Hasland Infant
And Nursery School

We All SMILE

Hasland Infant & Nursery School

School Environment Policy

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Policy on the School Environment

1 Aims and objectives

The school environment, both indoor and outdoor, must contribute positively to the attitudes, behaviour and motivation of the pupils. The quality of the learning environment is very important to children and has a considerable influence on their academic standards. We aim therefore to provide a safe and stimulating learning environment, making maximum use of the opportunities provided by both the grounds and buildings of the school. We will promote challenging and equal opportunities for all children within a positive and ordered environment**.**

In all that we do, we will strive to engender positive attitudes towards the environment. This means that we will teach the children to have respect for the equipment and facilities in the school and to play their part in looking after their classroom and the environment in general.

2 The classroom environment should

- Reflect, support and challenge the current learning.
- Empower the children to be active learners with a sense of responsibility, ownership and independence.
- Convey high expectations about standards, progress and achievements.

We know that each teacher is an individual and will offer the children something unique. We all have different talents but if consistency, continuity, progression and balance are to remain meaningful a range of classroom practise that is in every classroom is necessary.
All teachers will take responsibility to ensure that their classroom is an attractive place in which to learn.

The purposes of providing a stimulating classroom environment are:

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

<u>Classroom Management</u>

Classroom management should reflect our aim to encourage children to be independent, well organised and to develop good learning habits.

- All resources should have a place that is known by all the children.
- The classroom should be tidy and uncluttered - ensuring that the children take a large share of the responsibility.
- Areas for imaginative play should change regularly in order to give opportunities for a range of play and role-play which should contribute to learning in a purposeful manner.
- Worktops should always be clear of clutter.
- Resources should be labelled and available and accessible to all children.
- Pupils should be involved in the maintenance and care of all resources and equipment.
- Furniture should be organised to enable ease of movement around the room, ensuring the layout facilitates whole class, group and individual work.
- Each class will have areas, where the children keep their coats, PE kit and other bulky equipment.

- Each child will have the exclusive use of a named peg in the cloakroom area.

Resources

Each classroom should be equipped with a basic set of resources and books appropriate to the age range. Specialist equipment should be stored in the appropriate curriculum resource cupboards / areas and labelled clearly. They should be audited regularly by the curriculum co-ordinator, making sure all equipment is of a high standard and inviting to use.

- All classrooms have an Interactive Whiteboard and staff and children need to be aware of care and safety with this equipment and its resources.
- Equipment should be stored in appropriate areas and children should be able to take out and return it independently where appropriate.
- From reception onwards children will be expected to take an active role in helping to maintain a well - organised classroom.
- Drawers, cupboards and boxes to be labelled clearly.
- Resources to be checked regularly and repaired or discarded making sure all equipment is high quality and inviting to use.
- Store cupboards to be kept tidy and well organised so that files, publications and resources are easily accessible to other members of staff.
- Items borrowed from the central storage should be returned as soon as possible and not be kept in rooms.
- The individual needs of children with physical and sensory difficulties should be recognised and resources positioned appropriately.
- A supply or support teacher should have no difficulty in locating basic materials and the daily routine should be well understood by the children.

Health and Safety

Providing a safe environment is of paramount importance, and all teachers will give due regard to the health and safety policy when organising their classrooms. For example, tears to carpets or faulty electrical fittings, heaters, etc. must be reported immediately. Classrooms will be cleaned each day and we will ensure that the children have a clean, safe and welcoming place in which to learn.

- Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste.
- Craft knives and other potentially dangerous items will be kept in a secure place and particular care will be taken to put them away.
- Classrooms should be planned to create as much space as possible. A cluttered environment is neither educationally desirable nor safe.
- All classrooms should be well - ventilated.

3. Displays

The purpose of good display is to create an atmosphere where children feel welcome and secure where they feel a sense of belonging to the environment and of the environment belonging to them. Good displays create a rich learning environment that should stimulate and sustain interest through sensual experience. Displays in classrooms and around the school should provide a balance of children's work celebrating their achievement and informative displays that stimulate curiosity and learning. Displays will reflect the themes currently being studied by the pupils. Displays should not only be relevant and

attractive, but should also aim to be as interactive as possible. This means that children will be encouraged to look at the displays and make use of the information on show. Displays will be changed regularly and at least once a term. Backing paper and boards should compliment and enhance the children's work. Backing materials should be renewed when faded or damaged.

4. 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;
- create opportunities for pupils to increase their understanding of sustainable development;
- decrease the incidence of inappropriate behaviour, bullying, damage and vandalism;
- afford opportunities for pupils to work together with adults for the common good, thus encouraging a sense of pride, ownership and responsibility.

The outdoor environment is very important in providing opportunities to enrich the curriculum. By using learning strategies that enable the children to make use of all their senses, we can appeal to all learning styles. It is easier to remember what you have heard, seen, touched, tasted and smelled. The outdoor environment enables teachers to make learning as practical and 'hands on' as possible.

5 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.
The Headteacher has the responsibility of carrying out risk assessments on all equipment and the general school environment. The Governing Body will ask for regular reports from the Headteacher about health and safety matters, including a record of what accidents have occurred in each term and what safety inspections have been carried out.
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 that there is adequate supervision of pupils at break and lunch times and when they are using the playground and the school field. Children will not be allowed to use the wildlife and vegetable area without proper adult supervision.

6. School Entrance

The appearance of the entrance foyer is very important, as it creates the first impression of the school for all visitors. We will ensure that this area reflects the school's ethos and high expectations. There is a photograph gallery with the names of all adult workers in the school. This will recognise the contribution of all those who give time to the school, and will help to develop a sense of teamwork.

7. 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 and a report on the school environment will be presented to the governing body on an annual basis.

This policy will be reviewed by the governing body every two years, or earlier if necessary.

Hasland Infant School is committed to safeguarding and promoting the welfare of children.