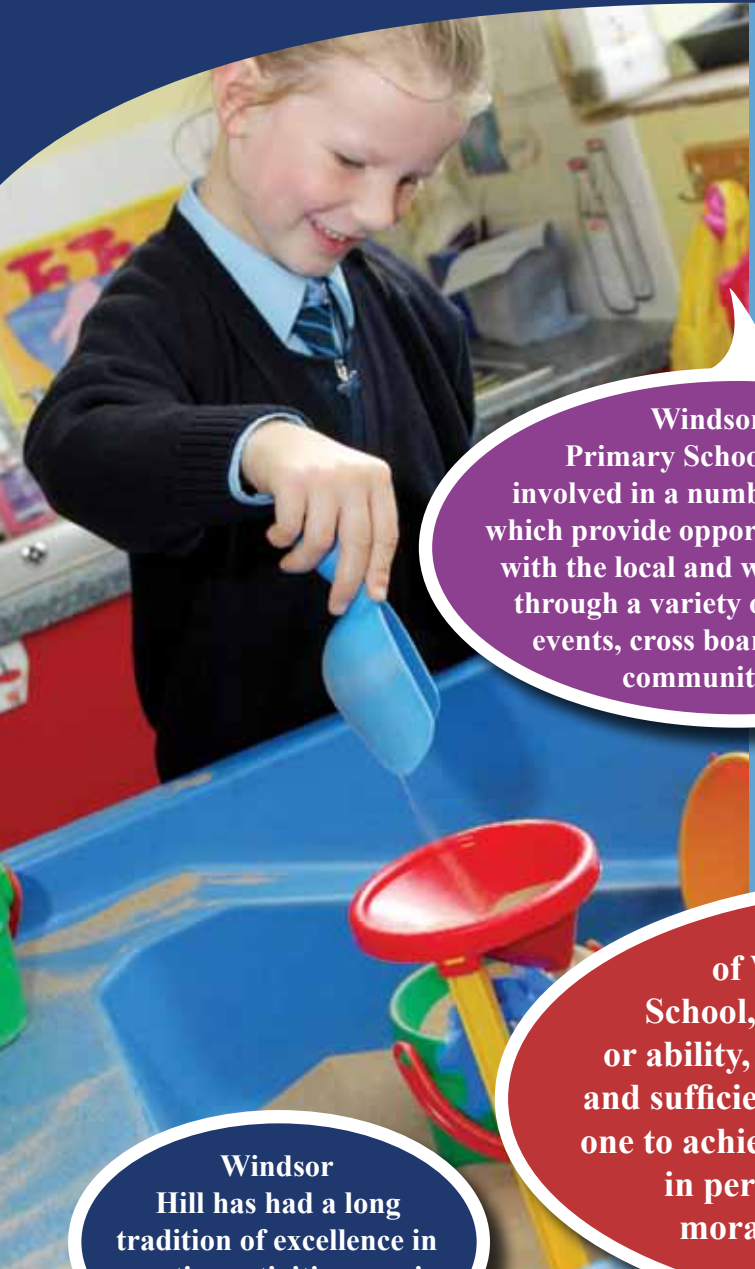


Windsor Hill Primary School Prospectus



Windsor Hill Primary School – At a Glance



Windsor Hill Primary School is actively involved in a number of initiatives which provide opportunities to engage with the local and wider community through a variety of competitions, events, cross border and cross community links.



The pupils of Windsor Hill Primary School, regardless of background or ability, will be motivated, supported and sufficiently challenged to enable each one to achieve his/her maximum potential in personal, social, intellectual, moral, spiritual and physical development.

Windsor Hill has had a long tradition of excellence in creative activities, music and sport.



Find us on the web at: www.windsorhillps.co.uk





'Care, Courtesy and Consideration'

By free communication between the home and school we can build an open and harmonious relationship that will both support and encourage our pupils throughout their early years education.



At the heart of the curriculum lies the explicit emphasis on the development of skills and capabilities which will enable children to become lifelong learners and effective contributors to society.



At all times the school will endeavour to act in the best interests of the child.



Pastoral care is central to the ethos of our school.



Dear Parent/Guardian



**Thank you for your interest in Windsor Hill Primary School.
May I take this opportunity of welcoming you and your child
to Windsor Hill Primary School.**

This prospectus has been designed to give you the information about our school which we trust will help your child settle into the life of our school. A brochure such as this can only attempt to indicate a little of what happens within the school and for this reason we are always delighted to welcome visitors so that they may see the school for themselves. With this in mind, feel free to contact the principal to arrange a visit if you have not yet had the opportunity to see what Windsor Hill Primary School has to offer your child. The children of Windsor Hill Primary School know that they come to a happy school where academic standards are high and where discipline, hard work and learning go hand in hand with providing a safe, secure and inclusive learning environment where everyone is encouraged to show "Care, Courtesy and Consideration".

It is only by this free communication between the home and school that we can build an open and harmonious relationship that will both support and encourage our pupils throughout their early years' education.

Yours sincerely,
Miss I. McKane
Principal





'Care, Courtesy and Consideration'



Mission Statement

That all the pupils of Windsor Hill Primary School, regardless of background or ability, will be motivated, supported and sufficiently challenged to enable each one to achieve his/her maximum potential in personal, social, intellectual, moral, spiritual and physical development.

We aim to achieve this by providing our pupils with;

- a safe and stimulating learning environment which will enable them to work to achieve their full potential and equip them as good citizens and life-time learners.
- the necessary skills to respond to the challenges and discipline of secondary education and the rapidly changing needs of society and work.
- a caring environment where their mental and physical well-being is paramount and where parental partnership and community links are actively promoted.
- a set of values based on the Christian religion which will guide and direct their spiritual and moral development and promote tolerance and acceptance of others.

Values

The values we seek to instil include:-

- Honesty
- Good Manners
- Social Competence
- Personal Responsibility
- Tolerance
- Compromise
- Cooperation
- Resourcefulness
- Resilience
- Good Citizenship
- Concern for the Less Fortunate
- Confidence
- Adaptability
- Application to Work
- A Desire to Learn
- Healthy Lifestyle
- Independence
- Positive Self Worth





Organisation of Classes

It is the policy of the Board of Governors that, as far as possible, children should be taught in single year group classes. However, staffing and financial considerations, together with DENI regulations on class sizes, may make it necessary to establish composite classes (e.g. a P4/P5). Where this is the case every effort will be made to ensure such classes are manageable with regard to ability range and size.

Primary school children usually succeed best with one class teacher who takes the children for all curricular subjects. However, the particular skills of teachers will be used in afternoon classes for Year 4 up, when teachers may adopt a semi-specialist role in certain subjects.

Pastoral Care

Pastoral care is central to the ethos of our school. The atmosphere within the school is intended to be orderly, but sympathetic and caring. Since pastoral care permeates every aspect of school life, the staff of the school are committed to providing a warm and caring environment. At all times the school will endeavour to act in the best interests of the child.

In line with the policy of maximising the potential of each pupil, the school recognises that it has a responsibility to do everything possible to care for each pupil's physical and emotional well-being. The school will endeavour to provide a comfortable and safe environment for learning. The support of the parents is an important element of this.



Please note that on the grounds of safety, health and hygiene;

- No jewellery, other than watches, is permitted. This includes the wearing of earrings.
- All pupils with long hair should have it tied back and, preferably, secured up.

It is expected that all parents will comply with these requests.



Healthy Eating

The school operates a “Boost Better Breaks” Policy whereby the pupils are asked to have milk or fruit only break at 10.30 a.m. This is aimed at reducing the number of sugar attacks on teeth during the day and developing healthier snacking practices.

Pastoral Needs

Due to the nature of primary education, it will be the responsibility of each class teacher to look after the pastoral needs of the children in his/her class. A confidential parental form for social and medical information is completed and updated annually

Class teachers will attempt to resolve the worries of new pupils and to relieve their anxieties. They will also be grateful for information about any difficult home circumstances that may be causing temporary distress or anxiety.

Injuries/Illness

The teacher responsible for First Aid will normally check out more significant injuries and record them.

When a child is sick or injured, the school will, in the first case, attempt to contact the parents to bring the child home.

- It is essential that the school is kept advised of current contact numbers
- If no one can be contacted, and it is regarded as an emergency, then a doctor and/or ambulance will be called.

Prefects and Playground Pals

A prefect system operates whereby all Year 7 pupils are given additional responsibilities and opportunities to develop, in a practical way, our values and in so doing support the staff with daily school routines and encourage and help the younger pupils at play.



School Uniform



There is a school uniform and the preferred manner of dress is as follows:

Boys

- Blue shirt
- Navy blue pullover cardigan
- Grey trousers
- Indoor shoes
- School tie
- Reversible school coat (optional)

Girls

- Blue blouse
- Navy blue pullover/ cardigan
- Navy blue pinafore/skirt
- Indoor shoes
- School tie
- Blue and white school cotton dress (Summer term only)
- Reversible school coat (optional)

A navy tracksuit and blue polo shirt are also available for pupils. These are only an alternative to the proper school uniform on set P.E. or swimming days (Swimming is for Years 5-7). They may also be worn for extra curricular sporting activities.

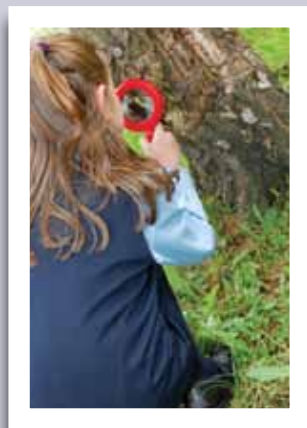
PE Uniform

It is school policy that all children should wear the proper school uniform as it gives them a sense of identity with the school. Jeans and other tracksuit bottoms are not permitted. School coats are obtainable, on order, from the school.

All other uniform clothing can be obtained at a reasonable price from local stores:

- Saints and Scholars, 23 Mill Street, Newry
- McEvoy's, Hill Street and Monaghan Street, Newry

It is very important that all items of clothing and footwear are properly named.





The school hours are as follows:



Year 1-Year 3 **9.00am-1.50pm**
Prompt collection is greatly appreciated.

Year 4-Year 7 **9.00am-3.00pm**

The school doors will be open to receive pupils from:
8.45am

Pupils should not be on school premises before that time.

Prior to 8.45am responsibility for the safety of your child(ren) rests with the parent/guardian.

Children should not be taken out of school at any time other than the child's normal end of school time without a written parental request. (Child Protection Policy)

An early leaving form is available from the office and class teachers to facilitate requests.

Break: 10.30am-10.45am

Windsor Hill actively encourages pupils to eat healthy and exercise regularly. We are involved in the 'Boost Better Breaks Scheme'. Children are encouraged to bring a healthy break of fruit. Portions of fruit can be purchased from the school kitchen each break time. Filtered water is also available for the children throughout the day.

We look forward to your continued support with our Healthy Breaks Policy.

Lunch 12.15pm-1.00pm

Pupils may bring a packed lunch to school which they eat in their classroom or they may have a school meal served in the Dining Hall. Our excellent Kitchen staff provide a set dinner for pupils with a choice of main meal and a convenience dessert. The monthly menu is sent out so that parents know what will be served in advance of choosing a meal.

Holiday Arrangements

The current holiday list is available from the school office. In the event of an emergency closure every attempt will be made to notify parents to enable them to make alternative arrangements.

Term Time Holidays

Regular attendance at school has a very important role to play in ensuring sound learning and progress. If parents choose to take their child/children on holiday during term time, regrettably, school staff will not provide work packages to cover the period of absence. The responsibility rests with the parent to assist their child in catching up with missed work upon their return. It is important to note, however, that much of the most effective learning occurs through oral and activity based teaching and cannot be 'caught up' via extra written work. Absence due to a holiday will normally be recorded as.



Curriculum Policy Statement

It is the policy of the Board of Governors of Windsor Hill Primary School that all the pupils will receive their full entitlement under the Northern Ireland Curriculum and that the school will go beyond that entitlement in areas where there are particular abilities among the staff.

The curriculum will be balanced and broadly based to promote the spiritual, moral, cultural, intellectual and physical development of each pupil. Emphasis will be placed on the range of skills necessary to enable pupils to achieve their potential and to make informed and responsible choices and decisions in their lives.

The acquisition of skills and knowledge will be placed in the context of the development of positive attitudes to learning and the development of sound moral values based on the Christian religion.

All pupils are equally valued and no pupil will be debarred from any part of the curriculum on the grounds of sex, race or creed.

Curriculum Delivery

The primary curriculum is divided into three stages:

Foundation Stage Primary 1 and 2

Key Stage 1 Primary 3 and 4

Key Stage 2 Primary 5, 6 & 7

Each child is given the opportunity to access the full range of the curriculum and our experienced staff ensures that specialised subjects are fully covered.

The NI curriculum combines the various subjects into six interconnected learning areas:

1. Language and Literacy (bringing together Talking and Listening, Reading and Writing).
2. Mathematics and Numeracy (emphasising practical and mental mathematics and thinking processes in mathematics as well as the application of numeracy).
3. The Arts (bringing together Art & Design, Music and Drama).
4. Physical Education
5. Personal Development and Mutual Understanding (giving clear ideas for how to develop children's knowledge of health & safety and emotional & community understanding.)
6. The World Around Us (where geography, history, science and technology have been combined into topics).

It is recognised that all areas of study have a major role to play in developing numeracy and literacy skills and these skills will be the focus across the whole curriculum.

ICT is incorporated into all of the learning areas. In ICT, the skills necessary to access, process and present information are systematically developed and utilised as appropriate. A new, fully networked computer suite provides hands-on access for the pupils. The school also boasts six classroom based Interactive White boards, which give access to a vast range of educational tools for teachers and pupils alike. In addition Apple Computers are used in classes with older pupils for creative digital media work.

At the heart of the curriculum lies the explicit emphasis on the development of skills and capabilities which will enable children to become lifelong learners and effective contributors to society.



The School Curriculum



PDMU

Personal Development and Mutual Understanding will be seen as a whole school responsibility and promoted accordingly through all areas of school life. Cross community links will be established with local Maintained schools to allow for collaboration in both formal and informal curriculum pursuits. Additional cross community/cross border projects may be embarked upon from time to time.

The school curriculum is seen as being in need of constant revision and the teachers will, at the end of each year, review it, and, in consultation with the Board of Governors, implement changes as necessary to ensure that the opportunities, experiences and learning experiences provided are relevant and take into account educational developments.

Assessment and Reporting to parents

Drugs Education

Windsor Hill Primary is a caring, responsible school with the children at the core of our activities. We strive to respond to the personal, emotional, social and educational needs of all our pupils through our interaction with them in the classroom and beyond.

There is now a growing awareness throughout the country of

the dangers of drug misuse. The current emphasis of our drugs education programme is on the potential dangers in the misuse of tobacco, alcohol, and medicines - prescribed or otherwise.

We do not wish to sensationalise or dramatise the drugs situation. We believe in providing a programme which is appropriate to the experience of children in our school. Hence we endeavour to equip our pupils with the skills to respond and react appropriately to situations which are, or may be, hazardous to their health.

Our programme will be delivered chiefly through our science, health education and child safety activities and reinforced through assemblies. Underpinning our teaching is the belief in building the child's self-esteem; in helping them value themselves and others; in developing a sense of responsibility to themselves and those around them; and in recognising that their actions have consequences.

We recognise this as a partnership between school and the parents, where we work together towards educating and preparing our children for each stage of their lives.



Religious Education

Non-denominational religious education, based on the Christian faith, will be available to all children in accordance with statutory regulations. Parents may remove their children from these classes on the grounds of conscience and the school will endeavour to make alternative arrangements for them.

Collective worship will take place on a regular basis in school assemblies. Local ministers are also invited weekly to lead assemblies and the children also have opportunities to contribute to assembly during the year.

Windsor Hill has had a long tradition of excellence in creative activities, music and sport. Senior pupils enjoyed considerable success in football, hockey and netball. Our most recent sporting success came in 2011, when the girls' hockey team won the Northern Ireland Girls' Primary Schools Hockey Finals.

It is the intention of the Board of Governors that these aspects of the curriculum will be maintained and, where possible, expanded.

The subject coordinators in the school will be responsible for ensuring that the detailed programmes of study provide for appropriate progression in skills and content.



Assessment and Reporting to Parents



Pupils are continually monitored to assess their progress and celebrate achievement. Assessment is an integral part of planning, learning and teaching in our school. The teachers use various forms of assessment including teacher observation, marking written tests and assessment tasks. Pupils receive clear feedback on the quality of their work and assessment is used to inform future teaching and learning.

We encourage pupils to become involved in their own learning through 'Assessment for Learning'.

Strategies are being used in all classes. Teachers share 'learning intentions' and pupils can contribute to the identification of 'success criteria' and are encouraged to evaluate their work and that of others in teacher directed self and peer assessment.

As a minimum parents will be informed of their child's progress by;

- An annual interview
- A mid year progress report
- An end of year written report

Further meetings may also be arranged at other times throughout the year by the school or by parents, as deemed desirable or necessary. In addition, parents of pupils with special educational needs will be invited to review progress, at least twice a year, with the S.E.N. teacher and to keep them informed of individual targets.

The school is fully committed to promoting parental partnership in the education process and keeping parents informed. Various programmes are run to bring parents on board in the educational process and these are continually reviewed and changes made, as appropriate. In addition a regular newsletter on school activities is produced to keep parents informed.

Reporting on levels will take place at the end of Key Stages 1 and 2 as required by the Northern Ireland Council for Curriculum, Examination and Assessment. (CCEA)

Homework

Windsor Hill Primary School sees a value in children engaging in home study as a means of revising work done, in discovering information available through home sources, in involving parents in their children's studies and in the development of good work habits. Against this must be balanced each child's need for recreation and the development of private interests and hobbies. Hence, in the Key Stage 1 classes, the expected amount of home study should not exceed 30 minutes, and, in Key Stage 2 classes, one hour. This is a general guide only, and there may be times or special circumstances when these times are extended or reduced.

To ensure regularity it is school policy that homework will be set each night from Monday to Thursday, though this may be altered to accommodate special occasions, examination periods or vacations. A more detailed home study policy is available.





Community Links

Windsor Hill Primary School is actively involved in a number of initiatives which provide opportunities to engage with the local and wider community through a variety of competitions, events, cross border and cross community links. These have included 'Dissolving Boundaries', 'Our World' and 'Schools Connecting Cultures' Programmes. Cross Community Links with local schools to enable collaboration in both formal and informal curriculum pursuits also enrich the experiences of our pupils. Volunteers from Newry and Mourne Council work with Key Stage 2 classes providing reading support for children in

Musical Opportunities

A variety of musical opportunities are provided for our pupils in Windsor Hill. Class music allows the children to work creatively with sound, compose, sing, perform and listen and respond to music. All pupils from P4 have the opportunity to learn to play the recorder. The school has enjoyed considerable success competing in the recorder classes in Newry Feis over the years.

Mr Benson from the SELB Music service provides brass tuition for a number of Key Stage 2 pupils. Some of these pupils also practice and perform with the Southern Area School Orchestra.

Mrs Loney, the music coordinator, looks after our school choir of P5 – P7 pupils who perform at school and community events during the year.

Educational Visits

Throughout the year a variety of educational visits are organised for the children to enhance and extend pupils' classroom topics and activities. Venues for these visits have included Gosford Forest Park, Armagh Planetarium, The Palace Stables, Castlewellan Forest, Newry and Mourne Museum, The Library and W5 to name a few. The P7s enjoy their annual residential trip to Shannagh-more Outdoor Education Centre where they enjoy an action packed programme which includes archery, bouldering, adventure walks and canoeing to name a few.



Extra Curricular Activities



Windsor Hill Primary School considers that the extra-curricular activities on offer add a very valuable dimension to the education of the children.

These activities have recently included:

- Football
- Hockey
- Basketball
- Netball
- Athletics
- School Choir
- Computer Club
- ICT – Scratch Programming Club
- Cycling Proficiency
- Good News Club
- Eco Club

Some sporting clubs are available for younger pupils, but the majority are available to children in Years 4-7

In addition, other activities may be added, depending on availability, e.g. tennis, Drama.

Learning Support - Children with Special Educational Needs

Some of the children attending the school will have special educational needs. These may arise from the child's physical incapacity or his/her learning abilities. As it is the intention of the school to maximise the potential of each of the pupils the school will endeavour, within its resources, to meet these needs. This may involve differentiated work and/or additional help within the classroom or extra support in a small group setting from a Learning Support or Peripatetic teacher outside the classroom.

A number of experienced staff are qualified Reading Partnership Tutors, who working on an intensive one to one reading support programme work with Key Stage 1 pupils to provide a proven support to build children's confidence and

their reading ability.

If, despite this assistance, a child is still unable to cope sufficiently, a statement of the child's needs may be issued by the SELB and the Board will aim to meet these, either through extra classroom assistance in Windsor Hill, or by a placement in another appropriate school setting.

The process of 'Statementing' within the 5-stage Code of Practice is a lengthy one and involves close co-operation among the teachers, school medical authorities, educational psychologists and the parents. The SELB Special Needs Team will make the final decision about the appropriate form of education, following full discussion with the school Principal, SENCO, the Learning Support teacher, class teacher, parents and other relevant bodies. (Please note that the arrangements for dealing with special educational needs are currently undergoing a major DENI review.)



The Board of Governors 2012-2013

Chairman	Rev. B. Colvin
Transferor Representatives	Rev. B. Colvin Rev. K. Sutton <i>(Vice Chairman)</i> Rev. M. Barry Mrs D. Hempkin
SELB Representatives	Mrs A. Allen <i>(Designated Governor for Child Protection)</i> Mr R. A. Kinley
Parent Representatives	Mrs G. McKee Mrs L. Bingham
Teacher Representative	Mr P. Morrow <i>(Vice Principal)</i>
Secretary	Miss I. McKane <i>(Principal & non voting member)</i>



Main Responsibilities of the Board of Governors

The Board of Governors is ultimately responsible for the overall management of the school. It is required to meet a minimum of three times during the year. Some of its duties include:

1. The oversight of the curriculum.
2. The control of the budget.
3. The provision of information to parents.
4. The selection of staff.
5. The maintenance of the premises (shared responsibility with SELB).
6. The Admissions Policy.
7. Fostering links with the community and pursuing the objectives of mutual understanding.



Staffing

Principal	Miss I. McKane	School Caretaker	Mr. S. Taylor
Vice-Principal	Mr P. Morrow	School Cleaner	Miss N. O'Connor
Foundation Stage	Mrs Y. Moore	Classroom Assistants	Mrs. T. McCullough
	Mrs L. Jennett		Miss N. O'Connor
			Mrs. F. Flannagan
Key Stage 1	Miss V. Bratton		Mrs L. Butler
	Mrs I. Frazer	Supervisory Assistants	Miss A. Skillen
			Mrs T. McCullough
Key Stage 2	Miss I. McKane/Mrs Magill		Miss N. O'Connor
	Mr P. Morrow	School Crossing Patrol	Mrs F. Flannagan
	Mrs O. Kerrigan		Mrs L. Butler
Learning Support (Part-time)	Mrs H. Loney		Mrs R. Henning
School Secretary	Mrs S Whiteside		



Visiting the School

It is the aim of Windsor Hill Primary School to involve parents in the education of their children and to inform them as fully as possible about their children's progress.

The arrangements for consultation are as follows: -

Entrants to Year 1:

All parents of prospective Year 1 children will be invited, together with their children, to the school to meet their child's teacher and view the classroom in June. A special evening, for parents only, will also be arranged prior to this to impart essential information and answer any queries.

Entrants who have previously attended another school:

An interview will be arranged with the Principal. Parents will be welcome to view the school premises and a meeting can be arranged with the child's prospective teacher.

After Enrolment:

Parents will be invited to come to the school on an appointment basis to meet their child's teacher. This usually occurs in October/November with additional meetings arranged, as deemed necessary, to ensure parents are kept fully informed.

Parents will be invited to school to participate in such activities as special assemblies, carol services, concerts, and sports events.

Parents of children who will be transferring to secondary education in September 2012 will be invited to an interview in February to provide advice and guidance on the completion of the Transfer Report form.

Parental Request:

Parents are very welcome to come to school to discuss their child's progress. To avoid disruption of classroom work the following procedure should be followed.

Emergency - Parents should approach the school secretary who will arrange an urgent appointment with either the Principal or Vice-Principal.

Non-Emergency - Parents should approach the school secretary who will arrange an interview with the class teacher at a mutually convenient time, within two days of the request having been received.

Pupil Absence:

When a pupil has been absent from school the reason for that absence must be provided in writing on return to school. An absence form is available to all parents to assist with this.

For administration purposes, reasons given in person or by phone are not sufficient. Without a written explanation, absences will be recorded as unauthorised.

Admissions

Year	Applications P1	Admissions P1
2011/2012	25	25
2012/2013	27	27

Actual enrolment in September 2012: 153 pupils aged 4-11 years (Boys/Girls)
 Expected enrolment in September 2013: 157 pupils aged 4-11 years (Boys/Girls)
 School Management Type: Controlled

Admission

The Board of Governors is conscious of its responsibility to meet the legal requirements placed upon it by the Education Reform (Northern Ireland) Order 1989 in relation to the curriculum. It has therefore been decided that only children of compulsory school age will be admitted. If the school's admission and enrolment numbers have not been reached the school will admit all children of compulsory school age whose parents wish them to attend, subject to DE regulations limiting the size of Key Stage 1 classes. Where these regulations impact, every effort will be made to accommodate all pupils through composite classes. Any child who reaches his/her fourth birthday on or before 1 July 2013 is of compulsory school age and must receive education from September 2013.

Admissions Criteria

The Board of Governors will apply the following criteria to identify which children should be admitted either at initial admission to education or on transfer from another school. In selecting children for admission children resident in Northern Ireland at the time of their proposed admission to the school will be selected for admission to the school before any child not so resident.

1. Children of compulsory school age.
2. Children who will have brothers or sisters in attendance during the 2013/2014 school year.
3. Children whose brothers and sisters previously attended the school.
4. Sons or daughters of permanent full-time employees at the school.
5. Children for whom the school is the Controlled primary school nearest to their home.
6. Preference will be given to children with exceptional circumstances, (medical, social or other problems) that necessitate admission to Windsor Hill Primary School rather than any other primary school. The circumstances must be made known to the school at the time of application, should be personal to the child and must be supported by independent and appropriate documentation, providing evidence of the circumstances being described as being exceptional.
7. The remaining places will be allocated on the basis of the proximity of the child's home to school, priority being given to those living nearest to the school.

Criterion 7 will also be used to discriminate within any oversubscribed criterion (except criterion 1).



Child Protection Procedures

Child Protection Policy

In the writing and implementation of the child protection policy for Windsor Hill P.S the central issue at all times is the protection of the child.

The designated teacher with responsibility for child protection is the Vice Principal and the Principal is the deputy designated teacher.

In the event of any employee of the school having suspicion that a particular child may have in any manner been the subject of abuse, they must immediately report their suspicions to this designated person.

If following further discreet and informal enquiries, it is deemed further action needs to be taken, the designated person shall advise the Chairman of the Board of Governors and the SELB Officer responsible for Child Protection, and inform the appropriate member of the local Health and Social Services who will then conduct all further enquiries.

If the complaint is against the Vice Principal, as Designated Teacher, then the matter should be reported to the deputy Designated Teacher, the Principal who will then report directly to the Chairman of the Board of Governors.

If a parent wishes to express any concern over a child's safety the following procedure should be followed.

Where a parent has a concern involving suspected child abuse or neglect by a member of the public or school community, the following procedure should be followed:

Discipline Policy

Discipline is the system which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Good discipline creates the conditions for effective learning and helps to develop in children responsible attitudes and core values for life.

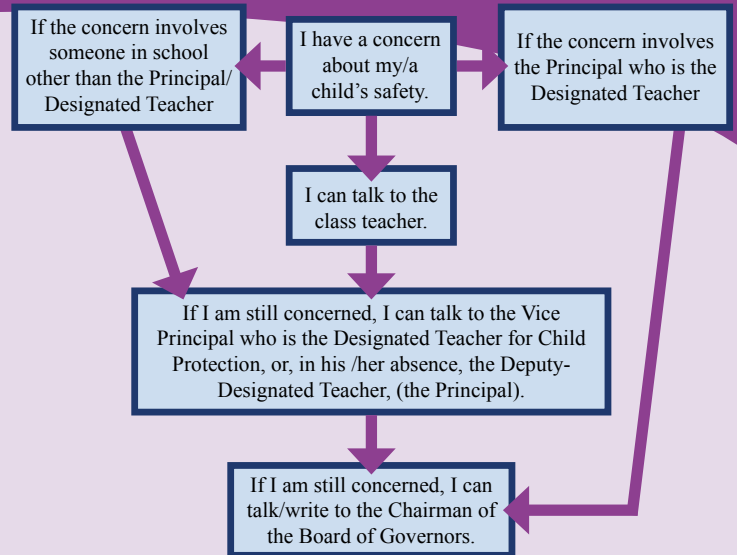
Good discipline is best achieved in the framework of a relaxed pleasant atmosphere, where enthusiasm and industry dominate, and in which pupils are able to give of their best, both in the classroom and through extra curricular activities.

Our aim is to create the conditions for an orderly community in which:

- Effective learning can take place;
- Self discipline, self esteem and good personal relationships can be developed;
- There is mutual respect among all members and a proper regard for authority;
- The safety and well-being of all its pupils is central:

We support the view that while every child has the right to be educated, no child has the right to be educated at the expense of others. All pupils have the right to feel safe.

A graded set of sanctions, as consequences for poor or disruptive behaviour, co-exist alongside a positive discipline policy. This involves encouraging good attitudes to behaviour and learning through praise, recognition and reward of good



At any time, I can talk to the social worker:
 [Telephone: 028 30260505]
 Or the local Police CARE Unit:
 [Telephone: 028 30265500]

Remember, if child abuse is suspected the school has a legal duty to report it to the investigative authorities i.e. Social Services/Police/SELB Officer for Child Protection.

The child's welfare must always be paramount; this over-rides all other considerations.

conduct, endeavour and achievement. A reward system of monthly shields and best class work certificates operates to encourage all pupils. In addition, there are group and/or individual reward systems in place in each classroom, which incorporates targets and provide incentives for good pupil behaviour and achievement. A range of positive behaviour management strategies is also used throughout the school.

Parental acceptance of the school's expectations and active co-operation with the staff is essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with the children, their influence is still greater than that of a class teacher.

Parents have a duty to ensure that their children do not cause injury or damage to others or to any property and they, therefore, have an obligation to promote the general policy and rules of discipline as set down by the school.

In addition, the co-operation of all parents of pupils is sought in relation to:

- Maintaining high standards of pupil attendance,
- Punctuality,
- Pupil personal appearance and hygiene,
- Adherence to school uniform,
- Health and safety issues,
- Caring for learning materials, particularly those which belong to the school and which may be sent home,
- Supervision of homework.

Parental acceptance of, and support for, the school discipline policy is a prerequisite for enrolment in Windsor Hill Primary School.

'A Caring, Orderly Environment'

School Rules for Pupils

Our Listening Rules

We stop, look and listen when our teacher talks to us.
We listen to each other.
We put up our hand if we want to speak.

Our Learning Rules

We come prepared for work.
We always try our best.

Our Caring Rules

We are kind to each other.
We show good manners to each other.
We care for our school.

Our Movement Rules

We always walk quietly.
We walk on the left in single file.
We do not leave school on our own.

Our Playground Rules

We stop when the bell goes.
We walk to our line and stand quietly.
We play safely and do not annoy others.
We obey our supervisors.

These are simple rules, which we feel all pupils can understand. When followed, these will help create the caring and safe learning environment to which we aspire.

Charging and Remissions Policy

Education in Windsor Hill Primary School is provided free of charge for all lessons and activities connected with the child's entitlement under the Education Reform Order. The only occasion on which payment may be required is for board and lodgings on an overnight trip or a residential.

The school will, as it has done in the past, appeal to parents from time to time for voluntary donations but no child will be disadvantaged in respect of the set curriculum if parents choose not to make a contribution.

The school may take part in 'optional extras' that are not connected with the school's formal curriculum such as visits to the theatre or residential trips involving overnight stays. Charges will be made for these but it is again stressed that failure to participate in these will not affect a child's performance at school. Written parental consent will be required before a child participates in school trips.

Board of Governors Resources Fund

A small voluntary donation is requested annually from each family to go towards a school Resources Fund. This is to help the school meet the rising costs of providing quality education for the pupils of Windsor Hill Primary School.



Mid-Academic Year Changes:

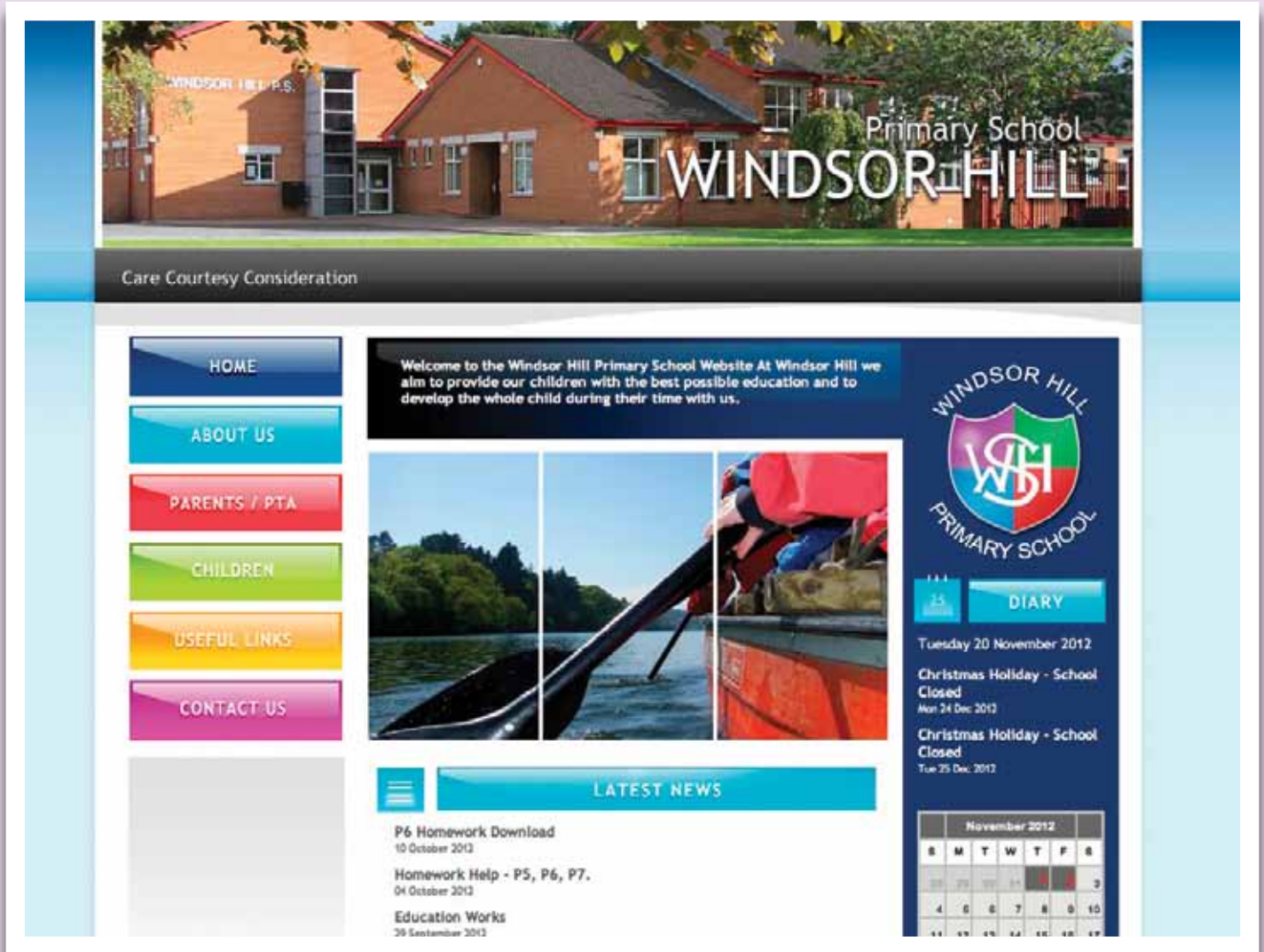
If a need becomes identified to change the above information due to unforeseen circumstances during the school year parents will be informed in writing regarding the nature of such changes.

Further Information

The Board of Governors of Windsor Hill Primary School realises that the information given in this prospectus is limited and parents are very welcome to make arrangements with the principal, to visit the school to discuss our plans for meeting your needs regarding your child's education.

Requests for copies of detailed school policies on such matters as Anti-bullying, Pastoral Care, Discipline, Positive Behaviour, Child Protection, Special Educational Needs, Health and Safety, the various curricular areas or the general S.E.L.B. Admissions Booklet should be made, in writing, to the Principal. The latter may also be obtained from the SELB Pupil and Parent Unit, 3 Charlemont Place, The Mall, Armagh BT61 9AX.

The Governors, Principal and staff all strive to work with you to make your child's time at Windsor Hill Primary School a happy, successful and rewarding experience.



Website

We have a school website that is updated on a regular basis. The address is www.windsorhillps.co.uk. On the site you will find a wide variety of school information, policies, photos, news etc. We encourage parents to use this facility to keep up to date with school events.



www.windsorhillps.co.uk

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Email: imckane521@c2kni.net

Principal: Miss I. McKane

Vice-Principal: Mr P. Morrow

Chairman of the Board of Governors: Rev. B. Colvin