KING'S PARK PRIMARY AND NURSERY SCHOOL

SCHOOL POLICY STATEMENT

2025/2026

CONTENTS ***

Members of the Board of Governors	*1*
Staff	*2/3*
Introduction	*4*
Our King's Park Peace Pledge	*5*
Our School	*6*
The School Day	*6*
1.0 The Vision	*7*
2.0 Central to the ethos of the school	*8*
3.0 School Development Plan	*8*
4.0 Classroom Delivery of the Curriculum	*8*
Management Structure	*9*
5.0 Curriculum Posts of Responsibility	*10*
6.0 Staff Development	*10*
6.1 PRSD – Performance Review and Staff Development	*11*
7.0 Wholeness	*11*
8.0 General Principles across Subjects	*11*
9.0 Time Allocation	*12*
10.0 Schemes of Work	*12*
11.0 Whole School Planning	*12*
12.0 Important Aspects to Note When Planning	*13*
13.0 Weekly Notes	*13*
14.0 Class Groupings	*13*
15.0 Record Keeping	*13*
16.0 Assessment	*13*
17.0 Co-ordinators	*14*
18.0 Reporting	*14*
18.1 School Reports and Progress Sheet	*14*
19.0 Timetables	*15*
20.0 Annual Report to Parents	*15*
21.0 Homework Policy	*15*
22.0 Marking Policy	*16*
23.0 Teacher Changes	*16*
24.0 INSET	*16*
25.0 Curriculum Teams	*17*
26.0 Pastoral Care	*17*
26.1 Child Protection	*17*
26.2 Parental Links	*18*
26.3 Inter-school Links	*18*
26.4 Community Involvement	*18*
26.5 Medical	*18/19*
26.6 Healthy Eating School/Nut Free	*19*
27.0 Positive Behaviour Policy	*19/20*
27.1 Critical Incident Response Team	*20*
27.2 Safeguarding Team	*20*
27.3 Personal Injury to a Pupil	*21*
28.0 Entering and Leaving School	*22*
28.1 School Security	*22*
28.2 Leaving and Collecting Children	*22*
28.3Arrangements for the Arrival of Children onto the School Premises	*22/23*
29.0 Money	*23*
30.0 School Crossing Patrol Person	*23*
31.0 Corridors	*23*
32.0 Playgrounds	*23*

33.0 Break/Lunchtime		*23/24*
34.0 Teacher Supervision		*24*
35.0 Accidents		*24*
36.0 No Smoking		*24*
37.0 Good Work or Effort		*24*
38.0 PDMU Health Education		*24/25*
38.1 First Aid		*25*
39.0 Hygiene		*25*
40.0 Extra Curricular Activities		*25*
40.1 Educational Visits - Residential and Day Trips		*26*
41.0 School Uniform		*26*
42.0 Physical Education		*26*
43.0 School Finances		*27*
43.1 Remissions Policy		*27*
44.0 Special Education		*27/28*
44.1 EAL – English as an Additional Language		*28*
44.2 IES – Intercultural Education Service		*28*
44.3 CRED Community Relations, Equality and Diversity in Education		*28*
45.0 Computer/ICT		*28/29*
46.0 Enrolment Policy		*29*
47.0 Fire Drill/Evacuation Procedure		*29*
48.0 Road Safety		*29*
48.1 Cycling Proficiency		*29*
48.2 Nursery		*29*
48.3 Pupil Council		*30*
48.4 Complaints Procedure		*30/31*
Appendices		*32*
1	*'NoFault Sports Injuries' to Pupils – Personal Accident Insurance*	*33*
2	*Health and Safety of Teachers*	*34/35*
3	*School Rules*	*36/37/38*
4	*Cash Handling Procedures*	*39*
5	*Fire Drill/Evacuation Procedures*	*40/41*
6	*Directed Time For Teachers*	*42*
7	*Remissions Policy*	*43*
8	*Board of Governors – Sub Committees*	*44*
9	*School Holidays 2025/2026*	*45*

School Hours:

Nursery: 8.45 am to 1.30 pm During September there will be a staggered intake of pupils and school will end at variable times throughout the first month.

P1: 9.00 am to 2.00 pm During the first few weeks of September P1 will leave at 12.10pm

P2: 9.00 am to 2.00 pm

P3: 9.00 am to 3.00 pm Monday to Wednesday
9.00 am to 2.00 pm Thursday and Friday

P4-7: 9.00 am to 3.00 pm

MEMBERS OF THE BOARD OF GOVERNORS 2025-2029

MRS H CUNNINGHAM
(Chairperson)
Education Authority representative

MR N MYERS
(Vice-chairperson)
Parent representative

MR V MCELHINNEY
Parent representative

MRS C COOPER
Transferor representative

REV A GIBSON
Transferor representative

MR J ORMEROD
Education Authority representative

MRS M TATE
Transferor representative

REV M HARVEY
Transferor representative

MRS J DEVLIN
Teachers' representative

MISS H BROWN
Secretary, Non-voting member

See APPENDIX 8 for Sub-Committees

STAFF ***PRINCIPAL*** MISS H BROWN B Ed (Hons) PQH
VICE-PRINCIPAL MR D KIRKLAND BA (Hons) PG Dip PGCE

SENIOR LEADERSHIP TEAM
MISS H BROWN **Principal**
MR D KIRKLAND **Vice Principal Key Stage II**
MRS E QUINN **Nursery**
MRS N THOMPSON **Key Stage I**
MRS K WOODS **Senco**
MRS J MATCHETT **Senco**
MRS J DEVLIN **Key Stage 1/Board of Governors**
MRS R O'HARA **Key Stage I**
MR A SHIELDS **Key Stage II**
MRS L CHAMBERS **Key Stage I**
MRS J COWAN **Foundation Stage**

TEACHING STAFF

Nursery	Mrs E Quinn	B Ed (Hons)
Nursery	Mrs L Bartholomew	BA (Hons) Prim Ed
Nursery	Mrs J Myers	BA (Hons) Early Childhood Studies
Nursery	Miss C McKee	PGDE with QTS
Primary 1	Mrs J McClements	B Ed (Hons)
Primary 1	Mrs J Oliver	B Ed (Hons)
Primary 1	Mrs R Thomson	B Sc PGCE
Primary 1	Mrs E McKee	BA (Hons) PGCE
Primary 1 /2	Miss J Irwin	BA (Hons) PGCE
Primary 1	Mrs H Farmer	B Ed with QTS
Primary 2	Mrs L McBride	B Ed ALCM
Primary 2	Mrs J Stafford	BA, PGCE
Primary 2	Mrs J Ward	BA (Hons)
Primary 2	Mrs J Cowan	B Ed (Hons)
Primary 3	Mrs L Chambers	BEd (Hons)
Primary 3	Mrs J Devlin	BA (Hons) PGCE
Primary 3	Mrs J Matchett	BA QTS (Hons)
Primary 3	Mrs McShane	B Ed (Hons)
Primary 4	Mrs N Thompson	B Ed (Hons) DASE
Primary 4	Mrs S Ferry	B Ed (Hons)
Primary 4	Mrs R O'Hara	BA (Hons) PGCE
Primary 4	Mrs S Elliott	B Ed, Dip PD
Primary 4/5	Miss M Orr	BA (Hons) PGCE
Primary 5	Miss S Spiers	B Ed (Hons)
Primary 5	Mrs S Grey	BA, PGCE
Primary 5	Mrs J Buckley	B Ed (Hons)
Primary 5	Mrs K Woods	BA (Hons) PGCE
Primary 6	Mr S Forbes	B Ed
Primary 6	Mr S Magowan	B Ed (Hons) Med
Primary 6	Mr A Shields	MSc, PGCE, BA (Hons)
Primary 6	Mrs H Farmer	B Ed with QTS
Primary 7	Mr P Russell	B Ed (Hons) Dip HE
Primary 7	Mr L Russell	BSc, PGCE
Primary 7	Mr D Kirkland	BSc (Hons) PG Dip PGCE
Primary 7	Mrs L Bell	BA Hons, PGDE

PART-TIME TEACHING STAFF

Support Teacher	Mrs C McClatchey	B Ed (Hons)
Support Teacher	Mrs K Quin	M Ed BA PGCE
Support Teacher	Mrs C Stone	B Ed (Hons)

TEACHING STAFF – Liaison Teachers for 2025/2026

Nursery:	Mrs Quinn
P1	Mrs Thomson
P2	Mrs Ward
P3	Mrs Chambers
P4	Mrs O'Hara
P5	Miss Spiers
P6	Mr Forbes
P7	Mr P Russell
Sp Needs:	Mrs McClatchey

SECRETARIES
Mrs R Carson
Mrs P Morrow

RECEPTIONIST
Mrs E Turkington
Miss R Proctor

CARETAKER
Mr A Hollywood
Mr W McClean
Mr S Uprichard

ROAD CROSSING PATROL
Mr W McClean
Mr G McKinley

P1 CLASSROOM ASSISTANTS
Mrs R McCullough
Mrs P Tipping
Mrs H McNeill

P2 CLASSROOM ASSISTANTS
Mrs A Gardiner
Mrs D Hall
Mrs C Wilson
Mrs T Binks

NURSERY ASSISTANTS
Ms J Russell
Miss C Marshall
Ms M McCreanor

CLASSROOM ASSISTANTS
Mrs T Kidd
Mrs V Leathem
Mrs H Craig
Mrs L Scott
Miss J Turkington
Mrs L Stewart
Mrs D McKitterick
Mr J McIlwine
Mrs C Quirk
Mrs N Brown
Mrs S Steele
Mrs J Russell
Ms L Brown
Miss A Kidd
Mrs L Gray
Mrs A Brownlee
Mrs L-A Bell
Miss D Ervine
Mrs B Keating
Mrs R Johnston
Mrs I Rulov
Miss M Marks
Mrs J Shields
Mrs N McNeice
Mrs S Stewart
Miss N Ervine
Mrs V Derby

SUPERVISORY ASSISTANTS
Mrs P Peden
Mrs A Gardiner
Mrs S Gregson
Mrs K Trimble
Mrs D Hall
Mrs J Shields
Miss N Ervine
Miss L Brown
Mrs C Wilson
Mrs P Tipping
Miss J Turkington
Mrs L Gray
Mrs S Doran
Miss M Marks
Mrs R McCullough
Mrs H Craig
Mrs H McNeill
Mrs S Dewart
Mrs N McNeice
Mrs T Binks

Our VISION STATEMENT is:-

To provide a broad, balanced, inclusive and high-quality curriculum which meets the needs of every child in a happy, safe and nurturing environment. In partnership with parents and the local community we aim to enable each child to reach their full potential and become a respectful, resilient, kind and motivated lifelong learner.

Our Mission Statement is to:-

Provide each child with a quality education which meets individual needs, within a safe, caring and stimulating environment and supported by highly committed and professional staff.

OUR ETHOS

At King's Park Primary and Nursery School we promote a Christian Ethos where every child is valued, cared for and educated in a safe, inclusive and respectful environment. Every child is given the opportunity to reach their potential and become lifelong learners in partnership with the school, parents and local community.

'CHILDREN FIRST'

As a school community King's Park has always played a central role in the community of Lurgan and we pride ourselves in putting 'Children First'.

OUR AIM

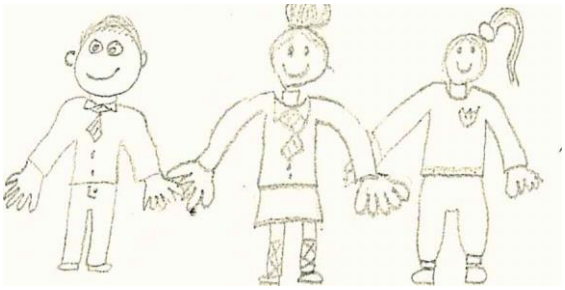
King's Park Primary School aims to offer a curriculum which is balanced and broadly based and in so doing to provide a learning environment which will enable each child to develop his or her full potential academically, socially, emotionally, spiritually and physically in preparation for secondary level education and in turn to play a full and useful role in the community and society at large.

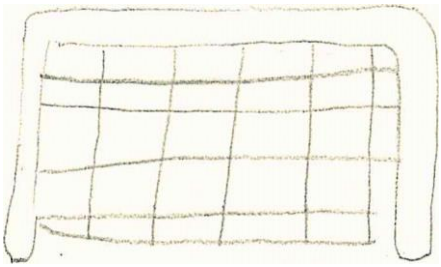
PARTNERSHIPS - 'Pupils progress through Partnership'

Everyone involved with King's Park is committed to working in partnership to offer all our children both quality and variety in their education. We therefore encourage parents to become involved in the education of their children. This can be done on a day-to-day basis by encouraging the child through reading, helping with homework or becoming involved in the 'Supporting King's Park Group', to name but three. This critical partnership of child, teacher and parent, known as the '**education triangle'**, is central to our task at King's Park. We encourage all parents to become actively involved in the life of the school and in so doing to enrich not only each child's educational development but also that of the whole family.

Our Peace Pledge

We pledge to listen to everyone's voice.
We pledge to have helping hands.
We pledge to always think of others and be respectful.
We pledge to have kind hearts.





Produced by the School Council

OUR SCHOOL

King's Park Primary school is situated in a residential area on the outskirts of the town between Lurgan Park and the Avenue Road. The school has expanded greatly since it was first opened in 1936.
The original red-bricked building, which consisted mainly of twelve classrooms and an Assembly Hall, was later extended to accommodate a further 12 classrooms, a dining hall and kitchen, a medical examination room, Principal's office, secretary's office and a staffroom.

In 2012 a new multi-use games area (MUGA) was built in our grounds and we feel this will be a major addition to the educational opportunities we will be able to offer our children. A gate at the far end of the MUGA provides direct access to Lurgan Park.

There are two main entrances to the school. The one off Queen's Place is a pedestrian access only and the other, off Avenue Road, has both vehicular and pedestrian access. The gate into Lurgan Park is open for pedestrian access in the morning and afternoon.

In 2012 our new three class nursery building was officially opened giving our youngest children the best possible environment in which to begin their educational career.

The school has an enrolment capacity of 658 from nursery to primary seven levels with an admission number of 94.

THE SCHOOL DAY

The School doors are opened at 8.30 am each day and the school day formally begins at 9.00am. Staff are in their classrooms by 8.45 am ready to receive pupils who are encouraged to arrive between 8.45 and 8.50 am. 9.00 indicates the beginning of the school day. A morning staff duty rota starts at 8.30 am for supervision of children. In Nursery the doors open at 8.45am.

The mid-morning break is from 10.35 - 10.50 am. A staff rota delegates teachers to supervise the P5-P7 classes, P3-P4 classes and P1-P2 classes respectively. Classroom Assistants assist in supervising P1-P7 classes. When the weather permits all children have outdoor play. Different primary classes have designated play areas but when the weather is inclement, children spend break time in their own classrooms. A bell denotes the beginning and end of break time.

Staff have their mid-morning tea or coffee in the staffroom. When the 10.50 am bell rings, staff collect their class at the line-up area in the playground.

The lunch break for P1 to P3 is from 12.20 to 1.00 pm and for P4 to P7 is from 12.30 until 1.10 pm. School meals are served in the dining hall and supervision is provided in the classroom for those children who take packed lunches. A very small number of children go home for lunch. No child is allowed to go out to a shop.

Lunchtime supervision is provided by ancillary staff, and the Principal/Vice Principal when available. Members of staff may leave the school premises during lunch time, if they wish. Any teachers wishing to have a school meal should place their order with the office before 10.00am.

Nursery is dismissed between 1.15pm and 1.30 pm. P1 pupils are dismissed from 2.00 pm each afternoon, and P2 at 2.00 pm. P3 pupils are dismissed at 2.00 pm on Thursdays and Fridays but 3.00 pm every other day along with P4-P7 classes. Children are encouraged to leave the school premises promptly, unless staying on for supervised activities.

Staff remain in school until 4.00 pm each day as part of their directed time, with the exception of Fridays, when they may leave at 3.05pm.

1.0 THE VISION

Our vision for King's Park Primary and Nursery School is to provide a broad, balanced, inclusive and high-quality curriculum which meets the needs of every child in a happy, safe and nurturing environment. In partnership with parents and the local community we aim to enable each child to reach their full potential and become a respectful, resilient, kind and motivated lifelong learner.

The school should endeavour to achieve this aim by:

- Creating a caring, safe and stimulating educational environment;
- Implementing planned programmes of work suitable to the individual child's needs and abilities to enable pupils to reach their potential;
- Encouraging children to develop independence and confidence in themselves and in their relationships with others;
- Enabling and encouraging children to develop socially, emotionally, spiritually and physically;
- Helping children to think clearly, critically and creatively;
- Helping children to understand the society and environment in which they live and to be aware of and appreciate other societies globally;
- Providing opportunities for participating in a range of physical activities;
- Providing opportunities for parent/teacher consultations.

In achieving the stated aims of the school, the following are viewed as significant aspects to be developed within each child:

- moral and religious understanding and a respect for the beliefs and values held by others;
- literacy and numeracy skills;
- encouragement of individual applications in worthwhile and satisfying activities;
- physical health;

- co-operation with others;
- community values;
- international values;

- mental and physical skills;
- the development of hobbies and interests;
- sportsmanship;
- communication skills;

- the appreciation of aesthetic qualities;
- the enjoyment of leisure;

- an appreciation and care for the environment;
- a knowledge and application of science and of scientific method.

2.0 CENTRAL TO THE ETHOS OF THE SCHOOL IS

- a respect for every individual within it no matter how young or long serving or how pronounced his/her difficulty or advanced his/her ability;

- an acceptance that no one has total wisdom or a monopoly of knowledge and that the school will function best when each individual is encouraged to develop himself or herself to the maximum. This, it is considered, is best achieved when emphasis is placed on the staff as a team, each with his or her part to play in achieving a synergistic organisation;

- a desire that every child will have an enjoyable and enriching experience and one which will allow him/her to enter Secondary Education with a high degree of self esteem and personal worth, together with a sound educational base appropriate to his/her ability.

All teaching will be carried out within a framework of co-ordinated and integrated schemes. Such schemes will be structured to provide progression based on the requirements of the Northern Ireland Curriculum.

The schemes of work in each of the Areas of Study will be overseen by co-ordinators/curriculum leaders. Each co-ordinator/curriculum leader will ensure progression and continuity within the framework of the Programmes of Study and regularly review the programmes provided.

Pastoral Care/Wellbeing is seen as a critically important aspect to school life and all staff members from the most senior to those employed part-time on a supervisory basis, should be involved in the delivery of an effective and caring pastoral policy. Our policy will endeavour to care for children and staff alike.

To this end everyone is to be involved with the Pastoral Care in the school. A Pastoral Care/Wellbeing Team will oversee the programmes across the school.

3.0 SCHOOL DEVELOPMENT PLAN

The School Development Plan (SDP) is of singular importance as an overview of the school's prioritised planning and its forward plan for the following three years. The SDP will be drawn up each year with the involvement of parents, children, staff and Governors under the leadership of the Principal. The SDP is available on request to the Principal of the school.

4.0 CLASSROOM DELIVERY OF THE CURRICULUM

Whilst the Northern Ireland Curriculum is laid down as a largely subject-based curriculum, it must be recognised that life and learning are not really like this. In order to ensure cohesion in delivering the curriculum, cross-curricular themes and topic work are held to be of considerable practical importance. Furthermore, if such 'wholeness' in presentation is to be achieved then good communications, both vertically and horizontally throughout the school, must be encouraged and developed at all levels. An increased emphasis will be placed on the uniqueness of our community in drawing up the yearly programme.

Management Structure

Board of Governors

↓

School Leadership Team

↓

Subject Co-ordinators/Teams ——— **Year Liaison Teachers**

↓

Classroom Teachers

Senior Leadership Team for 2025/26

Miss Brown	Mr Kirkland	Mrs Devlin
Mrs Woods	Mrs Thompson	Mr A Shields
Mrs Quinn	Mrs Chambers	
Mrs Cowan	Mrs O'Hara	

(Membership of the Senior Leadership Team may be changed at the end of every two years)

The Senior Leadership Team, together with the various subject co-ordinators and year liaison teachers, should recognise the importance of their roles both individually and collectively in providing cohesion, continuity and progression in the manner in which the Schemes of Work and Curriculum Planning is drawn up. They should also in turn ensure that schemes are effectively interlinked when being delivered to the child.

All staff will also be aware that central to the Aims of the school is the understanding that the curriculum, whilst intended for all, cannot be learnt at the same rate by everyone. Thus, individual differences must be catered for within the schemes of work, the programmes of study and in turn teaching strategies and classroom activities.

The structure of the statutory curriculum helps towards this through the setting up of attainment targets in each subject, each of which is in turn specified at levels of attainment.

The schemes of work drawn up in each subject area indicates how teachers will provide for different attainment levels in each year group, thus allowing pupils to move up through the levels at their own pace.

Northern Ireland Curriculum. - All classes will deliver the Northern Ireland Curriculum.

Teaching and learning - the individuality of learning will be recognised by teachers and their programmes of study and classroom practice will reflect such understanding.

In practice this will mean teachers will differentiate lessons to meet the needs of children within their class, through lessons delivered by fun, practical and stimulating approaches.

Assessment - just as our teaching and classroom delivery should begin at the ability level of each individual child, so too must our assessment procedures and strategies. Ongoing teacher evaluation and assessment is recognised as a daily part of each teacher's professional responsibility and good practice. In addition, statutory assessment will be carried out at the end of Key Stage I and II.

5.0 CURRICULUM POSTS OF RESPONSIBILITY

Wellbeing/Pastoral Team - The Wellbeing Pastoral Team is made up of:

Miss Brown Mrs Elliott Mrs Devlin Miss Spiers Mrs J Russell
Mr Kirkland Mrs Buckley Mr P Russell Mrs Quinn Miss Irwin Mrs Cowan

Board of Governors representatives are invited to attend the Pastoral Care Meetings.

Areas of Responsibility	**Co-ordinator/s**
Nursery	Mrs Quinn
Foundation/Key Stage I	Mrs Devlin
Key Stage II /Assessment	Mr Kirkland
School Positive Behaviour, PDMU (Personal Development , Health & Mutual Understanding), CRED (Community Relations, Equality & Diversity) & RSE (Relationships & Sexuality Education).	Mr Russell
Literacy/English	Mrs O'Hara and Mrs McClements
Mathematics	Mr Shields and Mr Kirkland
World Around Us	Mr Kirkland and Mrs Devlin
Special Education – SENCO	Mrs Woods and Mrs Matchett
ICT	Mr Shields and Mrs Stafford
Art and Design	Mrs O'Hara
Music/Drama	Miss Spiers
PE	Mrs Thompson
Religious Education	Mrs Farmer
Designated Teacher	Mr Kirkland
Deputy Designated Teachers	Mrs Matchett Mrs Woods Mrs Quinn Mr A Shields Mrs Thompson
Designated Governor	Mr Henry
Inclusion & Diversity Service (IDS) /English as an Additional Language (EAL) /Intercultural Education Service (IES) Students/Induction/Beginning Teachers/Early Professional Development (EPD)	Mrs Chambers

6.0 STAFF DEVELOPMENT/TEACHER PROFESSIONAL LEARNING (TPL)

Staff development is seen as the interaction which takes place between teachers when they are encouraged to re-consider their current practice and to make changes to that practice when appropriate. Such interaction can take place in full staff meetings, small group meetings or indeed as happens most commonly, where two or three teachers are involved in professional dialogue.

Such staff development is seen as a critical management function and as such one which is a continuous cyclical process involving all staff members - from the newest to the most experienced - in meaningful, critical reflection on current practices leading to action. Such critical reflective action should ensure that the school develops as an organisation fully attuned to the ever-changing educational demands and society at large.

Forward planning for such in-service work is of critical importance and each subject co-ordinator is seen as having a central role in drawing up and leading such school-based and school-focused INSET.

The Board of Governors will assist staff financially, as funding allows to attend courses on professional development. See policy paper on Personal Professional Development.

6.1 PRSD – PERFORMANCE REVIEW AND STAFF DEVELOPMENT

The Board of Governors will agree with the Principal the PRSD Scheme annually and will carry out the PRSD regarding the Principal each year.

Management will further encourage and assist staff development by actively and positively involving and assisting the Principal in implementing the PRSD Policy.

It would be the wish of management that the scheme will be developed in a way which is positive, supportive, constructive and developmental. Miss Brown will co-ordinate the teacher PRSD Review. 'Beginning teacher' induction, EPD (Early Professional Development) will be co-ordinated by Mrs Chambers. All other staff training - teaching and non teaching - will be co-ordinated by the Vice-principal.

The Governors would encourage all staff to consider undertaking professional development at all stages in their careers. To this end financial support is available from the Board of Governors.

7.0 WHOLENESS

Wholeness in the delivery of the curriculum can best be achieved by open, positive, supportive and co-operative communication between all teachers. Each teacher can, by involving himself or herself in the joint consideration of attitudes, skills and experiences, adopt similar approaches to the development of attitudes and skills, and in turn the different elements of the curriculum can be seen as different aspects of a common process.

A common approach can be developed in skills such as;

handwriting
homework
reading
numeracy
communication
discipline
problem solving
study skills etc.

Similarly, teachers can offer related experiences and approaches in different subjects such as observing, recording, classifying, discussing, researching, investigating/experimenting, manipulating, imagining, appreciating, co-operating, analysing, exploring, designing and making etc.

8.0 GENERAL PRINCIPLES ACROSS SUBJECTS

In drawing up programmes for pupils the:

School Policy Statement
Pastoral Care Policy
Code of Conduct Policy
Child Protection Policy/Procedure
Areas of Study material
Programmes of Study
Council for Curricular Examination and Assessment documentation – (CCEA)
Education support services advice
Special Educational Needs Policy
Special Needs Register advice
Inclusion and Diversity Policy
CSE – Child Sexual Exploitation

and any other material considered appropriate should be considered.
In principle, it is important to note the fundamental needs of all children in relation to being able to read, write and carry out numerical tasks by the end of their primary school career. Thus the critical importance of developing these three skills in all pupils should not be sacrificed. However, it is suggested that the contributory subjects can be used very effectively as vehicles in achieving the central task of the school.

9.0 TIME ALLOCATION

The time allocation for each of the Areas of Learning should reflect the statutory obligations as laid down in the Education Order. Teaching timetables should be seen to reflect such allocation. However, in ensuring that a broad and balanced curriculum is offered to every child, sufficient time should be allowed for the non-assessed elements of the school's curriculum. Thus the Creative and Expressive Area of Study is seen as an important element in the ethos of the school.

10.0 SCHEMES OF WORK

Staff will prepare their yearly Schemes of Work at the beginning of each academic year, making particular reference to the statutory requirements as laid down in the Northern Ireland Curriculum. 'School Development' days and directed time will be used to this end. Such Schemes should be produced by teachers in collaboration with the other year teachers, the class's previous year teacher and the various subject co-ordinators. Due consideration should be given when drawing up such Schemes of Work to ensure that:

(a) the requirements of the Northern Ireland Curriculum are met;
(b) that cohesion, continuity and progression is maintained throughout the school with regards to the classroom experience of each individual child;
(c) the requirements for assessment of pupils' progress are met;

(d) the schemes themselves are evaluated and revised whenever it is considered necessary;

(e) all special educational needs requirements of children on the Special Needs Register are addressed.

The Schemes will be made available to the Principal early in each academic year.

11.0 WHOLE SCHOOL PLANNING

Planning will be based broadly within the following framework. Copies of each should be sent to the responsible liaison teacher and then via him/her to the Vice-Principal when completed.

The following is a suggested timeframe.

1. At the beginning of the school year, subject co-ordinators shall draw up in consultation with all staff a subject programme for the three terms written to the agreed format.

2. At the beginning of the school year, all year groups shall agree and draw up a Curriculum Plan for each of the following three terms. Furthermore, the first half term plan should be agreed.

3. Towards the end of each half term, year group teachers should agree and draw up their next half term plan. This should be sent to the Vice Principal during the week prior to the Plan taking effect.

Consultation with each co-ordinator is of critical importance to ensure wholeness and continuity. Pastoral Care issues are ongoing throughout the year.

12.0 IMPORTANT ASPECTS TO NOTE WHEN PLANNING

1. The Northern Ireland Curriculum Programmes of Study.
2. Previous work covered by pupil/s and current level of ability/knowledge.
3. Aspects of the local community and environment etc.
4. Consultation with each co-ordinator and other year teacher /s is of critical importance.

13.0 WEEKLY NOTES

Each teacher will prepare their weekly notes prior to the start of the week to which the notes refer. Evaluations should be included at the end of each week. These notes are for teachers' personal use.

14.0 CLASS GROUPINGS

On enrolment children will normally be listed in two lists (a) boys, (b) girls, in date order and placed alternatively into the primary one classes.

Enrolment at any other time will be made in order to keep a balance in class sizes of the respective year groups.

Classes will in normal circumstances move through the school as one unit.

The Governors may, if circumstance necessitates, alter both the movement of classes and the make-up of classes.

15.0 RECORD KEEPING

Each child will be assigned individual record folders. Within this folder will be placed: standardised tests, Annual reports and registration information including medical history. Thus making up a summative record of the child's work and an interview report card. Northern Ireland Curriculum Assessment record sheets plus any other relevant information regarding the child which the teacher might feel is important should also be filed. The record folder will be stored in the staffroom and passed on to the child's next class teacher in June. We are as a school moving towards the storage of pupil records on computer.

Northern Ireland Curriculum Folders

Each child shall also have a sample of work folder for English/Blue, Maths/Yellow, and ICT Red. It shall be the responsibility of each teacher to keep these folders updated with samples of relevant work and to pass such folders on to the next teacher at the end of each academic year.

16.0 ASSESSMENT

An effective evaluation and assessment policy is central to a purposeful and relevant curriculum. Ongoing assessment is seen as being of most benefit to pupil, teacher and parent. However, it must be emphasised that excessive testing and assessment could take away from valuable teaching time, therefore a balanced policy is important. Reference to CCEA booklet – Northern Ireland Curriculum Guidance on Assessment in the Primary School.

17.0 CO-ORDINATORS

Each subject co-ordinator will be responsible for determining procedures and advising all staff with regards to their respective school policies and programmes and to the appropriate evaluation and assessment procedures for their subject. This is seen as a critically important aspect of co-ordinators' job descriptions. Further, co-ordinators will observe and advise on classroom practices as and when necessary.

Guidance will be taken from CEA on the assessment procedure regarding the Northern Ireland Curriculum. The nursery co-ordinator will co-ordinate observation and assessment throughout the 3 nursery classes. The Key Stage II co-ordinator and Key Stage I/Foundation co-ordinator will co-ordinate assessment throughout their respective Key Stages. Each will work closely with the various subject co-ordinators in agreeing the details of the school policy and programme.

Current practice will involve:

(a) ongoing day-to-day assessment of pupils' work in accordance with the guidance given by the Council for Curriculum Examination and Assessment,
(b) weekly tests, as and when appropriate on specific work covered during that week or the recent past,
(c) termly tests, to be carried out in the first and third term,
(d) standardised tests (normally given late in the third term but) will be given to any pupil at any time during his/her primary school career if it is considered that difficulties have arisen and appropriate action is necessary,
(e) the Area Board Psychology department will be asked to become involved if more in-depth analysis of a child's learning difficulty has to be assessed,
(f) a Northern Ireland Curriculum assessment booklet in English and Maths based on the level descriptions to be completed by each teacher towards the end of the school year,

18.0 REPORTING

Teachers should report to the Principal, Vice-Principal, SENCO and Key Stage co-ordinators any aspect of a child's work which they consider of significant importance, either in the negative or positive sense. Such a report may be placed in the child's Record Folder.

Teachers may report a child's progress to a parent either through the Principal or directly to the parent - if they consider it appropriate.

A school report (Annual Report) will be prepared by teachers and sent home towards the end of the third term. A second copy of the above will be placed in each child's Record Folder by the class teacher.

Parent/Teacher interviews will normally be held at least three times each year, the first early in term one, the second in late January and the third being offered to parents at the end of the school year. An interview record card should be completed by each teacher following any formal interviews arranged with parent/s.

18.1 SCHOOL REPORT AND PROGRESS SHEET

It is important to remember that the Annual Report can serve at least two purposes. Firstly, to inform with regard to ability and secondly, to inform with regard to application or effort. Both aspects of a pupil's work should be kept in focus when completing Report Forms and Progress Sheets.

Each pupil's attendance record must be included in all such documents. The Annual Report must be signed by the class teacher, the Principal and the parent or guardian.

18.2 Guidance given to schools over recent times by CEA will be implemented into the school's assessment and reporting system as considered appropriate.

18.3 CEA - end of Key Stage Assessment leaflets as produced by the CEA will normally be sent home to all Primary 4 (Key Stage 1) and Primary 7 (Key Stage 2) children at the end of the academic year.

19.0 TIMETABLES

Each teacher will prepare and present to the Principal an individual class timetable at the beginning of each academic year. All timetables may be subject to amendments at the beginning of each new term and any such amendments should be discussed with the Key Stage Co-ordinators and the Principal beforehand.

The following timetables will also be prepared and presented to the Principal by the appropriate teachers at the beginning of each academic year:

Afternoon timetable	Miss Brown
PE/MUGA timetable	Mrs Thompson
Library	English Co-ordinators
Duty Rota	Vice Principal, Mr Kirkland
Morning Worship	Miss Spiers/Mrs Devlin/Mrs Cowan
ICT	Mr Shields and Mrs Stafford

Teachers wishing to discuss any aspect of the above timetables should speak with those in charge as indicated.

20.0 ANNUAL REPORT TO PARENTS

This will be written by the Board of Governors during the first term of each school year and made available to all employees and parents of the school.

21.0 HOMEWORK POLICY

Homework should be progressive and systematic and form an integrated part of the class work.

It should consolidate and expand what has already been taught and learnt in the classroom rather than involve new techniques which have not been fully introduced or understood by the child. Homework may be investigative in nature. All written homeworks should be signed by a parent/guardian each night.

They should always be marked or checked by the teacher:
(a) to ensure that it was done,
(b) to ensure that the maximum benefit was derived from it.

They may take two forms:

(a) written or formal,
(b) non-written investigative or learning tasks.

Parents are encouraged to involve themselves in their child's homework, though not to the extent that they actually do the homework for the child. Should parents find that their child is unable to complete a homework for whatever reason, a signed note should be sent to the class teacher the next day explaining the reason.

Homework set over the period of each week should contain both written and non-written elements proportioned as each teacher sees fit. Teachers should insist that written homeworks are neatly presented, bearing in mind the child's ability and, if appropriate, domestic circumstances.

The scale of time considered reasonable for a child to complete a homework will vary from class to class depending on the nature of the task set and indeed the ability of the individual child. The times suggested are seen as approximate:

P.1/2 10 - 20 minutes
P.3/4 15 - 30 minutes
P.5/6 20 - 60 minutes (plus if circumstances demand)
P.7 30 - 60 minutes (plus if circumstances demand)

Homeworks should normally be set each week night and also at weekends, if considered necessary by the class teacher. All homework books must be covered by the child on the evening following receipt of the exercise/notebook.

22.0 MARKING POLICY

All teachers should be aware of the importance of a clear and consistent policy throughout the school for the marking of children's work.

In keeping with the ethos of the school, management consider it of critical importance that all forms of marking are approached from a positive perspective by each teacher. Marking, like testing, is not seen simply as an end in itself but as a means whereby the teacher can help develop and extend responses as well as correct, comment on and compliment a child's work.

Teachers should therefore note the following points:

(a) children should be aware of marking procedures.

(b) when marking a piece of work teachers may wish to focus corrections and comments on one specific aspect rather than correcting every mistake on the page. Teachers should mark with respect to the learning outcomes.

(c) take note of mistakes being made and deal with them in an appropriate way, either correcting the answer or giving guidance to what the answer should have been.

23.0 TEACHER CHANGES

Subject to exigencies that may arise from time to time the Governors reserve the right to move staff between year groups.

24.0 IN-SERVICE EDUCATIONAL TRAINING (INSET)

(a) School Based Areas of Focus for 2025/2026

1. To develop/improve reading and comprehension skills from P1-P7.
2. Develop TS&PC across all year groups to enhance creativity and thinking skills.
3. To further embed emotional health and well being into policy and provision (emotional literacy).
4. To achieve consistency and progression in the PE curriculum to enable all pupils to meet the NI Curriculum requirements.
5. Nursery – To develop the language and attention and listening of the nursery pupils and to create a safe, nurturing environment where children are ready to learn.

In-service training is seen as an ongoing aspect of each teacher's workload. Management will endeavour to plan such in-service work in termly and yearly blocks, though this might not always be possible.

In keeping with our School Development Planning, the major focus of curriculum in-service this year is identified above. Whilst these will be the major curricular INSET focus, other areas for development will be progressed by the various co-ordinators in consultation with the school staff.

As has been the practice in the school over recent years, each afternoon (3.00 - 4.00 p.m.) will be used as ‘directed time’ for all teaching staff. During this time teachers will involve themselves in a range of activities from training, to classroom preparation, staff meetings etc.

(b) Externally Based INSET

Teachers who attend in-service training based outside the school shall, on completion of the course, report back to the staff both in written form - INSET Report Form - and also by leading a school-focused follow-up to the course of study, if considered appropriate. It will be the responsibility of each teacher to request the INSET Report Form, and on completion present their report to all relevant staff as soon after their return from the course as possible.

The Governors strongly encourage the continued professional development of all the school staff and they will provide some financial support for the staff undertaking such professional development study.

25.0 CURRICULUM TEAMS

One of the elements in the School Development Plan is to encourage the concept of curriculum teams where relevant. The key areas of learning, ie Literacy/Maths/ICT/WAU all have two co-ordinators in place.

26.0 PASTORAL CARE

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

Due to the nature of primary education it will be the responsibility of each class teacher to look after the pastoral needs of the children in his/her class. Class teachers will attempt to resolve the worries of new pupils and to relieve their anxieties. In addition, the Safeguarding Team will be responsible for the welfare of the pupils.

When a child is sick or injured the school will, in the first case, attempt to contact the parent with a view to asking them to come to school to pick up the child. If this is not possible the child will be taken home or to hospital. In less severe cases, it would be appreciated if parents would nominate an emergency contact. In all cases it will be the school policy to act in the best interests of the child.

Accident Report forms should be completed online by First Aiders or Miss Brown when an accident has occurred. When possible these should be completed on the day of the accident.

Governor:	Mr J Ormerod
Designated Teacher	Mr Kirkland
Deputy Designated Teachers	Mrs Woods
	Mrs Quinn
	Mr A Shields
	Mrs N Thompson
	Mrs Matchett

To protect pupils in our care and to comply with the recommendations of the DENI, the school shall refer any concerns about the well being of pupils to the local Social Services Department and/or the school's Educational Welfare Officer.

When returning to school after illness the child must bring a signed note from his/her parents/guardian giving the reason why he/she was absent. Alternatively they may inform the teacher via the dojo app.

During the year the Pastoral Care team will meet regularly to review the school policy and to ensure implementation is moving forward consistently throughout the school and that all aspects of the changing life of the school are being addressed by both policy and practice.

26.1 CHILD PROTECTION Ref DE Circular (2017/04 – Updated September 2024)

Child Protection is considered to be a critical and ongoing aspect of our Pastoral Care Policy and as such it is an important area of responsibility for all adults involved in the life of the school.

All employees will be kept informed of their responsibilities in this regard by the Pastoral Care team who will implement all recommendations received from the DENI and the Statutory Services.

All adults employed within the school must complete the relevant vetting form supplied by the EA-SOUTHERN and have clearance in respect to the form.

We as a school also recognise and accept our pastoral responsibilities towards all of the school staff. The school will endeavour to provide a safe, secure and caring workplace for all.

26.2 PARENTAL LINKS

The fostering of good home/school links is considered by management to be a critically important aspect of the way forward for the school. It is the hope of management that this will be developed by both informal and formal means.

Informal in the day to day contacts with parents, speaking and greeting parents as they come into and move around the school. The first impressions of parents are thought to be important and contacts with them, particularly when their child is in Nursery and Primary One is vitally important. At this stage some parents are apprehensive and they do worry for their child. Teachers will be supportive of parents and pupils at all stages.

Parents will be given time by teachers and be made to feel welcome in the school.

Formal links are to be developed in the following ways: through the involvement of teachers in the Supporting King's Park Association; organised termly Parent/Teacher interviews; involvement of interested parents in extra-curricular activities; inviting willing parents or grandparents into class to talk or work with the children.

26.3 INTER-SCHOOL LINKS

The school will encourage all interested pupils to create friendships and establish links with pupils from other schools, particularly those from other primary school sectors.

Management would wish to continue to build on the good relations the school has with all schools in the Lurgan area. This will in practice involve the school in providing every opportunity to allow children to meet with children of other schools - with parental permission.

Management sees involvement in the many Mid-Ulster primary schools sports leagues and other Northern Ireland wide competitions as a useful vehicle for inter-school links.

The school will, as far as is possible within its timetable, support the activities formulated by the Community Relations Officers of both the Craigavon District Council and the P.S.N.I.

26.4 COMMUNITY INVOLVEMENT

The school will endeavour to play an active part in the life of the community of Lurgan. This might be achieved by a variety of community services, for example Christmas visits to local hospitals, Day Centres or old people's clubs or organisations, Harvest concerts or visits, summer games or sports, local festivals etc. The music work carried on in the school is seen as a useful medium for developing these links.

The school will continue, as it has for many years, to actively support the work of the following groups and organisations by making the premises available to them as and when required: The Lurgan Show, the RNLI, the Salvation Army etc.

Governors may also approve the use of the school for example, sports clubs during holiday times for an agreed cost.

26.5 MEDICAL

Pupils wishing to leave school early for medical or dental appointments must bring a note to the class teacher and have it signed. Such pupils should be collected by parents at the Reception area of the school. Children may not be collected at the front gate of the school.

Pupils whose parents wish them to remain indoors at break or lunchtime must bring a note from the parents. Such notes must be signed by the class teacher before school begins and the pupil will remain in the Reception area - with suitable work having been assigned by the class teacher - for the duration of the break or lunchtime.

Head Lice - the school policy on head lice is reviewed regularly. At present we continue to send out alert letters to all parents of the classes concerned. Such letters are available from the office on request.

26.6 HEALTHY EATING SCHOOL/NO NUTS OR RELATED PRODUCTS

As a school we promote healthy foods at break/lunch and in the canteen. Children are required to bring a healthy snack Monday to Thursday each week.

Due to the increasing number of allergies to nuts within the school we **DO NOT PERMIT NUTS OR RELATED PRODUCTS FOR SNACK OR LUNCHES.**

27.0 POSITIVE BEHAVIOUR POLICY (refer to Policy)

It is considered that a corporate responsibility for promoting positive behaviour is most likely to be successful.

The aim of such a policy should be to instil habits of good behaviour, good manners, obedience to authority, respect for and care of others, respect for property, orderly movement around the school and a pride in belonging to our school so that each child feels secure and confident on our premises and in themselves.

In Summary: to promote the very best behaviour at all times;
to create a safe, happy and secure school environment

Policy

(i) The policy needs full implementation by all the staff at all times and in a consistent manner. It should have the support of all parents. The better the general framework of such a policy, the less likelihood of the need to recourse to extreme sanctions.

The policy should be positive and seek to improve and moderate the behaviour of the pupils, encouraging and rewarding those who behave well.

Often, a positive attitude on the part of the teacher and a quiet word of praise at the right time can go a long way.

(ii) Teachers should encourage good behaviour at all times. It is they who largely determine the environment in which:

(a) effective learning can take place;
(b) good staff/pupil/parent relationships can exist;
(c) a sense of self-discipline and responsibility for one's own actions can succeed.

No teacher can ignore bad behaviour because the child is not in his/her class or because he/she is not on organised duty. A teacher's influence depends on his/her attitude and the rapport he/she has established with the pupils.

(iii) Boredom, lack of understanding, a general low self-esteem and lack of progress are some reasons why pupils misbehave in class. Thus, the provision of a relevant and appropriate curriculum addressing the needs of each child is essential.

(iv) The policy must be clearly understood, consistently and justly applied and shown to be reasonable, sensitive and effective.

(v) Pupils should, within reason, always be under supervision as it is generally when unsupervised that they misbehave.

Teachers may consider it appropriate to provide a class or a group of children with the opportunity for self-directed time. This will be considered to be a part of such a teacher's professional judgement.

King's Park will operate a Sanctions and Suspension Policy in extreme situations only, when change cannot be affected and other reasonable steps have been exhausted. Reference will be made to the guidance provided through the EA-SOUTHERN in line with DENI guidelines and statutory guidance (taken from Managing Inappropriate Behaviour section of Positive Behaviour Policy)

Bullying: Bullying of any kind is not accepted at King's Park and bullying, when identified, will be dealt with immediately. An understanding of the complexities of bullying and the consequences on the pupil displaying the bullying behaviour and the pupil experiencing alleged bullying behaviour.

When a teacher suspects that bullying may be going on he/she should, as a first step consult either the relevant pastoral care teacher, the relevant Key Stage co-ordinators and the Principal so that an agreed strategy may be proceeded with, taking account of the principles of the Positive Behaviour Policy and the Anti-Bullying Policy.

In all cases where bullying is reported a 'Bullying Record Form' (BCAF) must be completed and the action taken by the school recorded as appropriate.

Dealing with minor offences often deters major incidents. Often poor behaviour results from personal problems or difficulties emanating from home or outside school. Thus an understanding of each child's wider context should be established.

It is essential that the child understands when his/her behaviour is not acceptable - prevention is better than cure.

27.1 CRITICAL INCIDENT REPSONSE TEAM

The following staff members make up the C.I.R.T. which aims to respond positively to:
any incident or sequence of events which overwhelm the normal coping mechanisms of the school and disrupts the running of the school.

The team is: Miss Brown, Mr Kirkland, Mr A Shields, Mrs Woods, Mrs Thompson, Mrs Quinn, Mrs Carson, Mrs Morrow, Miss Spiers, Mrs Cowan, Mrs Devlin, Mrs O'Hara, Mr P Russell and Mrs Chambers.

27.2 SAFEGUARDING TEAM

Miss Brown (Principal), Mr Kirkland (Designated Teacher), Mrs Matchett, Mrs Woods,
Mr A Shields, Mrs Quinn, Mrs N Thompson (Deputy Designated Teachers), Mrs Cunningham (Chair of Governors) and Mr J Ormerod (Designated Governor)

PERSONAL INJURY TO A PUPIL

The following procedures will be followed subject to the changes necessary due to Covid 19 restrictions.

INITIAL ASSISTANCE → **Given by** → **Such assistance must be**
Classroom Assistant **subsequently reported**
↓ **Teacher on duty** **to the Class Teacher**
or
↓ **Class Teacher**

FIRST AID/2nd OPINION **Given by**
Teacher/First Aider

↓

↓

PRINCIPAL TO BE INFORMED IF CHILD REQUIRES

EMERGENCY TREATMENT **MEDICAL ATTENTION/TAKEN HOME**
↓ ↓

↓ ↓

Parents contacted as soon as possible

↓

Doctor/Ambulance called Child taken to hospital by Parent or medical personnel

Emergency Contact List used to alert Parents or their Nominees.

Nominated emergency contact will collect the child and take him or her home

If Transport Is Required the child will be driven home or to hospital

If No Contact Is Immediately Available the child will be cared for in school or taken for medical attention as needed

An ACCIDENT REPORT FORM to be completed by the person who witnessed or was initially informed of the incident, then sent to the Principal. It is the responsibility of the child's teacher to ensure the Accident Report Form is completed.

Principal to decide what, if any, further action requires to be taken.

28.0 ENTERING AND LEAVING SCHOOL

Pupils — Pupils must enter and leave the school by the Avenue Road, Queen's Place gates or the Park gate. A School Crossing Patrol person will be on duty to ensure their safety when crossing the roads. Pupils must only use the doors as agreed.

Parents — Parents are asked to use the main entrance doors if they need to speak to a member of staff.

Visitors etc. — All visitors should use the main entrance doors. They are asked to call at Reception or with the School Secretary on entering the school.

28.1 SCHOOL SECURITY

The entrance gate at Queen's Place and the Park Gate entrance will be locked each day from 9.15 am to 1.15 pm (subject to the relaxation of this policy due to the staggered enrolment of pre-school and P1 children in September and October each year). Admission to the school building at all times will be through the main entrance doors at the front Reception. All visitors and parents must report to Reception or the General Office on entering the school.

CHILDRENS' SAFETY DURING SCHOOL HOURS

As we are all well aware school security has become an increasingly important issue over recent years. Parents collecting children from school between the above times should use the main entrance and come to Reception or to the school office to collect their child. **ALL CHILDREN MUST NORMALLY BE COLLECTED FROM THE FRONT OFFICE DURING SCHOOL HOURS.**

We have a **Visitors Signing-in Book.** Any visitor entering the school during the school day 9.00 - 2.00 pm. in the case of infants and 9.00 - 3.00 pm. senior classes, **must** firstly report to the secretary in Reception or the General Office at the front entrance. If appropriate they will be asked to sign the Visitors Book and wear a lanyard for identification. In the case of Nursery, parents may go directly to the teacher concerned before withdrawing their child.

The staff and governors will continually review security arrangements and change as required.

28.2 LEAVING AND COLLECTING CHILDREN

All parents with the exception of parents of Nursery/Reception and Primary One pupils should leave their child at either the front gate or the entrance door of the school, thus allowing the child to make his/her own way to the classroom.

When collecting children at the end of the school day parents should wait in the play area nearest to the exit door from which their child will emerge.

Teachers will as a rule bring all classes to the playgrounds of the school at the end of each school day.

28.3 ARRANGEMENTS FOR THE ARRIVAL OF CHILDREN ONTO THE SCHOOL PREMISES EACH MORNING

The main school doors will open each morning at 8.30 a.m. An adult will be on duty at these doors each morning. Children should not be on the premises before that time. All children will, immediately on arrival onto the premises, go to their classroom and take their seat. Supervisory teachers will be on duty from 8.30 to

8.45 am each morning. All teachers will be in their classroom by 8.45 a.m. and each will be responsible for the supervision of their children from 8.45 a.m. (For entry to Nursery see: School Day section)

Children will not go back to the playground before school starts.

29.0 MONEY – We operate a cashless money system.

Milk money is normally collected three times each year and in advance.

Dinner money is collected weekly in advance. In the case of both the above the school secretary will explain the system to new staff.

Pupils should not leave money or valuables in coat pockets in the cloakrooms. The school cannot be responsible for the loss of money on the premises. However, any money lost must be reported promptly to the class teachers and Principal.

Each teacher shall keep an individual account book and all monies collected for school purposes must be entered into the account book and sent to the office on a daily basis.

Teachers responsible for the collection of money must ensure that a record of all such money is kept and that the records are presented to the Principal in June prior to the annual audit at the end of the school year.

30.0 SCHOOL CROSSING PATROL PERSON

Where a School Crossing Patrol person is on duty, pupils must **NOT** cross the road at any other point and must obey his/her instructions at all times.

31.0 CORRIDORS

All persons must WALK QUIETLY along the corridors. Running at any time is forbidden. When moving in classes, pupils should move in a single line and stay to the left hand side of the corridor.

32.0 PLAYGROUNDS

Nursery	nursery play area
P.1 - P.2	play area next to P1/2 and mobiles.
P.3	play area/Queen's Place side
P4	on former Hockey Pitch
P.5 - P.7	the MUGA pitch will be used for playtime conditions permitting

33.0 BREAK/LUNCHTIME

All children will, weather permitting, play outside at break and lunchtime. In bad weather children will remain in their classrooms under the supervision of the Supervising Teachers or Supervisors. On wet weather days teachers should leave the children work to go on with after they have eaten their lunch. In class, lunch children must observe 2 rules:
(a) not leave their seat without permission
(b) eat in a mannerly way

Lunchtime supervisors are on duty in the school and within the play areas at lunchtime. Ball games will be permitted in only the designated areas of the playground.
At lunchtime/breaktime during the winter months all children must wear an outdoor coat when in the playground. Children without an outdoor coat should remain indoors.

34.0 TEACHER SUPERVISION

All teachers must accept that they are required to carry out a reasonable level of supervisory duties. These will be included in their "directed time".

As part of the arrangements made regarding cover before school begins, directed time starts at 8.45 a.m. and the teacher will supervise his/her classroom area until school starts. A rota for supervision from 8.30 to 8.45 am each day will apply.

At breaktime a rota of teachers will operate, each teacher on duty being responsible for a specific area of the school or playground.

Each teacher will be responsible for bringing his/her class into school from the playground and for seeing their class off the school premises at the end of the school day.

35.0 ACCIDENTS

All accidents, however minor, should be reported to the Supervising Teacher or Supervisor on duty. They will use their discretion to decide if the accident should be reported to the First Aider on duty– Mrs Quinn and Mrs Myers (Nursery), Mrs McKee and Miss Irwin (Foundation), Mrs O'Hara and Mrs Elliott (KS1), Mr L Russell, and Mr P Russell (KS2) or the Vice-Principal and Principal. When an accident does occur, it is important that an Accident Report Form is completed and sent immediately to the Area Board. All details must be entered into the school Accident Report Book. The teacher on duty will be responsible for completing both the above reports.
An Accident Report form must be completed by the teacher on the day of a major accident.

36.0 NO SMOKING

King's Park School building and grounds is a No Smoking or Vaping area. All employees, parents and visitors are asked to observe this policy.

37.0 GOOD WORK OR EFFORT

Throughout the school teachers are encouraged to report good work or good effort on the part of a child to the Key Stage co-ordinators and/or the Principal. Teachers may further wish to send samples of good work to the principal with the child during the school day.

This practice will, it is hoped, further encourage the child but also reinforce in each child's mind that the Key Stage co-ordinator or the Principal are not to be regarded as the person to whom they are sent only when they have done something wrong.

38.0 PDMU - PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING/HEALTH EDUCATION – (Co-ordinator Mr Russell)

All staff at King's Park take an ongoing interest in our children's general well-being and health. To this end and considering the implications of the Children's Order, all teachers will take responsibility for the welfare, care and protection of those children in their class.

The role of the pastoral care teachers and health education co-ordinator will be crucial in successful implementation, together with good lines of communication across all of the staff regarding this aspect of the policy.

The various Department of Education and EA-SOUTHERN Circulars are noted and the important role of the school in educating our children regarding the dangers of drug use will be implemented across the staff. The PDMU Co-ordinator will have a central role in drawing up and implementing our drugs education policy. The designated teachers will assist in dealing with any day-to-day issues concerning pupils in this area.

The policy and programme of this and the various other elements of the health of our children will be put together and drawn up by the PDMU co-ordinator in consultation with the total staff.

38.1 FIRST AID – First Aiders: Mr P Russell, Mrs O'Hara, Mrs Quinn, Mrs Myers, Mrs McKee, Miss Irwin, Mrs Elliott and Mr L Russell

Each teacher should take responsibility in dealing first-hand with accidents concerning their children.

It should be stressed, however, that anything of a major nature or which causes the teacher concern must be reported immediately to the relevant First Aider. Normally arrangements will be made to have the child's parent/s contacted by telephone. First Aid staff may consult with the Principal on matters of concern.

Teachers should always make a note in their first aid class book of any accident, listing date, time and nature. An accident report form should also be completed online and sent to the EA-SOUTHERN - Legal Section.

During lunchtime, playground supervisors should bring accidents to the attention of the First Aider who will complete details of the injury into the Accident Report Book in the medical room.

No teacher should administer prescribed medicines without written permission from the parent/guardian nor should any other form of treatment be offered without consulting the staff who advise on First Aid matters.

Children using inhalers/on medication must present a signed note from their parent/s giving permission for the class teacher to administer medication and written instructions on how such should be given.

A warning system is in place for children who have serious medical issues e.g EpiPen. Staff are given appropriate training on an annual basis.

39.0 HYGIENE

Teachers should at all times be aware of the need to report any incidents of hygiene problems to the designated teachers in order that appropriate action might be taken quickly. In the case of head lice incidents, this should be reported to the office and the necessary medical notes sent home to all children in the class concerned.

Children should be constantly reminded to wash their hands after visiting the toilet and before meals.

40.0 EXTRA CURRICULAR ACTIVITIES

This is defined in the broad sense to mean any club or activity offered after school. The school considers the involvement of the child in extra-curricular activities as of significant importance both in providing a broad and balanced curriculum, and in developing at an early age leisure appreciation and skills for adult life.

The school will endeavour to offer senior children (P.5 - P.7) a wide variety of activities for both boys and girls, ranging from team games, choirs, musical and drama groups to individual and club type activities. Primary 4 children will be offered places for some after school activities.

Staff Involvement: All staff are encouraged to offer their active support and involvement in the extra-curricular programme.

40.1 EDUCATIONAL VISITS - RESIDENTIAL AND DAY TRIPS

Mrs Devlin is responsible for this area of school life and details of all trips should be sent to her in writing and cleared by her before proceeding.

In the case of private coach operators all coach and driver documentation will be checked on each trip and before coaches leave the school premises.

Children throughout the school shall be encouraged to take part in a number of educational visits each year. The Governors and staff, however, reserve the right to exclude a child from involvement in such trips for behavioural reasons or other reasonable grounds. Parents will be asked to contribute to the cost of such trips as required. The school's Remission Policy, see Appendix 7, will apply to day trips and residential outdoor pursuits.

41.0 SCHOOL UNIFORM

All children will be encouraged to wear the full school uniform.

Boys - Grey trousers, white or grey shirt, grey V neck pullover with coloured inset, school tie and badge.

Girls - Black pinafore/skirt/trousers, white blouse, Black cardigan/V neck pullover, school tie and badge. During the third term a yellow gingham dress may be worn.

Badges can be purchased from the secretary in the school. All other items are available at local stores eg. Victor Stewart, Maxwells, S D Kells or other large supermarkets.

Black tracksuit and gold t-shirt may be worn on PE days.

All items of clothing should be clearly marked with the owner's name. This applies also to sports equipment, lunch-boxes and flasks.

Jewellery - no pierced jewellery of any kind should be worn in school.
Hair - natural hair colouring only, coloured highlights in pupil's hair or designs cut into hair are not permitted.

42.0 PHYSICAL EDUCATION (Mrs Thompson)

Each child must have a note to be excused from PE or swimming.

In order to promote good practice in health and safety and develop both personal and social skills in physical education, children are encouraged to change into PE kit (PE shoes, shorts are optional). Proper footwear must be used at all times on the MUGA.

P1-P7 Remove sweatshirt/jumper put on PE shoes.
Pupils may put on shorts if desired.

No jewellery of any kind may be worn during PE classes and all equipment should be labelled with your child's name.

43.0 SCHOOL FINANCES

A financial report (Local Management of Schools) will be completed annually by the Principal, with the assistance of the Vice-Principal and School Secretary, audited and presented to the Governors. The Governors will present it to parents through the Annual Governors Report.

(i) Local Management of Schools (LMS)

The Principal and the Vice-Principal will, with the assistance of the office staff, regulate and monitor the school's LMS budget.

The Senior Leadership Team will be consulted on an ongoing basis regarding prioritising financial expenditure.

Requisitions will be organised by the Principal in conjunction with the SLT and relevant teaching staff. The office staff will normally administer the requisitioning procedure.

(ii) School Specific Accounts

The school has five accounts with the Ulster Bank

1. General Account – day to day running of school
2. Nursery Account - Toy Fund/Snack Money
3. Travel Account – Holland Trip
4. Outdoor Pursuits Account – Outdoor Pursuits Trips
5. Primary One Account

Each account requires two staff members' signatures.

Nominated staff shall enter the account details into the account books regularly and check the Bank Statements monthly (Ulster Bank).

All account books will be audited at the end of each school year and retained in the Principal's office, available for inspection on request.

43.1 REMISSIONS POLICY

King's Park will endeavour to support parents of the school if a family's financial constraints impact negatively on a child's educational opportunities. For details see Appendix 7.

44.0 SPECIAL EDUCATION – Co-ordinators Mrs Matchett and Mrs Woods (Foundation/KS1/KS2).

POLICY STATEMENT - SPECIAL EDUCATIONAL NEEDS

The term "special needs" is defined in the relevant legislation as "a learning difficulty which calls for special educational provision to be made."

"Learning difficulty" means that a child has significantly greater difficulty in learning than the majority of children of comparable age, or has a disability which hinders his or her use of the kind of facilities generally provided in ordinary schools.

"Special educational provision" means educational provision that is different from or additional to provision made generally for children of comparable age.

We recognise that the definition of SEN embraces a breadth of learning difficulties varying in type, duration and severity. We recognise that special educational needs can arise as a result of:

a) Intellectual/cognitive difficulties
b) Speech/language/communication difficulties
c) Social/Behavioural/Emotional and Wellbeing (SBEW)
d) Physical and Sensory difficulties
e) Medical Conditions
f) Gifted and Talented Children

Pupils with special educational needs will be provided for following the principles of The Code of Practice. At Stages 1-3 of this Code, Special Education provision will be made using resources available and as a result of consultation with external specialists and the implementation of their recommendations, in so far as possible.

A Special Educational Needs Team is in place to maintain a Register and profiles of pupils with special educational needs. The team includes:

- Part time administrative staff.
- Three part-time support teachers are employed to assist class teachers in providing appropriate support for pupils with Literacy and Maths difficulties.
- SENCO –Special Educational Needs Co-ordinator/Learning Support Co-ordinator whose responsibility it is to liaise with class teachers, support teachers and external specialists and co-ordinate all information so that the best possible provision can be made to address the needs of our pupils with Special Educational Needs.
  We have two SENCO's – Mrs Matchett and Mrs Woods

44.1 EAL – ENGLISH AS AN ADDITIONAL LANGUAGE – Co-ordinator Mrs Chambers

The co-ordinator will work in conjunction with the SENCOs and the English co-ordinator in addressing the special needs of these children. The school will employ a support person for EAL in as far as the school budget is able to meet such costs.

44.2 IES – INTERCULTURAL EDUCATION SERVICE – Co-ordinator Mrs Chambers.

As a school we will endeavour to meet the needs of all such children and to this end we will seek the ongoing advice from the IES support personnel so as to ensure our programmes and policies take account of current 'best practice'.

44.3 CRED – Community Relations, Equality and Diversity in Education (formerly EMU)
- Co-ordinator Mr Russell
A number of posts of responsibility contribute to the CRED policy and programme.

45.0 COMPUTERS/ICT -Co-ordinators: Mr Shields/Mrs Stafford

We greatly value the role computers and Information Communication Technology can have in enthusing and stimulating children and for enhancing this learning experience. We have an ICT room with 30 computers which the children are timetabled to visit on a weekly basis. An ICT technician (Mr Sloan) is employed two days a week and we have a digital leaders programme for children who support and promote the effective use of ICT across the school. They help staff and pupils by leading new initiatives in ICT, resolving technical issues, setting up equipment and sharing their skills through classroom support, clubs and lessons.

Programmes should encourage oral work, hand-eye co-ordination, colour work, sequencing and matching activities. Such programmes would normally be presented through other subjects, ie. Maths, English etc.

Printers, both laser jet and colour are available throughout the school to edit stories, print graphs, databases, spreadsheets etc.

King's Park is well placed to deliver ICT within the curriculum and we recognise the need to keep pace with technological developments. We currently have aproximately 750 pupils and staff accessing 70 networked desktops, 70 networked laptops and over 160 iPads. Users have access to over 300 differentiated software titles and apps. All laptops use a wired or wireless connection to the network and are deployed in classrooms throughout the school alongside our ICT suite.

46.0 ENROLMENT POLICY

Nursery

Nursery class admissions. Places will be allocated in line with the school's admissions criteria as outlined in the School Prospectus.

Compulsory School Age

A child will be enrolled in King's Park School at the beginning of the academic year following him/her becoming of school age.

A child is of school age if his/her fourth birthday falls on or before the 1st July for that year. In such a situation he/she will start school in September of that year.

The admissions policy is detailed in the School Prospectus and will be applied by the Principal and the Board of Governors.

47.0 FIRE DRILL/EVACUATION PROCEDURE (see Appendix 5)

48.0 ROAD SAFETY – Mrs Devlin

Each teacher will include Road Safety as part of their yearly scheme. Programmes and lessons will be appropriate to the age and ability of each child and use will be made of the extensive range of materials made available to the school by the EA-SOUTHERN and the Road Safety Section of the Department of the Environment.

Mrs Devlin will liaise with the Principal and staff in Road Safety matters. The school will offer the Cycling Proficiency Programme to the Primary 7 children during their third term.

48.1 CYCLING PROFIENCY

The Cycling Proficiency Scheme (CPS) will be offered to Primary 7 children as far as staffing and resources allows. It helps pupils develop their cycling skills, increase their confidence as cyclists and identify risks they may come across on the road.

48.2 NURSERY Co-Ordinator Mrs Quinn

Mrs Quinn will liaise regularly with the Principal and nursery staff on the nursery curriculum and assessment issues.

Strong links are maintained with the nursery and primary one teachers to ensure continuity and progression for children moving from nursery into primary one.

The nursery staff deliver a wide curriculum incorporating the six areas of learning through carefully planned activity based outdoor learning activities, classroom routines and community time activities we also plan for individual interests and respond in a spontaneous way to possible learning opportunities as they arise.

48.3 PUPIL COUNCIL – Mrs Buckley

Our Pupil Council will be made up of elected representatives from each year group across the school. Its purpose is to contribute to the good management of the school and wellbeing of both children and staff. Children elected will serve for one year and may be re-elected if chosen by their class peers.

48.4 COMPLAINTS PROCEDURE

In accordance with the school's policy of involving parents in the education of their children, in those cases where parents consider that the curriculum provision or general school practices are not satisfactory they are welcome to express their concerns. This should be done in accordance with the following complaints procedure:

In the case of serious complaints, the concerns should be put to the Principal or the Chairman of the Board of Governors to enable the matter to be examined and a response made.

Complaints Procedure – At a glance

Stage One Write to the Principal	→	**Stage Two** Write to the Chairperson of Board of Governors

Time Limit
To help us resolve your complaint, please contact us as soon as possible. Unless there are exceptional circumstances, we will normally only consider a complaint within 6 months of you becoming aware of the issue.

Stage One
When making a complaint, contact the school Principal who will arrange for the complaint to be investigated. If the complaint is about the Principal, proceed to Stage Two. The school requires complaints to be made in writing. However, where this is not possible the school will make reasonable arrangements to support you.
Please provide as much information as possible including:

- Your name and contact details
- What the complaint is about
- What has already been done to try and resolve it and
- What you would like the school to do

The complaint will normally be acknowledged within 5 days school working days and a response normally made within 20 school working days of receipt of the complaint. This response will be issued to you by the Principal.

These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.

If you are unhappy with the outcome at Stage One, your complaint may be progressed to Stage Two which is overseen by the Board of Governors.

Stage Two
If the complaint is not resolved after Stage One, write to the Chairman of the Board of Governors (care of the school marked 'private and confidential'), who will convene a sub-committee to review the complaint. Please provide as much detail as possible as indicated above.

The complaint will normally be acknowledged within 5 school working days and a final response normally made within 20 school working days from date of receipt of the complaint. The response will be issued to you by the Chairperson of the sub-committee.

These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.

Northern Ireland Public Services Ombudsman (NIPSO)
If following Stage Two you remain dissatisfied with the outcome of your complaint, you can refer the matter to the office of the Northern Ireland Public Services Ombudsman (NIPSO).

The Ombudsman provides a free, independent and impartial service for handling complaints about schools in Northern Ireland. You have the right to complain to the ombudsman if you feel that you have been treated unfairly or have received a poor service from a school and your complaint has not been resolved to your satisfaction.

A complaint should normally be referred to NIPSO within six months of the final response from the school. The school must advise in its concluding letter that the complaint may be referred to the NIPSO if you remain dissatisfied.

Contact details for NIPSO are:
Northern Ireland Public Services Ombudsman
Office of the Northern Ireland Public Services Ombudsman
Progressive House
33 Wellington Place
Belfast
BT1 6HN

Freepost: FREEPOST NIPSO
Telephone: 02890 233821
Freephone: 0800 34 34 24
Email: nipso@nipso.org.uk
Web: www.nipso.org.uk

APPENDICES

1 ‘No Fault Sports Injuries’ to Pupils – Personal Accident Insurance

2 Health and Safety of Teachers

3 School Rules

4 Cash Handling Procedures – set aside this school year

5 Fire Drill/Evacuation Procedure

6 1265 hours breakdown

7 Remissions Policy

8 Board of Governors – Sub Committees

9 Holidays and training dates for 2025/26

APPENDIX 1

‘NO FAULT SPORTS INJURIES’ TO PUPILS - PERSONAL ACCIDENT INSURANCE

Advice to Parents/Guardians:

Dear Parent

All Primary and Secondary Schools have received communication from the Education Authority on the above matter. On the basis of these communications I have been advised to draw your attention to the following.

At King’s Park Primary School we have and will continue to involve our pupils in a wide variety of games and extra curricular activities. Quite a number of these activities are contact sports.

Parents are advised that should their child, whilst participating in any of these coaching sessions or games, sustain an injury and negligence cannot be attributed to the school i.e. as a result of a fair tackle or a fall, a strike with a stick or ball - neither the school nor the Education Authority carry Personal Accident Insurance to cover children in such situations.

Parents who permit their child/children to participate in all such sports are further strongly advised to consider buying personal accident insurance to cover their child/children in the event of a ‘no fault sports injury’.

I should say that we hope no serious injury does occur to any child and we will endeavour to take all reasonable steps to ensure that games and coaching sessions are organised to minimise the risks involved. However accidents do happen and parents should be aware of the importance of insuring their child/children for ‘no fault sports injury’.

Should any parent wish further clarification on this matter, please contact me at school.

Yours faithfully

H Brown
Principal

APPENDIX 2

Health and Safety of Teachers

Incident Report Form

Name of School _____

Address _____

Report of Incident

Please give details of the persons involved and their relationship with the school eg pupil, parent, guardian, other relative, intruder, teacher, other

	Name	Relationship with the school	Address if known
a			
b			
c			
d			

Please give below an account of incident(s) stating the incident type - eg physical violence, aggression, sexual, religious, racial or other personal abuse, intentional damage to personal property and the circumstances giving date(s), place(s) and time(s) as appropriate.

_____
_____
_____

Please enter any further information on a separate sheet.

Please give details of any witnesses (including other persons who may be contacted to help in any further investigation).

	Name	Relationship with the school	Address if known
a			
b			
c			
d			

_____ _____

(Principal) **(telephone number)**

_____

(Date)

This form should be completed and sent to the Board's Legal Section who will note the incident and forward the form to the appropriate Education Officer.
You should retain for your own records a duplicate copy of all the information you have supplied.

HEALTH AND SAFETY OF TEACHERS

1 RISKS

During the course of their work teachers may be at risk from

- **verbal abuse;**
- **threats;**
- **false allegations;**
- **sexual harassment;**
- **assaults;**
- **vandalism or other forms of intimidation.**

This behaviour may come from pupils, parents, guardians, members of the school staff or other persons whose business brings them about the premises. Such behaviour may also occur in respect of contact with the teachers during the discharge of their duties elsewhere eg supervising educational visits.

2 POLICY

Employing Authorities are conscious of their obligations under the Health and Safety at Work (Northern Ireland) Order 1978. As part of their Health and Safety Policy and in relation to paragraph 1 above Employing Authorities and relevant bodies are committed to:-

- **promoting preventive measures;**

- **supporting staff who have been subjected to belligerent behaviour.**

3 PROMOTING PREVENTIVE MEASURES

The operation of the school's policy on the discipline and pastoral care of its pupils may expose a teacher's person or property to harm or loss from either a pupil or a parent, a guardian or other adult.

(i) Involving Pupils

The school should explain to the pupils its rules and the reasons for these. Sanctions for infringement of the rules should include provision for the suspension or expulsion of any pupil who has behaved violently towards a member of the staff.

(ii) Involving Parents/Guardians

The school should issue and explain to parents its policy for the discipline and pastoral care of the pupils. In the interests of avoiding any misunderstandings, arrangements should be made to permit individual parents to seek clarification of the policy. The policy should, in specific terms, contain a clause denying access to any pupil by any unauthorised adult. In the case of separated parents it is important to establish who has legal rights of access.

APPENDIX 3

KINGS PARK PRIMARY SCHOOL
SCHOOL RULES

5 Simple classroom rules are:

1 We respect and care for ourselves, others and property.
2 We come to school on time and ready to learn.
3 We always try to do our best.
4 We listen and take turns to speak.
5 We move quietly and careful around the school.

These simple rules are displayed in all classrooms.

Dining Hall Rules

— We line up calmly.
— We walk carefully through the hall.
— We speak quietly to those around us.
— We keep our table clean.
— We are polite to everyone.
— We use good table manners.

Playground Rules

Playground Rules P1

- Balls stay in the designated area (coned area nearest the right brick wall).

- **Each class has a designated day for the ball:**
  - **Monday:** Mrs Thomson/Miss Irwin
  - **Tuesday:** Mrs McClements/Mrs Farmer
  - **Wednesday:** Mrs Henning
  - **Thursday:** Mrs Oliver/Miss Irwin
- **Friday:** The class with the most points for the week.

- Children freeze (hands on top everyone stop) when the whistle is blown.
- Children are expected to walk to their line when asked.
- Line order (left to right) children facing the silver gate: Mrs Thomson/Miss Irwin closest to the window/wall, then Mrs McClements/Mrs McKee and finally Mrs Oliver/Miss Irwin.
- There is 1 point (a tick) awarded to the quietest class when lining up. 1 point (a tick) awarded at break time and 1 point awarded at lunch time. (The chart is located under the covered area on the shed).
- Children walk into their classroom with their classroom assistant/supervisor.
- Silver gate to remained closed during play time and closed again after when all children have gone into their class.

Playground Rules P2

- Children freeze (hands on top everyone stop) when the whistle is blown.
- Children are expected to walk to their line when asked.
- Line order (left to right) on red line in middle of playground:
  Mrs McBride/Mrs Nesbitt (closest to the fence)
  Mrs Cowan
  Mrs Stafford
  Mrs Ward
  } Alternating each week depending on smaller playground.
- Children walk into their classroom with their classroom assistant/supervisor.
- Green gate to remained closed during play time and closed again after when all children have gone into their class.
- Children are to stay off the grass and not run around mobile classrooms.
- Children to play safely and share all equipment.
- No kicking balls.

Primary 3 Playground Rules

- We use safe hands
- We use safe feet
- We use kind words
- There is a timetable inside the bunker for the turn taking of equipment.
- Do not kick the playground balls
- Use the skipping ropes for skipping only
- Share the playground equipment within your class
- Put away the equipment when the bell rings
- Look after the equipment

Primary 4 Playground Rules

1. Play fairly and be kind to each other.
2. Use equipment properly and put it away carefully.
3. Use the bins for litter.
4. Walk to the line when the bell goes.
5. Line up quietly.
6. No kicking balls/football
7. Do NOT go behind the container

Primary 5,6,7 Playground Rules

Ball no higher than head height. Hand ball only (unless on the football rota)
If ball goes out of the MUGA don't go and get it. An adult will retrieve the ball.
If the ball goes into the park tell an adult so it can be retrieved.
No food on the muga.
No tying the skipping ropes.
No swinging ropes above knee height.
Walk to the muga and no running down the ramp.
When the bell rings walk to your line.
All equipment returned to the bunkers.
Do not swing on the football posts or pull at the nets.
Keep off the grass bank
Football - (if pupils are on the rota):

No slide tackles and the children should try to play the ball on the ground as much as possible to try and improve their passing skills. Good sportsmanship is encouraged.

Uniform and Personal Appearance

1 Pupils are asked to observe the school regulations with regard to school uniform and personal appearance.
2 Pupils are expected to take pride in their uniform and personal appearance.
3 School uniform should be worn correctly and tidily (eg shirts and blouses tucked in; top button on shirt or blouse fastened; ties properly tied).
4 Shoes that mark school floors are not permitted.
5 All hair styles should be tidy and unobtrusive. Coloured highlights are not permitted. Shaved heads are not permitted.
6 Earrings or other piercings are not permitted. If earrings etc are worn the child will be required NOT to go into the play areas nor participate in PE lessons.
7 Only school badges may be worn.
8 Nail varnish is not permitted.

Teachers will explain these rules to their classes annually and display the rules in the Classroom.

PUPILS ENTER THE SCHOOL ON THE UNDERSTANDING THAT THEY KNOW AND WILL OBEY THESE RULES. BREACHES OF THESE RULES WILL BE PUNISHED ON AN ASCENDING SCALE OF PUNISHMENT. PARENTS ARE EXPECTED TO GIVE THEIR CO-OPERATION AND SUPPORT IN THE ENFORCEMENT OF THE RULES AND OF DISCIPLINE IN GENERAL.

APPENDIX 4

CASH HANDLING PROCEDURES

The school operates a cashless system for parents called Parent Pay. This will be used for the majority of payments, however, in exception teachers will continue to receive money, eg for Charity Days. Any monies received will be recorded and sent to the office

A Cash should never be left unattended. If it is necessary for the member of staff responsible to leave the room, the cash should be locked in a safe or a secure cabinet.

B Where cash is being collected or used on a regular basis, it should, in the first instance, be kept in a lockable cash box and when not in use, kept in a safe or a secure cabinet.

C The keys for a safe or secure cabinet should always be in the personal possession of a designated member of staff authorised by the Governing Body and should not be left on the premises.

D The petty cash float should be controlled by one member of staff and should be kept in a safe or secure cabinet.

E Cash should normally be lodged to the relevant Bank or Post Office Girobank account on the day it is received in order to minimise the possibility of loss. If possible, the departure time and route to the Bank or Post Office should be varied. Unless it is unavoidable, cash should not be left in the premises overnight. Use may be made of night safe facilities provided by the Bank.

F Cash collected on behalf of the board should be lodged directly to the relevant board Bank or Post Office Girobank account.

G Equivalents of cash, eg postage stamps, should similarly be safeguarded.

H All documents relating to cash handling must be retained for a minimum period of 6 years for school information, audit and UK legislation purposes.

Ref. EA-SOUTHERN Purchasing Unit Catalogue – available from the school office on request.

KING'S PARK – FIRE DRILL/EVACUATION PROCEDURE 2025/26 APPENDIX 5

When the alarm bell rings, teachers should organise their class, collect their class list and walk their class directly in a **controlled and orderly** line to their respective **ASSEMBLY POINTS**. The school secretary will contact the emergency services before leaving the premises. The secretary will bring the park gate key to **Assembly Point 8.**

CLASS/GROUP	EXIT BUILDING VIA	ASSEMBLY AREA	ASSEMBLY POINT	PERSON IN CHARGE
P1 resource room	Security gate	MUGA	1	MRS THOMSON/MRS OLIVER
P1 EM/JM	Security gate	MUGA	1	MRS THOMSON/MRS OLIVER
P1 RT/JI	Security gate	MUGA	1	MRS THOMSON/MRS OLIVER
P1 JO/JI	Side door direct	MUGA	1	MRS THOMSON/MRS OLIVER
P2 LMB/JI	Mrs McBride's classroom	MUGA	2	MRS MCBRIDE/MRS WARD
P2 JS (AP)	Rear of classroom	MUGA	2	MRS MCBRIDE/MRS WARD
P2 JW	Rear of classroom	MUGA	2	MRS MCBRIDE/MRS WARD
P2 JC	Doorway at bottom of stairs	MUGA	2	MRS MCBRIDE/MRS WARD
P3 JD	Mrs McBride's classroom	MUGA	3	MRS CHAMBERS
P3 JM/CS	Mrs McBride's classroom	MUGA	3	MRS CHAMBERS
P3 LC	Doorway at bottom of stairs	MUGA	3	MRS CHAMBERS
P3 SMcS (DB)	Directly	MUGA	3	MRS CHAMBERS
P4 RO	Door beside boiler house	MUGA	4	MRS THOMPSON
P4 SF/MO	Doorway beside girls' toilets at Assembly Hall	MUGA	4	MRS THOMPSON
P4 NT	Doorway at bottom of stairs	MUGA	4	MRS THOMPSON
P4 SE	Directly	MUGA	4	MRS THOMPSON
P5 SS	Directly	MUGA	5	MRS WOODS
P5 KW/MO	Door beside boys' toilet at Assembly Hall and turn left past Nursery.	MUGA	5	MRS WOODS
P5 SG/MO	Door beside boys' toilet at Assembly Hall and turn left past Nursery	MUGA	5	MRS WOODS
P5 JB	Directly	MUGA	5	MRS WOODS
P6 SF	Door leading to nursery	MUGA	6	MR SHIELDS
P6 SM	Door beside boys' toilet at Assembly Hall and turn left past Nursery.	MUGA	6	MR SHIELDS
P6 AS	Door leading to nursery	MUGA	6	MR SHIELDS
P6 HF	Doorway beside boiler house	MUGA	6	MR SHIELDS
P7 DK/LB	Doorway beside boiler house	MUGA	7	MR RUSSELL
P7 PR	Doorway beside boiler house	MUGA	7	MR RUSSELL
P7 LR	Doorway beside girls' toilets at Assembly Hall and turn left past nursery.	MUGA	7	MR RUSSELL
ASSEMBLY HALL, MATHS SUPPORT ROOM, LIBRARY & TOP OFFICES	Door adjacent to middle Assembly Hall Doors.	MUGA	7	MR RUSSELL
LITERACY SUPPORT ROOMS	Doorway beside girls' toilets at Assembly Hall	MUGA	7	MR RUSSELL
NURSERY	Via doorway **(Evacuate to MUGA in event of fire at nursery itself)**	NURSERY PLAYGROUND	9	MRS QUINN
OFFICES/KITCHEN/ OTHER ROOMS/VISITORS	Via nearest exit door	P4 Play Area/tarmac hockey pitch	8	MRS CARSON
ICT SUITE	Door leading to nursery	MUGA	Year group assembly point	Teacher designated for your year group

- **Miss Brown will check toilets in new building and proceed to Assembly Points 8 & 9 before making way to MUGA. Mrs Devlin to deputise for Miss Brown if she is not in school.**
- **Mr Kirkland will check Assembly Points 1-7. Mr Russell to deputise for Mr Kirkland if he is not in school.**
- **Caretaker will proceed to the main gate to give direction to the fire appliance.**
- **Mrs O'Hara will check Senior girls' toilets.**
- **Mrs Ferry/Miss Orr will check Junior girls' toilets.**
- **Mr Magowan will check boys' toilets beside P5 classroom.**
- **Mr Forbes will check boys' toilets at ICT room end of corridor.**
- **Teachers with classroom toilets should check this area before leaving the building.**
- **All teachers should take a class list with them on leaving the building and complete a roll call at the ASSEMBLY POINT. Teachers should report to the 'teacher in charge' on their roll call, each 'teacher in charge' should report directly to Miss Brown or Mr Kirkland.**
- **Office staff to bring key for the park, Visitor Sign In Book and Asbestos Sign in Register.**
- **If directed, once assembled on MUGA pitch all classes should make their way into Lurgan Park.**

BREAK TIME ALARM - If children are in class on an 'in day' duty teachers will organise the evacuation and all other teachers should go directly to their class to take charge of the evacuation and roll call.
LUNCH TIME ALARM - Supervisors will organise an orderly evacuation immediately the alarm sounds. All teachers on the premises should go directly to their class to take charge of the evacuation and roll call.
DINING HALL CHILDREN will leave by the Fire exit and go directly to their usual assembly point.
CHILDREN NOT IN CLASS WHEN ALARM SOUNDS should go directly outside through the nearest exit door then go to their normal ASSEMBLY POINT.
CLASSES PARTICPATING IN PE IN ASSEMBLY HALL – be aware that you should exit through the middle fire doors into the staff car park and make your way to your normal assembly point.
CLASS SPLIT – In the event of a class being split the teacher where the children have been sent to are responsible for ensuring that those children have evacuated with their class.

IN THE EVENT OF THE NORMAL EXIT DOOR OR EXIT ROUTE LISTED ABOVE BEING BLOCKED, TEACHERS/SUPERVISORS SHOULD ESCORT THEIR CLASS/ES TO THE NEAREST EXIT DOOR AND PROCEED TO THEIR NORMAL ASSEMBLY POINT.

APPENDIX 6

DIRECTED TIME FOR TEACHERS – 2025/2026

Each teacher will have their own Directed Time Budget. This will be agreed with the Principal at the start of the school year.

APPENDIX 7

REMISSIONS POLICY

The school's remissions policy aims to assist families who may need some support in meeting the financial commitments of a broad and balanced educational experience as offered in King's Park Primary School.

Following application by the parent/guardian, the policy is based on;

(1) Children receiving Free School Meals at King's Park.

(2) Exceptional circumstances.

(a) EA-SOUTHERN Music Tuition – a maximum of £170 per pupil will be charged for tuition. Those on FSM will pay half this amount.

(b) Residential educational trips; for P6 a small reduction off the cost will apply. There is no remission for the cost of the P7 trip.

(3) A % reduction agreed by the staff involved, Principal and if necessary the Chairman of Board of Governors.

(4) Individual circumstances for a child or family for which the staff, Principal feel are appropriate.

APPENDIX 8

BOARD OF GOVERNORS

SUB-COMMITTEES

Five sub-committees monitor various aspects of school administration and management and they report back to the main Board of Governors.

Finance Sub-Committee

Mr N Myers (Convenor)
Mrs M Tate

Salary Sub-Committee

Mrs H Cunningham (Convenor)
Mrs N Myers
Mrs C Cooper

Curriculum Sub-Committee

Mrs J Devlin (Convenor)
Rev A Gibson
Mrs C Cooper
Mr J Ormerod

Building/Maintenance Sub-Committee

Mrs M Tate (Convenor)
Mrs J Devlin Tate
Mr Mr N Myers
Mr V McElhinney

Complaints Sub-Committee

Selected as and when needed.

Appeals Sub-Committee

Mr N Myers
Mrs M Tate
Rev M Harvey
Mr V McElhinney

Designated Governor

Mr J Ormerod

APPENDIX 9

K I N G ' S P A R K P R I M A R Y & N U R S E R Y S C H O O L
(EDUCATION AUTHORITY – SOUTHERN REGION)

SCHOOL HOLIDAYS 2025/2026

2025

October	27th - 31st
December	22nd – 31st

2026

January	1st and 2nd
February	11th - 13th
March	30th and 31st
April	1st – 10th
May	4th

Five additional staff training days have been agreed. School will be closed for children on 9th and 10th Feb, 17th March, 22nd and 25th May.