

St. Martin's Primary School

Being different, Succeeding together



Prospectus 2026/2027



Dear Parents and Carers

On behalf of the staff and governors, I would like to welcome you and your child to St Martin's Primary School. We are an inclusive school, and we live and breathe our tagline 'being different, succeeding together' every day. We celebrate and champion the uniqueness of all our children.

Our aim is for every child at St Martin's Primary School to fulfil their potential and to be set up for success when they move on to their high schools and the wider world. We offer a broad, ambitious and engaging curriculum that provides opportunities, through learning in school and beyond, for children to increase their knowledge and understanding of the world around them.

The dedicated staff team is committed to the success of all our children, and we have cultivated a strong and purposeful learning culture. Our commitment to knowing every child is shared by everyone on the team, and we believe that children whose parents are involved in their learning do well. We therefore strongly encourage parents to be active members of our school community, and we extend a warm welcome to all. Safeguarding is our top priority: children are taught to assess risks and behave safely, and every member of staff is committed to keeping all our children safe.

We support our children to become responsible citizens, effective contributors, successful learners and confident individuals, whilst being healthy and active, safe and nurtured, and included and respected. We are determined to help our pupils be the very best they can be through our varied curriculum and the numerous wider opportunities we offer.

At the heart of our practice are the school values of kindness, inclusion, respect, co-operation and aiming high which enable our children to shine. A real highlight for children is our weekly celebration assembly where we celebrate pupils' achievements and share the many ways in which our values have been shown that week.

We are a Rights Respecting School and are proud to say that St Martin's Primary School was the first school in the Bailiwick to achieve the Gold Rights Respecting School Award in 2021. This award recognises that we have fully embedded children's rights throughout the school in our policies, practice and ethos. We were successfully re-accredited for Gold in February 2024.

The idea of respect is central to our behaviour policy; this focusses on the St Martin's Six which are all based upon respect:

- we speak respectfully
- we behave respectfully
- we respect the school environment
- we respect our own learning
- we respect other children's learning
- we play respectfully

We place a strong emphasis on children's positive mental health and well-being and everyone at our school knows how important it is to be physically active. We are in the top 10% nationally for being physically active and 91% of our children actively travel to school.

We hope this prospectus gives you a flavour of what our wonderful school has to offer. There is much more information on our school website <https://www.stmartinsprimary.gg> Visitors are always welcome. To our current parents, thank you for the support you give the school; to our prospective parents, we look forward to forging and maintaining strong partnerships.

Mrs Clare Giles
Headteacher

Contents

Our Vision.....	4
Our Values.....	4
Safeguarding	5
Our Governance Board	5
Staff List: 2026/2027	5
School Calendar 2026-2027	7
School Times	7
Our Curriculum.....	8
Additional Learning Needs	20
Promoting Respectful Behaviour	20
Our Six Elements of Learning	23
House System.....	24
Right Respecting Schools	24
Positive Mental Health and Wellbeing	24
School Clothing	25
Sun Safety.....	26
Drinking Water	27
Breaktime Snacks	27
St Martin's School Street	27
School Bus Service.....	28
Attendance.....	29
Severe Weather Conditions	30
Wrap Around Care	31
Mobile Phones	31
Medicines In School	31
Accidents at School	31
Mixing Classes	32
The Parents and Teachers Association (PTA).....	32
Parents/Carers' Evenings	32
Communicating with Parents and Carers	32
Data Protection	33
Volunteers in School	33

Our Vision

(linked to United Nations Convention on the Rights of the Child articles)

Being different, Succeeding together

- Ensure that all members of the school community feel safe, valued and included through respect for themselves and others. Promote physical and mental well-being and the belief that we can all grow and develop through our own efforts.
[Article 2, 3, 6, 7, 14, 15, 19, 23, 24, 29, 30, 39](#)
- Sustain and improve our excellent standards across the curriculum through high quality teaching, learning and assessment.
[Article 2, 3, 17, 23, 28, 29](#)
- Provide a joyous and purposeful curriculum that enables all our children to develop key skills, knowledge and concepts, embracing diversity and providing rich opportunities for learning inside and outside of the classroom. Learning attributes in critical thinking, teamwork, creativity, reflection, independence and resilience are at the heart of our children's development.
[Article 2, 3, 12, 13, 14, 17, 23, 28, 29, 31](#)
- Develop digital competency, communication and numeracy in a wide range of age appropriate and meaningful contexts.
[Article 13, 16, 17, 23, 28, 29](#)
- Ensure that our pupils are active and participate in a wide range of opportunities for physical activity and outdoor learning.
[Article 2, 3, 15, 19, 23, 24, 27, 31](#)
- Maintain and develop our strong links outside of the school through active engagement with all families and the wider school community.
[Article 3, 5, 18, 25, 26, 31, 42](#)
- Sustain and develop our whole school self-evaluation and critical reflection to promote good practice. Ensure that our pupils' voice, the views of parents/carers, staff and the wider community are included in that process.
[Article 12, 13, 14](#)

Our Values



Safeguarding

The welfare of our children is paramount, from security of our site to the welfare of each individual pupil. We have very clear guidelines in place to ensure our safeguarding is robust, and a rigorous Safeguarding and Child Protection Policy. All staff are regularly trained in safeguarding procedures, and we ensure that all staff, volunteers and visitors have current DBS checks in place before working with our children.

Please refer to our website for more information.

Safeguarding team: Mrs Giles (Designated Safeguarding Lead), Ms Lovell (Designated Safeguarding Lead, Mr Lilley (Deputy Designated Safeguarding Lead), Miss Horsepool (Deputy Designated Safeguarding Lead) and Mrs Dowding (Deputy Designated Safeguarding Lead).

Our Governance Board

Chair Vice-Chair and Associate Governor Parent Governor Staff Governor Board Clerk	Mr Stuart Jehan Dr Karen Marshall Mrs Kimberley Girard Mrs Jo Wilson Mrs Gemma Lewin education.governance@gov.gg
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Staff List: 2026/2027

Headteacher	Mrs Clare Giles	
Deputy Headteacher	Mr Jonathan Lilley	LSAs
RECEPTION:	Mrs Lucy Rooney (Head of EYFS) Mrs Steph Boscher Miss Carys Batiste	Mrs Katherine Tetlow Mrs Natasha Williams Mrs Dawn Kidd Mrs Julie Bisson
YEAR 1:	Mrs Sophie Ash Mrs Claire Le Prevost	Mrs Maxine Lesbirel Mrs Lucy Evans Mrs Paula Manning
YEAR 2:	Mrs Karen Bramley (Head of KS1) Miss Daniella Dyke	Mrs Lorraine Moores Mrs Zoe Maindonal Mrs Kerry Hughes
YEAR 3:	Miss Abi Smart Mrs Jo Wilson Miss Rebecca Ozanne	Mrs Lisa Whittet Mrs Sarah Brockway Mrs Karen McCarthy Mrs Daniele Bamford
YEAR 4:	Mrs Tina Holmes Mrs Nicola Barton Mrs Kirsty Davis	Mrs Sue Mahy Miss Kathryn Sealley Mrs Tracey De La Haye Mrs Tacita Keenor-Burton
YEAR 5:	Mrs Sandra De Sousa and Miss Lisa Blanchard Mrs Carys Broome Mrs Ellen Greer	

YEAR 6:	Mrs Lou Dowding (Assistant Headteacher) Mr Michael Blundell Miss Sara Marley	
PPA Teachers	Mrs Hollie McPherson Miss Lisa Blanchard Mrs Martine Stuart Mrs Sarah Page Ms Kym Lovell	
Language and Literacy Specialist Intervention Teachers	Mrs Sarah James Mrs Martine Stuart Ms Kym Lovell	
Guernsey Sports Commission Lead	Mr Declan Martel	

Inclusion Team	
ALNCO/Inclusion Lead Assistant ALNCO Mental Health and Well-Being Lead Emotional Literacy Support Assistants	Miss Jo Horsepool Mrs Ellen Greer Ms Kym Lovell Mrs Donna Smith, Mrs Lucy Evans

Non-Teaching Staff	
Administration Manager:	Mrs Tracey Marley
Administration Assistant:	Mrs Rachael Falla Miss Kay-marie Robinson
Site Supervisor:	Mr Paul Moriarty
Caretaker:	Mr Martyn Cohu
Lunch-time Supervisors:	Mrs Kristin Smith Mrs Tracey De La Haye Mrs Gill Hemming Mrs Tacita Keenor-Burton
Breakfast Club and After School Club Managers Supervisors:	Mrs Sarah Maginnis Mrs Natasha Williams Miss Kathryn Sealley Mrs Gill Hemming Mrs Tracey De La Haye Mrs Tacita Keenor-Burton Mrs Maxine Lesbirel
School Bus Supervisors:	Mrs Tracey De La Haye Mrs Tacita Keenor-Burton

School Calendar 2026-2027

AUTUMN TERM 2026	
September	
Thursday 3rd September	Staff Training Day
Friday 4 th September	Staff Training Day
Monday 7 th September	Term starts for pupils in Yr 1 - 6
Wednesday 9 th September	Term starts for summer born reception children
Thursday 10 th September	Term starts for spring born reception children
Friday 11 th September	Term starts for autumn born reception children
October	
Monday 26 th October to Friday 30 th October	Half Term
December	
Friday 18 th December	1.00pm Term Ends (NO SCHOOL BUSES)
SPRING TERM 2027	
January	
Monday 4 th January	Staff Training Day
Tuesday 5 th January	Additional Staff Training Day
Wednesday 6 th January	Term starts for pupils
February	
Monday 8 th February to Friday 12 th February	Half Term
March	
Thursday 25 th March	1.00pm Term Ends (NO SCHOOL BUSES)
SUMMER TERM 2027	
April	
Monday 12 th April	Staff Training Day
Tuesday 13 th April	Term starts for pupils
May	
Monday 3 rd May	May Day Bank Holiday
Monday 31 st May to Friday 4 th June	Half Term
July	
Thursday 22 nd July	1.00pm Term Ends (NO SCHOOL BUSES)

School Times

Staggered start: all children can arrive between 8.35am - 8.45am. Registration closes at 8.45am.

We cannot take responsibility for children who arrive before the start of morning school at 8.35am. The Inclusion Team will be on duty to welcome the children from 8.35am.



Lunch 12.00pm - 1.00pm whole school

Pupils may stay at school for lunch and will need to bring their own packed lunch and drink (no fizzy drinks or glass containers please). We respectfully request no nuts, or nut spreads are given due to the safety of our nut allergy sufferers in the school. **No child staying for lunch is allowed to leave the school premises without permission.**

The Headteacher reserves the right to exclude children from staying at school for lunch if they do not behave appropriately.

Finish 3.00pm whole school. Teachers will accompany their classes out into the playground through each of the year group doors. Parents and carers are asked to wait outside to meet their children. Bicycles and scooters should be pushed in the playground.

Children are not permitted to play on the climbing apparatus after school for insurance and safety reasons.

Our Curriculum

We want all our pupils to learn and achieve in a context that promotes their spiritual, moral, cultural and social development in preparation for the opportunities, responsibilities and experiences of their next school and for life.

We aim to provide learning opportunities enabling our children to become:

Successful learners

who are:

- enthusiastic
- motivated
- determined to reach high standards
- open to new ideas

and able to:

- use literacy, communication and numeracy skills
- appreciate creative opportunities
- learn independently and as part of a group
- reflect on and assess their own and others' contributions
- apply skills learnt in new situations
- use computers and other technology to support learning in all areas of the curriculum

Confident individuals

with:

- self-respect and esteem
- a sense of physical, mental, emotional and spiritual wellbeing
- secure values, beliefs and morals
- ambition

and able to:

- take responsibility for themselves to become as independent as possible
- interact appropriately with others
- understand the importance of leading an active and healthy way of life
- identify personal strengths and areas for improvement

- communicate their own views and respect for others
- assess risk to make the right choices

Responsible citizens

with:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

and able to:

- develop knowledge and understanding of the world and compare to life in the Bailiwick
- compare our local history and traditions with different beliefs and cultures
- make informed choices and decisions with an awareness of how they may affect others
- understand how their actions can have an effect on the wider world
- develop ideas and opinions through discussion and debate

Effective contributors

with:

- a willingness to take on new and adventurous projects
- resilience
- an ability to do things for themselves and not give up easily

and able to:

- communicate in different ways
- work in partners and in groups or teams
- take the initiative and think for themselves
- take the lead
- apply relevant thinking skills in different situations
- produce something and develop it using learnt or new skills
- solve problems

Our Curriculum

We follow the Bailiwick Curriculum for Years 1–6 inclusive and within Reception we use the Bailiwick Foundation Framework alongside our own bespoke St Martin's Reception curriculum.

Foundation Stage Curriculum

The reception year is the last year of the Foundation Stage. It is our aim to make this year a happy, exciting and challenging experience for the reception children.



Our curriculum is broken down into 6 areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development

As children learn best through play, we try to provide opportunities and space for children to be active learners both indoors and out. We do this in many ways including designing a well-resourced environment which encourages independent learning. We aim to organise an environment that maximises opportunities for self-motivation and creative learning whilst also being a place where children feel safe in which to take risks and learn from their mistakes.

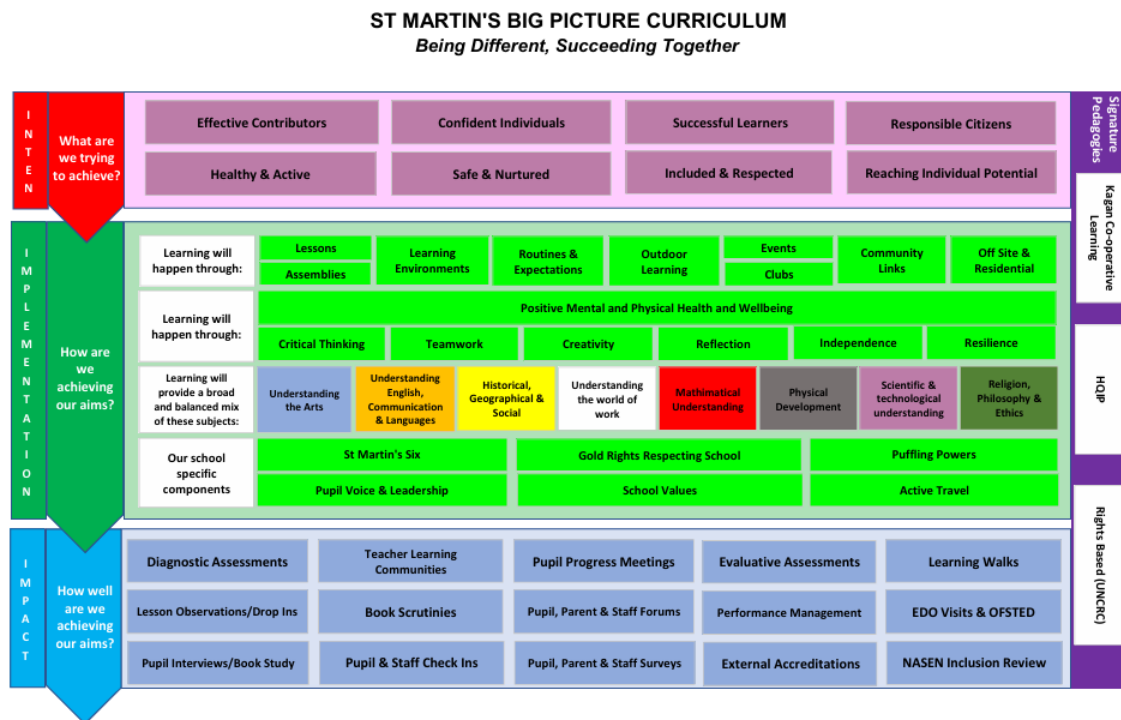


At the end of the reception year, the staff meet with Year 1 teachers to talk about each child and pass on their individual journey and next steps to ensure that the children are well prepared for the challenges of Year 1.



Years 1-6 Curriculum

Our St Martin's Curriculum follows Guernsey's Bigger Picture Bailiwick Curriculum. This is a curriculum for the whole child focusing equally on wellbeing as it does on academic development.



Subjects

Understanding the Arts

Art

Creativity is intrinsic to all our learning and Art has an important role to play in helping children to develop greater awareness and understanding when observing and interpreting their environment. We explore a variety of media, working on both two- and three-dimensional projects, developing skills as the children progress through the school. Opportunities to become familiar with the art of different cultures, artists and historical periods lead to lively discussions along with a growing willingness to evaluate and develop their own work.



Music

All children at St Martin's experience a range of opportunities that encourage active participation, develop their confidence and foster an enjoyment and appreciation of all cultures. Children learn musical skills which are then linked to a range of cross curricular topics.



All children are welcome to join the choir, and there are many performances throughout the year where they have the chance to perform for audiences both in school and in the wider community.

Drama

Drama gives children the opportunity to explore the world around them through imagination and interaction with each other. Learners of all ages can take part in a range of drama activities, from devising and writing their own plays, using drama as a tool for exploring a range of curriculum areas and watching professional visiting theatre companies. Our year group and class performance poetry opportunities give children the chance to practise their skills in front of an audience and evaluate their performances. Drama also promotes positive well-being and a deeper understanding of emotions and empathy. If they wish, children also have the opportunity to take part in choral speaking performances at the Guernsey Eisteddfod to further develop their performance skills.



Dance

Dance allows children to physically express their thoughts and emotions, use their imaginations, experiment and develop their creativity. Children will get the opportunity to explore and develop their dance skills through PE lessons and a range of cross-curricular activities and topics. They will be able to explore different cultures and values and develop their own voice and style through evaluation of their own and others' performances. Children will become more self-aware, confident and can allow the opportunity for children to really excel.



Understanding English, Communication and Languages

English

English, communication and language are vitally important. Reading, writing, speaking and listening are essential skills in enabling children to achieve across the whole curriculum. They lay the foundations for active involvement in society, work and lifelong learning. English helps children to develop their imagination, see the world through the eyes of others and read and write for pleasure.



Children learn to communicate effectively in a range of media and become increasingly fluent and accurate in expressing their thoughts and emotions. They also become more skilled in generating ideas, solving problems and thinking critically and creatively. Language and communication opens up many possibilities enabling children to engage with different cultures and societies.

French

We believe in the importance of children learning an additional language both to develop their understanding of how language works, for example its structures and conventions, whilst also enabling them to identify with different cultures and thereby foster curiosity and a better understanding of the wider world.

In KS1, the children will be taught single words and short phrases with the emphasis on speaking and listening. In KS2, this will be extended to reading and writing longer sentences and an awareness of basic grammar and phonics.

Throughout the school, the children will also learn about the culture and geography of France and other French speaking countries, as well as its close links with Guernsey's culture and language.

Our overall aim is to instil a love and interest in language learning and to see the relevance of this, whilst providing a foundation for the future study of other languages.

Historical, Geographical and Social Understanding

St Martin's aims to fire learners' curiosity and imagination about who we are, where we have come from, where we live and where we might be going next.

History and Geography:

History allows learners to connect the past with the present and the future. Within Geography, learners make sense of their place in the world through investigating the world around them, from Bailiwick to global issues. They learn about the impact of their actions on the planet and the importance of developing a sustainable future. Learners at St. Martin's have opportunities to choose key areas of their learning within historical periods and geographical contexts (enquiry-based learning), to visit historical/geographical sites, to listen to experts and to take part in celebration days where their learning is shared with the wider community.



Citizenship: Citizenship education develops knowledge, skills and understanding that learners need to play a full part in society as active and responsible citizens. Political and social issues are explored, debated and learners make reasoned arguments.

Mathematical Understanding

Maths

St Martin's believes that mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and for the future. It helps learners make sense of the numbers, patterns, shapes and measures they see in the world around them and offers ways of handling data in a digital world. Children at St Martin's use mathematics to solve problems and enjoy the wonder of unexpected discoveries and new connections. We aim to grow confidence so children feel empowered to look for patterns, use reasoning, suggest solutions and try out different approaches to problems.



Mathematics offers children a powerful way of communicating and, through our cooperative learning approaches, they learn to explain their ideas.

Financial Literacy

St Martin's recognises that it is essential for children to make informed judgments regarding the use and management of money. Through good understanding of basic financial concepts the children will develop the ability to make carefully thought out choices regarding spending, budgeting, saving, investing and borrowing.

Physical Development, Health and Well-Being

Physical Health and Well-Being

Our PE curriculum includes activities both indoors (gymnastics, dance and yoga); outdoors (games, athletics and outdoor adventurous activities) and swimming. In Reception and Key Stage 1, the focus is on allowing children to develop the fundamental movement skills through a variety of games and activities. This then progresses to sport specific skills throughout Key Stage 2, where the activities continue to promote stability, object control and locomotion and allow them to develop their understanding for rules, strategies and tactics in a range of contexts.



We offer extra-curricular activities such as football, netball, tag rugby, athletics and cricket; as well as an annual sponsored swim, sports afternoons and Bikeability. All children are encouraged to develop their cycling skills and this is taught as part of the PE curriculum in Year 5 and 6. Children who cannot confidently ride a bike by Year 4 will be invited to attend the school's Bike Club.

As well as acquiring a wider range of physical skills and abilities, children at St Martin's school learn the social and emotional skills which can help them to embrace change and challenge both individually and in groups. Developing young people's awareness of healthy diet, activity, positive relationships and risks to health lays important foundations for their future lives. Children can develop an understanding of how their actions can have a positive effect on themselves; other people and the environment.

PSHE

Personal, Social and Health Education (PSHE) is a very important part of the St Martin's School curriculum. It is a subject that helps children to deal with critical issues they face every day and gives them a solid foundation for whatever challenges, life decisions and responsibilities they might face in the future. It is about real-life skills and knowledge that enable pupils to be happy, healthy, confident and independent.

Learners at St Martin's School will learn through the three PSHE core themes of Health and Wellbeing, Relationships and Living in The Wider World.



In addition to focussed lessons, our children are given many opportunities to learn through assemblies, school and class councils and school residential trips. We have an excellent buddy system operating in the school that helps our younger children whilst teaching responsibility and relationship skills to our older pupils. Kagan cooperative learning is embedded throughout all teaching and learning throughout the school.

Relationships and Sex Education

As part of the school's Personal, Social and Health Education programme, the sex education input is delivered by the Complementary Health Educators specialised personnel in the area of personal relationships and sex education. Any queries should be addressed initially to the Headteacher. The programme begins in Year 5 with one lesson about the onset of puberty. There are four lessons in Year 6. All lessons are tailored to meet the needs of the particular age group. Parents are informed prior to the series of lessons and can withdraw their child if they wish.

Scientific and Technological Understanding

We live in an age of fast-moving science, computing and technology which is becoming fundamental to exploring, understanding and influencing the natural and man-made worlds in which we live. Our curriculum offers children a wealth of experiences and ideas that will encourage their natural curiosity and creativity, inspiring awe and wonder. Children will learn to value ideas and to see talking, thinking and hypothesising as essential elements in developing an understanding of new processes. Children will tackle problems, form questions, generate and test ideas and designs and decide how to seek solutions. They will gather and make sense of evidence, test out hypotheses and evaluate processes and outcomes. They will learn the possibilities of science, computing and technology, inspiring them to become the scientists, engineers, designers and innovators of the future.

Science

Science at St Martin's involves children developing their interest in, and understanding of the living, material and physical world. Through first hand observations, practical activities, open ended challenges and investigations, and discussion and debate, children learn to develop and apply their scientific knowledge and skills. Children learn about science in relevant, real-life contexts and acquire the confidence to use scientific terms and ideas. They come to appreciate that science is a dynamic and creative process and that the rapid rate of development in science will impact the future of our society.



Design and Technology

Children learn how to design, create and evaluate a product. They can experience a sense of achievement when their products and solutions work well, and they can develop their capacity to deal with change, risk and uncertainty. Lessons promote creative thinking and encourage children to make connections across different kinds of learning which allows them to become innovative, critical designers.



Computing

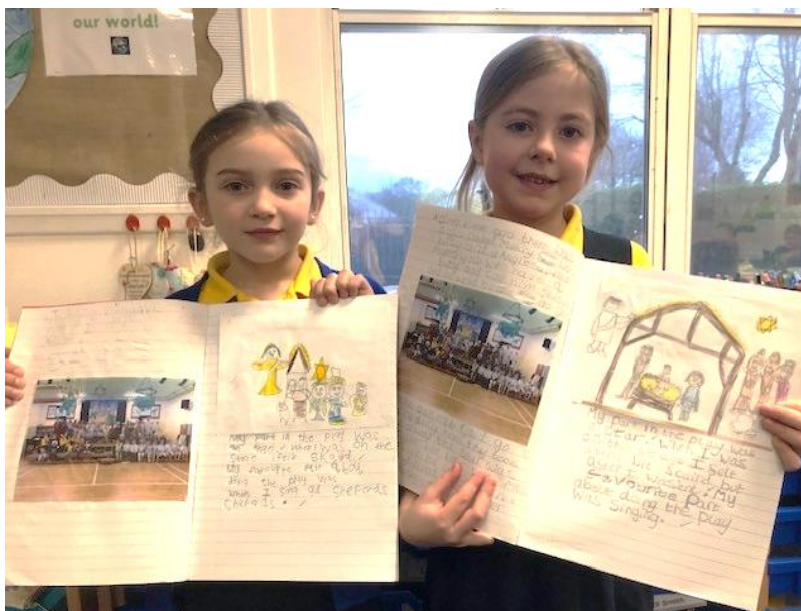
Children will learn to become skilled users of a wide range of technologies. The three strands of computing; Digital Citizenship, Digital Literacy and Computer Science will be taught explicitly as well as being woven throughout all other areas of the curriculum. Computing will allow the children to gain practical skills and to think creatively about how to solve practical problems with scope to learn how to work effectively in teams. This way of learning will prepare children for their future lives and careers, making them skilled, thoughtful, adaptable and resourceful citizens.



Religion, Philosophy and Ethics

We use the Guernsey Agreed syllabus for Religious Education alongside the Bailiwick of Guernsey Curriculum to deliver this core subject. These are designed to promote children's spiritual, moral, social and cultural development in preparation for the opportunities, responsibilities and the experiences of life.

We encourage the children to discuss and debate with an openness to new thinking and ideas. This is taught through individual lessons and topic-based learning and assemblies. This in turn will help develop skills of reflection, critical thinking and how to act when making moral decisions.



Religious, philosophical and ethical education enables children to explore the traditions and beliefs of Christianity and other world religions. It supports our children in developing empathy towards others, their values and their capacity for moral and ethical judgement. It enables our children to become successful learners, confident individuals, responsible citizens and effective contributors.

World of Work

We teach our children about the workplace to help them understand the world of education, employment and training. Developing a child's view of the workplace is essential preparation for a changeable future.

Collective Worship

Assemblies are held at the end of the school day 3 days a week. The children come together, either in departments, virtually or as a whole school, to enjoy a story, celebrate achievements, birthdays and to learn about the St Martin's Six and St Martin's Values.

Assemblies are led by the Headteacher and members of the Senior Leadership Team as well as visiting speakers e.g. PACE, the Nature Commission, the Pollinator Project and local Reverends.

Each class performs a poem to the school once a year and some year groups produce special performances throughout the year such as the Christmas and Easter Services.

As a school, it is one of our aims to encourage the children to become critical thinkers and at the end of each assembly they have the opportunity to sit quietly and reflect on the message or theme.

Other Key Information

Additional Learning Needs

We operate the Additional Learning Needs Code of Practice (Guernsey 2025) and aim to provide a curriculum which meets the needs of all our children.

We try to ensure that children with ALN are identified as quickly as possible so that early intervention can be taken. We liaise and involve a range of Education Support Services to ensure that proper advice and support is given.

Close partnerships with parents and carers are developed so that children with ALN can benefit from co-ordinated provision.



If you have any concerns, please do not hesitate to contact your child's class teacher to discuss these. It may be that ideas to help your child could be shared at this meeting, or that additional information needs to be sought through consultation with our Additional Learning Needs Coordinator (ALNCo)/Inclusion Lead, Miss Jo Horsepool.

Promoting Respectful Behaviour

'The St Martin's Six' is central to our respectful behaviour policy. These six rules are integral to the way the school works, and to the way in which we all behave to one another. All adults are duty bearers, and all children are rights holders. These are:

1. To speak respectfully...

This means for example:

To duty bearers:

- Speaking quietly and politely in a positive tone
- Speaking when it is appropriate to do so and giving the child a voice

To rights holders:

- Speaking politely to other pupils and adults

- Thinking before you speak
- Keeping quiet if you have nothing pleasant to say
- Keeping 'street language' out of school

To all:

- Speaking to members of our community as you would like to be spoken to

2. To behave respectfully...

This means for example:

To duty bearers:

- Treating all staff as professionals
- Wearing appropriate clothing for school
- Following school policies and procedures

To rights holders:

- Accepting that members of staff have authority over pupils because they have responsibility for your welfare
- Doing as you are asked without argument
- Showing consideration on the corridors- quiet walking on the left
- Lining up in assembly order
- Avoiding physical contact with other pupils
- Listening carefully and following instructions
- Wearing your uniform as requested
- Sitting where you are asked to in class
- Telling a duty bearer if there is a problem with another rights holder

To all:

- Treating members of our community as you would like to be treated

3. To respect the school environment...

This means for example:

To duty bearers:

- Keeping work spaces tidy and organised
- Insisting on tidy, clear classrooms and cloakrooms at the end of each day
- Encouraging reducing, reusing and recycling wherever possible

To rights holders:

- Looking after and having pride in your classroom
- Reporting any damage to a duty bearer
- Making sure that you are in the right place at the right time, including lunchtimes and breaktimes
- Keeping the school site safe
- Thinking about ways to reduce, reuse and recycle

4. To have respect for your own learning...

This means for example:

To rights holders:

- Striving to be the best that you can be
- Valuing success
- Being on time to school and lessons
- Having the correct equipment
- Working hard towards targets
- Asking for help if you need it
- Knowing what you need to do to improve
- Taking responsibility for your learning and being honest with yourself

5. To have respect for others' learning...

This means for example:

To rights holders:

- Valuing other rights holders' ideas, values and contributions
- Co-operating with and supporting other rights holders
- Helping to create a positive learning environment

6. To play respectfully...

This means for example:

To rights holders:

- Avoiding physical contact with other rights holders
- Being gentle
- Looking after equipment
- Being aware of your duty bearers
- Making sure you are safe
- Staying on school grounds

These rules are taught in assemblies, in class discussion time and are displayed throughout the school and we hope they are reinforced by parents outside of school.

Sanctions

We aim to use behaviour issues as opportunities for learning. If a child makes a poor choice with their behaviour, we use discussion and restorative justice to allow the child to reflect on their behaviour. Sometimes it is necessary to follow these discussions with sanctions which may include time out missing playtimes. In very extreme cases children may be excluded from school.

Positive Handling

St Martin's Primary School is committed to maintaining a calm and positive learning climate for all. The school places a high priority on developing caring and considerate relationships between pupils and between pupils and staff. We are confident that the strategies we have in place to develop positive behaviour in school will ensure that physical restraint is a rarely used and exceptional practice.

However, there are occasions within school when it may be necessary to physically control or restrain a pupil in order to protect the pupil from harm, others from harm or to protect property. Where the situation allows, every effort will be made to defuse a situation before physical intervention takes place. Physical control or restraint will never be used as a punishment.

The States of Guernsey Education Services have strict guidelines for action of this sort. Parents will be informed when an incident involving restraint of their child occurs and reports will be forwarded to the Education Department. If parents are concerned about any incident involving the restraint or physical control of their child, they are asked to contact the Headteacher. If the matter cannot be immediately resolved you are asked to follow this up by putting your concerns in writing, again to the Headteacher. If parents are dissatisfied with the response of the school and wish to pursue the matter further, they may then forward their concerns, in writing, to Education Services. The incident will then be formally investigated.

Our Six Elements of Learning

We use the curriculum to develop our children's ability to learn how to learn. This will help ensure that throughout their life as learners, they can make the best of every opportunity and reach their full potential. We call these our learning powers.

Critical thinking: using curiosity to ask well-structured questions and challenge what they observe and already believe about the world to generate deeper thinking and learning through disciplined reasoning and ethical enquiry



Teamwork: learning from and with others by listening, encouraging, communicating and adopting different roles to work towards a group goal that is greater than the individual achievements of its members



Creativity: using imagination and inventiveness to create something original (to the learner) by combining and linking existing knowledge and ideas in a novel and beneficial way to turn them into reality



Reflection: consciously and actively examining and thinking about our experiences, behaviours, feelings, beliefs and attitudes in order to learn from them and take responsibility for our personal growth



Independence: autonomously taking charge of their own learning by planning what to do, when to do it and what support or resources will be needed to succeed, resulting in high levels of self-motivation and self-regulation.



Resilience: keeping going when things get hard as they believe errors and challenge show they are at the edge of their comfort zone which leads to more progress and depth in learning



House System

Children are placed in one of four houses, Saxons (Red), Normans (Blue), Stuarts (Green) and Tudors (Yellow). Captains and Vice-Captains are elected early in the Autumn Term and Summer Term. Children can earn house points for the six elements of learning. These points contribute to a house competition each term where the children in the winning house get to wear their own clothes to school for a celebration day.

Right Respecting Schools

St Martin's Primary School is a GOLD Rights Respecting School.

The award recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's practice to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. It embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

There are four key aspects at a Rights Respecting school: wellbeing, participation, relationships and self-esteem. The difference that a Rights Respecting school makes goes beyond the school gates, making a positive impact on the whole community.



Positive Mental Health and Wellbeing

Positive mental health and wellbeing is important for our learners now and the adults they will become. It is widely recognised that a child's mental health and wellbeing impacts on:

- Experience of childhood: personal contentment and social interaction
- Pattern of development: brain development and physical development
- Effective learning of knowledge and skills
- Mental wellbeing in adulthood

We promote wellbeing through our approaches to teaching and learning in all aspects of school life. We also teach specific lessons focusing on skills and knowledge such as The Decider Skills and mindfulness.

Ms Kym Lovell is our mental health and wellbeing lead teacher in the school. Ms Lovell, along with our 2 ELSAs, Mrs Evans and Mrs Smith, promote mental health across the school and offer one to one lessons for children who need additional support.

School Clothing

The policy of the school is to encourage children to take pride in their appearance and to take care of their clothing worn in school. Pupils with long hair should have it tied back, 'tram lines', lines cut into hair styles and large decorative hair ties or scarves are not appropriate for school. Children may only wear stud earrings to school and no other jewellery is permitted. Children are asked not to wear nail varnish or temporary tattoos.

Please dress your child in the requested school uniform (available from Fletcher Sports, Gamechangers at Oatlands, Printed in Gsy at Garenne Park - made to order only). Please ensure all items of school clothing are named.

A second handrail of school uniform is also available from school @ 50p per item.

Choose from:

- Navy blue trousers/smart jogging trousers
- Tailored navy shorts/navy blue skirt/ navy pinafore dress
- Gold polo shirt
- Royal blue sweatshirt/fleece/cardigan
- Blue check dress in the summer
- Black shoes/black trainers
- Plain white, black or grey socks or tights



Clothing for PE

Indoor PE: Black shorts, white t-shirt



Outdoor PE: Football boots or suitable trainers will be required by both boys and girls in the junior department. Suitable clothing determined by the weather should be provided.

Children should remember to bring a plastic bag/boot bag in which to place any muddy kit.

Swimming

All children must wear a bathing cap to swim in the school pool (these may be purchased from the school office). Proper swimming costumes/trunks should be worn. No jewellery is permitted to be worn whilst swimming. Earrings must be removed or covered by tape and a cap. Swim caps can be purchased from school.

Clothing Grants

The Education Welfare Service offers clothing grants to help parents and carers pay for school uniforms and processes around 600-700 applications for assistance per year. Please contact the Education Welfare Service on 733000 ext. 251 for advice, information, or an application form. If further uniform items are required during the year, please contact the Service. You are not required to complete another application form unless your financial circumstances have changed.

Sun Safety

The school is aware of the potential danger of the sun's rays to a young person's skin. All pupils are given a bucket style sun hat to wear during the summer months. Parents and carers are asked to apply sunscreen before school. In accordance with our Sun Safe Policy, children have access to sunscreen dispensers and with parental permission are able to apply this before going outside.



Drinking Water

Pupils are encouraged to drink water regularly throughout the school day as dehydration can cause tiredness, headaches and a lack of concentration. It is recommended that all pupils bring a bottle of drinking water to school each day in their school bags. Water should be in a clear plastic bottle labelled with the pupil's name.

Breaktime Snacks

As part of our healthy eating policy, pupils are asked to bring fresh fruit or vegetables if they want a mid-morning snack at break-time.

St Martin's School Street

The school promotes an Active Travel Policy and encourages children to travel to school by foot, scooter or cycle. **There is no parking available for parents and carers in the school grounds.**

Route Des Coutures (from the junction with Burnt Lane to the junction with Grande Rue) will be closed to traffic (except for cyclists and those accessing properties) on weekdays from 8:30am-9:00am and 2:45pm-3:15pm. This is known as "St Martin's School Street" and enables our children to ride, scoot and walk to school safely.



If you need to park, use one of the travel hubs (please see below). Raymond Falla has over 100 spaces and is only a 3 minute walk away for park and stride or you can kiss and drop your child at St Martin's Community Centre Car Park. School staff will be there from 8.30am until 8.45am to see your child/children across the road to the school field. ***IMPORTANT you cannot park at St Martin's Community Centre as you will receive a £50 Terres à L'Amende fine.***



Disabled Parking

If you are a disabled badge holder or have mobility problems, there will be a car parking space for you outside the school gates on Route des Coutures. Please apply to the school for a special parking permit by bringing a doctor's note to the school office. You will need to access this parking before the road closure times at 8:30am and 2:45pm and will need to wait until the road re-opens at 9:00am and 3:15pm respectively before you can leave the school car park.

School Bus Service

Please see the States of Guernsey School Buses for bus routes or enter/click on the attached link <https://www.gov.gg/schoolbuses>. All buses are fitted with seat belts and are regularly checked by police mechanics for roadworthiness, all drivers have been police checked and have held the relevant category of licence for over 5 years.

Parents/carers must accompany their children to and from bus stops and see them safely on and off the bus. The buses are supervised by the driver only, however the children will be escorted to and from the school drop off and collection points.

The children catching the bus home meet in the music and drama room at 3pm and are accompanied to the bus pick up point by walking through the school grounds to the gateway in the infant field. A special constable will then see them across Route des Coutures to the Community Centre. At the Centre, they wait for the bus and are supervised onto the vehicle. In the mornings, staff members will collect the children from the Community Centre and see them across the road as directed by the special constable. They are then accompanied onto the school playground. Infant children are supervised in the playground by the bus supervisors, junior children by other staff on duty.

Children must behave sensibly and safely on the bus; the bus company and school have the right to exclude children from bus travel for periods of time if their behaviour is a danger to themselves, others or the smooth running of the service.

School Responsibilities

Outward journey

- The Special Constable (Assistant Site Supervisor) will unlock the new gateway at 8.30am and see pedestrians, including the bus children, across the road. He will then secure the gate at 8.55am.
- Bus Supervisors, with an additional staff member, will meet the buses and assist the children from the buses.

Return journey

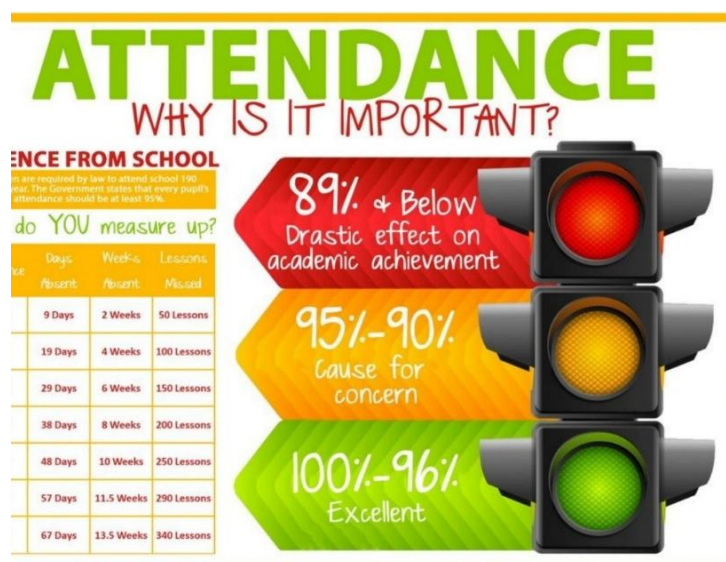
- Children travelling home on the bus will meet in the music and drama room promptly at 3pm.
- Bus Supervisors will be responsible for registering the children and organising them into groups for the different buses.
- The groups depart by 3.10pm leaving via the conservatory door, walking along the trim trail to the infant field gateway.
- The Special Constable will unlock the gateway at 3.00pm and see pedestrians across until 3.20pm; he will then secure the gate.
- The children will be supervised onto the bus; seat belts fastened.

Parent/Carer Responsibilities

- Accompany their children to and from bus stops and see them safely on and off the bus.
- Inform the school if their child is not going home on the bus as usual by contacting the school office 226060 or SMP.office@education.gg
- Use public bus stops along the routes.
- Ensure their child follows the directions of the bus driver and behaves sensibly and safely on the bus.
- **In the event of a road closure or diversion Parents/carers should call whichever company is transporting their children to find out the next suitable stop and expected time. The companies used are BUS 1A – Lambourne Taxis 07781 123188, BUS 1B Island Coachways 720210, BUS 3A Island Taxis 700500, BUS 3B Island Coachways 720210.**

Attendance

It is essential that all of the children in our school attend regularly and on time. It is our expectation that our pupils will achieve an attendance of at least 95%. Missed school days are missed opportunities! An attendance of 90% might sound good but is actually the equivalent of half a day missed each week.



It is a parental responsibility to ensure that their child is on time for school, attending regularly and that any absence has a valid reason.

Absence Through Illness

When a pupil is absent from school parents/carers are required to contact the school on the first day of the absence, providing both a reason for the absence and an indication of when the child is likely to be expected to return. It is important to note that the recording of authorised medical absence will not automatically continue beyond 3 school days without confirmation from you of your child's continuing ill health.

Parents/carers should note that if their child's state of health prevents them from attending school on a regular basis or over a prolonged period, a letter or medical certificate from a medical practitioner will be required. Unexplained absences may lead to an investigation by the School Attendance Service. If your child has a particular medical or physical complaint, please ensure that the school is informed, preferably in writing to the Headteacher.

Absence due to Holiday

Absence for family holidays in term time is not authorised as it is felt to negatively impact on a child's attendance. A child who has 10 days of holiday in term time can only achieve a maximum of 94.7% attendance providing that they have no additional time off school with illnesses.

If you intend to take your child on holiday during term time it is important, for safeguarding reasons, to let us know and complete a form from the main office. We value all our parental support and thank you in advance for helping us to maintain excellent attendance across the school.

Lateness

If your child arrives after the register has been called at 8.45am he/she will be given a late mark. Should children regularly be late, you will be contacted and asked to bring your child in on time. It is important that children are on time as lessons start immediately after the register is taken. Late arrivals will miss the start of a lesson and may disrupt others. Please get into the habit early and bring reception children on time. Fortnightly attendance meetings take place with our School Attendance Officer where late marks are tracked.

Children who arrive late for registration, or who leave school during lesson times for medical appointments must inform the school office so the register can be updated. They should also report to the school office following their return from the appointment.

Severe Weather Conditions

When severe weather conditions happen overnight, the States of Guernsey will advise parents/carers initially if schools are open or closed through announcements on BBC Guernsey and Island FM. These announcements will be by 7.15am or earlier if possible and will ask for the messages to be repeated at regular intervals. School will also use Class Dojo to help get the messages to parents. When severe weather conditions happen during the school day, announcements will be made as soon as decisions are taken and regularly afterwards.

Wrap Around Care

St Martin's Primary School offers Before School Care from 7.45am-8.35am at a cost of £4 per child per day. Breakfast consists of fresh fruit, juice, toast and jam or marmite, cereal, porridge and beans on toast. It is run in the main hall and parents/carers are asked to walk with their child/children to the side door at the back of the school hall. Children can arrive between 7.45am and 8.00am.

We also offer After School Care from 3pm-5.15pm at a cost of £8 per child per day. This is held in the main school hall and the surrounding grounds. Children are collected from their classrooms at 3.00pm and walked to the school hall by a member of staff. There are healthy snacks on offer, a range of outdoor games and indoor games, puzzles and art and craft activities.

For information regarding Before and After School Care, please contact the school office on 01481 226060 or via email: SMP.office@education.gg If you would like your child to make use of this care, but finances inhibit this, please speak to Mrs Giles.

Mobile Phones

At St Martin's Primary School, we discourage mobile phones being brought in to school. We understand that at times, in exceptional circumstances, a child may need to bring a phone to school. In these cases, please send an email to Mrs Giles clare.giles@stmartins.sch.gg to ask permission for this to happen. Phones must not be used on any of the school buses. All phones must be handed into the school office on arrival where they will be locked away until the end of the day.

Medicines In School

If possible, all medicines should be administered at home. Children recovering from an illness should not administer any drugs to themselves. All medicines or drugs must be clearly named and taken to a member of staff with clear details of the administration of the correct dosage, the illness, the date and the name of the medicine.

Your attention is drawn to the Education Board's Policy in which a note of authorisation from parents is required before medicine is administered. Medical forms can be obtained from the school office. **No medicines will be administered unless a letter/form is received.**

Accidents at School

In case of an accident at school, the Education Service is prepared to cover the cost of an emergency ambulance however, parents will be liable for a payment of £25.00 at the time of consultation to the Emergency Department or GP surgery as required irrespective of responsibility.

The Children's Dental Service will offer emergency dental treatment and follow up dental care to a child injured at school or during an after-school activity provided the contact with the service is made within 24 hours of the event. The follow-up treatment will continue until the child is 12 years old.

You will be contacted immediately should your child sustain a head injury or have a serious accident. Should your contact number change, please make sure you let us know.

Mixing Classes

It is school policy to mix classes every year as they move up through the school. This is done to ensure all classes keep a good balance of pupil numbers, gender and ability and to develop the children's social skills.

The Parents and Teachers Association (PTA)

We have a very active PTA which is at the heart of the life of the school. The PTA organises social events throughout the year, including favourites such as the movie nights, discos and bingo. They are also very active in raising funds for the school and many of the 'extras' that the children are lucky to use have been paid for by the PTA, including the school libraries, wall art, pupil sun hats, musical instruments and play based equipment in the Early Years. The PTA is run by a committee consisting of the Headteacher/Deputy Headteacher and parents and staff and the Committee is elected at the AGM each autumn. Parents may serve on the Committee for up to three years. Present PTA committee members (elected November 2025) are:

Chair: Victoria Oliver

Secretary: Clive Acton

Treasurer: Heather Elder

Staff: Kerry Hughes, Martine Stuart, Claire Le Prevost and Kay-Marie Robinson

Parents/Carers' Evenings

Twice during the year, in the autumn and spring terms, you are invited to meet the teachers on a formal basis to discuss your child's progress but if you are concerned about anything, please do not wait for a Parents' Evening to contact us for an appointment. Teachers are willing to see parents and carers at other times by appointment. Individual written reports are sent home at the end of the academic year.

Separated Parents: Where a child's mother and father do not live together, we will, on request, send written copies of all school documentation to the parent who is not living with the child. We will try our best but cannot always undertake to arrange separate face-to-face interviews during Parents' Evenings, so parents should endeavour to come to an arrangement between themselves as to which parent will attend.

Communicating with Parents and Carers

We wish to build a good partnership with parents and carers, and we aim to make you always feel welcome. Mrs Giles, Mr Lilley, Miss Horsepool and Ms Lovell are always outside in the morning to give you and the children a warm welcome. Please feel free to approach any one of them if you have any questions or something to share. Our LSAs are on each year group entry door in the morning too and will happily pass anything on to other staff members.

If you would like to make a more formal appointment to speak to a class teacher or a senior leader, please make an appointment through the school office by either telephoning: 01481 226060 or emailing SMP.office@education.gg

Our main form of communication is through the Class Dojo app. Here you will see weekly overviews of learning, class photos, a weekly diary and important whole school communication. You can also directly message class teachers or the headteacher in private. Please be aware that staff members are unlikely to respond during teaching hours.

Data Protection

In accordance with The Data Protection (Bailiwick of Guernsey) Law, 2017 our Fair Processing and Privacy Notice is available on our school website. In order to ensure we are compliant with The Data Protection (Bailiwick of Guernsey) Law, 2017, we will not be able to share lists of children's names with you or give out any party invitations.

Volunteers in School

Parents and carers are a wonderful support in extending the teaching and learning opportunities we can offer in our school, and we would encourage you to consider volunteering if ever you have time to spare. We rely on volunteers to help make trips, reading, cooking at the community centre, swimming and many other initiatives in school successful - all support is valued highly. Following the Education Department's Guidelines regular volunteers in school will need to be DBS checked. It is a very simple process that can be completed with a visit to The Hub at Sir Charles Frossard House. Please see our school office team for more information.

Finally

Your child is with us for a small proportion of every day. In order that he or she has a rewarding and enjoyable day, it is essential that the home and school work in partnership. We welcome any help you can give us, and in return we invite you to discuss with us any problems that may occur, so we can solve them together in a spirit of cooperation.

The details in this booklet are not intended to create contractual relationships and may be varied in the light of changing circumstances.