



School Environment

Date	Review Date	Coordinator	Nominated Governor
October 2015	October 2019	Associate Head	Chair of Resources

We believe that the attitudes, behaviour, motivation and academic standards of pupils is greatly enhanced if we create a safe and stimulating learning environment by making maximum use of the school grounds and buildings.

We believe that attractive surroundings influence both learning and social behaviour. We want the school and classrooms to make a visual statement that reflects the principles, attitudes and values of individuals and the school. We have a responsibility for the shaping of this visual surrounding.

Displays are the focal points of learning as they show to the wider audience what pupils have achieved whilst reaffirming the value of their work.

We agree with the statement from 'The Arts in Schools – Gulbenkian Report' which states "The way in which work and other materials are displayed and arranged in a classroom is more than a matter of convenience: it is a reflection of the atmosphere and the attitudes which prevail there."

We believe that by creating a safe and stimulating learning environment we will promote public awareness of the quality of the total education that this school provides so that we attract sufficient pupil numbers in order to provide a viable education.

We believe the learning environment makes a significant contribution to the quality of education provided. Therefore, we have created a learning environment that has been adapted from the Accelerated Learning in the Primary School approach in which:

- space is used effectively;
- layout accommodates movement;
- resources are clearly labelled and accessible;
- display reflects current learning and is changed regularly;
- the environment offers challenge and opportunity for further learning;
- the needs of the children are catered for;
- resources are well maintained;
- children are encouraged to be creative independent learners and thinkers

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To create a visually stimulating school environment that promotes learning and social behaviour.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Resources Committee to oversee the development of the school environment with the Executive Headteacher
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring all policies are made available to parents;

Role of the Executive Headteacher

The Executive Headteacher in conjunction with the Resources Committee will:

- devise a development plan for the School Buildings and Grounds;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;

Role of the Coordinator

The coordinator will:

- work closely with the Executive Headteacher and the Resources Committee;
- ensure that the school entrance creates a good impression to visitors and reflects the school ethos;
- lead the development of this policy throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;

Role of School Personnel

Teaching and support staff will create within their classrooms a visually stimulating learning environment that:

- engages children's interest and motivates them;
- supports learning;
- appreciates the work and effort of children;
- celebrates success and promotes high standards

Teaching and support staff will develop the school grounds to:

- provide opportunities to enrich the curriculum;
- create opportunities for pupils to understand sustainable development;
- further develop pupils skills, competencies, knowledge and understanding;
- provide opportunities for pupils to care for their environment

Role of Pupils

Teaching and support staff will encourage pupils to:

- respect the school environment;
- create a litter free school;
- look after their classroom;
- look after equipment and facilities

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;

Health and Safety

- We have the responsibility to ensure the health and safety of all children by providing a safe learning environment.
- School personnel undertake training in health and safety procedures and classroom organisation and management. Therefore, they will report any identified problems and will consider very carefully classroom layout.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Headteacher:		Date:	
Chair of Governing Body:		Date:	