

*Llantarnam Community Primary
School*

'Nurture. Inspire. Achieve - to be the best we can be'



**Llantarnam Community Primary School
James Prosser Way
Llantarnam Rd,
Cwmbran
Gwent
NP44 3XB**

Tel: 01633 480039

E Mail: llantarnamcps@torfaen.gov.uk

Website: www.llantarnamcommunityprimary.co.uk

Head Teacher: Mrs. Laura Perrett BSc Econ P.G.C.E.

Croeso

Dear Parents and Carers,

This booklet aims to answer most of the questions you may have about how our school is organised and help you to understand more about Llantarnam Community Primary.

As a school we look forward to sharing this period of your child's life with you. Every effort is made to provide a full and interesting curriculum, to prepare your child for future education and give them skills and enthusiasm, to pursue learning for the rest of their lives.

Our school aims to be at the heart of the community, and we value the partnership we have with parents greatly.

We hope that your association with the school is a long and happy one.

Yours sincerely,

Laura Perrett

Head Teacher/Prifathro

Contents

1. School Vision
2. School Aims
3. School History
4. School structure and pupil numbers
5. Staffing Structure
6. Governing Body
7. External Agencies who work in school
8. Partnerships
9. Admission Procedures for School
10. Admission Procedures for Nursery
11. The school day
12. Breakfast Club
13. Playtime & Home-time arrangements
14. Lunchtime/Torfaen Catering
15. Healthy Eating
16. Absences
17. Bad Weather
18. Uniform
19. Safeguarding – Child Protection
20. Safeguarding - Health & Safety
21. School Health Service
22. First Aid
23. Head Lice
24. Diarrhoea or Vomiting Illness
25. Smoking/Vaping on Site
26. Emergency contact Information
27. Dogs on site
28. Our Environment
29. School Security
30. Road Safety
31. Traffic Management
32. Rights Respecting Schools
33. Wellbeing, Equity & Inclusion
34. Relationships & Boundaries for a safe and effective learning environment
35. Family Engagement
36. Equity & Strategic Equality
37. Inclusion (ALN)
38. Bullying
39. Concerns & Complaint Procedure
40. Pupil Voice
41. Collective Worship
42. Parents as Partners - School events/consultations/PTA/helping at school/Homework/

Home school agreement

43. Communication
44. Volunteering at school
45. School Records
46. Charging and Remission Policy - music Lessons/swimming/trips
47. Transition - pre-school/other primary schools/secondary
48. The Curriculum - Curriculum for Wales, including Personal Development and Relationships (RSE Relationships and Sex Education)
49. Assessment & Progression
50. The Wider Curriculum - Extra-Curricular activities clubs

APPENDIX A – Attendance – Strive for 95%

APPENDIX B Uniform Policy

APPENDIX C – Safeguarding - Child Protection

APPENDIX D – Administering of medicine

APPENDIX E – Medical Guidance

APPENDIX F – Guidance with Head lice

APPENDIX G – Traffic Management Rules

APPENDIX H - Rights Respecting/SEAL focus

APPENDIX I – Good to be Green

APPENDIX J – Concerns / Complaints Procedures

APPENDIX K – Home school Agreement

APPENDIX L - Dojo communication policy

APPENDIX M - Online Learning Platforms and Login details

1
Vision

**‘Nurture, Inspire, Achieve
– to be the best we can be’**

2
School Aims

We aim for all children to be: -

**Ambitious, capable learners
Who are ready to learn throughout their lives.**

**Enterprising, creative contributors
Who are ready to play a full part in life and work.**

**Ethical, informed citizens
Who are ready to be citizens of Wales and the world.**

**Healthy, confident individuals
Who lead fulfilling lives as valued members of society.**

➤ to be ambitious independent and creative learners who enquire and question with a spirit of curiosity.

➤ to receive an exciting and engaging curriculum which inspires ambition.

➤ to have the best opportunities and broad education through working in partnership with the whole community.

➤ to understand and respect their rights and values of others.

➤ to learn essential lifelong skills of literacy, numeracy and digital competence necessary for life in the 21st century and a constantly changing world.

➤ to be immersed within an interesting, caring learning environment where they feel safe and secure.

➤ to be socially and emotionally secure and confident.

➤ to be ethical and informed citizens who understand and celebrate different cultures, religions and customs and are committed to equality for all.

➤ to enjoy happy, confident, healthy and active lives built on an understanding of healthy life style choices.

➤ to embrace the heritage, culture and language of their home nation of Wales.

School History

Llantarnam Community Primary School was built in 1957. Originally Oakfield Primary School, until 2009, was situated in the heart of Oakfield housing estate. The school was rebuilt on the former site of Llantarnam Comprehensive School as part of the 21st century school project and opened in November 2016. The school caters for pupils from three to eleven years of age.

School structure and Pupil Numbers

The school has been built for 315 full time pupils and 84 part time Nursery pupils. Our maximum number per year group (excepting Nursery) is 45, split into straight and mixed year group classes.

Staffing Structure

Head Teacher	Mrs L. Perrett
Deputy Head Teacher	Mrs V. Freebury
SLT TLR	Mrs A. Spencer
SLT ALNCo	Miss L. Miggins
SLT TLR	Mr C. Vevo

Phase 1

Class	Teacher	Support Staff
Acorns (Nursery)	Mrs C. Semple/Mrs K. Pritchard	Miss A. Francis
Cherry (Reception)	Ms V. Robertson	Miss O. Johnson
Maple (Reception)	Miss E. Jackson	Miss N. Mogford

PPA/Professional Learning Cover

Mrs K Pritchard

Phase 2

Class	Teacher	Support Staff
Apple (Year 1)	Mrs J. James	Mrs E. Levy-Jones
Willow (Year 1/2)	Mrs C. Archer	Miss R. Mills/Mrs C. Haigh
Sycamore (Year 2)	Miss J. Miller	Mrs D. Brown

PPA/Professional Learning Cover

Ms. Elliott-Harding

Phase 3

Class	Teacher	Support Staff
Rowan (Year 3)	Mrs R. Richardson	Mrs M. Barwell
Elm (Year 3/4)	Miss H. Williams	Mrs M. Mugarati
Beech (Year 4)	Miss R. Postle	Miss A. Courtney

PPA/Professional Learning Cover

Mrs A. Spencer/Mrs C. Townsend

Phase 4

Class	Teacher	Support Staff
Magnolia (Year 5)	Miss E. Griffiths	Mrs K. Bowen/Miss T. Evans
Acacia (Year 5/6)	Mr C. Vevo	Mrs S. Griffiths
Chestnut (Year 6)	Mrs C. Fish	Mrs A. Hone

PPA/Professional Learning Cover

Mrs C. Townsend

Nurture – DEN

Lead – Miss E. Boshein
Mrs S. Griffiths/Miss T. Evans

Family Engagement

Miss E. Boshein

Admin Team

Senior School Support Officer	Mrs K. Bailey
School Support Officer	Mrs R. Bouadana

Caretaker/Site Manager

Mr M. Griffiths

Lunchtime Supervisors

Mrs L. Arnold
Miss B. Gale
Mrs S. Greenslade
Mrs. V Stephens

Local Authority Employed Catering

Lunchtime Canteen

Cook: Mrs M. Adams

Canteen Assistants: Mrs D. Herbert, Mrs V. Cooke, Ms. C. Zennadi, Ms. B. Gale, Ms. K. Arnold,
Ms. C. Sadler

Breakfast Club

Cook: Mrs M. Adams

Support staff: Mrs D. Herbert, Mrs K. Bowen & Mrs E. Norton

6

The Governing Body

The Governors are appointed for a four-year term and represent: -

The LA
The Parents
The Teachers
The Community

		<u>Term to</u>
Chair of Governor	Mr D. Phillips	8/10/2024
Vice Chair	Mrs S. Jacobs	01/07/2027
Head Teacher	Mrs L. Perrett	
LA appointed	Cllr A. Slade	16/10/2025
	Cllr D. Thomas	16/10/2025
	Mr D. Bailey	05/02/2027
Community	Mrs P. Chard	27/09/2027
	Rev F. Evans	11/10/2025
Parent Representatives	Mr S. Fowler	01/05/2027
	Mrs S. Lewis	01/12/2025
	Mr J. Manners	01/12/2025
Staff Representatives	Mrs V Freebury	30/09/2024
	Mrs K Bailey	15/09/2027

The Head Teacher is accountable to the Governors for the day-to-day management and administration of the school and its curriculum. Their responsibility is in turn shared with the school staff.

The Governing Body meet once termly, but additional meetings are held by sub-committees including Resources and Recruitment – finance, school improvement and health and safety at least once a term.

7

External Services who work in school

Gwent Music Support - Peripatetic Teachers currently working in school:

Mrs C. Bright – Woodwind

Miss L. Rich – Strings

Mr C. Webb - Guitars

Mr J. Morgan - Piano

Gwent music offer a wide range of additional lessons for instruments as well as vocal lessons and school are happy to accommodate any additional music support they can offer.

Please book via their web site: www.gwentmusic.co.uk

Gwent Music Tuition Access Fund – is available to cover the cost of lesson for pupils eligible for free school meals. If applicable please contact school for an application form.

Local authority Officers

Educational Welfare Officer

Mrs N. Davies - 01495 766993

Educational Psychologist

Miss S. Young - 01495 742399

SPLD Support

Mr C. Williams - 01633 647381

Admissions officer

Mrs K. Worwood – 01495 766915

School Nursing Team

01495 768777

8

Partnerships

The school liaises closely with the Local Authority advisory staff, Educational Psychology, Families First, Family Learning, Social Care, Gwent Health, Police Liaison Officer, Local PCSOs, Torfaen Play Service Sport development officers.

The school also works closely on school improvement and national and local priorities with the regional consortium EAS, schools throughout the region, the Local Authority and closely with the Croesyceiliog Cluster, Llanyravon Primary, Croesyceiliog Primary, Pontnewydd Primary, Ponthir Primary, Maendy Primary and Croesyceiliog Comprehensive as well as our other local comprehensive Cwmbran High School.

Private Provision for pre-school (2½ - 4 years) including wrap around provision for school Nursery located in a new provision on site – Puddleducks Play group.



For more information please contact:
Puddleducks – 07361 221136
Email – puddleducks.llantarnam@gmail.com

Private after-school care is also available on site Simply Out of School. For more information please visit their website:
www.simplyoutofschool.co.uk
Or email Emma – emma@simplyoutofschool.co.uk
Or telephone 01656 372910



Kindness in the Community

A community foodbank based at school. The committee consists of school staff, Governors, Local Councillors and Community Volunteers.

A fortnightly tin on the wall is collected and processed at school on a Saturday. School Family Engagement officer Miss E. Boshein, organises the packing of the kindness parcels throughout the week with the help of year 6 prefects and volunteer helpers.

Donations pay for fresh produce which is delivered and added to the Kindness bags every Friday morning.

Miss Boshein and Cllr. Thomas deliver kindness parcels to 35-40 families every Friday morning.

9

Admission Procedures for School

All Admissions to Llantarnam Community Primary School are administered through Torfaen Local Authority Admissions team. Torfaen Local Authority admits pupils up to the school's admission number (A.N.). Our school admission number is 45 pupils per year group, the A.N. is the number of pupils who should be admitted to a relevant age group if sufficient applications are received.

Where the number of applications exceed the number of places available, the following over subscription criteria will be used to determine which applicants would be offered places: -

Priority 1 – Children with a Statement of Special Educational Needs

Priority 2 – Children who are looked after by the Authority (e.g. fostered) or children

who have been previously looked after

Priority 3 – Children on medical grounds (supported by a medical consultant's report, specifying the medical advantage of the child attending the preferred school compared with the normal catchments.

Priority 4 – Children residing in the catchment area of their chosen school with siblings

Priority 5 – Children residing in the catchment area of their chosen school without siblings

Priority 6 – Children residing out of the catchment area of their chosen school with siblings

Priority 7 – Children residing out of the catchment area of their chosen school without siblings.

If children have older brothers or sisters at a school at the date of admission they will be admitted in preference to those not having brothers or sisters at the school (subject to the above criteria).

After taking account the above categories priority will be based on closeness to the school. The distance is measured from the point where the child's home meets the highway, to the nearest available entrance of the school, using a Digital Information mapping system (map info professional, owned by Pitney Bowes). The authority does not use google or AutoRoute as a measuring tool.

Applications for Reception places are normally applied for by end January each year with places being offered by mid-April. While, applications to Secondary School are made by Year 6 pupils normally by end of November with places offered by beginning of March. Application forms will be sent out automatically by school pupil post in October for Secondary applications and December for Reception applications.

10

Admission Procedure for Nursery

Children are eligible to start their nursery placement, from the beginning of the term after the child's third birthday, subject to spaces. Places are allocated on a part time basis (morning or afternoon sessions for five days a week).

Please note: The placement of your child our nursery unit does not guarantee your child a Reception place, you will still need to re-apply.

For further information with regard to admissions please contact
Admissions officer - Mrs K. Worwood – 01495 766915

The School Day

Mainstream Pupils – Reception to Year 6

School starts at 9.00am and finishes at 3.15pm. Gates are opened 10 minutes before school start time to allow pupils to get to their class and settle before the start of lessons.

Pupil contact time excluding assemblies and registration:

Age 3-7- 22 ¼ hours

Age 7 -11 23.5 hours

Acorns (Nursery) Sessions:

Morning – 9.00am to 11.30am

Afternoon – 12.45pm to 3.15pm

Breakfast Club

The school is fortunate enough to offer a free breakfast to all mainstream pupils (Reception to Year 6) – this is available between 8.20am and 8.40am each morning. The breakfast consists of: Fruit juice, cereal, fresh fruit and toast and is a very good start to the school day!

Forms are available from the office and must be filled in before your child can attend.

Children who are not taking advantage of this initiative should arrive at school at 8.50am.

Playtimes & Home time

Playtime Arrangements

Throughout phases 1 & 2 school free play time is built into the day through 'fly free provision' and all classes build in incidental and planned brain break time and activities. (Take 5)

Phases 3&4 have flexible playtime which enables classes to take their break time an appropriate time.

Home - Time Arrangements - Child Safety

It is the responsibility of parents to make sure their children get to and from school safely. Pupils within age 3 - 8years should always be accompanied to and from school by an adult. Parents can give permission for older children (from year 4) to walk home. Please contact school for relevant

paperwork.

We operate a password system and pre-named persons for collection of younger children. Please ensure relevant staff are aware of any changes in the arrangements for home time collections.

In cases of emergency if you are likely to be late picking up your child please ring the school and we will provide supervision until you arrive. If your child makes his/her own way home alone please stress the importance of coming straight home and also not to go home with another child without asking you first.

When children stay after school for extra-curricular activities, pupils age 8 years or under must be collected by an adult and there must be written consent for the club leader to allow older pupils (from year 4) to be released without an adult.

14

Lunchtime Catering

Torfaen Catering run the school canteen.

From September 2023 Torfaen CBC, via Welsh Government's Universal Free School Meals programme, will offer free school meals to all primary aged children. In order to register for Free School Meals prior to children starting in Reception, parents must complete the online form:

[TCBC UFSM Registration form](#)

Meals

Torfaen Catering offer a summer and Winter menu, both of which have a three-week rolling programme of hot meals. A salad bar is a daily option, with a choice of jacket potato, baguette or tortilla wrap and a selection of meats, cheese, tuna, egg, baked beans and salad choices.

Each meal come with a dessert or a choice of fresh fruit, yogurt or cheese and crackers.

A vegetarian menu is available by request as well as menus for various medical needs following medical advice.

Please contact Catering to discuss your child's requirements.

Packed Lunch

Families are also entitled to send a packed lunch for their child to eat at lunchtime.

Please ensure it is placed within a suitable lunchbox or container and drinks in unbreakable flasks
NB- No Glass Bottles or Fizzy Drinks Allowed

We are a healthy school so encourage Families to send healthy lunch. (A balance where treats such as chocolate, cakes or crisps is the minority provision)

15

Healthy Eating

Snack

We are a healthy eating school therefore pupils morning snack



must consist of fruits and or vegetable and water. Parents can choose to send their children with their own healthy snack, but we would prefer they purchase the snack provided by school which supports social development and encourages the tasting of new foods.

We provide a healthy snack to all at a cost of £1 per week. A selection of fruits and vegetables will be offered. Pupils in phases 1&2 sit together to enjoy their snack. Phase This will be a part of their personal and social development.



Please note that due to pupils with a severe allergy, we are a nut-free school. Please make sure that no snacks or packed lunches contain nuts – this includes hazelnut chocolate spread and nutty cereal bars.

16

Attendance

See Appendix A



Good attendance is vital in order for your child to make the expected progress and achieve

their potential.

The Welsh Assembly Government classes good attendance as 95% and over.

Torfaen County Council operate a strive for 95% policy

STRIVE FOR 95+%



See appendix A

Lateness also affects attendance greatly as pupils miss vital core learning at the start of the day.

Attendance levels and lateness are monitored by the school and the Education Welfare Officer. Persistent lateness or unauthorised absences or attendance below 90% will lead to meeting with the Head Teacher and the Education Welfare Officer.

Please let us know if your child is ill or unable to come to school by telephoning on the first morning of absence.

We require details of the illness for your child's records

The school operates a first day response so if your child is not in school and we haven't received any notification before 9.30 am, after registers are closed, then you will receive a telephone call from school.

If your child is taken ill or injured whilst in school we will contact you as soon as possible – in order for us to do this, please ensure we have your correct contact details. If you change your telephone

number, address or email during the school year please notify the school office.

17
Bad Weather

In the event of severe weather such as heavy snowfall we are often unable to open the school safely.

At these times please check Torfaen County council website
The school Website
And the school Dojo messaging service for updates regarding closure.

18
School Dress Code
Uniform

See Appendix B

To make our uniform fit for purpose, for 21st century life at school where pupils are continuously active throughout the day, we promote sporty and comfortable clothing:

White polo top, with or without school logo
Royal blue jumper/cardigan, with or without school logo
Navy Jogging bottoms/shorts in similar material
Black hardwearing trainer-type shoe



P.E. Kit

White T-shirt with or without school logo
Black shorts or black leggings
Black gym shoes/trainers



Uniform can be purchased from Pretty Miss in Cwmbran (<https://www.kidsschoolkits.co.uk/>) and www.myclothing.com Please see that all items of clothing and equipment is clearly marked with your child's name.

Jewellery

Jewellery should not be worn on PE days. Pupils will be asked to remove any jewellery before taking part in the lesson.

19
Safeguarding -
Child Protection

See Appendix C

Our school follows the guidance contained in the All Wales Child Protection Procedures.

Our Policy complies with WAG's Children Safeguarding Policy 2013 and this policy reflects the model circular 158 – 2015 "Keeping Learners Safe" and Circular 5 2008 "All Wales Child Protection Procedures" and Safeguarding Procedures Wales



There are three main elements to this policy:

1. Prevention through the teaching and pastoral support offered to pupils.
2. Procedures for identifying and reporting cases, or suspected cases, of abuse.
3. Support to pupils who may have been abused.

We operate safe recruitment procedures and ensure that all appropriate checks are carried out on new staff and volunteers who will work with children, including a DBS certificate (formerly CRB) and reference checks in line with current guidance. Temporary staff and volunteers providing cover during short-term absences and who will be working with children are given clear guidance of the school's arrangements for child protection and their responsibilities during induction.

Llantarnam Community Primary School will ensure a senior member of staff and head teacher are appropriately trained and charged with the responsibility for co-ordinating child protection matters within the school, and that all staff, both teaching and non-teaching, are aware of who that person is. The designated safeguarding person is Mrs L. Perrett (Head teacher) and the

deputy safeguarding persons are Mrs V. Freebury (Deputy Head Teacher), Mrs A. Spencer, Miss L. Miggins, Miss E. Boshein and Mrs K. Bailey (SLT).

We also have a nominated governor, Mr D. Phillips
Appendix C

whose role is to ensure:

- There is appropriate challenge for safeguarding;
- Our school has a safeguarding policy in place;
- That the policy is reviewed in order to ensure its effectiveness;
- That designated, and other staff, have the opportunity to attend appropriate training; and
- That our school prospectus contains a section on the safeguarding policy to make parents aware of our safeguarding responsibilities.

The action we take to safeguard children in our school will be in line with the All Wales Child Protection Procedures, Keeping Learners Safe and Safeguarding Procedures Wales.

The designated Looked After Children's Coordinator is Mrs V. Freebury.

All adults in our school need to have an awareness of the indicators of abuse and know how to respond to a pupil who discloses abuse.

It is not the role of the adults in our school to investigate and attempt

to seek out evidence on matters relating to safeguarding concerns and they must not attempt to do so. The adults in our school have a role in assisting social services and/or the police by providing information for safeguarding/child protection enquiries. They recognise that sharing information for the purposes of safeguarding is essential and that safeguarding the individual overrides the need to keep information confidential. Adults in our school should inform the designated teacher of:

- Any concerns that a child or young person is suffering or is likely to be suffering some form of abuse;
- Any allegations of abuse against staff;
- Any disclosures of abuse.

Our school has mechanisms for monitoring and reviewing the policy and its effectiveness and it will be the responsibility of the nominated child protection governor to ensure that the policy is reviewed annually by ensuring it becomes a standing item on the governing body's agenda.

Refer to appendix D for further information and guidance

20

Safeguarding - Health & Safety

Physical Activity and Education

This is a vital element of daily life at school and the curriculum where children learn the importance of keeping fit which prepares them to

lead a healthy lifestyle. Children will not be excused from any form of physical activity or swimming without a letter of explanation provided by a parent.

Jewellery

As stated above, for health and safety reasons we ask that pupils do not wear any jewellery to school. We will ask for any jewellery to be removed before the pupils engage in planned physical activity.

Earrings

- Earrings can be dangerous in a school situation and the school will not be held responsible for any damage caused to ears as a direct result from a child wearing them. In certain situations, e.g. planned physical activity and swimming, the class teacher will insist the earrings are removed for safety reasons.
- If your child does have pierced ears, and wears earrings to school, they must be small studs - under no circumstances can fashionable earrings, such as hoops or droppers, be worn.
- Due to health and Safety staff cannot remove pupil's earrings

Administration of Medication

See Appendix D



Occasionally parents/carers request that medicines be given to pupils during school hours. Usually such requests can be accommodated when written permission is provided.

Staff will not be able to administer any medication without written parental consent.
Forms are available from the school office and on our website
In extreme cases school reserves the right to contact parents to come into school to administer the medication.

Medical Appointments

To enable your child to receive an authorised absence please inform your child's class teacher if he/she has a medical appointment e.g. to visit the doctor, dentist, hospital or clinic, during school hours, alternatively please ring the school and leave a message on the morning of the appointment.

Please note that no child will be allowed out of school without an adult to accompany them

21

School Health Service

The aim of the school health service is to promote the health and well-being of pupils.
Reception children undergo vision and hearing tests as well as growth screening. Parents do not need to be present on these occasions, but will be immediately informed by the school nurse if follow up treatment is necessary.

The school Nursing Team are also available to support parents and school with regard to advice and care in relation to pupil's medical needs.

22

First Aid

We ensure we have an appropriate amount of staff with up-to-date training in basic and paediatric first aid.

Basic First Aid is administered by trained first aiders at school when necessary. A record of all treatments is kept and where necessary parents are informed via a letter or phone call.

All head injuries are reported to a parent or carer who will need to take the decision whether to follow the school's advice or visit school to check their child.

If an accident needs hospital attention we will contact you first. Please ensure we have up to date contact information.

23

Head lice

Head lice is a very common problem in primary schools, and most children will be affected at one time or another.

To support it is advised that parents check their children's hair weekly and brush their hair both morning and particularly at night. Research has shown that undertaking these activities of brushing and check, control of head lice is possible.

Should you suspect head lice or have any other worries please let the school know immediately.

24

Diarrhoea or Vomiting Illness

If your child has had any incident of diarrhoea or vomiting, they will

have to be at least 48 hours absent from school from last episode of diarrhoea or vomiting. (This is a recommendation from the Health Service to control the spread of infection.)

Please refer to Appendix E for further NHS medical advice with regard to recommended length of absence for common illnesses from the NHS and appendix F for support in eradicating head lice

25

Smoking on Site



All forms of smoking are NOT permitted on or near school premises (including e-cigarettes).

26

Emergency Contact Information

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies, relating to your child.

27

Dogs on Site

Please do not bring dogs on to school premises (this includes the

car park, drop-off, playgrounds and pedestrian area), tie them to school fences or allow them to obstruct the pavement where children walk.

No matter how gentle your animal is, children can be easily scared.

Please don't allow your dog to foul pavements on the route to school.

Bag it and bin it!

Guide dogs and trainee guide dogs are permitted on site.

28

Our Environment

Our Eco council work hard to ensure we continue to develop and become more environmentally friendly as we can.

We have been awarded three Green Flags for our environmentally friendly work. We have fantastic grounds and we work hard to make best use of them. We have gardening zones and are developing a wild area and a forest school area.

Pupils are taught to use the grounds and areas safely.

Mrs Semple is the schools forest school leader. She provides training and support for staff in the use of basic forest school activities and the cross curricular use of these.

29

School Security

The security of pupils and staff is paramount.

We have a door security system. Please ring the bell and office staff will speak to you and allow you access into the school reception area.

All other areas of the school can only be accessed by school staff using a fob system.

All staff and visitors on site must sign in and out and wear identification badges.

Pupils will be greeted by breakfast club staff at the school hall.

Nursery must be taken to, and collected from, the classroom door.

Mainstream pupils will be greeted and released by staff as below:

Cherry, Maple and Willow - classroom door.

Apple and Willow - Mynediad Michael Sant (Lower Phase gate).

Sycamore, Rowan and Elm - hall doors.

Beech, Magnolia, Acacia and Rowan - Mynediad Twmbarlwm (Upper Phase gate).

30

Road Safety

Due to our location we promote health and exercise in a range of ways that enable to engage safely in initiatives such as “walk to school” and “cycle to school”. We work closely with parents to ensure our traffic management policy is followed and community police officer PC C Davies and Road Safety officer Mrs K Kerr work with school to support road safety.

Kerbcraft road safety training is offered to year 3 pupils, on-site safe cycling to year 5 and Safe Cycling National Standard (off-site training) to Year 6.

We have recently started a walking bus on Wednesdays from the kissing gates on James Prosser Road. Staff greet pupils between 8:40-8:50 and walk them to school.

Elected pupils from upper juniors take the responsibility as Junior Road Safety Officers (JRSO's). They support the pupils' knowledge and understanding of Road Safety by leading projects in school.

31

Traffic Management

See Appendix G

To help ensure the safety of our pupils and staff on site there is a 5mph speed limit for all vehicles on site.

We ask parent and visitors to park in designated spaces only and all pedestrians to keep to the designated paths and use the zebra crossing.

Our usual policy to support on site safety is to lock the school gates at 3:00pm and reopen them at 3:25pm.

Parents and visitors are welcome to park on site before 3:00pm to pick up and leave after 3:25pm



Rights Respecting School

See Appendix H

Llantarnam Community Primary School is a Rights Respecting School. A rights respecting school puts the Convention on the Rights of the Child at the heart of the school's culture and ethos to improve well-being and develop every child's talents and abilities to their fullest potential.

This underpins our ethos and is embedded throughout the life of the school.

As part of our commitment to being a Rights Respecting School, we design and create our own classroom charters.

After discussing the articles in the CRC, we choose those which were most important to us. Each class then creates their own charter based on the rights of a child and how we, as ethically informed citizens, can respect those rights. Both staff and children understand their roles in following the charters and have all signed them in agreement.

Our School Charter is an agreement between children and adults in our school. They are shared values and principles based on the CRC. We then have agreed actions between all of the children and adults to ensure the rights can be realised and enjoyed by everyone.

The charters are our school code of conduct. The charters link to the school's behaviour management scheme "Good to be Green".

How can parents support what children are learning about rights at school?



1. Take the time to ask your child what he/she has learned recently regarding children's rights.
2. Discuss the ideas learned in class, and try to think of examples from your own experiences, or from the media, of rights being respected or denied.
3. Discuss how your child or your family can promote respect for rights, or help those whose rights have been violated.
4. Ask your child's opinion on children's rights.

Some typical ways of using Rights Respecting language at home

1. You have the right to play but you must respect the family's right to a tidy house and must tidy up your toys afterwards.
2. You have the right to watch the TV but your right to be fed is more important right now and you need to turn the TV off.
3. You have the right to an opinion and I will listen but you need to respect my right to express an opinion as well.
4. You have the right to be healthy and my job is to make you healthy by giving you healthy foods.
5. You have the right to a clean world to live in and so does everyone else. Therefore, you need to respect that right and put your rubbish in the bin.

Wellbeing, Equity and Inclusion

Wellbeing is central to everything we do.

All members of staff attend constantly to the welfare and needs of each pupil.

If children do not feel happy, safe and secure they won't be able to be in the right mind set to be able to develop personally, socially or academically.

Provision for wellbeing and personal, social and emotional development involves incidental and planned 'Brain Breaks', structured planned sessions within whole classes and where needed through specialised provision through Nurture within our DEN or via outside agency focused work, for example play therapy.

We are a Trauma Informed and ACE aware school, with two lead practitioners who support and train staff in trauma informed approaches and all staff have completed training in ACE awareness and ACEs in the classroom.

Relationship and Boundaries for a Safe and Effective Learning Environment

See Appendix I

Relationships are key to all aspects of effective life at school and particularly in order to effective wellbeing and positive behaviour for learning.

Staff work hard to develop effective relationships with all pupils, knowing and responding to them based on their individual personalities and needs and based on mutual respect.

Knowing and providing for each of our children individually and building effective relationships based on mutual trust we create a positive, safe, happy environment.

We recognise that all behaviour is a form of communication.

Our aim is to make the pupil more aware of the necessity for self-disciplines, self-awareness and self-control.

We give attention to positive and ignore negative behaviours.

We praise, reward and celebrate positive behaviour.

We respond to negative/inappropriate behaviour by being firm on the behaviour and understanding with the child

Where possible our Good to be Green system supports developmental learning of positive behaviour through praise, reward and celebration. It also supports firm boundaries to address negative, unkind, inappropriate and or unsafe behaviours.

Where required we follow TIS approaches particularly WINE – (Wonder, Imagine, Notice, Empathise) and PACE (Playfulness, Acceptance, Curiosity, Empathy).

Where safety of the child, other children and/or staff is in question we work with parents to create and agree a positive handling plan and risk assessment involving appropriate trained staff.

Where positive handling/physical intervention is used it will be a last resort in line with Welsh Government and Local Authority Guidance and in line with a positive handling plan agreed and signed by parents. If used at all it will be in the context of a respectful, supportive relationship with the pupil.

35

Family Engagement

The Family Engagement Officer plays a vital role with the pastoral team in school and supports vulnerable young people so that barriers to learning are removed and they can thrive in school and in their community to achieve their full potential.

Occasionally there can be times in a child's or family lives when an event which can cause upset or trauma. We are here to work in partnership and provide the appropriate support via Family Engagement or facilitating links to other outside support agencies.

36

Equity & Strategic Equality

All pupils have the right to equity to ensure this this we identify provision through a variety of toolkits that will enable all learners to thrive and achieve equally.

Strategic Equality & Accessibility

Every effort is made to provide equal opportunity in respect of all curricular areas and aspects of school life.

All pupils are given the opportunity to study all aspects of the curriculum offered by the school and participate in all forms of activity (sport and clubs) available. We have a Strategic Equality policy and plan that is reviewed by the Governing body annually and updated as necessary and formally every three years.

The school also has an accessibility policy which is reviewed and passed by Governors.

37

Inclusion

All aspects of our school life are inclusive. We are all different, unique, special and important. We ensure our provision provides for all individual needs and enables all pupils to access the full range of the curriculum.

ADDITIONAL EDUCATIONAL NEEDS

The term, additional educational needs, refers to a variety of requirements resulting from pupil's individual needs.

As a school we are working in partnership with Welsh Government, the LA, EAS and Cluster to implement new working arrangements under the new code of practice following the ALN Bill 2018.

Children's needs may be physical, emotional, behavioural or academic.

The school endeavours to cater for all pupils as individuals. This is achieved through universal provision and effective whole school approaches such as ASD and Dyslexia Friendly Schools. Specialised additional provision that is more targeted towards individual requirements can be implemented by both school staff or external specialist partners where required. More able and talented pupils demonstrate as much need for special consideration as those who require more support to make progress and those who require support to reach their potential in line with the national expectation.

The school has an effective screening programme which assists with the identifying the need for specialised additional provision. An Additional Learning Needs co-ordinator (ALNCo) takes responsibility for the implementation of the code of practice and liaises with teaching staff concerning children with Additional Learning Needs. The co-ordinator also communicates with external support services such as the Educational Psychology Service (EPS), speech and language and occupational therapists.



Arrangements for Physical Needs

The school is fully compliant with the Disability Discrimination Act (DDA). Every effort is made to accommodate any physical need including the mobility and assistance of any pupil who may

need it, whether a permanent or temporary disability

38

Bullying

It is very important to note that one of the key areas of development through Primary School is the development of social skills and very often behaviours that are labelled as bullying are due to the pupil not having good enough or age-appropriate social skills

However, perceived bullying should be reported to the Head teacher. All reports of bullying will be investigated by the Head Teacher or Senior Leaders.

To support our pupil's conceptual development of bullying and social skills the school promotes the following Anti-Bullying Charter which was developed and adopted by all schools in our cluster following a pupil led project and is particularly used with Upper Phase pupils.

39

Concerns & Complaints Procedure

See Appendix J

Naturally it is hoped that your child/children's schooling will always be a positive and happy experience. Nevertheless, there may be occasions when problems

arise, these must, in the first instance, be referred to the Head teacher. If she cannot assist she will advise you to consult the Chairman of the Governing Body. Should the problem remain unresolved you will be advised to consult the Director of Education.

40

Pupil Voice

Pupil Councils

Llantarnam has seven annually elected pupil councils made up of two members of each class. Pupils have the opportunity to vote for their classmates after hearing their manifestos. We recognise the importance of pupil voice and making the pupils part of the decision-making process. Pupils are elected annually by their peers. Throughout school pupils are encouraged to stand for a different council each year. The Councils represent the pupils and puts forward new ideas, suggestions and ways of solving problems.

1. Rights Respecting School Council
2. Criw Cymraeg
3. Eco-Council
4. Sports and Healthy Living Council
5. Digital Leader
6. School Development Council
7. JRSO – Junior Road Safety Officers

Year 6 pupils are all given responsibilities - e.g. leading pupil

councils - as prefects and House Captains.

Two pupils are chosen to be head boy and girl and another two as 'Super Ambassadors', who have the task of leading the Rights Respecting Council and the school through special missions set by the Children's Commissioner of Wales.

Pupil voice is central to all we do. All classes have suggestion boxes and we provide our pupils with their say on many important decisions such as the schools vision.

Pupils also have an important say in what they want to learn.

Following staff planned immersion weeks pupils have the opportunity to guide the learning opportunities and focus of the theme.

41

Collective Worship

In accordance with the 1988 Education Reform Act Llantarnam Primary School Assemblies reflect the teachings of Christianity, as well as recognising the importance of other faith. The law has always stated that R.E. must be non-denominational and that we should educate but not instruct in any one particular denomination.

Collective worship no longer needs to be at the start of the school day the bringing together of the whole school for Assembly is morally and spiritually uplifting and as such is a valuable part of the school day. In the Secretary of State's view, an act of worship which is 'broadly

Christian' need not contain only Christian material. The Act allows for the continuance of multi-faith material to be used in Assemblies as long as during the term time the majority are 'broadly Christian'.

We hope that parents will want to share some of our Assemblies especially class assemblies. Parents may request to withdraw their child from religious worship (Education Act 1944). Please contact the Head teacher should you wish to do so.

42

Parents as Partners

(see also heading no. 34 -Family Engagement)

At Llantarnam Primary school we believe it is vital that parents and teachers work together for the good of our children. We feel that it is important for you to know of all the opportunities we provide for parents to become involved in school.

We operate an open-door policy which aims to meet with parents daily at pick or as required throughout the school year.

Parents are invited to several celebration events throughout the year including, theme learning exit events, concerts, productions. Additionally, we hold regular information and training sessions including welcome meetings for Nursery termly and Reception during the summer term. Training includes reading in particular Read,

Write, Inc. and other school development initiatives. We also include parents to PACT sessions (parents and teachers together) and annual events such as World Book Day.

Additionally, we encourage partnerships in learning through home school reading and weekly homework tasks which build on learning in school.

Parent Consultations

Parent Consultations take place in the Autumn and Spring Term. Following the flexibility and success of our online meetings during the pandemic we plan to maintain at least one consultation online and one in person, with the flexibility of two online if that suits parents working arrangements.

At each meeting there is a discussion of pupil's attendance, wellbeing, progress in learning and individual provision/needs as required.

During the summer term parents will receive the pupils annual report and are invited in to sit with their child to view their learning. In line with our open door policy, if at any point throughout the school year parents have any concerns an appointment will be arranged to discuss with the class teacher.

Home School Agreement & Learning at Home

We ask that families sign a home school agreement when their child starts school

Through our policy we aim to:

- Provide opportunities for family members, children and school to work in partnership.
- Encourage a positive attitude to work.
- Consolidate and extend learning experiences.
- Improve the quality of learning experiences offered to the children.
- Ensure progression towards independence and individual responsibility, preparing Year 6 children for secondary transfer.

Home and Distance Learning and Communication Policy

In ensuring the successful implementation of our Home and Distance Learning and Communication Policy we recognise the importance of staff and parents/carers being clear of their role to ensure maximum benefits for the children.

We ask that families:

- Support their child with homework.
- Provide a peaceful, suitable place in which their children can do their homework.
- Encourage and praise their child when homework is completed.
- Talk to their child about the activities.

Teachers will:

- Provide termly home learning activities
- Provide rich, authentic learning activities which compliment work undertaken linked to the termly theme at school.

- The activities will work across and incorporate all areas of learning experience.
- Provide opportunities for pupils to share and celebrate work completed at home once a term.

Home learning promotes fun, active authentic learning whilst reinforcing core skills of literacy, numeracy and ICT.

Tasks are sent out at the beginning of term and asked to be returned weekly or by the end of the term where it is evaluated and celebrated by staff and pupils.

Alongside this we ask families to support with daily reading. Pupils are provided with a banded levelled book to support their development of reading skills until they reach the Free Reading Level where they will bring home novels of choice.

All lower school families will receive a parent handbook and phonics cards to practice at home.

All pupils are provided with the opportunity to choose a library book and once returned swap it weekly.

Additionally, we provide high frequency word list to support reading and spelling.

Families are provided with an overview of their child's class theme and areas of study for each term and are encouraged to support their child in exploring it.

Home and Distance Learning and Communication Policy

See Appendix M

During the pandemic all home and distance learning, asynchronous and synchronous and communication with pupils was via Google Classroom accessed via Welsh Governments platform for Education Hwb.

We have maintained the use of this platform. All home learning including the termly theme learning and other parent information about learning can be found on the class Google Classroom and we ask that all work/evidence of learning is uploaded to the platform.

The use of the online classroom is also embedded into the life of classroom teaching and learning for pupil in middle and upper phase.

Additionally, our online parents' consultations take place via Google meet.

Other online platforms we use include, Oxford Owl for RWI, Numberbots, Times Table Rockstars, Letter-joins and Big Maths.

Parents and Teachers Association

Our PTA are very active, they organise and run a number of fund-raising events throughout the year.

They welcome new members.

If you have some time and would like to help out please ask Mrs Bailey in the school office.

43

Communication

See Appendix L



We work hard to keep parents informed about the life of the school

and as much notice as possible of forthcoming events.

Our school diary is kept up to date on our main communication site – Class Dojo. Notices and reminders are also sent via this media.

Weekly newsletters are emailed to parents reporting events and school activities.

44

Volunteering at school

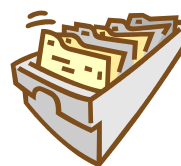
We welcome help.

If you have time and would like to help out in classes, listening to readers or running our library contact the school office and they will plan for the necessary paperwork and checks.

Please note that all adult helpers are subject to a DBS check and must provide two references and attend a school safeguarding induction before they can come in to work with children.

45

School Records



Please keep our records up to date

Parents should inform the school of any special requirement for their child, be it personal or medical. Children must bring a written request from a parent should they wish to leave school for any reason and they must be collected by an adult.

Records

We adhere to GDPR legislation

The school collects information about pupils and their parents/carers on admission to the school and for specific purposes during the school year. Every effort is made to ensure the accuracy and security of the data collected, which is generally stored on the school's computerised management information system. Individuals have certain rights of access to personal information held on them, and these are outlined in our Fair Processing Notice. A copy of this leaflet is given to every parent on the admission of their child to the school. An additional copy can be obtained by contacting the school office staff.

Access to Documents and Information

The following may be seen at the school after consultation with the Head Teacher: -

- National Curriculum Document
- School Development Plans
- Policy Documents

THE EDUCATION (SCHOOL RECORDS) REGULATION 1989

It is the policy of the Governing Body to allow the parents or guardians of pupils in this school access to the curricular and

educational records of his or her child. Any parent wishing to see their child's school record is asked to give the school at least two days' notice and make an appointment to see the Head teacher. The information kept on school records is similar to that sent to parents in the Annual School Report on their child.

46

CHARGING AND REMISSION POLICY

In line with the 1986 Education Act no charges or remissions can be levied by the LEA or by the Governors. Nothing prevents contributions being invited on a voluntary basis, but no child will be disadvantaged by a failure to contribute.

There will be no charges made during the school day for the cost of books and other relevant teaching/learning materials.

Music Lessons



We work in close partnership with Gwent Music to offer a range of opportunities for pupils to learn to play an instrument of choice and to enhance the music curriculum offered.

If you would like your child to receive music lessons, please book your child's place by logging online to www.gwentmusic.co.uk. If, however, your child is entitled to free school meals, you can apply for a music assess fund which can fund part of the cost for music

lessons. (Please contact school office for details.)



Trips

The school may organise educational visits in order to enhance the curriculum on offer. These will only be able to take place if parents are willing to make voluntary contribution. No child will be excluded from such a visit; therefore, the viability of such outings will depend upon the level of contributions and the actual cost to the school.

Swimming



Swimming lessons take place at Cwmbran Stadium for pupils within upper phase. We hope that all children will achieve some success in learning to swim and certificates are given out at the end of year. We ask for voluntary contributions from parents to cover the cost of the transport.

47

Transition

We work hard to make links with all feeder preschool, nurseries and schools to ensure a smooth transition into and from Llantarnam and where necessary meet and plan enhanced transition programmes to ensure success.

Pre-School

We contact feeder pre-schools and visit and meet with staff and pupils and parents where necessary.

Primary/Secondary Liaison and Transfer

We have strong links with our feeder secondary school Croesyceiliog High and the other local secondary Cwmbran High School.

Staff from the schools visit school to meet and work with the year 6 staff and pupils and transition meetings are held both at Llantarnam and the feeder schools for pupils and parents.

Children transfer from primary to secondary schools at the start of the school year in which their twelfth birthday falls (1st September – 31st August inclusive). Information on all pupils due to transfer are provided to the secondary schools. Children are normally expected to transfer to the secondary school in the area in which they live and are notified of the school by TCBC admissions. When your child is in Year 6, parents would be required to complete an admission application on-line. (Details will be given out to pupils during the Autumn term when your child is along with the deadlines for applications) You will be notified by LA admissions in the Spring term of the offer of child's secondary place to start in September.

The Curriculum

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-parents/>



Purposes of the curriculum

The purposes of the curriculum in Wales should be that children and young people develop as:



<http://>

[lang=en](#)



Successful Futures

Independent Review of Curriculum and Assessment Arrangements in Wales
Published October 2014



<https://curriculumforwales.gov.wales/>

Working towards the National Mission and New Curriculum for Wales

As a school we are actively working towards the new curriculum, through staff training, links with professional learning schools and professional reading and research and trailing various projects and processes on the journey towards implementation.

Currently cluster deputies and lead practitioners from each school are working together on curriculum design.

As we transition into the new Curriculum for Wales we will no longer separate pupils' learning journey into Foundation Phase and Key Stage Two. Pupils will develop at their own pace and their achievement will be monitored through the progression steps within the learning continuum from age 3-16

- The basis and core to the curriculum is work towards the four purposes of learning:
- It aims for all children to become: -
- Ambitious, Capable Learners who are ready to learn throughout their lives
- Ethical, Informed Citizens who are ready to be citizens of Wales and the World.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.
- Enterprising, Creative Contributors who are ready to play a full part in life and work.

The Six Areas of Learning Experiences (AoLE's) guide learning in a cross curricular approach, through overarching 'What matters Statements' and progressive Descriptors of Learning

within a continuum of 5 progression steps for each AoLE.

We aim to ensure all pupils receive a broad and balanced curriculum. Great emphasis is placed on planning the Curriculum so that there is continuity and progression, challenge and pace.

Focused and age-appropriate progressive learning covers and works towards a depth of experiences, knowledge, understanding and skills in relation to the following 'What matters areas'

Health and Wellbeing AoLE

- **What Matters Statements:**
- **Developing physical health and well-being has lifelong benefits.**
- **How we process and respond to our experiences affects our mental health and emotional well-being.**
- **Our decision-making impacts on the quality of our lives and the lives of others.**
- **How we engage with social influences shapes who we are and affects our health and well-being.**
- **Healthy relationships are fundamental to our well-being.**

Through the daily nursery routines, we encourage children to develop the skills of physical control, co-ordination, movement and manipulation. We help children gain confidence in what they can do and to feel the positive benefits of being healthy and active indoors and out.

We provide opportunities that allow the children to develop knowledge and understanding of how their bodies work; of health and hygiene; the need for safety; how to move with confidence and increasing control; to improve their fine motor skills.

Personal and social development of the children is a hugely important part of children's education. In order to allow individuals, friendship groups, and classes to react to, and cope with, the pressures of the world around them, we allow time for talk, discussion and reflection so that everyone knows that they are important and that their opinions are valued.

Circle Time allows children to participate as partners in the responsibility for their own behaviour and learning. It aims to encourage the development of self-esteem, interpersonal skills and strengthen relationships; whilst at the same time allows all involved to have fun together. This forms an integral part of our discipline policy and pastoral support for the children.

The SEAL programme is delivered at all key stages and through assemblies.

Physical Education

Children are expected to participate in all PE activities. Throughout their time at Llantarnam Primary children will have the opportunity to develop their physical ability and skills through a

variety of physical experiences and sports.

Together, these promote the children's physical development, an awareness and understanding of the body, the development of skills and imagination and an appreciation of creative performances. Most importantly, it is hoped that the children will gain enjoyment from physical education and pursue sporting activities in their private lives, thus promoting a healthy lifestyle. Pupils also have the opportunity to take part in Outdoor Pursuits during their time in Upper School.

We aim to give pupils a greater understanding of themselves by covering aspects of diet, hygiene and exercise. Torfaen team of school nurses works closely with the school and staff and offer advice and support generally and in relation to individual care plans. Many aspects of Health Education are covered within science and technology in a cross curricular approach.

Personal Development and Relationships (Sex and Relationships Education)

Personal Development and Relationships Education is sensitively introduced to develop children's knowledge, attitude and behaviour, relative to their own physical/emotional development and personal relationships. Towards this goal efforts are made to integrate issues such as personal hygiene and identification of bodily

parts. The Governing Body have accepted that knowledge of personal development through the curriculum within Health and Wellbeing and use of the Growing Up resource.

The school policy is available for parents to request.

Language, Literacy and Communication AoLE

What Matters Statements:

- **Languages connect us.**
- **Understanding languages is key to understanding the world around us.**
- **Expressing ourselves through languages is key to communication.**
- **Literature fires imagination and inspires creativity.**

It is through language that children learn and make sense of the world around them. Language, written and spoken, enables children to explain themselves, interact with others and to organise their thoughts.

We offer children many opportunities to speak and to listen; to express their ideas in words and in pictures; to share a rich variety of stories and poetry and a love for books and language.

- We develop knowledge and understanding of print and that it conveys meaning; that it is possible to record language; that letters stand

for something; that print flows in a particular direction and that the alphabet has upper- and lower-case letters.

- We aim to teach our children to use language as effectively as they can in a wide variety of situations, as laid down in the LLC AoLE and the Cross Curricular Responsibilities. They will be introduced to many types of literacy including fiction, non-fiction and poetry and will be encouraged to read widely.

Our aim is that all our pupils will be able to:

- Read and write with confidence, fluency and understanding:
- Be able to use and apply a range of reading skills to monitor their reading and correct their own mistakes:
- Understand and use their knowledge of phonics and spelling to read and spell accurately:
- Have fluent and legible handwriting:
- Have an interest in words and their meanings and develop a growing vocabulary:
- Know, understand and be able to write in a range of genres in fiction, poetry and understand and be familiar with some of the ways in which narratives are structured through ideas

such as setting, character and plot:

- Understand, use and write a range of non-fiction texts:
- Plan, draft and revise their own writing:
- Have access to suitable technical vocabulary through which to understand and discuss their reading and writing:
- Be interested in books, read with enjoyment and evaluate and justify their preferences:
- Through reading and writing, develop their powers of inventiveness and critical awareness:

The school has three libraries for study in school and a wide variety of texts for home reading.

The library has an extensive range of books. They cover a wide range of subjects and are extensively used by the children. As children progress through the school they are encouraged to take increasing responsibility for the maintenance of the library. Visits are also made to our local library to encourage membership.

Languages, Literacy and Communication includes English, Welsh and modern foreign languages.

Welsh Language Development – Language, Literacy and Communication

Welsh Language skills are developed through communicating

in a range of enjoyable, practical planned activities and using a range of stimuli that build on children's previous knowledge and experiences.

Mathematics and Numeracy AoLE

What Matters statements:

- **The number system is used to represent and compare relationships between numbers and quantities.**
- **Algebra uses symbol systems to express the structure of mathematical relationships.**
- **Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.**
- **Statistics represent data, probability models' chance, and both support informed inferences and decisions**

Use of mathematical language to help develop concepts during a range of activities forms the foundations on which mathematical understanding is based.

Knowledge and understanding of number; shape and space; pattern; symmetry and positional relationships; measure (time, weight, length, capacity) are all explored. The first-hand experiences we offer the children help them to sort, count, sequence, measure and compare.

We aim to help children develop their knowledge and understanding of Maths in an enjoyable way, but one which will also fit them for adult life as well as help them achieve the appropriate levels in the Attainment Targets of the National Curriculum and the National Numeracy Strategy. Our children are given the opportunity to work both in groups and individually using a variety of resources including the Abacus Mathematics Scheme. Children are encouraged to co-operate within a group and to discuss the task in hand by thinking and planning, trying, observing and checking.

We aim for all our pupils to:

- Have a sense of the size of a number and where it fits into the number system;
- Know by heart number facts such as number bonds, multiplication tables, doubles and halves;
- Use what they know by heart to figure out answers mentally
- Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies
- Recognise when it is appropriate to use a calculator and be able to do so effectively
- Make sense of number problems, including non-routine problems and recognise the operations needed to solve them

- Explain their methods and reasoning using correct mathematical terms
- Judge whether their answers are reasonable and have strategies for checking them where necessary

We aim to help children develop their knowledge and understanding of Maths in an enjoyable way, but one which will also fit them for adult life as well as help them achieve the appropriate levels in the Attainment Targets of the National Curriculum and the National Numeracy Strategy. Our children are given the opportunity to work both in groups and individually using a variety of resources including the Abacus Mathematics Scheme.

Children are encouraged to co-operate within a group and to discuss the task in hand by thinking and planning, trying, observing and checking. We aim for all our pupils to:

- Have a sense of the size of a number and where it fits into the number system
- Know by heart number facts such as number bonds, multiplication tables, doubles and halves
- Use what they know by heart to figure out answers mentally
- Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies

- Recognise when it is appropriate to use a calculator and be able to do so effectively
- Make sense of number problems, including non-routine problems and recognise the operations needed to solve them
- Explain their methods and reasoning using correct mathematical terms
- Judge whether their answers are reasonable and have strategies for checking them where necessary
- Suggest suitable units for measuring and make sensible estimates of measurement
- Explain and make predictions from the numbers in graphs, diagrams, charts and tables.

Science and Technology AoLE

What Matters Statements:

- **Being curious and searching for answers is essential to understanding and predicting phenomena**
- **Design thinking and engineering offer technical and creative ways to meet society's needs and wants**
- **The world around us is full of living things which depend on each other for survival.**
- **Matter and the way it behaves defines our universe and shapes our lives.**
- **Forces and energy provide a foundation for understanding our universe.**

- **Computation is the foundation for our digital world.**

Through Design Technology pupils:

- Develop their designing and making skills;
- Develop knowledge and understanding;
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding.
- Nurture creativity and innovation through designing and making;
- Explore values about, and attitudes to, the modern world and how we live and work within it;
- Develop an understanding of technology processes, products and their manufacture and their contribution to our society;
- Exercise their initiative, proposing, planning and developing ideas;
- Enjoy exercising and developing the manipulative skills that realising these ideas entails;
- Develop a critical awareness of both their own and others responses to their designs as well as responding to designs around them in the man-made world.

Through our Science curriculum we aim to give children the experience of a wide range of practical work as well as

developing scientific skills and attitudes. Science helps children to understand more about the world around them and encourages them to question aspects that they don't understand. Children are given an awareness of the role and importance of science in everyday life together with a consideration of the part that science has played in the development of everyday items. Our children are also given the opportunity to consider ways in which living things and the environment need protection.

We are continually developing the ICT facilities we have at Llantarnam Primary. All classes have access to computers and I pad within their classrooms. Children have access to the Internet, which is carefully monitored to ensure that children are protected from inappropriate material. We have a school web site, which is updated regularly. We teach ICT skills discretely and most often alongside other AoLE learning as well as encouraging our children to use apply, develop and practice their digital competence across all other subjects. Our aim is to provide children with the skills to live in the 21st Century and we are constantly updating our facilities to ensure our children have access to the best.

Expressive Arts AoLE

This AoLE incorporates all areas of the arts: music, art, drama, dance, film and digital media

What Matters Statements:

- **Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals**
- **Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts**
- **Creating combines skills and knowledge, drawing on the senses, inspiration and imagination**

Children learn through their senses. They need time and opportunity to explore and experiment with ideas and materials; to develop their own ideas and to be imaginative; to observe carefully and to develop the ability to use a variety of tools and techniques.

We help children to develop a knowledge and understanding of texture, colour and shape; of drawing and painting; musical forms and rhythm; and of imaginative play, drama and dance.

Children participate in a range of musical activities, which include singing, composing and performing using tuned and percussion instruments. They listen to and discuss a variety of styles of music. We also provide whole class musical opportunities through Gwent Music and parents have the opportunity to arrange for their child to learn a brass, string or woodwind

instrument There are opportunities for children to join Music clubs and choirs run by the staff throughout the year.

Through Art our children are encouraged to develop their creativity and imagination. Children are encouraged to build on skills to develop their control of materials, tools and techniques. We develop our children's critical awareness of the roles and purposes of Art, craft and design in different times and cultures. Our aim is for children to become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Humanities AoLE

Covers the traditional subjects of History, Geography, RE, plus values and ethics, business and social studies

What Matters Statements:

- **Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.**
- **Events and human experiences are complex, and are perceived, interpreted and represented in different ways.**
- **Our natural world is diverse and dynamic, influenced by processes and human actions.**
- **Human societies are complex and diverse, and shaped by human actions and beliefs.**
- **Informed, self-aware citizens engage with the challenges and**

opportunities that face humanity, and are able to take considered and ethical action.

Ethics & Values

Pupils are given the experiences and knowledge in order to develop sound and values and ethics which will support them in developing effective relationships and ethical informed citizens.

Social and Business Studies

Through learning about how society and business' function the pupils will leave school equipped with the necessary knowledge, understanding and skills to be successful members of Wales and the world.

History

Through History our pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the World. They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious and cultural perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Good use is made of the local environment, which is rich in

resources. Visits are made to Llancaiach Fawr, Caerleon Roman Museum, Imperial War Museum and Local Museum.

Geography

Pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, including the local area, then find out about different environments and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. Children are encouraged to ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Religious Education

Religious Education must be provided in school under the terms of the 1944 Education Act and the 1988 Education Reform Act. The Torfaen Agreed Syllabus lays down broad guidelines within which the school is able to plan its own scheme of work.

Each school day features an assembly for religious worship, within broadly based Christian values. A daily assembly is an important part of our school day. Assemblies link together religious teachings with social and emotional development and the promotion of the UNCRIC. Visitors including local clergy and church groups are invited to take our Thursday assembly. A special rewards assembly takes place on a Friday, this assembly is a

celebration of achievement where certificates are given out
Within Religious Education lessons teaching takes account of the church calendar, well known stories from the Bible and the study of a variety of different faiths and cultures including Judaism and Islam.

During the school year the school joins together at local churches to celebrate annual Christian festivals such as Harvest and Christingle. We take every opportunity to extend the pupils knowledge and understanding of Christianity and world religions through undertaking projects with local clergy, visiting places of worship and welcoming visitors from different religions.

Parents may ask that their children are withdrawn from religious assemblies and religious education lessons and such requests should be made in writing.

49

Assessment and Progression
<https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/>

Assessment is a continuous process that takes place in all aspects/areas of school life. Through ongoing assessment we hope to build a complete picture of a pupil's

development, intellectually, emotionally, socially and physically. Assessment can take as many forms marking, discussions, and observation as well as more formal procedures such as focused assessments.

All pupils from year 2-6 undertake Welsh Governments Personalised assessments twice a year which provides learning targets to support teaching. We also use a range of internal assessment which measure progress and support the identification of need for accelerated learning interventions, target setting and individual pupil targets.

50

The Wider Curriculum

Extra-Curricular Activities

We adjust our provision annually to accommodate pupil voice. This year we are able to offer pupils:

Choir
Cookery
Dance
Gym Fun
Chess
Ball Skills
Welsh
Gardening
Photography
Library Club
Craft Club

APPENDIX A



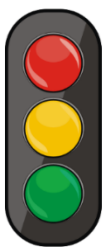
STRIVE FOR 95+%

Attendance Scheme



Attendance Information for Parents School Attendance

Our school is working very closely with the Education Welfare Service to promote the importance of regular school attendance



As part of our attendance strategy, we will be monitoring and addressing patterns of school attendance through the “**STRIVE FOR 95+%**” Scheme. You will be receiving a letter informing you of your child’s “Attendance Zone” at the end of each school term.

The 3 different attendance zones are

Zones	Attendance Thresholds
Green	Attendance of 95% or above
Amber	Attendance between 90% and below 95%
Red	Attendance below 90%

We therefore, as a school wish to work closely with parents to help and support all pupils to move into or stay in the Green Zone

Traffic Light Zones

Each "Attendance Zone" represents different levels of pupil absence.

Green Zone

All pupils who are in the "Green Zone" have an attendance level of 95% or more. This zone recognises patterns of good to excellent school attendance. Pupils who fall within this are more likely to do well at school and achieve good results.

Amber Zone

All pupils who are in the "Amber Zone" have an attendance level of between 90 to 94.9%. Pupils with this level of attendance are a cause for concern and are at risk of under achieving at school.

Red Zone

All pupils who are in the "Red Zone" have an attendance level of below 90%. Pupils who fall within this zone are regularly absent from school and are significantly less likely to achieve their potential. Such pupils will be closely monitored by the Education Welfare Service.

Attendance

Absence Days all add up

Attendance	Total of Missed Days
98%	4 days lost
96%	8 days lost
90%	20 days lost

85%	29 days lost
80%	38 days lost

Remember
 Only 90% attendance over 5 years represents half a year off school.



Punctuality

It is also very important to attend school every day and on time.

5 minutes late each morning and afternoon and your child will miss 1 hour of school every week or a full day each term.

So being on time counts too!

How Parents can help



Contact the school promptly on the first morning of every absence.



Make every effort to arrange medical and dental appointments outside of school hours.



Encourage your child to attend school regularly



Support the school in ensuring that your child arrives promptly at school every morning.

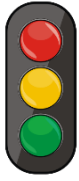


Contact the school to discuss any problems or emerging issues with your child.



Praise and reward your child's achievements at school.

Holidays



We ask all parents for their full support in ensuring that holidays are not taken during term-time. There are a total of 175 non-school days every year to take holidays and arrange other family visits and activities.

Why regular attendance at school is so important



To achieve your child's full potential.



To learn and to make new friends.



To develop a wide range of new skills



To build confidence and self-esteem



To develop social skills



To develop awareness of other cultures and to be part of a wider community

Remember

Give your child the best start in life.

Every Hour Counts. Every Day Counts

For further information, please either contact your child's school or your local Education Welfare Officer.

Education Welfare Service


Torfaen County Borough Council

Pearl House

Pontypool

Torfaen

NP4 6YB

 01495 742559



APPENDIX B

Uniform

<https://myclothing.com/llantarnam-community-primary-school/26412.school>

<https://www.kidsschoolkits.co.uk/100300/info.php?p=3&cat=486644>

We value the unity uniform provides, supporting us as TEAM Llantarnam. Additionally, it helps provide equity and enables families to provide affordable and robust clothing.

To make our Uniform fit for purpose for 21st Century learning and life at school where children are continuously active throughout each day, not just during PE or formal playtimes, we actively promote sporty and comfortable clothing with hard wearing trainer type footwear.

Tops: - Polo Tops:-



with or without logo



Jumpers or Cardigans Preferably with school badge



Bottoms: - We suggest jogging bottoms or like material shorts for warmer months are the most robust and practical, however we accept the range of options below.



Grey only



Navy only

During the Summer months blue dresses are an option



Year 6

Our Year 6 pupils are given a tie to wear with a white formal or polo shirt



Footwear

As children are running, playing and climbing daily we suggest a hardwearing trainer type shoe. Footwear must be black.



Velcro for younger pupils



Laced shoes older pupils

Physical Education

White t-shirt with or without school logo



Navy shorts / jogger bottoms



Blue hoody / school jumper



Black trainers

Appendix C

Designated Safeguarding Team
Designated officer for Safeguarding - Child Protection

Mrs Laura Perrett

Head Teacher



Deputy designated officers for Safeguarding – Child Protection



Mrs V. Freebury
Deputy Head Teacher



Mrs A. Spencer
SLT/TLR



Miss L. Miggins
SLT/ALNCo



Mrs K. Bailey
Senior School Support Officer



Miss E. Boshein
Family Engagement
Officer/Nurture Lead



Mr C. Vevo
SLT/TLR

**Governor responsible for Safeguarding – Child
Protection**

**Mr David Phillips
Chair of Governors**



All staff at Llantarnam Community Primary School undertake regular safeguarding training therefore can provide appropriate

'Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We expect you to report to the Head Teacher or Designated Safeguarding Lead, any behaviours of adults working in the school that may concern you.'

Working together to safeguard children

advice and guidance.

SAFEGUARDING INFORMATION FOR PARENTS

At Llantarnam Community Primary School we value our children and their futures. With this in mind we have a child Protection Policy designed to keep our pupils as safe as possible. As a Parent or carer of our pupils you have a vital role to play. This school is part of your community and you are so important in helping us keep pupils safe. This leaflet will hopefully explain our procedures and your role within them.

Our Child Protection policy applies to all staff, governors and volunteers working in the school. The five main points are;

- Ensuring we check the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe.
- Make sure school procedures for identifying and reporting concerns are followed.
- Supporting pupils who are at risk in line with his/her agreed child protection plan.
- Having a safe environment in which children can learn and develop.

Child Protection concerns can involve;

- Children telling staff or other pupils that they are concerned about abuse or neglect issues
- Children having injuries
- Children behaving in a way that is unusual for their age and understanding e.g. sexual knowledge
- Children being dirty, poorly dressed or smelling regularly
- Children who are overly hungry or tired
- Children who are frightened or overly aggressive

There are many ways in which staff might become concerned about a child. They will always want to assist the child and the family. Discussions with parents are intended to support the family not accuse anyone.

Staff will:

- Remember that the priority is to protect the child;
- Treat the matter seriously;
- Listen but do not judge;
- Believe the child
- Tell the child that they have done the right thing in talking to a safe adult;
- Tell the child what will happen next where possible
- Inform the Head teacher of all concerns immediately

Staff will not:

- Contact the parents - this is the job of the Head teacher or social services;
- Ask lots of questions if a child has told concerning information
- Speak to anyone about whom allegations are made (including colleagues);
- Promise to keep secrets

When school staff have concerns for a child, the Head teacher will usually discuss this with the parent, but in some circumstances, this will not be possible and Social Services may be called instead

The Head teacher will **not** ask parents before calling Social Services if:

- The parent knew of the concerns and did not protect the child
- The parent is the cause of concern
- The parent would not be able to discuss the concern

As a parent/carer you play a vital role in all that the school do, especially when it comes to ensuring all our pupils are safeguarded and protected. As a school we ask that you as parents:

- Talk to staff about any concerns you have for your child
- Remember that the school **MUST** share concerns about your child
- The school will **NOT** judge you, but they may have to share difficult information

➤ The school MUST prioritise the safety and wellbeing of pupils, they cannot keep secrets from other agencies

As a parent we hope you will help us in our legal duties to protect all our pupils. As a school we have a duty to contact Social Services where we are concerned that a child may be at risk or suffering harm. Sometimes we may need to speak to you about your child and your circumstances.

We need to discuss concerns with parents, nobody within our school will judge you, or accuse you, we simply need to discuss the facts and decide whether you may need some extra help to give your child every opportunity they deserve.

Within this leaflet we have outlined some of the standard procedures the school MUST follow.

None of these procedures are aimed at upsetting or distressing you as parents/carers. They are designed to look at your child's needs and make sure that if your child needs some extra help, they get it.

APPENDIX D – Permission to administer medicine

Llantarnam Community Primary School

Nurture, Inspire, Achieve – to be the best we can be

PARENT/CARER CONSENT FOR SCHOOL TO ADMINISTER MEDICATION TO A PUPIL

Name of child:		Date of birth:
Class/Teacher:		
Condition/Illness:		
Name/Type/Strength of Medication (as described on the container)		
Date dispensed: (if applicable)	Expiry date:	
Dose and frequency to be administered at school: (include specific times if required)		
Duration of treatment: (e.g. as needed/3 days etc.)		
Side effects: (if applicable)		
Any other relevant information:		

Appendix E – Medical Conditions

MEDICAL CONDITIONS

ADVICE AS PER NHS WALES PUBLICATION APRIL 19TH 2017

Rashes/Skin Infections

Infection or Complaint	Period individual to be kept away from educational setting	Comments
Athlete's foot	None	Athlete's foot is not a serious condition, treatment recommended
Chickenpox	Until all blisters have crusted over (Seek GP Advice)	Avoid contact with the sores
German Measles	Four days from onset of rash (Seek GP Advice)	Preventable by vaccination MMR
Hand, foot and mouth	None, seek GP advice	Notify school if child has it
Impetigo	Until affected areas are crusted and healed, or 48 hours after starting antibiotic treatment (Seek GP advice)	Antibiotic treatment speeds healing and reduces the infectious period.
Measles	Four days from onset of rash (Seek GP advice)	Preventable by vaccination MMR
Slapped cheek/fifth disease, Parvovirus B19	None (once rash has developed) See GP advice	Notify school if child has it
Shingles	Individual only to be kept away from setting if rash is weeping and cannot be covered (Seek GP advice)	Can cause chickenpox in those who are not immune i.e. have not had chickenpox. It is spread by very close contact and touch.
Scarlet Fever	Individual can return 24 hours after starting appropriate antibiotic treatment (Seek GP advice)	Seek GP/Hospital advice
Scabies	Individual can return after first treatment (Seek GP Advice)	Close contacts and household require treatment, please notify school if your child has it.
Warts and Verrucae	None	Verrucae need to be covered in swimming pools, gymnasiums and changing rooms.

Diarrhoea and Vomiting illness

Infection or Complaint	Period individual to be kept away from Educational setting	
Diarrhoea and/or vomiting	48hrs from last episode of diarrhoea or vomiting	
E Coli	48 hrs from last episode of diarrhoea.	Seek GP advice
Cryptosporidiosis	48 hrs from last episode of diarrhoea	Seek GP advice

Respiratory Illness

Infection or Complaint	Period individual to be kept away from Educational Setting	
Flu (influenza)	Until recovered	

Other infections

Infection or Complaint	Period individual to be kept away from Educational Setting	
Conjunctivitis	None, seek medical advice from GP	If an outbreak/cluster occurs consult GP for advice
Glandular fever	Seek GP advice	
Head lice	None however treatment recommended.	Treatment is recommended only in cases where live lice have been seen.
Tonsillitis	None seek GP advice	

Appendix F – Head lice

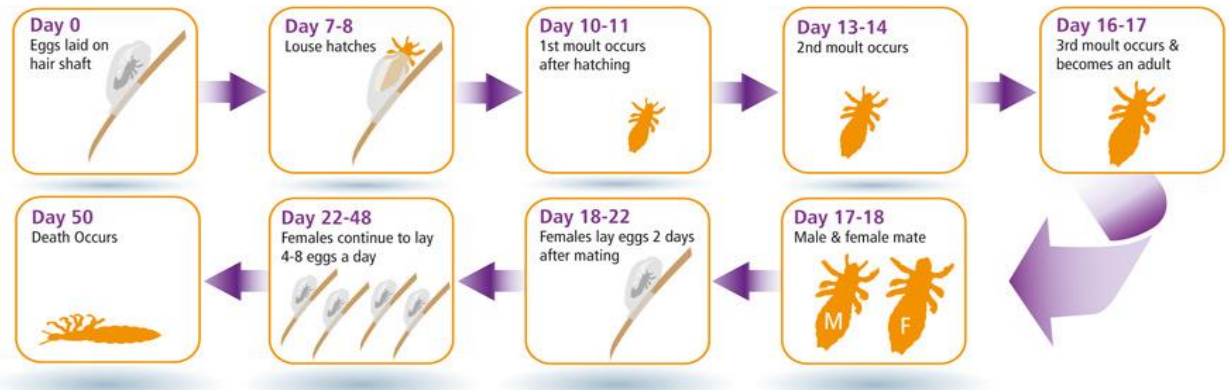
Dear Parent / Guardian,

ALERT!

There is currently a problem with **head lice** within school. It is important that all families connected with the school are made aware of the outbreak and the simple steps required to combat the problem.

In a normal school environment, where children work and play closely, head lice find it rather easy to transfer from head to head. Your child has as much chance of becoming infected as any other.

Fortunately head lice are easy to treat and, these days, easy to protect against.



Step 1. The first thing to do is check whether lice **are** present. Don't rely on signs like itching and scratching - infection has to be well advanced for this to occur. The best way to detect lice is with a special comb you can get from the chemist. Run the comb through wet hair and if lice are present one will eventually appear. Lice are greyish brown, six legged insects about the length of a match head.

Step 2. If you find that your child is infected you can visit your doctor for a prescription or local pharmacist to advise you about the many treatments available to treat head lice. Don't forget you must treat the whole family even if not everyone is actually infected.

Remember, once you have cleared any infection, or if no lice were present in the first place, you should still continue to check regularly throughout the outbreak.

Yours sincerely

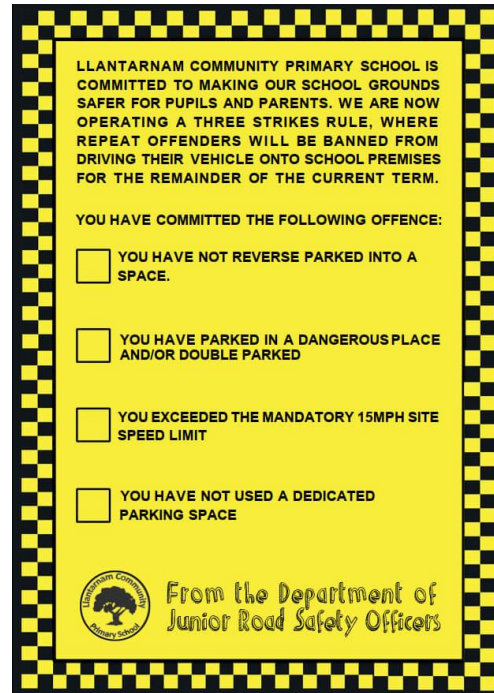
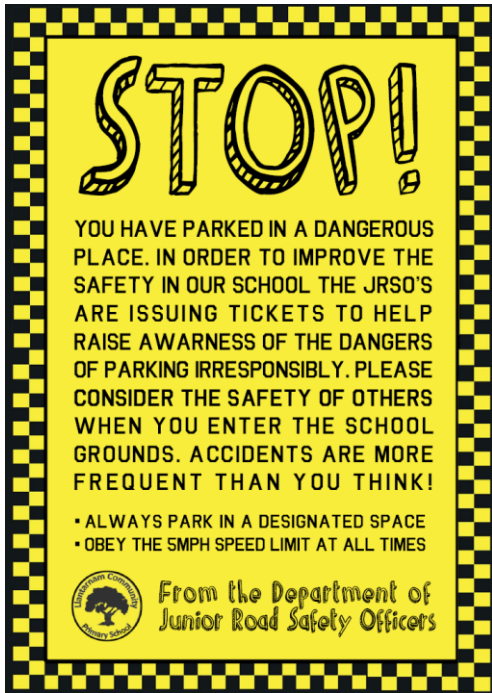
Mrs Laura Perrett Head Teacher

Appendix G - Traffic on site

Driving & Parking Rules LCPS

- Speed limit 15mph
- Only park in designated spaces
- Always reverse into a space

JRSO Parking Tickets



Appendix H - Rights Respecting School




Happy Healthy Safe

You have the Right to be the best you can be


Month	Children's Right	SEAL
January	To have your say and be listened to (Article 12, Article 13)	Going for Goals
February	To join in and be treated fairly (Article 15, Article 23)	
March	To be proud of your identity (Article 7, Article 8)	Good to be me
April	To be looked after (Article 18, Article 24)	Relationships
May	To a good standard of living (Article 27)	
June	To be safe (Article 19, Article 24)	
July	To relax and play (Article 31)	Changes
August		
September	To an education, to learn (Article 28)	New Beginnings
October	To be the best you can be (Article 29)	
November	To be treated kindly and Equally (Article 2)	Say no to Bullying
December	To follow your own religion (Article 14)	Getting on and Falling out

Appendix I - Good to Be Green


Rewards




= House Points
Appendix H



Amazing



Tocyn laith














= Green all week =Prizes

Earning Green Days and Weeks

We all work hard to keep our promises and earn green days

4 out of 5 Green days equals a Green Week

10 green weeks	
20 green weeks	
30 green weeks	
35 green weeks	

Behaviour	Consequence
Not keeping promises	Verbal Warning
Behaviour continues or another break of promise in same day	 Verbal Warning
Behaviour continues or another break of promise in same day	 <div data-bbox="1094 499 1490 638" style="border: 2px solid black; padding: 5px; background-color: yellow;"> A visual Consequence which will remain </div>
<ul style="list-style-type: none"> • Another break of promise in the same day = • A serious behaviour = 	<div data-bbox="1019 688 1325 743" style="background-color: yellow; padding: 2px;"> 2nd Yellow Card </div>   <div data-bbox="1097 779 1438 936" style="border: 2px solid black; padding: 5px; background-color: yellow;"> Consequence at class action </div> <div data-bbox="1224 940 1416 1108" style="border: 2px solid yellow; padding: 5px; text-align: center;">  Thinking Space </div>
<ul style="list-style-type: none"> • After receiving two yellow cards in a day, continuing to break promises = <li style="text-align: center;">or • A very serious behaviour such as physically hurting someone = 	<div data-bbox="1062 1121 1279 1171" style="color: red; font-weight: bold;"> Red Card </div>  <div data-bbox="1130 1205 1481 1409" style="border: 2px solid black; padding: 5px; background-color: red; color: white;"> Behaviour discussed and recorded and consequence allocated by member of SLT </div>
<div data-bbox="191 1465 326 1619" style="float: left;"></div> <div data-bbox="623 1465 1068 1562" style="text-align: center;"> 2 Red Cards in a term lose a privilege or a treat </div> <div data-bbox="1370 1465 1511 1619" style="float: right;"></div> <p style="color: red; font-weight: bold; text-align: center;">Parents informed and agree consequence</p>	
<div data-bbox="505 1682 1068 1772" style="display: flex; justify-content: center; gap: 20px;">    </div> <p style="text-align: center;">3 Red Cards in half a term</p> <p style="text-align: center;">Head Teacher meets parents to agree targets for improvement</p>	
<p style="color: green; font-weight: bold;">All pupils start each day with the opportunity to earn a Green day</p> <p style="color: green; font-weight: bold;">RED card remains in place until consequence is completed.</p>	

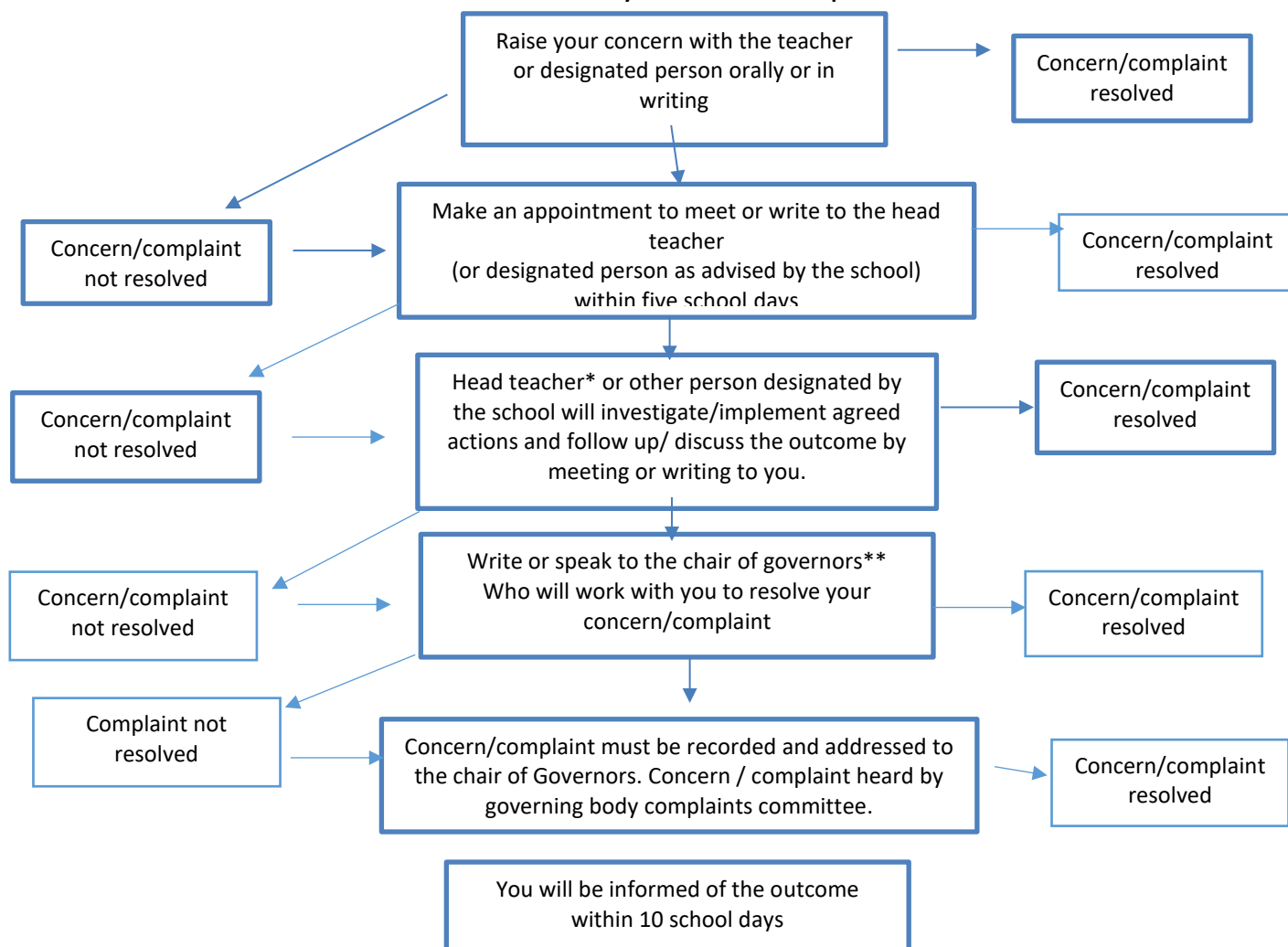
Appendix J - Complaints Procedure

Concern or Complaint

We take all concerns and complaints seriously.

We aim to resolve through working in partnership and or investigating, reporting and implementing agreed actions to resolve.

Please use the flow chart below to ensure your concern or complaint is addressed and resolved.



*If the complaint/concern is about the head teacher you should write to the chair of governors

**If the complaint/concern is about the chair of governors you should write to the vice chair

Timescales are flexible; however, it is in everyone's best interest to resolve a complaint as soon as possible. The school will work with you to ensure that the time allowed to deal with your concern or complaint is reasonable and helps to achieve an answer to the problem.

APPENDIX K - Home School Agreement

Pupils Name: _____

The Schools Agreement	Families' Agreement	The Pupil Agreement
<p>The school will agree to:</p> <ul style="list-style-type: none"> • Treat all children fairly and do our best to ensure their happiness and safety. • Provide a broad and balanced curriculum ensuring that all children reach their full potential. • Keep you well informed about general school matters, in particular the progress and any causes for concern for your child. • Be welcoming at all times and offer you opportunities to become involved in school life. • Establish Positive behaviour at school and build strong relationships between pupils, families and staff. • Develop the values-based ethos of Llantarnam Community Primary School, where relationships are firmly established on mutual respect, tolerance and understanding. 	<p>I/We will agree to:</p> <ul style="list-style-type: none"> • Our child coming to school daily and on time, unless ill; contact the school with an explanation if my child is ill. • Support the school by my child wearing full school uniform in line with the School's uniform policy. • Make the school aware of any concerns that might affect my child's learning. • Co-operate with the staff in promoting a positive approach to behaviour and following school procedures (see over). • Help to build strong relationships with the school. • Support the Home & Distance, Learning & Communication Policy by engaging with homework and/or blended/distance learning. • Be involved when possible with the life of the school. • Attend parents' consultations to discuss my child's progress. • Support all school policies and follow the values-based ethos of the school. 	<p>I will agree to:</p> <ul style="list-style-type: none"> • Wear my school uniform and take pride in my appearance. • Follow our Rights Respecting Class Charter • Come to school with a positive attitude ready to learn. • Give and show respect and kindness towards others.
<p>Signed: (head teacher)</p>	<p>Signed: (parent/carer)</p>	<p>Signed (pupil(s))</p>
<p>Date:</p>	<p>Date:</p>	<p>Date:</p>

Appendix L - Dojo Policy



Class Dojo Policy

Communication

Class teacher

Teachers will only respond to acknowledge receipt of a message and **only** when necessary. They will use their initials to acknowledge the message has been read. **Messages will only be viewed between 8.30 and 8.55am and again after 3.50pm.** If arrangements for your child alter during the school day you **must** contact the school office, either via email or telephone, in order to ensure messages are relayed in plenty of time and well before the end of the school day.

Parent messages

Parent messages should **only** be in relation to changes in routine or to inform the class teacher of something that requires indication of receipt. This is **not** a system to replace dialogue over important issues. If a conversation is required, or a complaint needs to be made, parents must contact the school and speak to/make an appointment to see the Class Teacher or Head Teacher.















School Diary

School diary for parents is loaded onto class dojo which will send reminders.

APPENDIX M - Online Learning Platforms

Name: _____

Learning Platform and login details

Online learning Platform	Information	Year Groups
 	<p>Welsh Government online platform Containing a wealth of information and learning activities Access Google classroom through Hwb / hwb login</p>	<p>Email:- Password –</p>
  	<p>Google Classroom is our chosen online learning classroom</p> <p>Pupils can use Google docs to record/complete their work and post into Google Classroom</p> <p>Alternatively photograph work completed on paper or video or photograph practical tasks and upload to Google Classroom</p>	<p>Log on with Hwb email address</p>
	<p>Supporting the development of handwriting at school</p>	<p>Google letterjoins User name:- VT3683 Password Lap top or PC – home Tablet – L (capital L shape)</p>
<p>https://www.myon.co.uk/login/</p> 	<p>Online reading materials with supported comprehensions</p>	<p>User name – Password –</p>
 	<p>Numbots Online number games for reception to year 2 Times Table Rock Stars – pupils who understand the concept and are learning their timetables</p>	<p>User name:- Password -</p>
   	<p>To access reading books, phonics and spelling activities</p>	<p>Search – Oxford Owl My Class login Llantarnam_ Password1</p> <div data-bbox="943 1738 1146 1808" style="border: 1px solid black; padding: 2px; display: inline-block;"> <p>Underscore</p>  </div>