

Ysgol Gynradd Llandeilo Primary School Prospectus 2020-2021



Success with a Smile
Llwyddiant gyda Gwên



20 Rhosmaen Street,
Llandeilo,
Carmarthenshire.
SA19 6LU



01558 822498

admin@llandeilo.ysgolccc.cymru

www.llandeiloprimaryschool.co.uk



Location

Llandeilo Primary School is located alongside the main A483 road close to the centre of the market town of Llandeilo. It is a small but thriving town in Carmarthenshire situated on the edge of the Brecon Beacons National Park. The community is of about 2000 residents and is well served with small popular and friendly shops attracting business both near and far. The town also boasts excellent services provided by the health centre, primary and secondary schools, library, churches, chapels and the town council. The National Trust's Dinefwr Park can be found within easy walking distance of the school and provides a wonderful environment for learning and outdoor activities. The area is also noted for its ancient castles and gardens with Aberglasney and the Botanic Garden close by. The extensive Gower, Carmarthen and Pembrokeshire coastlines are within an hour's journey. Llandeilo is located within easy reach of the town of Carmarthen being approximately 15 miles away. The 'Heart of Wales' railway line travels through the heart of town with the train station only a few minutes' walk from the school. The M4 corridor can be joined at Pont Abraham providing access to the University of Swansea and of course is the main route to the rest of the country.

Our Beautiful Town



Pupils work, following a week with an Artist in Residence.

Contents

4	School Details
5	Welcome/Croeso
7	Our School Aims
8	Our Mission Statement and Vision
9	Staff
10	Governors
11	School Information, Admissions and School Uniform
13	School Breakfast Club and Lunch
14	Paying for lunch, school trips, etc through ParentPay
15	Charging for Visits/Residentials
16	After School Club
17	Equal Opportunities
19	The New Curriculum for Wales and Our Curriculum
22	Educational Visits
23	Sport and Physical Development
24	Religious Education and Collective Worship
25	Relationship and Sexuality Education
26	Welsh - Language, Literacy and Communication
27	Learning Hubs
28	School Hours
29	Assessing Children's Learning
30	Additional Learning Needs
32	Pupil Voice
34	School Awards
36	Community Links
38	Our School Therapy Dogs
39	School Wellbeing Dog
43	Pupil Behaviour, School Discipline and Procedures
45	Bullying
46	Y Cwtch
48	Safeguarding, Security and Safety of Pupils
49	Supervision of Pupils, Administration of Medicine, School Health Nurse and Illness at School
50	Illness Incubation Periods
53	Medical Appointments, Collection from School, Pupil Wellbeing and Attendance
55	Education Welfare Officer, Complaints and Use of Digital Images and Permissions from Parents
56	Transition to Secondary School
57	Safe Routes to School, Parent's Evening, School Reports and Sharing in your Child's Learning
58	Parents/carers - Getting Involved

Ysgol Gynradd Llandeilo Primary School

Name of School: Ysgol Gynradd Llandeilo Primary School

School Address: 20 Rhosmaen Street,
Llandeilo Carmarthenshire, SA19 6LU

Telephone Number: 01558 822498

Email: admin@llandeilo.ysgolccc.cymru
head@llandeilo.ysgolccc.cymru

Website: www.llandeiloprimarieschool.co.uk

Head Teacher: Mrs. K. L. Towns

Assistant Head: Mrs. V Davies

School Business Manager: Mrs. Rachel James

Chair of Governing Body: Mrs. Catherine Bleasdale

Type of School: Local Authority Category

DES Number: 669 2185

Llandeilo Primary school is a Local Authority maintained school for pupils between the ages of 3-11. The school roll range between 210-240 pupils each year.

English is the main medium of language taught at the school, with a great deal of importance placed on developing bi-lingual skills, and Welsh as a second language.



We have a Right to an Education - Article 28

A Message from the Head Teacher

Croeso / Welcome,

Thank you for taking the time to read our school prospectus. Although this may not answer all of your questions, it is designed to give you an outline of how our successful school works and an insight into what we can offer to you and your child.

There is however, no better way to confirm your choice of the right school, than visiting so we warmly welcome you to do so.

We are pleased to welcome you and your child to Llandeilo Primary School and hope that the years spent here will provide happy and treasured memories, and the foundations for an ambitious and inspirational future.

Llandeilo Primary provides a safe, stimulating, high-quality and caring environment in which children feel valued, and successes are celebrated. We are a very happy school, with high expectations, where children enjoy their learning and are given every possible opportunity to reach their full potential.

We work closely with our local community and strive to build and maintain positive relationships and open communication with all of our children and their families.

Our school is justifiably proud of its reputation and commitment for its concern over each individual child in terms of their wellbeing, as well as educational provision. We understand that children learn best when they feel safe and secure. We are committed to creating conditions where our pupils can thrive in the range of learning environments that we are able to provide.

We pride ourselves on delivering a wide and varied curriculum with authentic learning experiences at the heart of our provision, using a variety of approaches to ensure equal opportunities for all pupils to participate and excel.

The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's planning, policies, practice and ethos. As a Rights Respecting school, we not only teach about children's rights but also model rights and respect in all relationships. Our belief in restorative approaches ensures that every child is heard.

Selecting a school that will provide the best education for our children is one of the most important decisions that we, as parents or carers have to make. I am certain that our school will provide the necessary happy and nurturing learning environment for your child.

We look forward to welcoming you to our school soon. If you have any queries or concerns then please do not hesitate to contact me any time.



Mrs K. Towns.



Reopening our school after COVID -19

Our School Aims

At Llandeilo Primary School, we aim to:

- Create a safe, happy and engaging environment for all.
- Respect the UNICEF's Rights of the Child (and have been accredited the silver award).
- Promote equality, opportunity and respect for everyone irrespective of belief, race and gender.
- Work closely with parents and carers
- Develop bilingualism, using the language throughout the day
- Develop an appreciation of the heritage and history of Wales as well as learning the Welsh language.
- Deliver the new curriculum for Wales which is driven by the Four Core purposes.
- Develop children's love of learning through an inquiry-based approach, creating lifelong ambitious and independent learners.
- Encourage each child to reach their full potential and be the best they can be.
- Use every opportunity to develop the skills of Numeracy, Literacy and Digital Competency enabling each child to experience achievement at all levels.
- Enable pupils to be given progressive responsibility for organising their own learning and management of time.
- Enhance self-worth and the ability to value each person's own worth through a caring and secure environment. This will develop sensitivity to others, self-discipline, high self-esteem and acceptable behaviour.
- Develop imagination and creativity by offering a wide range of authentic learning experiences.



We have the Right to be the best we can be Article 29

Ysgol Gynradd Llandeilo Primary School

Our Mission Statement:

Success with a Smile
Llwyddiant gyda Gwên



Our Vision:

At Llandeilo Primary School we pride ourselves on putting pupils at the heart of their learning by encouraging them to become decision makers and problem solvers who can;

- Plan, initiate and reflect in work chosen by themselves
- Be influential in developing all aspects of school life

Our school is a place where all individuals will recognise and realise their potential, acquire academic, technological and social and emotional skills in order to play a full part in society. We prepare pupils to meet and exceed their expectations to become the very best that they can be. Our school is a place where children can learn to love learning through a stimulating, supportive, exciting environment and to appreciate the needs and abilities of others.



Staff at Ysgol Gynradd Llandeilo Primary School

Leadership Team	
Head Teacher	Mrs Karen Towns
Assistant Head Teacher	Mrs Vicki Davies
School Business Manger	Mrs Rachel James

Learning Hubs (Classes)		
Learning Hubs	Teacher	Teaching Assistants
Rainbow Learning Hub	Mrs V Davies	Miss T Robinson Mrs T Williams Mrs C Morgan
Learning Hub I	Mr M Jones	Miss E Davies Mrs B Ratti
Learning Hub 2	Mrs A Beynon	Miss T George
Learning Hub 3/4D	Mrs V Jones Mrs R Lemon	Miss J George
Learning Hub 3/4J	Mrs J James	Mrs C Thomas
Learning Hub 5/6	Mr J Moore	Mrs Sarah Ralph
Learning Hub 5/6	Miss S Miller	Mrs U Haines
Learning Hub 5/6	Miss H Willans	Miss Z Tudor
Nurture Base 'Y Cwtch'	Mrs L Williams Lead Practitioner	Mrs L Beckworth
Pupil 'Catch up' (Intervention)	Mrs C Holker Lead Practitioner	Mrs K Davies

Other important people who help the school to run successfully	
Clerical assistant	Miss L Evans
Caretaker	Mr A Dunford

Governors at Ysgol Gynradd Llandeilo

School Governors	
Chair of Governors:	Mrs C Bleasdale
Additional Community Representative:	Mr E Thomas
LA Representative:	Mr G Kilby
Community Representatives:	Mrs S Collins Dr R Plummer Mr M Wynne
Parent Representatives:	Mr P Chappell Mrs L Bourns Dr N Paton Dr P Senior
Teacher Representative:	Mrs V Davies
Support Staff Representative:	Mrs L Williams
Head Teacher:	Mrs K Towns
Clerk to Governors & School Business Manager:	Mrs R James

School Information



We have the Right to an Education – Article 28

Admissions

Admission to school is no longer an automatic process and there is a requirement for parents and carers to submit an application to Carmarthenshire County Council. The deadline for the receipt of applications for admission to a primary school is the 31st January in the school year before the child is due to start school.

To assist parents and carers and to maximise the possibility of obtaining a place at our school, the Authority has developed an online application form accompanied by supporting documentation to guide parents through the application process. This is accessible as a link from our school website.

Parents will be notified by letter/email with regards to the success of their application. Arrangements can then be made through Mrs Rachel James (School Business Manager) to visit the school and meet the staff and pupils. Pupils starting in the Nursery will be sent an invitation to attend 'taster days' leading up to the child's first day at school.

Term Dates and INSET Days. Please refer to the school website and school app.

www.llandeiloprimaryschool.co.uk

<https://myschoolapp.co.uk>

School Uniform

Why do we encourage school uniform?

- School uniform promotes learning: it requires full attention to be successful. Pupils should focus on what they are learning, and not on what they are wearing.
- School uniforms nourish a sense of equality: When pupils have similar expectations for dress, unhealthy competitive feelings about looks are reduced. Pupils can stand out because of who

they are, their character, and not their clothes.

- It promotes a feeling of community; they are part of a team working towards success in the classroom, and preparing for life
- It makes it easier to get ready in the morning, no more indecisions about what to wear in the morning!
- It is much more affordable and durable, that stand up to repeated washing and wear. Overall families save money by not having to keep up with the latest fashion.



There is an official school uniform which is compulsory to wear and is both comfortable and practical. School sweatshirts/hoodies/cardigans and polo shirts can be bought from RELM and IGAM OGAM, both shops are situated conveniently in the town of Llandeilo.

Alternatively, you may purchase the embroidered uniform from Tesco Embroidery online.

Articles of clothing should be labelled and sensible footwear (dark coloured) is encouraged. We ask that you do not put your child's name in large lettering on the back of jumpers as this makes the children vulnerable to strangers. A very small embroidered name is permitted on the sleeve of clothing so that clothes are identifiable.

Suitable clothing may be required for specific activities such as P.E and educational visits. The school P.E kit is black shorts/joggers, a white polo shirt and trainers. Junior pupils will also require a swimming kit in the summer term, which must include a swimming cap, goggles are optional.

Jewellery is discouraged for safety reasons except for watches, earring studs and religious medallions.



School Breakfast Club and Lunch

A free breakfast club is run every day for children of all ages. Children may be dropped off from 8:05am and will be offered a healthy breakfast and drink. Children are supervised by school staff, and will be escorted to their respective classes at 8:50am. For more information, please see the school office.

All children have the opportunity to purchase fresh fruit and vegetables at break times. The 'Tasty Tuck Shop' or 'Byrbryd Blasus' is an enterprise run by the year 3 and 4 pupils. Prices range from 10p - 30p per item. Pupil's may alternatively bring in their own fruit or vegetables as a healthy snack.



We have the Right to be healthy - Article 6

Milk is available to Foundation phase classes (Ages 3-7). The Welsh Assembly Government provide free milk to pupils throughout schools in Wales, if schools participate in the School Milk scheme.

All pupils are encouraged to drink water throughout the day, bringing their own water bottles from home. This has proved to be a more hygienic way to allow pupils to drink water throughout the day. Pupils can refill water bottles in each Learning hub (class) during the day.

For lunch, a wide variety of nutritious meals are cooked on the premises. Menus are available on the website or from the school office. Free school meals are available subject to eligibility, please visit the school office for more information.

The school meals service operates a healthy eating policy, which is reflected in the menus offered. Facilities are also available for the children to bring their own packed lunches.

We have achieved 4 Healthy school awards, and have begun a journey towards the National award. We do not allow sweets, crisps, fizzy drinks at break times (Please also avoid packing too many of these items into your child's lunch box. Fizzy drinks are forbidden at all times).

Paying for lunch, school trips etc. through Parent Pay

We have an online payments system in place to manage trips and school meals payments which includes a pre-ordering service. As we are a cashless service we are not able to accept cash or cheque payments for trips or school meals. We realise that some families may experience problems paying online; as an alternative method of payment, parents/carers wishing to pay by cash can do so at local convenience stores, displaying the PayPoint logo by requesting a payment card.

In order to pay for trips and/or school meals, you will need to set up your ParentPay account using an activation code which will be supplied in your child's starter pack. Once you have activated your new account, you will then be able to use your account to pay for school related payments.

Free School Meals - It is important that you set up your ParentPay account and pre-select meals for your child even though your child is entitled to free school meals, as we know that some pupils eligible for free meals prefer to bring a packed lunch in from home. This will ensure that our cook knows how many meals to produce each day. ParentPay will not process any meal charges for the meals that you pre-select.

Already have a ParentPay account? - If you already have a ParentPay account for a child at another ParentPay school, you can simply log in to your existing account and add your other children via the Add a child section on your home page. You will need the activation username and password (which we can provide) to do this.

Important - If you have two or more children at this school, you only need to activate one account in order to create your ParentPay account. You can then add your other children via the Add a child tab on your home page.

Secondary Payer - Additional payers can be set up with their own login in order to make payments for example a partner or ex-partner. The Secondary Payer will need to contact the School Catering Office to request account details (Tel: 01267 246714).

Charging for Visits/Residentials etc.

Educational visits/activities covering all aspects of the curriculum will be regularly organised to support and compliment the learning that takes place in class. These will take place largely during school hours and all pupils are expected to attend.

However, each visit/activity will be dependent upon the necessary funds being available and/or the response of voluntary contributions.

Wherever possible, trips will be paid for or subsidised out of money raised by school's fundraising activities. No child will be excluded from such activities simply on the basis of non-contribution, but at the same time cancellation of activities may be necessary due to lack of funds. For further information please see the full Charging and Remissions Policy as determined by the Governing Body of this school.

After School Club - Cwtch Y Tywi



We have the Right to relax and play - Article 31

We offer an after-school club which is run by an independent childcare provider 'Twts Tywi' every day from 3:30pm to 5:30pm. Charges includes a light snack and drink. This club is offered to children of all school ages from Nursery to year 6.

The club offers planned activities, in a nurturing environment set up in the school hall. It gives pupils the choice of what they'd like to do after a busy day at school.

This ranges from reading on soft bean bags, to being creative with craft, being adventurous in the outdoors, or problem solving with construction, and many more activities tailored to the interests of the pupils.

To register your interest or secure a place, please contact Caryl or Charlotte on 01550 779039 or mobile: 07772683233



Equal Opportunities

Under the United Nations Convention on the Rights of the Child (UNCRC) and the Welsh Government's overarching strategy document Rights to Action (2004), all children and young people must be provided with an education that develops their personality and talents to the full.

We safeguard and promote the welfare of all children. The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on us to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

We develop in every child a sense of personal and cultural identity that is receptive and respectful towards others. We plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable children to participate in our multi-ethnic society in Wales. Through our planning, we develop approaches that support the ethnic and cultural identities of all children and reflect a range of perspectives, to engage children and prepare them for life as global citizens. We work to reduce environmental and social barriers to inclusion and offer opportunities for all children to achieve their full potential in preparation for further learning and life.

Where appropriate, we plan and work with specialist services to ensure relevant and accessible learning experiences. For children with disabilities we have worked towards:

- improved access to the curriculum
- made physical improvements to increase participation in education

We seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all children including those who use a means of communication other than speech. For children whose first language is neither English nor Welsh, we take specific action to help them learn both English and Welsh through the curriculum. We provide children with material that is appropriate to their ability, previous education and experience, and which extends their language development.

Entitlement for all children is a core factor at Llandeilo Primary. We ensure that all children are engaged as full members of the school community, accessing the wider curriculum and all activities and working wherever possible alongside their peers, using their preferred means of communication to access the curriculum.

For more able and talented children working at higher levels, we provide greater challenge in activities that extend breadth and depth of learning, and opportunities for independent learning across all curriculum areas. We work closely with Bro Dinefwr, our local secondary school who can provide support if the pupil requires Key Stage 3 skills access.

The New Curriculum for Wales

Our Curriculum

In Wales we are currently undergoing an exciting curriculum change, and are pleased to be a lead school in moving with that challenge. We are committed to developing a curriculum which engages, enthuses and inspires our pupils and staff. A curriculum we can call our own.

The new curriculum for Wales is being developed for schools. A final version will be available in January 2020, and will be used in all schools throughout Wales by 2022.

Our learners are always at the heart of our learning and are pivotal in decision making during themes and learning. We aim to offer a purposeful, authentic and relevant curriculum. We believe that in order for our pupils to 'be the best that they can be' we have to offer rich, exciting experiences. We are committed to developing a curriculum which engages, enthuses and inspires our pupils and staff.

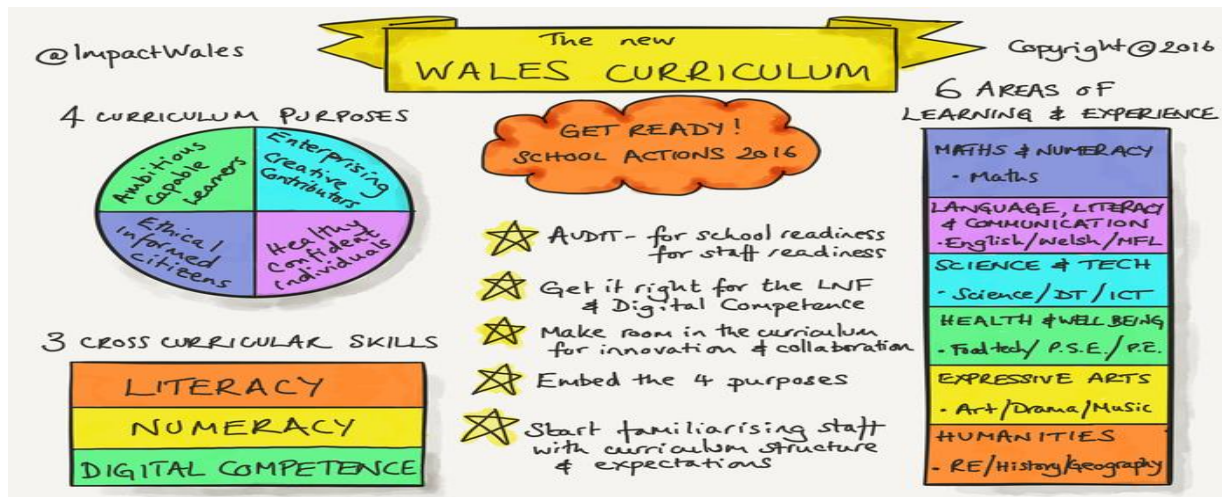
The inquiry-based approach to our learning enables pupils to develop their thinking and questioning skills, leading learning in their chosen direction. The pupils also exercise their '[Right to be heard](#)' ([Article 12](#)) through class planning at the beginning, and during each class context, putting their stamp on their own learning. Our contexts allow pupils to have an involvement with, and an impact on their immediate and further community, making a difference to others.

Staff are encouraged to use a variety of teaching and learning approaches to ensure the best outcomes for our pupils - whole class, small group, focus teaching and carousel activities.

We believe in developing ambitious, capable, lifelong learners who are confident to apply acquired skills and knowledge with interdependence and independence in experiential and active learning.



Our curriculum is enriched, engaging, broad, balanced and relevant. It ensures progression and continuity for all pupils and provides opportunities for them to acquire knowledge, skills and experiences through engaging cross curricular themes across the year.



Teachers plan and formatively assess thoroughly. Clear learning objectives are set and

success criteria are shared with pupils. A varied range of learning experiences and opportunities allow these objectives and skills to be learnt and applied with independence.

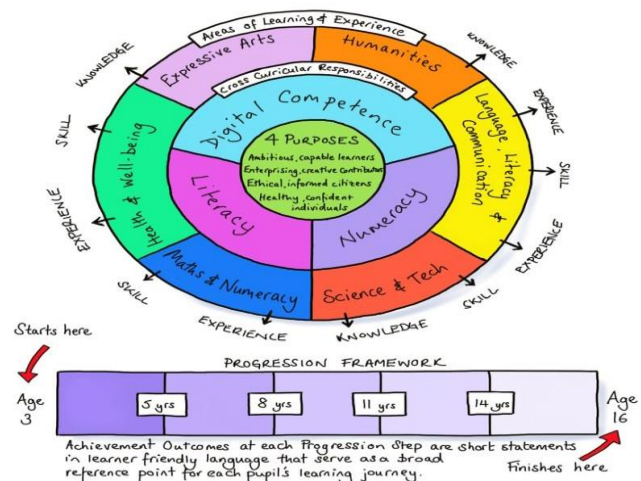
Our Curriculum includes:

- 6 Areas of Learning and Experience (AoLEs) from age 3 to 11. These are:
- Languages, Literacy & Communication (Including English, Welsh and Foreign Modern Languages)
- Mathematics and Numeracy
- Science and technology
- Humanities
- Health & Well-being
- Expressive Arts
- 3 cross curricular responsibilities:
- Literacy
- Numeracy
- Digital Competence

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Curriculum for Wales

A transformational curriculum for children in Wales



- Progression steps with reference points at ages 5, 8 and 11.
- Achievement outcomes which describe expected achievements at each progression steps.

At Llandeilo Primary, we follow an Inquiry Based Learning approach.

Why take an enquiry-based approach to learning?

- It is planned around the distinctive needs the pupils.
- It promotes curiosity.
- It has a clear outcome, designed to raise standards.
- It gives a real context for the application of basic skills.
- It allows writing to be meaningfully embedded.
- It develops cross curricular teaching effectively.
- It develops a love of learning.
- It is underpinned by leading research about quality learning and brain-based learning.

How Inquiry-based learning works.

The learning journey is explicitly shared with pupils in order to ensure they connect to the big picture of their learning, i.e. knowing what to expect. Each class has an inquiry Working Wall display that includes a representation of the learning journey, which is referred to and added to as the unit of work progresses.

Hook into learning:

Teachers provide an initial stimulus experience that helps children connect with the context and skills of the unit of work. These can take many forms, e.g. a visit from a Roman soldier, finding a message in a bottle, a video diary excerpt, strange foot prints on the classroom ceiling etc.

Pupil Voice:

Active planning input from the pupils is integral to Inquiry based learning; we want the children to feel that they are able to drive part of their learning journey. This is essential to ensure that the curriculum meets the ongoing varied needs and interests.

Pupil voice is used throughout the unit of work to steer learning by asking children to pose questions that they want to know more about. Teachers refer to children's questions throughout the unit of work so that children can see that their contributions are valued and their questions drive their learning.

Outcome: Each unit of work has an agreed outcome that is shared with the children and may be negotiated with the children. e.g. art exhibition, PowerPoint presentation, tea party, taking over a National Trust property, designing a website for the community etc.

Reflection Activity ~ Review & Celebration of Learning:

At the end of each unit of work there is a reflection and evaluation of learning. This focuses on what has been learnt and how it has been learnt; we want the pupils to become reflective learners. Parents and carers are invited to share learning reflection activities with their children.

Educational visits

These are linked to the context within the pupil's learning hub (Class). They act as a stimulus for engaging pupils in the learning. They may be in the locality or further afield.

Inspirational visitors come into school to engage pupils in the learning context. We have previously been to:

- A Roman fort
- St Fagan, museum of Welsh history and culture
- The World War 2 museum
- The beach
- A farm
- Botanical Gardens
- National Trust properties

Visitors to school include:

- Space ambassadors
- Birds of prey
- Techniquist
- Bug Zoo
- Community members - Mayor, Artists, Musicians, novelists,



All visits are well supervised and comply to statutory ratios. Risk assessments are carried out prior to every visit. Prior notice is always given.

Sport and Physical Development

At Llandeilo, we place a strong emphasis on the health and well-being of the all-round child. As a result, physical education and sport play a significant part in the school week of all pupils from Nursery to Year 6. A range of indoor and outdoor experiences are provided to aid the development of the children's body control and co-ordination, fine motor skills, spatial awareness and balance. This is built upon whereby pupils are taught elements of dance, athletics (running, javelin, discus, shot put, archery, and hurdles), swimming, games, gymnastics and outdoor pursuits. Throughout both stages the children's knowledge and understanding of health-related exercise and physical well-being is encouraged at all times.

Pupils take part in a daily well-being walks each day, around the school grounds

The pupils at Llandeilo experience a wide range of curriculum and extra-curricular opportunities provided by teachers and specialised sports coaches from the community. A comprehensive range of extra-curricular clubs are run throughout the year. Rugby, football, dance, hockey, cross country and netball are run throughout the Autumn and Spring term with cricket, rounders and athletic clubs being introduced in the summer term. In addition, children travel to Ammanford pool for a block of three-week swimming sessions in the summer term. Our very own school sports ambassadors from Year 5 and 6 organise and lead a very enjoyable and engaging sports club during lunchtimes to give children in the school further opportunity to take part in sporting activities. There is also a break time football league run throughout the year which encourages sportsmanship and team building across all age ranges in Key Stage 2.



We make use of a variety of local facilities including Cae William, rugby field marked for rugby and cricket. School yards marked for netball and football. The hall/community gym is used for gymnastics and other sports such as boxercise and karate. Tennis courts are a

short walk from the school and Ysgol Bro Dinefwr provide us with further excellent secondary school facilities which also helps the older children in the school for transitional purposes. In Year 6, children also have the opportunity to challenge themselves at a range of outdoor activities at Morfa Bay during a three day stay in the summer term.

We have strong links with local clubs and can provide information should you wish to join clubs in the local community. Please ask for more information at the school office.

Religious Education and Collective Worship



Article 14 We have the Right to follow our own religion

Religious education in Wales is a compulsory element within the curriculum, and is taught in accordance with the authority's agreed syllabus. School assembly gives an opportunity for collective worship incorporating values, the Rights of the child, biblical/moral readings, fun songs and prayers.

We allow pupils reflection time at the end of the assembly, where they can join in with the chosen prayer or reflect on their own God, and those observing other religious faiths are not expected to join in the Christian prayer. We do encourage pupils to share their prayers from other faiths with us.

Religious education follows a Christian tradition but other religious festivals are also included as we believe in the importance of developing children's awareness of all the major faiths. Children are encouraged to participate in the services.

Weekly assemblies are taken by Llandeilo Parish Church. The themes undertaken by the Church are then followed up by weekly pupil led assemblies. The themes are morals and values.

Monday	St .Teilo's Church Assembly
Tuesday	School Council Assembly
Wednesday	Pupil led Class Assembly
Thursday	Gwasanaeth Cymraeg - Assembly through the medium of Welsh
Friday	Celebration Assembly



Relationships and Sexuality Education

What will children be taught as part of Relationship and Sexuality Education?

Ages 5 - 7

Lessons will establish the need for positive and safe relationships and friendships. For example, children will learn about relationships with family, people that care for them, kindness and caring friendships and how to keep safe.

Ages 7 - 11

Lessons will continue to support learners' rights to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives. For example, learners will learn about gender equality, the importance of healthy, respectful relationships and staying safe online.

In Year 5 and 6, we introduce aspects of age-appropriate sex education and natural development / puberty supported by the School Nurse. The lessons are presented in a sensitive manner, targeting specific aspects for whole class sessions. Other topics are addressed in separate sessions for girls and boys. This policy is available from the school office upon request.

For younger classes from Nursery, we work in partnership with the NSPCC safeguard pupils, to make pupils aware of the PANTS rule. Further information can be found on nspcc.org.uk/pants.

Welsh - Language, Literacy & Communication



Article 7 - We have the Right to a Nationality.

Article 30 - We have the Right to practice our own Culture and Language.

Welsh is taught as a second language in our school. There is a strong Welsh ethos and a rich Welsh history to our locality and school. During their time at Llandeilo Primary School, pupils will develop their interest and knowledge in the Welsh language and culture. In Nursery, this will mainly be through stories, songs and rhymes. We encourage all pupils to use simple phrases in the classroom, in P.E. lessons and around the school. We have simple Welsh books and Welsh programmes, which the children really enjoy. We also celebrate St David's Day and use Welsh in our collective worship with a weekly Welsh assembly to celebrate 'Siardwyr yr Wythnos' (Welsh speaker of the week). We encourage learners to be members of the Urdd to participate sporting and annual Eisteddfod competitions.

We are working towards becoming a *Cymraeg Campus* awarded school and have an active 'Cwm Cymraeg' who lead our weekly assemblies, playground games and work hard to promote a strong Welsh ethos around the school. The Cwm meet fortnightly and make decisions on how to improve the use of Welsh and to embed our ethos.



Learning Hubs (classes)

Learning hubs are organised in mixed ability groups , pupils with additional learning needs are fully integrated into our mainstream classes, receiving additional help from a Teaching assistant.

Teachers provide good pastoral support in classes and collectively, with the support of other members of staff, are committed to the safeguarding and well-being of all pupils.

There are very high expectations of staff and of pupils, but parents have a profound impact on whether these expectations are met. Please give your child support in their daily school life by working with us to do the following:

- If children arrive in time, suitable dressed for the weather, with their PE kits, lunch if needed and homework then the day should immediately get off to a good start.
- At the end of the day, we hope that pupils are collected on time, homework is done where your time allows, and opportunity is given for play and supportive family life.
- Please show an interest in their school life, and attend meetings when you can.
- Finally, never let a problem persist. Even if you only suspect a problem, please get in touch with us immediately. We will always make time for concerned parents.

Pupils are recognised for their efforts and given increasing responsibility appropriate to their age. Pupils are encouraged each term to apply for a 'job' in the hub and around the school. These include monitors for : lights, pencils, cloakroom ,sound, recycling, IT, attendance, books, chairs, water, recycling, etc.

The school office advertises for office helpers, Reading Buddies, Restorative Practice Buddies etc.

The School Council system offers more formal roles within the school, as well as Head boys and girls. It is important that everyone in the school has a role, and feels part of the schools as a learning organisation.



Article 29 – We have the Right to an education that helps us develop our talents and abilities. It should also help us learn to live peacefully, protect the environment and respect other people

School Hours

	Part time Nursery	Full time Nursery/ Reception	Year 1	Year 2	Year 3/4	Year 3/4	Year 5/6	Year 5/6	Year 5/6
8.50am	Free flow of all curriculum areas, including outdoor learning		Wellbeing Session						
			Literacy focused skills, including outdoor learning						
Collective Worship									
11.30am	End of session for Part Time Nursery		Maths focused skills, including outdoor learning						
12.15pm	Lunch Break / Amser Cinio								
1pm 2.45pm	Inquiry based learning <ul style="list-style-type: none">Expressive ArtsPhysical DevelopmentHumanitiesScience and Technology								
2.50 3.15pm	Well-being session								
3.15- 5.30pm	After School Club - Cwtch Twts								

In addition to the timetable above, the pupils take part in 5 minute 'Pause points' sessions after or before a transition i.e. home to school, lessons to lunch, lunch to lessons etc. These are mini yoga sessions, offering pupils a chance to switch off from the busy world, and take a few minutes with the staff to Pause.

The pupils also get the opportunity to tell a staff member what is on their mind, using a system called 'Speakr'. The system allows the pupil to click an emoji, expressing to staff that they are happy, sad, excited, worried, etc. They also have the opportunity to write to a member of staff and tell them anything that makes them worry or makes them happy! It could be they don't like sitting next to a certain child in class, they are worried about going to the dentist or that it's their birthday and so on.

Assessing Children's Learning



Article 28 We have the Right to an Education

Article 29 We have the Right to be the best that we can be

Assessment identifies each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. This understanding is used by the staff, in discussion with the learner, to ascertain the next steps required to move learning forward, including any additional challenge and support required.

This is achieved by embedding assessment into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. This allows the staff to respond to the individual needs of the full range of learners within their classroom on an ongoing basis.

The school carries out progress tests at the beginning of each year to ensure that planning meets the needs of the individual child. These form the basis of pupil target setting within the school.

In the summer term, pupils are expected to sit statutory National English and Maths test from Year 2 through to Year 6. The results of these tests are reported to parents in the Summer term report. The school uses these tests to assess pupils learning.

As a school we are very aware that pupil's wellbeing can be affected by testing. Our philosophy is to be very calm about any 'tests' we give. We tell the pupils that it's an activity to find out what they already know, so that teachers can then plan work to move their learning on. We try to do some tests in small groups, and on 1:1 basis.

We have therapy dogs in school walking around each class and naturally calming children feeling nervous.

Additional Learning Needs

In Wales a new Additional Learning Bill has been launched, click on the link to find a summary of the changes

<https://gov.wales/sites/default/files/publications/2018-09/additional-learning-needs-aln-transformation-programme-v2.pdf>

We are committed to providing a developmentally appropriate and high-quality education to everyone within its school community. Our school is committed to inclusion.

Barriers to learning can be affected by age, gender, ethnicity, impairment, attainment and background. We develop policies and practices that include all learners.

Additional Learning Needs (ALN) are identified and monitored by staff throughout the year from the time of admission. Whatever stage of need a pupil may be at, we strive to provide appropriate additional support and provision.

- Initial ALN support is primarily delivered by class teachers/ALNCO through differentiated teaching methods and making reasonable adjustments.
- Additional support may be delivered by trained support staff throughout both Key Stages. Outside agencies such as SALT (Speech and Language therapist, Advisory teacher for Autism, Advisory teacher for dyslexia and O.T (Occupational Therapists) may support with delivering additional provision or training up support staff to deliver programmes. All interventions are carefully monitored and evaluated.

As parents or carers, you will be involved in every step of our ALN process, from the initial recognition of need, to supporting and planning interventions and provision.

Further information is available in the Additional Needs policy which can be seen at the school.

If we have any concerns about the progress your child is making, you will of course be the first to know.

Reporting to parents – How are you informed of progress?

At Llandeilo Primary, we have an 'open door' policy, meaning we're here anytime to discuss concerns or queries you may have regarding your child's development or learning. You can make an appointment to meet your child's class teacher or head teacher by speaking to them or by contacting the school office.

Pupil Voice



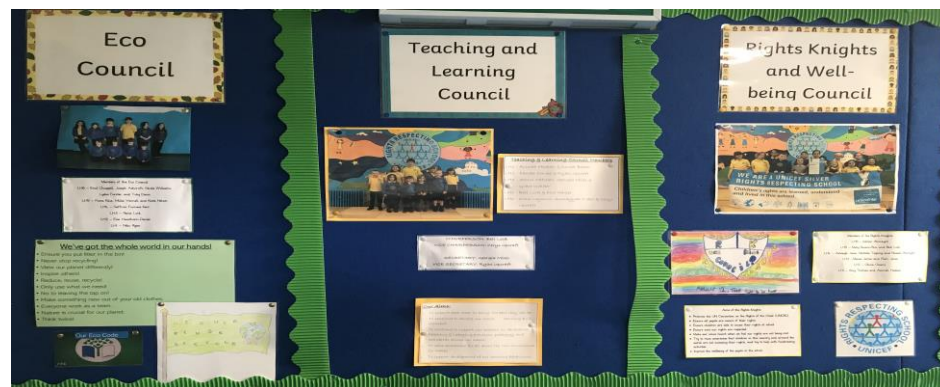
Article 12 - We have the Right to be heard

Pupil voice is central to everything we do at Llandeilo Primary. This is reflected in the number of school councils we have within the school.

All of these councils have been democratically elected. They meet fortnightly, to discuss agendas put forward by the pupils. The school recognises the importance of developing pupil partnership and of respecting the views of pupils. The School Councils comprise of a mix of pupils from Year 1 to Year 6.

In 2018, the pupils felt very strongly about a system called 'Speakr'. They wanted the Minister for Education to visit our school, so they could explain that it was a system where pupils could speak privately to a teacher, and tell them how they felt each day. It could help if a pupil was being bullied, if they were having concerns with an area of learning, or indeed happy feelings. She did indeed come, and we were very proud of how well they spoke to her.







We have the right to a good standard of living – Article 27

School Awards

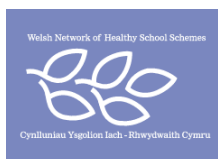


Eco-Schools is a global programme engaging 19.5 million children across 68 countries, making it the largest educational programme on the planet.

This empowers and inspires young people to make positive environmental changes to their school and wider community, while building on their key skills, including numeracy and literacy, and encompassing Education for Sustainable Development and Global Citizenship.

Platinum Eco Award

Schools achieve Platinum status once they have been awarded the Green Flag four times. Our school has demonstrated its long-term commitment to environmental education, pupil involvement and sustainability.



Welsh Network of Healthy Schools

We have achieved level 5, and are on our journey for the National award, which is a 2-year process. We have been inspected, and shown evidence that we are a health promoting school which 'actively promotes, protects and embeds the physical, mental and social health and well-being of its community through positive action'.



The Fair-Trade Award has been achieved over the last 5 years. It has given the pupils a great opportunity to look at global issues such as where our food comes from and how we are connected to

people around the world. Pupils have learnt a range of skills, from teamwork and co-operation to persuasive writing to running a stall and developing a Fruit tuck shop.

Rights Respecting School Award

We are a Rights Respecting School - What's it all about?

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/ adults and pupils, between adults and between pupils.

The ethos created in the school, demonstrates to children the inclusiveness of a Rights Respecting School and paves the way to participation in the life of the community. This in turn helps them to learn how to formulate, express and listen to opinions.

To achieve this standard, we had to show that the UN Conventions on the Rights of the child were embedded in the culture of the school.



For a full list of the UNCRC articles please visit -

https://www.childcomwales.org.uk/wp-content/uploads/2016/04/ccfw_rights_poster_eng.pdf

Community Links

At Llandeilo Primary we value community links because they give learners pride in their school, gives them a sense of belonging. Through the authentic experiences gained and knowledge gained from studying places of interest, the pupils will become:

- ambitious, capable learners ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Our involvement ranges so broadly across the locality, here are just a few experiences that have impacted on the lives of the children and the community:

1. Trading at the local Llandeilo market, selling produce the pupils had grown in the school allotments.
2. Organising a Christmas market place selling all hand made products from chutney's to tree decorations
3. Mayor opening role play areas in the Foundation phase
4. Using local musicians to teach music at the school
5. Gallery exhibition showing the work the pupils had created from using The Lost Words book as a stimulus
6. Y5 created a website all about the seven wonders of Llandeilo
7. Involvement with community groups E.g. Tennis club, Sports club, Church, Bowls club, Food bank etc
8. Working together on community projects E.g. Tree planting, Food bank initiative, Literature festival, Festival of the senses Towns Council projects etc.
9. Engagement in multi-agency working to provide a range of services for both learners and their families E.g. Autism specialists, Health visitors, School nurse, Plant Dewi-Parenting/Carer support, TAF - Family support, Welfare officers, Paediatricians etc.



Just a flavour of some community events we have organised and taken part in

Our School Therapy Dogs



We started using Therapy dogs at Llandeilo Primary when Mrs. Towns, the Head Teacher decided to partner with the scheme, 'Burns by your side'. She trained to develop literacy and building self-esteem skills through reading with dog sessions. The idea is that a dog creates an aura of calm, allowing children to feel at ease and communicate more effectively.



Mrs. Towns with her St. Bernard



We also have dogs at the school who are part of the Carmarthenshire Therapy scheme. Millie and Ollie wonder around the school supporting those who need emotional and social support.

They calm pupils in the corridors and during lesson times. Even the staff need a cuddle at break times!



These dogs are not in school every day, so we decided to invest in our very own wellbeing school dog called, *Rosie!*

School Wellbeing Dog

We are extremely proud to have committed staff who always put pupils at the heart of everything they do. Wellbeing has been a big focus at our school and over recent years we have benefited from the introduction of Therapy Dog Visits, 'Pause points' (regular class-based yoga), Wellbeing School Council, School Labyrinth Creation and more recently our own Cwtch (our school-based nurture group). However, we always knew in our hearts there was room for more!

During 2019, the Senior Management Team considered all options regarding the possibility of obtaining a dog as a school pet. Following lots of discussion and research, the proposal was finally put before Governors in September 2019 and we were delighted to receive a unanimous response in agreement to our proposal!

Our rationale behind this decision was as follows:

1. For the school to have a dog that was able to live as naturally as conditions would allow.
2. For the dog to be properly cared for outside of the school day.
3. To have a dog that pupils could interact with and also be of benefit to social and emotional development.



Rosie was introduced to school in the Autumn term of 2019. She was born on the 25th July 2019, a chocolate Sprocker in training to become our very own school wellbeing dog and set to become an integral part of our community. Pupils have already benefited educationally and emotionally, increasing their understanding of responsibility and developing empathy and nurturing skills through contact with Rosie. In addition to these benefits, pupils take great enjoyment from interaction with her.

By having Rosie in school, we want to encourage those pupils specifically who are vulnerable, or those who are less confident with learning to have a friendly audience and to look forward to a challenge. Having Rosie in school every day has encouraged pupils with anxiety to come to school.

Rosie is gentle and loving, offering children opportunities to improve social development skills, unconditional acceptance and the chance to do something really well. For some pupils, Rosie is and will be a special friend, helping them to build self-esteem, relax and have fun. For others, time spent with Rosie has been a reward or a calming distraction.



Benefits

After lots of research it soon became clear that some schools, institutions of higher education and even businesses all over the world were reaping the benefits of having a dog. Wellbeing dogs have been working in schools for the past five years across the UK with evidence indicating that benefits include:

- **Cognitive:** Companionship with a dog stimulates memory, problem-solving and game-playing.
- **Social:** A dog provides a positive mutual topic for discussion, encourages responsibility, wellbeing and focused interaction with others.



- **Emotional:** A school dog improves self-esteem, acceptance from others and lifts mood, often provoking laughter and fun. Dogs can also teach compassion and respect for other living things as well as relieving anxiety.

- **Physical:** Interaction with a 'furry friend' reduces blood-pressure, provides tactile stimulation, assists with pain management, gives motivation to move, walk and stimulates the senses.

- **Environmental:** A dog in a school increases the sense of a family environment.



- **Reading:** Reading to dogs has been proven to help children develop literacy skills and build confidence, through both the calming effect the dog's presence has on children as well as the fact that a dog will listen to children read without being judged or criticised.



This comforting environment helps to nurture children's enthusiasm for reading and provides them with the confidence to read aloud.

Throughout the media, we hear significant coverage about the increase in adverse childhood experiences and the heightened anxiety. Rosie has already helped support these pupils. She is available to all members of our school community who may benefit from her help.

Whilst there are numerous benefits to Rosie joining our school, we recognise there are some concerns. Please be assured that the school has been working closely with the Local Authority and external agencies to ensure these areas have been considered.



What if my child is allergic to dogs? It is understandable that some of you may be concerned about possible allergic reactions to a school dog. Rosie will be subjected to the most thorough cleanliness and grooming regime. She will also only be allowed in situations with pupils who voluntarily wish to work with her.

How will Rosie be cared for? Rosie will be extremely well looked after. She will live with Mrs Rachel James (School Business Manager) and her family and will come into school every day. She will, in time, listen to pupils read in a controlled setting and will always be accompanied by a member of staff. Rosie will undergo thorough and rigorous training (beginning with puppy classes)



so she will be extremely well-behaved. Whilst Rosie is in school, she will have access to her own safe environment in the school office where she can relax and enjoy her own 'safe space' during non-contact time. Rosie will visit the vet frequently for all her injections as well as regular check-ups. If Rosie is unwell for any reason then she will stay at home with a family dog-sitter.

My child is scared of dogs Some children may have had an upsetting experience and/or have a fear of dogs (or other animals). Rosie will only be in contact with children whose parents/carers are happy for their child to work with her. However, Rosie's training will help her to be calm and gentle around children. She is already showing signs of a very loving and gentle nature. Experience and research show that, with proper guidance and handling, children can learn to overcome their fear of animals and grow in respect and appreciation for them.

The school has a 'no dogs' policy Our school does have a 'no dogs' policy. However, as Rosie is training to be a wellbeing school dog, specific rules will apply to her, as a member of our team. When moving around the school, Rosie will always be accompanied by a member of staff. Rosie will also be fully insured to carry out her role thus allowing her to be on the school site. Rosie will not be allowed to roam the site freely so there will be no issues with toileting. A private grassed area which is not accessible to pupils will be used for Rosie's outdoor toileting.





All children have Rights - Article 2

Pupil Behaviour and School Discipline and Procedures

What is Restorative Practice?

Restorative Practice is part of everything we do. We believe that for children to be ready to learn, they must firstly feel happy and secure. Restorative Practice is a whole school approach and all of the staff have wholeheartedly made it part of their everyday practice. We do many things each day that are restorative and they have become a part of school life. One of the most important aspects of Restorative Practice is the language we use that positively affects everyone around us. This is what teaches our children social interaction, emotional literacy and understanding the impact of positive and negative behaviour. The way that we speak to each other and manage conflict is so incredibly vital to how we feel and this is why Restorative Practice is in the heart of our school.

All staff are trained in the use of Restorative approaches at the school.

Restorative Questions

Using restorative questions can resolve conflicts and encourage everyone to think about their feelings and those of others. They also encourage everyone to discuss what should happen next. The most important thing to remember when asking these questions is to say them in a calm and neutral voice, without directing blame without directing blame without directing blame at one person. The questions and discussion will prompt children to resolve the issue. Try to avoid asking 'why'? It is usually the first question we ask... 'Why did you do that?' but if you think about it, most children say 'I don't know' because it is a very hard question to answer.

- What happened?
- What were you thinking at the time?
- What do you think about it now?
- How has this affected you?
- How has this affected others?
- What has been the hardest thing for you?
- What do you think should happen now?

It is much better to allow the children to resolve their problems by talking it through. A restorative circle usually results in children discussing what has happened, admitting any wrongdoing, sharing feelings and thinking of ideas to move forward. It is an important process for both the wrongdoer and the victim. They both have their voices heard and are part of the process of resolving the problem.

There are many elements to this approach, read about 'check in' and 'out' below:

Every morning, the children and staff are actively involved in Restorative Practices. These include...



Check in

We have a check in every morning to share our feelings from Nursery to Year 6. The children look forward to starting the day with a 'circle' and talking about how they feel **before** they start learning. This is a really important time as everyone is able to discuss their feelings. As a group we try to solve problems that may be worrying the children.

The staff also have a 'check in' weekly.

Check out

At the end of the day the children sit in a 'circle' again and share their successes, achievements and feelings about their day in school. Again, this is a really important time as each child is able to discuss their feelings should they wish. The circle is important as we do not want children going home and worrying about something that happened in school.

Bullying

We aim:

- To ensure all staff are trained in Restorative practice approaches, and are Team Teach certified.
- To ensure everyone knows what bullying means and how it affects lives.
- To create an environment where all individuals can participate in the life of the school.
- To support and guide pupils and staff to enable them to feel confident to manage conflict through restorative approaches
- To ensure parents are aware of the school policy, and feel confident about procedures to be followed if they suspect their child is being bullied.
- To ensure pupils know what to do if they feel they are being bullied.

What is bullying?

Our definition of bullying:

Bullying is when someone deliberately hurts another or makes them feel unhappy. Bullying behaviour will be repeated over a period of time and be difficult for victims to defend themselves against. We recognise that even a one-off incident can leave a learner traumatised and nervous of future recurrence.

Several Times and On Purpose = STOP

As a staff we feel that bullying is when a child, group of children or adult persistently manipulates and/or intimidates, either verbally or physically another child or group of children. An individual who watches as an onlooker, and does not act in a positive way to stop the bullying is condoning the behaviour. Although the onlooker may not be fully implicated in the action, as a school we feel that it is unacceptable. We will work to ensure that the safety of the person hurt physically or mentally is our priority, and do our best to support improved behaviour from the person displaying bullying behaviour.

Our aim is to create and provide a happy, secure and safe environment for our school community. We encourage our pupils and staff to be caring and respectful to each other. We support our pupils in developing the skills to become reflective about their behaviour and the impact it has on others. The language we use is polite, inclusive and respectful of our diverse backgrounds. We aim to protect the pupils and staff at Llandeilo Primary from unfair treatment and promote a fair, equal and safe

place for our pupils to achieve their full potential, as in accordance with the 'Equalities Act 2010'.



Launch of the Buddy bench, and school rules

Y Cwtch - The Nurture Base

Llandeilo Primary School is extremely fortunate to be able to provide its very own Nurture base facility, which we fondly name 'Y Cwtch'.

We created this special, inclusive 'base' especially for pupils that are identified as needing 'short-term' support in terms of their social, emotional or behavioural development, or indeed, if they just need that little bit of extra attention or security for a short while. Developing wellbeing is one of our many strengths at Llandeilo Primary and encouraging high levels of engagement and involvement to overcome barriers to learning is one of our priorities.

Children who might attend 'Y Cwtch' are assessed for eligibility through informal observation, discussion with the staff who work with them and of course, meetings with parents / carers ensure your views and opinions are listened to. Regular communication with you is actively encouraged - either to celebrate your child's successes or to work together to share information that will help us to provide the best possible support for your child

Mrs Williams, a highly experienced and nurturing practitioner, leads this small-group provision 'Y Cwtch'. Children who attend usually do so for half-days for two terms according to their needs, allowing them to remain an active member of their class for the remainder of the school day. They typically return to full-time class after two terms.

Our 'Cwtch' is designed to be a 'home-from-home'; a calming safe space, a warm and cosy room consisting of neutral colours, sofa, dining table, kitchen area, homely pictures and lots of resources and equipment that can provide comfort to children who may be experiencing heightened emotions.

In this welcoming environment, we encourage the development of social and emotional trust in adults. We work to develop skills of self-discipline, independence and build self-esteem and respect. There is a huge emphasis on language and communication. Nothing is taken for granted and everything is explained, supported by role-modelling and demonstration.

In this 'homely' setting, Mrs Williams will settle down for chats around the table and involve the pupils in the cooking and sharing of food. They also prepare food every Wednesday for the staff. This gives them first-hand experiences of peeling potatoes, chopping onions!

Games will be played to develop turn-taking and sharing skills, circle-times will encourage discussion and empathy around feelings, boundaries and rules will be explored to help establish a greater understanding of positive behaviours and interactions with others. Children's voices are listened to. On 'graduating' from 'Y Cwtch', we have seen pupils leaving with greater levels of self-confidence, they are more focused, have improved behaviour and better responsiveness to others.



We have the Right to be safe - Article 19

Safeguarding - Child Protection

Llandeilo Primary School has a duty of care to all its pupils. The well-being of all pupils is a priority, and all staff have been trained in accordance with Safeguarding guidelines.

In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the All Wales Child Protection Procedures guidance.

The school's Safeguarding policy is available on the school website.

Our Safe Guarding Officer is the Head Teacher, Mrs K Towns.

Mrs Catharine Bleasdale, Chair of the Governing Body is also a Safe Guarding Officer on behalf of the Governing body.

Security

As a school we are committed to ensuring the Health and Safety of all pupils and staff.

All outside doors are security protected, and access controlled at all times. External gates are locked at 9am.

Visitors are required to sign in using the electronic system in our Reception area.

Visitors will be given a pass to wear whilst on the school premises, and cannot enter teaching areas without the authorisation of the Head Teacher. Before leaving visitors must 'check out' so we can control who is on site at all times. This system also allows us to use it as a Track and Trace tool in light of the latest Government advice in relation to Covid-19.

Pupils coming into school late, are also expected to sign in

Safety of Pupils

As many pupils no longer walk to school, there is often traffic congestion at both school entrances at the start and the end of the school day. Cars irresponsibly parked put pupils at risk. The police will prosecute anyone parking illegally outside our school entrances.

Fire drills are carried out termly, and the school is consistently maintained in a safe condition. P.E. equipment is regularly inspected and lessons are supervised responsibly.

Supervision of Pupils

Children are supervised by members of staff, at the beginning of the school day from 8.50 am, in their classes, during morning /afternoon break and until they are collected at the end of the school.

Administration of Medicines

We will only administer medication prescribed by a GP. Parents must seek permission from the Head teacher, and fill in a request form for medicines to be taken in school. Medicine that needs to be given 3 times a day can be managed outside of school times.



We have the Right to medical care – Article 24

School Health Nurse

The School Health Nurse Service provides education support, advice and assistance in all issues related to health and public health for school children aged 5 and upwards and the wider school community. They work closely with the school to provide information to staff and parents. They can support families with concerns such as bed wetting, long term medication, behavioural issues, and train staff to administer life threatening medication such as epi-pens.

Our school nurse is also available to discuss and advise on a 1:1 basis if appropriate. If you wish to contact the School Nurse, please speak to Mrs Rachel James in the school office.

Sight and hearing tests are carried out usually around the age of 5. The school nurse delivers Healthy Relationship lessons and puberty talks in years 5 and 6.

Illness or an accident at School

If a pupil falls ill or has a fall at school, they will be comforted by a member of staff, and if required basic First Aid will be administered. If a child needs to be sent home for further treatment or comfort, then parents / carers will be contacted.

It is the parents' responsibility to ensure the correct contact details are with the school for our records. You must contact the school immediately of any changes.

Minor accidents are dealt with in school, but in the case of a more serious incident, parents will be phoned to accompany the child to the surgery or hospital. In the case of an emergency, an ambulance will be called. Parents will then be notified and if they are unable to arrive in time, a member of staff will accompany the child in the ambulance.

Every effort is made to ring the “emergency contact “ but if this fails, we will take whatever action is necessary, with the child’s best interest in mind, such as taking the child to the local surgery to see a Dr, ringing an Ambulance and accompanying a child to the hospital if necessary.

Illness Incubation Periods

We follow advice from Public Health Wales regarding the amount of time children need to stay off from school due to common infections.

Rashes and skin infections	Length of Time an individual is to be kept away from Setting	Comments
Unexplained rashes should be considered infectious until health advice is obtained.		
Athlete’s foot	None	Athletes’ foot is not a serious condition. Treatment is recommended
Chickenpox	5 days from onset of rash AND until all vesicles (blisters) have crusted over	Infectious for 2 days before onset of rash. SEE: Vulnerable Individuals and Pregnancy (below)
Cold sores, (Herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and self-limiting.
German measles (rubella)*	Four days from onset of rash	Preventable by vaccination and covered by the routine immunisation schedule (MMR x 2 doses). SEE: Pregnancy (below)
Hand, foot and mouth	None	Not to be confused with Foot and Mouth disease in animals
Impetigo	Until affected areas are crusted and healed, or 48 hours after commencing antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles*	Four days from onset of rash	Preventable by vaccination and covered by the routine immunisation schedule (MMR x 2 doses). SEE: Vulnerable individuals and Pregnancy (below)
Molluscum contagiosum	None	A self-limiting condition
Ringworm	None	Keep covered. Treatment is recommended
Scabies	Affected individual can return after first treatment	Household and close contacts require concurrent treatment
Scarlet fever*	Individual can return 24 hours after commencing appropriate antibiotic treatment	Antibiotic treatment recommended for the affected individual.
Slapped cheek/Fifth disease/Parvovirus B19	None	SEE: Vulnerable individuals and Pregnancy (below)

Shingles	Individual only to be kept away from setting if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune i.e. have not had chickenpox. It is spread by very close contact and touch. If further information is required, contact the Health Protection Team. SEE: <i>Vulnerable individuals and Pregnancy (below)</i>
Warts and Verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms
Diarrhoea and vomiting illness		
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	If there are more than two cases in a setting please inform the Health Protection Team/Environmental Health Officer
<i>E. coli</i> O157 VTEC* Typhoid [and paratyphoid] (enteric fever)* <i>Shigella</i> * (dysentery)	Should be kept away from the setting for 48 hours from the last episode of Diarrhoea. Some individuals may need to be kept away from the setting until they are no longer excreting the bacteria in their faeces. Always consult with the Health Protection Team/Environmental Health Officer	Individuals aged 5 years or younger those who have difficulty in maintaining good personal hygiene, food handlers and care staff need to be kept away from the setting until there is proof that they are not carrying the bacteria (microbiological clearance). Microbiological clearance may also be required for those in close contact with a case of disease. The Health Protection Team/Environmental Health Officer can provide advice is required.
Cryptosporidiosis	Keep away from setting for 48 hours from the last episode of diarrhoea	Individuals should not be permitted to swim for two weeks after the last bout of diarrhoea has ended.
Respiratory illnesses		
COVID-19 (coronavirus-19)*	10 days from onset of symptoms (high temperature $\geq 37.8^{\circ}\text{C}$; new continuous cough; or loss of/change in sense of smell or taste). OR 10 days from date of test, if asymptomatic.	Infectious for 2 days before onset of symptoms/test date to 10 days afterwards. Can return after 10 days if no temperature for 48 hours without medication. SEE: <i>Vulnerable individuals and Pregnancy (below)</i> and <i>Welsh Government advice on vulnerable people</i> . INFORM the Health Protection Team of a single case. Necessary control measures will then be advised.
Flu (influenza)	Until recovered	SEE: <i>Vulnerable individuals (below)</i>
Tuberculosis*	Always consult the Health Protection Team	Requires prolonged close contact for spread
Whooping cough (pertussis)*	48 hours from commencing antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination and covered by the UK routine immunisation schedule. After treatment, non-infectious coughing may continue for many weeks.
Other infections		
Conjunctivitis	None	If an outbreak/cluster occurs, consult the Health Protection Team
Diphtheria*	Must not attend setting. Always consult the Health Protection Team	Preventable by vaccination and covered by the UK routine immunisation schedule. Family contacts must be kept away from setting until cleared to return by the Health Protection Team. The Health Protection Team will consider the risk of any contact the individual has had with others if necessary.
Eye and ear infections	None. The Health Protection Team can advise if an affected individual needs to be kept away from the setting.	As both viruses and bacteria can cause eye and ear infections, not all will require antibiotic treatment.
Glandular fever	None	Infectious for up to 7 weeks before symptoms start. Glandular fever can cause spleen swelling so avoid sports or activities that might increase risk of falling and damaging spleen.
Head lice	None	Treatment is recommended only in cases where live lice have been seen
Hepatitis A*	Individual should be kept away from the setting until seven days after onset of	In an outbreak of hepatitis A, the Health Protection Team will advise on necessary control measures

	jaundice (or seven days after symptom onset if no jaundice)	
Hepatitis B*, C*, HIV	None	Hepatitis B and C and HIV are blood borne viruses that are not infectious through casual contact.
Meningococcal Meningitis* / septicaemia*	Until they have received the appropriate antibiotic. Always consult the Health Protection Team	Several types of meningococcal disease are preventable by vaccination. There is no reason to keep siblings or other close contacts of the individual from attending settings. In the case of an outbreak, the Health Protection Team will advise on any action needed.
Meningitis due to other bacteria*	None	Haemophilus influenzae type B (Hib) and pneumococcal meningitis are preventable by vaccination. There is no need for the Health Protection Team to identify people the individual has been in contact with. There is no reason to exclude siblings or other close contacts of the individual from settings. The Health Protection Team can advise on actions needed.
Meningitis viral*	None	Milder illness. There is no need for the Health Protection Team to identify people the individual has been in contact with. There is no reason to exclude siblings and other close contacts of the individual from settings.
MRSA	None	Good hygiene, in particular hand washing and environmental cleaning, are important to minimise spread.
Mumps*	Five days after onset of jaw/neck swelling	Preventable by vaccination and covered by the routine immunisation schedule (MMR x 2 doses).
Threadworms	None	Treatment is recommended for the child and household contacts
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic.

*denotes a notifiable disease/organism. It is a statutory requirement that doctors report a notifiable disease to the proper officer of the local authority (usually a consultant in communicable disease control/Health Protection).

Vulnerable Individuals

Some medical conditions make people vulnerable to infections that would rarely be serious in most people. These include those being treated for leukaemia or other cancers, on high doses of steroids and with conditions that seriously reduce immunity.

Pregnancy

If a woman develops a rash during pregnancy or is in direct contact with someone with a rash or an infection, they should ask their GP/Midwife if they need any relevant investigations e.g. blood test. The greatest risk during pregnancy from infections comes from their own child/children, rather than the workplace.

Immunisation

All individuals are encouraged to ensure they have received all the vaccines that are offered in the UK schedule. If anyone is uncertain which vaccines they have received they should contact their GP surgery. For further information about the immunisation schedule, please visit: <http://www.wales.nhs.uk/sitesplus/888/page/43510>



We have the right to be healthy - Article 27

Medical Appointments

Medical appointments should not be made during school hours, unless it is absolutely necessary. Please endeavour to notify the class teacher in advance of dental or medical appointments. Medicines If your child requires medication this must be discussed with the Headteacher. If an agreement is made to administer medicine in school, parents must complete an appropriate form which is available from the main office.

Collection from School and Pupil Wellbeing

Please notify the class teacher if someone other than yourself will be collecting your child from school. Day. At lunchtime pupils are supervised by our own Teaching Assistant and a member of the leadership team is always on duty.

The Head teacher or class-teacher must be informed if it is necessary to withdraw a pupil before the end of the school day.

If there are any issues affecting your child, please let the class teacher or Head Teacher know. It could affect their learning, and well-being at school.

Attendance of Pupils



We have the Right to an Education - Article 28

We place a high priority on regular attendance and punctuality of children. The importance of which should not be underestimated by parents/Carers. Please contact the school by 8.40am to explain your child's absence. It is a legal requirement, that schools record a child's absence daily.

Important Attendance and Punctuality Facts

- 95% Attendance equals 10 days absent and 50 lessons missed.
- 85% Attendance equals 30 days absent and 150 lessons missed.
- 5 minutes late per day during the school year equals 3.7 teaching days lost and 18

- lessons missed.
- 10 minutes late per day during the school year equals 7.4 teaching days lost and 37 lessons missed.
- 15 minutes late per day during the school year equals 10 teaching days lost and 50 lessons missed.

You can help by:

- ensuring your child attends school every day and arrives punctually in order to make the most of the education offered.
- avoiding medical appointments in school time
- avoiding taking holidays in school time
- sending your child to school every day except when he/she is too ill to attend.
- ensuring your child catches up on missed work if absence is unavoidable

We as a school recognise there are factors which affect attendance, including the well-being of the pupil, family circumstances. We therefore know that many learners at some time in their school career may experience difficulties, which affect their learning; these may be long or short term.

Please arrange to meet with Mrs Towns the Head Teacher, or Mrs James the School Business and admissions manager. There are lots of ways you and your family can be supported through these difficult times.

If a child's absence is moving towards 90%, or your child is regularly late then you will be invited to attend a meeting with the Head Teacher who will provide advice and support where necessary. Where attendance falls below 90%, referrals are made by the school to the Education Welfare officers who will then make direct contact with families.

Government guidelines say that attendance should be at least 95%. Government regulations mean that schools must distinguish between authorised and unauthorised absences and report long term and regular absences. If your child is ill or unable to attend school then you should contact the school on the first day of absence.

Education Welfare Officer

The Education Welfare Officer calls to the school on a regular basis. In cases of a child being absent without sufficient cause or information being given, or on a regular basis, the EWO will telephone or visit the home. Every child has an entitlement to education, the taking of holidays during term times will not be authorised.

Complaints

If you have any concerns, first try and resolve the matter by making an appointment to discuss your concern first with the class teacher and then with the Head Teacher if the teacher cannot resolve your concern. If the problem is still unresolved you should put your concerns in writing to the Chair of the Governing Body, Mrs Catharine Bleasdale.

A copy of our Complaints Procedure is available from the school office or on the school's website.

Use of Digital Images, and Permissions from Parents /Carers

Staff will record your child's learning and take photos throughout their time in school. The photos will be recorded in class books, some will be used by the pupils to create power point presentations or used to enhance work on Hwb.(A Welsh Government site for schools)

Much of the pupils learning is shared with parents and carers through Facebook, the school app, local newspapers and on the school website. If you do not wish your child's photo to appear on any social media outlets, please let us know on the General consent form, which will be sent to you via the school app. The consent form also asks for your permission to allow your child to leave the school grounds to visit local areas of interest as part of a lesson, if your child has an allergy when food tasting or to walk home (must be year 5/6) etc.

The school is compliant with GDPR policies and procedures.



mySchoolApp



Facebook



hwb.gov.wales

Transition to Secondary School

When pupils reach the end of year five, they will begin the process of engaging with activities conducted by secondary schools. As we are located in the catchment area for Ysgol Bro Dinefwr Secondary School, they provide the dominant opportunities for our pupils. However, Queen Elizabeth school in Carmarthen also provides activities for pupils.

Llandovery College is also an option for some pupils. This is based in Llandovery, and often has open days.

These secondary schools conduct activities aimed at preparing pupils for their transition to secondary school. They do this through a range of activities such as sporting events as well as lessons taught by subject teachers. The pupils will have numerous opportunities to visit Ysgol Bro Dinefwr school in year 6 to establish relationships with staff and pupils.



Brodinefwr.org.uk



qehs.carmarthsch.uk



Llandoverycollege.com

Safe Routes to School

The School is participating in the Safe Route to School Initiative. The aim of the project is to promote good health by encouraging pupils to take more exercise including walking to school. A walking bus is organised termly by the Eco committee. Pupils meet at the local fire station and are walked to school by staff and parents.

Parent's Evenings.

The school holds parent evenings twice a year, during the Autumn term in October to discuss how your child has transitioned, settled and begun their learning journey within their new class. Then again in the Spring term, February to share a mid-year progress report in relation to your child's learning targets. In the summer term when the reports have been shared, you can make an appointment to discuss it with the class teacher or Head Teacher.

School Reports

Reports are given to parents twice a year:

- A brief mid-year report in February which focuses on Cross Curricular skills: Literacy, Mathematics and Digital Competency.
- A more detailed report in June which focuses on all Areas of Learning.

Both reports will give parents an insight into their child's progress and will also set targets for future learning in key areas.

Sharing in your Child's Learning.

We know how important it is to know what your child is doing in school and how wonderful it feels to share in that learning. We aim to hold Open mornings or afternoons each term where we invite parents and relatives in to school to share and celebrate in our pupils learning. These also give you the opportunity to speak to your child's teachers, look at their work and gain an insight into their curriculum. You will be made aware of these events through the school app, website and social media pages.

Parents/ Carers – Getting involved!



Our Nursery encourages parents/ carers to become involved from the very beginning of their child's journey at our school. Joining the school at any point, we encourage you to be part of our school community.

- Workshops for parents
- Volunteer at the school – regularly listening to readers, supporting the Arts or helping with trips (DBS must be obtained prior to working in the school)
- Supporting the Mini PTA (pupil run PTA)
- Meetings
- Celebrations
- Class Assemblies
- Responding to questionnaires honestly to improve our school.
- Open mornings are a great opportunity to see your child in action within the classroom. These are held each term, and it's a wonderful way to see what your child has learnt or is currently learning, and to understand the learning environment. Governors also attend these events whenever possible.

There is always time to talk to them and the Head Teacher over coffee in the school hall at the end.

Parents are encouraged to visit the school to discuss any concerns with the individual staff members. Please speak to your child's class teacher initially or call into the school office to make an appointment to see Mrs Towns, who will make every effort to see you that day.

Thank you for taking the time to read our school prospectus. As Head Teacher, I hope this prospectus makes you want to visit us, and find out more about what we can offer. I look forward to meeting you and your family,

Best wishes/ Cofion Cynnes,

Mrs Karen Towns

If you would like to arrange a visit, please ring the school office, and ask to speak with Mrs Rachel James.

Mrs Rachel James

School Admissions and Business manager

01558 822498



