

The Four Porpoises at Clwyd Primary



Clwyd Community Primary School



Dear Parent/Guardian,

This booklet gives you information about our School. We hope you will find it useful and keep it for reference.

It outlines the experiences offered to your children, how we organize the learning environment and how we try to meet individual needs within our School Community. We attempt to outline how the School Community is structured by highlighting the role of pupil, teacher and parent in helping to create a happy, caring and stimulating environment in which children may learn most effectively.

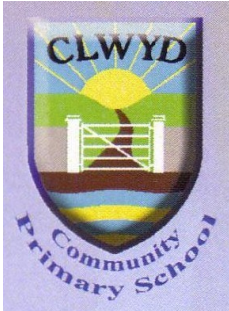
We hope that by developing a true partnership between home and School you will be fully involved in, and understand the educational experiences we offer your children.

You are welcome to come along to the School to discuss in further detail, any aspect of this booklet.



S.Brown
Head Teacher

Miss. C. Beuse
Chair of Governors



**Grow Together
Play Together
Learn Together
Achieve Together**



**Clwyd Community Primary School
Eppynt Road,
Penlan,
Swansea
SA5 7AZ**

Tel: 01792 588673
Fax: 01792 580921

Head Teacher

Mr S. Brown B.Ed. (Hons.), NPQH



Chair of Governors

Miss C Beuse

Governing Body

L.E.A. Representatives

**Mrs C Steward
Mr D Thomas
Cllr T Hennegan**

Community Representatives

**Mrs J Jones
Miss C Beuse
Mrs L Carroll
Mr N Thorne**

Parent Representatives

**Miss A Morgan
Mrs T Roberts
Mrs L McKavett
Mrs J Webb**

Teacher Representatives

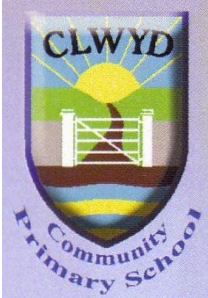
Mr M Salway

Staff Representative

Mrs J Davies

Clerk to the Governors

Miss S Fry



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SCHOOL STAFF

Head Teacher

Mr S Brown

Deputy Head Teacher

Mr P Ellis

Acorn Teachers - Nurs to Y2

Miss V Slack
Mrs N Dark
Mrs K Field/Miss D Foligno
Mrs C Shaw
Miss J Hammett
Mrs C Morgan

Oak Teachers - Y3 to Y6

Mrs G Forrester
Mrs H Edmunds
Mrs C Dardecker
Mrs J Minney
Mr S Goremano
Mrs C Thomas

Additional Learning Need

Mrs H Dean

Specialist Teaching Facilities

Mrs L Norman
Mrs N Bowyer
Miss C Ashcroft
Miss A Jenkins
Mr B Brown



Teaching Assistants

Miss N Griffiths	Mrs C Evans
Mrs N Morgan	Miss S Waters
Mr C Judd-Bendle	Mrs K Owen
Mrs J Rice	Mrs R Jones
Miss K Jenkins	Miss Y Vaughan
Mrs V Thomas	Mrs V Boyes
Mrs J Davies	Mrs J Murdoch
Miss K Williams	Mrs J Webb
Ms N. Thomas	Ms L Begley
Mrs C Richmond	Miss N Oddie
Miss E Tooze	Miss D Lewis
Mrs K Watson	Mr C Mort
Mr D Badger	Miss J Griffiths
Miss K Lewis	Mrs N Bellamy
Miss K Beddoe	Miss L Keeley
Mrs S Carmichael	Mrs W Jones
Mrs S Jorgensen	Mrs N Earnshaw
Mrs T Ingham	Mrs E Hackles
Mrs D Emmanuel	Miss K Hill
Mrs T Roberts	Miss S Mainwaring

Inclusion & Intervention

Mrs B Hayward & Mrs

Wellbeing Officer

Mrs C Jones-John

Family Liaison Officer

Mrs L Bernard

School Clerk

Miss S Fry

Caretaker

Mr P Bolton

Attendance Officer

Mrs K Saunders

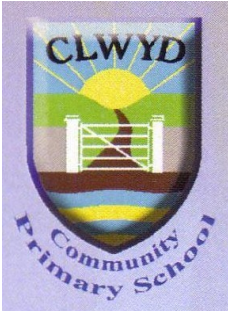
Dinner Supervisors

Mrs D Burnett
Mrs C Gooding
Mrs R Williams
Ms A Diop

Wrap Around

Mrs M Jones
Miss B Webb
Miss G williams





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Our Vision

Clwyd Community Primary School will provide a happy, safe and caring learning environment. All pupils and staff will be valued and encouraged to be ambitious, ethical, healthy and enterprising individuals and part of a thriving school and wider community.



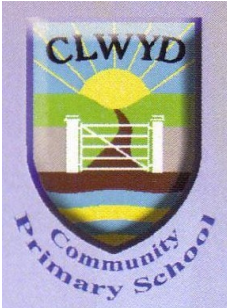
Our aims

- To provide a purposeful, exciting and motivating curriculum that meets the individual needs of the children. With a clear focus on providing quality teaching and learning.
- To allow all children opportunities to become ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens and healthy, confident individuals.
- To provide a stimulating learning environment where all children are encouraged to achieve their full potential by promoting a culture of high expectation.
- To identify and respond to the individual needs of children whilst encouraging them to participate in all aspects of School life.
- To encourage all members to be active members of the community and to respect the values, rights and beliefs of others.
- To expect good behaviour and develop a positive attitude towards lifelong learning and well being.
- To be a fully inclusive school that values all children's attainment, achievement and progress.

These aims may be achieved by taking into account all that occurs during the School day and by ensuring the curriculum has breadth and balance, is relevant and shows continuity and progression.



Clwyd has the title 'Community Primary School' therefore it is the aim of the Governors, staff, Parents and children to encourage all members of the Community to develop an appreciation of the School, and its surrounding environment as a valuable resource.



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Our School – the building and immediate environment



Clwyd Community Primary School is spread over a large site with extensive grounds laid mainly on grass. The school has fenced areas to provide a safe environment for all children. There are two large tarmac playgrounds for Foundation Phase and junior children.



The Nursery is housed in a purpose single story extension with its own entrance and toilets attached to the single story Foundation Phase block. Reception and Foundation Phase classes are housed in a single storey block which consists of 6 classrooms. There are two sets of toilets. The Foundation Phase block has its own entrance, hall and dining area. The Foundation Phase hall is used for P.E., music and assembly. The Junior classes are housed in a larger two story block. Years 3 – 6 are based on the first floor. All Specialist Teaching Classes are based on the ground floor. There are 2 sets of toilets on both floors. This block has its own entrance, hall, dining hall and contains the offices of the Head Teacher and school clerk. The Junior hall is used for P.E. and assemblies.



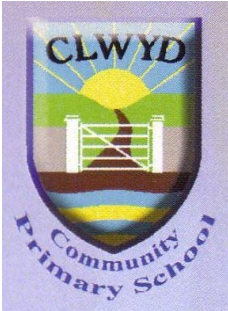
The school currently has 4 Specialist Teaching Facilities - one Acorn Phase and one Oak class which cater for children with moderate to severe learning difficulties, and one Acorn Phase and one Oak class catering for children with Autistic Spectrum Disorders. The school has recently opened a class for children with Social and Emotional Behaviour Difficulties called The Bridge. Places in this class are determined by City and County of Swansea and children who attend can come from any school in Swansea. The school has a policy of 'inclusion' and where possible children are given the opportunity to integrate into mainstream classes for one or more sessions during the day.

The purpose built kitchen is maintained by the City and County of Swansea Catering Services. Meals are cooked on the premises for several other schools in the locality.



The clerk's office is situated at the main entrance. The Nursery, Foundation Phase and Junior sections are all equipped with extensive intruder alarm Systems and a digital sign in system is used for all visitors. The fire alarm system extends throughout the building and fire drills are held regularly.

An Integrated Children's Centre has been erected on the school site and was opened in July 2006. The Centre offers a wide range of facilities for families, parents and children in the local community, e.g. after school club, parent and toddler group.



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The Curriculum

The School undertakes to provide a broad and balanced curriculum that takes into consideration the abilities, needs and interest of all children.

Across the whole school, all activities are planned with regard to the New Curriculum for Wales using the Statements of What Matters from the Areas of Learning and Experience. The children contribute to the term's topics through Pupil Voice activities and Pupil Voice Boards. Topics are broad so that the children's ideas can be used to create meaningful and relevant tasks.



Afternoon activities are known as PollyTime in Acorn Phase (named after Polly Panda our Rights Respecting Mascot) and These activities are designed to allow the children to practice and develop the skills that they are learning in class in a more independent way. We also follow EWAP which is Everything With A Purpose. This allows the children see the reason for learning through practical and real life experiences.

The Areas of Learning and Experience and how they relate to the old subjects:-



- Languages, Literacy and Communication: English and Welsh
- Mathematics and Numeracy: Maths
- Science and Technology: Science, Design Technology & ICT
- Humanities: History, Geography, Religion
- Expressive Arts: Music, Art, Drama & dance
- Health and Well-being: Personal and Social Development, Physical education

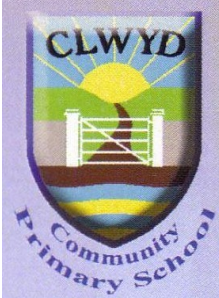
Planning by the teachers takes into account Pupil Voice and provides clear targets to allow for continuity and progression across the School whilst ensuring all children have the opportunity of working at the appropriate level in order to develop a range of skills to enhance their learning potential.

As a School we place an emphasis on helping children to become both competent and confident in using skills across the Curriculum and the Literacy and Numeracy Framework.

Concentrating on:-

Literacy Skills
Numeracy Skills
Digital Competence

Policies and Medium term Planning for the Areas of Learning Experience are reviewed regularly to meet the needs of the children. They are updated in line with local or national requirements to ensure effective delivery of the Curriculum for Wales



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School Organisation

Children at Clwyd are organised into mixed ability classes. Within every class grouping of children occurs in order to facilitate more effective teaching and learning situations. The composition of such groups may be determined by individual needs and abilities or the nature of the activity being undertaken.

Presently, classes are as follows:

Nursery	2 classes (am&pm)
Reception/Year 1	2 classes + ELP
Year 1 / 2	1 class
Year 2	1 class
Year 3/4	3 classes
Year 5/6	3 classes
Specialist Teaching Facilities	4 classes
The Bridge (SEBD)	1 class

Why are mixed age classes formed?

Mixed age classes are formed in most schools partly because of the numbers of children in each year group. It is not uncommon for the situation to change from year to year as the sizes of year groups can vary quite dramatically. At Clwyd we are allowed to have up to 45 children per year group and so this is too large a number for a single class and yet too small to have 2 straight age classes.

Will my child be held back if he/she is placed in a mixed age or split year group class?

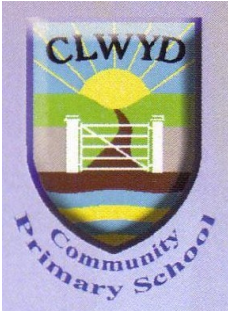
No. The way in which learning and teaching are organized in primary school means that teaching and work is tailored to the needs and current achievement level of individual pupils. The staff at Clwyd Primary are experienced at planning and delivering work to match the needs of mixed age learning. They provide challenges for the more able children and support for those needing help whichever year group they are currently in. Furthermore, the school plans the educational experiences for the pupils in all classes in ways that ensure good progression and continuity, whichever year group or class they are in.

I am concerned that forming a mixed age or split year group class may mean that my child's friendship grouping is being broken up.

Although care is taken in allocating pupils to classes, their social needs are not ignored, in general terms it is likely to be good for the children to experience classes with different classmates so that their circle of friends and acquaintances can be extended beyond the traditional age boundaries. Where new classes are formed, opportunities are created beyond the standard curriculum for pupils to maintain contact with friends who are in other classes (such as lunchtimes, playtimes, special activities for year groups, visits and school performances) When children transfer to secondary school, new friendship groupings in different subject areas become a fact of life, and many children generally welcome this situation.

If mixed age class is formed, how are decisions taken about which children should be allocated to which class?

We take a number of influences into consideration and make professional judgement based on this. These include and are in no particular order:
Social learning group, emotional development, readiness to learn, stage of learning, gender and age to balance classes and Additional needs.



The Four Porpoises at Clwyd Primary



Clwyd Primary - The Porpoise School! We have written and published 2 books



The Donaldson Review of Education in Wales

The Donaldson Review recommends four purposes to the Curriculum for Wales and says that, if generally supported, they should 'guide all future decisions about national and local educational priorities underpin all teaching and learning in Wales'.

The four purposes are that all children and young people will 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 are ready to lead fulfilling lives as valued members of society.

And so the **Four Purposes** became the **Four Porpoises!**

- Amber** – Ambitious and capable learner
- Richie** – Enterprising, Creative contributor
- Ethel** – Ethical and informed citizen
- Heath** – Healthy and confident individual



Arrangements for Religion & Values Education



RVE is a compulsory element of the curriculum and is taught in accordance with the LEA agreed syllabus. The approach is non-denominational, but parents who wish have the right to withdraw their children from the subject. Assembly is an important part of school life, providing a shared experience for all children. Local clergy regularly visit the school to take part in assemblies.

Equal Opportunities

The School is committed to a policy of equal opportunities and inclusion. We offer equal access to learning for all our children in all areas of the curriculum. We encourage all children to participate in every aspect of school life.

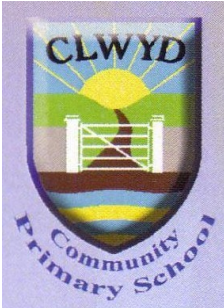
Relationship Education

Members of staff deal with any questions in a very sensitive manner. There have been statutory changes to the teaching of this curriculum area and Relationship Education is now be planned as part of Health and Wellbeing.

Welsh Language

The medium of instruction at Clwyd Primary School is English. Welsh is taught as a second language throughout the school. Emphasis is on conversational fluency. All children have access to Cwricwlwm Cymreig to raise awareness of the Welsh culture and promote bilingualism.





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Additional Learning Needs

The School's ALN Policy outlines clear expectations for all children with special educational needs. As stated earlier, we operate a policy of 'Inclusion' where all children are given equal access to the curriculum and are encouraged to achieve their full potential. On-going assessment of children's progress allows us to build up a picture of an individual child's development. Additional knowledge is gained from the annual reading survey and the 'graduated response' process ensures that class teachers and the ALNCo / Support Teacher are able to keep parents informed. The ALNCo / Support Teacher works alongside the class teachers to provide for those children with special needs. She may offer support either in the classroom or by withdrawing the children to work in small groups. In the upper junior department the children are 'set' according to their ability for English and mathematics and the Support Teacher provides valuable extra help to ensure differentiation experiences for those concerned.

The School has four Specialist Teaching Facilities (STFs) on site. These classes have a high staff / pupil ratio and cater for children from a wide area of Swansea who have moderate to severe learning difficulties and those with autistic spectrum disorders. The Bridge is a fifth class for children who are currently having difficulty in their own school and places are allocated through consultation with Swansea LEA. Whenever possible and appropriate children from these specialized classes are included in mainstream

Pastoral Care

All staff are committed to creating a caring secure environment for all children. The Head Teacher maintains overall charge of pastoral issues; however the class teachers and support staff are responsible for the general care of our children whilst in school. The school has a detailed Health and Safety Policy to assist us in the day to day caring of children. If a child is taken ill or sustains a minor accident, every effort is made to inform parents by telephone so that the child can be collected and taken home. If it is impossible to contact parents they will be informed personally, via a neighbour or by a note at the end of the day. The co-operation of parents is needed to ensure that **we always have an up to date emergency contact number for each child.**

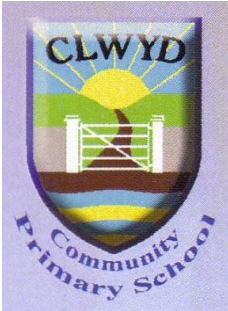
In the event of a child being injured at school the above procedures are followed. Should the injury appear to warrant hospital treatment parents are advised of this immediately; if parental contact cannot be made, the child will be taken to hospital by a member of staff or by ambulance, if this is considered necessary.

Certain children have specific medical conditions. In these cases Individual Health Care Plans are completed for each child on entry to school.

The school maintains close links with the LEA's medical and dental services and checks are carried out by these organizations at regular intervals. A weekly dental surgery is held at the school. Please ask for details in the school office if you would like your child to attend. We have a visiting Education Welfare Officer and Educational Psychologist and their advice and guidance is sought when necessary.

The safety of children is our paramount concern and close supervision is exercised by staff at all times, particularly during morning breaks. Supervision at lunchtime is enhanced by Supervisory Assistants employed by the school for this purpose.

Plans exist for the rapid evacuation of the building if a fire breaks out and whole school fire drills are held regularly. Staff receive regular Fire Safety training.



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Assessment and Reporting

In Nursery, all children are assessed using Baseline assessment. In addition to the statutory assessment at the end of Foundation Phase (Teacher Assessment – age 7) and Key Stage 2 (Teacher Assessment – age 11) all children are regularly monitored and assessed to ensure progress is on-going. Continuous assessment by the teacher is used throughout the school in order to aid the planning for the next stage of learning. The attainments are recorded and these provide the foundation for reporting to parents. National Testing is conducted in the Summer Term for Year 2 - Year 6.

Homework Policy

Parents are encouraged to listen to their children reading when they bring books home from school. Reading books should be brought home on a regular basis. They will be given English and mathematics homework and occasionally homework may be given for other subjects. All homework is linked to class activities so children who do not complete and return their homework will be at a disadvantage.

Links with Parents

Class Dojo is used in all classes to ensure there is an opportunity for open dialogue between the school and home. The school offers formal opportunities for parents to visit the school including 'Open Sessions' in the Autumn and Spring terms. During the summer term a report is provided commenting on children's attainment in all areas of learning.

Parents, relatives and friends are invited to attend a variety of other formal occasions including concerts, carol services, Easter parades, harvest festivals and sports days. In addition, there are class assemblies and whole school assemblies when children's achievements are celebrated. The school sends out regular newsletters informing parents of forthcoming events. Parents and children are asked to read and enter into a partnership agreement with the school in the form of a Home School Agreement. The Head Teacher and teachers are happy to meet with parents at a mutually convenient time, though the ideal opportunity is at the end of the school day.

School Discipline

The overall discipline of the school together with the enforcing of school rules is the responsibility of the Head Teacher assisted by the staff. The aim of the school is to provide a safe and caring environment and to this purpose school rules are concerned with ensuring the safety of all who use the school. Each class writes their own charter for the class based on the Rights of the Child. We recognise the need for all children to develop a sense of self-discipline involving the concepts of tolerance, respect for the values and beliefs of others, their feelings and property. The school endeavours to promote a set of moral values, including honesty, sincerity and responsibility, upon which children can base their own personal code of behaviour.

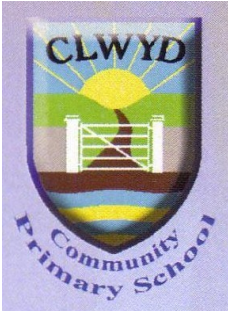
Sanctions normally involves loss of privilege and this varies according to the child's interest or the seriousness of the offence. If this fails to bring about the desired change in attitude and behaviour, parents are informed and invited to the school to discuss the situation. In the event of severe indiscipline the help of outside agencies may be sought, while the school reserves the right to invoke the ultimate sanction – exclusion from school for a fixed term or permanently.

The school has a formal policy for Positive Behaviour and Achievement. The main features of this policy are concerned with the recognition of children's achievements, whether for attitude, improving or good behaviour or general effort in their work. Home School Agreements will be used as part of the school's policy.

School Council & Pupil Voice Groups

We have 4 very active Pupil Voice Groups. One for each Porpoise in school and they meet fortnightly to discuss and implement positive change in the school. The groups cover areas such as being healthy, digitally safe, looking after our environment, using the Welsh Language, offering ways that the school could be improved and many more.





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Sport



All children in Clwyd Community Primary School have the opportunity to take part in a range of sporting activities. During the Acorn Phase the children are encouraged to take part in athletic activities. The activities take part during the Summer term and are part of the PE curriculum.

During Oak Phase, children have the opportunity to take part in athletics, rugby, football, netball and swimming. For the most part these competitive activities occur after school hours and are additional to the school's PE curriculum. If children are interested in taking part in these activities they will be informed of practice times, matches, what kit they will need and on what day these activities will take place. Practice / training sessions for these sports tend to take place in the school grounds – either on the field, playground or hall – depending on the weather conditions.

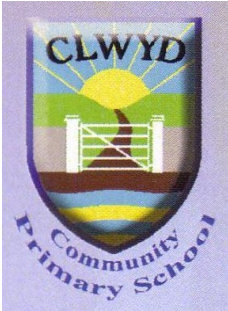


Competitive matches are played both home and away. Time and locations will be indicated on the consent forms given to those children taking part. Our local comprehensive schools involve partner primary schools in athletic, football, swimming and cross country competitions. Swimming lessons are available from Year 3 upwards at Penlan Leisure Centre.



Term Dates

Autumn 2025	Monday 1st September	Friday 24th October	Monday 27th October	Friday 31st October	Monday 3rd November	Friday 19th December
Spring 2026	Monday 5th January	Friday 13th February	Monday 16th February	Friday 20th February	Monday 23rd February	Friday 27th March
Summer 2026	Monday 13th April	Friday 22nd May	Monday 25th May	Friday 29th May	Monday 1st June	Monday 20th July



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The School Day



The school day starts at 8.50am and finishes at 3.05pm. The lunch break is from 12 noon until 12.50pm. (There is no afternoon break).

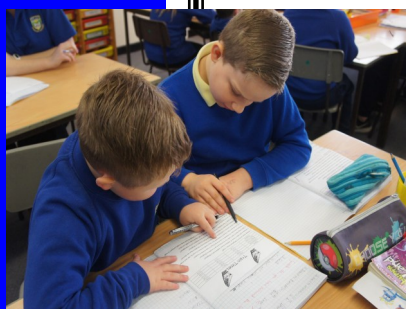
Children should not arrive earlier than 8.40am (unless they are attending Breakfast Club).

Children will **only** be dismissed at the end of the school day if an adult is there to collect them or the school has been notified of alternative arrangements e.g After School Club.



If your child is being collected at the end of the school day by an adult who is **not known** to the school then please inform the class teacher.

Your support in ensuring that your children arrive at school at the correct time is much appreciated as it allows all children to share in Circle Time and Assemblies.

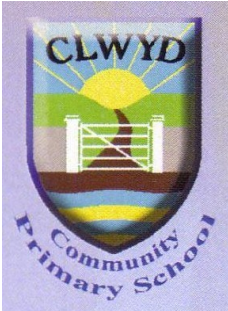


The school uses a computerised program for registration. This enables the school to detail accurately each child's attendance and class figures. All schools have a statutory obligation to account for any pupil absences. It is essential that parents inform the school as soon as possible of the reason for any absence when children are away. A telephone message to the school or a note confirming the reason for absence should be sent when the child returns. Concerns over the level of absence of any pupil will be reported to the Educational Welfare Service.

In the event of a parent wishing a child to leave school early for any reason, including dental or medical treatment, a request must be made to the Head Teacher. No child will be allowed to leave early unless collected by a parent or other responsible adult. The Head Teacher is empowered to grant leave of absence to a child to accompany parents on their annual holidays during term time, subject to a maximum of two weeks in any school year. However parents are requested to take such holidays during the school holidays whenever possible.



In the interest of safety all of the side entrances are locked during the school day. Access may be gained through the main door of the Junior building where a voice entry system is in place.



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Pupil Attendance

Autumn 2024	88%
Spring 2025	89.2%
Summer 2025	87.5%

Jewellery and Valuables

The school is not responsible for jewellery or valuables brought to school by children. Therefore we would suggest that children are discouraged from bringing these to school as loss or damage could cause upset. In addition, Health and Safety requirements mean that items such as earrings, necklaces and rings should not be worn for PE and games lessons.

Medicine in School

Occasionally it may be necessary to give medicine to children in school, perhaps for long term complaints like asthma or eczema. In this case medicine should be clearly labelled by the pharmacy with the contents, dosage and name. This must be accompanied by a note giving permission for the medicine to be administered. Though every care will be taken, it must be appreciated that the school cannot be held responsible for the failure to ensure the medicine is administered.

Admission Arrangements

Nursery: children are admitted to our Nursery class following the child's third birthday. The Governors are prepared to admit three year old children should places be available.

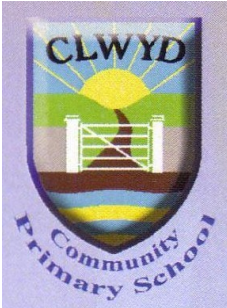
Reception: Children are admitted to Reception following the child's fourth birthday. Places are offered to children living in our catchment area. Parents are requested to accept this offer in writing or to state a preference for an alternative placement for consideration by the preferred school. Parents living outside our catchment area are welcome to apply for a preferred placement, the success is governed by a set criteria and determined by the City and County of Swansea

Children with Additional Learning Needs will be admitted to school after an admissions meeting with the Additional Learning Needs Coordinator, class teacher and parents to discuss and arrange for their needs to be met.



School Uniform

The school encourages the wearing of school uniform and details are available on request. Children's clothing should be clearly labeled, so that in the event of an item of clothing being mislaid it can be traced.



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Charging and Remissions Policy

Under Section 110 of the Education Act, the Governing Body has determined that parents be invited to make a voluntary contributions to support educational activities, for example educational visits, a nominal fee to offset transport costs. The school reserves the right to cancel the planned activity if it lacks the financial support.



Security

In order to ensure the safety of all children, staff and visitor to the school a variety of measures are in place including:

- Vehicle access to the school is restricted at certain times of the day, and between 8.40am – 9am, 11.15am and 11.30am and 3pm to 3.20pm the gates are locked.
- Entry to the building is restricted to the main entrance after commencement of the school day. For those wishing to enter the building after this time a security 'voice call' button system is in place linked to close circuit television cameras. This enables callers to be monitored before entering the building.
- All classrooms have intruder alarms and fire alarm systems fitted. Any person working within the school is expected to show appropriate means of identification.

Community Links

The school always tries to maintain links between local churches, visiting clergy, community police, charitable organisations and partner catchment schools.

PTFA

The school has a group of enthusiastic and hard-working Parents, Teachers and Friends Association, who meet regularly and organise various fund raising events.

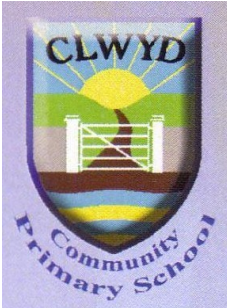
School Dinners

School dinners are cooked on site. School dinners are free for all Primary Age Children but **we strongly encourage parents and carers to apply for free school meal status should you be receiving any form of financial support as this will allow you to get reduced rates on residential visits and uniform grants etc** Forms are available at the school for those who may be entitled to 'free school meals'.

Nursery, Reception and STF children have milk/squash and biscuits during the day.

Fruit and toast is sold during morning break twice a week but in the interest of dental hygiene children are not allowed to eat sweets or chewing gum.





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Child Protection

As you are aware the Safeguarding of your child is of paramount importance and therefore the Governing Body wish to keep you informed of the protocols and procedures that are in place in Clwyd Community Primary School.

The Governing Body of Clwyd Community Primary School believes that there are five key issues in the complete development of each and every child, in that we have a duty to ensure that each child:

- stays safe;
- is healthy;
- is able to enjoy and achieve;
- is able to achieve economic well-being;
- makes a positive contribution.

Clwyd Community Primary School Safeguarding Children Statement

At Clwyd Community Primary School the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. We therefore have to ensure that this expectation becomes reality. In order to do this a wide range of measures and policies are put in place:

The Health and Safety Policies

The school has several policies relating to health and safety, which are monitored regularly by the relevant committees of the school governors.

First Aid

In school there are always trained members of staff who volunteer to oversee first aid. First aid equipment is stored in the office and a travel first aid kit is available for off-site activities.

Site

Clwyd Community endeavours to provide a secure site, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding.

Attendance

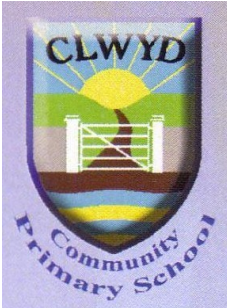
Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone. If there is no notification Clwyd Community Primary has a policy of telephoning home to ascertain each child's whereabouts (First Day Call). The school works closely with the Local Authority's Education Welfare Officer, whenever a child's attendance and punctuality causes concern.

Appointments of staff and induction of newly appointed staff and work placements

All staff that are appointed to work in school have a criminal records search called a DBS check.

Child Protection Policy

The designated staff member for Child Protection is Mr S Brown, Head Teacher and the designated governor is Miss C. Beuse. It is the Governing Body's duty to ensure the Child Protection Policy is reviewed annually and any deficiencies within the policy addressed immediately. All governors and staff have had appropriate child protection training, which is updated at least every three years. Child Protection matters are reported to the Governing Body every term.



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Internet Safety

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Pupils should never be left unattended whilst online and staff should ensure that this does not happen. If staff know of misuse, either by a staff member or child the issue should be reported to the Head Teacher without delay. As Designated Safeguarding Person, the Head Teacher has overall responsibility for internet safety. The school regularly reviews its Internet Usage and associated policies using Safe360.

Equal Opportunities

Within the school prospectus there is a statement for equal opportunities which asserts: "Clwyd Community Primary is committed to a policy of equal opportunities and inclusion. We offer equal access to learning for all our children in all areas of the curriculum. We encourage all children to participate in every aspect of school life."

Positive Behaviour Policy

Good behaviour is essential in any community and at Clwyd Community Primary school we have high expectations for this. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children. There are numerous rewards available to children.

Anti Bullying Policy

At the definition of bullying is: "A systematic and extended victimisation of a person or group, by another or group of others." The school's response to this is unequivocal. Adults must be informed immediately and action will take place. Children are told that silence is the bully's best friend. Although bullying in this school is rare the school always acts swiftly with a process of investigation, communication and action, and always in partnership with parents. Bullies will not be tolerated. The school is involved in using Restorative Practice – restorative justice is a way of enabling both the perpetrator/s and the victim/s to discuss what has happened, for the perpetrator/s to see and hear how their action has affected the other person/persons and to try to put in place actions and sanctions they both parties agree too.

Race Equality

Along with the equal opportunities policy there is also a Race Equality Policy. We want our children to be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism.

Photographing and videoing

There has been a lot of controversy about adults photographing and filming young people. The concerns are genuine, however we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

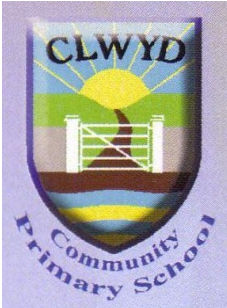
- Parents consent to school taking photographs by signing the Admission Form. This is updated annually in September of each school year.

Whistleblowing

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly.

Full copies of these policies are available in the office if you would like more information.





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Complaints

Background to the Complaints Procedure

The Education Act 2002 requires all governing bodies to establish procedures for dealing with complaints from parents, pupils, members of staff, governors, members of the local community, etc.

If a governing body already has complaints procedures in place, they must be reviewed in the light of the new WAG guidance (circular 03/2004).

The procedure that follows does not deal with complaints about the following issues:

The curriculum, SEN, RE and collective worship, Admissions, Exclusions, Staff grievance, Teacher capability or Staff disciplinary

Separate procedures already exist to deal with these.

In developing complaints procedures, governors must consult with staff, pupils and parents, and their finalised procedures must be formally adopted and published.

Complaints Procedure

This school takes complaints very seriously. We aim to resolve concerns and complaints as soon as we can, in the interests of all concerned and to learn lessons from complaints made to us.

Principles of the procedure

The school will make every effort to respond quickly in order to resolve the complaint at an early stage if possible. The school will seek to provide a fair and consistent approach when dealing with complaints.

All those involved in dealing with complaints at Stages 2 and 3 must be impartial and have no previous involvement with the complaint, personal links with the complainant or the person against whom the complaint is being heard. Everyone involved with a complaint will treat the process and the parties involved with respect. The details of the complaint will remain confidential to those investigating. However the person complained against is entitled to know the substance of the accusation. All parties will be kept informed throughout the process. A timetable for the investigation of the complaint will be set out. If a complaint is made just before the beginning of a school holiday, other than a half term holiday, the school will try to resolve the matter before the school closes. All complaints including anonymous and withdrawn complaints will be recorded. A report summarising key trends and issues relating to complaints will be presented by the head teacher to the governing body annually.

Stage 1

The complaint may be oral or in writing, and may be made to a member of staff, or head teacher.

Every effort will be made to resolve the complaint at this stage. A decision will be reached within 10 school days if possible and conveyed to the complainant. If the complainant is not satisfied, they must be informed (orally or in writing) that they can take their complaint to the head teacher. If the head teacher was the first person to receive the complaint, he/she can decide whether to deal with it straight away or delegate to another member of staff.

The following details will be recorded:

- the name of the complainant
- the date of receipt of the complaint
- a brief description of the complaint
- action taken to resolve the complaint and the outcome
- any issues for action by the school

Stage 2 – Consideration by the Head Teacher

The complaint should be put in writing for clarity at this stage. (N.B. arrangements need to be put in place to help those who cannot write or who have another main language). The head will acknowledge receipt in writing, enclose a copy of the complaints procedure and provide a date for a response (usually within 10 school days) and in writing. The complainant will be given the opportunity to meet the head. The complainant can be accompanied by a friend or relative if they wish. The head may wish to have a witness present.

Record keeping will include the following:

- the name of the complainant
 - the date of receipt of the complaint
 - a brief description of the complaint
 - action taken to resolve the complaint and the outcome
 - any issues for action by the school
 - a written record of discussions, interviews, and evidence collated
 - the date the complainant was informed of the outcome
- The complainant may make their complaint to the Governing Body if they are not satisfied with the outcome.

Stage 3 – Consideration by the Governing Body

Complaints considered by the Governing Body should be rare and governors must check that Stages One and Two have been exhausted before considering the matter. The complaint will be heard by the Complaints Committee. The Complaints Committee will meet to hear the complaint usually within 15 school days of receipt of the complaint. The availability of all parties involved will be checked to ensure that everyone is able to attend. The person against whom a complaint is made will be given sufficient time (usually 10 school days) to consider all the evidence and take advice before providing a response and before any hearing takes place.

