

**COOLEY
PRIMARY SCHOOL
AND
NURSERY UNIT**



**PROSPECTUS
2022/23**

GROWING AND LEARNING TOGETHER

CONTENTS

Pages

General Information 3 – 8

Section One:
Cooley Primary School 9 - 45

Section Two:
Cooley Nursery Unit 45 - 54



Principal: Mrs Karen Atchison
Tel: (028) 80758742
Fax: (028) 80758744
Email: info@cooley.omagh.ni.sch.uk
katchison583@cooley.omagh.ni.sch.uk

COOLEY PRIMARY SCHOOL
90 Cooley Road
Sixmilecross
Omagh
Co Tyrone
BT79 9DH

Dear Parents/Guardians

I am pleased that you are considering sending your child to Cooley Primary School/Nursery Unit and I hope that this prospectus will give you an insight about the life and work of our school and nursery. I warmly invite you to come and have a look around our school, so please do not hesitate to contact us to make an appointment.

At Cooley we believe there must be active communication between home and school. This communication, as well as being mutually beneficial, will help to produce happy, secure children, socially well adjusted and proud of their own achievements.

We believe that the years a child spends at nursery and primary school should be enjoyed and treasured in their own right as well as laying the foundation for all stages of formal education.

As a staff we strive to give all our children an education that is best suited to their individual needs and ability. We are a school with a Christian based ethos that welcomes all children.

At Cooley Primary School we aim to provide for our pupils a programme of activities embracing the Northern Ireland Curriculum, which will enable each pupil to reach his or her full potential – intellectually, socially, aesthetically and morally in a happy and caring environment.

In conclusion should you have any concerns or require any further clarification, please contact Mrs Anderson, our school secretary to make an appointment.

Yours faithfully

Karen Atchison

MRS K ATCHISON
Principal

BOARD OF GOVERNORS

Chairperson:

Mr Ronald Oldcroft MBE

Transferors' Representative

Vice Chairperson:

Mrs Iris Clarke

Transferors' Representative

Secretary:

Mrs Karen Atchison

Non Voting Member

Mr Andrew Burnside

EA Representative

Mrs Linda Brown

Transferors' Representative

Miss Fiona Cathcart

Teacher Representative

Mrs Dawn Cuthbertson

Parent Representative

Mrs Anna Livingstone

EA Representative

Mrs Marion McFarland

Transferors' Representative

Mr Timothy Ormerod

Parent Representative

The Board of Governors has overall responsibility for the managing and functioning of the school, including the appointment of staff both teaching and non-teaching. The Governors meet on a regular basis and take an active interest in and support the work of the school.

GOVERNORS' ANNUAL REPORT TO PARENTS

This report will be circulated to parents during the Autumn Term.

STAFFING

Teaching Staff

| | |
|-----------------|------------------------------------|
| Principal | Mrs K Atchison |
| Vice Principal | Miss F Cathcart |
| Nursery Teacher | Mrs J Byrne |
| P1 & 2 | Mrs J Carrothers |
| P3/4 | {Mrs H Clements {Mrs J Mitchell |
| P5 & 6 | {Mrs K Atchison {Mrs A Caldwell |
| P7 | Miss F Cathcart |

Non-Teaching Staff

| | |
|-----------------------------------|---|
| Nursery Assistant | Mrs D Pinkerton |
| P1 Classroom Assistant | Mrs L Clements |
| P2 Classroom Assistant | Vacant |
| Special Needs Classroom Assistant | Mrs N Byers Ms L Connell Mrs J Lapham |
| Secretary | Mrs A Anderson |
| Building Supervisor | Mrs F Johnston |
| Cleaners | Mrs E McCombes Mrs E Munroe |
| Cook in Charge | Mrs W Reid |
| Catering Assistants | Mrs R Smyton |
| Supervisory Assistants | Mrs L Armstrong Mrs D Pinkerton |

ACCOMMODATION AND RESOURCES

We are very proud of our school building, which opened its doors to pupils on 1st March 2005. Cooley Primary School is the result of the amalgamation of Dervaghroy Primary, Hutton Primary & Sixmilecross Primary School.

Cooley Primary School has six classrooms resourced with interactive white boards, large screens and overhead projectors. All classrooms have at least one networked computer and a laptop. There are two communal areas: one resourced with play equipment for foundation and key stage 1 pupils and the other resource area has a networked computer system. This ICT equipment includes PCs, laptops, ipads, digital cameras, camcorders, scanners and microscopes. The school also has a networked photocopier.

We also have a separate library with a fabulous selection of fiction and non-fiction books. There has recently been an extension comprising a hygiene room for pupils with special educational needs, a cleaner's store, a multi-purpose/meeting room and a staff room.

The multi purpose hall has a cushioned floor ideal for PE lessons, a portable stage, an electric screen and an audio and lighting system.

There is also a secretary's office and principal's office.

Cooley Primary School has its own kitchen where school meals are prepared. On site there is also a nursery unit attached to the school with its own playground area.

There is a large tarmac area at the back of the school, which has colourful playground markings and a pitch marked out. There are picnic benches and a variety of seating to facilitate an outdoor learning environment. There are grass areas for general play in the summer term and also a football pitch. There is also an adventure trail situated within the grounds. A new poly tunnel has been erected in the school grounds.



VISION STATEMENT

Our vision at Cooley Primary School is to educate, nurture and inspire pupils within our Christian ethos to develop their unique talents and abilities in a happy and safe environment. They are encouraged to reach their full potential, celebrate achievements academically and socially, and contribute to the local community and the wider world.

MISSION STATEMENT

We aim to:

- Create an inspiring and nurturing environment that our pupils want to come to every day
- Establish a safe and inclusive environment where everyone feels happy, valued and respected
- Educate the whole child by providing a broad and balanced curriculum to suit all individual needs
- Provide our pupils with learning opportunities to help them develop as individuals, contributors to society and as contributors to the economy and the environment
- Develop our pupils' personal capabilities and effective thinking skills to create a strong foundation to equip them for life in a rapidly changing world.
- Welcome and encourage families and the local community to become actively involved in the life of our school.

ETHOS

Cooley Primary School and Nursery Unit provide a warm, welcoming, happy and caring environment where all are nurtured, valued and respected as part of our Christian ethos. In partnership with parents/ carers, wider school family and local community, we offer high quality learning experiences to enable every child to reach their full potential.

SCHOOL VALUES

- | | |
|--------------|----------|
| ❖ Friendship | Fairness |
| ❖ Honesty | Trust |
| ❖ Teamwork | Faith |

SCHOOL MOTTO

GROWING AND LEARNING TOGETHER

SCHOOL & NURSERY HOLIDAYS

2022/2023

Dates are inclusive

| | |
|-----------------------|---|
| Staff Development Day | 30 th September 2022 |
| Staff Development Day | 28 th October 2022 |
| Hallowe'en | 31 st October – 2 nd November 2022 |
| Christmas Holidays | 22 nd December 2022 – 3 rd January 2023 |
| Staff Development Day | 30 th January 2023 |
| Mid-Term Break | 16 th and 17 th February 2023 |
| Staff Development Day | 16 th March 2023 |
| St Patrick's Day | 17 th March 2023 |
| Easter Holidays | 3 rd – 14 th April 2023 |
| May Day Holiday | 1 st May 2023 |
| Staff Development Day | 22 nd May 2023 |
| Spring Bank Holiday | 29 th May 2023 |

School Terms

1st September – 21st December 2022

4th January – 31st March 2023

17th April – 30th June 2023

Please note that these dates may be subject to change.

SECTION ONE



COOLEY PRIMARY SCHOOL

GROWING AND LEARNING TOGETHER

COOLEY PRIMARY SCHOOL

Cooley Primary School is a co-educational controlled primary school with currently 105 pupils on roll. Our enrolment number is 174 and this is the maximum number of pupils who may be enrolled in any school year. Our admissions number is 25 and this is the maximum number of pupils who may be admitted in any one school year in the normal age group.

ADMISSION AND ENROLMENT POLICY

The admission arrangements as set out in the EA - Western Region booklet on Primary Education will be used. Application is made via an online portal at www.eani.org.uk

The Board of Governors of Cooley Primary School has determined that the following criteria shall be applied in the event of the number of pupils applying for places in Year 1 being greater than the admissions number, in the order set down below. Priority shall be given to children who are residents of Northern Ireland.

ADMISSIONS CRITERIA – YEAR 1

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 10 January 2022 at 12 noon (GMT) and an application submitted by the closing date of 28 January 2022 at 12noon (GMT) will be treated as a punctual application. An application received after 12noon (GMT) on 28 January 2022 will be treated as a late application.

1. Children of compulsory school age who have brother/half-brother (s)/sister/half-sister(s) enrolled at the school or are the eldest/only child in the family.
2. Other children of compulsory school age.

If there are more pupils satisfying the last criterion that can be applied, than there are places remaining, then selection will be on the basis of the chronological order of age starting with the eldest. In the event of two or more identical dates of birth final selection will be made by using the random check as listed below:

F U L J R O M c B Z G Q M S C
A N Mac D T W Y E V K X H P I

The order was determined by a randomised selection of the letters of the

alphabet. In the event of surnames beginning with the same letter the subsequent letters of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the initials of the forenames will be used.

When considering which children should be selected for admission, the Board of Governors/Management Committee will only take into account information which is detailed on the application form. Parents should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form. It is the responsibility of the parent/guardian to provide verification documents to the first preference school ie birth certificate, benefit verification etc. Failure to present these may result in a place being withdrawn.

Year 1 Admissions – After the Beginning of the School Year

The same criteria will apply as for Year 1.

DUTY TO VERIFY

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any application form.

If the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

WAITING LISTS

Should a vacancy arise after 27 April 2022 all applications for admission to Year 1 that were initially refused, new applications, late applications and applications where new information has been provided will be treated equally and the published criteria applied. This waiting list will be in place until 30 June 2023. The school will contact you in writing if your child gains a place in the school by this method. Please contact the school if you wish your child's name to be removed from the list.

Admissions Criteria – Years 2 - 7

The following criteria will be applied to all pupils seeking admission to Years 2 to 7. Priority shall be given to children resident in Northern Ireland.

Pupils will be considered for enrolment provided that the school would not exceed its enrolment number and in the opinion of the Board of Governors their admission would not prejudice the efficient use of school's resources.

If at the time of consideration of the application, there are more eligible applicants than places available then the Admissions Criteria for entry to Year 1 will be applied.

For admissions to Year 2 – Year 7, the Governors have delegated responsibility to the Principal to apply the criteria set down above.

Other Information

Pupils who enrol for Primary one will be invited to attend an information session which is held in the summer term prior to beginning school. This aims to facilitate a smooth transition from pre-school to Year One by establishing positive home-school links. Parents are made aware of school policies and procedures. Towards the end of the summer term an induction day is held for new pupils to introduce them to their teacher and classroom setting.

To allow Year One pupils to settle in, their school day will finish at lunch time for the month of September. Pupils should be collected at 1 pm after lunch.

Transition Policy

Any pupils moving school during primary level education or transferring to secondary education will have their school records forwarded to the appropriate school.

Any pupils joining school at any other time will be encouraged to visit the school and meet the staff prior to commencing. Every effort will be made to make this as smooth a transition as possible, physically, emotionally and educationally.

SCHOOL HOURS

9.15 am – 12.30 pm – morning session

12.30 pm – 1.15 pm - lunch

1.15 pm – 2.15 pm/3.15 pm – afternoon session

The school day begins at 9.15 am and all pupils are expected to be in their classrooms by this time. Children will be admitted to the school from 8.45 am onwards, but should not arrive before this time as staff are not expected to be on the premises. The school can take no responsibility for any pupils arriving before 8.45am. Pupils should go directly to their classroom when they arrive on school grounds. Children have a supervised playtime of 15 minutes in the middle of the morning.

Pupils in Year 1 & 2 finish their school day at 2.15 pm and should be collected at this time. Please note that the foundation stage teaching staff have other teaching commitments with older year groups, so children in Year 1 & 2 who are waiting for school buses will have to do so in classrooms or other areas within the school. We would very much appreciate it if you would honour the collection time for the benefit of your child and other pupils in the school.

Pupils in Year 3 to Year 7 finish their school day at 3.15 pm.

Punctuality matters: please try to ensure that your child is in school on time and collected on time to avoid unnecessary disruption.

COOL KIDS' CLUB

Cooley PS runs a kids' club for primary 1 and 2 children from 2.15—3.15 pm at the current charge of £3 per session. Pupils enjoy a range of play activities and a snack and a drink.

CLASS GROUPINGS

At present there are four classrooms in our school. This results in there being some composite settings. Classes have been split, where necessary, according to alphabetical order of surname.

The groupings of the classes may change from year to year depending on class sizes. The groupings for the academic school year 2021– 2022 were as follows:

| | | | |
|-------------------|------------|------------------|------------|
| Room One | Year 1 & 2 | Room Five | Year 7 |
| Room Three | Year 3 & 4 | Room Six | Year 5 & 6 |

SCHOOL UNIFORM

It is the policy of Cooley Primary School that pupils should wear school uniform and that each child comes to school neat & tidy. We are proud of our uniform, which reflects the individuality of our school and offers all children a common form of dress. The wearing of school uniform has a positive effect not only with regard to ethos but also to standards in discipline and on pupil's self-esteem. The co-operation of parents is greatly appreciated in this respect. School uniform must be worn each day unless special clothing is required for example on field trips or outings, when parents will be notified in writing.

All items of school uniform should be clearly named. For safety reasons, only stud earrings can be worn. No other items of jewellery should be worn apart from a watch.

| Girls | Boys |
|--|--|
| Pale blue blouse Navy V-neck jumper Grey skirt/pinafore School tie (red, pale blue & navy) White socks/Grey tights Black shoes (low heeled) Navy hair accessories Summer term options Navy & white gingham school dress Black/navy sandals | Pale blue shirt Navy V-neck jumper Grey trousers School tie (red, pale blue & navy) Grey socks Black shoes Summer term options Short grey trousers Black/navy sandals |
| A school reversible fleece jacket (with school logo) is available for all pupils to wear as a coat. | |

Uniform Grants

Grants towards the cost of a primary school uniform are available where pupils fulfil qualifying criteria:

- If you are currently in receipt of Income Support/
- Income-based Jobseekers Allowance/ Income-Related employment and Support Allowance.
- In receipt of Guarantee Element of State Pension Credit.
- In receipt of Child Tax Credit and are not receiving Working Tax Credit because you work less than 16 hours per week and have an annual taxable income of £16190 or less.
- In receipt of Working Tax Credit and have an annual taxable income of £16190 or less.
- You are an Asylum Seeker supported by the Home Office national Asylum Support Service.



PE Kit

Girls & Boys

Red polo shirt with school logo
Navy shorts
Jog bottoms (optional)
White ankle socks
Black plimsoles (slip on or Velcro fastening)

PE clothing should be in a drawstring bag and each item clearly named including plimsoles. This is kept in school during the week.

Please note PE kit, school tie & fleece jacket can only be ordered & purchased through the school.

The school reserves the right to determine what is acceptable, appropriate and safe.



ATTENDANCE

All pupils should attend school for 190 days, which the law requires unless they are ill. A child returning to school after an absence must bring a note on the day of return stating the reason for absence – this is noted in our attendance records. Attendance registers are marked in the morning and again in the afternoon.

A note must also be brought to the class teacher if a child has to leave school early. Failure to send a note will mean that the child will not be permitted to leave unless collected at the school by a parent.

The attendance rate for the 2020/21 school year was 96%.

MESSAGES AND SCHOOL NOTICES

Messages to teachers should always be sent in writing, as children may not deliver the message orally as you intended.

Routine circulars and notices will normally be sent home via the children or by email to the parent. Sometimes these are forgotten about and parents should ask about notices and look in school bags regularly.

SCHOOL MILK, BREAK AND DINNERS

Milk

Milk is available for all children and is currently priced at 20p per day. Pupils wishing to consume milk must pay for the whole term – notes will be issued at the beginning of each term as to the amount required. This should be paid for by the end of the first week of the term.

Break

In keeping with a healthy eating policy, parents are asked to ensure that only fresh fruit and vegetables are sent to school for break. The school canteen offers a range of bread and fruit at breaktime. Money for these should be paid directly to the school kitchen each breaktime.

Dinner

The school provides hot cooked meals. The cost of each dinner currently is £2.60, £13 per week. Some families may be entitled to free school meals and application forms are available from EA - Western Region (tel 028 82411411). Dinner must be paid for on the first school day of each week. Two supervisory assistants supervise children during the lunch period.

ALL MONEY SHOULD BE IN A SEALED ENVELOPE WITH NAME, YEAR & REASON CLEARLY STATED AND SENT WITH YOUR CHILD TO THE CLASSROOM. NO MONEY WILL BE ACCEPTED AT THE OFFICE. MONEY ENVELOPES ARE AVAILABLE FROM THE SCHOOL OFFICE PRICED AT £2.70 PER WALLET.

Packed Lunches

The school provides an area for the consumption of packed lunches within the dining hall.

Allergy Alert

A little reminder that peanuts or any product containing nuts should **NOT** be sent to school. This is due to pupils having a serious nut allergy. We thank you for your co-operation.

EXTRA CURRICULAR ACTIVITIES

A range of extra curricular activities designed to extend the children's education and provide additional areas of enjoyment is available to pupils in Key Stage 2 throughout the spring and summer terms. Activities will vary from year to year and may include:

Choir
Netball
Rugby

Cookery
Tennis
Board Games

Hockey
Football
Computers

Badminton
Craft
First Aid



MUSIC

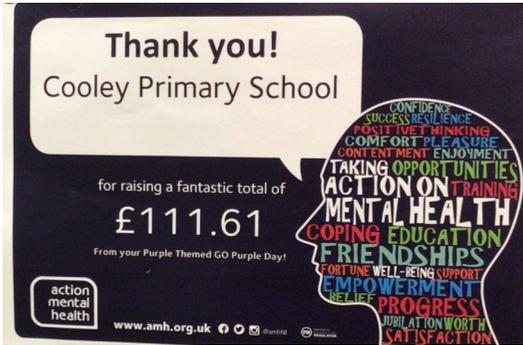
All pupils in Cooley Primary have access to music through The Arts, one of the areas of learning of the curriculum. Pupils normally learn to play the ocarina in Years 3/4/5 and the recorder in Years 6 & 7. We feel it is appropriate for children to have their own instrument and these may be purchased from the school or a music shop. In addition to this the EA music service offer strings tuition to pupils displaying a flair for music. Children are normally assessed by the Music Service during Year 4.

BOOK CLUB

The school runs a book club and leaflets from Scholastic are normally distributed each term. The pupils have the opportunity to purchase books and details will be on the order forms.

CHARITIES

The school will support various charities each year. The school will endeavour to rotate fundraising efforts for different charities. Subscriptions made are voluntary and details will be issued in the school newsletter



PARENT TEACHER ASSOCIATION

A Parent Teacher Association has been established at Cooley Primary School and all new parents are welcome to attend meetings throughout the year. The PTA works tirelessly to support the school and nursery in running social events and also fundraising. They have recently secured additional funding to purchase much needed items for the school and nursery. Their work is very much valued.

| | |
|----------------------------|--------------------------|
| Chairperson | Mrs L Lyons |
| Vice-Chairperson | Mrs A Ormerod |
| Secretary | Mrs K Atchison |
| Assistant Secretary | Mrs H Clements |
| Treasurer | Mrs D Cuthbertson |
| Assistant Treasurer | Mrs E Black |

TRANSPORT

A number of Education Authority buses using various routes and also at times taxis service the school. If you require further information on EA transport please do not hesitate to contact the school or the transport department of EA on 028 82253012.

CURRICULUM POLICY STATEMENT

It is the policy of the Board of Governors that all 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 of staff.

CURRICULUM

The curriculum of the school is designed to give a broad and balanced education to all children through teaching and learning that has a clear focus on raising standards in literacy and numeracy. It will also allow children to develop their knowledge and skills in all the areas of learning. Pupils will be presented with experiences suitable to their current stages of development in skills, concepts, values, attitudes and knowledge. In order to achieve this, we endeavour to maintain the highest possible standards of classroom teaching and to offer our pupils a wide range of educational opportunities.

The following learning areas are covered through delivery of the Northern Ireland Curriculum:

- Language & Literacy
- Mathematics & Numeracy
- The Arts
- The World around Us
- Personal Development & Mutual Understanding
- Physical Education
- Religious Education



The following cross-curricular skills are an integral part of the curriculum:

Communication
Using Mathematics
Using Information & Communication Technology



RELIGIOUS EDUCATION

RE is delivered through non-denominational class teaching and morning assembly. Pupils may be excused from attendance at RE lessons or collective worship in accordance of the wishes of the parent. Parents wishing to exercise this right should put it in writing to the Principal. See RE and Collective Worship policies for more details.

CRED

Cooley Primary School participates in the Shared Education Signature Project and our partner school is St Oliver Plunkett Primary School, Beragh. The programme is linked into various curriculum areas such as Literacy, Numeracy, PDMU and Drama and is aimed at helping pupils gain an appreciation and understanding of their own tradition and a respect for others. It enables children to look for and celebrate their similarities as well as understanding and respecting difference.

SPECIAL EDUCATIONAL NEEDS

Each class teacher provides a full programme of work for all pupils in their class whatever their ability. Where a pupil has been identified with Special Educational Needs, an individual educational plan is drawn up and any additional support from the peripatetic or outreach services drawn upon.

Parents will be involved at all stages. Where necessary, advice and support from the EA Western Region Psychology Services is sought. Miss Cathcart is the school's special educational needs co-ordinator (SENCO). A copy of the Special Educational Needs and Inclusion Policy is available on request from the school.

ASSESSMENT AND PROGRESS REPORTS

A number of assessment strategies are employed throughout the school where pupils' progress will be continually monitored throughout each academic year.

In addition to this there are standardised tests in literacy, numeracy and intelligence. These are normally administered during the summer term.

Parent/teacher meetings will usually take place during the autumn term when the children's work and progress will be discussed. A written school report will be issued to all pupils towards the end of the summer term, with pupils in Year 7 being presented with a Record of Achievement.

Other meetings can be arranged during the year by mutual request. Please contact the school secretary to arrange an appointment if you wish to speak to your child's teacher or the Principal. Parents are encouraged to contact the school if they have any concerns.

End of Key Stage

Pupils are assessed at the end of key stage 1 (year 4) and at the end of key stage 2 (year 7) in Communication, Using Mathematics and Using ICT in line with the Levels of Progression. Parents will be informed of the outcomes with the school report.

The key stage results for the 2018/19 academic year are outlined overleaf. Data from 2012/13 onwards are based on the new Levels of Progression; these results are not directly comparable with Key Stage Assessment outcomes from previous years. DENI recognises that these new arrangements will need time to embed and has recommended caution in analysing data and benchmarking performance at this time. 2018/19 data have been produced based on submitted returns from approximately 11% of primary schools. The remaining schools did not submit returns due to industrial action.

Please note that due to COVID pupils were not assessed at the end of the key stages in 2019/20 or 2020/21.

KS1 Communication

| | | Percentage of Pupils | | |
|------------------------|------|----------------------|---------|---------|
| | QQ | Level 1 | Level 2 | Level 3 |
| Cooley Primary School | 0.00 | 23.81 | 52.38 | 23.81 |
| Pupils throughout N.I. | 2.02 | 11.56 | 71.79 | 14.63 |

KS1 Mathematics

| | | Percentage of Pupils | | |
|------------------------|------|----------------------|---------|---------|
| | QQ | Level 1 | Level 2 | Level 3 |
| Cooley Primary School | 0.00 | 19.05 | 61.90 | 19.05 |
| Pupils throughout N.I. | 1.60 | 10.24 | 72.39 | 15.77 |

KS1 Using ICT

| | | Percentage of Pupils | | |
|------------------------|------|----------------------|---------|---------|
| | QQ | Level 1 | Level 2 | Level 3 |
| Cooley Primary School | 0.00 | 19.05 | 80.95 | 0.00 |
| Pupils throughout N.I. | 1.02 | 11.33 | 81.61 | 6.04 |

KS2 Communication

| | | Percentage of Pupils | | | | |
|------------------------|------|----------------------|---------|---------|---------|---------|
| | QQ | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Cooley Primary School | 0.00 | 0.00 | 0.00 | 44.45 | 33.33 | 22.22 |
| Pupils throughout N.I. | # | 0.89 | 2.60 | 17.55 | 61.32 | 17.41 |

KS2 Mathematics

| | | Percentage of Pupils | | | | |
|------------------------|------|----------------------|---------|---------|---------|---------|
| | QQ | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Cooley Primary School | 0.00 | 0.00 | 0.00 | 50.00 | 38.89 | 11.11 |
| Pupils throughout N.I. | # | 0.74 | 2.72 | 16.37 | 58.17 | 21.80 |

KS2 Using ICT

| | Percentage of Pupils | | | | | |
|------------------------|----------------------|---------|---------|---------|---------|---------|
| | QQ | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Cooley Primary School | 0.00 | 0.00 | 0.00 | 11.11 | 88.89 | 0.00 |
| Pupils throughout N.I. | # | 0.71 | 1.52 | 11.93 | 80.62 | 5.03 |

*QQ = Working towards Level 1

HOMEWORK POLICY

It is the policy of Cooley Primary School that all pupils should receive homework, as it is useful in consolidating and extending the work taught in the classroom. It also strengthens the educational partnership between parents and teachers, and provides a means by which parents can monitor their child's progress.

- ❖ All homework will be purposeful and related to work already covered in class.
- ❖ All pupils will have reading on Monday – Thursday, although Year 1 pupils will not commence until November.
- ❖ Pupils in Years 3 – 7 will have spellings and tables every night. Year 2 will commence in the Spring term.
- ❖ Normally written work will be set four times per week.
- ❖ Homework may also include other work such as finishing notes, designing a poster/questionnaire, bringing something from home.
- ❖ Pupils are encouraged to bring library books home with them and we would ask parents to read and discuss books with them.
- ❖ Parents are asked to monitor work completed at home and to offer support and encouragement to children when appropriate.
- ❖ The amount of work varies according to age and ability and will be set at the discretion of the teacher, but on average the time taken to complete homework is likely to range from 15 minutes at Year 1 to approximately 30 – 45 minutes at Year 7.
- ❖ Parents are asked to ensure homework is completed each evening and to sign written work to show it has been supervised.
- ❖ Parents should feel free to write a note on the homework or homework diary.
- ❖ Parental co-operation is very much valued in this important area.

PASTORAL CARE

At Cooley 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 school community – children, teachers, parents, governors 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 and 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 which 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.

COMMENTS/COMPLAINTS PROCEDURE

Cooley Primary School seeks to be a "listening school" and will do its best to enable parents to feel confident to raise issues and concerns with appropriate staff. If you have a concern please contact the school and make an appointment with the Principal or teacher. A full copy of the above policy is available on request.

CHILD PROTECTION POLICY

ETHOS

We in Cooley Primary School and Nursery Unit have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching, should be alert to the signs of possible abuse and should know the procedures to be followed. This policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

PRINCIPLES

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (NI) Order 1995, the Department of Education (NI) guidance “Pastoral Care in Schools - Child Protection” (DENI Circular 99/10) and the Area Child Protection Committees’ Regional Policy and Procedures (2005).

The following principles form the basis of our Child Protection Policy.

- It is a child’s right to feel safe at all times, to be heard, listened to and taken seriously.
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved.
- In any incident the child’s welfare must be paramount, this overrides all other considerations.
- A proper balance must be struck between protecting children and respecting the rights and needs of parents and families; but where there is conflict the child’s interest must always come first.

SCHOOL SAFEGUARDING TEAM

The following are members of the schools Safeguarding team.

- Chair of the Board of Governors – Mr Ronald Oldcroft MBE.
- Designated Governor for Child Protection – Mrs Iris Clarke.
- Principal – Mrs Karen Atchison.
- Designated Teacher – Miss Fiona Cathcart.
- Deputy Designated Teacher – Mrs Joy Carrothers.
- Deputy Designated Teacher (for Nursery Unit) – Mrs Jennifer Byrne.

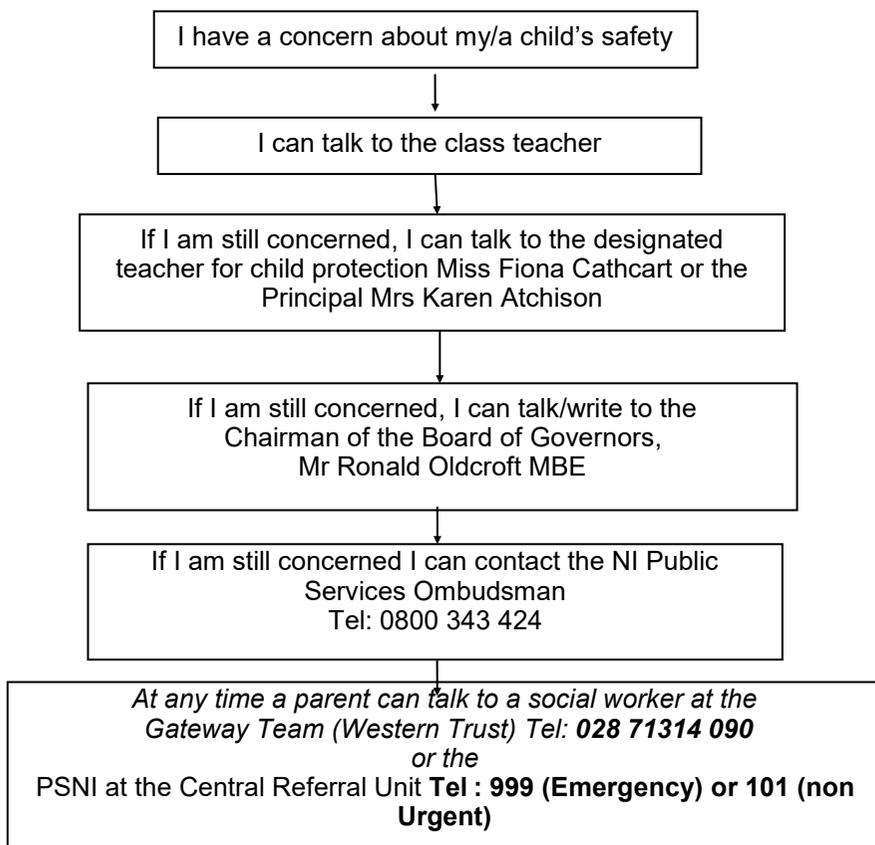
Parents should play their part in Child Protection by:

- telephoning the school on the morning of their child’s absence, or sending in a note on the child’s return to school, so as the school is reassured as to the child’s situation.
- informing the school whenever anyone, other than themselves, intends to pick up the child after school.
- letting the school know in advance if their child is going home to an address other than their own home.
- familiarising themselves with the School’s Pastoral Care, Anti Bullying, Positive Behaviour, Internet and Child Protection Policies.
- reporting to the office when they visit the school.
- raising concerns they have in relation to their child with the school.

PROCEDURES FOR MAKING COMPLAINTS IN RELATION TO CHILD ABUSE

At Cooley Primary School we aim to work closely with the parents/guardians in supporting all aspects of the child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner. If a parent has a concern they can talk to the class teacher or the Principal/Designated teacher for child protection. If they are still concerned they may talk to the Chair of the Board of Governors. At any time a parent may talk to a social worker in the local Gateway team or to the PSNI.

Where the school has concerns, or has been given information, about possible abuse by someone other than a member of staff.



Procedure where the School has concerns, or has been given information, about possible abuse by someone other than a member of staff

Child makes a disclosure to teacher or teacher has concerns about child either as a result of one observation or many observations over a period of time.
*Teacher should make notes of what was said or observed and must **ACT PROMPTLY***

Teacher refers matter to designated teacher, discussed with designated teacher, makes full notes.

Designated teacher meets with Principal to plan course of action and ensures that a written record is made and treated confidentially.

CONTACT NUMBERS
EA
Designated Child Protection Officer
 1 Hospital Road Omagh
 Tel: 028 82411480

WESTERN HEALTH & SOCIAL CARE TRUST
Gateway Team, Whitehill, 106 Irish Street, L'Derry
 Tel:028 71314090

PSNI at the Central Referral Unit
 Tel: 999 (Emergency or 101 (Non Urgent))

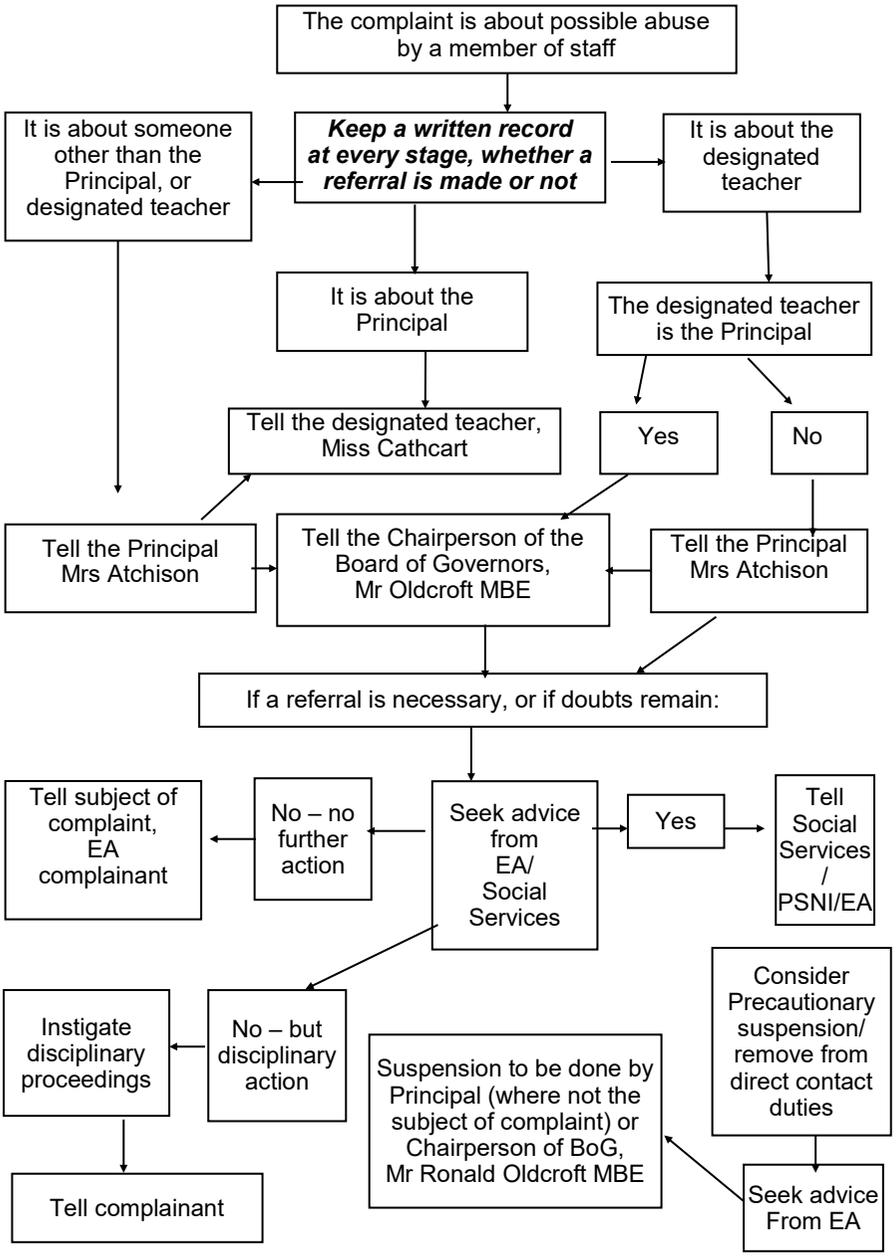
Child Protection referral is required
 Designated Teacher seeks consent of the parent/carer and/ or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephone the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours

Designated teacher clarifies/ discusses concern with child/parent/ carers and decides if a child protection referral is or is not required.

Child Protection referral is not required
 School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/ parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/ young person's consent (where appropriate).

Where appropriate the source of the concern will be informed as to the action taken. The Designated Teacher will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.

Procedure where a complaint has been made about possible abuse by a member of the school's staff.



Vetting Procedures

All staff paid or unpaid who are appointed to positions in the school are vetted in accordance with relevant legislation and Departmental guidance.

Staff Training

Cooley Primary School is committed to in-service training for its entire staff. Each member of staff will receive general training on policy and procedures with some members of staff receiving more specialist training in line with their roles and responsibilities. All staff will receive basic child protection awareness training and annual refresher training. The Principal/ Designated Teacher, Deputy Designated teacher, Chair of the Board of Governors and Designated Governor for Child Protection will also attend relevant child protection training courses. When new staff or volunteers start at the school they are briefed on the school Child Protection Policy and code of conduct and given a copy of the policy which includes what to do if you are worried that a child is being abused.

The Preventative Curriculum

Circle Time sessions can be used as a means of encouraging children to raise social and emotional concerns in a safe environment and to build self confidence, respect and sensitivity among classmates.

Throughout the school year child protection issues are addressed through class teaching and there are **permanent child protection notices and relevant information displayed in each classroom and resource area**, which provides advice and displays child helpline numbers. Flow diagrams of how a parent may make a complaint are also on display at main entrances. An enlarged flow diagram for a teacher allegation is displayed in staff rooms.

Other initiatives which address child protection and safety issues:

- Primary 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety.
- Speakers from organisations eg PSNI, RNLI.

Monitoring and Evaluation

Cooley Primary School will update this policy and procedures in the light of any further guidance and legislation as necessary and review it annually.

The Board of Governors will also monitor child protection activity and the implementation of the child protection policy on a regular basis through the provision of reports from the Designated teacher.

A full copy of this policy is available on request.

MOBILE PHONE POLICY

Cooley Primary School does not permit pupils to bring mobile phones to school. A full copy of the policy is available on request.

DRUGS EDUCATION POLICY

There is a requirement for all schools to deal with the issues of drugs through Health Education incorporated through the areas of learning of the World Around Us and Personal Development and Mutual Understanding. The overall aim is to equip children to withstand peer pressure as they grow older. The designated governor for drugs is Mrs Marion McFarland.

A full copy of our drugs policy is available on request.

SMOKEFREE ENVIRONMENT

As part of Health Education, where healthy lifestyles are promoted, the Board of Governors has adopted a smokefree policy for Cooley Primary School.

A full copy of this policy is available on request.

ANTI-BULLYING POLICY

We in Cooley Primary School believe that bullying is a highly distressing and damaging form of abuse and is not tolerated in our school.

WHAT IS BULLYING?

Bullying takes many forms including physical, verbal and psychological intimidation. It can be overt or subtle, but it is always aggressive. Bullying is viewed as using power to hurt, frighten or threaten others. Bullies tend

to have aggressive attitudes and lack empathy for victims.

PURPOSES

- To prevent bullying occurring.
- To deal with bullying immediately if it occurs.
- To ensure pupils know what is meant by bullying.

PREVENTATIVE MEASURES

- Supervision of children at all times in classrooms, assembly hall and play areas.
- Playground rules to help prevent bullying occurring as devised by pupils themselves during Anti-bullying Week (2015/2016):

Stay off the football pitch during a game.

Don't swing on the nets & goalposts.

Play safely on the Adventure Trail (remember only 3 children on the roundabout).

Use the correct bins.

Treat others how you would like to be treated.

Listen to, and follow, instructions from adults.

Use the equipment properly.

Always return the equipment to the correct place.

Line up sensibly when the bell rings.

PROCEDURE FOR DEALING WITH A VICTIM OF BULLYING

- Listen carefully to what is being reported.
- Remain calm and take the incident seriously.
- Take action as quickly as possible.
- Reassure victim that incident will be dealt with.
- Record incident on bullying report form (Appendix 1) and inform designated teacher for child protection (Miss Cathcart).
- Parents of victim will be contacted when bullying has been identified.

SUPPORT FOR THE VICTIM

- Teachers will raise self-esteem of victim eg. Constant praise, special duties.

- Parents encouraged to give child more time.
- Parents put in touch with outside agencies.

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING

- A verbal reprimand will be given to the first minor incident of bullying but will include loss of privileges in school.
- Break time and lunch time detention will be given to further incidents or more serious incidents. A constructive task relating to bullying will be given.
- Parents of bully will be notified.
- External agencies will be contacted in line with our Child Protection Policy if bullying persists.

SUPPORT FOR THE BULLY

- Incident when dealt with will not be referred to again.
- Teachers will try to raise self-esteem of bully.
- Parents put in touch with outside agencies.

PUBLICISING THE POLICY

Parents are informed of the anti-bullying policy through the school prospectus and induction process.

An annual competition will take place in school to highlight our anti-bullying policy to pupils during anti-bullying week. Teachers and other staff will follow agreed procedures to prevent and investigate bullying. Pupils are carefully supervised at all times.

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Mission Statement

We aim to:

- Create an inspiring and nurturing environment that our pupils want to come to every day
- Establish a safe and inclusive environment where everyone feels happy, valued and respected
- Educate the whole child by providing a broad and balanced curriculum to suit all individual needs

- Provide our pupils with learning opportunities to help them develop as individuals, contributors to society and as contributors to the economy and the environment
- Develop our pupils' personal capabilities and effective thinking skills to create a strong foundation to equip them for life in a rapidly changing world.
- Welcome and encourage families and the local community to become actively involved in the life of our school.

Board of Governors

As part of their pastoral care duties, Boards of Governors have a common law duty of care towards their pupils, as well as a statutory responsibility for discipline and good behaviour in their school.

Rights & Responsibilities

Pupils have a right to:

- ❖ Be valued as members of the school community;
- ❖ Get help when they seek it, whether with their school work or with personal worries, and to have a sympathetic audience for their concerns;
- ❖ Make mistakes and learn from them;
- ❖ Be treated fairly, consistently and with respect;
- ❖ Be consulted about matters that affect them;
- ❖ Be taught in a pleasant, well-managed and safe environment;
- ❖ Work and play within clearly defined and fairly administered codes of conduct;
- ❖ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- ❖ Develop and extend their interests, talents and abilities.

Pupils have a responsibility to:

- ❖ Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- ❖ Respect the views, rights and property of others, and behave safely in and out of class;
- ❖ Co-operate in class with the teacher and with their peers;
- ❖ Work as hard as they can in class;
- ❖ Conform to the conventions of good behaviour and abide by school rules;
- ❖ Seek help if they do not understand or are in difficulties;
- ❖ Accept ownership for their behaviour and learning, and to develop

the skill of working independently.

Teachers and non-teaching staff have a right to:

- ❖ Work in an environment where common courtesies and social conventions are respected;
- ❖ Express their views and to contribute to policies which they are required to reflect in their work;
- ❖ Support and advice from senior colleagues and external bodies;
- ❖ Adequate and appropriate accommodation and resources.

Teachers and non-teaching staff have a responsibility to:

- ❖ Behave in a professional manner at all times;
- ❖ Ensure lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- ❖ Listen to the pupils, value their contributions and respect their views;
- ❖ Be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- ❖ Identify and seek to meet pupils' special educational needs through the Special Educational Needs Code of Practice;
- ❖ Share with the parents any concerns they have about their child's progress or development;
- ❖ Expect high standards and acknowledge effort and achievement;
- ❖ Pursue opportunities for personal and professional development.

Parents have a right to:

- ❖ A safe, well-managed and stimulating environment for their child's education;
- ❖ Reasonable access to the school, and to have enquiries and concerns dealt with sympathetically and efficiently;
- ❖ Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- ❖ Be well informed about their child's progress and prospects;
- ❖ Be well informed about school rules and procedures;
- ❖ A broad, balanced and appropriate curriculum for their child;
- ❖ Be involved in key decisions about their child's education;
- ❖ A suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- ❖ Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- ❖ Be aware of school rules and procedures, and encourage their child to abide by them;
- ❖ Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;
- ❖ Act as positive role models for their child in their relationship with the school;
- ❖ Attend planned meetings with teachers and support school functions;
- ❖ Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they may have about school, or any significant change in their child's medical needs or home circumstances.

Desirable Behaviour in Pupils

- ❖ Demonstrating a positive self-image and the confidence to engage successfully in activities;
- ❖ Showing respect for the views, ideas and property of others;
- ❖ Recognise everyone has a right to share in and contribute to lessons;
- ❖ Co-operate with the teacher and non-teaching staff and their peers on shared activities;
- ❖ Work to the best of their ability;
- ❖ Display good manners and show initiative.

Undesirable Behaviour in Pupils

- ❖ Unkind to their peers, including bullying;
- ❖ Shouting out in class, interrupting others and being inattentive during lessons;
- ❖ Displaying a lack of interest in learning and preventing others from learning;
- ❖ Being unwilling to display good manners;
- ❖ Defacing or destroying other pupils' belongings or school property;
- ❖ Directing abusive language at other pupils, teachers or other staff;
- ❖ Acting aggressively or with violence towards other pupils, teachers or other staff.
- ❖ Breaches of online safety—see E-Safety Policy for more information.

General School Rules

When in class, pupils should always:

- ❖ Be fully equipped for work;
- ❖ Get down to work quickly and put their best effort into it;
- ❖ Raise their hand to speak in class or assembly;
- ❖ Ask for help when it is needed;
- ❖ Be attentive to the teacher and other pupils;
- ❖ Co-operate with others on shared tasks;
- ❖ Understand that others may take longer to complete tasks, and use any spare time productively;
- ❖ Show care & courtesy towards other pupils, teachers and other staff;
- ❖ Have respect for school property.

Each class devise specific rules for their classroom.

Outside class, pupils should always:

- ❖ Walk when in the school building;
- ❖ Move quietly through the school;
- ❖ Show care, courtesy, and consideration for other pupils and staff;
- ❖ Show respect for school property and the school building including toilet and cloakroom areas.

In the playground, pupils should always:

- ❖ Think before they speak
- ❖ Let others join in
- ❖ Be safe and sensible while playing
- ❖ Look after school property and equipment
- ❖ Help the 'fallen' by giving them attention
- ❖ Always put litter in the bin
- ❖ Stay in their own area
- ❖ Line up quietly when the whistle blows

These rules were devised by the pupils themselves during Anti-bullying Week and are displayed in the corridor.

Rewards and Consequences

Rewards and consequences are necessary to encourage and maintain rules in class and throughout the school.

Rewards

We feel a system of rewards will help to establish and maintain a climate in which pupils come to appreciate what is acceptable behaviour and positive attitudes.

The following rewards may be used:

- ❖ Verbal praise
- ❖ Telling parents
- ❖ Stickers
- ❖ Certificates
- ❖ Special assemblies
- ❖ Parent interviews
- ❖ Smiling/nodding/thumbs up
- ❖ Supportive comments written on work
- ❖ Given some responsibility
- ❖ Visit another teacher or Principal for commendation
- ❖ Please ask me what I've done today (badge).

Rewards should be commensurate with the behaviour displayed and provide incentive for the positive behaviour to be repeated.

Consequences

We believe that consequences help to uphold rules and procedures, and provide pupils with clear boundaries. This should encourage appropriate and acceptable behaviour. It is important that pupils are aware of the consequences of inappropriate behaviour.

Consequences should:

- ❖ Be fully understood by all staff both teaching and non-teaching, pupils and parents;
- ❖ Be applied by the staff in a fair and consistent manner;
- ❖ Be applied as soon after the offence as possible, in a calm and measured manner;
- ❖ Be appropriate to the offence;
- ❖ Focus on the misdemeanour, rather than the pupil;
- ❖ Encourage a more positive attitude in future;
- ❖ Take account of the age of the pupil and any special educational needs they may have, the home background and any other relevant circumstances.

The consequences will be staged as set out below, but they can also be applied appropriately to the undesirable behaviour.

- ❖ Time out – asked to stand out for a short period of time;
- ❖ Withdrawal of privileges, for a fixed time or permanently;
- ❖ Withdrawal from extra-curricular activities for a period of time;
- ❖ Completion of additional work to complement or reinforce current work;

- ❖ Carry out a useful task such as collecting litter;
- ❖ Restitution – write a letter of apology;
- ❖ A system of detention at break or lunch time with adequate supervision and/or appropriate work;
- ❖ A reporting system to monitor behaviour, attitude and response to authority over a given time;
- ❖ Referral to a senior member of staff for reprimand;
- ❖ Temporary removal of a pupil to another class;
- ❖ In extreme cases suspension, or expulsion following suspension.

Roles and Responsibilities

Where a pupil has engaged in undesirable behaviour the class teacher or member of staff will decide on the best course of action in line with this policy.

Where a pupil is consistently engaging in undesirable behaviour the class teacher and Principal will contact the parents of the child enlisting their support in helping to improve the behaviour.

Where attempts among staff and parents to resolve behaviour problems fail, the SENCO (Miss Cathcart) should be informed and the class teacher will complete an Initial Record of Concern form in line with the Special Needs Policy. The child's name will then be added to the SEN register. The class teacher and SENCO will plan a system of support to try and improve behaviour. The Behavioural Support Team and Education Welfare Officer, Mr Gerard Mills will be contacted if deemed necessary.

The pupil will move through the stages of the Code of Practice depending on the progress or the lack of it.

Staff Development

Staff will be encouraged to avail of appropriate training when deemed necessary.

Policy Review

This policy will be reviewed on a regular basis by consulting with staff (teaching and non-teaching), pupils, parents and Boards of Governors. A copy of this policy is available on request.

E-SAFETY POLICY

In Cooley Primary School we aim to develop e-safety awareness, so that users can easily adapt their behaviours and become responsible users of any new technologies. This policy is largely based on DENI Circular 2007/1 'Acceptable Use of the Internet and Digital Technologies in Schools', DENI Circulars 2013/25 and 2011/22 'e-Safety Guidance' and DENI Circular 2016/27 'Online Safety' and should also be read in conjunction with the school's safeguarding policies.

E-Safety

E-safety is short for electronic safety. E-safety highlights the responsibility of staff, governors and parents to mitigate risk through reasonable planning and actions. E-safety covers not only internet technologies but also electronic communications via mobile phones, games consoles and wireless technology. Some of the internet-based and electronic communications technologies which children are using, both in and out of school, are:

- Websites
- Learning Platforms/Virtual Learning Environments
- E-mail and Instant Messaging
- Social Networking
- Blogs and Wikis
- Podcasting
- Video Broadcasting - Skype/Facetime
- Music Downloading
- Gaming
- Mobile/Smart phones with text, video and/or web functionality
- iPads and other tablet devices with internet access

E-safety at Cooley Primary School:

- is concerned with safeguarding children and young people in the digital world;
- emphasises learning to understand and use new technologies in a positive way;
- is less about restriction and focuses on education about the risks as well as the benefits so that users feel confident online;
- is concerned with supporting pupils to develop safer online behaviours both in and out of school; and
- is concerned with helping pupils recognise unsafe situations and how to respond to risks appropriately.

ICT is a compulsory cross-curricular element of the NI Curriculum and the school must ensure acquisition and development by pupils of these skills. The internet and digital technologies are very powerful resources which can enhance and potentially transform teaching and learning when used effectively and appropriately. The school provides pupils with opportunities to use the resources, along with developing the skills necessary to access, analyse and evaluate them. E-safety is built into the delivery of the curriculum.

The rapidly changing nature of the internet and new technologies means that e-safety is an ever growing and changing area of interest and concern. This e-safety policy reflects this by keeping abreast of the changes taking place.

The e-safety policy operates in conjunction with other school policies including Child Protection & Safeguarding, Anti-Bullying, Positive Behaviour and ICT.

Rationale

The staff of Cooley Primary School recognise the potential of internet use across the curriculum and as such believe:

- The internet provides opportunities to enhance and enrich children's learning experiences across the curriculum;
- The internet can present information in new ways, which help pupils to understand, assimilate and use it more readily;
- The internet gives pupils access to immediate and up-to-date sources of information;
- The internet can motivate and enthuse pupils;
- The internet can help pupils focus and concentrate;
- The internet has the flexibility to allow pupils to work at their own pace;
- The internet offers potential for effective individual/pair/group/whole class work; and
- The internet gives pupils opportunities to develop skills for life.

Aims

In order to maximize the potential of internet use in learning and teaching, we aim:

- To raise levels of pupil competence and confidence in using the internet;
- To use the internet to enhance and enrich children's learning and add to its enjoyment;

- To provide access to electronic sources of information and interactive learning resources;
- To enable children and teachers to have access to immediate and up-to-date sources of information;
- To develop children's independent learning skills using the internet across the curriculum;
- To develop information handling and research skills;
- To ensure pupils are aware of the potential dangers of internet use, and how to respond appropriately if they come across inappropriate material; and
- To ensure internet use is a planned and supervised activity.

The Responsibility of Pupils

- To ensure they use the school ICT systems in accordance with the ICT Code of Safe Practice for Pupils (Appendix 1), which they will be expected to sign up to from Year 4.
- To understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so.
- To know and understand e-safety rules and the use of iPads .
- To understand the importance of adopting good e-safety practice when using digital technologies out of school and realise that the school's e-safety policy covers their actions out of school, if related to their membership of the school.

E-Safety Education for Pupils

E-safety education for pupils will be provided in the following ways:

- A planned e-safety programme will be provided as part of lessons across the curriculum and will be regularly revisited – this will cover both the use of ICT and new technologies in school and outside school. Child Exploitation and Online Protection (CEOP) resources can be used as a teaching tool.
- Pupils will be taught in relevant lessons to be critically aware of the materials/content they access online and be guided to validate the accuracy of information and to respect copyright when using material accessed on the internet.
- Pupils will be helped to understand the need for the ICT Code of Safe Practice for Pupils and encouraged to adopt safe and responsible use of ICT, the internet and mobile devices both in and outside school.
- Where pupils are allowed to search the internet as part of a planned activity, staff should be vigilant in monitoring the content of the websites visited. Aimless surfing is not encouraged. Children are taught to use the internet in response to a need e.g. a question which has arisen from work in class.

- Pupils will be made aware of the importance of filtering systems through the e-safety education programme. The school internet access is filtered through the C2k managed service using a Websense filtering solution. Websense assesses all websites based on their content and adds them to a category (Green – available, Red – unavailable). All users are given access to a core group of green sites. The school has the facility to customise security options where need arises. Access to the most inappropriate sites, including those on the Internet Watch Foundation banned list, will always remain blocked.
- No filtering service is 100% effective. Therefore, all pupils' use of the internet is monitored and used in highly visible areas of the school.
- Pupils will be made aware of e-safety rules including the use of iPads, SMART tips and 'Click Clever, Click Safe' (Appendices 1, 2 & 3).
- Children are made aware of the impact of online bullying and know how to seek help if these issues affect them. Children are also made aware of where to seek advice or help if they experience problems when using the internet and related technologies, ie. parent, teacher, other member of staff, or an organisation such as Childline/CEOP.
- Internet safety talks are organised on a regular basis supported by PSNI.
- Educating children on the dangers of technologies that may be encountered outside school is done informally, when opportunities arise, and as part of the e-safety curriculum.
- Pupils in Year 5 – 7 will be made aware of DE's Safer Schools App.
- The school will ensure that the use of internet derived materials by staff and pupils complies with copyright law.

In our school children will be taught:

- That people are not always who they say they are.
- That 'Stranger Danger' applies to the people they encounter through the internet.
- That they should never give out personal details.
- That they should never meet anyone alone contacted via the internet.
- That once they publish information (eg. inappropriate photographs) it can easily be disseminated and cannot be destroyed.
- That information on the internet is not always accurate or true.
- To question the source of information.
- How to respond to unsuitable materials or requests and that they should tell a teacher/adult immediately.

The full policy is available on request.

CHARGING AND REMISSIONS POLICY

Prohibited Fees and Charges

No fees or charges will be levied in respect of:

- admission to school;
- education during school hours;
- materials, books, instruments or other equipment for use in connection with the curriculum being studied;
- transport provided as an integral part of the education provided by the school and agreed by the Principal and Board of Governors.

Permitted Charges

A charge may be made in respect of:

- any optional extra education or transport provided by the Board of Governors for a registered pupil, with the agreement of his/her parents;
- board and lodging on a residential trip. The charge must not exceed the actual cost of board and lodging for the individual pupil (a parent must be informed of any proposed 'optional' extra education provision and his/her willingness to pay the charge before the optional extra is provided);
- individual tuition in the playing of a musical instrument provided for a registered pupil by the school, either during or outside school hours if it is not required as part of an examination course being studied by the pupil;
- items lost, damaged or destroyed as the result of a pupil's behaviour.

Responsibility of Board of Governors

The Board of Governors must:

- determine whether a charge should be made and the amount of the charge when the Governors have agreed to fund the cost of the optional extra;
- ensure that any charge levied for an optional extra must not exceed the full per capita cost of provision for the individual pupil(s) concerned;
- have a policy relating to breakages and fines if asking for parents to pay for items lost, damaged or destroyed as the result of a pupils' behaviour.

-

Voluntary Contributions

Governors can request voluntary contributions for the benefit of the school in support of activities organised by the school during or outside of school hours.

Legally, such requests must make it clear that:

- there is no obligation to make any contribution;
- registered pupils at the school will not be treated differently according to whether or not their parents have made any contribution.

School will be mindful of the spirit as well as the letter of the law and should ensure that:

- the voluntary nature of contributions is highlighted in all correspondence that requests them;
- the design of stationery used for billing or invoicing, clearly distinguishes between any compulsory charges being levied and any voluntary component.

Children and their parents will not be asked why they have not paid voluntary contributions.

SECTION TWO



COOLEY NURSERY UNIT

GROWING AND LEARNING TOGETHER

COOLEY NURSERY UNIT

90 COOLEY ROAD

SIXMILECROSS

OMAGH

BT79 9DH

TELEPHONE NO: 028 80758749

| | |
|--------------------|-----------------|
| Principal: | Mrs K Atchison |
| Nursery Teacher: | Mrs J Byrne |
| Nursery Assistant: | Mrs D Pinkerton |
| Secretary: | Mrs A Anderson |

Nursery Structure

| | |
|------------------|-------------------------|
| Type of Nursery: | Controlled Nursery Unit |
| Age Range: | 2 – 4 year olds |
| Roll: | 26 part-time places |
| Attendance: | 5 days per week |
| Sessions: | 9.15 am – 11.45 am |

Organisation and Staffing

Our Nursery Unit caters for children aged between 2 and 4 years. We have facilities for up to 26 children in morning sessions.

Two permanent members of staff are employed in the unit. A fully qualified experienced teacher and a fully qualified, nursery assistant. We have extra help on occasions from volunteers and students training as classroom assistants as part of various schemes.

ADMISSION ARRANGEMENTS

Respective Functions of the Board of Governors and the Principal in relation to admissions.

The Admissions Criteria will be applied by a Selection Committee consisting of the Principal and three Governors subject to the final approval of the Board of Governors.

Children who are not normally resident in Northern Ireland at the time of their proposed application will not be considered for places until all children who live in Northern Ireland have been considered.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on the application form. Parents/Guardians should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form.

The Board of Governors of Cooley Primary School have determined that, in the event of there being more applicants than places available the following criteria will be applied, in the order set down, to select children for the available places.

Admissions Criteria

A timetable of pre-school admissions procedures setting out the dates by which an application is to be submitted is available at www.eani.org.uk/admissions under 'Pre-School Admissions'. During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered.

The application procedure opens on 10 January 2022 at 12noon (GMT) and an application submitted by the closing date of 28 January 2022 at 12 noon (GMT) will be treated as a punctual application. An application received after 12 noon (GMT) on 28 January 2022 will be treated as a late application.

As the pre-school admissions procedure is in two stages the timetable also specifies the relevant dates at Stage 2 which will determine if an application is to be considered as punctual or late.

Statutory Criteria

- 1 Children from socially disadvantaged circumstances born between 2 July 2018 and 1 July 2019.
- 2 Children born between 2 July 2018 and 1 July 2019.

Note: Children from ‘socially disadvantaged circumstances’ means a child whose parent is in receipt of (i) Income Support, or (ii) Income-based Jobseeker’s Allowance, or (iii) an award of Income Support which has been converted into an Employment and Support Allowance and the level of benefit remains the same, or (iv) Universal Credit. When parents apply for places for their child on this basis they must have their Benefit Verification stamped by the Social Security/Jobs and Benefits Office to confirm that they are in receipt of a qualifying payment. This should then be sent by the parent directly to the provider of first preference.

Non-Statutory Criteria

Other children born between 2 July 2019 and 1 July 2020.

If there are more pupils satisfying the last criterion, which can be applied, then selection for the remaining places will be on the basis of:

- Children whose brothers/sisters, half-brothers/half-sisters, step-brothers/step-sisters or legally adopted brothers/sisters who are presently enrolled in or have previously attended Cooley Primary School or Cooley Nursery Unit or who are the eldest/only child in the family.
- In the event of over-subscription in the last criterion which can be applied for children born between 2 July 2018 and 1 July 2019, selection will be made using the random alphabetical tie-breaker (based on the initial letter of the surname as per the birth certificate) as listed below.
- In the event of over-subscription in the last criterion which can be applied for children born between 2 July 2019 and 1 July 2020, selection will be on the basis of chronological age – enrolling the oldest child first. In the event of two or more identical dates of birth, selection will be made using the random alphabetical tie-breaker as listed below.

**W N B Mc K U D Mac C Z P X L
S F A J R G Y E M V T I O Q**

The order was determined by a randomised selection of the letters of the alphabet. In the event of surnames beginning with the same letter the subsequent letters of the surnames will be used in alphabetical order. In

the event of 2 identical surnames the alphabetical order of the initials of the forenames will be used as per the birth certificate.

Duty to Verify

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any application form.

If the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

Waiting List Policy

Should a vacancy arise after 9 June 2022 all applications for admission to Nursery that were initially refused, new applications, late applications and applications where new information has been provided will be treated equally and the published criteria applied. This waiting list will be in place until 30 June 2022. The school will contact you in writing if your child gains a place in the school by this method. Your child's name will be automatically added to the list. Please contact the school if you wish your child's name to be removed from the list. The same criteria will be used for applications after 1 September 2022.

Parents should also note that if their child is seeking nursery provision for the 2nd year they MUST reapply.



CURRICULUM

The learning environment in our Nursery Unit allows for the development of:-

- ❖ Personal, Social and Emotional Development,

For example, we help our friends and work together.



- ❖ The Arts

For example, we pretend and we explore dough creatively..



❖ The World Around Us

For example, we learn about different animals and we explore seasonal changes.



❖ Language Development

For example, we draw and we love story time.



❖ Early Mathematical Experiences

For example, we sort and explore different shapes.



❖ Physical Development and Movement

For example, we have fun on our bikes and we love cutting.



Staff will meet regularly to plan a progressive programme to enable children to develop their potential.

Children will be observed regularly and their achievements noted.

Teacher/parent interviews take place during the year.

UNIFORM

There is a specially designed uniform consisting of a sweatshirt, polo-shirt and jogging bottoms. These are available to order from school. Please make sure all items of clothing are clearly named.

A complete change of clothes must be left in school. This is in case your child would happen to have a little accident! In the event of a mishap, a plastic bag with the soiled clothes will be left on your child's peg for collection. The clothes should be replaced when your child subsequently returns to school.

All outdoor coats must be named and should be brought to school **every day** regardless of the weather. During the winter months a hat, scarf and gloves are necessary for cold and windy days. For safety reasons children are not permitted to wear open-toed sandals or jewellery of any description in the nursery.

COMING AND GOING

Please do not bring children to nursery too early. Between 9.10 and 9.15 am is most suitable for the morning. Please note that even though staff are on the premises, they do have preparation and development times. The nursery door will open at 9.15 am for the start of the daily session. Please make sure that your child is placed into the care of a member of staff. Your child should never be left at the door. At home time (11.45 am) please try to be at the nursery in good time. Children soon become anxious if they are kept waiting. If for some reason you have to arrange for another person to pick up your child, please make sure that both your child and the teacher are aware of the situation. It must be clearly understood that the person bringing and collecting your child should be a responsible adult (ie over the age of 16).

CHARGING AND REMISSIONS POLICY

It is the policy of the nursery not to charge for any educational activity that is related to the Curriculum that takes place wholly or mainly during normal nursery time.

However, the nursery unit has the discretion to charge for optional activities such as trips to the pantomime/theatre/etc. Parents are asked to make a voluntary subscription towards these activities.

Please note the following:-

The Board of Governors reserves the right to seek voluntary contributions from parents or others in support of any nursery activity or for the benefit of the nursery. Pupils whose parents are either unwilling or unable to make such contributions will not be treated differently. However, the nursery reserves the right to cancel planned activities if the voluntary contributions are insufficient to meet the costs of the planned activity.

The Board of Governors reserves the right to seek to recover from parents the whole or part of the cost of breakages and losses incurred as a result of a pupil's behaviour.

This policy statement refers only to charges, which may be made by the Board of Governors and payable by the parents of the pupils concerned.

COMMENTS/COMPLAINTS PROCEDURE

Cooley Nursery Unit seeks to be a "listening school" and will do its best to enable parents to feel confident to raise issues and concerns with appropriate staff.

A full copy of the above policy is available on request.

CHILD PROTECTION POLICY

Please refer to the Child Protection Policy as set out in Section One. A full copy of the nursery policy is available on request.

ANTI-BULLYING POLICY

We in Cooley Nursery Unit believe that bullying is a highly distressing and damaging form of abuse and is not tolerated. A full copy of the policy is available on request.

