

Gozo College

Sannat Primary & Special Unit



School Policies



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1. Behaviour Policy

Acceptable Behaviour

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour.

Students are praised in class, both verbally and by receiving tangible rewards.

Children may also share their achievement with the Head and certificates will be awarded during achievement assemblies.

Children are encouraged to:

- Respect other people, their possessions and school property.
- Try hard to do their best.
- Be kind and speak politely to everyone in the school community.
- Be helpful.
- Ask for help or tell an adult if they are unhappy. When a conflict arises students are asked to keep calm and ask for an adult intervention.
- Accept responsibility for the things they do.
- Take part in extracurricular activities.
- Follow classroom rules.
- Include all children in their peer group during each activity organised.
- Give priority to younger students in common areas in school premises.
- Treat all members of the school community with consideration and respect.
- Be polite, co-operative and friendly
- Understand the school has rules which must be followed for the safety of all.



- Appreciate the school environment and respect the property of others.
- Value other people, their work and their opinions.
- Respect the culture and beliefs of others.
- Treat others as they wish to be treated themselves.

Inappropriate behaviour

At the beginning of each scholastic year children are taught what is unacceptable behaviour and are made aware of the consequences of breaking the rules.

Minor unacceptable behaviour will be dealt with within the classroom, by reminding the child of the rule or task, or introducing such consequences as withdrawal of privileges.

If a more serious problem occurs the Head or other senior member of staff will be informed. Persistent misbehaviour will be dealt with in the following ways:

- A home/school contract – working with parents to produce a programme to encourage improvements in behaviour.
- Seeking help from outside agencies such as the Educational Psychologist, Clinical Psychologist, Anti-Bullying Support Teacher, Nurture Teacher, SEBD.
- In extreme cases the Head may decide that a child must be restrained using reasonable force. Detention or a period of exclusion may be necessary.



Children are encouraged not to:

- behave in an unfriendly manner : fighting, using inappropriate language, playing rough, behaving disrespectfully with others, throwing objects at others.
- repeatedly disrupt the class by shouting
- leave the class without authorisation.
- disrespect teachers and other students.
- fail to do work to the best of one's ability.
- get out of class and linger around
- bully anyone. Refer to existing anti bullying policy.
- damage school property. If this happens it has to be reported immediately to head of school.
- possess things which may include class resources and playground space.
- treat others in a way they do not want to be treated themselves.



2. Healthy Lifestyle Policy

Aims:

- To work in partnership with families and other professionals to support children in developing healthy lifestyle practices which will become embedded for life.

Objectives:

- To enable the children to accept some personal responsibilities for making wise food choices and adopt a healthy balanced diet.
- To raise awareness among children, parents and school staff in developing a positive approach to physical education for a lifetime process.
- To give the importance of oral health and hair screening.
- To highlight the importance of taking action when children are sick.

The Healthy Eating and Physical Activity Policy

The Healthy Eating and Physical Activity Policy (Education Department, Malta) states that:

“Nutrition is one of the important elements for healthy living in school and it should be given high priority on every school agenda.”

Before coming to school children should have a healthy breakfast every day. The breakfast club available at school, will provide healthy breakfast choices for the children registered in this club.

In our school the children eat twice a day, during break time. Therefore parents should prepare healthy lunches for the children which in turn helps the latter to concentrate more during the lessons.



What could be a healthy lunchbox?

- Sandwiches or rolls with cheese, meat or other fillings.
- Pitta bread, crackers, cracker breads, etc.
- Raisins
- Vegetables (washed and chopped)
- Pasta
- Salad
- Yogurt

What cannot be in a healthy lunchbox?

- Crisps or salted nuts
- Chocolates and any kind of sweets
- Chewing gum
- Cake, biscuits, pastries or doughnuts
- Chocolate spread

What drinks could be included in a healthy lunch?

- Water
- Fresh fruit juices
- Milk

What drinks are not allowed in a healthy lunch?

- Fizzy drinks
- Sugary drinks
- Flavoured water
- Flavoured milk

Who should make sure everyone follows the rules?

- The parents, because they make their children's lunch and should set a good example. They are responsible for their children's health.



- Teachers, because they can see what's in the pupils' lunchboxes.
- EkoSkola committee because its part and parcel of the EkoSkola action plans and the school's SDP.
- The SLT when the need arises.

What should we do when children bring in foods not allowed?

- The pupils are talked to about what is a healthy lunchbox and which food is not permitted at school.
- They are offered the possibility to eat other choices of food which are provided by the school; for example crackers or cereal and water.
- The parents are informed that the child's lunchbox was not abiding by the school's rules and healthy lifestyle policy. Moreover the parents are given the possibility to bring another healthy snack for the child on the same day.

Should we have exceptions for special occasions?

- Yes, for end of term parties
- Yes for celebrations; example Pasta day, Christmas party and Pizza Day.
- Yes, for school trips
- No, we cannot have children's birthday parties at school except kindergarten classes (limited only to the birthday cake)

Special dietary needs and food allergies

The school is sensitive to the catering needs of children with specific dietary needs, including religious considerations. Parents will be asked about any specific dietary requirements their child has before their child starts school. Parents/Guardians of children who have special diets or who have food intolerance are responsible for providing the school with information about their diet and choices available to the child.



Kitchen Hygiene

The kitchen hygiene is given an utmost importance and the kitchen facilities are cleaned various times throughout the day. Staff directly involved in the Breakfast Club have successfully completed a Food Hygiene Course.

Social Skills

Healthy eating suggestions for parents that will help them in the preparation of food are given by the EkoSkola committee during the Healthy Lifestyle Day. This could include talks by nutritionists and leaflets about healthy food. The health promotion unit could be a useful tool.

The Importance of Physical Activity for Children

The Healthy Eating and Physical Activity Policy states that:

“A healthy balanced diet and regular physical activity make an important contribution to the children’s growth and development, to their educational performance and attainment and to their long-term health and well-being.”

This promotes the importance of physical activity not only in the school premises but also other non-formal activities after the school hours. These could include football clubs, ballet/jazz lessons, aerobics, Zumba lessons, etc.

Every effort should be made to encourage school staff to understand the utmost importance of physical activity for the well-being of both the pupils as well as the school staff in general.

- Following the World Health Organization recommendations, the school aims to give all the children the possibility of 105 minutes of physical activity at school on a weekly basis.



- The school has to provide a safe environment and adequate equipment for the athletics and gymnastic sessions.
- The staff could offer the possibility of collegiality between lessons eg. P.E lessons and Maths lessons in order to achieve the aim of learning through fun in a healthy way.
- Sports Day is organised once yearly to help promote the importance of keeping ourselves fit.
- Aerobics/Zumba sessions are offered to the pupils as well as parents during the Healthy Lifestyle Day organised by the EkoSkola committee or on any other special occasion along the scholastic year.

Overweight and obesity:

“The provision and management of obesity requires a range of coordinated policies to improve diet and physical activity levels in the early years at school and in families and communities.” (WHO, 2012)

The school could give support to those families who have their children suffering from overweight or obesity.

The Importance of Oral Health and Hair Scanning

The importance of oral health should be another aspect which the school should take into consideration.

Following this, the school will offer the possibility of oral screening by the dental hygienist every scholastic term.

Moreover hair scanning will be offered at school once every scholastic year.

Sickness among pupils

Being healthy is an essential aspect in the life of the pupils in our school.

- When pupils feel sick at school, parents/guardians are immediately contacted.



- If pupils will not attend school because they are sick, parents have to phone the school immediately to inform the class teacher or SLT and send a written note.
- Sick students should remain at home and come to school on the date indicated on the medical certificate written by their General Practitioner.
- Class windows should be open for ventilation.
- Class teachers should not accept students in class if the latter feel sick.
- Our nurse, available at the Special Unit section could observe the pupil if it is an extreme situation.



3. School Anti-Bullying Policy

Definition

Bullying behaviours are those behaviours which are repeated over time by an individual or a group and which are intentionally hurtful in a direct or indirect manner against a person who has difficulty defending himself or herself. Bullying behaviours can be manifested in many different ways and they are often driven by a preconception made about a particular individual or group, with the preconceived idea that there exists a difference in power. The differences which elicit the aforementioned preconceptions might be real or perceived differences. Bullying behaviour therefore is any form of aggressive behaviour that encroaches upon the rights of the victim(s) involved.

Types of Bullying Behaviour

1. Physical bullying
2. Verbal bullying
3. Emotional

Indirect Bullying Behaviour

1. Gossip and spreading of rumours
2. Cyber bullying
3. Racial and Religious Discrimination
4. Gender Bullying

Objectives:

1. To involve all stakeholders, that is: the students, the students council, the teachers, the PSCD teachers, the Guidance teacher, the Anti Bullying Services teacher, the Senior Management Team and the



School Council in formulating the school policy of Bullying Behaviour in Our School.

2. Teachers are to assure that all students are familiar with the expected behaviour both in school grounds outside and inside the school building.
3. To call a meeting with the Parents Council to inform them about the school anti-bullying policy and to fill out a questionnaire drawn up by the person overseeing bullying in school for their recommendations as attached in the appendix. Raw data acquired through the questionnaires is to be utilized and scrutinized by the Assistant Head in charge to be included in the policy as appropriate so as to assure the view and involvement of parents.
4. To implement a programme of lessons lead by PSCD teachers with all students of the school and with the intention and target of:
 - differentiating between bullying (“ a repeated action”) and conflict (“intention to hurt a person”) .
 - instilling the attitude of “taking up responsibility if one sees bullying and reporting to teacher”
5. To involve all students of the school in drawing up the policy e.g. this year PSCD teachers empowered the members of the students’ council to carry out a research exercise by administering questionnaires with each class and collecting information regarding bullying and anti-



bullying, after which a report was drawn to summarise information and recommendations for the school policy.

6. To disseminate information about The Expected Behaviour in the School and the School Grounds. At school we have a set of “rules” or rather a booklet about expected behaviour which was drawn up by the head of school and signed by the SLT.
7. To document the Procedure of how to make a referral.
8. To designate a member of staff – Assistant Head of School.
9. To identify what help is available.

The Expected Behaviour in the School and the School Grounds (discussed and drawn up by students with PSD teacher.)

Behaviour during Break Time

- Play fair and happily.
- Let only good words come out.
- Don't run on the way to the playground.
- Don't play roughly.

Behaviour when teacher leaves the Classroom

- The student in charge does the talking.
- Work in Peace.
- Pay attention.

Behaviour on the Minibus

- Sit and don't touch anybody.



- Speak softly if you have too.
- Line up before getting on and off the minibus.

Behaviour in the Toilets

- Leave the toilets clean for the others.
- Turn off the tap immediately.
- Mind your language.
- Inform teacher about children shouting at each other or hitting each other.
- Keep the queue.
- When done, wash hands and go.

Prevention

- Teachers patrolling the school ground during the two breaks.
- Ancillary staff awareness (aware to report any type of bullying).
- Minibus driver awareness of bullying and “supervision” during trips.
- SLT designated person to be informed regularly about initial signs of bullying and follow-up of bullying.
- Anti-bullying Posters or Notices displayed in toilets, in corridors, SLT office and classrooms.
- Possible Restorative consequences set by teachers and school council members.

5. How to Make a Referral

- Teachers, LSAs, SLT, minor staff, minibus drivers, are to inform the designated person about any bullying incidents.



- Designated person logs the incident into the incident report logbook.
- The necessary action is then to take place as outlined in the procedures section of the Bullying Behaviour in Our School Policy.

Designated Member of Staff

Mr Joseph DeBrincat (Asst Head) is the designated person.

6. What Help is Available

Help is available by:

- a. The Designated Person
- b. Guidance Teacher
- c. School Counsellor
- d. Anti-bullying Service
- e. Social Workers
- f. Psychologist
- g. Behaviour Management Team
- h. Restorative Justice (still in its initial phase)



4. Homework Policy

THE PURPOSE OF HOMEWORK

- To encourage every student to develop the confidence and self-discipline needed to study and work independently and thus prepare the students for their future role in society.
- To develop an effective partnership between the school, students and their parents/carers in order to ensure that the students become independent learners.
- To consolidate and reinforce skills and understanding, particularly in Literacy and Numeracy;
- To encourage learning through different media, including various printed resources (such as books, comics, magazines and newspapers) and online activities (such as online research, desktop publishing and online games).

AIMS

Kindergarten

- Our main aim in Kindergarten is to develop a strong partnership with parents and to involve them actively in children's learning.
- The homework children do at this age may not be described by as proper 'homework' but rather constitute short activities of different kinds - simple games, multisensory approach to learning letter of the alphabet and numbers, bringing items from home or doing simple research to support topic work and, of course, reading together.



- All these provide a very important opportunity for young children to talk about what they are learning to an interested adult and to practise key skills in a supportive environment.

Early Years

Homework activities for these younger children generally require a level of adult supervision and support, which decreases as children get older and more proficient.

An important element of homework for children of this age is the development and practice of reading skills. Children take books of an appropriate level home regularly to read to their parents, as well as library books (which they may not be able to read independently) to share together. Maths learning is reinforced with practical or practice activities related to the topic being studied in class as well as the learning of number facts

Junior Years

Homework activities build on the work carried out during the Early Years. Children are expected to undertake their homework with increasing independence. Literacy and Maths homework is set routinely each day and children consolidate and extend learning done in school through practice and application of their skills and knowledge at home. Children develop their study skills and are further encouraged to use the Internet and local library to enhance learning and for research activities.

HOMework GUIDELINES

- Homework should be given to the pupils on a daily basis.
- When homework is given, more emphasis should be placed on quality rather than quantity.



- Homework should be age-appropriated and thoroughly explained, with clear instructions.
- Homework should be carefully corrected, clearly marked and signed by the class teacher.
- Supplementary reading should be part of the daily homework.
- Timely feedback on the corrected work should be given.
- Students should complete the homework requested to a standard comparable with their work in school. The work should therefore be organised and neat.
- Homework should be varied and take different forms to render it stimulating and interesting.
- Pupils are to take note of their homework in their school diary and the teacher should upload the given homework on the Fronter platform.
- Parents may be asked to sign the children's diary.
- When children are sick, their parents may ask the teacher for the homework given on that particular day. However, the finished work can only be handed back to the teacher when the student returns back to school.

When children fail to present their homework on time (especially if this happens on a regular basis), the following steps should be followed:

- A verbal reprimand is given and the student is asked to present the homework on the following day;



- If the problem persists, a written note is sent to the parents. The parents should give a valid reason why the homework is not being done on time.
- If the above mentioned steps prove to be unsuccessful, parent/s may be asked to hold a meeting with the head of school or a member of the SLT regarding the problem. However, this step should be taken at the discretion of the head.



5. Assessment Policy

Aims of the School's Assessment Policy:

- To support the children in their learning journey throughout the scholastic year.
- To gather information for pupils, teachers and parents about each learner's achievements and strengths.
- To provide quality feedback to pupils, teachers and parents about the pupils' progression.
- To determine the nature of support required by individual learners.

The three aspects of assessment:

- **Day-to-day assessment for learning:** Formative assessment is an integral part of teaching and learning. This refers to the interactions between learners and teachers within lessons that shape the next steps for improvement. Feedback is given very regularly on each given task.
- **Periodic revision papers and/or tests:** Revision papers and/or tests are given at regular intervals to monitor and evaluate the pupils' progress. Marks should not be given to students attending the Early Years and, in the case of Junior Years, the provision of marks to students should be carried out at the teachers' discretion. However, the teacher should keep a record of the student performance.



- Half Yearly, Annual and Benchmark Examinations: Junior Year students have to be thoroughly prepared to sit for Half Yearly, Annual and Benchmark Examinations.

Guidelines for Year 1, 2 and 3 Assessment

- Revision Papers.
- Oral revision work, which involves no writing, should be encouraged;
- Marks should not be given to the students when the revision papers are corrected. However, the class teacher should keep note of the student performance in such revision papers.
- Adequate Referrals should be made when a child with suspected specific learning difficulties is identified and when complementary support is required.
- Revision papers should be given to the students at least once per term (or more regularly, at the discretion of the class teacher).

Guidelines for Year 4, 5 and 6 Assessment

- More emphasis on summative assessment should be placed on the older class in order to thoroughly prepare the students for their half yearly, annual and, ultimately, benchmark examinations.



- The teacher should keep note of the results of any tests/revision papers given to the students so that the teacher can have a record of the students' performance throughout the year.
- Although summative assessment is important in the junior classes, great importance should be given to formative assessment. As a result, quizzes, oral questioning and other forms of formative assessment methods should be used regularly to aid the students' thinking skills, memory retention and investigation skills.
- Assessment should include all literacy and numeracy components. Importance should be given to non-written work, such as mental mathematics, group discussions, public speaking and listening exercises.



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