In the **Pre-Prep Department** the marking is not on a technical basis but will depend on the needs and age of the individual child.

PRESENTATION OF PUPILS' WORK (FORMS 3 – 6 ONLY)

Handwriting should be in a neat joined script.

For errors, limited use of ink eradicator pens is acceptable, otherwise **one line** should be put through a mistake. **No Tipp-Ex.**

REFERENCES

In the interests of the pupil the Headmaster may supply information and a reference to any Educational Institution which parents propose their child may attend and such reference shall be confidential between the School and such Educational Institution.

The Headmaster will take care to ensure that all information supplied is accurate and any opinion given on a pupil's ability and character is fair. Neither the School nor the Headmaster will be liable for any decisions made by the Educational Institution resulting from opinions reasonably given in, or correct statements of fact, contained in any reference or report.

SPECIAL EDUCATIONAL NEEDS

The Special Needs Department supports pupils who are considered to have some form of learning difficulty in Literacy and to a lesser degree in Numeracy. The problem might be specific as in Dyslexia or general, often due to a low IQ or late entrants who have not acquired the same level of attainment as their St Michael's peers. The school's definition of a pupil in need of support is one who is falling below the average level of ability at St Michael's in Reading, Spelling or Numeracy or one who is considered to be not reaching his / her potential.

We are also aware that difficulties can be physical, auditory, language based, emotional or behavioural. However, most of the work we do is concerned with academic weakness and the bulk of our lessons are addressing poor reading, comprehension and spelling. Able and gifted pupils could also be considered to have special needs, but at St Michael's these high achievers are catered for in class using differentiated materials and/or by setting in English and Mathematics, including Scholarship groups.

The school has a Special Education Needs Policy. This outlines a five stage model for assessment to help match special educational provisions to pupils' needs.

Stage 1: is where there is some teacher concern, but the pupil remains in class and is given help using a range of strategies including differentiation work. The SENCO may be consulted.

Stage 2: The Form Teacher or Subject Teacher feels that extra support is necessary, so the SENCO or another Special Needs Teacher is asked to assess the pupil's needs. The pupil then receives in-class support or is withdrawn for extra lessons on a regular basis.

Stage 3: Additional or more specialised support is needed by the pupil. With parents' agreement an outside agency is called in.

Stage 4: The pupil is still a cause for concern after the staff and support teachers have worked on the advice from outside specialists. A case conference is set up with all concerned parties.

Stage 5: It is decided that a specialist school would be more appropriate provision.

A Special Needs Register is kept. This document lists all the children who are of a concern to us whether it is general teacher concern being dealt with in the classroom or a problem requiring further intervention. There is a page for each year group listing names and a brief comment about their difficulty. Each child will also have a sheet describing the nature of the problem in more detail with suggestions to help in the classroom. Finally the child's termly IEP is included which provides targets, strategies and achievement criteria for both Class and Support Teachers. There is a constant liaison between the SEN Department and Class Teachers. It is usually a Class or Subject Teacher who will recommend extra support in the first place.

LEARNING SUPPORT

Learning Support is available for children who need additional help with Literacy. They are generally given by one of the three specialist teachers in the Learning Support Department. The Mathematics Department do from time to time give support in their own subject as do the English staff.

Learning Support may be individually or group taught depending upon circumstances or may be in the form of 'in class support'.

Individual tutorials are arranged at a time most suited to the pupil by the Classroom Teacher for children in the Pre-Prep and Junior Departments.

Learning Support lessons for children in Forms 3-6 will normally be arranged for half of a 60 minute non-academic period, eg.

- Art / DT
- Assembly/Form time
- Games
- Music/Drama
- Information Technology
- The subject lesson in which the child needs help.

A charge is made for individual tutorials. Parents are notified in writing, usually at the start of the Academic Year, or later in the year after verbal clearance has been sought by the Form Teacher.

From time to time when a child is under-performing or there is a perceived learning difficulty, school may recommend a visit to an educational psychologist.

ADMINISTRATION

ST MICHAEL'S SCHOOL, JERSEY - POLICY ON ADMISSIONS

GENERAL

St Michael's School is a co-educational independent preparatory school for pupils from ages 3 to 13. Deciding on the right school for your child is very important, and we believe that a personal visit is invaluable. We very much hope that you and your child will visit St Michael's school. Please contact our Registrar, Mrs Tracey Megaw on (+44 (0)1534) 856904 or email on tm@stmichaels.je to arrange a visit.

THE ENTRY PROCEDURE

St Michael's School has high academic standards. Selection at age 5 and above is based upon academic merit, which is assessed through during a morning in school and references from the candidate's previous school. Our selection process is designed to identify pupils who are able to benefit from our balanced and well rounded education and to make a positive contribution towards the life of the school.

Most children enter Reception in the September following their fourth birthday, and some will have attended Nursery the year before (from age 3 years). We do, however, take children into the school at other times if we have space. The nature of the island is such that families move throughout the year. Please contact the Registrar for further details.

The registration form is available from school but it would be normal for parents to have met the Headmaster before registering.

EQUAL TREATMENT

St Michael's School is committed to equal treatment for all, regardless of a candidate's race, ethnicity, religion or social background.

SPECIAL NEEDS

We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. We welcome pupils with physical disabilities provided that our site can cope with them. However, we advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with the Headmaster before seeking a place. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if he/she becomes a pupil at the school.

THE ASSESSMENT PROCESS

The aim of the process is to identify potential. We are looking for well-rounded pupils with a genuine interest in education in the broadest sense of the word, with interests that stretch beyond the confines of the academic curriculum. The school has strong traditions in music, drama, art, debating, and sport. There are many extra-curricular activities, all of which are important in developing a well-balanced, confident individual.

There is no assessment for children entering Reception (age 4 years), although we would take advice from the child's Nursery if there was any doubt about their suitability for the school. No specific preparation for the entrance assessment is needed, all

candidates start on an equal footing, with identical opportunities to display their academic aptitude.

SIBLING POLICY

Most siblings join us at St Michael's School. However, admission is not automatic, and there may be occasions where we judge that a sibling is likely to thrive better in a different academic environment. St Michael's does, however, see itself as very much a family school.

BURSARIES

We offer a limited number of means tested Bursaries where the parents have indicated to the Headmaster that they require financial support. Bursaries are means-tested. Both parents may be required to provide proof of their income and assets. The level of support varies according to parental need.

Bursaries, when offered are usually reviewed annually. The family is required to provide fresh information about its circumstances every year that their child attends the school. Levels of support may vary with fluctuations in income.

RELIGIOUS BELIEFS

Although St Michael's School has Christian roots, we do not select for entry on the basis of religious belief, and we offer the opportunity for Jews, Hindus, Muslims and other faiths to join our school. However, parents should be aware that there are compulsory Assemblies and that all pupils are expected to attend. The Pre-Prep Department runs a Christmas Nativity in which all children take part.

SCHOOL'S CONTRACTUAL TERMS & CONDITIONS

Copies are on the School's web site and will be made available to parents as part of the admissions process and are part of the application form.

ST MICHAEL'S SCHOOL, JERSEY - POLICY ON SCHOOL ATTENDANCE

At St Michael's School, we see education as a partnership between the family and the school. We are committed to providing the highest quality of education for your son/daughter, and we look to you to support this objective. All pupils are required to be in school by 8.40 am. The school day ends at 3.30 pm for Reception, Years 1 and 2 (Pre-Prep children), 3.40 pm for Form 1 and 2, Junior Department (Years 3 and 4), and 4.00 pm for Form 3 (Year 5). Pupils in Form 4, 5 and 6 (Year 6, 7 and 8) remain until 6.20 pm Monday to Thursday inclusive and 5.30 pm on Fridays to take part in extra-curricular activities and prep sessions under the supervision of a member of staff. Pupils are normally expected to leave at the above appointed times unless involved in an activity out of school.

Requests for absence must be made in writing (except in an emergency, when parents are asked to telephone the school before 9.00 am). If children are taken out of school for an activity or appointment during the normal school day, they must be signed out (in the school office) by an adult only.

If your child is ill, please e-mail or telephone the school before 9.00 am on the first day of absence. We will usually telephone the home on the first day of an unexplained absence.

We always send parents the term dates over a year in advance in order that you can arrange your holidays without disrupting your child's education. Please note that it is the Governors' policy usually not to allow holidays to be taken during term.

Registration

All pupils are registered by their Form Teacher before the start of morning school, and immediately after lunch by their Form Teacher (R–YR 4) or Subject Teacher (YR 5–8). A daily list of absentees is available on the school intranet (Staff Only page) for teaching staff to view after 9.45am. Attendance data is stored in the school registers, which are held in the school office.

COMPLAINTS PROCEDURE

St Michael's School has long prided itself on the quality of teaching and pastoral care provided to its pupils. However, if parents do have a complaint they can expect it to be treated by the School in accordance with this procedure.

Stage 1 Informal Resolution

1. It is hoped that most complaints and concerns will be resolved quickly and **informally**.
2. If parents have a complaint they should normally contact their son's / daughter's Form Teacher. In many cases the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form Teacher cannot resolve the matter alone it may be necessary for him / her to consult the Head of Department (in the case of Pre-Prep and Juniors) or one of the Deputy Headmasters (in the case of the Senior School).
3. The Form Teacher will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within 3 days, or in the event that the Form Teacher, Head of Department or Deputy Headmaster and the parent fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with Stage 2 of this procedure.

Stage 2 Formal Resolution

1. If the complaint cannot be resolved on an informal basis then the parents should put their complaint in writing to the Headmaster. The Headmaster will decide, after considering the complaint, the appropriate course of action to take.
2. In most cases the Headmaster will meet the parents concerned, normally within 3 days of receiving the complaint, to discuss the matter. If possible a resolution will be reached at this stage.
3. It may be necessary for the Headmaster to carry out further investigations.
4. The Headmaster will keep written records of all meetings and interviews held in relation to the complaint.
5. Once the Headmaster is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Headmaster will also give reasons for his decision.
6. If parents are still not satisfied with the decision they should proceed to Stage 3 of this procedure.

Stage 3 Panel Hearing

1. If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to (**Member of the Board of Governors to be known as the convenor**) who has been appointed by the Governors to call hearings by the complaints panel.
2. The matter will then be referred to the complaints panel for consideration. The panel will consist of at least three persons not directly involved in the matters

3. detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the panel members shall be appointed by the Governors. **Convenor**, on behalf of the panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within 5 days.
4. If the Panel deems it necessary it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 1 day prior to the hearing.
5. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
6. If possible, the panel will resolve the parents' complaint immediately without the need for further investigation.
7. Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations which it shall complete within 3 days of the hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Headmaster, the Governors and, where relevant, the person complained of.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential, except in so far as is suggested, of the school by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003 (which are not statutory in Jersey), where disclosure is required in the course of the School's inspection; or where any other legal obligation prevails.

DATA PROTECTION

The Data Protection (Jersey) Law 2005 came into force on 1 December 2005 and replaces the 1987 Law which regulated the use of automated data only. The new Law is concerned with 'Personal Data' which relates to identifiable living individuals. It can be as simple as a name and address. The Law sets out rules for processing personal information and applies to automated data and paper-based filing systems, including such things as card index systems and personal organizers. **Processing covers obtaining, recording, holding, carrying out any operation on the data, organising, adapting and amending, retrieval, consultation and use of the data, disclosing data by transmission, dissemination or otherwise also disclosing, aligning, combining, blocking, erasing or destroying the data. It is difficult to envisage any activity involving data which does not amount to processing.** The Law works in two ways. It gives individuals certain rights whilst ensuring those who record and use the individuals' information abide by certain rules. St Michael's School is a separate entity under the Data Protection Law and is responsible for deciding how and why personal data is processed. The School and its employees must comply with the Data Protection Principles and other requirements of the Law. The Law states that a person is guilty of an offence where it can be shown that they acted outside their authorised limits or if they knowingly or recklessly acted in breach of the Law.

There are eight data protection principles with which we will be expected to comply:

Personal data shall be:

1. **Processed fairly and lawfully.** In the case of St Michael's the parent contract states that the information that parents provide or the information that is held on a child will be processed for educational purposes. The contract also states that information may occasionally be disclosed and used outside St Michael's School where it is considered not to be against the pupil's interests.
2. **Obtained for specified purposes and only processed in accordance with those purposes.** The information cannot be used for a purpose for which is was not given, ie we should not use parents' names and addresses to send out information about services offered by local organisations or businesses. Staff cannot use names and addresses for anything that is not to do with school business.
3. **Adequate, relevant, and not excessive.**
4. **Accurate and up to date.** The parent contract states that the Headmaster must be notified of any change in address or contact number. The staff contracts remind staff that they have a responsibility to keep school informed of any change to their details.
5. **Kept only for so long as is necessary for the specified purposes.** There are guidelines for the retention of records and this information is currently being formulated as a guide for staff.
6. **Processed in accordance with data subject rights under the new act.** We are obliged to respond to a request for access to information. Parents have the right to exercise their rights to prevent processing likely to cause damage or distress, to prevent processing for direct marketing or to prevent processing in relation to automatic decision taking.

7. **Kept secure.** Pupil and staff records are kept in locked cupboards. Staff who take children's work home should ensure that no unauthorised access can be made to the personal data taken home. Paper files should be kept secure and locked away, eg in a briefcase, when not in use. Computer workstations should be locked when not in use. Do not routinely send personal information by e-mail. Be aware that the information may be forwarded and you will have no control over to whom it is sent. Ensure proof of identity before making a disclosure. Computer monitors should be positioned so that personal data cannot be viewed by anyone not authorised to do so. Subject to relevant retention periods redundant personal data should be destroyed. CDs, disks, tapes and other storage media should be either electronically wiped or physically destroyed beyond recovery.
8. **Transferred outside the European Economic Area (EU countries plus Norway and Iceland) only when the country in question ensures an adequate level of protection for data subjects.**

All parents are given a form on joining which states that class lists will be produced and given to parents on request. The lists contain name and date of birth of each child, parents' Christian names, telephone number and parish. Parents are asked to sign and return the form if they are happy for the information to be given.

USE OF CHILDREN'S NAMES WITH PHOTOGRAPHS

As a school we will continue to add children's names to pictures in the school magazine and photographs sent to other publications, for whatever reasons, if we consider it not to be against his/her interests. We will not add children's names to photographs on the website.

All parents are asked to let the school know if they do not wish for their child's name and image to appear in school and other publications. The office has a list of parents who do have an objection.

Parents are informed of the thumb print system used in the Library.

LUNCH-TIME ARRANGEMENTS

Children may have either a **HOT LUNCH** from school or a **PACKED LUNCH** from home. Lunch time duty staff are required to be punctual to ensure that meals start promptly.

There are two lunch sittings as follows:

Junior Lunch (Pre-Prep and Forms 1 and 2) at 12 noon.

Senior Lunch (Forms 3-6) at 1.15 pm.

Pre-Prep and Junior staff organise their own cover. All staff are needed for duty every day.

A senior staff duty rota is posted on the notice board.

HOT LUNCH is supplied by school and is normally taken in La Houquette Hall and the main dining room. Children arrive at lunch after lunchtime Assembly, having washed their hands, and stand in silence behind their chair until 'Grace' has been said. Silence is maintained during the serving process unless a child is addressed by a member of staff. Staff are expected to instil good manners and, to avoid fadiness, to insist that children eat a little of everything unless medically excused (see matron's list). More of everything is usually available and there is always a choice of desert. Children are asked to help clear and wipe down the tables.

Each table is dismissed by the member of staff on the table. There is no 'Grace' said at the end of Junior lunch. The following guidelines have been drawn up for both sittings.

Senior School Lunch Guidelines

- Staff to be at tables on pupils' arrival. (Rota for tables – notice in dining room)
- Children should enter the dining room quietly and say 'Grace' with the teachers when directed.
- Children should sit in silence whilst the meal is being served except for the child being served.
- Staff to encourage good table manners; use of knife and fork, elbows off table, mouth shut when eating, cutlery left alone when not in use, water poured only when the meal has been served. Children must remember to say 'please' and 'thank you'.
- All children should be served a small amount of every food unless they are on the exclusion list.
- Children may talk to those opposite them or beside them once all the dining room has been served.
- A child may have seconds if the first portion has been completely eaten. Teachers need to ensure children do not over-eat.
- Pupils are expected to eat everything on their plate.
- Clearers are to be allocated by staff at the beginning of the week. They should be served first and sit at the end of the table with easy access to and from the tidying areas. There should be two people each day, once a week.
- Plates should be completely empty for stacking.
- Individual tables should be silent while the dessert is being served.
- Children should ask to be excused when leaving the dining room early.
- Tables should be wiped clean and food/serviettes picked up from the floor before the children are dismissed.

Uniform Serving of Certain Meals

- Serviettes are to be used when bowls are not provided – eg. fruit, ice creams.
- 2/3 elements of the salad range
- 1 yogurt only when available
- Half an apple at least or a piece of other fruit with cheese and biscuits. Biscuits should not be given by themselves.

Junior School Lunch Guidelines

- Staff to be at the tables before or at the same time as the pupils arrive.
- Children should enter the dining room quietly and say 'Grace' with the teachers when directed.
- Staff to encourage good table manners; use of knife and fork, elbows off table, mouth shut when eating, cutlery left alone when not in use, water poured only when the meal has been served. Children must remember to say 'please' and 'thank you'.
- All children should be served a small amount of every food and be encouraged to eat it unless they are on the exclusion list.
- Children may talk to those opposite or beside them when they have both finished eating.
- A child may have seconds if the first portion has been completely eaten. Teachers need to ensure children do not over-eat.
- Pupils are expected to eat everything on their plate.
- Plates should be completely empty for stacking.
- Individual tables should be silent while the dessert is being served.
- Children should thank a member of staff at the end of a meal and ask to be excused in the small dining rooms. In La Houquette children to be dismissed by the teacher when all the children have finished eating.

Uniform serving of certain meals

- Serviettes are to be used when bowls are not provided – fruit, ice creams etc.
- 2/3 elements of the salad range
- 1 yogurt only when available
- when fruit salad is being served teachers should encourage new fruits being tried.
- Half an apple at least or a piece of other fruit with cheese and biscuits. Biscuits should not be given by themselves.
- Ice cream cones should be eaten properly (not biting bottom of cone off before ice cream is eaten).

PACKED LUNCH is supplied by parents and brought to school each morning by the child. It is supervised by staff and the children are divided into form groups.

Pre-Prep and Junior Departments

Good manners are expected and the children are encouraged to eat everything in their lunch box. Packed lunch ends at 12.30 pm. Children are supervised outside by an 'assistant' until the duty member of staff takes over at 12.40 pm.

Forms 3-6

Packed lunch supervision should go on until the bell rings at 1.45 pm for break. Lunch should not be rushed.

SCHOOL RULES

To help in the running of the school, the following rules have been made:

- HOUSE RULES:**
1. No running, shouting or misbehaviour in the school buildings.
 2. No sweets in school; only crisps, fruit and biscuits permitted.
 3. Keep to the right in passageways and on stairs.
 4. No congregating in the hall or on the front steps.
 5. Bags should be stored on the racks provided, **NOT** in corridors or hallways. **Both shoulder straps should be used.**

- PROPERTY:**
1. No money is allowed in school.
 2. Swapping or selling of personal belongings is not permitted without a member of staff's permission.
 3. Never touch, remove or "borrow" someone else's property.
 4. Loss of personal property and all damage should be reported at once to the Form Teacher.
 5. Make sure that all clothing and personal property is clearly marked.
 6. Do not draw or write on classroom boards without permission of a member of staff.
 7. Do not deface school property. This includes exercise and text books.
 8. All valuables such as watches, calculators and computers should be clearly named.

MP3s, iPADS, IPODS and MOBILE TELEPHONES are not allowed in school. Laptop computers may only be brought into school with the permission of the Headmaster.

- OUT OF BOUNDS:**
1. Maintenance sheds and workshops.
 2. The Sports Hall and Studio unless a member of staff is in attendance.
 3. The swimming pool area unless a member of staff is in attendance.
 4. The boys' and girls' changing rooms unless changing for a specific lesson.
 5. All roads, except when crossing under supervision.
 6. Staff room and the kitchens (except in cooking activity).
 7. The internal staircase to the ground floor between 12.00 noon and 2.00 pm (owing to kitchen staff moving around with hot plates).
 8. The back door near the kitchen and the kitchen corridor.

OLD LIBRARY: This is a quiet room at all times.

LITTER: Please keep St Michael's tidy. Do not eat in the Library, corridors, changing rooms, halls or on the front steps. In wet weather confine eating to classrooms only.

- BEHAVIOUR:**
1. Do not forget to greet members of staff and visitors:
“Good Morning, Sir, Mr Mrs Miss”
 2. Make sure visitors are made to feel welcome. Show them to the office.
 3. Open doors, stand aside for staff and visitors.
 4. Always stand up when the Headmaster or visitors enter a classroom, Library, etc. This does not apply to the Pre-Prep, Forms 1 and 2.
 5. Considerate and thoughtful behaviour should be observed at parties, school visits and other outings. Do not forget to say “thank you”. A “thank you letter” is always appreciated.
 6. Good manners are expected at lunch. Those taking packed lunches should await a member of staff for Grace and should remain seated until dismissed.
 7. Hands should not be placed in pockets.
- DRESS:** You should arrive at and leave school looking smart and tidy and in full uniform. Shirt sleeve order is observed in hot weather.
- TEA:** Tea is an informal occasion but sensible behaviour is expected. “Seconds” of sandwiches are only allowed with the permission of the member of staff on duty.
- PREP:** All organisation towards Prep should be done before tea. On arriving at the Prep Room, the children enter in silence. There must be silence throughout Prep.
- TELEPHONE:** This may only be used with the permission of one of the school secretaries or a member of staff. No mobile telephones are allowed in school.
- PLAYGROUND** Except in wet weather breaks, all children in the school must
- BREAKS:** be outside in morning break and stay in the allotted areas. Members of the school should avoid being too rough in break.
- MEDICINE:** All medicine should be handed to Matron for dispensing.
- PUNCTUALITY:** Please be punctual for all commitments. Make sure you arrive at school no later than 8.40 am, when you should report to your Form Teacher.

**ACT IN A CARING, COURTEOUS AND CONSIDERATE MANNER
IF YOU ACT SENSIBLY, NO RULE IS LIKELY TO BE BROKEN**

GENERAL

ASSEMBLIES

The main spiritual focus of the school is the Assembly and all children and staff are expected to attend. Assemblies for Forms 1 to 6 are held on Monday, Wednesday and Friday and for Pre-Prep on Tuesday and Thursday. Assemblies fall broadly into three categories –

- a) Taken by the Headmaster,
- b) Visiting Speakers,
- c) Class Assemblies.

The Assemblies are broadly Christian in nature and can be moralistic, spiritual, cultural or informative and invariably have a link to the Bible and always include a prayer and a hymn. The school sees these Assemblies as an important part of the day and as a time for reflection and contemplation at the start of a busy day, when the whole community (apart from the infants) comes together. The giving of notices is a secondary part at the end of the Assembly, so as not to detract from the spiritual event.

PROVISION FOR DISABLED PUPILS

The School is open to anybody provided that they are academically capable of benefiting from an education at St Michael's.

The School is mindful of a need to give disabled pupils the opportunity of a St Michael's education; however, sport, music, drama and physical activities are a major part of the School's ethos and the age of the buildings does not allow wheelchair access in all areas of the site.

SPECIAL NEEDS

We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. We welcome pupils with physical disabilities provided that our site can cope with them. However, we advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with the Headmaster before seeking a place. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if he/she becomes a pupil at the school.

EQUAL OPPORTUNITIES

The School expects all children as a matter of right to have equal opportunities. The school puts much emphasis on the fact that children have a right to feel comfortable in school and indeed a responsibility or duty to tell an adult of their choice in school if they feel uncomfortable or unfairly treated. Access to all activities is open to all at the appropriate time, with the exception that certain sporting activities are not available to one sex or the other. Boys for example do not play netball and girls have not experienced rugby although they have played touch rugby, cricket and football.

The school's ethos clearly states that the individual is important and all children have worth and have something they are good at; it is up to staff to find it.

EQUAL TREATMENT

St Michael's School is committed to equal treatment for all, regardless of a candidate's race, ethnicity, religion or social background.

ETHOS

- Emphasis is placed on the individual. **Every child is encouraged to do 'a little bit better' than anyone thought possible.**
- The academic and physical development, in addition to the spiritual, moral and cultural development, of the whole child is one of the main aims of the school.
- Standards of behaviour, presentation and good manners are instilled in the children... **CARE, CONSIDERATION, COURTESY.**
- The school aims to provide as wide a range of opportunities as possible.
- The school aims to prepare children for secondary education.

In addition to the above **STAFF MUST BEAR IN MIND** that:

- school should be enjoyable for the children; happy children work better.
- there is a delicate balance required to apply appropriate pressure on an individual child, which requires staff to know 'their' children, particularly through **listening** to them.
- all children have worth and have something they are good at; it is up to staff to find it.
- the school takes a very firm line on bullying.

A parent quote: "St Michael's makes ordinary children special and special children extra-ordinary".

HEALTH AND SAFETY

CATERING AND FOOD HYGIENE

ST MICHAEL'S SCHOOL, JERSEY - CATERING POLICY

Active, growing children and young people require plenty of wholesome food and regular meals. At St Michael's School, we believe that we can offer something that will satisfy everyone. We support ethical buying, and we use locally grown, environmentally sustainable food wherever possible. We use as much fresh food as possible, with our menus linked to seasonal produce. We work with our suppliers to make as much use as appropriate of organic, natural food products and fair trade produce and to eliminate potentially harmful food additives. We ensure that our suppliers, local and national are committed to providing best quality and value, with the highest standards of accredited health and safety. We expect them to have procedures covering full traceability of source through the supply chain, with comprehensive food labelling, supplying information on both allergens and nutritional data.

Lunch is the main meal of the day, and pupils may either opt to being in packed lunches, which they eat under supervision, or hot lunches which are family service style and are served in the dining halls. The lunch break is 60 minutes in length. This is because at St Michael's School we believe that it is very important to allow sufficient time in the middle of the day for pupils to eat and then unwind.

DRINKING WATER

Drinking water is widely available throughout the school. Bottled water can be brought into classrooms and exam rooms.

OUR MENUS

We offer a wide menu, with plenty of fresh fruit, vegetables and salads. There is no choice or alternative to the served meal. Weekly menus are put onto our web site. We offer our pupils a widely varied, healthy and tasty diet. However, our cuisine is mainly European, and we do not operate either Kosher or Halal kitchens.

SPECIAL DIETS

We expect all pupils to eat their school meals, and can only meet individual requirements that are based upon attested medical grounds.

Every effort is made to obtain food that does not contain nuts etc. Parents of children who have allergies to any food product, or who have special dietary requirements, are asked to make this clear in the medical questionnaire which they complete when their child enters the school. They should inform the school at once if their son or daughter subsequently develops an intolerance of any food. The School Nurse and the Domestic Services Manager (Paula) are happy to see any parent who has concerns about their son or daughter's medical condition, but there is limited opportunity to produce special menus for individual children.

LEARNING TO COOK

We believe that cooking is an important life skill.

We run a highly popular cookery club after school as part of Activities for senior children in Form 4-6 (YR 6-8). It is school's aim for as many children as possible to have the opportunity to take part in this Activity.

LEARNING ABOUT FOOD

We devote time in both PSHE and Biology lessons to ensuring that pupils understand why a healthy diet is so important.

POLICY ON FOOD HYGIENE

STATUTORY REGISTRATION

St Michael's School is registered with Jersey Local Authority as a "food business" within the meaning of the regulations. We can therefore be inspected at regular intervals by the Environmental Health Officer (EHO).

HEALTH AND SAFETY

We recognise that compliance with health and safety is fundamental to any catering operation. We attach the highest importance to ensuring that we are compliant with EU and UK legislation at all times. The school's catering is carried out in-house by, our Catering Manager, Paula and her team. Paula reports to the Bursar, who has ultimate responsibility for the catering function. She is professionally qualified in all aspects of catering, including health and safety.

MANAGEMENT OF FOOD SAFETY

In managing food safety, Paula, the Catering Manager, with professional assistance from the Catering Company/external consultants will:

Staff Training

- Require all staff who assist with food preparation to possess a basic food hygiene certificate.
- Train the Catering staff in Hazard Analysis Critical Control Points (HACCP) system of food hazard awareness and Control of Substances Harmful to Health (COSHH) procedures.
- Ensure that all catering staff have clearly allocated responsibilities, which they understand.
- Train all staff in emergency procedures and shut-off of gas/electricity.
- Maintain records of training.
- Conduct annual refresher training.

Staff Uniforms and Personal Hygiene

- Ensure that all staff wear their appropriate uniforms and protective clothing, at all times when they are in areas where food is prepared and served.
- Ensure compliance with the hand-washing or hand cleansing regime at all times.

Monitoring Compliance with Procedures

- Check that all products containing nuts or traces of nut are clearly labelled.
- Monitor the staff in order to ensure that food safety and management procedures are followed without exception.
- Ensure compliance with a daily cleaning and disinfection regime.

Pupils with Medical Conditions

- Liaise with the School Nurse about special diets.
- Consult with a Dietician, if necessary.

Monitoring incoming supplies

- Inspect (or ensure that an authorised member of staff inspects), temperature checks, where appropriate, and signs for all incoming supplies and stores before acceptance.
- Reject any non-compliant items.
- Arrange for the safe transit and proper storage of food supplies.

Food Preparation, Serving and Consumption

- Inspect all areas where food is prepared, served and consumed for cleanliness and hygiene at both the start and end of every meal.
- Monitor the dining rooms, counters, trolleys for dirty plates, cutlery etc, together with the containers/bins for waste food throughout the service of every meal.
- Ensure that all spills are dealt with promptly and safely. If necessary, cordon off areas of the floor that have become slippery.
- Check the temperatures of the hot and chilled service counters on a daily basis and report any faults promptly to the Maintenance Department.

Equipment Monitoring

- Check all kitchen equipment (or ensure that a member of staff inspects) on a daily basis in order to ensure that it is functioning properly, and keeps a record.
- Take (or ensure that a member of staff takes) the temperature with a probe of all meat or fish that is being cooked, and keeps a record of such.

Purchasing and Checking Stock

- Ensure that food supplies are only purchased from a reliable and authorised source.
- Check that all supplies used are in date and undamaged.
- Check that stock is properly stored as soon as it arrives.

Professional Audit/ Assistance

- Obtain professional advice from a Dietician on healthier food, menu planning and special diets as needed.
- Deep clean of all equipment, high level cleaning of all cooking, food preparation and storage surfaces, areas etc three times a year.
- Ensure that an appropriate pest control regime is in place.

Equipment Failure

- Report all equipment failure to the Maintenance Department as soon as it is discovered.

First Aid

- Ensure that the kitchen first aid box is kept fully stocked in accordance with professional recommendations.

Signage

- Display the appropriate First Aid, COSHH and Emergency notices.

Waste Disposal

- Arrange the hygienic disposal of waste in accordance with recommended practice.
- Manage a re-cycling regime for: paper, card, clean glass and clean tins in accordance with the school's re-cycling policy.

DISASTER POLICY

Procedures are in place to deal with any emergency involving staff or pupils, whether in school or out on a trip/visit/fixture.

In the event of the Civil Emergency alarm sounding, (or if there has been a radiological leak) all children should be brought to the main school building and kept indoors with windows and doors shut until the 'all clear' is given.

ST MICHAEL'S SCHOOL, JERSEY - FIRE SAFETY AND PROCEDURES POLICY

PART 1: FIRE SAFETY

INTRODUCTION

Our priority is to minimise the risk to life and to reduce injury by maintaining the physical fire safety integrity of the school in ensuring that staff, pupils and visitors do not add to the fire risk and through safe evacuation of our buildings if a fire breaks out. The fire safety policy, procedures and risk assessments at St. Michael's School are designed to help our community to respond calmly and effectively in the event that fire breaks out in one of our buildings.

ROLE OF THE SCHOOL FIRE SAFETY MANAGER

The Head is the designated School Fire Safety Manager, who is responsible for ensuring that:

- The fire safety policy is kept under regular review by Governors and the SMT.
- The fire safety policy is promulgated to the entire school community.
- Everyone in the school (including visitors and contractors) are given clear written instructions on where they should go in the event of fire.
- Procedures for emergency evacuation are regularly tested and lessons absorbed.
- Fire risk assessments are regularly reviewed and updated.
- Fire prevention measures are meticulously followed.
- Fire procedures and risk assessments are reviewed on each occasion that a building is altered, extended or rebuilt, or when new buildings are acquired.
- Appropriate signage is in place.

EMERGENCY EVACUATION NOTICE

All new staff and pupils, all contractors and visitors are shown the following notice:

1. If you discover a fire, break the glass in the nearest alarm point to set off the alarm. Leave the building by the nearest exit.
2. If you are responsible for a class, make them leave quietly with you. No one should talk or run. Make your way to the assembly point at the far end of the playground.
3. If you are teaching a class, take your register with you. Do not take anything else, and do not allow the pupils to take anything. Shut doors and windows behind you.
4. The School Office or the Head will summon the Emergency Services if the alarm sounds.
5. The Office staff will take registers, rolodex and school mobile telephone to assembly point.
6. Take the register of your class as soon as you reach the assembly point.
7. Report anyone who is waiting to be evacuated from a designated refuge, or who is missing immediately to the Head who will inform the Fire Brigade. *On no account should anyone return to any building until given permission by the Fire and Emergency Services.*
8. Remain at the assembly point with your pupils until the all clear is given.

PART 2: FIRE SAFETY PROCEDURES

SUMMONING THE FIRE BRIGADE

The School Office is manned between 8.00am and 6.30pm during weekdays in term-time and mostly between 9.15am and 4.30pm during half terms and holidays apart from the Christmas and Easter closedowns. The master panel that shows the location of all the alarm call points on the networked alarm system in the school buildings is physically located in the Main School Hall. The School Office is always given advance warning of fire practices. If the alarm goes off for any other reason, the staff have standing instructions to summon the Fire and Emergency Service at once.

The Clerk of Works is on duty or on call 24 hours a day, 7 days a week, and 365 days a year, including public holidays. He has standing instructions to summon the Fire and Emergency Services if the alarms go off outside the hours that the School Office is staffed, (unless warned of a planned fire practice).

VISTIORS AND CONTRACTORS

All visitors and contractors are required to sign in at Reception, where they are issued with a visitor's badge, which should be worn at all times that they are on school property. They are made aware of the emergency evacuation notice (see above) and are shown the way to the Assembly Point.

When large numbers of visitors are at the school for example, for Open Days, Plays, Concerts and Exhibitions, a brief announcement is made advising them of the location of the emergency exits that they should use in the event of the alarms sounding.

RESPONSIBILITIES OF TEACHING STAFF

Teaching staff are responsible for escorting their pupils safely out of the building in silence and in an orderly fashion. They are responsible for conducting a head count on arrival at the Assembly Point, and for ensuring that the name of anyone who cannot be accounted for (and, if possible, their likely location) is passed immediately to the Head. It is the responsibility of the Head to ensure that this information is passed to the Fire and Emergency service as soon as they arrive.

On no account should anyone return to a burning building.

RESPONSIBILITIES OF FIRE MARSHALS

We have at least one trained Fire Marshal in every building. All Fire Marshals are "competent persons" who have been trained to provide "safety assistance" in the event of a fire. Fire Marshals receive regular refresher training.

FIRE PRACTICES

We hold one fire practice every term at St Michael's School. This combined with a programme of inducting new staff and pupils with emergency escape procedures and the presence of trained Fire Marshals in every building helps to ensure that the school can be safely evacuated in the event of a fire.

FIRE PREVENTION MEASURES

We have the following fire prevention measures in place at St Michael's School:

ESCAPE ROUTES AND EMERGENCY EXITS

- There are at least two escape routes from every part of all buildings.
- Fire notices and evacuation signs are displayed in every room, corridor and stairwell.
- Fires extinguishers (of the appropriate type), smoke/heat detectors, fire hoses are located in every building in accordance with the recommendations of our professional advisors. Alarms can be manually activated by breaking a glass panel.
- All stairs, passages and emergency exits are illuminated by emergency lighting.
- Automatic door closures that are activated by the fire alarms are fitted on doors in or leading onto escape routes.
- The master panels for the alarm systems are located in appropriate places and show the location of a fire.
- Alarms sound in all parts of the building. There are five separate alarm systems.
- Keeping fire routes and exits clear at all times. The Clerk of Works is responsible for unlocking the buildings in the morning, when he removes bolts, padlocks and security devices from all emergency exits, checks that escape routes are not obstructed and that the emergency lights work, and for reporting defects.
- Testing all fire alarms weekly (and recording all tests and defects). This is the responsibility of the Clerk of Works, who also arranges for an approved contractor to carry out an annual service of alarms, smoke detectors, emergency lights, sprinklers, smoke control systems and fire extinguishers and hoses.
- Monthly checks on fire doors, automatic door closures and emergency lights are carried out in house by the Clerk of Works.
- Records of all tests are kept in the Clerk of Works Department.
- Plans showing the location of bottled gas, water stop-cocks and electricity shut off points are displayed in the staff manual and in the main school office and staff room.

ELECTRICAL SAFETY

- The School has current electrical test certificates for all its buildings. It uses qualified Electrical Engineers to inspect and maintain its electrical installations all of which are RCB protected and meet the appropriate requirements.
- Regular portable appliance testing takes place.
- Records of all tests are kept in the Clerk of Works Office.

LIGHTNING PROTECTION

- All lightning protection and earthing conforms to appropriate standards. It is tested annually by a specialist contractor. Records of all tests are kept in the Clerk of Works Office.

GAS SAFETY

- All gas appliances (eg. boilers, kitchen equipment) are regularly maintained and serviced by Gas Safe Registered Engineers. Records of all tests are kept in the Clerk of Works Office.
- All kitchen equipment is switched off at the end of service.
- All laboratories are checked daily to ensure that the central gas supply is turned off by cleaners.

SAFE STORAGE

- We ensure that flammable materials used in teaching or maintenance are locked in purpose-made, flame-proof containers at the end of every day.
- In the Swimming Pool, Chlorine and PH tests are undertaken daily and Alkaline tests weekly. These chemicals are locked away in the Swimming Pool Filter Room.

RUBBISH AND COMBUSTIBLE MATERIALS

- Flammable rubbish is stored away from buildings in the secured rubbish compound.
- Combustible materials used in teaching, catering, maintenance, grounds and caretaking are stored in flame proof cupboards.

FIRE - DRILL

Fire notices are displayed in all rooms of the school. These notices give detailed explanations on the procedure to be followed in the event of a fire.

Fire alarms will be tested weekly by the maintenance staff.

Fire drills will be carried out periodically at the discretion of the headmaster.

Form staff should ensure that the children are aware of the fire procedures.

The office staff will take the Form Registers to the 'place of assembly' in the event of a fire or fire drill. These will be distributed to Form Teachers, with the assistance of LM and GR, at the earliest possible moment so that every child in school can be accounted for.

In case of fire there should be a list in the office and in the staffroom of children in prep. This varies from day to day.

**ST MICHAEL'S SCHOOL . LA RUE DE LA HOUGUETTE . ST SAVIOUR . JERSEY
JE2 7UG**

FIRE - GENERAL PROCEDURE NOTICE

It is the duty of anyone discovering a fire to operate the nearest fire alarm, and of anyone hearing a fire alarm to answer it by following these instructions:-

On hearing the signal -

- Go at once to the place of assembly.

At all times -

- Maintain silence.
- Do not rush. Panic can often be a greater danger than the emergency itself.
- Do not attempt to pass others.
- Do not return for your clothing or books.

PLACE OF ASSEMBLY

THE TARMAC AREA NEAR THE EXIT GATE.

**ST MICHAEL'S SCHOOL. LA RUE DE LA HOUGUETTE . ST SAVIOUR . JERSEY
JE2 7UG**

FIRE - STAFF NOTICE

1. The alarm must be given immediately a fire is discovered or suspected, by operating the nearest fire alarm call point.
2. On hearing the alarm each member of staff in charge of a group of children will ensure that all members of that group exit by the nearest available means and proceed to the place of assembly. At the place of assembly a roll call of the group will be taken.
3. The senior member of staff on duty will be notified of the cause for alarm by the most convenient means at the time. The person raising the alarm may find it necessary to delegate this order to someone else if the circumstances require it.
4. The senior member of staff on duty will be responsible for calling the Fire Service immediately on hearing the alarm.
5. Staff should familiarise themselves with the location and type of fire extinguishers in their area, for speed in the event of an emergency.
6. It must be left to the discretion of the person discovering the fire whether to tackle the fire or not. Consideration must be given to the size of the outbreak and the availability of emergency fire appliances. Electrical fires should be dealt with by using the appropriate appliances (not water). Closing all doors and windows will help to confine the fire.
7. **The place of assembly will be:-**

**THE TARMAC AREA NEAR THE EXIT GATE - FORM 6 NEAREST THE
LODGE, PPA NEAREST THE SCHOOL.**

ST MICHAEL'S SCHOOL - HEALTH AND SAFETY POLICY

1. The Trustees and Headmaster of St Michael's School consider that one of their primary objectives is the achievement and maintenance of a high standard of health and safety on its premises.
2. They recognise their responsibility to provide a healthy and safe working environment for all staff, children and visitors to the school.
3. They will take all practical steps within their power to fulfil this responsibility.
4. It is the intention of the Trustees and Headmaster that for health and safety purposes the school will operate within the guidelines issued by the States of Jersey.
5. There is an onus on staff and other employees at work to ensure that they report to the school office any risks to health and safety to themselves or others.
6. Staff are expected to take reasonable care in the performance of their duties.
7. If staff feel they do not have the right equipment then they have a duty to inform the office.
8. Any accident report form should be completed for the Accident File and in the first instance given to Matron. It will be reviewed by the Headmaster who will try to ascertain whether the accident was avoidable and whether any procedures need changing.

HEALTH AND SAFETY – IN SCHOOL

Accidents. Matron should immediately be advised of any accident. If she is not to be found in her room then the Assistant Matron should be notified in her absence. This should be the responsibility of the member of staff in charge at the time of such accident, or a responsible person appointed by him/her.

Dangerous substances will be stored in suitable containers eg fuel oil in the recommended storage tanks; materials used in science, under lock and key in the science laboratory; medical substances under lock and key in Matron's room. Maintenance chemicals are kept in locked stores.

Electrical safety. Inspection of electrical equipment should be carried out by the user on a regular basis. Pupils should not bring electrical equipment into school unless they have the prior permission of a member of staff.

Environment. Defects in heating, lighting, ventilation, etc should be reported to a member of the office staff. For minor day to day issues the maintenance department can be contacted in the first instance.

Fire precautions. Fire drills will be held termly. Fire exits and escape routes, extinguishers etc will be maintained by the Head of Maintenance.

First Aid. When appropriate first aid should be given by Matron/Assistant Matron or, in their absence, by other appropriately qualified staff. (See list on HM's board in staff room.)

First Aid Boxes. These are the responsibility of Matron and are located in the:

Cricket pavilion	Science laboratory
Maintenance staff hut	Sports Hall
Matron's room	Mini-buses
School Office	Staff room
Nursery	Swimming pool
Technology room	

Defibrillator: Main School Office (The Office Staff and Matron are trained to use this device)

Hazards. Any member of staff noting a new hazard should report this to a member of the office staff who will be responsible for passing such information to the Head of Maintenance for remedial action.

Infectious Diseases. Notice of these should be passed to Matron who will be responsible for ensuring that necessary precautions are taken and that those who need to know are informed.

Information about health and safety can be obtained from the Headmaster and various safety leaflets in his office.

Inspections. Health and safety inspections will be carried out termly/annually by the Headmaster and Head of Maintenance and periodically by expert advisors.

Science Safety: Head of Science is responsible for safety in the Science Lab and the relevant documentation is contained in the Science Department Policy.

MEDICAL AND FIRST AID

ST MICHAEL'S SCHOOL - MEDICAL POLICY

ANAPHALAXIS

The school recognises that anaphylaxis is an important medical condition affecting some school children and is happy to accept children who may have an anaphylactic attack. The school encourages children who have a risk of an allergic reaction to participate and fulfil their potential in all areas of school life. The school recognises the severity of the condition, understands the nature of the illness and the rapidity with which an attack can occur. The school encourages communication between parents, staff and children to enable the child to have a normal school life.

Some children in school have epipens for use in the case of a severe allergic reaction. Staff are trained in the administration of epipens and can assist a child in need of help. A video on this subject is available from Matron and staff are recommended to view this.

ASTHMA POLICY

The school recognises that asthma is an important condition affecting many school children, and positively welcomes all pupils with asthma.

This school encourages children with asthma to achieve their potential in all aspects of school life including all games activities.

Matron holds health forms for every child in the school, from these forms a list of children with asthma and allergies is compiled and distributed to all members of staff. This list is updated at the beginning of each term.

Matron is always available to discuss individual needs of children with parents and staff. Records are updated at the beginning of each new term and when parents inform us of changes.

All relevant staff are informed of a child with a problem. If at any time a teacher is in doubt s/he should refer the child to Matron.

Matron is always available to assist staff who come into contact with asthmatic children with advice and support.

MEDICATION FOR ASTHMA

The school undertakes to ensure that all asthmatic children have access to their medication as quickly as possible following the onset of an attack.

Reliever inhalers for younger children are kept in a freely accessible cupboard in Matron's room and, if the child requires frequent medication, will accompany them to games with the games staff.

Children who only require medication occasionally are sent to Matron who keeps inhalers for the younger children, spacers and refills for the disc-halers.

Children are encouraged to take charge of their own inhalers in school as soon as they are old enough and to keep them about their person. Spares can be kept in Matron's room.

PE

PE teachers are aware of those children who have asthma from the asthma and allergies list. Children with asthma are encouraged to participate fully in PE. Children are encouraged to use their medication before a games lesson and during the session should it be required. All efforts will be made to enable even severely affected children to participate.

DIABETES POLICY

The school recognises that diabetes is an important condition affecting some school children and is happy to accept pupils with diabetes.

This school encourages children with diabetes to achieve their potential in all aspects of school life including all sporting activities.

All staff are aware of the special physical needs of diabetic children and the individual symptoms they display should they experience a hypoglycaemic attack (low blood sugar), and how to treat it.

Communication between parents, staff and children is encouraged to enable the child to have as normal a school life as possible. The school undertakes to ensure that all diabetic children have access to their blood testing equipment and allow them to use it in a class situation. Also they have access to carbohydrate-rich foods should a hypoglycaemic attack arise.

Children are allowed to eat snacks in the classroom out of normal meal times should this be necessary.

Matron holds health forms for every child in the school, and is always available to discuss individual needs of children with parents and staff. Records are updated at the beginning of each new term and when parents inform us of changes.

All relevant staff are informed of a child with a problem. If at any time a teacher is in doubt s/he should refer the child to Matron.

Matron is always available to assist staff who have contact with diabetic children with advice and support.

EPILEPSY

The school recognises that epilepsy is an important condition affecting some school children and is happy to accept pupils with epilepsy. The school encourages children with epilepsy to achieve their potential in all aspects of school life including all games activities where reasonably possible.

Communication between parents, staff and children is encouraged to enable the child to have as normal a school life as possible. The school undertakes to inform all staff who have contact with the child of the child's condition and ensure that staff are aware of what action should be taken if the child has an epileptic fit.

Medication: the school is willing to allow time for training to be given to staff on how to deal with an epileptic fit, including instruction in the administration of medication should this become necessary. In the event of medication not relieving the condition, professional help, ie an ambulance, would be called.

PE: Every effort is made to integrate an epileptic child into all normal games activities that they are able to participate in. Depending upon the severity of the epilepsy it may not always be possible to include the child in certain activities which require extra supervision such as swimming, or are potentially hazardous.

MATRON / FIRST AID PROCEDURES

GENERAL

Suggested procedures for dealing with sick or injured children.

- All children who visit Matron's room, except in an emergency, must have been sent by a member of staff. Matron should ascertain which member of staff.
- Children sent in from the playground, likewise, must go to the member of staff on duty to request a visit to Matron. The member of staff concerned will then decide whether or not the visit is necessary.
- Many children visit Matron's room with a friend. This should be discouraged.
- In the case of an accident, Matron should ensure that the member of staff on duty was aware of the incident and that any other children involved have been spoken to.

Forms 3-6

- If children arrive at the end of break or between lessons, they must report to the member of staff to whom they should be going, and then come back to Matron. This will ensure that the whereabouts of all children is known at all times.
- If the child appears too ill to go unaccompanied then Matron will let the member of staff know as soon as possible.
- If the problem is a playground incident, Matron will check that the duty member of staff was aware of the incident and, if not, inform him/her.
- Children being sent home must be marked as having left school with the time of departure on the absentee list in the main office.
- If Matron decides that a child is unfit for games during the course of the day she will endeavour to inform the relevant games teacher and, if appropriate, the form teacher.
- Children should be encouraged to continue at school whenever reasonably possible. They should be sent home only as a last resort.

Pre-Prep, Forms 1 and 2

- Children in Pre-Prep A to Form 2 must have been sent by their form teacher to Matron.
- Whilst Matron will always assess the children according to symptoms she should also communicate with the form teacher either on the telephone or by a visit to the classroom. The class teacher may have seen the parent in the morning or have other information relevant to the health or emotional wellbeing of the child that may have a bearing on the child's behaviour.
- If children arrive at odd times they must be questioned as to why and how they came to be there and whether their teacher is aware of the fact that they are visiting Matron. Some children who are experiencing difficulties at school may use Matron as a means to avoid specific lessons or situations within the school day by developing a tummy ache at the appropriate moment; communication between staff can greatly help reduce the risk of this occurring. Removal of a child from a situation that is worrying him/her does not always help their cause; often the reverse is true and what they are seeking is reassurance to help them overcome the difficulty. A united front by supporting adults will help them achieve this.
- Interruptions in the classroom are not welcomed by teaching staff with a busy schedule of work to get through. Communication should where possible take place during lesson breaks.

Information on health related matters can always be obtained from the school nurses at Le Bas Centre, the health booklet in the medical room or from Dr Vincent, the school doctor.

ANAPHALAXIS

Bruises, strains and suspected breaks

- In urgent cases eg suspected fractures or haemorrhage, Matron will arrange for the child to be transferred to Accident and Emergency and for parents to meet their child at the hospital.
- In less urgent cases Matron will telephone parents and arrange for them to collect the casualty from school and take him/her to Accident and Emergency. In the event that this is not possible then Matron will transport the child.

Cuts and Grazes

- These should be washed with water until clean, dried around and then covered with an appropriate dressing.
- It is the duty of the first aider in question to protect him/herself from body fluids by the wearing of protective gloves.

Head Injuries

- No matter how minor, head injuries must always be taken very seriously and parents informed.
- If in any doubt arrange for the child to go to Accident and Emergency at the General Hospital for a check up.
- In the case of children in the Pre-Prep, those who experience minor bumps may be given a label with their name, time and date of the accident and told to make sure that the teacher sees it. The teacher must then inform parents at the end of the school day and send the child to Matron if they observe abnormal behaviour or if the child reports a headache or vomits.
- Children in Forms 1 and 2 may be asked to tell their teacher themselves. A further check on these children is advisable.
- Children in Forms 3-6 will be recorded in Matron's book and parents informed of an injury.

Head Lice

- St Michael's School does not have a regular screening programme. Children are checked at the request of a teacher or parent. Information is regularly distributed to parents about the detection and treatment of head lice.
- If head lice are discovered the parent of the child concerned will be contacted by Matron and informed that their child needs to be treated.

Puncture Wounds Caused by a Bite [to a member of staff or another child]

- Encourage the wound to bleed freely.
- Wash thoroughly with water and then cover with a clean dressing.
- Keep confidential the identity of the child responsible for the bite.
- Contact the parents of the injured child to arrange a visit to their GP or Accident and Emergency.
- Contact the parents of the child responsible for the bite and ask if School can pass on their telephone number to the parents of the victim should they request it.

Sickness

Children suffering from ailments such as toothache, tummy ache or headache should be sent from class to Matron for assessment and appropriate treatment. The decision whether to keep at school or send home will be at the discretion of the First Aider and how s/he views the problem. Children:

- with a temperature should not remain in school
- recovering from diarrhoea and sickness should be kept at home until 48 hours after the last episode of illness.
- suffering from infectious diseases should stay at home (see leaflet “Guidance on infection control in schools and nurseries” published by the Department of Health, UK.

Verrucae

- St Michael’s School does not have a regular screening programme. Children are checked at the request of a teacher or parent. Information is regularly distributed to parents about the detection and treatment of verrucae.
- If a verruca is discovered the parent of the child concerned will be contacted by Matron and informed that their child needs to be treated. It is recommended that children with verrucae are asked to wear verrucae socks to prevent the spread of infection.

TREATMENT AND MEDICATION

All pills and potions will be kept in Matron's room. Matron has the use of a locked 'fridge to store medicines when necessary.

Matron will be responsible for administering all prescribed drugs to children and others as requested by parents. Matron will, from time to time, administer drugs to children that, in her opinion, are necessary. Parents will always be informed and have the right to withhold their permission for any drug to be given to their children.

PUPIL WELFARE

ACCIDENTS

In the event of an accident a child should be sent to Matron. If Matron is not on site (after 4.00 pm) the Assistant Matron/School Secretary can normally be found in the School Office.

All accidents should be recorded in the "ACCIDENT FILE" which is kept in Matron's Room. The Nursery keeps its own 'Accident Book' to record daily knocks and bumps. Serious accidents are entered in the main school 'Accident File'.

Any major accident should be dealt with in the following manner:

1. In the event of a severe problem call for an ambulance. Matron will normally do this.
2. Telephone the child's home to warn parents and to explain the situation. Again Matron will normally do this.
3. Let the Headmaster know of the accident.
4. A follow-up telephone call the same night may be appropriate in order to enquire about the child's health. Please note that there may be occasions when the Headmaster may wish to do this.
5. All head injuries are reported to parents.

The Headmaster will review any report of an accident recorded in the "Accident File" in order to ascertain if the accident was avoidable and whether any procedures need changing.

ST MICHAEL'S SCHOOL, JERSEY - ANTI-BULLYING POLICY

AIMS AND OBJECTIVES

At St Michael's School, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed but orderly atmosphere. All pupils should show care, consideration and courtesy for others.

St Michael's School prides itself on its respect and mutual tolerance. Parents/Guardians have an important role in supporting St Michael's School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together.

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school.

DEFINITION OF BULLYING

"Bullying may be defined as: *Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally*".

Bullying is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, sexual or sexist, homophobic, which focus on religion, cultural background, disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

CYBERBULLYING – DEFINITION

"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others."

Cyberbullying can involve Social Networking Sites, like Bebo, Facebook and Myspace, Twitter, LinkedIn, emails and mobile phones, used for SMS messages and as cameras.

THE SCHOOL'S RESPONSE TO BULLYING

At St Michael's School, we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school's social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to Matron with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

PREVENTATIVE MEASURES

We have the following preventative measures in place in order to ensure that bullying does not become a problem which is associated with St Michael's School:

- All pupils are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.
- All members of staff are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying. They are required to read the school's policy as part of their job. We use appropriate Assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school.
- Other lessons, particularly RS, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place in line with our policy on whistle-blowing.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents and these are communicated to staff in weekly staff meetings.
- We have a strong and experienced team of Form Teachers who support the Head of Pre Prep, Head of Juniors, Senior Master and Headmaster in dealing with any incidents of bullying.
- Staff are always on duty at break times. They are alert to inappropriate language or behaviour.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

CYBERBULLYING – PREVENTATIVE MEASURES

In addition to the preventative measures described above, St Michael's School:

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issues all pupils with their own personal school email address.
- Adheres to the BECTA guidelines regarding E-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying, which covers blocking, removing contacts from "buddy" lists and sharing personal data.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted in school at all.

PROCEDURES FOR DEALING WITH REPORTED BULLYING

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the pastoral team as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident should be recorded and signed and dated before it is given to the senior member of staff who is responsible.
- The senior member of staff will inform the Form Tutors, of both the bully/bullies and the victim[s] as soon as possible. In very serious incidents, the Headmaster should be informed.
- The victim will be interviewed at a later stage by the senior member of staff, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by the senior member of staff, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions, for example, detention, withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion.
- The parents/guardians of all parties should be informed if the matter is serious.
- A way forward, including disciplinary sanctions and counselling, should be agreed. A monitoring and review strategy will be put in place.

NURSERY CHILDREN

The youngest children are also encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They are learning to respect everyone and to value differences and diversity. The Nursery Teacher is in day to day charge of the management of behaviour in the Nursery Department.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions; but sometimes they are removed from play areas for hurtful behaviour. Parents are always informed via a note or in person when any sanction or reproof is needed, and in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with the Head of the Nursery and to agree a joint way of handling the difficulty.

ST MICHAEL'S SCHOOL, JERSEY - BEHAVIOUR POLICY

INTRODUCTION

St Michael's School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

St Michael's School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

CODE OF CONDUCT

St Michael's School community of Governors, staff, parents and pupils adhere to an established routine and code of conduct, but there is a list of School Rules. St Michael's School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at St Michael's School, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is on our web site and in the Parent Policies. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender or sexual orientation or physical disability or learning difficulty.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at St Michael's School undertake to uphold the school's policies and regulations, including this policy when they sign the schools Application Form. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

UNEXPLAINED ABSENCES

We will always telephone the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the Governors' policy usually not to allow holiday to be taken during term.

INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them.

SCHOOL RULES AND REGULATIONS

The School Rules are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour. Sanctions help us to set boundaries and to manage challenging behaviour. Copies of the Rules and Regulations are set out in the Parents Policies and may change from time to time. Parents and Guardians undertake, when signing the Application Form to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include:

- Detention [before or after school/ on Saturdays]
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- Assistance with domestic tasks, such as collecting litter
- Withdrawal from a lesson, school trip or team event
- Suspension for a specified period, removal or expulsion.

The School's policy on Discipline and Exclusions is set out in Parent Policies and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include:

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harrassment
- Racist or sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

PHYSICAL RESTRAINT

- Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" anything that causes personal injury to themselves or others or to property or prejudices the maintenance of good order and discipline at the school.

Every member of staff will inform the Head Master/Mistress immediately after s/he has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a [protocol/regime] for managing that individual pupil's behaviour

TEACHING AND LEARNING

St Michael's School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that you will not feel the need to complain about the operation of our Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures (which apply equally to the Nursery Department) is available in the Parents Policies and on the web.

CHILD PROTECTION

Matron is the designated person responsible for child protection with the Headmaster as the deputy. Other staff have attended the Island's Child Protection Course (Summer 2001).

Staff should refer to the Child Protection File held by Matron and to the Child Protection folder on the Admin section of the staff server.

Parents have been consulted with regard to naming of children in photographs that appear in the media. See attached letter.

No names should appear with photographs on the school website. Names will be permitted in the school magazine.

CHILD PROTECTION POLICY

STATEMENT:

- The protection of children is the proper concern of everyone in a position to help. Primary responsibility for the care and protection of children rests with their parents, but a range of services is available to help them with this task.
- The safety and protection of children is of paramount importance to all those involved in Education. St Michael's aims to provide a safe environment for children to learn in an educational setting.
- St Michael's also aims to identify children who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.
- At St Michael's we believe that the safety and protection of all pupils is of paramount importance and that all staff will adhere to the School's Child Protection Policy, being mindful of the child protection procedures established by National Government and Jersey's Child Protection Policy (Department for Education, Sport and Culture (DfESC)). We will work appropriately with each child, their family and other agencies to protect the child first.
- The St Michael's Child Protection Procedures are for all those working with children. It gives advice on how staff can avoid putting themselves into situations in which an allegation of child abuse might arise.

THE DESIGNATED PERSON:

- The designated person for child protection is **Matron**.
- Her deputy or the person to contact in her absence is: **The Headmaster**.

Those named above have received child protection training and will liaise with outside agencies including the Police in accordance with DfESC child protection procedures.

- Matron will keep a copy of the DfESC Child Protection Procedures and make these available to staff.

CHILD PROTECTION GUIDELINES FOR STAFF

The Staff:

- All staff are informed of the designated person's name and the school's policy for the protection of children.
- All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible that day to the designated person or named deputy. If in any doubt they should consult with the designated person.
- St Michael's pays full regard to Department for Education and Skills (DfES) guidelines "Safer Recruitment in Education" and all staff are checked appropriately.
- The designated Child Protection Officer (Matron) reports to the Governing Body on child protection policy and associated matters on an annual basis.

DEFINITIONS OF ABUSE

There are many definitions of abuse. Below are two examples of sexual abuse, the rest are basically the most commonly used.

Sexual abuse:

1. The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or that violate the taboos of family life.
2. Actual or likely sexual exploration of a child or adolescent. The child may be dependent and/or developmentally immature. (Working together.)

Physical abuse:

Deliberate physical injury to a child or failure to prevent injury (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's syndrome by proxy.

Emotional abuse:

Severe adverse effect on the emotional and behavioural development of a child by persistent or severe emotional ill-treatment or rejection.

Neglect:

The failure to protect a child from exposure to any kind of danger, including, cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

SIGNS AND SYMPTOMS OF PHYSICAL ABUSE

Physical indicators:

1. Bruise marks around the face, forehead and mouth caused by facial squeezing, grabbing, blows to the head or gripping.
2. Grip marks on the legs or trunk, particularly if a child has been shaken or held down.
3. Unexplained bruising in places where an injury cannot be easily sustained or explained and particularly if they are recurrent.
4. Hand-slap marks visible on cheeks, buttock or trunk.
5. Bite marks with indentation of teeth, visible welts or bald spots.
6. Burns by cigarettes or other hot objects.
7. Unexplained fractures such as 'greenstick' fractures caused by twisting limbs.
8. Lacerations or abrasions.
9. Torn frenulum (skin inside of upper lip) caused when a bottle is forced into a child's mouth during feeding.
10. Dipping scalds which suggest a child has been deliberately dipped in hot water. Skin splashes are more likely to be accidental, untreated injuries.

Behavioural indicators:

1. Carers give improbable excuses to explain injuries.
2. Child appears aggressive or withdrawn.
3. Child exhibits fear of returning home.
4. Child is reluctant to have physical contact.
5. Clothing is worn to hide part of body.
6. Frozen awareness, child is constantly watchful of adults' reactions to him or herself.

SIGNS AND SYMPTOMS OF NEGLECT

Physical indicators:

1. Constant hunger.
2. Poor state of clothing and/or personal hygiene.
3. Constant tiredness.
4. Anxious about being left alone.
5. Untreated medical problems.
6. Thin appearance, emaciation and poor condition of hair and nails.
7. Child fails to reach normal developmental stages but there is not underlying medical cause for this.
8. Non-school attendance.
9. Unhygienic home conditions.
10. Repeated accidents.

Behavioural indicators:

1. Child experiences lack of social relationships, shunned by other children.
2. Compulsive stealing, begging or scavenging.
3. Low self-esteem.
4. Frequently absent or late.
5. Child is tired or listless.

SIGNS AND SYMPTOMS OF SEXUAL ABUSE

Physical indicators:

1. Soreness, bruising or bleeding in genital or anal areas, or the throat.
2. Torn, stained or bloody underclothes.
3. Stomach pains or headaches.
4. Difficulty in walking or sitting.
5. Frequent urinary or thrush infections.
6. Venereal disease.
7. Bedwetting, sleep disturbance
8. Loss of appetite.

Behavioural indicators:

1. Using sexually explicit language.
2. Inappropriately seductive or precocious.
3. Outbursts of anger/temper tantrums.
4. Acting out sexual activity with toys.
5. Fear of undressing.
6. Hints at sexual activity through words, play, drawing.
7. Withdrawn or isolated from other children.

SIGNS AND SYMPTOMS OF EMOTIONAL ABUSE

Physical indicators of children:

1. Sudden speech disorders, stammering.
2. Extremes of physical, mental and emotional development, for example, vomiting, anorexia.
3. Wetting and soiling.

Behavioural indicators of children:

1. Rocking, hair twisting, thumb sucking.
2. Fear of new situations.
3. Attention seeking behaviour.
4. Telling lies.
5. Inability to have fun.
6. Indiscriminately affectionate.
7. Poor peer relationship.

Parental Behaviour:

1. Lack of praise and encouragement.
2. Lack of comfort and love.
3. Lack of attachment.
4. Lack of proper stimulation.
5. Lack of continuity of care (eg frequent moves).
6. Lack of appropriate handling (eg age – inappropriate expectations).

CHILD PROTECTION

Staff must:

- Remember that the priority is to protect the child.
- Treat the matter seriously.
- Receive the child's story if appropriate, listen but do not judge.
- React to what the child tells you with belief and tell the child that they have done the right thing in telling you.
- Indicate to the child what action you will take and make it clear that you will have to inform others (no secrets). Only inform those with a need to know.
- Keep an accurate record of what you have become aware of and what you have done.
- Limit any questioning bearing in mind the 'must not' points below:-

Staff must not:

- Contact the parents again – this is the job of social services.
- Interrogate the child if that child has disclosed information, or ask leading questions.
- Speak to anyone about whom allegations are made (including colleagues).
- Promise to keep secrets/confidentiality.
- Ask a child outright if they or others have suffered abuse.

The teacher may now withdraw from the immediate process but should remain vigilant. Pass on to Matron as designated Child Protection Officer or Headmaster as stated in the policy.

Appendix:

Documents:

DfESC [Department for Education Sport and Culture] (Jersey document)- Child Protection Policy and Guidance.

Website: www.gov.je/ESC

DfCSF [Department for Children, Schools and Families] Document - Safeguarding Children and Safer Recruitment in Education.

DfES (2006) [Department for Education and Skills] Document - Working Together to Safeguard Children.

Website: www.teachernet.gov.uk/childprotection

Footnote: The Jersey Child Protection Committee are currently working on a multi-agency policy and procedure document, which will be available on that website in the near future.

Website: www.gov.je/jcpc

DETENTIONS - FOR CHILDREN IN FORMS 3-6

ACTIVITY DETENTION FOR CHILDREN IN FORMS 4-6

This detention is given if a member of staff feels the standard of work to be unsatisfactory. Activity detentions normally take place between 4.00 pm and 5.00 pm on the same day that poor work has been submitted. However, there are exceptions. A detention cannot take place during Choir or Orchestra activities. If there is a school fixture the detention should be deferred to the following day.

RECORDING A DETENTION

Detentions should be recorded in the detention folder on the staff server. Staff are asked to record all detentions so that there is a record of how often children are put in detention and to ensure that no child is booked for a double detention. Detentions for behavioural matters are dealt with by GR and those for academic matters by HM. The responsibility for monitoring the detention folder lies with GR.

FORM 1 AND 2 DETENTIONS

Children in Forms 1 and 2 occasionally receive detentions and these are usually carried out within the school day, eg missing breaks.

FORM 3 DETENTIONS

A detention for a third form pupil is normally a 24-hour detention (normally happens within 24-hours). Children of this age group normally finish their school day at 4.00 pm. If a detention is required in school then a letter should go home to arrange a suitable day.

SATURDAY MORNING DETENTIONS

These are normally avoided as they may interfere with parent commitments or school fixtures. However, there may be occasions when this is considered more appropriate. In this case a letter should be sent home to reach parents no later than the Thursday indicating that the child will be required in school on the following Saturday morning. Saturday detention duties are taken in rotation by Form 3-6 teaching staff, with the exception of PE staff. Saturday Detention is organised through LM.

ST MICHAEL'S SCHOOL, JERSEY - DISCIPLINE AND EXCLUSIONS POLICY: PART 1

SUSPENSION AND EXPULSION

A pupil may be temporarily suspended, or in serious cases expelled, at any time if the Headmaster is reasonably satisfied that the pupil's conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline, or to the reputation of the School, or in breach of the School rules.

DISCRETION OF HEADMASTER

The decision to exclude, suspend or require removal or expel a pupil and the manner and form of any announcement will be made by the Headmaster after consultation with the Chairman of Governors'.

ACCESS

A pupil who has been withdrawn, excluded, suspended, removed or expelled from the School has no right to enter school premises without the written permission of the Headmaster.

The following section deals with less serious breaches of discipline that do not merit exclusion.

DISCIPLINE AND EXCLUSIONS POLICY: PART 2

REWARDS & SANCTIONS FOR BREACHES OF DISCIPLINE THAT DO NOT MERIT EXCLUSION

REWARDS

At St Michael's School, we encourage the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment. Our system of rewards includes:

- Verbal praise and written praise for good work.
- Special mention/certificates in morning Assembly for outstanding achievement.
- Taking the Assessment sheet or being commended in Assessment Assembly
- Stars for effort and general good citizenship.
- Annual subject and year group prizes.
- Points, golden time, superstar stickers in Pre Prep
- Posting examples of excellent work in art/design, sports, and drama and concert achievements on the school's web site and magazine so that the community can celebrate success.
- Reports to parents, which are always worded to be as constructive as possible.

SANCTIONS FOR BREACHES OF DISCIPLINE THAT DO NOT MERIT EXCLUSION

The Form Teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness in class, late or poorly completed work. Additional work may be set, or the pupil may be required to re-do unsatisfactory

work. Repetition of this behaviour will be reported to the Head of Department and to the Headmaster.

Minor indiscipline in class or other minor misdemeanours are dealt with immediately by the teacher concerned but are reported to the pupil's Form Teacher and this is dealt with firstly by a warning. In the playground a book is used to record incidents (Pre Prep). For more serious issues a system of "stripes" is used. These are shown to the Housemaster and appropriate punishments are given by the teacher concerned or Senior Master.

Persistently poor academic performance may result in the Form Teacher asking a pupil's teachers to make written comments on his/her performance at the end of every lesson on a Target Card for a period of a few weeks (Seniors and Juniors).

Deliberately missing a lesson or becoming seriously behind in work or persistent poor work or poor behaviour resulting in a stripe may lead to the Senior Master requiring a pupil to attend a 1 hour detention on Saturday mornings.

The Headmaster may suspend a pupil, for a period of between 48 hours and one week for very serious indiscipline, or less serious offences, where repeated punishment has proved ineffective. If suspension is ineffective, the school may be forced to exclude the pupil, or to require him/her to leave the school under the procedure described in part 1.

DISCIPLINE AND DISCIPLINARY PROCEDURES

All members of staff are expected to maintain standards of discipline. Failure to reprimand the children will result in falling standards.

As part of the Form Teacher's role s/he needs to ensure that the children know and understand the school rules. A suggested method of informing the children of the rules is to highlight a few each week to the class.

As far as possible a punishment should be designed to fit the misdemeanour. A reprimand may be all that is required from the member of staff who has witnessed the incident. However, further punishment may be deemed necessary.

PUNISHMENTS: FORMS 1-6

The formal method of recording a punishment would be to give the child a **warning** if the misdemeanour is not serious, but nevertheless is worth recording. The warning is pinned up in the pupil's classroom for one full week. The counterfoil is brought to the Senior Master (GR) to be logged on record. Thereafter a **half-stripe** is given. The misdemeanour is recorded on the stripe paper and also in the stripe record sheet file which is kept by GR.

On receiving a stripe/half-stripe the child must present it first to his/her Housemaster and then to GR. Where possible a stripe must be cleared before the end of the day on which it is issued.

The Housemaster's involvement is to enforce House loyalty. Reporting to the Housemaster prior to GR gives an opportunity for another member of staff to pick up any unforeseen problems.

Punishments may include a ticking off, litter duty, missing break, an activity period detention, Friday afternoon recreation period detention, a Saturday morning detention, a report card, or any other more appropriate action. The ultimate punishment would be suspension from school.

If the child is a sixth form pupil and either a Prefect or School Prefect, it may be considered appropriate to demote him/her for a period of time.

All stripe offences are considered to be an internal matter and parents are not routinely informed. However, parents are informed of a Saturday morning detention, or if there is a major behavioural problem. **(See also STARS, WARNINGS and STRIPES)**

GR will advise the Form Teacher who is ultimately responsible for the care and welfare of the child.

DISCIPLINE AT JUNIOR AND PRE-PREP BREAKS

RULES

1. All children should ask permission of the staff member on duty to go to toilet in break and report back to that member of staff afterwards.
2. All children must ask, or be directed by the member of staff on duty, to go to see Matron.
3. All children, except Pre-Prep A children, to use the centre Jubilee entrance door.
4. All children to keep away from cars.
5. Only small foam/sponge balls to be used and to be kept as far as possible close to the ground.
6. The whistle means stand still in silence and wait for instructions.

Children who do not follow the above rules will have their names, Form and misdemeanour recorded in the "book" (diary), with staff initials, which is kept in the Jubilee Block Entrance Hall.

All children whose names appear in the Book 3 times during one half-term will be:-

- (a) required to walk around with the staff member on duty in the playground for the next morning break (Pre-Prep children); or
- (b) given a warning and thereafter a half-stripe (Forms 1 and 2).

AT THE END OF BREAK

The member of staff on duty will blow the whistle to make children stand still, followed by the bell as a signal to move to the lines. Once the lines are established, another whistle will be blown and the children should

- face the staff,
- in silence,
- in a straight line, hands to the side.
- lead into the classroom quietly, when told.

The children will need reminding of these instructions.

ST MICHAEL'S SCHOOL, JERSEY - ALCOHOL, TOBACCO AND DRUGS POLICY

These issues are specifically addressed in PSHE in Forms 5 and 6 (Years 7 and 8) and lower down the school as part of class discussion work, and are touched on in other lessons e.g. Science, Drama, RE and English.

St Michael's School is a public place; smoking is therefore illegal for everyone.

We do not expect children of Prep School age to be involved in the use of drugs or alcohol but we aim to make them aware of the risks so they can make informed decisions as they get older. We will investigate any rumours about involvement in illegal substances. We have occasional assemblies for the older children on these topics.

We will offer wine to parents, staff and other adults at certain school functions including Pre Prep Nativity, Spring Concert, Parents Association AGM, Nursery Information Evening, Pre Prep Information Evenings, Christmas Sale and staff parties outside of school hours. No children will be allowed alcohol.

There will be no consumption of alcohol by staff at any other time.

FOOD AND DRINK

Children are expected to bring a snack for their morning break. This should be in the form of fruit, crisps (not highly flavoured), a sandwich or a plain biscuit. Sweets and chocolates are not allowed. Fresh water is provided.

During hot weather staff ensure that children have opportunities for water breaks throughout the day.

Children in the Junior Department and Pre-Prep are permitted to bring a plastic bottle of water to school. It must be replaced weekly to remain hygienic.

There are a good number of drinking fountains around the school site.

TRIPS AND VISITS

EDUCATION, SPORT AND CULTURE MINIMUM RECOMMENDATIONS FOR STAFF / PUPIL RATIO:

ON-ISLAND

1 adult for every 6 pupils in Nursery, PPA, PPB and PPC.

1 adult for every 12 pupils in Forms 1 – 4.

1 adult for every 16 pupils in Forms 5 and 6 (St Michael's would usually lower this ratio).

OFF-ISLAND

Forms 1 and above – no less than 1 adult for every 10 pupils.

TRIPS are journeys made off the island may include an overnight stay eg Activities' Week, the Ski Trip and Sports Tours.

VISITS are short journeys off the school site and are to places such as the Museum, Zoo, and other places of interest.

Staff organising a trip or visit must check the suitability and safety of the location and qualifications of those involved who are not connected with school.

All planned trips and visits must be requested in writing and submitted directly to LM for clearance. Once cleared, LM or CLT will make an appropriate entry in the school diary and, if minibuses are required, notify RC. Requests should include the following information:-

1. Date and destination.
2. Times of departure from and return to school.
3. The number of children and staff involved eg ... children + ... staff.
4. Whether mini-bus/es and driver/s will be required. If so, how many.
5. Name of the teacher in charge.

In the case of a trip, the organising member of staff, who will have obtained the Headmaster's approval for the trip, will be responsible for:-

1. Making the travel arrangements and working out staff/children ratios.
2. Working out the costings with the bursar.
3. Arranging insurance and billing with the bursar.
4. Preparing relevant work and back-up work for the children.
5. Notifying parents in writing through the office and supplying them with all the information they will need.
6. All trips (ie off island) must include a contact telephone number and medical information form that has been filled in by parents. All medication, apart from epipens and inhalers should be handed to the designated member of staff for safekeeping.

In the case of a visit, the organising member of staff, who will have obtained approval for the visit, will be responsible for:-

1. Notifying parents in writing through the office and supplying them with all the information they will need.

A list containing pupils' names and parent contact numbers should be placed on the office and staff room boards before the trip/visit takes place and further copies should be carried by staff members on the trip.

The teacher in charge will be responsible for the collection and return of the mobile telephones, which are kept in the school office. Please ensure that the member of staff accompanying the children on EACH MINIBUS has a mobile phone.

TRIPS OFF ISLAND - GUIDELINES**Headmaster to know:****(Tick boxes when complete)**

- 1 Risk assessments have been thought through.
- 2 Group leader is experienced.
- 3 Are instructors fully qualified?
- 4 Non-teacher supervisors / adults are appropriate.
- 5 Ratio of adults / supervisors to children is adequate
- 6 Parents have signed consent forms.
- 7 First aid provision will be available.
- 8 Mode of travel is booked and appropriate and travel times are known.
- 9 Insurance cover is adequate.
- 10 School has details of venue, telephone numbers and contact name.
- 11 Who is school contact if outside office hours?
- 12 Hebron lists made up (at least 2). Copies with party, 1 for school contact.
- 13 School contact has mobile telephone numbers of staff supervisors (at least 2)
- 14 Contingency plans have been explored for
 - a) Emergency / disasters whilst away
 - b) late travel out or back

TRIPS OFF ISLAND - GUIDELINES

GROUP LEADER

**Before trip leaves Group Leader should have:-
(Tick boxes when complete)**

- 1 Obtained permission for trip from HM
- 2 Defined each supervisor's role and ensured all tasks are assigned.
- 3 Ensured adequate first-aid provision will be available.
- 4 Undertaken and completed planning and preparation for trip including briefing other supervising staff and children.
- 5 Undertaken a risk assessment – see separate sheet.
- 6 Ensured all children proposed for the trip are suitable.
- 7 Ensured ratio of supervisors to children is appropriate.
- 8 Ensured Hebron lists are made up – at least 2 for the trip (preferably 1 for each adult staff member) and 1 for school.
- 9 Has a school contact if trip is outside school hours and made staff aware of contact
- 10 Contingency plans have been explored with group staff / supervisors and school contact for
 - a) emergency / disaster whilst away
 - b) late travel out or back
- 11 Ensured parents have filled in consent form, medical form and have all relevant details, eg travel times, pick-up times, equipment and clothing lists.
- 12 Medical forms and parental emergency numbers are collected by Group Leader and distributed to supervising staff as necessary.
- 13 Ensured appropriate insurance is in place.
- 14 Ensured Bursar has costed the trip previously.
- 15 During trip Group Leader should, or arrange for, head counts at appropriate times on the trip to ensure all children are present. This will always be when moving from one place to another and when entering mode of transport.

TRIPS OFF ISLAND - GUIDELINES**PREPARING PUPILS****(Tick boxes when complete)**

Pupils should be told –

- 1 Aims and objectives of trip and any relevant background information.
- 2 The need to follow rules and behave properly, including avoiding danger.
- 3 Who is responsible for group as a whole, or small groups as appropriate.
- 4 What to bring in terms of equipment and clothes.
- 5 What not to bring back, eg knives, fireworks etc.
- 6 What to do if approached by anyone from outside the group.
- 7 Never to leave group except with permission, then only in small groups (pairs minimum), ensuring they check back in (eg toilet).
- 8 Any rendezvous procedures.
- 9 What to do if separated from group.
- 10 Appropriate emergency procedures.

TRIPS OFF ISLAND - GUIDELINES**RISK ASSESSMENT – ensure you consider all points.
(Tick boxes when complete)**

- 1 What are the hazards?
- 2 Who might be affected by them?
- 3 What safety measures need to be in place to reduce risks?
- 4 What steps will be taken in emergency?
- 5 Frequent local visits within Island do not need risk assessment every time.
- 6 All staff will have been Police checked.
- 7 Any parents acting as adults supervisors will not need Police checking but should never be in charge of a single child who is not their own. If children other than their own travel in the parent helper's car, specific permission from those parents needs to be gained.

In an emergency during a trip, leader or his designate should:

- 1 Establish extent of emergency and who is affected.
- 2 Ensure rest of group are looked after.
- 3 Ensure a teacher accompanies any casualties to hospital.
- 4 Notify Police, British Embassy or others as appropriate including insurance company.
- 5 Pass details to Head or school contact.
- 6 Pass details to parents of injured children, having already spoken to Head.
- 7 If appropriate, (ie not skiing injury or sporting injury) keep note of details of all relevant facts.
- 8 No-one in group (except Head) should speak to the media.
- 9 No-one in group should discuss legal liability.

TRIPS AND VISITS – TRANSPORT

Coach Travel – please tick when the following points are covered:

When booking coach transport, staff should consider the following:-

Does the company have a documented system to ensure vehicles are presented in a clean and safe condition?

Can the company provide up to date copies of their insurance policies?

Do they have a system in place to check the licences of their drivers on a regular basis?

Are the drivers issued with a detailed handbook containing pertinent information required to carry out their duties professionally and in line with company policy? (eg hours on the road).

Do they have 24-hour breakdown procedure and mobile communications?

(CLT checked with Trevor, manager of Tantivy 2005.)

REQUEST FORM FOR A VISIT (ON ISLAND)

Name of person completing this form:

Date of proposed visit:

Place to be visited:

Purpose for visit:

.....

Leaving school at: Collection time from venue:.....

Form(s) going on visit: Number of pupils:

Name(s) of accompanying staff:

Additional adult helpers (other than staff): *YES / *NO
(* please circle as required)

Name(s) of helper(s):

Teacher in Charge of visit (Print name):

RISK ASSESSMENT: (To be completed before approval sought for visit)

Location of place to be visited:.....

.....

Safety issues/potential hazards of venue/location to be aware of:.....

.....

.....

.....

Qualifications of site organisers:

.....

Adult helpers (other than St Michael's staff, eg. parents):.....

.....

Assessed by (venue/location/helpers) Name (please print):

Sign: Date:.....

VISIT APPROVAL:

Approved by (LM / RF only) Signed: Date:

TRAVEL ARRANGEMENTS:

School minibuses: *YES / *NO Quantity (max 16 seats per bus): *1 / *2 / *3

Drivers required: *YES / *NO Number of drivers required: *1 / *2 / *3

Time Required: Out: Collection time:

Maintenance Department Notified: *YES / *NO Initial (when done):

Additional transport:

Cars required: *YES / *NO Quantity: *1 / *2 / *3

Driven by:

Parental consent sought to travel in a private car (if not own child): *YES / *NO

OR:

Coaches required: *YES / *NO Number required: *1 / *2 / *3

(* please circle as required)

Time Required: Out: Collection time:

Coaches booked: Initial (when done): Date:

REFRESHMENTS / FOOD REQUIREMENT:

WRITTEN NOTICE TO BE GIVEN TO KITCHEN A MINIMUM OF ONE WEEK BEFORE THE TRIP and (if required) request for refreshments:

Kitchen notified in writing (PS): *YES / *NO By: Date:

PARENT INFORMATION:

Special requirements (ie clothing):

.....

Letter to parents: *YES / *NO Initial (when done): Date:

Letter approved (RF/CT): *YES / *No Initial (when done): Date:

Sent via: 'ParentMail'© : *YES / *NO or 'Sachel Post' (via child): *YES / *NO

Initial (when done): Date: (* please circle as required)

IMPORTANT ITEMS TO BE TAKEN ON TRIP: (please tick the box when collected):

Hebron List: Initial: 1st Aid Kit: Initial:

Mobile Telephone: School: or Personal: Tel. No:

REQUEST FORM FOR A TRIP (off Island)

(to be completed in conjunction with the Trips and Visits 'Staff Guidelines')

Name of Person completing this request form:

Date/s of proposed trip:

Department / Group:.....

Group leader:

Place/s to be visited:

.....
.....

Purpose of visit and educational objectives:

.....
.....

Numbers travelling: Children: Staff (inc. names):

Additional adult/s travelling (other than staff):

.....

Initial approval for the trip (HM/LM): Date:

RISK ASSESSMENT: (to be completed before approval is sought for a trip)

Location(s) of Place(s) to be visited:

.....
.....
.....

Suitability of location(s):

.....
.....
.....

Safety Issues / potential hazards of location / venue to be aware of:

.....
.....

.....
.....
.....

Qualifications of site organisers:

.....
.....
.....

Suitability of other adult helpers (other than St Michael's staff):

Name: Telephone Number: Police Checked: yes / no

Qualification(s) relevant to the trip:

.....
.....

Name: Telephone Number: Police Checked: yes / no

Qualification(s) relevant to the trip:

.....
.....

Accommodation (inc suitability) to be used:

.....
.....
.....

Site address:

.....
.....

Site telephone number: Fax number:

Site Email Address:

Assessed by (print name):

Signed: Date:

TRAVEL ARRANGEMENTS:

Type of transport required: *by air / by sea

Travel company (ie name of airline):

Telephone number (including international code):.....

Email Address: Fax number:

OUTWARD TRAVEL:

Departure date: Departure time:

Destination and Arrival time:

INWARD TRAVEL:

Return date: Departure time:

Departure from: Arrival time (in Jersey):.....

Travel booked by (initials): Signed: Date:.....

ONWARD TRAVEL REQUIREMENTS:

Coaches required: *yes / no Number required: *1 / 2 / 3

Coach company (Name):.....

Contact Details: Telephone: Email:

Booked by: Date.....

Other travel requirements (ie taxi bookings):

.....

Booked by (initial): Signed:Date:.....

PARENT INFORMATION:

Special requirements (ie clothing):

.....

Initial letter (*inc medical consent form*): Prepared by: Approved by:

Posted: *yes / no **OR** Sent via child: *yes / no **OR** 'ParentMail®' yes / no

Date sent: By:

Subsequent letters required: * yes / no Information required (eg Itinerary):.....

.....

Prepared by: Approved by: Date/s sent: By:

Posted: *yes / no **OR** sent via child/ren: *yes / no **OR** 'ParentMail@' yes / no
 (* please circle as required)

Confirmation of parental consent: *yes / *no Signed: Date:

BURSARIAL INFORMATION:

Information to Bursar's Department: Initial:..... Date:

Petty cash requirements: £ Purpose:

.....

INSURANCE ARRANGEMENTS:

Type of cover:

Company:

Policy number:

OVERALL APPROVAL:

Headmaster approval: Signed:..... Date:

Bursar Department (for costing): Signed: Date:

Deputy Headmaster notified (LM): Signed: Date:

Kitchen notified (PS): By: Date:

CHECKLIST OF IMPORTANT ITEMS TO TAKE ON THE TRIP:

Travel Documents (tickets/eticket): Initial: Date:

Insurance Details: Initial: Date:

Hebron lists: Initial: Date:

Medical Consent Forms (completed): Initial: Date:

1st Aid Kit(s): Initial: Date:

Mobile Telephones:

(Each trip away should take a minimum of two mobile telephones)

Mobile Telephone (1): School or Personal Number:
 Initial:

.....

Mobile Telephone (2): School or Personal Number:
Initial:

(tick the box and sign when collected)

ADDITIONAL NOTES:

MUSIC AND SPORT

MUSIC

Music plays an important part in the life of the school and Form Music lessons are timetabled. Instrumental lessons are offered to all children once they are considered suitable by the music staff.

It is not usual for children to begin individual music lessons until they reach Pre-Prep C. Lessons are available on a variety of instruments after consultation with the form teacher and the Head of Music. **In the Pre-Prep and Junior Departments any parental request for a child to take up an instrument must be discussed between the form teacher and the Head of Music.**

In the Senior School any parental request for a child to start a second instrument must be considered in consultation with the Head of Music, the appropriate instrumental teacher and the academic staff.

CHORAL GROUPS:

Chamber Choir	drawn from Forms 5 and 6.
School Choir	drawn from children in Forms 3 and 4.
Form 1 and 2 Choirs	all children
Pre-Prep C Choir	all children

Days and times of rehearsals will be found on the timetable and on the music boards.

All choral groups take part in the Jersey Eisteddfod and in School Concerts.

ORCHESTRAL GROUPS (this may change from year to year but in the past the following have taken place)

Please see the timetable and music boards for days and times of rehearsals. Children are selected by the music staff. Orchestral Groups include the:

School Orchestra: Forms 4, 5 and 6.
Intermediate Orchestra: Form 3.
Junior Orchestra: Forms 1 and 2.

All Orchestras take part in School Concerts.

Miscellaneous Chamber Groups. Days and times of rehearsals will be found on the Timetable and on the Music Boards.

INFORMAL MINI-CONCERTS

Mini-Concerts are usually held each month to give instrumentalists the opportunity to perform in front of small audiences.

OTHER PUBLIC PERFORMANCES

The major public performance of the year is the Spring Concert for Forms 1 to 6.

The Pre-Prep Christmas production (including an interpretation of the Nativity) takes place annually.

The Nursery perform a Christmas Nativity and a Summer Concert to parents.

Form 1 and 2 and Pre-Prep perform in their respective Concerts in the Trinity Term.

Pre-Prep A have an Easter Assembly.

MUSIC POLICY

Group sessions must be arranged in consultation with RF/CC and the member of staff responsible for the junior or pre-prep departments. No individual pre-prep instrumental lessons may be arranged without prior consultation with the form teacher and head of department.

The instrumental lessons will be timetabled as far as possible out of non-examinable classes for Forms 3 – 6 and below that in consultation with form staff.

CONCERTS

Extra members of staff may be required in a supervisory capacity for concerts/events both in and out of school. Concert uniform may be required. See Appendix

MUSIC EXAMINATIONS

Children considered suitable candidates may be entered for The Associated Board of the Royal Schools of Music examinations and an examiner will normally visit St Michael's three times a year.

INSTRUMENTAL LESSONS

Children who come out of a PE lesson for an instrumental lesson should be accompanied by the Instrumental Teacher to and from the lesson.

Example instrumental letter to parents:

ST MICHAEL'S PREPARATORY SCHOOL
 La Rue de la Houquette, Five Oaks, St Saviour, Jersey JE2 7UG
 Telephone: (01534) 856904 Fax: (01534) 856620
 E-mail: office@stmichaels.je Website: www.stmichaelschool.je

ST MICHAEL'S SCHOOL MUSIC DEPARTMENT
Instrumental Lessons

This is to notify you that has been placed on our instrumental list for
 with commencing at
 the start of the Term Lessons will be on Tuesdays.

This letter outlines the way the scheme runs plus conditions for tuition.

Lessons begin on a trial basis, at the end of which progress will be discussed. The lessons last for half an hour at the same time each week, at a cost of £18.00 per lesson. There may be exceptions where younger children have shared lessons. Here the charge is adjusted accordingly. Whenever possible the children are extracted from non-examinable lessons such as PE, Art, and Technology or from break times.

If a child misses a lesson through illness or forgetfulness, that lesson will have to be paid for, as we have to pay the visiting teachers. However, if a child misses a lesson through last minute changes to the timetable there will obviously be no charge. The music staff will keep a register of attendance.

I am pleased to let you know that has been accepted.

If a child wishes to discontinue lessons we require notice of half a term.

Each child is issued with a notebook. There is space for recording daily practice times and I ask for your co-operation in signing in the appropriate boxes that this has been done. Ideally, for a child to make good progress at least five practices per week of a length suitable to the age of the child are expected. Teachers will record in the notebook what music the child should be covering, targets for the term and any messages that need to be passed between parents and teachers.

Children may be entered for the graded examinations of the Royal Schools of Music when the teacher feels it is appropriate. They may also be entered for a Music Medal examination in which their performance will be videoed and sent to the board for assessment. If you do not wish this to happen please let me know. All examinations are charged on the music bill at the end of term.

I offer these guidelines in order to give you a greater understanding as to how the instrumental scheme works and to enable you to support your child fully. Hopefully this will enable your child to achieve maximum fulfilment and enjoyment from their chosen instrument.

Thank you for your support.

Mrs A Cavey
Head of Music

SPORT

All children in the school are expected to participate in the wide variety of sport on offer.

We value the benefits that playing in a team can bring to a child. However, the opportunities for children to be part of a school team reflect the ability of the child, the structure of fixtures within the Island and the ability of the opposing school to provide staff and children for more than 1 or 2 teams. Occasionally we are able to negotiate fixtures for more teams than normal.

Most children do, however, have the opportunity to represent their House in termly House matches.

Any child selected to represent the school at sport is expected to be available for a school match, which will take priority over all other matches.

Parents are asked to support the School's professionalism and expertise in selecting teams. It is regrettable that not all children can be selected for every team.