



Policy on the School Environment



(See also 'Guidelines for Display' and Assessment for Learning Policy '*Learning Environment*')

Aims and objectives

The school environment, both indoor and outdoor, must contribute positively to the attitudes, behaviour and motivation of 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.

Indoor Environment

The Classroom

- All teachers will take responsibility to ensure that their classroom is an effective 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 themes being studied by 'screaming the theme
 - to show appreciation of the work and effort of all pupils;
 - to recognise achievement and help to promote high standards.
- Displays should reflect the themes currently being studied by pupils. Displays should not only be relevant, inspiring 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 at least once a term (see also 'Guidelines for Display').
- 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. Classrooms will be cleaned each day and we will ensure that the children have a clean, safe and welcoming place in which to learn.
- In all that we do, we strive to encourage positive attitudes towards the environment. We teach the children to have respect for the equipment and facilities in school and to play their part in looking after their classroom and the environment in general. Children are expected to leave classrooms in a neat and tidy condition. No litter is to be left on the floor and all equipment is to be put away in the appropriate place.
- Children have a drawer to keep their belongings in. Children are expected to take responsibility for looking after their own equipment, collecting it at the start of lessons and putting it away at the end. Therefore equipment needs to be readily accessible.

Corridors, Halls and Entrance Hall

- Corridors in both infant and junior buildings have cloakroom areas where the children can keep their coats, PE kit, lunch boxes and bags (KS2). Each child will have the exclusive use of a peg. In the new classrooms in both building pegs are in the classrooms. Any valuables should be given to the class teacher for safekeeping, although children are discouraged from bringing these to school.
- The appearance of the entrance foyer is very important as it creates the first impression of the school for all visitors. We ensure that this area reflects the school's ethos, values and high expectations. There is an achievement area here which displays the awards earned by the school, such as sports trophies and academic certificates. There is a photograph gallery with the names of all adult workers in the school, including the governors. This recognises the contribution of all those who give time to the school and helps to develop a sense of teamwork. The schools vision and values are also displayed.
- Halls in both buildings have display boards. The infant hall also has a large mural. These are used to display themed work across both key stages as directed by the senior management. Junior hall displays reflect the schools values and celebrate pupils' achievements. They also act as teaching aids for the teaching of P .E.

Outdoor Environment

- 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. 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.

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;
- The outdoor environment is very important in providing opportunities to enrich the curriculum. Examples of this include using the teaching of forest schools, the ponds and Oak tree for work on habitats and the garden area outside the junior classrooms to plant sunflowers which the children then use to make observational drawings. Reception also have their own garden with planting and hens.
- Both key stages have their own playground and field with a large playing field for Key Stage Two. Reception also have their own terrace with a grass area. The infant classrooms have a communal outside area with external access. This area has fixed seating and a pond, which is fenced off and accessible only with adult supervision. There is also a pond area in the grounds of the junior building. There is also a covered Pavilion with fixed seating to accommodate a class. This also acts as an additional 'quiet area' for children

at playtimes and a place for them to eat their packed lunch in the summer term.

- There are a number of benches and tables provided for the children to use in both playgrounds and designated quiet areas. The playgrounds are also marked out for a number of games, including netball, football and hopscotch. There is a road and parking bay on the Reception Terrace. Each playground has several pieces of equipment to stimulate play. Reception have an adventure trail climbing frame, play house and train. Key Stage One have a balancing log and there are basket ball, football and netball posts on the Key Stage Two playground and field. There is also a 'Fit and Fun' trail in the Key Stage 2 playground.
- The fields are used for a variety of games activities and are used by all children during their PE lessons. Most classes also use the outside areas for ten minutes daily physical activity (Take 10). We encourage the children to use the field during the summer term at playtimes and lunchtime.
- The grounds are maintained by a contractor employed by the school. The contractor provides a grass-cutting service, maintains the trees on the site and marks out the sports pitches.

Health and Safety

- 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.
- There is a designated member of staff who has responsibility for carrying out Health and Safety inspections with the site manager. The governing body will ask for regular reports from the head teacher about health and safety matters, including a record of what accidents have occurred in each term, and what safety inspections have been carried out.
- 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 at break and lunch times when they are using the playground and the school field. Children are not allowed onto the premises before 8:45 am and only then with adult supervision.

Monitoring and Review

- The class teacher has the responsibility for maintaining a well-ordered and tidy classroom. The school will ensure that the classrooms are cleaned on a daily basis during term time.
- The school environment will be monitored by the headteacher and deputy as part of his or her daily duties.
- This policy will be reviewed annually.

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