



School Prospectus



St Paul's School
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HEADTEACHER'S WELCOME

Dear Parent/Carer,

We would like to take this opportunity to welcome you and your child to our school. We hope you find this school prospectus gives you all the information you need. If there is some additional information you would like or should you wish to discuss anything further, please do not hesitate to contact us.

During these early years in your child's education, our aim is for both school and Parents/Carers to work together to ensure your child's success and wellbeing. We appreciate the importance of involving Parents/Carers in their children's school journey and the positive impact this has on learning outcomes. We therefore hope that during these important years, we can form a relationship of friendship, communication, trust and mutual support.



Your child's time in school is very precious and we are pleased to share this with you. We wish your child a confident start and every success and happiness in their school life at St Paul's School; knowing that children need to feel safe, nurtured and happy in order to thrive.

We look forward to working in partnership with you to ensure that your child has a positive, fun and memorable experience of school.

Warm regards,

**Mr Jerry Aguilera
Headteacher**

MEMBERS OF STAFF:

DEPUTY HEADTEACHER:

Mrs Genevieve Vinet

SECRETARY:

Mrs Tracy Jimenez

SCHOOL ATTENDANT:

Mrs R Gilbert

Please note:

- Due to the fact that a number of pupils suffer from an allergy to nuts, we would be grateful if you could assist us in ensuring that our school is a **nut free zone**.
- Also, Children will be taking home reading books and word-building/spelling activities for you to help with vocabulary that will aid your child's understanding and fluency. Reading books, Reading Journals, library books and word building books that are lost need to be replaced. We would appreciate it if losses are reimbursed if your child does lose books outside the school.

SCHOOL MISSION, AIMS & VALUES

Our Mission:

St Paul's is a community of learners where everyone can be successful. This vision is central to the spirit of the school and is represented by our school slogan '*Alone we are smart, together we are brilliant!*' St Paul's is a school family which involves all of its members, especially our pupils' loved ones.

We are proud of our children and their families, our staff and the learning provision that we offer. We endeavour to make a positive difference to the lives of our students by providing them with the skills and tools to become lifelong learners; learners who are emotionally, socially, physically and academically strong and intelligent.

At St Paul's we aspire to inspire. We are committed to broadening our pupils' horizons and making sure that they enjoy their childhood school experience.

We firmly believe that education is represented by the 4Ls:

Learning, Love, Laughter & Leadership



These four values are at the heart of our practice at St Paul's and underpin our school curriculum.

School Aims:

We aim to provide a broad, balanced, fun, memorable, rich and intellectually-challenging learning experience. The school is devoted to raising children's expectations and aspirations. We strive to ensure that our pupils become motivated individuals who develop a genuine thirst for learning; our principal objective is for each pupil to develop a deep interest, and love for, learning.

- To treat all children fairly, nurture them and ensure their safety.
- To provide a high quality and inclusive teaching and learning experience for all, which embraces every child's learning needs.
- To develop effective learners who are curious, process-orientated and can apply and retain what they've learnt by offering a curriculum which promotes the characteristics of effective teaching and learning. These include:

playing and exploring (engagement) - children investigate and experience things, and 'have a go'.

active learning (motivation) - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

creating and thinking critically (thinking) - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

- To foster a love of learning and ensure that children develop the skills of collaboration, communication, critical thinking and creativity, so that they can succeed in the twenty-first century.
- To support all children in developing a sense of personal responsibility and an awareness of the importance of being considerate and caring towards others.
- To actively involve Parents / Carers in their children's learning journey and inform them regularly about their child's progress and about all aspects of school life.
- To promote and develop strong emotional, social, physical and academic intelligence.
- To instil in each child an understanding, appreciation and respect for different religions, beliefs and moral values. We seek to prepare children for living in a multicultural society.
- To encourage every child's sense of worth and boost their self-esteem.
- To develop in each child the following 10 personal qualities and values:

10 Personal qualities and values which we promote across our school family:

Community - I can work with others, achieve success and be happy as part of a team.

Creativity - I can try new ways of doing things.

Curiosity - I can explore and learn new things.

Empathy - I can recognise that others have feelings and I can look after them.

Integrity & Honesty - I can say what is true.

Fairness - I can treat others equally and with respect

Independence & Responsibility - I can do things for myself and I act and respond when I notice that someone or something needs my help.

Kindness - I can share with others and make positive relationships.

Positivity - I can see the good in things.

Resilience & Self-belief - I can keep trying when it's hard. I am confident that although it may take some time, it is possible!



RELATIONSHIPS (BEHAVIOUR MANAGEMENT)

The school seeks home assistance in developing positive behaviour and values in our children. Parental co-operation is also sought in keeping a high standard of:

- ☺ **Discipline**
- ☺ **Courtesy/politeness**
- ☺ **Tidiness**
- ☺ **Positive attitude to learning**
- ☺ **Sharing**
- ☺ **Caring**
- ☺ **Empathy**

Any action (verbal, gesticulated or physical) by individuals or groups of pupils against any other pupils which is repetitive and causes grief, whether physical, mental or emotional, will not be allowed (zero tolerance). We encourage parents/carers to report any incidents straight away to the Headteacher, so that action can be taken immediately and without delay.



We promote and praise the following behaviour expectations across our school (Golden School Rules):

1. Kind hands, kind words
2. Look after each other
3. Be polite and show good manners
4. Walk sensibly
5. Be respectful of our surroundings

SCHOOL UNIFORM

Nursery/Reception pupils:

Winter: Navy blue polo shirt (short or long sleeves) with school logo in gold

Navy blue tracksuit / jogging bottoms and sweatshirt with school logo in gold

Summer: Navy blue polo shirt with school logo in gold

Navy blue shorts/skirt

Summer dress is also an option (Gingham- light blue and white checks) with the school logo in navy blue

Year 1 & 2 pupils:

Winter: Navy blue polo shirt (short or long sleeves) with school logo in gold

Navy blue jumper with school logo in gold

Navy blue trousers/skirt

Summer: Navy blue polo shirt with school logo in gold

Navy blue shorts/skirt

Summer dress is also an option (Gingham- light blue and white checks) with the school logo in navy blue

P.E. KIT

- Black P.E. shorts, white t-shirt, trainers with velcro fastenings
- Navy blue track suits with school logo

Tights or long trousers should not be worn for PE lessons for Health and Safety reasons.

Please note that children will not be allowed to take part in Physical Education if their clothing is inappropriate.

→ WE WOULD BE GRATEFUL IF ALL ITEMS OF CLOTHING (including trainers) CAN CLEARLY BE MARKED WITH YOUR CHILD'S NAME- ESPECIALLY THOSE ITEMS THAT ARE REMOVED IN SCHOOL

FOOTWEAR

If a child is suffering from a foot infection, trainers must be worn with velcro tied securely.

Footwear must not be shared or passed on.

HAIR

Long hair must be tied back securely.

JEWELLERY

For safety reasons, watches, rings, earrings, bracelets, necklaces and brooches should not be worn for PE lessons. Please ensure earrings are removed on the days when your child has PE lessons.

SCHOOL ENROLMENT AND SCHOOL HOURS

YEAR GROUPS

Nursery	3 – 4 yr olds
Reception	4 – 5 yr olds
Year 1	5 – 6 yr olds
Year 2	6 – 7 yr olds

SCHOOL HOURS

	Start	Finish
Nursery	9am	11:50am
Reception	9am	3:10pm
Year 1 and Year 2	9am	3:15pm

Please note that school gates open from 8:30am to facilitate drop-off.

School lunches are from 12:00 noon to 1:00 pm.

We encourage Parents/Carers to ensure that children are in school at the specified time in the mornings, and are also collected promptly.

If your child is coming to school for the first time please bring with you the enrolment form and a copy of the birth certificate, unless this has already been handed in to the Department of Education.

NURSERY CHILDREN

- ★ Nursery children attend school on a half day timetable throughout the whole academic year.

RECEPTION CHILDREN

- ★ At the start of the school year, all children come to school on a half day timetable.
- ★ After two weeks, Reception children will attend school every morning and one afternoon. Parents /Carers will be informed in writing of the afternoon allocated to each child.
- ★ Shortly before the Term 1 midterm break, your child will be required to come in **three afternoons a week**. This arrangement will continue for the **first two school terms**. You will be notified of these days early on in the term.
- ★ Children attend school **every morning and every afternoon (full days)** in the third term.

IMPORTANT INFORMATION

The school holds a meet and greet session (Welcome meeting) for parents / carers early on in the academic year when you have the chance to meet your child's teacher(s) and key curricular / school information is shared. There are a further two Learning Progress Discussions when Parents /Carers are invited to discuss their child's progress with their teachers.

Whilst it is at these times in particular that the opportunity should be taken to discuss matters of mutual interest with respect to your child's education, the staff is always prepared to meet Parents/Carers in relation to school matters. However, unless a particular problem requires urgent attention, we would appreciate it if a **prior appointment via email/telephone call** were made to see the Headteacher or any staff member.

An appointment is requested purely for the benefit of all concerned, so that arrangements may be made in order to release the class teacher.

HOW PARENTS/CARERS CAN HELP

There are many areas of life in school which would be almost impossible to function without the help of Parents/Carers. We really are most grateful for all the help we receive from parents/carers.

Suggestions on how you can help your child particularly during the first two years of school life:

- Read to your child. Discuss the book with your child by asking pertinent questions.
- Make scrap books with pictures and words underneath each picture. Do not use capital letters.
- Encourage your child to paint, crayon, and cook. Activities which give opportunity for conversation and increase confidence are particularly recommended.
- Play games with your child that encourage counting or recognition of shapes e.g. Snakes and Ladders.
- Help your child to realise how numbers occur in life - not by doing number sentences, but by counting in various ways e.g. (how many forks on the table? Counting the number of steps you're climbing, etc).
- Encourage your child to read at home; have books as part of his/her environment. The school also subscribes to a catalogue-based book club which enables you to order very suitable books for your child, thus promoting this area in the curriculum.
- Encourage your child to ask questions; an interest in how things work is a good basis for Science and Technology. Co-operation from parents in the collection of items for display and study purposes in these areas would be greatly appreciated. An interest in family relationships is a good basis for understanding History, an interest in where things come from is a good basis for Geography.

ORGANISATION OF THE LUNCH HOUR AT ST. PAUL'S

Lunch takes place between 12:00 pm and 1:00pm.

Parents/Carers will be allowed the option of withdrawing their child or having them stay in school for lunch. This arrangement will be adhered to throughout the term. Please note if your child is collected early from school prior to lunch, they must return before 12:00 noon if you wish for them to have lunch in school. If this is not possible, the child must return after lunch at 1:00pm. **For safety reasons, we cannot accept children back at school between 12:00 - 1:00pm.**

LUNCH HOUR RULES

Parents/Carers can choose whether their child stays for lunch or not. The choice has to be made at the beginning of each term. Children staying for lunch should not be withdrawn for the rest of the term without notifying the Headteacher. Hot meals need to be stored in a flask. Please ensure that the meal is placed in a suitable lunch box and is clearly marked. The school reserves the right to exclude a child from staying for lunch if it feels that their behaviour is detrimental to the wellbeing and safety of the rest of the children. A gentle reminder that, as mentioned, we are a **nut free zone** school. Therefore, please ensure your child's lunch does not include any items that contain nuts. Lunchtime supervisors will encourage all children to eat their meals. Any food left over will remain in their lunchboxes, to allow you to be aware of this.

CURRICULUM STATEMENTS

The National Curriculum Framework Document for all subjects:

<https://tinyurl.com/vn7pkxk>



ENGLISH

At St Paul's we aim to develop the pupil's confidence and competence in reading, writing, speaking and listening in all their forms, through as full and varied a range of opportunities as possible.

Pupils will be encouraged to:

1. Learn the foundations of reading, (letters, sounds, blends, sight words) and develop fluency, understanding and intonation, with the aim of becoming independent readers who enjoy and respond to a range of literature.
2. Learn the foundations of writing, (correct orientation of print, spelling, grammatical structures, punctuation) with the aim of becoming effective writers who can communicate ideas and meaning in an imaginative and clear manner.
3. Develop speaking by providing opportunities to relate, discuss, describe and communicate information, with the aim of developing a widening range of vocabulary, clear diction and intonation with precise meaning.
4. Listen carefully with the aim of being able to respond appropriately to what others say in a variety of contexts.

Teaching objectives and assessments are to be based on the National Curriculum.

Time devoted to English is approximately one hour a day and children read with their teacher twice on a weekly basis, 1:1 and/or in small groups.



MATHEMATICS

The Mathematics taught in our school follows the statutory National Curriculum. Years 1 and 2 cover Key Stage 1.

The Mathematics taught in Nursery and Reception follows The Early Years Foundation Stage (EYFS) framework. The Early Learning Goals outline the mathematical knowledge, skills and understanding a child will be expected to learn by the end of their Reception year.

All teaching arrangements, including assessments and the Mathematics syllabus, are based on the National Curriculum which aims to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

- We aim to promote children's curiosity and enable them to safely risk-take and learn from first-hand experiences.
- Our primary focus is to support the children to become fluent in mathematical understanding from the most basic level, so that they can build upon their own understanding.
- We aim to enable our children to develop conceptual understanding, recall of number facts and patterns and apply their knowledge rapidly and accurately.
- We aim to promote children's ability to reason through opportunities to discuss their thinking and understanding. This emphasis may result in **less written work but much deeper understanding**.
- We promote problem solving and solution finding. This is not only true in mathematical learning, but in almost all aspects of school life.



SCIENCE

At St. Paul's, Science inspires children to be imaginative and curious thinkers. They are motivated to ask questions about the world they live in. Through purposeful exploration and investigation, children develop scientific knowledge, understanding, and skills. They connect their scientific learning to everyday life and the environment, using scientific terms and vocabulary, and expressing their findings in various ways.

By the end of their time at St Paul's, children should be able to:

- Plan and carry out experimental work
- Collect and present evidence effectively
- Analyze and evaluate the evidence they gather

These skills are developed through the attainment targets, which include Scientific Enquiry, Life Processes and Living Things, Materials and Their Properties, and Physical Processes. Scientific Enquiry is integrated throughout the study of these topics. The attainment targets are carefully divided into specific learning objectives for each year group, allowing for ongoing revision and the opportunity to deepen understanding as pupils progress.

RESOURCES:

A diverse range of resources supports the delivery of Science at St. Paul's, including the National Curriculum, specifically developed schemes of work, and online materials. Over the course of your child's time at our school, they will participate in several educational visits designed to deepen and enrich their learning experience.

In Reception, Science is integrated into topic work and project-based learning. In Years 1-2, pupils receive an afternoon of dedicated Science lessons each week. In addition, once a month, every class is challenged with an 'Experiment of the Month' activity whereby pupils work together as a team to carry out a Science investigation.



COMPUTING

Pupils are taught to use IT equipment and software confidently and purposefully to communicate and handle information to support their problem solving, recording and expressive work.

Reception

- Familiarise with the use of the computer and its components. Learn how to use technology safely such as; computers, mobile phones, cameras, iPads etc.
- Start to be introduced to programming through Roamer play.

Years 1 and 2

Pupils will be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs.
- use logical reasoning to predict the behaviour of simple programs.
- use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- recognise common uses of information technology beyond school.
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



RELIGIOUS EDUCATION

At St Paul's, our aim for R.E. is to promote the pupil's spiritual, moral, social and cultural development.

A weekly half hour period is allotted for R.E. in all year groups. Teachers follow the National Curriculum guidelines in the Early Years Framework and the National Curriculum for Year 1 and Year 2. The children follow a programme of study which looks into and teaches them about the different religions of the world.

Reception children do R.E. with P.S.H.E and will learn about the main Religious Festivals.

The school's religious programme takes into account the religious educational needs of all our children.



P.S.H.E

Through PSHE (Personal, Social, Health Education) we enable children to acquire the knowledge, understanding, skills, values and attitudes they need to manage their lives. We encourage children to reach their full potential academically, socially and personally in partnership with parents and the children themselves. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members, members of our school and of our community.

At St Paul's children are given opportunities to develop their spiritual, moral, social and cultural development through cooperation, communication, evaluation, reflection, decision making and managing their emotions.

Each Year Group covers different topics in which the children learn about feelings and relationships, citizenship, helping others, healthy living, school issues (such as bullying) and environmental issues. As well as a weekly half hour PSHE session in their classrooms; children's developing attitudes are nurtured in a positive manner through weekly assemblies, class rules, clear expectations and the use of reward systems.

Overall, our PSHE curriculum aims to give our pupils the knowledge to understand the choices they face now and those they will face as they grow up. We also aim to help them develop the skills they need to make safe choices as they prepare to become teenagers and then young adults.



GEOGRAPHY

Children recognise and make observations about physical and human features of places. They express their views on features of the environment of a locality and awareness of change. They use skills and sources of evidence to make observations and they begin to use appropriate vocabulary. They begin to describe geographical patterns and to appreciate the importance of location in understanding places and the environment.

Comparisons of places far and near will be encouraged. Gibraltar will be the starting point where possible, first studying the locality.

Geography is worked through topic webs which have been developed for each year. In Year 3 this changes slightly. Each topic is worked approximately over half a term where geographical enquiry, skills, places, patterns, processes and an understanding of environmental change and sustainable development are all introduced.

Reception follows the Early Years Foundation Stage (EYFS) framework and Early Learning Goals (ELG) that are specific to Geography. These are encompassed in the 'Understanding of the World' of learning. This *'involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.'*



HISTORY

During our History lessons children are given the opportunity to develop an awareness of the past and distinguish differences between past and present. Studies, where possible, are set in a local context thus making the learning process more meaningful and progress from familiar situations to those more distant in time, providing the children with opportunities to investigate.

Pupils should develop a chronological awareness and sense of the past. In the lower school pupils will be expected to talk about aspects of stories and events from the past and describe what they see in photographs and objects. They will begin to recognise main differences between past and present.

By Year 1 pupils will be expected to retell the main events from stories about the past and demonstrate their understanding through the use of simple drawings, words and phrases and some simple sentences.

By Year 2 pupils will be expected to retell a story from the past. They begin to use words and phrases related to the divisions of time. They use sources, suited to their age and ability, to gain information about an aspect of a period being studied.



P.E

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

(Taken from the new National Curriculum Framework document)

Reception - (working towards KS 1) - pupils aim to explore basic skills, including turn taking which is a necessary requisite of partner and group work.

Year 1 and 2 (KS 1) - Through games, dance and gymnastic activities pupils aim to develop basic skills and ideas in movement and coordination (with increasing understanding), with a view to evaluate and further improve performance. They are taught the importance of being active and to recognise and describe how their bodies feel during different activities.



ART AND DESIGN

Throughout the school the Art & Design that is taught aims to develop not just the practical skills in this subject, but also a more personal awareness and response to the children's own art, craft and design work and that of others, including artists, designers and peers.

During the four years children are encouraged to experiment with different mediums, materials, tools and techniques and to begin applying what they have learnt to individual and group tasks presenting their work in two and three dimensions. We aim to develop and extend basic art skills throughout the school to ensure continuity and progression and to integrate these into other curriculum areas where possible.

DESIGN & TECHNOLOGY

Children are taught to develop their Design and Technology capability through combining their Design and Making skills with knowledge and understanding in order to design and make products. A four-step process is followed as a guide:

1. Purpose
2. Develop ideas
3. Making
4. Testing /Evaluating product



MUSIC

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

Nursery and Reception

Music is part of the creative development area of the Foundation Stage curriculum. Children will have opportunities to move to music using their imagination and learning to move rhythmically. They will learn to sing simple songs from memory and build up a repertoire of songs in different genres. They will learn how sounds can change and explore the sounds of different instruments.

Key stage 1 (Year 1 & 2)

Pupils will be taught to use their voices expressively and creatively by singing a variety of songs in different genres, adding accompaniment with tuned and untuned instruments and exploring the musical elements of pitch, duration, dynamics, tempo, timbre and texture. They will have opportunities to listen and appraise music from different times and cultures. They will create, select and combine sounds using the inter-related dimensions of music.



ASSESSMENT

On-going teacher assessments take place throughout the child's learning journey in order to enable teachers to monitor their progress. These assessments provide the school with information on the progress made by each individual child.

- There will be a written report sent to Parents/Carers at the end of the academic year for pupils in Reception, Year 1 and Year 2.

SPECIAL EDUCATIONAL NEEDS POLICY

St Paul's School is committed to whole school inclusion and supports children with a range of special educational needs. Our primary aim is to develop a whole school response to the special needs of the children in our care. The task of identifying and catering for particular needs is central to the teacher's role. The responsibility falls to the class teacher, under the guidance of the SENCo, Headteacher and Support Services.

OBJECTIVES OF S.E.N POLICY

Every child in the school should have access to a broad and balanced curriculum within the framework of the National Curriculum.

- 1) The curriculum should enable all children to develop at their own rate and to fulfil their potential.
- 2) The curriculum should build on the child's strengths and achievements and encourage self-esteem and a positive mindset.
- 3) We aim to foster a whole school approach - with teachers, co-ordinators, support services/outside agencies all working together.
- 4) All children are integrated in the classroom but may be withdrawn for specialised help.
- 5) Special Needs should be identified as soon as it becomes evident.

The school has a Special Needs Co-ordinator (SENCo) whose responsibilities include maintaining the Special Education Needs (SEN) register, overseeing the SEN files, coordinating Special Needs provision within the school and the day to day implementation of the Special Needs Policy.

Intervention

At St. Paul's we strive to quickly identify those pupils, who may for a range of reasons, need extra support to be able to access learning. We believe that early intervention is key in ensuring that our children's needs are addressed and are taught the skills to become independent, happy and confident learners.

We benefit from a team of intervention teachers, led by our school SENCo, who offer a range of intervention groups that are personalised to our pupil's needs. We offer groups that focus on supporting the development of skills such as:

- Literacy
- Numeracy
- Fine / Gross motor skills
- Social Emotional Learning and Communication
- Art Expression
- Dance Expression
- Precision Teaching

These intervention groups will help support our pupil's academic needs and emotional well being.

Our school SENCo will, with the support of class teacher's, draw up Individual Educational Plans (IEPs) or Individual Behaviour Plans (IBPs) which will highlight the key areas and targets that children will be focusing on. These targets are reviewed termly and will always be discussed with parents/carers to ensure that we both, school and home, work together to give our children the best support possible.

If the school feels that the child needs further support to what we can offer internally, we will seek a more specialist route and reach out to our Educational Psychologists, Therapists, Learning Mentors Team or School Counsellors for guidance.

Learning Support Facility (LSF)

We work closely with outside agencies and seek specialist SEND provision and training from SEND services where necessary. Within our establishment and in keeping with up to date changes in education, we are proud to offer a Learning Support Facility (LSF).

Our LSF is available for those children who require a more personalised and specialised provision in order to fully support their learning. Children who are granted a LSF placement will have full access to the curriculum and will be supported by a team of teachers and SNLSAs who are dedicated in developing our LSF pupil's key skills in their academic learning, as well as their social and emotional development.

LSF placements will be considered after close consultation with parents/carers, outside specialists, and teachers at the SEND panel.

ADDITIONAL AGENCIES available to the school include:

- Speech and Language Therapist
- Physiotherapists
- Health Services SEN Advisor
- Educational Welfare Officer
- School Counsellors
- Occupational Therapist
- Social Services
- Educational Psychological Service

HOLISTIC EDUCATION

We strive to promote a holistic approach to education in which we are committed to looking after your child's physical, personal, social, emotional and spiritual wellbeing.

At St.Paul's, we take great pride in developing and supporting our children's social and emotional wellbeing in order to enable them to thrive in all aspects of their learning.

Our school places an enormous value on teaching children how to positively impact the lives of others. In-keeping with our ethos, we provide many opportunities for our learners to engage in social and emotional learning activities which are embedded within our teaching and learning provision. Pupils are taught to reflect on their actions and how they impact the global and local community, as well as how to learn from the world around them.

Initiatives such as our 'Acts of Kindness' aim to encourage and teach children the value and importance of giving back to others, beyond their school walls. We feel it is paramount to teach our pupils how these acts of kindness can give them and others a sense of worth and happiness; a feeling of pride and gratitude.

'Educating the mind without educating the heart is no education at all.'

Aristotle



ST PAUL'S GOES ...

In-keeping with our interdisciplinary approach to learning and teaching and our aim to make learning a fun, real and meaningful experience for our children, every year we organise a theme day, 'St Paul's Goes...', in which all learning concepts are centered around a whole school topic. To help bring learning to life, hands-on and multisensory themed learning activities are planned to ensure our children fully immerse themselves in the chosen theme. Children are also invited to come to school wearing clothing and accessories linked to the theme on the day of this whole school initiative.

ST PAUL'S GOES CAMPING!



ST PAUL'S GOES TO THE WILD WEST!



Our Outdoor Forest Zone



Our Sunken Boat



Our Treehouse



Our Mud Kitchen



Our Reading Nook

At St. Paul's, we have an Outdoor Forest Zone that provides our pupils with opportunities to learn in nature. Our pupils will engage in active outdoor learning activities in the forest on a regular basis.

Aims of our Outdoor Forest Zone:

1. Offering play-based, child-led learning experiences, where children become absorbed and motivated through a collaborative approach in an outdoor natural environment.
2. Promoting the holistic development of our children; giving them opportunities to develop their communication, coordination, imagination, thinking and social skills through interacting in a multi-sensory learning environment.
3. Building children's confidence, resilience, problem-solving and risk-taking skills in an active way.
4. Giving children freedom, space and fresh air to make them stronger, happier and healthier.
5. Fostering a positive relationship with nature in order to develop eco-minds and long environmentally friendly attitudes; encouraging sustainable living in which pupils learn to love nature and grow up to protect and defend it.



HEALTH AND SAFETY

The provision of a safe and healthy workplace is the concern of all working in St Paul's School. All members of the School Community have a right to expect that their school is a safe place in which to work and learn.

Fire and Emergency Procedures - Fire safety and emergency procedures are well established and periodically reviewed in St Paul's School.

Additional Information

- Safety regulations in school discourage the storage and administration of medicines. Only in special circumstances when medication is vital to a child and it is necessary to administer it during school time, the Headteacher will request explicit medical information and parents/Carers will then be allowed to come into school to administer medication to their child. For health and safety reasons pupils are not allowed to store any medication themselves. Children suffering from asthma and requiring an inhaler may bring an inhaler to school and Parents/Carers must provide written consent. The inhaler will be kept in the school's Office and labelled with their name. Your child must be taught to use the inhaler independently.
- In the event of an accident, Parents/Carers will be contacted immediately. Should urgent treatment be considered necessary and the school is unable to contact Parents/Carers, the child will be conveyed to hospital accompanied by a person known to them.
- First Aid - First aid will be administered to children in school for minor injuries. Accident forms will be sent home to inform Parents/Carers of measures taken. The school will inform parents/Carers via a telephone call in the event of any head injuries e.g. bumped heads.
- Head Lice - We request Parents/Carers to check their child's hair periodically and act upon the advice of the Health authorities. Parents/Carers may be contacted by the school if re-infestation is recurring, or if head lice are resistant to treatment. Bug Busting leaflets and GHA information will be sent out to Parents/Carers when necessary. Further information can be found on our school website under the 'wellbeing' section.
- Educational visits (school trips) - Short walks around the school area may take place under strict teacher supervision. The school also organises educational trips to enhance learning. In these instances, Parents/Carers will be informed of the nature and dates of such visits, and written consent will be secured.

ABSENTEEISM

For records of attendance purposes, an email or written note from Parents/Carers explaining your child's absence would be greatly appreciated. We require this information in writing.

Long term absence due to illness:

If your child is away for an extended period (due to illness or other unavoidable circumstance) please inform the school in writing as soon as possible. Learning activities can then be prepared to help maintain learning throughout the absence. However, this does not include holidays. The Department of Education does not consent to holidays being taken during the school term. It is the school's responsibility to notify Parents /Carers, as well as the Department of Education, should your child fall below the 85% attendance stipulated by the Department of Education on a termly basis.

If your child is suffering from something infectious, they will need to be excluded for a period of time:

<u>Illness</u>	<u>Recommended period to be kept away from school</u>
Chickenpox	Until all vesicles have crusted over
German Measles (rubella)	Four days from onset of rash
Measles	Four days from onset of rash
Impetigo	Until lesions are crusted or healed, or 48 hours after commencing antibiotic treatment
Slapped Cheek	None once rash has developed
Shingles	Exclude only if rash is weeping and cannot be covered
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting
Flu (Influenza)	Until recovered
Head lice	None
Covid 19	Follow Public Health guidelines

If a child becomes unwell whilst in our care, we will contact Parents/Carers, or their nominated emergency contact and ask them to collect them.

SECURITY

For Health and Safety reasons, particular attention is given to the effective and practical control of access, other than during the times stated in this document. Access to the school can only be made via the Secretary's and Headteacher's office (Yellow doors via Varyl Begg Road entrance). If you are coming to the school to pick up your child for any reason, please inform us and we will either collect your child or send for them. Parents/Carers should wait in the foyer area and not walk through the school unless accompanied by a member of staff.

MEDIA

During your child's learning journey at our school, there may be coverage of whole school events in the local media and on the school website. If you have any objection to your child being photographed or filmed for these purposes, please identify this on your Child's Information Sheet or notify the school in writing via email.

Family members will also be invited to school events such as One Love days, concerts and assemblies. If you are filming / photographing your child and other children appear in the image, please be mindful that some parents might not wish these to be shared on social media. We politely and kindly ask that you refrain from this.

Our school, our home



Our lunchtime Gardening Club



Project Based Learning (PBL)



One Love initiative - collaborative learning experiences with our pupils' loved ones!



Forever Fridays - Nursery enhanced learning experiences