

BALLYTOBER



**School
Prospectus**

General Information

School Address:	60, Priestland Road, Bushmills, Co.Antrim, BT57 8UR.
Telephone/Fax:	028 2073 1404
E-mail:	eanderson617@c2kni.net
Office Hours:	Monday 9am - 4.00pm Wednesday 9am - 4.00pm Friday 9am - 4.00pm
Chair of Board of Governors:	Rev. A. Buick
Principal:	Mrs E.A.E. Anderson
P1/2 Teacher:	Mrs M. Cheshire
P3/4 Teacher:	Miss A. Archibald
P5/6 Teacher:	Miss L. McAfee
P7 Teacher:	Mrs E.A.E. Anderson/Mrs K. Elliott
Secretary:	Mrs L. Doherty
Caretaker:	Mr S. Greer

Daily Timetable

8.30am	School opens
8.45am	Supervision provided in playground
9.00am	Morning classes commence
10.30am	Break
12.15pm	Lunch
1.15pm	Afternoon classes begin
2.00pm	P1 and P2 children leave school
3.00pm	P3 to P7 children leave school

Punctuality is very important. Children who are continually late feel embarrassed and miss out on a good start to the day. Please ensure that your child is not put in this position because of poor time keeping.

Security in School

We take responsibility for the security of our pupils and staff very seriously. During school hours, the external doors of the school are kept locked. The only exception to this are those occasions when children are outside for playtime or P.E. as well as at home times.

Visitors to school should use the doorbell system on the front door. Using the bell alerts a member of staff that a visitor has arrived. Should you happen to arrive during a time when the door is locked, please use the doorbell and wait for a member of staff. This simple procedure should ensure that visitors do not freely wander through the school without the knowledge of staff.

Parents will appreciate that in the interests of ensuring a sensible level of security these procedures are very important and we would value your co-operation.

Should a parent wish to take their child out of school for any reason we require written notice. This helps us make arrangements and have the child available at the appropriate time for collection.

Meals

Breakfast Club

A light breakfast is available in the dining hall from 8.45am -9am. Children can choose from fruit, toast, bagels, sodas and drinks.

Mid morning break

Milk is available for those children who wish to take it. This is payable in advance at the beginning of each school term. Those children not drinking milk may bring their water to school in plastic containers. It has become school policy that the mid- morning snack is a healthy break - fruit, vegetables, plain biscuit or a bread based item.

Lunch

A midday meal is supplied by Bushmills Primary school and is partially prepared on the school premises. Menus are sent home periodically and school dinner can be paid in advance at the beginning of each week.

Children can also bring a packed lunch in a labelled lunch box or bag. Please do not send glass bottles or fizzy drinks.

**All money should be sent in a clearly labelled envelope
on a Monday morning**

School Uniform

We regard uniform as an excellent way in which children can identify with the school. This helps everyone to feel a strong sense of belonging. It avoids arguments each morning from children about what they should wear, and it is quite economical. We are proud of how well our children look in uniform and we see this as a very clear opportunity for parents to support school. The uniform details are set out below and information regarding our official suppliers can be found in their enclosed leaflet.

Boys

Navy blue sweatshirt with the school logo

Red polo shirt with the school name

Grey school trousers

Grey socks

Black shoes

School coat (optional)

Girls

Navy blue sweatshirt with the school logo

Red polo shirt with the school name

Navy skirt/pinafore/trousers

Red and white gingham dress may be worn in summer

Navy tights or socks

Black shoes

School coat (optional)

PE Uniform

Navy tracksuit bottoms

Black slip on PE shoes

All items of uniform should be named.

Keeping Parents Informed

During the school year we aim to provide two sets of parent/teacher consultations. Our aim is to give parents as much information as possible about the progress of their child. In June of each year we send home annual reports. For the older children these are based upon tests as well as their year's work.

Parents who have concerns about their child's work and progress should contact the school. We aim to address concerns in a realistic, practical and appropriate fashion.

You can help us by

- Covering your child's books as soon as possible. Encourage your child to take care of all books and keep out of reach of younger children and pets.
- Writing down any messages you might wish to send us and reminding your child to give the note to the teacher.
- Searching your child's schoolbag each night to check that your note has been delivered and to see if there are any letters from us to you.
- Placing any money sent to school in a well sealed envelope marked with your child's name and indicating the purpose of the money.

Attendance

As you will know, attendance at school is demanded by law except where there are appropriate circumstances, e.g. illness or a medical appointment. We are now required to provide a reason for each child's absence to the Education Welfare Officer who checks our records. We will always require a note explaining absence since the officer will follow up frequent absences.

Please try to avoid making dental appointments during school hours and try to plan holidays outside term time.

Homework

We believe that homework is a significant element in the education process. It allows a child extra practice of work done in class and gives parents insight into their child's work. It also helps provide a clearer picture for teachers of the child's understanding and ability to complete tasks.

There are some key points to be made about our expectations in relation to homework.

1. We expect each child to do their best in completing tasks and that parents will support both the child and teacher. Parental support involves ensuring the child has suitable space and time in which to work. The parent may also feel they need to discuss homework difficulties with a teacher and this type of feedback is welcomed.
2. Duration of homework should not be excessive. Obviously children will work at varying speeds but as rough guide homework should not take more than 15-30 minutes for younger children and 45 mins to 1 hour for older children
3. The contents of the homework will normally include aspects of literacy and numeracy and at times may involve follow- up work from other subject areas.

The School Curriculum

The Board of Governors and staff are committed to providing a broad and balanced curriculum which satisfies all statutory requirements. We wish to encourage learning as a way of life amongst our pupils. Therefore, we endeavour to match appropriate curriculum to teaching approaches which encourage pupils to achieve their potential.

The following sections provide a broad summary of the curricular experiences delivered at our school

Foundation Stage

The foundation stage curriculum has a strong emphasis in play based learning which we feel is paramount in nurturing the foundation skills necessary for reading, writing and number concepts to develop. Through a less formal but highly structured curriculum we feel we can help children to develop socially and emotionally. Play based learning will deliver most areas of the Northern Ireland Curriculum while seeking to develop each child in a holistic way.

It is necessary for children to have hands on experience as research shows that we remember 20% of what we hear, 30% of what we see and 80% of what we do. A holistic approach to the foundation stage will give each child a vehicle for learning whilst encouraging each child to have positive attitudes and positive feelings of self esteem.

Literacy

In school we seek to develop the ability of all pupils to communicate effectively, appropriately and accurately in talking and writing and to foster their enjoyment of books. In all classes, literacy skills will be developed across all areas of the curriculum.

The Northern Ireland Curriculum requires children to develop skills in three main areas - talking and listening, reading and writing.

Talking and listening are skills upon which the educational development of our children depends. Through these skills, they learn about language and this enables children to demonstrate and improve their learning. In the classroom, children are encouraged to experiment with talk and to express themselves clearly. They work in a range of situations with different audiences and activities, developing their ability to ask questions, to persuade, argue, explain and present ideas.

In Ballytober Primary School, reading is given its rightful importance in all classes and much continues to be done in school to raise the profile of reading. It is our intention to display books attractively and to provide a wide range of texts such as books, magazines, leaflets, CDroms, posters etc.

Our main reading scheme is Oxford Reading Tree. This is supplemented by Collins Big Cat and Rigby Star in P1-4 and the Accelerated Reading system in P5-7. Children's reading ages are monitored on a regular basis throughout the school and appropriate support is available for those pupils who may be struggling.

The process of writing is also of major importance in school and we aim to provide children with skills to write for a wide variety of purposes and audiences. Children are encouraged to draft and re draft according to the purpose of the task. High standards of presentation are expected, and children have frequent opportunities to word process their work.

Children are introduced to the most common spelling patterns in Key Stage 1 and are taught to draw on the Jolly Phonics knowledge from Foundation Stage in their writing. The Prim-Ed Spelling scheme is

introduced in Foundation Stage and used throughout Key Stage 1 and Key Stage 2 to ensure smooth progression in spelling competency.

Throughout our entire literacy programme in school, we hope to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. We provide for the language development of children and it is our aim that they develop the ability to communicate their ideas effectively through both the written and spoken word.

Numeracy

Mathematics is a subject which spreads through many aspects of modern life, an understanding of it is therefore very important for the children's development and future prospects. The maths curriculum includes work in number, money, measurement, shape and space, data handling and problem solving.

Heinemann Mathematics is the main scheme used throughout the school and this is supplemented by other books and photocopiable material which the teachers choose where appropriate. Children are introduced to new number work and mathematical concepts through practical experiences and situations. They learn to use mathematical materials i.e. cubes, counters etc to gain a good understanding of the concepts involved. When the opportunity arises, work in class is directly related to real life situations. The children are taught in a variety of ways; whole class, groups or individually depending on the area of learning or the ability of the child. Particular attention is given to making the children numerate - a necessary aspect if they are to deal with the mathematics in later stages.

By the time children leave our school, we want each individual to have a positive attitude to maths and to have the self confidence to deal with all aspects of numeracy in a logical and independent manner. Parental support at home on activities such as identifying coins, counting money, telling the time, weighing in grams, measuring in centimetres etc gives additional support to work undertaken in school.

Extra Curricular Activities

Children from P3-P7 have the opportunity to stay after school to enjoy a range of extra curricular activities to cater for a wide range of interests.

Scripture Union

Scripture Union meets once a week for the duration of one hour during the summer term. This is an affiliated group to Scripture Union Northern Ireland. The activities involved are Bible stories, games, craft and quizzes as well as fun events such as popcorn and DVD or an ice cream sundae party! All these activities are thoroughly enjoyed by the children who come along each week.

Cookery Club

In cookery club, the children are given an opportunity to make a savoury or sweet item such as scones, shortbread, tray bakes pizza, pasta and sausage rolls. The children really enjoy making food for themselves and the finished product often does not last until home.

Coding Club

The children are given opportunities to use a coding programme called Scratch where they learn how to build a range of online activities from basic animations to more complex games.

Animation

The children learn how stop motion animation works through the use of pictures, sound and text. This is how the well-known movie 'Toy Story' was made. They create their own stories and bring them to life using props and iPad technology. The children are given opportunities to show case their work.

Board Games

During Board Games, the children participate in a range of traditional games such as 'Snakes and Ladders', 'Draughts' and 'Ludo'. This encourages healthy social relationships as well as practising numeracy and literacy skills in a fun environment.

Sports Skills

In sports skills, the children develop their physical skills through a variety of games and activities in small groups.

Football

After school football club is facilitated by an experienced football coach. The children develop and hone their skills each week with opportunities to compete in several competitions throughout the year.

Special Events

There are certain events annual events to which we invite parents. Our Christmas concert is always a memorable event. We also have a Sports Day and the Parents Association organise a range of events to raise vital funds for the school.

Trips from School

Each class will have at least one educational trip. These are to venues of interest and add a great deal to their experience. The class work produced by the children can often be enriched by such visits.

We endeavour to find suitable pantomime productions at Christmas for all of the children.

Pastoral Care

We have been entrusted with the care of all enrolled pupils at this school. Our responsibility for pastoral care extends to all activities and contexts which are part of school life, both curricular and extra curricular. We will endeavour to exercise our care according to the agreed procedures in this policy.

Aims

1. To create and sustain an environment in which pupils feel safe, secure and are supported as they develop.
2. To develop positive relationships between staff and pupils and amongst the pupils themselves.
3. By procedures and organisation to encourage pupils to contribute positively to school life and to develop a strong sense of identity within our school family.
4. To set clear standards for discipline and to enforce these consistently for the good of all and in a way which is understood by the pupils.

Roles and Responsibilities

The Principal is as representative of the Board of Governors is responsible for providing the resources, organisation and good communication which are necessary to promote a caring environment. However, the key role for caring is performed by the classroom teachers. They are well placed on a day to day basis to monitor pupils and deal with issues which may arise.

Should a parent have any concerns about a child's well being, we would encourage them to make contact with us at school. Some difficulties which children experience can seem relatively unimportant to an adult. However, we feel it is an important part of our role that such issues are dealt with as a matter of priority. We will endeavour to give appropriate time to each situation as it arises.

Health and Medicines

If your child take ill or has an accident while at school we will endeavour to contact you. Failing that, a relative, friend or child minder whose telephone number you have noted on the Pupil information form. It is important that any changes in telephone numbers or child minding circumstances should be conveyed to the school. In such circumstances, parents should make every effort to have the child taken home or to hospital. In cases of emergency and if no contact can be made, the child will be transported to hospital.

If a child is unwell or has a toileting accident, they will receive the appropriate help and support from school staff and parents will be informed that day.

Medicines will only be given by staff during the school day in accordance with our Drugs policy. Teachers must be informed of a child's need for inhalers by letter with instructions about the dosage.

Foundation Stage and Key Stage 1 children's medicines/ inhalers should be given to the teacher. Key Stage 2 children must inform their teacher when they feel the need for an inhaler so that the dosage may be monitored.

Child Protection

We are all aware that in these days unfortunately, children can be subjected to undue suffering. This can be emotional, physical or sexual. It is a responsibility for all of us to do everything in our power to protect children from this.

In school we have a Child Protection Policy which is available for inspection. This policy is reviewed annually and requires that all staff, both teaching and non teaching, are trained in this area.

We are duty bound to deal with any concerns which arise directly from a child. This may involve making contact with Social Services. In order to deliver the appropriate level of care we have appointed two teachers to take responsibility for child protection. Mrs Cheshire is the Designated teacher for Child Protection and Miss Archibald is the Deputy Designated teacher for Child Protection. Both of these teachers have received training in child protection procedures.

If a parent or guardian has a concern related to a Child Protection issue, they should in the first instance contact the Principal or other members of staff as detailed on the flow chart at the back of this booklet.

Use of Pupil Images

During the course of a school year your child may be photographed participating in activities either in school or on school visits, or representing the school in events outside. They may also be photographed as part of our record keeping which would show some of the work in which they have been involved. These photographs may be used for display purposes in school or in the local press, for promotional purposes on school documents, the school website or EA newsletters.

I am sure that you would agree with me that it is a positive boost for any child to have their work or involvement in an activity celebrated in this way. However, in this present climate, it is extremely important

that we safeguard our pupils and any images of them which we may generate.

Internet Access

As part of our internet policy in school we are also required to seek the permission of parents before we allow children to use the internet facilities in school. Our use of these facilities is heavily screened and well supervised, therefore every safeguard available to us is used to avoid pupils accessing unsuitable sites. At present we have no need or intention to place pupil images on web sites, nor would this be done without the express permission of a parent. Any internet use in school will be solely for the gathering of information for educational purposes.

Bullying

Bullying is the wilful conscious desire to hurt, threaten or frighten someone else. All bullying is aggression, either physical, psychological or verbal. Male bullies tend to use threats of violence or actual physical intimidation, while female bullies prefer verbal malice, coldness or exclusion of the victim from play or circle of friends. Of course this is a highly generalised statement and often behaviour of children is much more complex.

Bullying is not permitted in school; no child has the right to physically strike another child or to intimidate them in any way.

We aim through our ethos and curriculum to inform children appropriately and encourage within them a sense of self confidence and self worth. We also have an anti bullying policy in place and any parent may inspect it or discuss it with the Principal.

Communication

Communication is a very important factor in the provision of good pastoral care. This means that we in school should endeavour to communicate with the parents or carers of enrolled pupils regarding our activities. It also means that both home and school should share information freely regarding any concerns which we may have for a child or children at the

school. If there is an open and free relationship between school and home in terms of communication about the children then we are in a much stronger and secure position to provide good quality care.

School Discipline

At Ballytober, we operate a system of positive discipline. This involves various means of rewarding all aspects of positive behaviour by using behaviour modification methods along with agreed consequences.

Rewards

Positive reinforcement is of great importance and will emphasise improvement in work or behaviour. The following rewards are commonly used:

- Merit stickers
- Praise given by teacher
- Being sent to other teachers for praise
- Being sent to the Principal for praise
- Mention in assembly
- Special privileges

Consequences

Consequences are used to focus a child on their negative behaviour, bring that behaviour to an end and to encourage the child to rejoin the rest of their classmates in displaying positive behaviour. Consequences of negative behaviour may include:

- A short time out
- Removal of privileges
- Apology
- Loss of break or lunch time play
- Being spoken to by the Principal

If a child is displaying negative behaviour too often in the view of the Principal and teacher, then their parents will be contacted and a daily report will be used to track and record the pupil's work/behaviour.

In the case of a serious incident or frequent display of inappropriate behaviour contact would be made with the parents. We have the right to suspend a pupil from school and if this were to happen then procedures set in place by the Department of Education would be followed.

It is our aim that in operating a positive system of discipline our pupils have a clear set of easily understood guidelines for behaviour.

We value parental support in working to create a safe and secure environment in which children are more likely to learn and would encourage parents to bring to with us any concerns they may have for their child's well being.

Pastoral Care Procedures - Educational Concerns

