

# Our School Prospectus



## A Voice for the Child

Children are not the voice of tomorrow, but the voice of today. They are entitled to be taken seriously. They have a right to be treated by adults with tenderness and respect, as equals. They should be allowed to grow into whoever they were meant to be. The unknown person inside each of them is the hope for the future.

Janusz Korczak  
(1878-1942)



Windmill Integrated Primary School was established in 1988 thanks to the vision of a group of local people who wished for their children to be educated in a setting free from mainstream schools which were segregated along religious lines. It is situated at the edge of the town boundary offering a wonderful view over Ballysaggart Lough.

On the 1st April 2008 a new school building was commissioned. This new 8 classroom unit is situated at the rear of the former school site and provides a bright spacious permanent brick building to replace the original wooden temporary structure which served its purpose for 18 years.

The enrolment remains steady around 232 in the P1-P7 classes and 26 in the Nursery unit. An extremely active PTA (Parent Teachers' Association) group support the work and life of the school, bringing parents and teachers together in a working relationship for all the children. The Group is contributing greatly to the work of the school by providing equipment and services, which serve to enhance the opportunities of all children. Parents of new children are encouraged to become involved in the activities of this body.

***Mrs Sandra Ferguson***  
***Principal***

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## Aims

Windmill Integrated Primary School exists to serve the local community by ensuring that its children receive the best possible opportunities in education, according to the Northern Ireland Curriculum, which will enable them to achieve their academic and social potential, both as individuals and members of a wider community. To this end, we, the Governors and staff of the school, feel that it is essential to foster strong links with the community we serve and it is recognised that education is a team effort involving the child, the parents and the staff.

We strive to encourage, at all times, a friendly, co-operative working relationship between the home and the school, where the welfare and the development of the children are of the highest priority.

We believe the quality of relationships between staff and pupils is central to effective learning. The curriculum is, therefore, delivered in a climate of confidence and trust. The qualities of staff in terms of patience, sympathy, understanding, firmness and enthusiasm promote the effective development of each child in a planned manner.



## The outworking of these are to:

- **Develop each child to his/her full potential intellectually, socially, emotionally, physically, aesthetically, morally and spiritually.**
- **Develop and maintain a warm, friendly school atmosphere where each child will feel valued and secure.**
- **Develop and maintain an orderly environment by promoting the values of citizenship, namely, mutual respect, self discipline and social responsibility which underlie good behaviour.**
- **Provide a broad, balanced curriculum in response to the needs of all the pupils.**
- **Maintain effective home, school, parent and teacher relationships.**
- **Promote the professional development of all staff as effective, efficient educators, through a continuous programme of staff education.**

## Integrated Education

Integrated Education brings children and staff from Catholic and Protestant traditions, as well as those of other faiths, or none together in one school.

“This is not a melting pot where everything is mixed together and you can’t tell one thing from the other. Nothing could be further from the truth. At our school we want children to have an understanding and appreciation of their own culture and a respect for others. In practice this means we endeavour to give children access to a diverse range of opportunities and experiences. Empowering them as individuals is a priority for staff so that as they grow and mature, they’ll be able to affect positive change in the shared society we live in.”

We follow the statutory R.E. curriculum alongside of which children are not only prepared for taking the sacraments but are encouraged to celebrate them with the rest of the school.”

### ETI January 2015

- *“The quality of education provided by the school is very good.”*





## Our School Today

Windmill Integrated Primary School remains one of the most modern educational facilities in the Dungannon area.

Facilities include:

- Eight classrooms, each one furnished with an interactive whiteboard, a whiteboard and direct access to the playground ( one of which is a modern modular classroom)
- Toilet and cloakroom facilities
- Two resource areas, one of which is located outside the Foundation/Key Stage 1 classrooms, used for play, reading groups etc. The other is located outside the Key Stage 2 classrooms which has been equipped as a practical science and general workspace.
- A large assembly/dining hall which is lined and equipped with P.E apparatus, mobile staging, sound system , a data projector and screen
- 2 library areas: Key Stage 1 and Key Stage 2. The different year groups are provided with a timetabled session each week to develop their library skills. These areas also act as group rooms/reading recovery rooms.
- An ICT suite
- Additional libraries in each classroom
- A Special Educational Needs room.
- A Nurture Room
- A Sensory Room
- A Group room
- A staff room
- One disabled toilet
- A secretary's office
- A Bursar's office
- Stores are available for books, music equipment, cookery equipment, Science and Technology equipment, PE equipment and canteen furniture
- Principal's Office
- Large foyer
- A school meals kitchen with all modern appliances

The grounds are extensive and well maintained which adds to the pleasant suburban atmosphere. We have

- A hard-core tarmac playground with games markings, play facilities, seating areas and picnic tables
- A synthetic pitch for football and general play
- Tractor tyres and raised wooden beds where the children plant a variety of fruit and vegetables and then harvest themselves
- An orchard, a natural willow-dome and tunnel which will be further developed in years to come
- Two storage sheds that house a range of outdoor play equipment
- Two covered areas and a small outdoor classroom
- A potting/garden shed
- A crash pad

The expertise of the Integrated College's staff is also at our disposal and we have excellent links with the school in general.

Full use is made of our local environment in providing learning experiences ie Nunnery Hill at Dungannon Park, Ranfurly Visitors Centre, Dungannon Library, Dungannon District Council, Stem Centre at South West College , Black Lough, Sperrinview Special School, Dungannon United Youth. This includes out-of-school visits including a programme of swimming for pupils in Primary 3 - 7 based at Dungannon Leisure Centre.



## Staff Team

Principal: Mrs S. Ferguson  
Vice Principal: Mrs S. Ross  
P 7: Miss Charley Brush  
P 6: Miss N. Hughes  
P 5: Mrs E. Vaughan/ Miss E. McCrilly  
P 4: Miss M. Mullan  
P 3: Mrs J. Mitchell  
P 2: Mrs S. Ross  
P 1: Mrs Z. Gavero  
SENCO: Mrs S. Cleary/ Mrs E. Mulgrew

Head of Nursery: Mrs K. Corr

### Smaller Groups Team:

Mrs W. O'Neill  
Miss C Bartley  
Ms E. Jordan  
Mrs J. Loughran  
Mrs M. Mullen  
Mrs H. Sloane  
Mrs J. Knox  
Miss R. Heron  
Mrs S. Giblin  
Mrs S. Carson  
Mrs S. Cummings  
Miss V. Stewart  
Mrs L. Toal

### Teaching Assistants:

Mrs E. Creggan  
Mrs V. Tate  
Mrs T. Gallagher  
Mrs B. Somerville

### I.T. Technician:

Mrs P. Donnelly

### Building Supervisor:

Mr T O'Connor

### Cleaners:

Mrs W. O'Neill  
Mrs J. Kierepa

Bursar: Ms A. Teague  
Secretary: Miss T. Murtagh

### Kitchen Staff:

Mrs N. McKee( cook)  
Mrs J. Graham  
Mrs F. O'Hagan  
Mrs S. McCormick  
Mrs J. Kierepa

## Board of Governors

Mrs Joanne McDonald	Chairperson
Mr Ryan Falls	Vice-Chairperson
Mr Daniel Taylor	Foundation Governor
To be appointed	Foundation Governor
To be appointed	Foundation Governor
To be appointed	Foundation Governor

To be appointed	Elected Parent

Mrs Kierna Corr	Elected Teacher
Mrs Eileen Vaughan	Elected Teacher
Mrs Sharon Cleary	Elected Teacher

Mr Chris Hazlett	DENI Representative
Mrs Yvonne Halliday	DENI Representative
Mr Bryan McLaughlin	DENI Representative
Mrs Shirley Dunn	DENI Representative

Mrs Sandra Ferguson	Principal (non-voting)
Mrs Samantha Ross	Vice-Principal (non-voting)

### ETI January 2015

- *"The teachers challenged the children's thinking, deepened their understanding of key concepts and promoted the development of their oral and problem solving skills. They used a wide range of teaching strategies effectively."*
- *"Throughout the school, the learning support assistants make a significant contribution to the children's learning and well-being."*
- *"The senior leadership team have a realistic direction for the school and nursery unit based on a clear knowledge of and vision for the school."*
- *"There can be confidence in the aspects of governance evaluated. The governors are well informed about and engaged in aspects of the life and work of the school."*



## Admissions

Copies of the Education Authority's Open Enrolment Admissions in the South Tyrone and Dungannon area are available from the Board website [www.eani.org.uk/admissions](http://www.eani.org.uk/admissions) This booklet sets out the admission criteria for primary schools in the above area and details of the procedures for enrolling a child and if appropriate appeals arrangements.

The way in which parents apply for Nursery and Primary 1 places has changed. **Online applications have been introduced via the Parental Portal.** The Portal will be available 24/7 on your smart phone, tablet, laptop or computer during the month of January.

Before making an application on the EANI School Admissions Parent Portal, all registration stages must be completed. At the end of registration you will receive an e-mail containing the link to take you to the Parent Portal login screen. Login with your registered e-mail address and password and complete the online application form.

All parents whose children will be starting P1 in September will be invited to the school during the summer term to meet their child's new teacher, see the facilities available and gain some insight into the class programmes being provided. Children to be admitted in September will spend a morning in the school to familiarise themselves with the school premises, the adults involved in the education process and the work of the school.

Parents of prospective pupils are welcome to visit at anytime throughout the year by prior arrangement with the school secretary.

### ETI January 2015

- *"In English, almost all of the children and in mathematics most of the children make very good progress in line with their ability or above expectation."*
- *"The school's current analysis of performance data accurately informs the teachers of the needs of individual children and guides the subsequent interventions."*
- *"The central library is used effectively to encourage a love of reading in conjunction with an interactive reading programme in which the school has recently invested."*

## Note

Nursery pupils DO need to make an application to the primary school. They do not automatically transfer.

Parents wishing to apply for places for pupils in Primary 2 - Primary 7 are encouraged to complete the school's Pre-enrolment form for their child as early as possible prior to their child's entry to primary school.

## COMPLETION OF FORMS

It is required that parents/guardians seeking admission for their child/children complete the Education Authority's online application form.

The Board of Governors will use the information on the pre-enrolment form to decide which children should be admitted in Year 2-Year 7 in the event of over subscription. If no information form is received the candidate will be put in the 'Other' category.

Parents must send in a copy of their child's birth certificate to the first preference preschool/primary school.

Applicants should note that they may be required to produce documents to verify information on the application. Any verifying information must be sent to the first preference school.

Windmill Integrated Primary School also has a Waiting List policy which can be found on the school website: [www.windmillips.com](http://www.windmillips.com)



## Areas of Study

The School Curriculum is designed to deliver a broad and balanced education to every child, in accordance with the legal requirements of the demands of the Northern Ireland Curriculum.

At Windmill Integrated Primary School this curriculum is considered to be the breadth of all the experiences, both planned and unplanned, which our children experience in any school related activity. We have produced our plan with the needs of our children uppermost in our minds and with the assurance that we are committed to their education, be that academic, emotional, spiritual or physical.

Primary 1 and 2 are now called Foundation Stage, Primary 3 and 4 are Key Stage 1 and Primary 5, 6 and 7 are Key stage 2.

**Skills and capabilities will be developed throughout all six Learning Areas which consist of**

- Language & Literacy,
- Maths & Numeracy,
- Personal Development and Mutual Understanding,
- Physical Education
- The Arts ( Music, Art& Design, Drama)
- The World Around Us (Science & Technology, History, Geography)

## Language and Literacy

**Including Talking and Listening, Reading and Writing**

Language and Literacy is seen as central to the curriculum. A wide range of texts are available to promote children's enthusiasm and develop their skills across a range of genre.

Windmill Integrated Primary School has invested in Accelerated Reader. Pupils from Primary 3 to Primary 7 access this programme and complete a comprehension test within 24 hours after reading a book. More recently school has purchased the MyOn package which contains over 5000 virtual non-fiction books suitable for all year groups.

The Complete Spelling programme has been implemented in P2-P7 to provide the pupils with an additional word decoding and spelling strategy.

Several classroom assistants have been trained in the 'Boost Reading' programme to further assist children develop their confidence and ability and also in 'Talking Partners' and in 'Speech and Language Link' to develop children's speech and language.

### ETI January 2015

- *"The quality of the presentation of the children's written work is given a high priority throughout the school and the children write for a variety of purposes and audiences."*



## Maths and Numeracy

There are five main areas of study in the Mathematics and Numeracy curriculum: Processes, Number, Measures, Shape & Space and Data Handling. Each area is studied every year by every year group. Emphasis is also placed throughout P1 to P7 on the development of mental agility and problem-solving strategies.

Numeracy is a life skill, used in making everyday decisions and in virtually every life context. We present Maths through practical activities which help foster understanding and the development of correct mathematical language. Practical activities will be followed by more formal exercises to help consolidate and reinforce knowledge, skills and understanding. School has recently invested in a whole school Numeracy programme- (New Heinmann Mathematics)

Several classroom assistants provide additional teaching for individuals or small groups who have difficulty with some of the aspects of Number using strategies from the Catch Up, Numicon and Maths Milestone Programmes.

### ETI January 2015

- *"The children have a sound knowledge of key mathematical concepts, are able to discuss their learning using appropriate mathematical language and are confident in applying their skills."*
- *"The teachers provide a stimulating learning environment for numeracy which promotes the children's thinking skills."*
- *"Numeracy is well integrated across the curriculum and effective use is made of ICT to enhance the learning and teaching of mathematics."*



## Areas of Study

### Personal Development and Mutual Understanding

There is an increased emphasis on Personal Development across the Curriculum. This is divided into two strands

- Personal Understanding & Health
- Mutual Understanding in the Local & Global Community.

Within the first strand, pupils are helped to understand the importance of issues such as healthy eating, physical activity and road safety. Windmill Integrated Primary School is involved in the Keeping Safe Programme, RELAX KIDS and The PATHS Programme.

Within the second strand pupils are helped to respect others within their own community and the wider world. Windmill Integrated Primary School is involved in the following programmes that support the implementation of Strand 2 –E-Twinning, Speedwell Trust Programme, Erasmus +, Shared Education, Healthy Kidz, Pathways into Partnership, Sporting Lives Matter,

#### ETI January 2015

- *“There is a caring, welcoming and inclusive ethos evident throughout the school reflecting the integrated nature*

### Physical Education

Children are helped and encouraged to develop their physical skills including co-ordination, strength, stamina and spatial awareness. Skilful body movements are development through gymnastic movement, dance (creative and national), games, swimming and athletics.

Over the past number of years our school has worked with IFA/GAA Youth Coaches, Healthy Kidz and Activity NI to develop our children’s physical fitness and sports skills.

Swimming lessons begin in Primary 3 and the majority of children can swim confidently and skilfully by the end of Primary 7.

Children in Primary 7 are also encouraged to participate in the National Cycling Proficiency Scheme



### Fundamental Movement Skills

Windmill Integrated Primary School is involved in a new initiative in Physical Education called Fundamental Movement Skills. These skills are movement patterns that involve different body parts such as the legs, arms, trunk and head and include such skills as running, hopping, catching, throwing, striking and balancing.

They are the foundation movements necessary for 3-8 year old children as a precursor to the more specialized, complex skills used in play, games, sports, dance, gymnastics, outdoor education and physical recreation activities.

#### ETI January 2015

- *“The school gives very good attention to promoting healthy eating and physical activity.”*



## The World Around Us

Focusing on the development of knowledge, skills and understanding in Geography, History and Science & Technology

Before September 2007, Science/Technology, Geography and History were separate subjects. Now they are joined together under the title 'World Around Us'. This means that they can be taught together and children can see how one subject area is linked to another. For example in Primary 7 the children may cover a topic about 'The Irish Famine'.

- They could examine what life was like for people during the time of the famine (History).
- Could compare with areas in the World affected by famine to-day (Geography).
- Could investigate conditions necessary for growing potatoes (Science)
- Could build a moving vehicle using a range of junk materials etc that will transport a kg of potatoes to market. (Technology)

Topics will differ throughout the school from P1 to P7 but the process remains the same. As well as sound teaching in all areas the senior pupils are provided with opportunities to compete in Regional and National Science and Technology competitions ie KNEX, Primary Science and Technology Challenges.



## The Arts

Including Art & Design, Drama and Music

Each class sets aside time to develop the above areas. In the Foundation Stage the children have ample opportunity to build junk models, create models from dough, clay or plasticine, paint, draw etc through their work-time programme. Music is also used throughout the day as they learn songs, play simple instruments and create music. As children move through the classes their fine and gross motor skills will develop.

Windmill Integrated Primary School has a strong tradition of musical and drama productions. All pupils perform at the Annual Harvest Service, Primary 1 entertain family and friends at their annual P1 Nativity Play and the school has a rolling programme for the following Christmas events; P2-P4 Christmas play, P5 -P7 Christmas Play and Carol Service. P7 pupils thoroughly enjoy performing a separate drama production for parents and friends before transitioning to post-primary.

P4-P7 pupils participate in the School Choir. The choir performs at school concerts and community events such as Nightengale Nursing Home, Tesco's and Carols 4 All at St. Anne's Parish Church.

Many pupils are entered for the individual verse speaking section at the Dungannon Music and Drama festival and Dungannon Feis.

Tuition in stringed instruments i.e violin is provided weekly for senior classes by peripatetic teachers from the Education Authority Southern Region.

**ETI January 2015**

- *"There are very effective links with the local and wider community."*





## Religious Education

The teaching of Religious Education (R.E.), in each age group will be based on the core syllabus for Northern Ireland which has a Christian ethos. It is non-denominational in character. The rights of parents to withdraw their children from R.E. lessons and morning assembly will be respected. Those wishing to exercise this right should inform the Principal in writing. Children who are withdrawn for this reason will be supervised by a teacher and engaged in purposeful educational activities. Children whose parents wish them to do so will be prepared for the sacraments according to the church to which they belong.

When children are being prepared for the Sacrament of First Holy Communion or the Sacrament of Confirmation their peers are involved in the Delving Deeper Programme ( Pupils in P3, P4 and P7.)

Various visitors are invited to the school to take part in Assembly from time to time. Throughout the year each



**ETI January 2015**

- *"The children's use of information and communication technology (ICT) to enhance their learning is of a high standard."*

## ICT

Using Information & Communication Technology, along with Communication and Using Mathematics, is one of the three statutory cross-curricular skills introduced as part of the Northern Ireland Curriculum and which will be assessed and reported on throughout the school using levels of progression. Pupils are currently working with the Amma Centre to develop their coding skills.

The requirements for Using Information & Communication Technology are set out under headings described as the 5 E's. These are: Explore, Express, Exchange, Evaluate and Exhibit.

Windmill Integrated Primary School is well resourced to provide opportunities for these skills and competences to be developed as the school currently has

- An ICT suite with 16 networked PC's and 25 wireless chromebooks
- 29 Microsoft Surface Pro
- 70 ipads
- Bee Bots
- Pro Bots
- 30 Activotes
- Cameras
- Videocamera
- 2 Raspberry Pi
- A touchscreen interactive whiteboard in every classroom and ICT suite.
- Teaching staff have access to a Microsoft Surface Pro





## Drugs Education

This school will attempt to protect children from drugs misuse by actively promoting a prevention and protection programme. Through the Health Education programme pupils are encouraged to adopt a 'positive lifestyle approach'. Emphasis will be placed on personal responsibility and each individual being equipped to make informed health choices. Furthermore, the staff will do all within their power to ensure that the school and its grounds are maintained as a safe and drug free working environment at all times. Co-operation with other outside agencies to maximise the school's effectiveness is an important feature of our programme.

## Sports

The school provides a wide range of sports and sporting activities as part of the curriculum for Physical Education, and as extracurricular activities.



Through our link with the 'Active Communities Project' our children can partake of coaching in a variety of sports given by qualified, skilled coaches for rugby, football, gaelic football, hurling, netball, hockey, table tennis, basketball, athletics etc. Teams are entered into the competitive Tyrone County Board GAA competitions and the Tri-County Football, Netball and Hockey tournaments.

These combine to provide a potential additional 2 hours of sport per week. The programme is provided to develop sports skills, create an awareness of the benefits of team-work, enhance the composite skills required for games encourage healthy lifestyles, aid physical development and instil the characteristics of good sportsmanship.

***"We believe in the tremendous benefits accruing from children's participation in sports, which is why we have invested so much time and money in providing children with the excellent facilities at the nearby Lough View Sports Centre and our own outdoor synthetic pitch."***





## School Hours

- Children are permitted into school from 8.30am.
- Children who travel by bus and who occasionally arrive before this time wait in the assembly hall until 8.45am.
- Nursery: 8.50am – 1.45pm.
- P1 and P2: 8.55am – 2.00pm.
- Extra– Curricular activities available Monday—Friday for P1s and P2s – 2.00 -3.00pm (optional).
- P3 - P7: 8.55am – 3.00pm
- Extra– Curricular activities available Monday—Friday for P3s to P7s 3.00pm-4.00pm (optional).



All the children have a supervised playtime for fifteen minutes in the middle of the morning: P1-P3: 10:15am-10.30am, P4-P7: 10.35-10.50am. If parents do not wish their children to go outside at this time a note should be sent to the class teacher (medical reasons only).

Parents should ensure their children are collected promptly at the end of school. Any child who has not been collected will remain in school. The emergency contact will be telephoned. If there is an emergency and you think your child will not be collected on time, please telephone the school and let us know. This allows us an opportunity to inform the child of the circumstances and eliminate any unnecessary distress.

If you wish your child to travel with other children or adults please inform the school, in writing, as we will not release pupils into the charge of others unless special instructions from the parents have been issued. Such written permission can be given via the Communication Slip on the Windmillips app.

If you wish for your child to walk home from school, written permission must also be given. Again, this can be undertaken via the Communication Slip on the Windmillips app.

### Morning Care

Early morning cover is available from 8.30am–8.45am, free of charge.

### Attendance

All children should attend school for the 185 days which the law requires, unless they are ill. If children have to miss school for illness or any other reasons, then parents should send a note explaining the absence for our records. Pupil's attendance at school continues to be encouraging with the average annual attendance being always approximately 96% or over. For any lengthy period of absence (e.g in excess of two weeks) you should speak with your child's teacher to check if home tuition may be required. Home tuition is provided by the Education Authority for extended illness only.

If it falls below 85% the Principal is obliged to send a letter to parents as to their child's unsatisfactory attendance. As a result of Government legislation, schools must indicate any unauthorised absences a child may have.



## Homework

The school's homework policy clarifies the type and amount of homework which you would expect your child to receive, the time required, teacher's expectations and the way parents can help. If the amount of homework or standard of the work set causes any problems parents should contact the Principal to discuss the situation.

## Keeping Safe Programme

Windmill Integrated Primary School is fortunate to be one of 90 schools throughout Northern Ireland to be involved in delivering the NSPCC Keeping Safe Programme. It involves the adoption of a whole school approach ensuring that preventative education is embedded in all aspects of school life.

**Classroom resources have been designed under 3 themes:**

- healthy relationships
- my body
- being safe

**The programme includes:**

- age appropriate lessons which can be taught as part of the Personal Development and Mutual Understanding (PD&MU) curriculum
- tailored school assemblies designed to engage children in learning about keeping safe
- school staff receiving guidance about how to reinforce safety messages to children in all classes from P1-P7.

## School Council

As part of the ongoing promotion of good citizenship pupil empowerment is now very much to the fore in Windmill Integrated Primary School and the school has introduced class councils and a school council.

The School Council is made up of 2 democratically elected representatives from Years 3 to 7 and is led by a duly elected Chairperson, Vice-chairperson, Secretary and Treasurer.

This initiative encourages children to articulate their opinions, to be involved in constructive dialogue accommodating the opinions of others and to engage in the school improvement process.

### ETI January 2015

- *"The special educational needs co-ordinator leads very effectively the provision for children who require additional support."*

## Smaller Group Work

School-based provision is given to those children in the school who need extra support to help them achieve their full potential. Those children who need this extra help follow individual programmes of work designed to supplement and complement the work programmes of the class teacher. This additional support is arranged both on a withdrawal basis and by teaching within the classroom situation. Where additional provision is necessary for children with severe learning difficulties, the specialist services of the Education Authority are consulted, with the parental consent. The Code of Practice N.I. outlines the statutory requirements for schools in relation to special educational needs provision.

## Circle Time

Circle Time which aims to enhance children's self-esteem, promote moral values, and develop social skills is ongoing in Windmill Integrated Primary School. It offers children a practical opportunity to:

- \* **Discuss concerns.**
- \* **Consider and debate moral values.**
- \* **Practise positive behaviours.**
- \* **Work out solutions and action plans in an enjoyable and fun context.**

**Circle Time is a pleasant, comfortable time, when the class comes together for thought, enjoyment and self-congratulations.**



## Promoting & Sustaining Good Behaviour

### Playground Friends

Games are available at break-times and lunch-times for all pupils. Children are encouraged to participate in these games which enhance co-ordination and teach good social skills such as co-operation and accommodation. The pupils may apply the same social skills learned in the playground in all aspects of life both at home and in the greater community.

Windmill has implemented the Playground Friend Initiative. Children who are 'Playground Friends' are on duty in the playground at lunchtime. These pupils will be easily identified by their blue hats and 'look out' for children who appear lonely or distressed. In these circumstances they will befriend the pupil and if appropriate ensure they are included in playground activities. The 'Playground Friends' will be trained to encourage children how to play games and settle playground squabbles. If necessary the buddies will inform a lunchtime supervisor or teacher.

### Health Promotion

Children are encouraged to bring in healthy snacks for break and to make healthy choices in the school canteen at lunchtimes.

Pupils are expected to bring a Healthy snack every Monday to Thursday.

We also encourage pupils to drink water from their own water bottles or the school water fountains.

Physical activities are promoted at lunchtime and our school playground provides a stimulating environment where lunchtime supervisors provide opportunities for physical development through games which help improve co-ordination, skill, strength, agility and endurance and encourage muscle and bone growth.

### ECO-SCHOOLS

Windmill Integrated Primary School is an officially registered Eco-School and as such was presented with a Green Flag in June 2016. Staff and pupils work on incorporating the enhancement of our school environment and raising the pupils' awareness of world eco issues. Also as part of our Eco-Schools programme pupils have the opportunity to grow their own vegetables and flowers. The Eco-Council meet regularly, under the watchful eye of Miss McCrilly. They plan and work with great enthusiasm to improve the school environment and are currently working on obtaining their second green flag.



## CONCERNS

I have a concern or query about my child's education

I can talk to the Class Teacher

I can talk to the Principal

If I am still concerned

I can talk/write to the Chairperson of the Board of Governors -



## Parental Involvement

Parents are actively encouraged to involve themselves in the education of their children and where relevant in the wider life of the school.

At the beginning of the school year each teacher provides parents with information giving them an opportunity to gain an insight into the year ahead.

Parent/teacher interviews are held at least once throughout the year and provide the parent and teacher with an opportunity to discuss the progress of individual children. These meetings take place by video link and both interpreters and Sign Language can be easily invited if required.

Parents also have the opportunity to give their opinion on the education being provided. We feel that by fostering positive home/school links many benefits accrue for all concerned, pupil, parent and teacher.

At other times parents may make an appointment to speak to the Principal or class teacher if they are worried about their child's academic progress, behaviour or attitude to work. An appointment is advisable but staff will try to speak to you in an emergency situation.

Windmill Integrated Primary School has a Parent Teachers' Association which meet on a regular basis. 'The Parent Teachers' Association' organise a variety of both fund-raising and social events for the school and wider community.

Parents are warmly invited to many school events such as Harvest Services, Carol Services, Year Group assemblies Christmas Productions, Musical Evenings, Informative Meetings, Induction Evenings and Sports Day.

We encourage parents to become involved in the school by:

- Promoting school as a positive and happy experience
- Ensuring children attend regularly and punctually each day
- Ensuring full school uniform is worn every day
- Supporting school policies
- Supporting children with homework tasks
- Encouraging reading at home
- Sharing with the teacher or Principal any problems or difficulties that may affect the child's happiness, progress or behaviour
- Supporting extra-curricular activities

**ETI January 2015**

- *"Parents are well informed about their children's progress and the life and work of the school."*

## The Wider Curriculum

We provide many opportunities for the pupils to participate in activities outside the Common Curriculum which enriches the children's experiences. We offer after-school 'Clubs' of a recreational and creative nature. Some of the clubs offered may include Football, Multi-Sports, Cookery, Hockey, Irish Dancing, Table tennis, Basketball, Board games, Netball, GAA, Bible Club, Computer, Forest-Schools, Rugby, Gardening, Cycling Proficiency, Golf, Gymnastics, Boxercise, Art, Martial Arts. Children are also engaged in educational field trips.



## School Uniform

### Summer

**Girls:** Blue/White checked dress.  
**Boys:** White polo shirt, grey trousers or grey shorts.

### Winter

**Girls:** White polo shirt, grey skirt or pinafore, School sweatshirt.  
White socks, grey, black or navy blue tights.  
**Boys:** White polo shirt, grey trousers, School sweatshirt. Black shoes.

**School Uniform is available to purchase online from School Trends**

### P.E. Kit

Children are expected to be provided with suitable clothing for P.E. and Games. All children should have a pair of P.E. slippers. Children in Years 1- 7 will also need blue shorts and a yellow t-shirt.

Children who go swimming (Years 3 - 7) will need a swimming costume or trunks and a towel, in a suitable water-proof bag.

Older children who participate in football etc., should equip themselves with suitable clothing and footwear.

**Please could P.E. kits be brought to school on Monday mornings and taken home to be washed on Fridays. All items of clothing should be labelled.**

## Illness of Pupils

Pupils who are unwell should not be sent to school. If a child becomes ill at school we will attempt to contact the parents to arrange his/her transportation home. To this end the school maintains a list of all parents' addresses and telephone numbers. Parents should never send medication to school with their child without first discussing it with the school. Very occasionally children become involved in accidents at school. In such circumstances we always endeavour to contact parents immediately. However, in the event of parents being unobtainable children will be taken to South Tyrone Hospital for medical treatment.



## School Meals and Milk

Windmill is now cashless. Payment for school dinners should be paid via our new online school payment system, 'School Money' on the first day of each week. Payment for break time milk is normally paid at the beginning of each term.

## Charges and Remissions

The Board of Governors has adopted the following guidelines for the current financial year but this is subject to review. No charges are made for any lessons or activities, which contribute to the Northern Ireland Curriculum but the Board of Governors may appeal to parents from time to time for their support in the form of voluntary contributions. No child will, in any way, be disadvantaged should parents decide not to subscribe.

Occasionally the school may take part in an 'optional extra' such as a visit to the theatre, a residential trip or a school outing in the Summer. Charges will be made for these but costs will be kept to a minimum.

### Individual Tuition/Musical Instruction

External tutors provide tuition in piano and violin. Charges will be levied for the hire of instruments, examination fees and other resources.



### Practical Subjects

Charges will be made for ingredients and materials needed for courses in practical subjects where parents indicate in advance a wish to receive the finished product.

### French Lessons

Children from Primary 1 to Primary 7 take part in weekly French lessons.

### Security

Following recent legislation all schools are required to meet high standards of security. Windmill Integrated Primary School operates a surveillance system which screens visitors coming into school and records activity in the school grounds, 24 hours a day.

### Car Parking

There is a car park for staff and one for parents and visitors. Please do not park in the disabled bays unless you need this facility



## Equal Opportunities

All reasonable steps will be taken to provide access for an appropriate education that affords the opportunity for every child to achieve his/her full potential regardless of Special Educational Needs or disability in accordance with SENDO (NI) 2005.

Account will be taken of SENDO 2005 in relation to the application of this policy including an awareness of children with SEN; learning difficulties, which call for specialist educational provision to be made and disabilities that have substantial and long term effect on the ability to carry out normal day to day activities.



## Pastoral Care

Much emphasis is placed in the everyday life of the school on the Pastoral Care dimension. We aim to develop the 'all round' potential of each child and through a well-planned programme concerned with personal, social and emotional well-being we feel we 'know' and value the children in our care and can maximise their opportunities and ability to learn successfully.

Due to the nature of Primary education it will be the responsibility of each teacher to look after the pastoral needs of the children in his/her class, however a female teacher will be responsible for any problems experienced by senior girls. The teachers will be grateful for information about any difficult home circumstances, which may be causing distress or anxiety.



## Child Protection

If you are concerned about the safety of your child or another from a child protection perspective then you should speak directly to the school's designated teacher or deputy designated teacher. If there are concerns that a child may be at risk the school is obliged to make a referral to social services.

Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately. The Principal may seek advice or clarification and consult with the Education Authority's Designated Officer or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and on appropriate advice.

Our Safeguarding Team is made up of:

**The Principal**  
**Mrs S. Ferguson**

**The Designated Teacher for Child Protection**  
**Mrs S. Ross**

**The Deputy Designated Teachers for Child Protection**  
**Mrs E. Vaughan**  
**Mrs K. Corr**

**Governor responsible for Child Protection**  
**Mr Chris Hazlett**

**Chairperson of the Board of Governors**  
**Mrs Joanne McDonald**

### ETI January 2015

- *"The school and the nursery unit have comprehensive arrangements in place for safeguarding children."*





## Roots of Empathy Programme

The ROE programme was founded in Canada. Evidence shows that Roots of Empathy leads to a positive effect on behaviour.

The programme reflects and complements the school curriculum and the values of the Rights Respecting School where children are respected and their talents are nurtured.

The 9 themes chart the development of the baby and the relationships in the classroom :

Meeting the Baby

Crying

Caring and Planning

Emotions

Sleep

Safety

Communicating

Who am I?

Goodbye and good wishes

During classroom based programme the instructor works closely with the teacher and together they guide the children to observe, share and celebrate the development of “their” special baby.

This experiential learning promotes social and emotional understanding and pupils learn and celebrate their uniqueness and that everyone is different. The unique opportunity they have to observe the relationship between the Mum and child helps them to become more attuned to their own feelings and the feelings of others. This process supports the development of empathy as they reflect on these feelings.

Roots of Empathy educates both the mind and the heart.

## Forest Schools

Children in every year group have the opportunity to participate in Forest School at Windmill Integrated Primary School and Nursery Unit. These sessions take place in our very own BEAR WOODS/ BIG BEAR WOODS. During the sessions, our children explore, play and learn in a safe, natural environment. They are encouraged to take risks, make decisions and initiate their own learning experiences, such as tree climbing, den building and working creatively with natural materials.

Forest school activities promote good physical and mental health and the sessions are designed to develop resilience, creativity, independence and confidence in each child. Alongside this, the children learn to care for and respect the woodland. They are encouraged to be inquisitive about the plants and animals that live within the habitat, and in doing so, they develop a positive connection with the natural world.

The children learn new skills through practical, hands-on learning and have lots of fun!



## International Curriculum

Windmill IPS’s international work includes eTwinning projects with the Nursery and Foundation Stage classes, an Erasmus Plus KA2 with preschools from Greece, Turkey, Denmark, Finland and Croatia, KA1 training for staff across the school on inclusion and diversity and French lessons for all the primary pupils.

In fact the school has been involved in British Council projects through Comenius to Erasmus since 2004.

Windmill was awarded the British Council’s prestigious **International School Award in February 2020** in recognition of its work to bring the world into the classroom.

‘Embedding an international dimension in children’s education ensures that they are truly global citizens and helps prepare them for successful lives and careers in an increasingly global economy.’



ETI January 2015

• *“The school is meeting very effectively the educational and pastoral needs of the children.”*





## NURTURE GROUPS

A nurture group is a focused, short-term intervention for early years, primary or secondary school pupils with social, emotional and behavioural difficulties which make it harder for them to learn in a mainstream class.

A nurture group is a school-based intervention run by two members of staff with up to twelve pupils. The aim is to replace missing early experiences by developing positive pupil relationships with both teachers and peers in a supportive environment. Effective nurture group practice follows the six principles of nurture.

1. Children's learning is understood developmentally
2. The classroom offers a safe base.
3. The importance of nurture for the development of well-being.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transitions in children's lives.

Windmill Integrated Primary uses the Boxall Profile® to help determine which pupils would require to be in the nurture group based on their social, emotional, and mental health needs.

The Nurture Group at Windmill is designed to address the social and emotional needs that can hamper pupils' learning. So as well as providing academic teaching, the group is designed to help children develop vital social skills, to develop confidence and self-respect, and to take pride in behaving well and in achieving.

There's a special emphasis on language development and communication: nothing is taken for granted and everything is clearly explained by the staff, with the help of demonstrations and (where helpful) physical gestures. Pupils are given the time they need both to listen and be listened to.

Pupils are also given vital opportunities for social learning – for example by encouraging them to share food at breakfast and 'snack time' and to help other pupils in the group. The friendly, supportive relationship between members of staff is also itself an important source of learning – a model for the pupils to observe and copy.

## PATHS PROGRAMME

At Windmill Integrated Primary School, [PATHS](#) is a key part of our school curriculum and it stands for **P**romoting **A**lternative **T**hinking **S**trategies,

We actively promote the positive well-being and emotional well-being of our children by incorporating PATHS into our daily life. The programme, which has been developed by Barnardo's, empowers all our children to develop the fundamental social and emotional learning skills, which will enable them to make positive choice throughout life.

## What is PATHS?

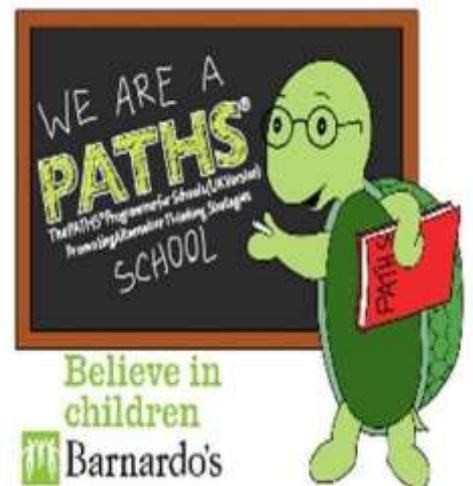
PATHS is a programme of lessons and strategies that helps children manage their emotions, communicate effectively and problem solve independently.

It takes a holistic approach to include all children, families and staff are involved.

PATHS is a research based programme grounded in the science of children's brain development. It uses progressive schemes of work, engaging resources and diverse activities to establish a positive classroom.

## PATHS helps children with...

- Self-esteem, self-confidence and self-control
- Frustration & anger management
- Attention and concentration
- Thinking before they act out
- Emotional understanding
- Expressing their feelings in a positive way
- Understanding that all feelings are okay, but some behaviours are not ok
- Preparing for change (e.g. moving to Secondary School)





## Key Features of the PATHS Programme

### Feelings

The children are taught how to recognise different feelings, what it feels like to be happy, frustrated or sad etc. They are also taught what it might look like for other people. Feelings are described as comfortable or uncomfortable but all feelings are ok. e.g. It's ok to feel upset or angry it's how we then deal with these feelings. The children will build up a set of feeling cards so they can show and talk about how they are feeling.

### Compliments

Building children's self esteem is key to PATHS so everyday in each class there is a Child of the Day. The child will do special tasks throughout the day but most importantly be given compliments that are then recorded and sent home. We encourage parents/guardians to add another compliment to the list at home. The compliments from home are shared with the class and then can be displayed.

### Problem solving

PATHS is about feelings, understanding our own and others. PATHS help the children to recognise that it is OK to feel sad or angry but it's not OK to act out because of this feeling. PATHS offers strategies to deal with problems that arise. In Primary 1 and Primary 2 this is through Twiggle the Turtle, Primary 3 to Primary 7 use traffic lights.



# Windmill Integrated Primary School



## Important Dates 2023-2024

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<p><b>AUGUST</b></p> <p>24 – 25 INSET (School Closed)</p> <p>28 School Closed</p> <p>29 – 31 INSET (School Closed)</p> <p><b>SEPTEMBER</b></p> <p>1 Beginning of Term</p> <p><b>OCTOBER</b></p> <p>30-31 Halloween Holiday</p> <p><b>NOVEMBER</b></p> <p>1-2 Halloween Holiday</p> <p>3 INSET (School Closed)</p> <p><b>DECEMBER</b></p> <p>8 Christmas Dinner: Nursery closes at 1:15pm, School closes at 1:30pm for P1-P4 &amp; older siblings, 1:45pm for P5-P7 and buses and taxis.</p> <p>20 Nursery closes at 1:45pm for the Christmas Holidays 21 School closes at 11:45am for P1-P3 &amp; older siblings, 12 o'clock for P4 –P7.</p>	<p><b>JANUARY</b></p> <p>3 INSET (school closed)</p> <p>4 Beginning of Term</p> <p><b>FEBRUARY</b></p> <p>14 INSET (school closed)</p> <p>15 &amp; 16 School Closed for Half Term</p> <p><b>MARCH</b></p> <p>18 School Closed</p> <p>25 Nursery closes at 1:45pm for Easter.</p> <p>26 School closes at 11:45am for P1-P3 &amp; older siblings, 12 o'clock for P4 –P7.</p> <p><b>APRIL</b></p> <p>8 Beginning of Term</p> <p><i>ETI January 2015</i></p> <ul style="list-style-type: none"> <li><i>"The school is meeting very effectively the educational and pastoral needs of the children."</i></li> </ul>	<p><b>MAY</b></p> <p>6 School Closed</p> <p>24 School Closed</p> <p>27 School Closed</p> <p>28 INSET (School Closed)</p> <p>29 INSET (school closed)</p> <p><b>JUNE</b></p> <p>27 Nursery Celebration – Nursery closes for the Summer holidays after this.</p> <p>28 End of Term. School closes at 11:45am for P1-P3 &amp; older siblings, 12 o'clock for P4 –P7.</p> <p><b>NB Please note that unavoidable circumstances occasionally cause some dates to be altered e.g. exceptional closures to allow staff training.</b></p>



