



[www.guillemont.org.uk](http://www.guillemont.org.uk)

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Dear Parents / Carers,

This prospectus has been prepared in order to provide parents with some information relating to our school.

I hope that you will find the text both interesting and informative and that it provides a clear introduction to our values and ethos. I also hope to convey the way in which our school works and the standards we achieve with our children.

Guillemont has a long tradition of excellence in primary education; we believe in the education of the whole child. We work with parents over all four years of Key Stage 2 to achieve personal and social development as well as academic potential.

Following our latest OFSTED Inspection in January 2011, we received an excellent report and the school was deemed to be "Good with Outstanding features". Our own self-evaluation processes were judged to be robust and accurate. If you would like to read the report you can request a copy from the school office or access it on-line by following this link:

<http://www.ofsted.gov.uk> and search Inspection Reports – primary schools – by postcode GU14 9ES

We look forward to working with you.

Mr Clive Norris

Chair of Governors

*Guillemont is a County Junior School funded by Hampshire County Council*

## OUR SCHOOL

Guillemont Junior School opened in 1976. Architects from the Department of Education and Science in conjunction with Hampshire Education Authority designed it as a 'building design project' school. As a consequence, the school accommodation is excellent.

Class areas are clean, carpeted and all have a comfortable quiet room or corner for class discussion, direct teaching or story time. The library is set in the heart of the school surrounded by small bays for quiet study. At midday these study areas provide a comfortable and pleasant setting for lunch. Healthy meals are cooked on the premises and children are guaranteed the meal of their choice each day or a packed lunch may be brought in. Children may go home for lunch if parents request this.

The school also has its own "resources room" which is really a museum housing many artefacts that support our curriculum work with the children and help to bring it alive.

The school stands in a five-acre site, and the development of the outside environment has been a continuous focus. It provides safe, varied and stimulating work opportunities as well as space for play. We built a Japanese Courtyard Garden with sponsorship from NEC Technologies (UK) Ltd. The Friends of Guillemont (FOG) our Parent Teacher Association has helped us to fund the purchase of two African shade huts in recent years as well as providing materials to build a woodland trail (built by employees of RBS as part of a community project). The trail is adjacent to our secure wild-life pond. New for September 2011 is a sensory garden which was designed by Ben Martin (Yr4 pupil) partly funded by the Friends of Guillemont.

Hampshire Education Authority maintains the school.

Any information that is required from the education authority should normally be obtained from the local Divisional Education Office, whose address and telephone numbers are as follows:

Education Officer  
North East Divisional Education Office  
Birch House  
Barley Way  
Fleet  
Hampshire  
GU13 8YB Telephone 01252-812333

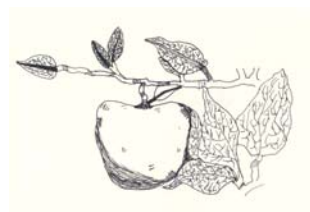
The Headquarters of the Authority are in Winchester, and enquiries there should be directed to:

The County Education Officer  
The Education Department  
The Castle  
Winchester  
Hampshire  
SO23 8UG Telephone: 01962-841841

The school office is normally manned from 8.15am until 4.30pm.

## SCHOOL SAFEGUARDING STATEMENT

This school is committed to safeguarding children and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All members of staff, Governors and volunteers are subject to Criminal Records Bureau checks along with other relevant employment checks.



## SCHOOL AIMS

Our school aim is for children to be fulfilled in their junior school stage of development by providing a curriculum rich in relevant experiences and activities.

We are helping children to be individuals who feel recognised and valued; to have self-esteem and self-belief, yet very aware of the part they play within the school as a whole. The school aims to develop a strong identity and collective responsibility towards our local and global school communities.

In our work with children, we also aim to develop helpful learning attitudes, skills and behaviours. These are principally those of self-confidence, self-motivation, integrity, independence, curiosity and the ability to question and argue rationally.

We hope the children will acquire a reasoned set of values, attitudes and beliefs. We encourage active participants and responsible contributors. We work in partnership with our parents.

We provide a highly disciplined school structure; one that encourages the children themselves to develop a self-disciplined approach to their work and behaviour. Care and respect for others is a prime concern of all who work in the school.

The teachers of Guillemont Junior School have high expectations of each child and we encourage the individuality and creativity that lies within each child to grow and flourish. Children will be expected to work both seriously and hard. For our part, we shall do our utmost to ensure that the work is properly prepared, and that it is of the nature that will stimulate the children to want to learn.

Securing national standards of attainment for all children is an important target for the school and annual targets for school improvement are of high priority.

The children will follow programmes of work within the framework of the National Curriculum. The education that they receive is broad, balanced, and relevant to individual needs and set in a clear moral framework. Children should find and contribute to a warm, encouraging and optimistic atmosphere in a stimulating environment.

## VISION FOR GUILLEMONT

We worked with children, parents, staff and Governors to create a "Vision for Guillemont":

## GUILLEMONT IS A....

**I** NSPIRATIONAL school that  
**N** OURISHES  
**S** ELF-ESTEEM, builds;  
**P** OSITIVE PARTNERSHIPS,  
**I** NDEPENDENCE,  
**R** ESILIENCE and  
**A** SPIRATION through a whole  
**T** EAM approach  
**I** NCLUSIVE of  
**O** NE-ANOTHER  
**N** URTURING  
**A** LL  
**L** EARNERS





## **A HEALTHY SCHOOL**

Guillemont Junior School is committed to the Healthy School Partnership in every aspect of school life. Our school is a community where all are valued and seen to contribute to this aim. We seek to ensure good communication between the school and the wider community it serves as well as the individuals within the community of the school itself. The emotional health and well being of the children and staff is given importance in nurturing the right environment for best practise in learning and teaching.

## **SCHOOL IMPROVEMENT PROJECTS**

Each year key projects are identified in order for the whole school to raise standards achieved by children, to enable staff to reach a greater level of subject knowledge and to raise the quality of teaching skill and expertise.

The Headteacher, senior teaching staff and Governors monitor aspects of the curriculum in key areas across the whole school in order to be better informed. In addition, the Senior Strategic Team and Governors will then be able to evaluate the effectiveness of the School Improvement Projects in raising standards and to make value for money judgements. Parents receive information on the Improvement Projects in the Governors' School Profile and various Newsletters.

## **SCHOOL ORGANISATION**

Guillemont Junior School is organised into ten classes: six parallel classes of Year 3 / Year 4 children and currently four parallel classes of Year 5 / Year 6 children (the number of classes will increase, as the number of pupils in the Upper Junior Phase increase, to a maximum of six). These parallel classes make up the two departments, the Upper Juniors and the Lower Juniors. Children spend two years in each department as each class has a two year, vertically grouped age span. The purpose of this arrangement is that we strongly believe that one of the principal factors in successful education is each teacher's knowledge and understanding of the child. The more time teachers and children have to get to know each other the better. We also believe strongly that proper opportunity ought to be given to develop a mutual respect and trust between parents and teachers. This two-year span offers a more realistic period of time to achieve this.

The progress of children through the levels of the National Curriculum is also supported by our school organisation, as the recommended length of time to move up one National Curriculum Level at Key Stage 2 (junior age group) is also two years.

Children experiencing learning difficulties, and any child showing special ability, will have their work differentiated for them appropriately.

The school roll for education year 2011 – 2012 is 315.

The school has 13 teachers plus the Headteacher and Deputy Headteacher: 10 class teachers, a Language Unit teacher and 2 teachers who cover when class teachers are preparing or assessing work (known as PPA time). These additional teachers have no permanent class responsibility but work across the whole school. In addition there are specialists Learning Support Assistants who support English and Maths lessons in each class as well as running interventions for any child who needs additional support or further challenge.

We run a very popular Out of School Club for children both before and after school. Please contact the school on 01252 – 666847 for information about the Out of School Club.

There is a Workplace Nursery on site providing day care for children 4 months to pre-school. Contact: 01252 – 666875 for further information

## LANGUAGE UNIT

In September 1997 additional specialist provision for children with Language Impairment was opened at Guillemont. The Language Unit was newly furnished and fully resourced. Information Technology, in the form of computers, laptops, dictaphones, video and tape recorders, play an important role in supporting the learning process for Language Unit children.

Specialist teacher and Learning Support Assistants teach children in the Language Unit. All children are 'linked' to mainstream classes and join their class for appropriate lessons during the school day.

Children will be considered for admission to the specialist resource if they demonstrate a severity or persistence of speech and / or language disorder. The child will have a Statement of Educational Needs identifying speech and / or language disorder as their prime presenting need. All special needs will be clearly identified.

There will be consistency in the professional view of the child as needing a specialist placement to address speech and / or language disorder.

The designated officer of the Local Education Authority will determine admission to the special provision.

## ADMISSION ARRANGEMENTS

### PARTNER SCHOOLS

Guillemont Junior School serves the designated catchment areas of Parsonage Farm, Pinewood and Southwood Infant Schools.

The majority of each September's intake is admitted from these schools. However, each year children do join the school from other local schools or from out of catchment, whose parents feel Guillemont is just the right school for their child.

We liaise closely with all feeder schools throughout the year, but particularly during the Spring Term and Summer Term. Children and staff often visit each others' schools for special occasions like a performance, a Christmas play, an assembly or just to get to know each other better and see the work each school is doing. Recently Guillemont, Parsonage Farm, Pinewood and Southwood Infant Schools have been involved in teacher assessment moderation meetings to ensure the best possible continuity of progress when children transfer to junior school.

### UPON TRANSFER

There are six parallel Lower Junior classes and new children entering the school each September will be allocated to one of these classes. Your child's current infant school advises us about the groupings of children to fit our class organisation because they know the children best at this stage.



Appolinaire said:  
Come to the edge.  
We might fall

Come to the edge.  
It's too high.

Come to the edge!  
And they came  
And he pushed them  
And they flew

Christopher Logue

## ADMISSION POLICY

### Taken from the Hampshire County Council Website "Guillemont Junior School Admission Policy for 2012-2013"

"This policy will apply to all admissions from 1 September 2012, including in-year admissions. The authority's Fair Access protocol will be applied alongside the policy to secure the admission of vulnerable pupils from specific groups. It will be used during 2011-12 for allocating places for September 2012 as part of the main admission round for Year 3.

#### Admission Criteria

**Hampshire County Council is the admission authority for all community and voluntary controlled primary and secondary schools. The admission arrangements are determined by the County Council, after statutory consultations.**

The County Council will consider first all those applications received by the published deadline of **midnight on Sunday 15<sup>th</sup> January 2012**. Applications submitted after midnight 15<sup>th</sup> January 2012 but before 17<sup>th</sup> February 2011 will be considered after all on-time applications have been fully processed unless exceptional circumstances merit consideration alongside on-time applications. **Notifications to parents offering a primary school place will be sent by the County Council on Thursday 19<sup>th</sup> April 2012.**

The published admission number (PAN) for Guillemont Junior School for 2012-2013 is **95**. (90 mainstream places plus 5 in the Language Unit.

For the main admission round, all on time preferences will be considered simultaneously and ranked in accordance with the admission criteria. If more than one school can offer a place, the parent's highest stated available preference will be allocated.

**If the school is oversubscribed, places will be offered in the following priority order. Places for applications received after the deadline will be allocated using the same criteria:**

1. Children who are in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. (A letter from the Children's Services Department confirming the child's status must be provided).
2. Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends Guillemont Junior School rather than any other. (Appropriate medical or psychological evidence must be provided in support).
3. Children living in the catchment area of Guillemont Junior School who at the time of application have a sibling on the roll of Guillemont Junior School or its linked infant school, Parsonage Farm Nursery and Infant School; Pinewood Infant School; Southwood Infant School, who will still be on roll at the time of admission.\*
4. Other children living in the catchment area of Guillemont Junior School.
5. Children living outside the catchment area of Guillemont Junior School who at the time of application have a sibling on the roll of Guillemont Junior School or its linked infant school, Parsonage Farm Nursery and Infant School; Pinewood Infant School; Southwood Infant School, who will still be on roll at the time of admission.\*
6. Other children living outside the catchment area of Guillemont Junior School.

\* This includes children who at the time of application have a sibling for whom the offer of a place has been accepted, even if the sibling is not yet attending. 'Sibling' refers to brother or sister, half brother or half sister, adoptive brother or adoptive sister, step brother or step sister, and includes children living as siblings in the same family unit.

*N.B. School Closures statement.*

In the event of a school closure, pupils from the closing school may be given a higher priority (for example this might include the child being treated as in-catchment) within the admission criteria for any school nominated as the receiving school. Specific arrangements will be determined by the Local Authority in accordance with the School Admissions Code and will be published at the time for the specific schools affected by a particular closure.

**Permanent Residence**

The child's permanent residence is where they live, normally including weekends and during school holidays as well as during the week, and should be used for the application. The permanent address of children who spend part of their week with one parent and part with the other, at different addresses, will be the address at which they spend most of their time.

**Distance measurement**

If the school is oversubscribed from within any of the above categories, straight line distance will be used to prioritise applications; applicants living nearer the school have priority. Hampshire County Council's Geographic Information Systems (GIS) will be used to determine distances (from the Ordnance Survey home address point to the school office). Distances from multiple dwellings will give priority to the ground floor over the first floor and so on. On individual floors, distances will be measured to the stairs leading to the communal entrance. This method of prioritising admissions will also apply to any 'school specific' criterion unless otherwise stated in the school's brochure.

**Multiple births**

If the last pupil to be offered a place within the school's published admission number (PAN) is a multiple birth or same cohort sibling, any further same cohort sibling will be admitted, if the parents so wish, even though this may raise the intake number above the school's PAN. The PAN will remain unchanged so that no other pupil will be admitted until a place becomes available within the PAN.

**Pupils with statements of special educational needs**

The governing body will admit any pupil whose final statement of special educational needs names the school. This is not an oversubscription criterion. Where possible such children will be admitted within the PAN.

**In-Year Fair Access placements by the local authority**

The local authority must ensure that all pupils are placed in schools as quickly as possible. It may therefore sometimes be necessary for a pupil to be placed by the local authority, or a local placement panel acting on behalf of the authority, in a particular school even if there is a waiting list for admission. Such placements will be made in accordance with the provisions of any protocol approved by the Admission Forum, based on legislation and government guidance. If an admission through Fair Access raises the number on roll above the PAN, no further pupil will be admitted from the waiting list until a place becomes available within the PAN.

**Waiting list**

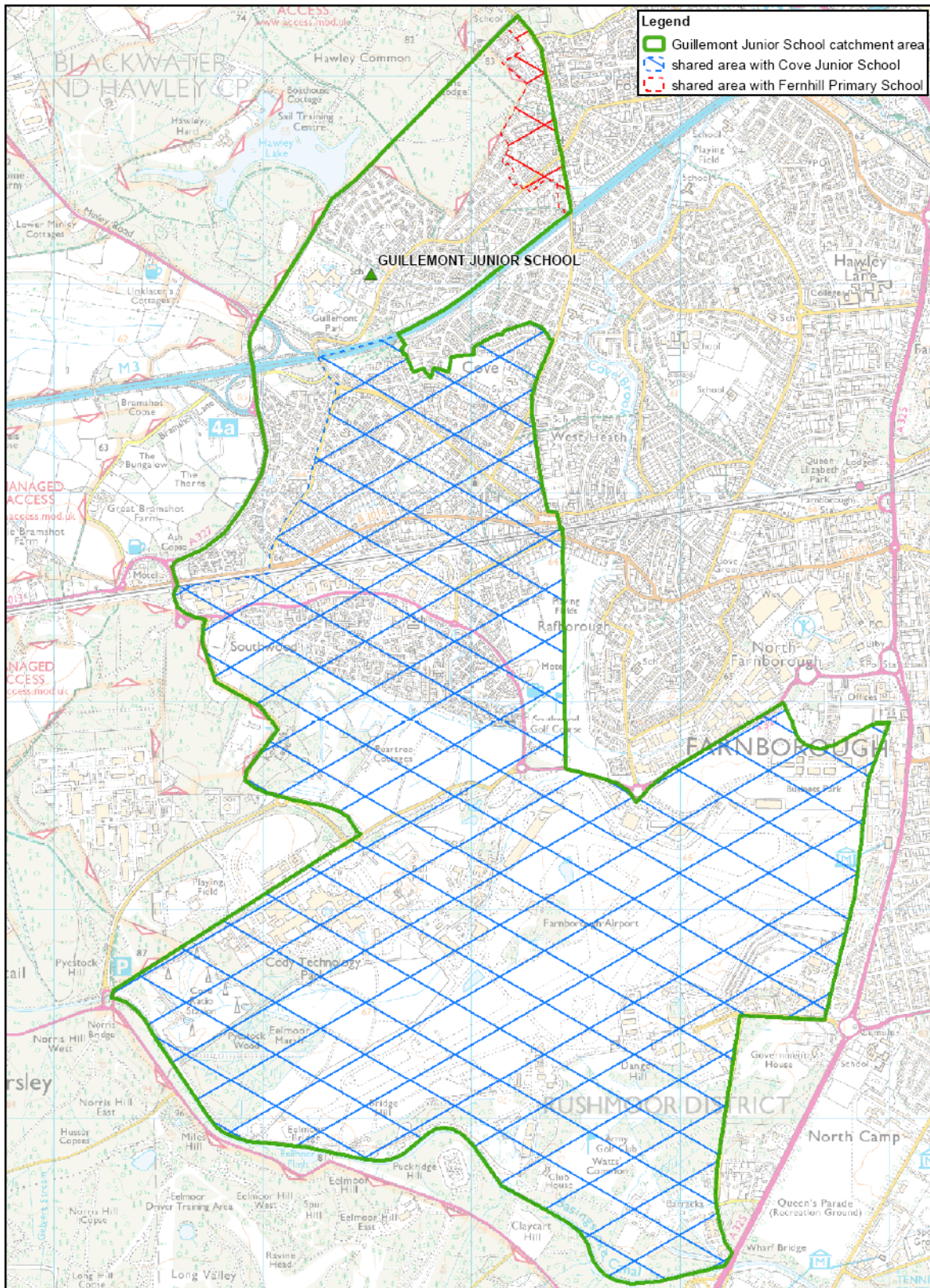
When all available places have been allocated, a waiting list will be operated by the local authority. Any places that become available will be allocated according to the criteria of the admission policy with no account being taken of the length of time on the waiting list or any priority order expressed as part of the main admission round. Fair Access admissions and school closure arrangements will take priority over the waiting list.

The waiting list will be reviewed and revised –

- each time a child is added to, or removed from, the waiting list;
- when a child's changed circumstances will affect their priority;
- at the end of each school year, when parents with a child on the waiting list will be contacted and asked if they wish to remain on the list for the following school year.

At the time of receiving an offer of a school place parents will be advised of the process for having their child's name on a school's waiting list. Parents may keep their child's name on the waiting list of as many schools as they wish and for as long as they wish."

# GUILLEMONT JUNIOR SCHOOL



## INFANT TRANSFER

The Summer Term sees the activities for infant / Guillemont liaison increase in number and frequency preceding transfer. These are some of the activities we regularly engage in throughout the year:

- Prospective new parents invited to look around the working school; Open Mornings and Walkabout after school with children (Autumn Term).
- Evening meeting for prospective New Parents (September).
- Deadline for application to junior school forms (January). (Letters will be sent to parents via current infant school in September with details on how you can apply for a school place).
- Visits of Guillemont lower junior teachers to Pinewood, Parsonage Farm and Southwood Infant Schools during the school year to meet children e.g. assemblies, music performances and moderation.
- Children at Guillemont write individual letters of welcome to each infant child: Pen pals (June).
- Staff of infant schools discuss individual children's assessments, strengths and needs (June).
- Parents of New Intake invited one evening to visit Guillemont and meet new class teachers (June or July) – Open school at Guillemont in the evening.
- Visits for all infant children into Guillemont classes as they will be in September (June and July).

## JUNIOR TO SECONDARY

Normally children remain at this school until the end of the Summer Term of the year in which they are eleven on or before the 31<sup>st</sup> August. They then transfer to a secondary school.

During the preceding Autumn Term, parents of each Year 6 child will receive information (prepared by the Local Education Office) that outlines the provision for secondary education in the area. The designated secondary school for each child, depending upon where you live, will be notified. Parents must then make a decision upon preferred secondary schools.

**The deadline when all secondary school application forms have to be returned to us by is 31<sup>st</sup> October 2011. Letters offering a secondary school place will be sent out by the County Council on 1<sup>st</sup> March 2012.**

Generally the children attend the school, which serves their designated catchment area, but the opportunity is given to an alternative placement. Consideration is given to the admission of children living outside the catchment area of non-denominational schools, subject to there being available places. Whilst the Authority wishes to give due consideration to parents' choice of school, no guarantee can be given that the choice can be granted.



## GOVERNORS

Guillemont Junior School is very much a part of the local community. The Governors all share a common interest in, and are passionate about, our school. We recognise that schools are essential contributors to any successful neighbourhood.

The Governors are responsible for the general management of the school, acting within a policy framework set by the Department for Education and the Local Authority. It is the responsibility of the Headteacher to carry out the day-to-day leadership and management of the school. At Guillemont the Headteacher and Governors work in partnership and liaise closely on all matters affecting the school.

The School Development Plan, agreed between the Governing Body and staff, identifies key projects for improvement. This is available on request from the school, for parents' information.

The Governing Body meets formally twice a term with the Headteacher for a general review of the school. Governors also meet at other times to deal with specific issues, either as a whole or in working groups where appropriate. All fundamental decisions would only be taken at a full meeting of the Governors and Headteacher.

The Governing Body is made up of 5 Parents, 3 Local Authority, 3 Staff and 3 Community so that a total of 14 Governors work for the school in a voluntary capacity. The Headteacher elects to be a Governor and attends all of the meetings. Governors at Guillemont are either, elected, appointed or co-opted. The three community members enable the Board of Governors to reflect fully the community, which it serves. A chairman and vice-chairman are elected each year to conduct the meetings and to be available for contact by the Headteacher. A clerk to the Governors is also appointed to take the minutes of meetings, to deal with correspondence and advise on legal matters.



## CURRICULUM

At Guillemont Every Child Matters through our curriculum which has been designed to ensure:

Enjoying and Achieving  
Staying Safe  
Being Healthy  
Making a Positive Contribution to School Life  
Achieving Economic Wellbeing

The National Curriculum is the name of the continuous curriculum for children between the ages of 5 years – 16 years.

The National Curriculum at primary level currently consists of three core subjects:

English  
Mathematics  
Science

There are nine additional subjects:

Information and Communication Technology (ICT)	History
Design Technology	Physical Education
Geography	Modern Foreign Language (French)
Music	Art
Religious Education (RE)	

Programmes of Study and Schemes of Work have been written at Guillemont for all these subjects. These state what pupils of different ages and abilities can be expected to know and understand. They ensure that pupils have equal access to all curriculum areas and that there is no discrimination due to age or gender.

Personal, Development Learning and Citizenship Education is also taught through a skills-based approach and linked with relevant school and social experiences.

At Guillemont we make the curriculum come alive for children with much practical and first hand work. Children are involved in their learning and where it makes sense, we organise themes or units of work in a cross-curricular way. Children study topics each term and then bring their work home for parents to share. We ask teachers, children and parents to evaluate this work, celebrate what has been achieved and set targets for the future.

Our ICT provision is first class and creative work is considered to be very important. The name of the award the school holds is 'NAACE Mark' for outstanding ICT Work.

A timetable and annual calendar is organised for every class to ensure appropriate curriculum experience.

End of Key Stage Assessments will be reported to parents when children reach the ages of:

- 7 years (infant school – Key Stage 1)
- 11 years (junior school – Key Stage 2)
- 16 years (secondary school – GCSE)

Although the subjects are listed separately in the National Curriculum, at Guillemont we feel it is more appropriate to teach some of these in a cross-curricular, inter-disciplinary approach. Topic work at Guillemont uses an integrated method of 'subject teaching' and much National Curriculum work will continue to be taught in this way.

## **THE CORE SUBJECTS**

### **ENGLISH**

English includes reading and writing as well as speaking and listening skills.

### **READING**

It is our wish to celebrate reading in such a way that we can instil a love and respect for books so that reading has every chance of becoming a treasured skill. In essence our task is to equip children with not only the skill but also with the desire to read. We shall teach them to read accurately, with comprehension and to make efficient use of reference books, libraries and the internet.

Parents' and teachers' attitudes towards books are without doubt a key factor and we aim to work in partnership with parents to help to promote positive attitudes towards reading.

## **WRITING**

Our purpose is to teach children to write fluently, grammatically and with confidence, to encourage an ever-growing vocabulary and take care in their spelling. It is also important to equip children with the capacity to choose the appropriate style or genre for each occasion and audience.

Through careful teaching, encouragement and exposure to a variety of writing forms we aim to install a respect for the power in the written word.

## **SPELLING, VOCABULARY and GRAMMAR**

Spelling, vocabulary and grammar are taught weekly in school as part of the English curriculum. Value is given to the way words are built up and children are encouraged to understand spelling through exploration and direct teaching as opposed to being given lists of words to learn from memory. Emphasis is on word families, root words, suffix and prefix and on words that are appropriate to the written task. However, some children will still need to learn high frequency words, e.g. what, when, etc., and parents may be asked to help children to learn these. Parents are encouraged to work alongside their children giving them support as appropriate.

## **HANDWRITING**

Early in the junior school, the children will be working in pencil, developing their style in joined writing. The style we teach the children is called "A First Hand" and fits in well with any infant handwriting scheme, including any scheme that teaches joined handwriting. When the teacher feels that the moment for transfer to pen has arrived, your child will bring home a special letter suggesting this. We like children to use a medium italic nib. An italic Parker pen can be bought direct from school. The First Hand style is quite appropriate to italic hand or an ordinary hand. It is the nib that determines the italics.

From early days we wish the children to develop a "good hand" and foster an attitude of pride in the presentation of the written word. However, confident writing at speed is introduced in the Upper school and children are encouraged to develop a 'fast-draft' and 'best' style of writing suited to purpose.

## **SPEAKING AND LISTENING**

Since speech is the greatest means of communication, it is important that it is given appropriate attention. Opportunity will be created for children to discuss, describe, tell stories and give account in small and large groups so they may develop the skill to do this competently, coherently and with confidence. Clearly this too requires of them the capacity to listen attentively. Teachers read to their children regularly and introduce them to a wide range of stories and poetry. Drama is regularly used as a means to develop confident communication skills.



## **MATHEMATICS**

Our mathematics curriculum offers a broad foundation of mathematical experience designed to provide children with the understanding, skills and knowledge needed to deal with every day situations.

Mathematics is planned and delivered within the framework of the National Curriculum and our policies for Teaching and Learning Assessment, Special Needs and Equal Opportunities.

We ensure children learn mathematics by:

- providing balanced coverage of processes and content across the attainment targets
- providing an interesting and stimulating environment that encourages children to think mathematically
- helping them to know how and when to use different mathematical tools, evaluating different ways of recording so that they learn to choose when apparatus is appropriate to the task
- providing tasks which foster systematic work and thinking skills

- providing opportunities to use ICT resources, to develop their mathematical skills, understanding and motivation
- providing tasks which enable them to develop their understanding of mathematical language

Mathematics is timetabled for at least 5 hours each week. Teaching follows the National Curriculum and a curriculum map to ensure all areas are covered. Each lesson begins with a whole class focus. Children are then taught according to ability when completing activities to ensure all children are being challenged to reach their potential. Assessment takes place throughout the year, to inform planning and set targets. Extension maths is organised for the most able children in Year 6, one session every week.

At Guillemont we believe that mathematics is not only important in producing children who are numerate, but it also enables logical thinking and reasoning, provides useful tools for problem solving and is a creative activity to be enjoyed.

## SCIENCE

To learn with understanding, the primary aged child requires work of a practical nature. Science at Guillemont is concerned with children asking questions about their real world and finding answers by some kind of firsthand experience alongside knowledge and teaching supplied by the teacher. Most science work will be planned through topics where scientific skills, knowledge and understanding will be taught through experimentation and investigation.

Communication with others plays an important part in the learning process. Children's learning will be supported through discussion with peers and adults. Through talk and informal writing they are able to make their ideas clearer to themselves, as well as making them available for reflection, discussion and checking.



## OTHER SUBJECTS

### INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Our Information Communication Technology curriculum is based on an integrated approach where key skills are developed and children are given opportunities to further their understanding through topic based work. Our school is extremely well resourced with ratios well above the national recommendations – 1 computer per 2 children. All computers are Intranet linked and children have a secure log-on system on the server where they store their files. The school has wireless access to the internet for all laptop computers (~120).

ICT is planned on a two-year cycle of units, which cover every aspect of the National Curriculum. The children have experiences of using a range of software applications including spreadsheets, databases and presentation programs.

At Guillemont, we assess ICT every term and this assessment is important to the delivery of the units in the cycle. We, as a whole school community, value ICT and view it as a vital life skill. It is through the enthusiasm and commitment of the staff that high standards in ICT are attained at Guillemont every year.

Guillemont has received the NAACE Mark in recognition for the excellent quality of its work in ICT. This is a highly praised National Award and the school is proud of its excellence in this subject especially as a tool used to promote high levels of achievement and independence.

Wizkid is now used in school which is a Learning Platform where children and parents can access school work from home via the Internet. The children can log in and work from home adding further information if they wish to continue with school work from home or show parents work they have been doing in school. This give parents an immediate insight into school learning and the opportunity to engage with their child in further study.

The site is completely secure as 'e-safety' is an important aspect of our ICT work with children at Guillemont.

### RELIGIOUS EDUCATION

Religious Education is available to all pupils through class work, discussion, class collective worship and assemblies, unless their parents withdraw pupils. This requires a letter to the Headteacher making that request. Class teachers will make alternative arrangements for children in such cases.

The whole curriculum aims to encourage the development of the religious and spiritual awareness of children. In addition to this general and current practice, we are taking a more specific approach through opportunities offered by a Religious Education Syllabus. It is aimed to heighten the children's spiritual awareness by study of religious practices and traditions of Christian and two other faiths, Hinduism and Buddhism.



A Buddhist gong in the  
Forbidden City, Beijing

### SPORTING AIMS

The school has high regard for the physical development of children and Physical Education has an important position on the timetable of each class.

A healthy balance between the different aspects of PE has been established so that the children regularly experience Gymnastics, Dance and Games. Other activities receive a shorter timetable allocation for example multi-sports, athletics and orienteering.

The emphasis in school is on the development of body awareness and the development of skills that are important in the playing of individual sports like squash and athletics, or in major team games like hockey, football or netball.

Games opportunities in school concentrate upon football, netball, hockey, tag rugby, tennis and rounders. In order to develop children who show potential and ability in physical activities, the school, through its pupils, has many links with local sports clubs who offer colts' level or junior level of the sport. It is through association with clubs out of school that junior age children appropriately receive coaching of a higher level. Many children excel due to their association with local sports clubs and many have greater opportunities than they could otherwise expect to have in school. Upper school children all take part in a nine session swimming programme.

The school has thriving links with a tennis club, netball club, gymnastics group, karate club, tag rugby and football clubs. All of these are run either by teachers or Learning Support Assistants in school or by outside bodies.

**ASSESSMENT FOR LEARNING**

All schools are continually assessing their pupils. By doing this, they have an overview of the standards of work achieved in the Core and Foundation subjects of the National Curriculum. Level 4 is the expected national level for pupils leaving Year 6.

There are two processes in the assessment of children. Continuous assessment made by the teachers is called Teacher Assessment. However, there is also an end of Key Stage 2 Assessment made when the child reaches Year 6. These are known as SATs and this year are written tests in English and Mathematics. The results will be reported to parents in a form that makes it understandable and comparable with other pupils of the same age nationally when available.

Three times each year, teachers formally assess a child's progress against the levels of the National Curriculum in the core subjects. Moderation of standards achieved by children is programmed into the teachers' schedules to ensure a whole-school approach to Teacher Assessment and to raise standards. Two termly written reports are now sent to parents. We are working towards these reports becoming available on-line. Further information on assessment may be obtained by talking to the teaching staff.

You are welcome to make an appointment at any time to see the Headteacher, Deputy Headteacher or your child's class teacher should you have any concerns regarding your child's progress.



**GUILLEMONT SATs RESULTS 2011**

The following tables show a summary of the National Curriculum results of Year 6 pupils in the school for tests taken in May 2011.

85 pupils were eligible for Key Stage 2 Assessment in 2011

Number of children in cohort: 85  
 Number of children absent: 1  
 Number of children who did not sit the test: 6

78 children sat the Key Stage 2 Assessments in 2011

Level \ Subject	Writing	Reading	English	Maths	English and Maths
L4+	67%	87%	82%	77%	71%
Expected 2 levels of progress	72%	79%	85%	79%	66%

National assessment and testing are only a very small part of children's curriculum experience at Guillemont and all children continue to be taught through cross-curricular work especially in topic. This ensures our curriculum has breadth, balance and a wealth of first hand experience, excellence and enjoyment!

### **PARENT – TEACHER CONSULTATIONS**

Each year every parent will receive a note from the class teacher requesting an opportunity to discuss their child's work and general progress in detail. These take place in the Spring Term. Appointments are made with parents at the end of the school day and are spread over a number of weeks to offer parents a reasonable amount of time with a teacher. Appointments are made individually with parents. Children are invited to attend at an appropriate stage during the consultation.

Should the teacher at any point be concerned about a child's educational development, we would contact you straight away. In return, we invite you to contact either the class teacher or myself if either you or your child has any concern at all. It is normally best to arrange a time, rather than call in on the off chance.

Your visits need not be confined only to the times of concern. If for example, children have produced a piece of work with which they are especially pleased and wish you to see it too, please feel welcome to come into school. We do seriously consider the teacher and parents as partners in the child's education and hope that over the years through the various points of contact that we can develop a mutual trust and respect. There is no doubt that when that relationship prevails, progress is more smoothly and quickly achieved.



### **SCHOOL RECORDS**

For each child we keep computer records with details of date of birth, address and contact telephone numbers. It is the responsibility of parents to keep the school informed of any changes to these details. We also have an envelope file for each child containing copies of any end of year reports (which parents also receive), previous assessment information and details of any relevant medical history.

The following note of official Hampshire County Council policy.

#### *Parental Access to a Child's School Records*

*There is now a national system for tracking pupil progress. Each child has a Unique Pupil Record Number and assessment information is passed between schools and the Department for Schools, Families and Children.*

*There are two main reasons for keeping records on children in school. First, it is important that the school has the facts concerning the child, e.g. who he/she is, how old, where he/she lives and who is his/her guardian. Secondly, teachers need to record what each child has learned so that they can start where appropriate with new pupils. We have records, which show how slowly or quickly a child is learning as he/she goes through school. This allows us to note progress so that we can keep parents informed.*

*Hampshire School Records are marked "Confidential", as they are not open documents in the sense that a pupil's records may be consulted by anyone. They are important in enabling teachers to communicate in a helpful and constructive way about how well a child is progressing in learning. Parents may ask to read their child's school records, but it will probably be most helpful if progress is discussed in a general way with the child's teacher, when fuller explanations can be given than it is possible to record on official records. If parents request to see their child's records, the request must be made in writing and the records will be made available within 15 school days of receipt of the written request.*

Data is now passed between schools electronically when a pupil moves school; this would include attendance, assessment and any disciplinary information.

### Privacy Notice, as required by the Data Protection Act 1998

Guillemont Junior School is the Data Controller for the purposes of the Data Protection Act. We collect information directly from you and your family, but we may also receive information about you from your previous school and/or other professionals providing services to you.

We hold this personal data and use it to:

- support your teaching and learning;
- monitor and report on your progress;
- provide appropriate pastoral care, and
- assess how well our school is doing.

Information held by us includes your contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school, without your consent, unless the law and our rules permit it.

We are required by law to pass some of your information to the Local Authority (Hampshire County Council) and the Department for Education (DFE). If you want to see a copy of the information we hold and share about you then please contact the Headteacher.

If you require more information about how Hampshire County Council and/or the DCSF store and use this data, please look at the following websites:

<http://www3.hants.gov.uk/education/schools/schoolsdataprotection/fairprocessing.htm>

[http://www.teachernet.gov.uk/\\_doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc](http://www.teachernet.gov.uk/_doc/13856/DCSF%20what%20we%20do%20with%20Children's%20data%20v4%20final.doc)

If you are unable to access these websites, please contact the Hampshire County Council or the DCSF as follows:

- Barbara Sorkin, Data Protection & Quality Adviser  
Children's Services,  
Hampshire County Council  
Elizabeth II Court East,  
The Castle,  
Winchester,  
SO23 8UQ  
Website: <http://www.hants.gov.uk/>  
Email: [Barbara.Sorkin@hants.gov.uk](mailto:Barbara.Sorkin@hants.gov.uk)  
Tel: 01962 845554
- Public Communications Unit  
**Department for Children, Schools and Families**  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT  
Website: [www.dcsf.gov.uk](http://www.dcsf.gov.uk)  
Email: [info@dcsf.qsi.gov.uk](mailto:info@dcsf.qsi.gov.uk)  
Tel: 0870 000 2288



## WORK AT HOME

As a general principle we do not give children daily homework. However, children will regularly be given reading, word work, vocabulary and other assignments linked to both Literacy and Mathematics units. Your support in this would be beneficial and appreciated. Children's topic work can often be enhanced by research carried out at home, in the library, or using Information Technology. This is often an ideal way for parents to support their children's work in the school. This type of work at home will always be welcomed by teachers and is to be encouraged.

Reading at home with your child is important right through junior school. In order to preserve the quality of our reading books all children must have a book carrier for carrying books safely between home and school. These are substantial folders, have a school logo and can be purchased from Mrs Thomas in the school office. The children should bring their books home very regularly to share with you. The books may be either fiction or non-fiction as both types of books are available in school to borrow from our library. Often non-fiction books will be above the reading level of your child, but your child will have selected the books because of its high interest value or its illustrations. In addition children on reading scheme books may also have a picture book. We would like you to share any of these books with your child.

As the child becomes a more confident reader, it will not be necessary to hear them read aloud all of the time; an important next step is for the child to be able to read for pleasure themselves and enjoy stories.

The following ideas are a guide for sharing books with children:

- create a quiet space and time, away from the television when reading will be important
- let the child read to you and then discuss the story with them, when they are at the end or at suitable points in the story
- take it in turns to read, either a sentence, a paragraph or a page each
- try sometimes reading a section to them and then for them to read it afterwards, copying your expressions.

The library is open from 3.30pm to 5pm on Tuesdays when children, siblings and their parents can come and use the library for homework, borrow books or listen to the library club teacher read a story. Refreshments are available.

Please sign your child's Reading Diary each night when you have heard them read or shared their book. Comments are welcome in the Diary.

If you find for any reason, that your child is not bringing a reading book home, or that they are very reluctant to read with you, then please call school to make an appointment to discuss things with your child's teacher. They will be very happy to see you.

No child should arrive home with extra work that causes difficulty or which the child does not understand. We aim to speak to children first before any work is sent home to avoid these misunderstandings. If at any time your child does have difficulty completing work at home, or never seems to have any then do not hesitate to contact the class teacher or myself. Occasionally when a specific difficulty arises it is sometimes appropriate for a period of additional practice at home. Teachers will discuss homework with individual parents when appropriate.



## SCHOOL CLOTHING - DRESS CODE

We do not have a set 'uniform' at Guillemont simply because we do not wish the children to all look alike. However, instead of a uniform we have a Dress Code so that the children can still look smart and wear clothes of a manner suitable for childhood and schoolwork. Children quickly learn to differentiate between 'school clothes' and 'home or play clothes'. The following details should help parents and children to reach a sensible agreement.

School clothes need to be clean, tidy, functional and safe for school purposes. Many practical activities take place during the working day, for example drama, art and technology and we make extensive use of our school grounds; clothes need to suit these purposes. They also need to be sensible. Fashion or sports clothes, especially football 'kits', are not suitable for general school wear. Similarly, expensive or designer items of clothing or footwear are never required and parents are advised against bowing to fashion pressures, as these clothes are rarely suitable.

Shoes are preferred to trainers, as these should be kept for games. If training shoes are worn for everyday wear then it is a school requirement that the laces be properly tied. A second pair will be needed for outdoor games. Children wear their games shoes for play times to help to keep the school clean.

The school discourages inappropriate dress. We find that on the whole children and their parents adapt to the dress ethos of the school and the topic rarely causes problems if the advice is followed.

Jewellery should not be worn in school. Children, who have pierced ears, must only wear one pair of stud earrings or a single stud earring and they must be removed for P.E. sessions. All children must be able to remove their own earrings. Body piercing or extreme haircuts are not acceptable.

Smart school sweatshirts and polo shirts are available for school wear and jogging suits, fleece tops and tee shirts are available with our own school logo. These are especially useful for physical education. Order forms are available from the school office.

## LOST PROPERTY

There is a cloakroom hanger for every child and space for P.E. kits to be hung up or stored. All coats should also have a secure tag by which to hang them. Many items of clothing are left behind in school and, despite lost property arrangements, are rarely claimed. All items of clothing must be named.

Parents are requested to check their child's belongings each day so that if something is lost it can quickly be found and returned. The school endeavours to find lost items of clothing and children have responsibilities for keeping the cloakroom areas tidy. Class teachers and Miss Harman, the Site Manager, will help with lost property. The school is unable to store lost property indefinitely. Any item not reclaimed before the close of school on the last day of term will be given to charity.

**As we have so many items of clothing abandoned in school on a regular basis, all clothing brought to school must be named. Order forms for name labels are available from the school office.**



## **P.E. KIT**

All physical education sessions both indoor and outdoor are timetabled. Your child will be involved in both Gymnastics and Dance (indoor activities) and Games (outdoor activities) sessions.

Kit must be available at school every day. The **requirements** are as follows: -

For indoor activities:

- Girls - Leotard (black) or black shorts and plain white tee shirt
- Boys - Shorts (black) and plain white tee shirt

All indoor activities take place in bare feet

For outdoor activities - Girls and boys:

- Shorts (black)
- Tee shirt (plain white)
- Training shoes (not those worn in school everyday)
- A change of socks (not those worn in school everyday)
- Warm over-clothing e.g. tracksuit, sweatshirt in winter

**No** jewellery, including earrings, may be worn for P.E.

A drawstring, soft P.E. bag is required to keep kit safe in the cloakroom.

Swimming takes place when children are in the Upper School.

For reasons of hygiene and good health practices it is important that children do have this change of clothing available to them in school at all times.

We have a cloakroom hanger for every child and P.E. boxes to contain all P.E. kits. Our cloakroom space is very restricted and in order to keep the areas reasonably safe and tidy a soft drawstring P.E. bag is essential, as these fit easily into the PE boxes. (We are currently reviewing the use of PE boxes but a soft drawstring bag will still be needed for PE kits).

There is no space in the cloakrooms at all for any other type of bags or rucksack. Sports bags, holdalls or rucksacks, although popular, simply cannot be accommodated in the space available and regrettably will not be acceptable. I hope that parents will co-operate with this in the interests of safety.

If you have difficulty in providing your child with essential items of clothing or footwear for physical education, a limited amount of financial assistance may be available depending upon your income. For further details, please make enquiries to the Local Education Office.

## **PERSONAL EDUCATION TOWARDS SELF-DISCIPLINE**

Our aim in school is for children to work as closely to their full potential as is possible and as far as we understand that potential. We provide a disciplined school structure and believe that our Behaviour Code will support our established principle where pupils are encouraged to develop a self-disciplined approach, not only to their behaviour, but to their work also. We believe that it will provide the way forward for children and adults alike, to develop a reasoned set of values, attitudes and beliefs. Care for others - The Golden Rule - will continue to be the prime concern of all who work in the school.

In our work with children we also aim to develop helpful learning attitudes, skills and behaviours, principally those of self-respect, self-motivation, independence, curiosity and the ability to question and argue rationally. We hope the children will acquire a reasoned set of values, attitudes and beliefs. We encourage active participants and responsible contributors. The teachers of Guillemont Junior School will have high expectations of each child and children should find and contribute to a warm, encouraging and positive atmosphere.

## BEHAVIOUR CODE

Our Behaviour Policy in school is designed to provide a positive framework to guide children towards self-discipline having a reasoned set of values, attitudes and beliefs, but most of all with the ability to choose between right and wrong. Care for others is a prime concern of all who work in the school. Children should not fear or worry about the Behaviour Code but should recognise that it is fair and supports them all.

Good behaviour and attention from children, with no disruption to lessons, means that teachers can teach and children can learn. This is our aim. Young children sometimes need help and support to achieve these aims and a few have great difficulty in coping with school routines and social situations. This is when support from peers and a whole school system can make a big difference to the emotional development of a child.

We work with children developing and refining our system in school, particularly in regard to rewarding children who were always well behaved. All teachers introduced the Behaviour Code to the children in the first month of the school year and gradually rewards and sanctions are introduced. After a period of introduction and settling into new classes, by October each year all of the rules, rewards and sanctions are in place.

The following points are to be emphasised:

- Children will receive regular feedback and reminders on expectations of behaviour
- Verbal praise will often be given and stickers are also used
- Each day starts with a clean slate
- Children have the opportunity to earn their name off the board if they improve during a day which may have started badly
- Children and teachers will set targets for behaviour on a personal card, where teachers will record good and poor behaviour. Parents will share this card every term

At the end of each half-term:

- **A Green Passport** will be awarded to those children with very few sanctions in the preceding half term and who have been recommended by the teachers as children who always behave well. This process is moderated across the whole school by the senior staff to ensure fairness. Green passport children have access to additional privileges in school such as staying in the library, using computers at break. Parents are also informed of their children's achievement so the whole family can celebrate. Every child starts the year with a green passport.

	<b>Guillemont Junior School</b>
<b>Green Passport</b> For Excellent Behaviour Autumn 2011	Name:  Year Group:
This card represents the highest possible achievement and entitles the holder to additional privileges and special responsibilities in Guillemont Junior School	Good behaviour means teachers can teach and children can learn

- Children who have not achieved green passport status but who have improved will receive an Improvers Certificate. (A nurture group is arranged each term to support those children who nearly achieve a green passport so that they benefit from additional encouragement)
- Children who have not yet improved sufficiently will receive a letter from their teacher encouraging them to try to improve their behaviour. A behaviour target will be set in this letter. Parents will be informed, also by letter, if there is a behaviour target to work on

We think this is a very positive system and will encourage children to keep trying. Teachers are very patient and children are given reminders and chances before a sanction is applied. However, if warnings are not heeded and a child breaks school rules three times in a day we do ask them to write a Behaviour Log, which is then discussed with the Headteacher. They have to devise a plan of action for their own improvement and often the discussion with another adult breaks the cycle and the child can then return happily to class.

Sometimes, especially for persistent offenders, the Behaviour Log could be sent home. Children are encouraged to be honest with their parents about their behaviour in school but some prefer to keep what has been dealt with in school to themselves; we feel this choice should be respected. Children naturally want their parents to be told when they have behaved well and been helpful in order to gain approval and praise. However, if there are ever any serious problems these are discussed as early as possible with parents so that a joint approach can be used. Parents would always be telephoned in this case.

We rely upon parents to reinforce and support our school Behaviour Code. Parents' opinions have an extremely important effect on children. We know from experience that when the school and parents work together, the best and most lasting results can be achieved.

If your child should ever receive an end of term behaviour letter from the teacher we hope you will be able to provide the following support:

- Choose a quiet time when one or both parents can sit with the child and discuss the target that has been set
- Never 'belittle' school rules by saying it was 'nothing' or "I used to do that when I was at school!"  
**Every time a child breaks a school rule it wastes a learning and teaching opportunity**
- Remind your child that we want to live in a caring community at school where respect for all others is fostered
- Remind the child of the rules and the need to be self-disciplined
- Let the child know that you are disappointed and expect them to try their best at all times to behave in school and keep the rules
- Talk through how you expect the child to behave in school the next half term
- Try to be positive, as all children can make mistakes
- Remember to praise when there has been an improvement

All children work on the Behaviour Code as it is a whole school policy and system.

Teachers often have additional reward systems for children in their class which have been discussed and agreed within the class.

Star of the Day



**GUILLEMONT JUNIOR SCHOOL**

**BEHAVIOUR CODE: THE RULES**

THE RULES	WHAT IT MEANS
1. <b>The Golden Rule:</b> respect and care for each other look after each other, even those you don't know treat all others as you would like them to treat you be polite have good table manners and say please and thank you	<ul style="list-style-type: none"><li>• no name calling</li><li>• no teasing</li><li>• no bullying</li><li>• no fighting</li><li>• no disrespect</li><li>• no bad language</li><li>• no back chatting</li><li>• no constant interrupting</li><li>• no constant calling out</li></ul>
2. Always listen and do as you are asked	<ul style="list-style-type: none"><li>• follow any directions or instructions</li><li>• if you do not understand or do not hear then ask politely as you will always be listened to</li><li>• try your best</li></ul>
3. Care for school environment	<ul style="list-style-type: none"><li>• keep all your school books tidy with no graffiti on the covers</li><li>• keep the cloakrooms tidy and safe</li><li>• use the correct tools for each task</li><li>• return things to their proper places</li><li>• clear up when you have finished and help others</li><li>• log-off from the computers and never change the settings</li><li>• pick up any litter voluntarily</li></ul>
4. Make sure the teacher knows where you are at all times	<ul style="list-style-type: none"><li>• speak to the teacher first if you need to leave the class area</li></ul>
5. Behave sensibly at playtimes	<ul style="list-style-type: none"><li>• play nicely with everyone outside and share the space with kindness</li><li>• do not bother other children</li><li>• respect the different areas of the school grounds</li><li>• only play where you are allowed to play</li><li>• keep off the grass</li><li>• walk calmly in and out</li><li>• follow the <b>Golden Rule</b></li></ul>
6. Respect the dress code	<ul style="list-style-type: none"><li>• know the dress code</li><li>• choose clothes to suit the occasion</li><li>• have all belongings named</li><li>• hang coats in the cloakroom and put shoes away</li><li>• no jewellery</li><li>• no football shirts</li><li>• no high heels</li></ul>

**Please take time to discuss with your children which rules are the most important and why**

## ANTI – BULLYING POLICY STATEMENT

At Guillemont Junior School, we believe that the safety and happiness of our pupils is crucial to their development to their full potential. When pupils are bullied their lives are made miserable, affecting their self-confidence, self-esteem and their inclination to want to attend school. This in turn can give rise to long-term effects on emotional, physical and psychological health. The unhappiness of bullied children is likely to affect concentration and learning.



Unchecked bullying behaviour gives the wrong role model to other children, therefore at Guillemont we aim to provide a model for desired behaviour, through our behaviour code and to provide a framework for tackling bullying behaviour. Our objectives are to raise awareness of bullying behaviour and to establish preventative steps.

In working with our whole school community, pupils, families, non-teaching staff and Governors, as well as teachers, a whole school approach has been developed that links to areas of the curriculum and the behaviour code.

Assemblies and collective worship around the theme of friendship, conflict, power and trust, are used as a basis to promote acceptable social behaviour. Children take part in role-play scenarios where they can explore ways of reducing and preventing bullying behaviour. Pupils are taught to be assertive and to resolve conflict constructively in drama, PACE and SEAL lessons. In literacy, children explore issues concerning bullying and related issues through literature.

We define bullying to be:

- Deliberately hurtful behaviour
- Behaviour of this nature that is repeated over a period of time
- When it is difficult for the victim to defend themselves

Bullying may take many forms but the three main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, racist remarks, use of sexual language, homophobic terms and comments about a child's relatives
- Indirect – spreading nasty stories about someone, excluding someone from social groups

### **Strategies to follow to combat bullying:**

When an incident of bullying is reported, honest and direct discussion is encouraged between the child and his or her class teacher. Each child is given an opportunity to talk and keeps discussion focused on finding a solution and stopping the bullying from re-occurring.

Children are encouraged to find their own solutions to disagreements and a follow-up restorative meeting may be used to find out if the solution has been effective or not.

### **Minor incidents:**

Sanctions will follow the behaviour code and children will be expected to apologise once the situation has been followed up.

### **Dealing with serious incidents:**

In addition to the sanctions of the behaviour code, when bullying of another or damage to property is involved, each case will be considered carefully and an appropriate response will be given. This may involve contacting parents of both parties to the conflict. A record of the incident and the school's response will be kept.

**Recording serious incidents:**

Records of incidents should include:

- Who was involved
- Where and when it happened
- What happened
- What action was taken
- How it was followed up

The internal incident reporting form should be used for one-off disagreements between children and the county approved form will be used for serious incidents and bullying. Both sets of reporting forms will be monitored and reviewed termly by the Governors' Safeguarding Committee to identify patterns and trends and to review whether school measures are successful in keeping children safe.

**Exclusion:**

Exclusion as a response to bullying would always be a last resort - when no improvement has been made with a pupil's behaviour through other methods.



**OUT OF SCHOOL CLUB - CHILD CARE**

We are able to offer out of school hour's care for children aged five and over. It is intended that this service will offer working parents quality care for their children before and after school together with the delivery to and collection from local infant schools.

Experienced staff will provide care from 7.50 am until school starts at 8.45 am and from the end of the school day until 5.30 pm. The service is currently offered during term time only for children attending Guillemont Junior School and main feeder infant schools.

For further details and application forms, please contact the school office.

**CLUBS AND OUT OF SCHOOL ACTIVITIES**

The school is used out of school hours extensively for various activities. Our current timetable is listed below.

Some activities are organised by staff and there is no charge for these. Other activities are run by outside coaches/leaders and for these there is a small fee. If you would like to volunteer to help at any of the school activities, please tell your child's teacher.

Below is a sample of a typical week. Parents receive a current list of activities at the beginning of each term.

GUILLEMONT JUNIOR SCHOOL

Day	Activity	Time
Monday	Brass Choir Flute Art Club Karate Outdoor Play (summer only) Science Robotics Club Tag Rugby	11.15 - 11.45am 12.30 - 1pm 12.30 - 2.30pm 3.30 - 4.30pm 5 - 5.45pm 3.30 - 4.30pm 3.30 - 4.30pm 3.30 - 4.30pm
Tuesday	Percussion Football (Marcademy) Gardening Club Library Late Opening Kew Dance Academy	3.40 - 5.20pm 3.30 - .30pm 3.30 - 4.30pm 3.30 - 5pm 4 - 6.30pm
Wednesday	Tennis Violin Juggling and Circus Skills Guitar Karate	7.45 - 8.40am 11.10 - 12.10pm 3.20 - 5pm 3.20 - 5.15pm 6.30 - 7.15pm
Thursday	Keyboard Netball Football Uppers Kew Dance Academy Adult Tap Adult Jazz Gymnastics	12.45 - 3.30pm 3.30 - 4.30pm 3.30 - 4.30pm 4.30 - 8.15pm 7.15 - 7.45pm 7.45 - 8.15pm 6.15 - 7.15pm
Friday	Guitar Kew Dance Academy	12 - 1.20pm 4.45 - 5.30pm

**LUNCH**

Lunchtime is an important social opportunity for both children and staff and our purpose built dining area makes for a pleasant occasion. We operate a system whereby each child reads the weekly menu and then pre-selects their meal. This ensures that children are cooked the exact meal that suits them. A "healthy-eating" meal is provided each day at school. The cook, Mrs Fox in our own kitchen, prepares meals and they represent good value for money. A packed lunch is always an option for school meals; healthy, balanced lunch boxes are provided eg. (sandwich, fruit, yoghurt etc).

There are lunchtime assistants who supervise the lunch hour.

Facilities are also offered for those children whose parents wish them to bring a packed lunch. We ask that the lunch be packed in a named lunch box. Fizzy drinks, sweets and chocolate are not allowed and crisps and high fat products are discouraged.

### **LUNCH MONEY**

The payment system for school meals has changed and it will **not** be possible to give credit for school dinners. All meals will have to be paid for in advance. You are always welcome to pay by cheque for the week, month, half term or term. When meals are missed through absence the money is carried over or refunded at the end of the term. The present cost of a school meal is £2.

It is always possible to purchase a school meal on an ad hoc daily basis, but again payment must be made on that day without credit. Unfortunately if payment is not received for meals in advance then we are unable to supply a meal on that day.

Any family who qualifies for Income Support or Income-based Job Seeker's Allowance may be entitled to free school meals for their children. Families receiving Family Credit or other Social Security Benefits are not entitled to free school meals. If you think that your children may be entitled to free school meals, please ask the Local Education Office or the school Administration Officer for an application form. Your child may have school meals any time during the term.

### **MILK AND WATER**

The school operates a milk system for before school or morning break. Details of this excellent scheme are available from the school office. Fresh drinking water is freely available in every classroom. Children may bring drink bottles to school filled with water not fruit juice. Guillemont water bottles can be purchased from Mrs Thomas at the school office at a cost of £1 each.

### **PARENT HELP**

There are countless ways in which parents can support their child and their school. We are always looking for support of this nature. Please do not hesitate to get in touch if you would like to play a part in some way. Some parents work in the classrooms and share in the day-to-day work of the children, often providing vital extra support to individual children. We also have parents who help in the library. During the course of the school year there are many opportunities to accompany children on trips and visits, parent help ensures that we can offer such trips to benefit pupil learning. All parent helpers need a current Criminal Records Bureau (CRB) check. Mrs Wells (Administrative Officer) is able to offer help/advice regarding CRB checks.

### **SCHOOL MINI-BUSES**

The school has two mini-buses, both of which are garaged at Guillemont. They are a well-used resource both for days out and residential weeks.

The purpose of most of our visits is to provide good quality, first hand educational and social experiences in small groups, which will lead to follow-up work in the class. Most of our day and half-day visits will be to local areas.

To cover the cost of the buses for these activities, we do ask for a contribution for any project that involves the use of the mini-buses (see Governors Policy on Charging). Although charges for visits are 'voluntary', activities will not be able to take place unless all parents contribute. Costs are always kept to a minimum and are subsidised by fund raising by the Friends of Guillemont (Parents association)



### **DAY VISITS**

Visits are often made during the course of the school year. Half-class, whole class, groups drawn from different classes who share a particular interest, half-day, all day! All possibilities are covered. These visits make extensive use of parent support and the immediate local area.

## RESIDENTIAL VISITS

Upper junior classes are offered the opportunity of a residential visit each year. The trips cover mainly geographical skills and knowledge and are an extension of the work in class and involve both preparation and follow up work. The visits are usually to youth hostels in either a coastal or inland situation that is very different from our own. The social development of children also plays a very important part on these visits. Children and staff take advantage of full board at the hostels although children are required and encouraged to take on certain 'chores' during their stay. We hope that all children will be able to attend.

## CHARGING FOR SCHOOL ACTIVITIES - GOVERNORS' POLICY STATEMENT

The Education Reform Act 1988 reaffirms the right to a free school education and establishes that activities offered wholly or mainly inside school hours, should be available to all pupils regardless of their parents' ability or willingness to meet the cost. It also gives the LA and schools the discretionary right to charge for activities provided wholly or mainly outside school hours and to invite voluntary contributions in support of any activity, whether during or outside school hours. The school does adopt this discretionary right and expects parents to contribute. It is made clear that the school will only be able to offer such activities if parents support the voluntary contribution scheme and that an activity might be cancelled if insufficient contributions are made.

Although legislation affects directly the way that the school finances its residential trips and day visits, in practice, visits at Guillemont rely on parental contributions from most, and in some cases from all parents in order for a visit to take place. Invariably, at Guillemont any out of school visit takes place during school hours according to the definition of the act.

For day trips the school will, on a discretionary basis, request voluntary contributions and also make clear when a particular activity is dependent upon there being sufficient numbers of contributions to adequately fund it.

In the case of residential trips, board and lodgings will be charged for as allowed by the Act, but other costs not funded by the school need to be supported by the voluntary contributions of parents. Families on Income Support or family credit can apply for financial assistance from the Headteacher.

## HEALTH ISSUES

Health education, healthy eating and physical well-being are all encouraged in school. The school has an enhanced Healthy Schools Award of which we are very proud.

## MEDICINES

We are, by and large, pleased to help out with children who are well enough to be at school, yet still require "a dose of medicine" during the school day. Current Local Authority advice is that all medicines of any description must always be left in the school office and should be named. We require written authority from parent /guardian to administer any medication. The dose should be clearly indicated. I would only add, however, that there are so many things happening during the school day and so many calls are made on teachers and the attention of the school office, that staff could not reasonably be expected to "ensure", as some parents have requested, that children have their medicine at a given time. If this causes anxiety, you are welcome to come to school to administer the medicine personally.

A full copy of the **Medicines in school policy** is available from the school office.

## SCHOOL NURSE

The school nurse provides support to our Professional Development Learning programme in the form of assemblies and also make an appointment to see the school nurse if they need advice needs of their children as Aldershot Centre for



discussion groups. Parents can appointment to see the school about emotional or behavioural a first step towards a referral to Health.

## **SEX AND RELATIONSHIP EDUCATION**

The school aims to support parents in realising their responsibilities in the education of their own children in sex education matters.

Our aim is to provide children with a moral framework as well as the biological facts of body change, development and reproduction. In addition children will be encouraged to be open and to be able to ask questions and make decisions.

The understanding of relationships and responsibilities, their emotional and caring aspects, are central to our aim. This would include children's self-respect and self-image and their respect for others. Our approach would be non-judgemental and non-threatening, taking account of the variety of family circumstances from which our children come.

Open channels of communication between home and school are developed actively as part of the school's Professional Development Learning policy. Parents have the right to withdraw their child from sex and relationships lessons other than those elements that are required by the National Curriculum (life processes in humans and animals and the main stages of the human life cycle). Parents should write to the school once they have had time to consider the programme to make this request. In such a case the school offers support to parents with information or by recommending written material to use at home with their child.

## **ATTENDANCE AND ABSENCE**

School attendance at Guillemont is very good. The Education Welfare Service reminds parents that registration is at 8.45am exactly and children should not be regularly late for school as this counts as absence.

By law we have to account for any child who is absent from school. Please let us know by telephone or letter, details of any absence on the first day of any absence. The school, to ensure parents confirm all absences, will follow up non-notified absence.

Children sometimes have to attend the dentist or the doctor etc. during the school day. However, we are not allowed to let children leave the school premises unaccompanied. There are obvious dangers in allowing children to leave school alone without the safety of numbers that the beginning and end of the day afford and we do ask whenever possible for children to be collected. When this is not possible then we must have your written permission to allow the child to leave. Staff become concerned if a pupil does not arrive and we have not received a message. For the safety of your children, please let us know if they are going to be absent.

If for any reason you bring your child to school late, could you please notify the school office so that the attendance and dinner registers can be amended? There is a signing in / out book in the school office for this purpose.

## **HOLIDAYS**

Headteachers are advised by Government guidelines not to authorise term time holidays. However, we recognise that it may be necessary for a family to take their annual holiday in term time due to exceptional circumstances. Only when there are extenuating circumstances, will these holidays be authorised. These circumstances may include family weddings but exclude any holidays booked to take advantage of lower prices. The maximum time that a Headteacher can authorise, at their discretion, is 10 days in any academic year.

A holiday absence application form is available from the school office, which needs to be completed and returned to the school. You can also download a leave of absence form from the Parentsweb section of our website under 'essential forms'.

Holiday will never be considered authorised during SATs week for Year 6 pupils or the time leading up to this period or to those pupils with attendance below 90%.

## **SPIRITUAL DEVELOPMENT AND COLLECTIVE WORSHIP**

Collective worship and assembly times are arranged so that sometimes, whole school, each department or individual classes meet together.

The focus of the assemblies is generally associated with the personal and moral development of individual children and of the school as a community. For the most part any religious element is Christian. Collective worship offers a particular focus for reflection, response, reverence and sharing, to develop the school ethos and promote the feeling of a friendly and positive community.

## **EQUAL OPPORTUNITIES**

It is the policy of Guillemont Junior School to treat all children associated with the school equally, regardless of their religious persuasion, racial origin, culture or linguistic background, sex or disability. Guillemont Junior School will make every attempt to meet the individual and special needs of each child with the school. All children have equal opportunity to the curriculum through agreed Programmes of Study, Schemes of Work, Teacher Assessment and the monitoring and sharing of work between teachers and Governors. This policy extends to our dealings with each other as staff members and children's parents.



## **INCLUSION OF SPECIAL EDUCATIONAL NEEDS**

The school will aim to meet the needs of all pupils with any disability if it is felt that the pupil's needs can be met within the school setting.

Special arrangements are often made to allow children equal opportunity and access to school journey and residential weeks. However hard we try, there are some activities that are not suitable for all children to take part. Law states we must always make alternative arrangements of equal educational value.

Being a single storey building, the school itself has good access for children and adults with disabilities. There is now a disabled parking bay in the parents' car park with ramp access.

The school would aim to be aware of the needs of those with disabilities and aim to improve and enhance the opportunities available to children and adults alike.

## **ADDITIONAL HELP FOR SPECIAL NEEDS**

Occasionally children experience very real difficulties in their learning or behaviour. Where these have arisen there will generally have been considerable dialogue between the parents and school. If further advice is needed, the Learning Support Coordinator, the Educational Psychologist and other agencies for special support can advise. Any approach would only be made with the parents' consent, following consultation between teacher, Headteacher and the parents.

The Educational Welfare Officer, who acts as a social worker to the school and the families it serves, is also available to support children and families when requested. Children who are identified as having special needs through the Hampshire SEN Audit are allocated regular additional support on a one-to-one or small group basis. All our Learning Support Assistants receive regular training.

## **FRIENDS OF GUILLEMONT**

The Parent Teacher Association is properly constituted and has its own committee. This committee is elected at the AGM each Spring Term. It holds its own bank account and has its accounts annually audited.

The function of the Association is –

- To assist the Headteacher and staff for the benefit of the children
- To organise fund raising activities and social functions



- To co-ordinate efforts of those parents wishing to help the school
- To foster the use of the school's facilities for the use of the local community
- And to facilitate mutual co-operation between home and school.

If you are interested in supporting the school through the PTA, please make enquiries at the school office. The Association's Secretary for the year 2011-2012 is Mrs Selena Baker. The Treasurer is Mr Tim Smith.

### **ADDITIONAL SCHOOL POLICIES**

The Freedom of Information Act Publication Scheme is available from the school office, which covers all Policies and other documents that are available for parents to read. Policies are also available through the school website.

### **SCHOOL DAY - TIMES**

We encourage full attendance and punctuality. School officially starts at 8.45 am and children must be in their class areas ready for work and registration by this time. Arrivals after 8.45am will count as "late mark" on the register and this will be recorded in children's Annual Reports. Children may arrive on site from 8.30am onwards and must come straight into class. No child will be expected to wait outside after 8.30am. We encourage children to make good use of the time from the moment they arrive.

The school gates open at 8.30am. Parents are responsible for the care and supervision of their children before this time. **Please do not leave your children unattended outside the school before the gates are open.** We remind you that the Before School Club can supervise children from 7.50am until school opens for less than the cost of a cup of coffee.

Lunch is 12 noon and lasts until 1.10pm. School finishes at 3.25 pm. Children will always be looked after in school should their parent be delayed and we would appreciate a telephone call to inform us if there is a problem and then children can be reassured. Walking or cycling to school is recommended and encouraged through the School Travel Plan and Healthy Schools.

### **CAR PARKING**

The school has two car parks. The car park in front of the school is for dropping children off only. There is a newly marked 'kiss and drop' area (yellow paint). Parents need to drive into the bays, drop their child(ren) off and move out of the car park safely. **Parents should not park or drop off children before the school opens at 8.30am.** The only exception to arriving before 8.30am is if a child is booked into the Before School Club. Parents should not park in any of the white bays as these are for employees of the school. The side car park is for taxis, the Orchard Nursery, disabled drivers and visitors. It is not a staff/parent car park. The police are keen that parents adhere to parking arrangements and will periodically enforce traffic by-laws issuing spot fines where necessary.

**Thank you for your interest in our school, if there is anything else we can help you with please ask.**

**We look forward to meeting you!**

Visit our website at  
[www.guillemont.org.uk](http://www.guillemont.org.uk)

