



Placing children's rights at the heart of all we undertake.
respect integrity humility equality care
towards all



*Pride in myself; Pride in my work;
Pride in my school; Pride in my community*

Glascote Primary Academy

School Environment 2019-2020

At the heart of our School are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put children's rights at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

Dyslexia: The Fierté Trust recognises the unique contribution of every individual in the school community. It is an inclusive school in which adults and pupils of all abilities and from all cultures and backgrounds are valued. Pupils' wider achievement is encouraged and celebrated and the good progress of all our pupils is of paramount importance as is the safeguarding and wellbeing of all pupils.

Reviewed by: Michelle Powell

Date: September 2019

Approved by:

Date:

Next review due: September 2020

Aims and objectives

- 1.1 The school environment, both indoor and outdoor, must contribute positively to the attitudes, behaviour and motivation of the pupils. The quality of the learning environment is very important to children and has a considerable influence on their academic standards. We aim therefore to provide a safe and stimulating learning environment, making maximum use of the opportunities provided by both the grounds and buildings of the school.

2 Indoor environment

- 2.1 All teachers will take responsibility to ensure that their classroom is an attractive place in which to learn. The purposes of providing a stimulating classroom environment are:

- to engage the children and promote interest and motivation;
- to support learning in the topics being studied;
- to show appreciation of the work and effort of all pupils;
- to recognise excellent work and help to promote high standards.

Displays will reflect the themes currently being studied by the pupils. Displays should not only be relevant and attractive but should also aim to be as interactive as possible. This means that children will be encouraged to look at the displays and make use of the information on show. Displays will be changed regularly, and should reflect our school vision and values.

- 2.2 Providing a safe environment is of paramount importance, and all teachers will give due regard to the health and safety policy when organising their classrooms. For example, tears to carpets or faulty electrical fittings, heaters, etc. must be reported immediately. Classrooms will be cleaned each day and we will ensure that the children have a clean, safe and welcoming place in which to learn.
- 2.3 In all that we do, we will strive to engender positive attitudes towards the environment. This means that we will teach the children to have respect for the equipment and facilities in the school, and to play their part in looking after their classroom and the environment in general. Children will be expected to leave classrooms in a neat and tidy condition. No litter will be left on the floor and all equipment will be put away in the appropriate place. Each child will have a drawer to keep books and equipment in. The children will be expected to take responsibility for looking after their own equipment, collecting it at the start of lessons and putting it away at the end.
- 2.4 Each class will have a cloakroom area, where the children can keep their coats; PE kit and other bulky equipment/forest & farm kits will be stored in large covered boxes. Each child will have the exclusive use of a named peg in the cloakroom area, but any valuables should be given to the class teacher for safekeeping.
- 2.5 The appearance of the entrance foyer is very important, as it creates the first impression of the school for all visitors. We will ensure that this area reflects the school's ethos and high expectations. There is an achievement area here which displays the awards earned by the school, such as sports trophies or academic certificates. There will be an area for newspaper cuttings that reflect the importance attached to the school by the community.

3 Outdoor environment

- 3.1 Research shows that school grounds have a significant effect on children. These grounds are the one external environment to which all children have regular access, and for some of our children, they provide the only regular experience of the outdoors. They can provide unique

experiences, opportunities and resources for teaching and learning in a safe and supervised external environment. They can be a stimulating and enjoyable place for both work and play.

- 3.2 We believe that the outdoor environment provides the following benefits. It can:
- enrich all areas of the curriculum, by providing a unique and varied context for learning;
 - stimulate motivation and curiosity, encourage creativity and help pupils to develop a broad range of skills, competencies, knowledge and understanding;
 - create opportunities for pupils to increase their understanding of sustainable development;
 - decrease the incidence of inappropriate behaviour, bullying, damage and vandalism;
 - afford opportunities for pupils to work together with adults for the common good, thus encouraging a sense of pride, ownership and responsibility.
- 3.3 The outdoor environment is very important in providing opportunities to enrich the curriculum. For example, in a project on 'sunflowers' the children grow their own sunflowers from seed, harvest them, record what they find and make use of the data in both mathematics and ICT. They research the sunflower through art and history, and write about it. They learn about the seed-to-seed cycle for science. They learn about sunflowers as a crop, and how oil is produced. They can also enjoy the visual and tactile appeal of these striking plants, and every child takes a sunflower home as the project ends.
- 3.4 By using learning strategies that enable the children to make use of all their senses, we can appeal to all learning styles. It is easier to remember what you have heard, seen, touched, tasted and smelled. The outdoor environment enables teachers to make learning as practical and 'hands on' as possible.
- 3.5 The school has a School Farm and a Forest area. We grow vegetables in our poly tunnel and vegetable patches; furthermore, we have ample fruit trees which line the field.
- 3.6 We have two playgrounds – one for the KS1/Early Years and one for the KS2. Children must play in their own playground only. This is particularly important for the younger children who may otherwise feel intimidated by the older children. We endeavour to provide an imaginative play area for our children. Each playground has several pieces of equipment to stimulate play. For example, the infant playground has a playhouse, while the junior playground has an adventure trail with a safety surface beneath it. There are a number of benches and tables provided for the children to use. The playgrounds are also marked out for a number of games, including football.
- 3.7 The sports field is used for a variety of games activities and is used by all children during their PE lessons. We encourage the children to use the field during the summer term at lunchtime for games, but they are not allowed to go on the field during the winter, because it is unsafe then. The school does not allow the public to walk dogs in the school grounds, and staff will take all reasonable measures to ensure that the grounds are free from excrement.
- 3.8 The grounds are maintained by a contractor employed by the school governors. The contractor provides a grass-cutting service, maintains the trees on the site and marks out the sports pitches.

4 Health and safety

- 4.1 The governing body abides by the Education (School Premises) Regulations of 1999 (SI 1999/2), in which standards are set regarding school premises for all decisions concerning the school environment. The health and safety of all who use the school are of paramount importance. The school also follows the LA's guidance on health and safety matters, and it has adopted the relevant LA policy.

- 4.2 The Headteacher has the responsibility of carrying out risk assessments on all equipment and the general school environment. The governing body will ask for regular reports from the Headteacher about health and safety matters, including a record of what accidents have occurred in each term, and what safety inspections have been carried out.
- 4.3 Children will be supervised at all times when they are on the school premises during normal school hours, whether indoors or outdoors. The school will ensure particularly that there is adequate supervision of pupils before school, at break and lunch times, and after school, when they are using the playground and the school field. Children will not be allowed to use the Forest or Farm areas without proper adult supervision.