

DENAMONA PRIMARY SCHOOL

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Dear Parent / Guardian,

We are so pleased you are considering Denamona Primary School for your child. We are a small rural school with a warm and caring ethos and a very good academic success rate.

We are delighted you have decided to attend our open day and warmly welcome you here. Starting school is a very big step for each child and choosing the right school is one of the most important decisions you will have to make for your child.

Today is an opportunity to view the school, talk to the staff and to discuss any queries you may have.

At Denamona Primary School we aim to make learning fun, purposeful and challenging. We value and acknowledge the individual talents of each of our individual pupils and through the delivery of a broad and balanced curriculum, nurture the abilities of each child, ensuring that they are able to reach their full potential and share in the celebration of their own successes and that of their peers.

The ethos of Denamona is guided by Christian principles. We encourage our pupils to become self-confident, happy children who are proud of their achievements. We aim to develop their confidence, independence and self-esteem and seek to empower them to make responsible decisions and become upstanding citizens of the future.

In Denamona, we promote the importance of teamwork and positive partnerships between pupils, parents, teachers, classroom assistants, governors and the wider community. Each individual makes a unique and valuable contribution to the education of the children in our school.

We are committed to the provision of the highest standards of education and to the continuum of improvement. Through a process of self-evaluation, we will ensure that the quality of education provided continues to be of the highest standard and reflects the desire to raise our pupils' academic and personal achievements. In addition to this we seek to lay the foundations to inspire life-long learning.

We look forward to having the opportunity to meet with you and your child and to work together to help them achieve and to meet their full potential.

Yours sincerely

Mrs J Burke
MEd, BAHons, PGCE, PQHNI, ATS, AMBDA, APC

Principal



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INTRODUCTION

Denamona Primary School is a controlled Primary School situated on an elevated site on the outskirts of Fintona. The school is under the management of the Education Authority Western Region and is non-denominational.

It enjoys large play areas including 2 tarmac areas, an adventure playground, an outdoor tropical environmental area and a grass pitch. The school also has an Outdoor Environmental Garden Area, a woodland area with a bird hide and a Year 1 and 2 Outdoor Classroom.

Our school meals are prepared on site in our school kitchen.

Attached to the school is Denamona Pre School which is a cross community pre school centre with places for 24 children. The centre is enhanced with an enclosed outdoor play area and garden.

The interior of the school is bright and welcoming. All classrooms are equipped with interactive whiteboards and the school also has an ICT cluster room. The teaching staff makes use of the classrooms and corridors to display children's work. Star pupils are displayed in the foyer of the school on a weekly basis and there is also a learning wall in the corridor with photographs of the children taking part in learning.

BOARD OF GOVERNORS

Nominated by the Transferors

Mr D Anderson
Mrs J Coulter
Mr B Beattie
Mr J Booth

Nominated by Western Education & Library Board

Mr U Gallagher
Rev J Woods

Elected by Parents

Mrs S Moore
Mr M Henderson

Elected by Teaching Staff

Mrs C Anderson

Principal (Non-voting)

Mrs J Burke



STAFF



Mrs Burke
Principal & Yr 5/6/7 Teacher



Mrs Anderson
Yr 3/4 Teacher



Mrs Mc Kenna
Y1/2 Teacher



Miss Donaldson
Principal Release P5/6/7 teacher



Mrs Cuthbertson
Yr 1/2 Classroom Assistant



Mrs Andrews
Secretary



Mrs McAtee
Classroom Assistant



Mrs Robb
Building Supervisor



Miss Hamilton
Classroom Assistant



Cook in charge



Mrs Valerie Irwin
Assistant Cook



Mrs Blaney
Assistant Cook



Mrs Avril Baxter
Pre School Deputy Leader.



Mrs Emma Jayne Fowler
Pre School Leader



Miss Lauren Gilmore
Pre School Asst.

SCHOOL ETHOS, MISSION STATEMENT AND VISION

Ethos

We in Denamona Primary School believe it is our mission to place our pupils at the heart of our school and to make them our first priority.

At Denamona Primary School the Governors and staff endeavour to provide the highest quality of education within the context of Christian beliefs, practices and values. This will enable our pupils to acquire the knowledge and skills to reach their full potential - intellectually, socially, creatively, spiritually, morally, physically and emotionally.

All members of the School Community play a vital role to play in the smooth running and success of our school. This is evidenced by the opportunities to all stakeholders to contribute to the formation of a three-year School Development Plan. In Denamona Primary School each member of the school community is valued and has an important contribution to make to the life and work of the school.

We believe that central to high quality teaching and learning in our school is the shared belief that children learn best in a happy, secure environment where mutual respect is nurtured and valued.

We are committed to providing a stimulating, caring and supportive learning and teaching environment where our pupils are inspired to become confident, cooperative and mutually respectful individuals. We encourage perseverance, and thoughtfulness in all members of the school community to fulfil their potential as creative and reflective lifelong learners. We promote equality by enabling our pupils to identify and celebrate our similarities as well as understanding and respecting difference.

Developing independence is an integral part of each child's educational journey throughout our school. It is encouraged by creating the atmosphere and opportunities across the curriculum so that the Children can question, explore, investigate and learn from their own endeavours.

Mission statement

Together We Succeed



Vision

Dedication to providing an
Enjoyable education, catering for the
Needs of
All pupils, involving all
Members of the school community, providing
Opportunities for the use of
New technologies and our outdoor environment and focusing on
Achieving and celebrating excellence

ADMISSION ARRANGEMENTS

Parents considering sending their children to this school are invited to an open day. This involves a tour of the school and a welcome by the Principal. Application forms are available from the school office and on completion should be returned to the Principal.

All prospective Year 1 children will have opportunities to visit the Year 1 classroom and have interaction with the Year 1 class teacher prior to September. Parents will also be invited to an information evening in September - Meet the Teacher.

ADMISSIONS CRITERIA – Year 1

The Board of Governors has determined that in the event of the number of pupils applying for places in year 1 being greater than the DENI admission number, the following criteria shall be applied in the order set out below.

The Board of Governors will admit to the school:

- Children of compulsory school age regarded by the Board of Governors, on the basis of written or other evidence supplied by the parents and statutory or other agencies, as having special circumstances (medical, social or security reasons) wishing to be enrolled at school.
- Children of compulsory school age who have brothers or sisters (including half-brothers or sisters) presently enrolled at the school.
- Children of compulsory school age whose parents are employed in the school (or who have been appointed to take up imminent employment in the school).

- Children of compulsory school age who, having no previous connection with the school, live within the traditional catchment area of the school.
- Children of compulsory school age whose family has had specific connection with the school, i.e. where an older brother / sister or father/mother was a past pupil of the school.
- Other children of compulsory school age.

In the event of there being more applicants satisfying the last criterion which can be applied than there are places remaining, then selection will take place on the basis of closeness of the home to the school, as measured by the shortest walking distance.

ADMISSION CRITERIA FOR YEARS 2-7

The following criteria will be applied in the order set down below to all pupils seeking admission to Years 2-7. The school will not permit the number of registered pupils to exceed the school's enrolment number as determined by the Department of Education. Priority will be given to the children who are residents of Northern Ireland. Applicants should note that they may be required to produce documents verifying their address.

- Pupils, for whom their admission would not, in the opinion of the Board of Governors, prejudice the effective use of the school's resources.
- Pupils for whom their admission would not, in the opinion of the Board of Governors prejudice the provision of efficient education in the school.

If there are more applicants applying for the last criterion which can be applied, then the criteria for Year 1 will be applied.

SCHOOL HOURS

The school day begins at 8.30 a.m. when children can access a breakfast club in the preschool which runs until 8.55am. Then these children go to their classrooms to begin work. Those children not participating in Breakfast Club will be admitted to school from 8.50am onwards. Children should not arrive at school before this, as supervision can not be guaranteed before this time.

Break 10.30am – 10.45am

Lunch 12.00/15pm – 1.00pm

Year 1 and 2 children finish their school day at 2.00pm.

Year 3 – 7 finish their school day at 3.00pm.

Bus Stop 2.00pm – 3.00pm

After school activities/homework club run from 3.00pm – 4.00pm.

After school care available until 5.30 pm.

SCHOOL MILK AND DINNERS

MILK

Milk is available for all children. This should be paid for by the end of the first week of the new term.

BREAK

The school, in keeping with its Healthy Eating Policy, asks parents to ensure that only healthy snacks are sent for break e.g. fresh fruit, crackers, plain bread. Please **do not** send snack boxes, sweets or crisps. Yogurts, water and pure orange / apple juice is available from the school canteen.

DINNER

The school provides hot, cooked meals. The catering team led by Miss Irwin provides nutritious, well balanced and tasty meals. Some children may be entitled to free school meals and application forms can be obtained from The Education Authority Western Region. Dinner must be paid for on the first day of each week. We would appreciate if you could endeavour to send the correct money in a clearly labelled envelope. Children who take packed lunch can opt to have dinner on day/days of their choice as long as they bring the required money on that day.

CHEWING GUM IS NOT ALLOWED IN SCHOOL AT ANY TIME.

CURRICULUM

Denamona Primary School carries out its statutory responsibility of delivering the Northern Ireland curriculum to FS, KS1 and KS2 children in its care.

The learning areas of:

- Language and Literacy
- Mathematics and Numeracy
- The World Around Us – Geography, History, Science and Technology
- The Arts - Music, Art and Drama
- Personal Development & Mutual Understanding
- Religious Education
- Physical Education

These areas are coordinated and planned for effectively across the key stages so that children receive broad, balanced and rich learning experiences to fulfil their potential and become contributors to society, the economy and the environment.

Interwoven into these areas of learning are Cross-Curricular skills - Communication, Using Mathematics and Using ICT.

Learning and Teaching

Denamona Primary School aims:

- To allow learners to make **progress** in their learning, this will be deemed satisfactory by national standards.
- To lay the foundations for a lifetime of learning through providing active, challenging and enjoyable **learning experiences** for learners who will be involved in and aware of the process of learning and become increasingly independently responsible for their learning.
- To generate a **positive approach** to learning
- To train, develop and support **teachers** in their vital role of unlocking the skills, knowledge and potential in the learners and themselves
- To promote the use of **resources** which stimulate the motivation to learn
- To promote the organisation of appropriate **learning situations** which will bring about maximum learner involvement

Language and Literacy

The Literacy curriculum is based upon talking, listening, reading and writing. Our aim is to encourage children to become understanding, independent and fluent readers and writers; also confident speakers who listen intelligently.

Mathematics and Numeracy

Mathematical concepts will be developed with the use of materials and practical methods. The Maths Curriculum includes processes, number, shape and space, measures, data handling and problem solving. Children should acquire the mathematical skills necessary for life.

The World Around Us

Science and Technology

Science aims to help children to be aware of and make sense of the world around them and to promote a sense of responsibility for their environment. Technology provides pupils with the opportunity to become more aware of how and why things are made.

History and Geography

History allows the children to develop an awareness of the past and of ways it differs from the present. Geography allows them to learn about a variety of environments and to develop skills associated with map work and geographical investigation.

The subjects under 'The World Around Us' will be taught mainly in a topic based approach. This allows teachers to access many parts of the curriculum using a common theme. It also links different aspects of the children's learning and allows for flexibility as advocated by the Northern Ireland Curriculum.

The Arts

Music

Children are given the opportunity to make and respond to music with enjoyment and understanding.

Art / Drama

Children are given the experience to work with an assortment of media, materials and techniques.

Opportunities are provided to dramatise aspects of their work across the curriculum. At Christmas the children are involved in a production, to which all parents and friends are invited.

Personal Development and Mutual Understanding

This educates the children to foster responsible attitudes in matters relating to personal and social development, health and safety and the development of moral thinking, values and actions. Denamona follows the PATHS programme from P1-P7.

Using ICT

The school recognises that the children are growing up in a world in which the use of Information and Communications Technology is playing an increasingly important role. We have a range of computers, printers and software which are continually being updated. The school also has a cache of iPads to extend and enhance classroom teaching or to facilitate stand-alone lessons.

We encourage the use of ICT in all areas of the curriculum. The school has Interactive White Boards in all classrooms. We also incorporate the use of Web-Cams, Bee-Bots, Pro-Bots, Microscopes and Digital Cameras.

Physical Education

Education in P.E. will be delivered through athletics, dance, games, gymnastics and swimming.

Participation in sporting activities is considered very important. Our pupils often have the opportunity to attend sports activities. Year 5 to Year 7 pupils also take swimming lessons in a local Leisure Centre. The annual Sports Day involves all the pupils with an invitation to families and friends.

Religious Education

The school has a Christian ethos. Religious Education is taught in all the classes. Pupils will develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life and to identify values and attitudes that influence behaviour.

The children will also develop a respect for God, themselves, others and the environment.

Whole school assemblies take place on a regular basis. Local clergy are invited to attend and lead on a regular basis.



SPECIAL EDUCATION NEEDS

At the heart of the work of every school and every class lies a cycle of planning, teaching and assessing. These general arrangements in a school take account of the wide range of abilities, aptitudes and interests that children bring to school. Most children learn and progress well within these arrangements, those who have difficulty in doing so may have special educational needs. The identified educational needs of each child will be catered for by his/her class teacher, who is supported by our Special Educational Needs Co-ordinator.

The Western Region provides a range of specialist facilities and support for children who have been identified as having special educational needs. Children may be identified at a very early age as having a significant learning difficulty that is likely to affect their learning. For the majority of children with special educational needs the identification will occur after they have started school and parents will be involved at an early stage.

The school follows the Education Authority's policy and procedures in relation to Special Educational Needs. If a child's difficulties are severe or complex the Western region may decide to carry out a full assessment involving all the agencies concerned. In such cases, parents will be consulted throughout the procedure, be asked to contribute information and comment on the assessment and any statement of their child's needs which may be subsequently proposed by the Western Region.

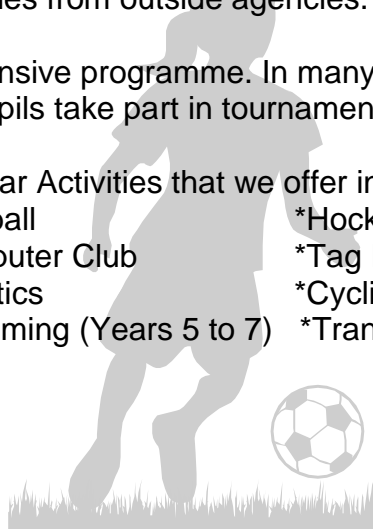
Extra-Curricular Activities

Extra-curricular activities are organised on a voluntary basis by our teaching staff and we also invite in coaches from outside agencies.

We offer a varied and extensive programme. In many of our activities, particularly in the area of sport, our pupils take part in tournaments and competitions.

Some of the Extra-Curricular Activities that we offer include:

- | | | |
|-----------|--------------------------|-----------------------|
| *Choir | *Football | *Hockey |
| *Art Club | *Computer Club | *Tag Rugby |
| *French | *Athletics | *Cycling |
| *Cookery | *Swimming (Years 5 to 7) | *Transfer preparation |



HOMEWORK

Homework is regarded as an integral part of every pupil's learning. Homework encompasses a variety of activities instigated by the parent or the teacher to support the pupil's learning. For example, **a parent who spends time reading with a child at bedtime is helping with homework.** Homework can play a positive role in raising a child's level of attainment but we also recognise the importance of free time and play for a child's growth and development. While homework is important, it should not prevent children from taking part in a wide range of out-of-school clubs and organisations that play an important part in the lives of many children.

The aim of our homework policy is to:

- Consolidate, develop, and extend work done in school and to allow pupils to practise skills taught in lessons.
- To help pupils develop the skill of independent learning
- To promote a partnership between home and school to support each pupil's learning.
- To develop the pupil's self-discipline and self-motivation
- To help pupils to develop good work habits for the future

We increase the amount of homework that we give pupils as they move through the school.

On average we suggest that the total amount of time spent on homework should be (unless completing additional transfer work):

Years 1 – 3 approximately 15 – 25 minutes per night

Years 4 – 7 approximately 35 – 60 minutes per night.

If a pupil has special needs, homework tasks will be adapted to meet their needs.

We encourage parents to contact their child's teacher if there are difficulties regarding homework.

Homework is written in a homework diary and this must be signed by the parent/guardian each night. Homework is one occasion when home and school impinge on each other most directly. It offers parents an opportunity to fulfil in a particular way their role as the primary educators of their children.



ASSESSMENT REPORTING AND RECORD KEEPING

Assessment of children's work is an integral part of our school. As a parent you will want to know how your child is progressing as they move through the school year.

The main purposes of assessment are:

- To build a more open relationship between learner and teacher
- To improve individual pupil progress
- To assist and encourage pupils in taking ownership of their learning
- As a tool to gather hard data to assist our school improvement
- Accountability of The Board of Governors
- DE/EA legislation
- As an aid to assist teachers with their planning

Staff of Denamona Primary School embrace the different forms of assessment within their everyday classroom practice.

These forms of assessment include:

- Formative (Assessment for Learning)
- Summative (Assessment of Learning)
- Diagnostic and Evaluative
- Pupil Assessment for Learning strategies

Formal parent/teacher meetings take place during term one of the school year, with an optional second meeting (usually end of term two). The main meeting involves a review and discussion of your child's progress to date. In the summer term a written progress report is issued for each child. Details of individual pupil attainment levels at the end of Key Stage One (Year4) and Key Stage Two (Year7) may be included in these annual written reports.

Parents are reminded that where there are any concerns or worries about their child they are urged to contact the class teacher or Principal at any time. They will be happy to discuss concerns.

Parents of children with special educational needs are encouraged to meet with teachers at the beginning and evaluation stages of each new education plan. These meetings are to agree targets and discuss how parents can further support their children's learning at home.

Teachers use their professional judgement and both their own tests and agreed standardised tests to assess the progress of each child. Teachers also benefit from information and concerns shared by the parent in making a judgement about a child.

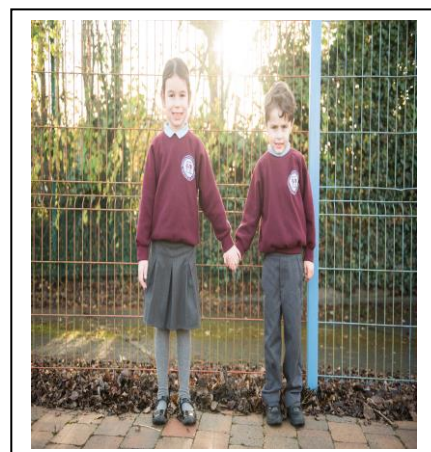
Where appropriate, this information may be supplemented by information available from outside agencies such as the Western Region, etc.

SCHOOL UNIFORM

It is important that every child comes to school neat and tidy. We are proud of our school uniform as it reflects the individuality of our school and offers all children a common form of dress. School uniform must be worn each day unless special clothing is required for field trips or sporting events.

Boys Burgundy sweatshirt with school crest
 Grey trousers
 Grey shorts (summer time)
 Light blue polo shirt
 Black shoes

Girls Burgundy sweatshirt with school crest
 Grey skirt or pinafore
 Grey trousers (cold weather)
 White socks/grey or burgundy tights
 Black shoes
 Blue checked dresses (summer time)



School uniform must be worn at all times. All items of clothing must be clearly named.

Hair must be tied back neatly. For safety reasons, only stud earrings may be worn and no necklaces are permitted. Velcro openings on shoes are advisable for P1 – P4 children.

P.E. uniform is a white T-shirt, navy shorts and trainers. Navy tracksuit bottoms may be worn. The children wear school uniform on PE days and change at PE time.

ATTENDANCE

The average attendance in our school is always above 90%.

The law requires that all children should attend school for the 190 days, unless they are ill. If children have to miss school for illness or any other reason, then parents are required to write a note to the school explaining their absence - the reason for absence is recorded.

If a child has an appointment e.g. Doctor, please notify the class teacher beforehand. Try to arrange dental appointments for outside school hours. Please send a written note for requests for time out of class or changes in travel/collection arrangements.

CHARITIES

The school endeavours to support various charities throughout the year.

Numerous charities make application to the school each year but we rotate fundraising efforts. Subscriptions made to these are voluntary and all subscription totals are recorded.

CHANGES IN SCHOOL ARRANGEMENTS

Changes occur from time to time in the staffing and organisation of the school and parents will be informed by letter.

NON-SMOKING POLICY



The school operates a Non-Smoking Policy. Visitors are **NOT** permitted to smoke in, or around, the school building.

DRUGS POLICY

We believe that our school has a vital preventative role to play in combating the misuse of drugs by young people and we therefore include a Drugs Education Programme in our curriculum.

We recognise that drug misuse is a whole-community issue and that schools alone cannot solve the drugs problem; the school is only one of a number of groups and agencies which must play a part in the education of young people and we make use of their expertise where possible in the delivery of the programme.

We will prepare our pupils to make informed and responsible decisions about drugs, if necessary. We will increase their knowledge and develop appropriate values, attitudes and skills.

INSPECTION OF SCHOOL POLICY DOCUMENTS

Please contact the school to arrange an appointment to view documents (at least 3 working days notice should be given to the Principal).

HEALTH AND SAFETY POLICY

The B.O.G, Principal and Staff of the above school are committed to the taking of reasonable, necessary steps to safeguard pupils' health and safety during the authorised times on school premises or during APPROVED school activities elsewhere.

Outside agencies/bodies will be welcomed into the school to reinforce aspects of safety.

Pupils will be encouraged to exercise responsibility for their own safety and to be made aware of potential hazards to themselves and other pupils when in/outside school.

Procedures

1. Staff are responsible for pupils from 8.50 a.m. All pupils report to classrooms.
2. The Staff is committed to discipline and good order among pupils. Misconduct will be dealt with according to the school's Discipline Policy.
3. Bullying in all its various forms (gesture, verbal, physical, exclusion, and extortion) will not be tolerated and pupils will be made aware of the need to report such incidents.
4. All movement within the school building is at walking pace.
5. During morning break, a minimum of one teacher and a classroom assistant will supervise in the playground.
6. Wet Day - at break time each teacher will supervise his/her own class. At lunchtime the supervisors will supervise in the FS, KS1 and KS2 classrooms.
7. Pupils are restricted to the tarmac area and the grass area at the front of the school. During play, any conduct considered dangerous to the welfare of any pupil may result in the child's withdrawal from play for a "cooling off" period as determined by Principal / member of staff.
8. To avoid risk of injury to wearer and others during school activities, items of jewellery should not be worn to school e.g. earrings, necklaces and rings.
9. Any health problems affecting a pupil should be reported to the school. Pupils who need to remain indoors at playtime require a note from parent/guardian. Such children will be supervised by a member of staff.

10. Accidents- details of accidents will be recorded in a special Accident Book. In the case of injury requiring hospital attention, the parent / guardian will be contacted as soon as possible.
11. First Aid items are stored in the Staffroom.
12. Outings - a consent form (to be signed) will be sent home at the start of each school year. Parents will be informed about trips prior to their happening. Additional consent forms may be issued for specific trips.
13. Hygiene – pupils will be expected to wash and dry their hands after each visit to the toilet.
14. Home time - Pupils are supervised until collected by car or bus but parents/guardians need to notify the school if they are going to be late.
15. Children are not permitted to bring to school items which constitute a safety hazard. No toys are to be brought to school unless directed by the teacher e.g. Golden Time, Show and Tell or end of term.
16. Fire Drill - will take place once a term.
17. Children will not normally be allowed to leave the school premises during the school day ie.9.00am.-3.00pm. Parents must contact the school re visits to doctor, dentist etc. The Principal and class teacher must be made aware that a pupil is to be excused early, preferably by a note, or a telephone call.

PASTORAL CARE

At Denamona Primary School Pastoral Care permeates all aspects of school life. It reflects the values, attitudes, beliefs and practices of our Christian faith and involves all members of our community- children, parents and all other adults who contribute to the well being of each child.

The atmosphere of the school is based upon good relationships between staff/pupils/parents. As a staff we work as a team, respecting each other's roles and recognising individual talents and expertise. We are concerned with the needs and well being of each child; with the approaches and programmes we implement in order to aid his/her development.

We recognise and value the important role that parents play in their child's education. Every effort is made to ensure that parents feel welcome, that they are made aware of the school's aims, objectives and policies and of their child's individual needs, progress and achievements. We expect you, our parents, to co-operate fully with us in achieving our goals.

WE WANT YOU TO FEEL SAFE AND SECURE WHEN YOU COME TO SCHOOL EVERY DAY.

Teachers are on duty each day to help.

At dinner time supervisors are on duty. If something happens the adult on duty should be near you and you go to this person. If you cannot find her, go to the nearest adult. On the bus, you must tell the bus driver if something happens. The Year 7 children will help you as well. Denamona operates a buddy system and 'Playground Pals'; these children are also a point of contact if help is required.

REWARDS

Children are rewarded for good behaviour and hard work.

Pupil of the week certificates are presented each week.

The school also operates a House Point System, with the winning house being rewarded at the end of the school year.

Golden Time also takes place once a week, where pupils have the opportunity to participate in a fun activity of their choice. Golden Time minutes can be removed as a sanction and earned back as a reward. Every child starts each week with all of their minutes in place.

CHILD PROTECTION PROCEDURES

A Guide For Parents

Everyone has a duty to protect children from Physical, Emotional or Sexual Abuse and from Neglect or Domestic Abuse.

Most children are not abused, but for those who are it is often the concern displayed by teachers and others in the educational system that leads to their protection from further abuse.

Children spend time with teachers who are well placed to notice emotional and physical problems.

The Department of Education for Northern Ireland requires all those working in education to cooperate fully with Social Services and other agencies to protect children.

All schools are expected to have a senior teacher, known as the **Designated Teacher** who deals with child protection matters. Teachers and others working with children are expected to report any concerns they may have about a child's well-being to the designated teacher.

If a teacher or anyone working in school

- Is told by a child that someone is harming or abusing him/her
- Notices any unusual marks or bruises on a child
- Is aware of inappropriate sexual behaviour or language from a child
- Observes signs of possible neglect of a child, such as, often tired, often hungry, often not properly dressed for the weather, generally poor hygiene
- Observes signs of possible emotional damage to a child

He/she must report the matter to the Designated Teacher who has special training in Child Protection.

The school, by law, must inform Social Services when there is a concern about a child.

Every possible care will be taken to minimise the possibility of mistaken referrals but this cannot be guaranteed.

No one has a choice when it comes to protecting children.

If anyone working with children and young people is concerned or has a suspicion or is told something worrying by a child or a third party he/she must pass on his/her concerns, as soon as possible, to Social Services.

Social Services have a duty to support families under stress in the interest of child protection and in all cases the welfare of the child is their first concern.

We at Denamona Primary School have a primary responsibility for the care, welfare and safety of the children in our charge. We will carry out this duty through our Pastoral Care and Child Protection Policy, which aims to provide a caring, supportive and safe environment.

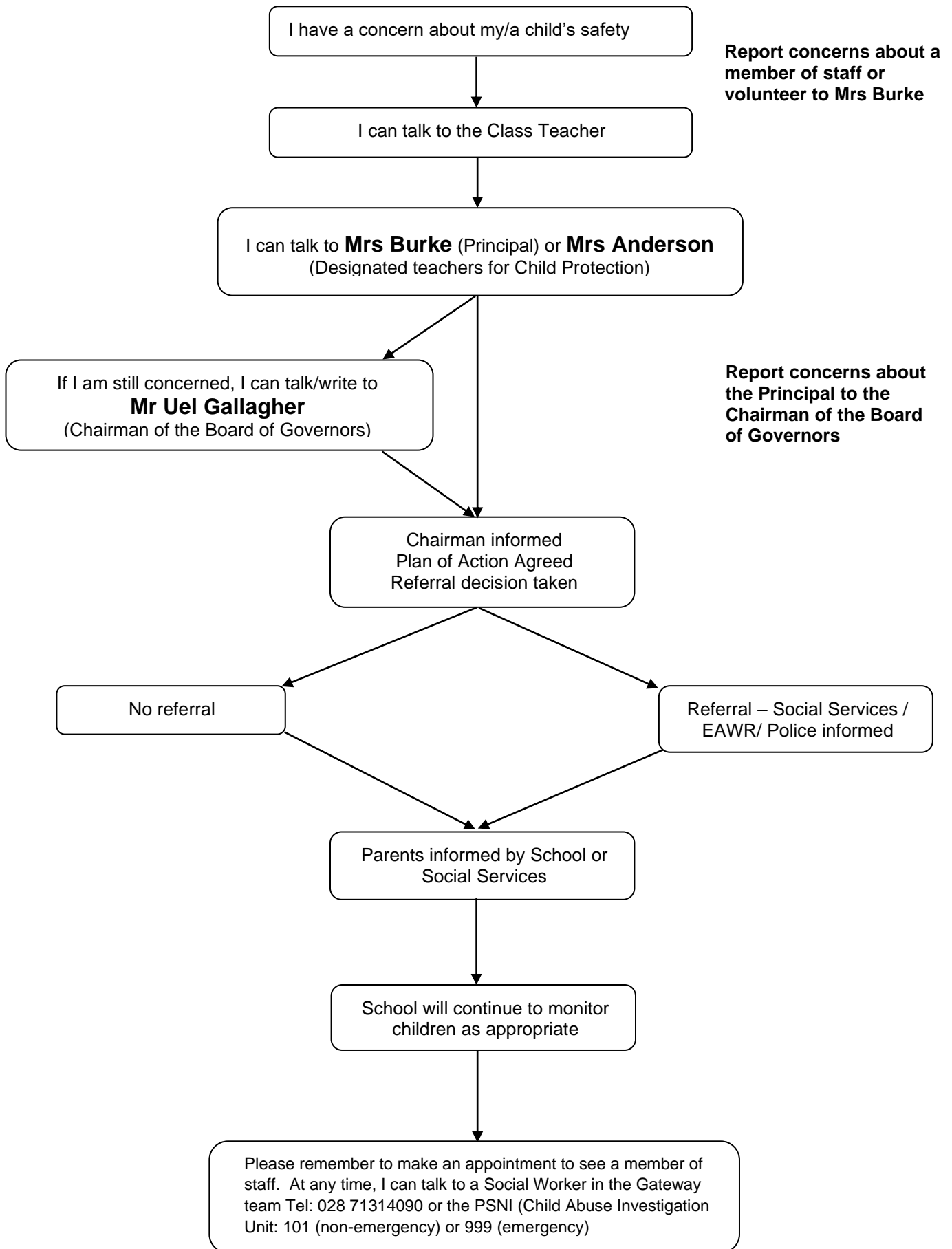
We will adhere to the following procedures to protect our children:

- All staff, teachers, non-teaching staff and volunteers will have clear guidance on the action that is required
- All staff and volunteers will undergo vetting procedures
- Children will be supervised at all times in the school grounds
- When it is necessary for a child to travel on a different bus from their normal one, permission will only be given on receipt of a written request or telephone call from a parent/guardian
- Access to the school building is prohibited during the day unless requested and CCTV cameras operate around the school. Front and back doors are locked from 9.30am in the morning.
- Bullying is a highly distressing and damaging form of abuse and will not be tolerated in school. All staff will be vigilant at all times and will raise awareness with pupils, staff and parents about bullying, its forms and consequences.

Children will know and have their attention drawn to whom they can talk to if they are sad, worried, being teased or have any other concerns.

The designated teacher for Child Protection is **Mrs Burke**. In her absence, Mrs Anderson is responsible.

Parent Information on Child Protection



DISCIPLINE

At Denamona Primary School we adopt a positive approach to Behaviour Management. Pupils are encouraged at all times to behave in an appropriate way, to respect the views of others and to be considerate at all times.

Good order and discipline is established and maintained in Denamona through the implementation of our Positive Behaviour Management Policy. Positive Behaviour is rewarded and praised at all times. We pride ourselves on the well-mannered behaviour of the children who attend this school

The foundation of this policy is built upon the establishment of good relationships between pupils and teachers which can only be achieved by positive, stimulating teaching and learning being experienced by all children across the school.

Minor lapses in behaviour are dealt with in school. Parents will be informed of more serious lapses in behaviour. Should the unlikely need for pupil suspension or expulsion arise we shall follow the procedures laid down by the EA, Western Region.

SCHOOL RULES

TALKING AND LISTENING

We listen to each other therefore;

When the teacher speaks we stop, look and listen.

We listen to each other.

When we want to speak we put our hand up.

We use our quiet voice in class.

Work talk is soft talk.

SAFETY AND MOVEMENT

We want a safe school therefore;

We sit on our seats.

We handle all equipment carefully.

We use the toilets properly.

We need permission to leave school.

We always walk quietly.

LEARNING

We try our best therefore;

We come to school ready for work.

We start our work quietly and always try to finish it.

We keep busy.

CARING

We care for others therefore;

We show good manners.

We are kind to others.

We tell the truth.

We care for everything in our school.

OUR PLAYGROUND GOLDEN RULES

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules
- We are honest with everyone

OUR CLASSROOM GOLDEN RULES

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

ACCEPTANCE OF ADMISSION TO THE SCHOOL IMPLIES PARENTS' ACCEPTANCE OF THE SCHOOL'S DISCIPLINE POLICY.

SCHOOL HEALTH SERVICE

WHAT IS IT? The School Health Service is part of the National Health Service.

Each school has:

A school nurse A health visitor
A school dentist A school doctor

It exists to help children stay healthy during their school days.

WHO DOES WHAT?

Teachers: Know how a child learns in the classroom.
Know if a child has a problem in school.

DOCTORS, DENTISTS AND SCHOOL NURSES ensure that any physical, emotional or social problems which inhibit a child's education are recognised and treated as early as possible and relevant information is rapidly communicated to parents, teachers and any other professionals.

SCHOOL HEALTH PROGRAMME

Year 1

*Full medical check
Immunisations as required-GP/School Nurse
Vision and Hearing Test- School Nurse
Height, Speech and Weight check

*Not carried out if child already had a full medical by General Practitioner.
Dental screening- School Nurse

School Nurse is not responsible for head check. Parents are advised to check their children's hair regularly

MEDICAL

The School Health Team is happy to listen to any worries you may have about your child's health.

Team members will:

- **Talk to parents and teachers about managing children with illnesses**
- **Arrange appointments at other clinics**
- **Work with families whose children miss a lot of school**
- **Offer help to families with children who have emotional or behavioural problems**
- **Advise on children with Special Needs**

WHAT PARENTS CAN DO?

- You know your child best. If you are worried, please contact the School Nurse or School Doctor.
- Have your child fully immunised before starting school either with your GP or at the local Health Clinic.
- Always complete and return forms before a medical check-up in school.
- Check your child's hair at least once a week for head lice. Contact the school for advice if you are concerned.