

Rhos y Fedwen Primary School



School Prospectus 2021- 2022

As parents of children in this school, we give you an especially warm welcome. Rassau is a small community and we consider ourselves to be a community school with good relationships with the people in our vicinity. We hope you will enjoy being part of our school.

Our mission statement is 'Building Bridges to a Brighter Future'. Both the motto and the logo on the front of this brochure were designed by the children of this school to reflect our attitudes and beliefs.

Our vision is to create a happy, caring, safe school where everyone is encouraged to reach their full potential and develop a love of learning

Parents play an important part in the life of this school and without your support we would not be able to exist. You know your children far better than we do and often have the answer to why certain problems arise in school. If your child is unhappy, please come and tell us. If there are problems of which we are unaware we can do nothing about it. My door is always open for you to discuss any fears or worries that you may have.

Progress is also much greater with a shared learning experience between home and school. There will be times when we will be asking for your help - to listen to your child read, for example – and the value of your contribution cannot be underestimated.

We want you to have confidence in the school; in our ability to care for your children and in the part you play in the life of the school.

This booklet is issued to provide you with all the information you are likely to require. However, if there is anything not covered that you want to know about, please do not hesitate to ask.

Nicola Martin
Acting Headteacher

Aims of the School

- To provide a stable, caring and happy environment in which children are stimulated to work and play together
- To help pupils develop lively, enquiring minds
- To improve the quality of pupil learning by the development of a coherent cross-curricular approach in a variety of contexts and opportunities.
- To develop the children's abilities to apply knowledge and skills to practical tasks.
- To ensure the children are motivated and appropriately challenged, enabling them to make progress at a suitable pace.
- To employ a variety of teaching and learning strategies in appropriate situations.
- To ensure pupils are actively employed in their learning situations and are encouraged to develop independence in both individual and group situations.
- To provide differentiated activities for all pupils of all abilities.
- To ensure an on-going review of children's performance and to use the evidence to plan future programmes.
- To employ strategies for identification of special educational needs.
- To ensure resources are appropriate and available in quality and quantity.
- To promote pupil's awareness of their surroundings and community, thus providing pupils with a good range of insights into their own traditions and heritage, and those of other cultures.

ESSENTIAL INFORMATION

SCHOOL: RHOS Y FEDWEN PRIMARY SCHOOL

ADDRESS: HONEYFIELD ROAD
RASSAU
EBBW VALE
GWENT
NP23 5TA

TELEPHONE NUMBER: (01495) 356021

E mail: Rhosyfedwen.Primary@blaenau-gwent.gov.uk

WEBSITE: Rhosyfedwenprimary.co.uk

TYPE OF SCHOOL: Local Education Authority Maintained

CLASSIFICATION: Community Primary

LOCAL EDUCATION AUTHORITY: BLAENAU GWENT CBC
EDUCATION DEPARTMENT
ANVIL COURT
ABERTILLERY
BLAENAU GWENT
NP13 1DB

TELEPHONE NUMBER: (01495) 350555

DIRECTOR OF EDUCATION: Mr L Phillips

CHALLENGE ADVISER: Mrs J Davies



Welcome to our Foundation Phase.

The Foundation Phase is divided into four classes Nursery, Reception, Year 1 and Year 2. Alongside learning basic skills the Nursery spends time helping children become part of the school “community”. Children are also encouraged to be thoughtful and caring to each other. The Reception builds on these foundations with a more structured approach where children gain skills in all areas of the Foundation Phase to enable them to move smoothly into Years 1 and 2.

We hope that your child will be happy here. Your child will be safe and secure with us. Our aim is to create an atmosphere that allows children to progress at their own pace, to grow in confidence and to take pride in their achievements.

We realise that the step from home to school is a very big one. We will endeavour to make this step as smooth as possible. If you have any concerns at all please do not hesitate to tell us.

During this phase the main building blocks of learning experiences are laid. The emphasis will be on developing essential skills of communication, literacy and numeracy. By providing a broad rich curriculum using an integrated approach, we aim to develop the children’s interests whilst also recognising their level of maturity. These are important years where children learn how to observe, listen, respond and develop not only as individuals but also as caring members of our community.

Members of Staff

Acting Headteacher – Mrs Nicola Martin

Acting Deputy Headteacher – Mrs Lorna Phillips

Acting Head of Foundation Phase – Mrs Rachael Farr

Head of Key Stage 2 – Mrs L Phillips

Nursery Teacher – Miss Penfold-Smith

Reception / Year 1 Teacher – Mrs R Farr

Year 2 / 3 Teacher – Miss M Jones

Year 4 / 5 Teacher – Miss Whitehouse

Year 5 / 6 Teacher – Mrs Phillips

Teaching Assistants – Mr J Thomas

Mrs L Bennett

Miss R Light

Miss P Youren

Miss Muggeridge

Miss K Jones

Ms N Tomsett

Mrs R Jones

School Clerk - Mrs J Caswell

Key Stage 2

The essential skills of communication, literacy and numeracy are still be the central focus of our curriculum. But, as their understanding of the different disciplines increases, more time will be given to science and the foundation subjects. The curriculum will still take place within an integrated theme where it is meaningful and relevant. Children will be encouraged to develop self-confidence, independence in learning and higher order skills in a range of situations.

Ancillary Staff

Caretaker

Mr W Tauati

Cleaners

Mrs S Griffiths

Mrs K Plumley

Cook

Mrs J Davies

Canteen Assistants

Mrs S Griffiths

Miss R Reynolds

Senior Midday Supervisor	Mrs J Davies
Supervisory Assistants	Miss P Bishop

Breakfast Supervisors	Mrs J Davies Mrs S Griffiths
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School Crossing Patrol	Miss A Jones
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Members of the Governing Body

Chairperson	Mr Steve Winter
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LA Representatives	CLlr D Wilkshire Mr Gareth Davies Mr P Edwards
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Parent Representatives	Mrs J Tauati Edmunds Mrs J Stephens
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Community Members	Mrs M Madden Pastor Pennington
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Ancillary Representative	Miss K Jones
Teacher Representative	Mrs R Farr
Acting Headteacher	Mrs N Martin

Nursery children will have a choice of part time or full time placement.

Times of sessions:	Part time	9.00 am – 11.30am
	Full time	9.00am – 2:55pm

For Reception and Years 1 & 2 the times are:

8.55am – 3.00pm (lunchtime is 12.00pm- 1.00pm)



Aims of the Foundation Phase

We aim to make the children's first steps away from home happy ones. We want to have happy, confident children who are interested in the world around them. We provide a well-planned stimulating environment for the children to learn in. They will have a wide range of activities and experiences. Children will be encouraged to make choices and decisions to develop independence. The curriculum will be developmentally appropriate with high priority given to children's personal, social and emotional development, which encourages self-esteem, empathy, collaboration and co-operation.

We aim to have a great deal of fun whilst the children are learning and much of the learning will involve structured play activities and lay the foundations for the National Curriculum. There will, therefore, be well-planned opportunities for first hand experience, play and talk

Our children's first steps in education are important and vital for their later educational success.

In our Early Years Unit we want children to feel secure, respected, and confident and to develop a sense of achievement through learning that is pleasurable and rewarding.

Organisation and Curriculum

The Foundation Phase curriculum is divided into seven areas of learning called the Foundation Phase, all of which are important for the children's all round development. All learning experiences should be seen as contributing to the whole of a child's development. Young children's learning should be holistic using all and every experience, linking them together to produce new skills or concepts. Well-structured and purposeful play activities enhance and extend children's learning.

- Language and Literacy and Communication Skills

Language and Literacy is divided into three specific areas of activity: Speaking and Listening, Reading and Writing. These areas all combine and interact to develop the child's whole ability in language and literacy.

A competent use of language is the most fundamental of human skills and is decisive in making progress in the other areas of learning. If a child is given a wide range of language experiences the child's intellectual, emotional and social learning will also be enhanced.

- Personal and Social Development, Well-Being and Cultural Diversity

Children learn about themselves and about relationships with other children and adults. They learn about the world outside the family and about how people live and work. They are also encouraged to become more independent.

- Mathematical Development

Children learn best through developing their problem-solving skills. Developing mathematical language is crucial to help children to develop their understanding about mathematical ideas. Beginning to understand mathematical processes and concepts is the foundation of numeracy. In order for mathematical ideas to be meaningful, they must first be understood in the context of an activity.

- Knowledge and Understanding of the World

Knowledge and Understanding of the World is probably the most all encompassing of the six Areas of Learning. Children will have experiences of other cultures, of past events; of the work people do, of the use of money, of the environment, of animals and other living things.

By exploring their environment and the world around them children will develop ideas that will form the basis of future learning in history, geography, design and technology and ICT. These will be the experiences, therefore, which will be the foundation of confidence in science and technology and its enjoyment.

- Physical Development

Physical development is a vital part of each child's natural development and is part of our integrated curriculum for all children including those with special needs.

They will be developing physical control, mobility, awareness of space and a range of manipulative skills. They will have a range of experiences and will have access to safe and stimulating outdoor play.

- Creative Development

Young children are continually developing their imaginations and creativity. Through art, music, dance, stories and imaginative play they show increasing ability to use their imagination, to listen and observe. They will use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings

- Welsh Language Development

During the Foundation Phase, children learn to use and communicate in Welsh to the best of their ability. Children listen to Welsh being spoken and respond appropriately in familiar situations, using a range of patterns. Skills are developed through communicating in a range of enjoyable, practical planned activities.

R.E. is taught using the agreed Blaenau Gwent syllabus

Sex and Relationships Education

SRE is taught from Reception to Year using the Blaenau Gwent Gwent resources 'Growing Up' and SENSE.

We provide our pupils with a curriculum which seeks to educate the 'whole person' as well as in academic and practical ways. We strive to make our curriculum appropriate to pupils' needs with teaching styles that develop positive attitudes to learning, the understanding of concepts and the acquisition of knowledge and skills. Pupils need such an education to make their way in a rapidly changing society and economy.

The content of the curriculum is broad, balanced and relevant. Pupils study the National Curriculum and Religious Education. The curriculum is regularly reviewed so that our pupils receive an education which is relevant and up-to date.

Homework is an important element of the pupil's education and is set online on a regular basis. Parental support in supervising the completion of such work is much appreciated.

LNF

The LNF sets the skills we expect learners to develop.

Within literacy we expect learners to become accomplished in:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within numeracy we expect learners to become accomplished in:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

Teachers use the LNF to:

- develop curriculum content to ensure that all learners have opportunities to develop and refine the skills set out in the LNF
- integrate literacy and numeracy into their teaching – whatever the subject matter
- inform discussions with parents/carers, learners and other teachers about learner performance
- help learners with their own self-assessment activities and planning for learning
- monitor, assess and report on individual learner performance
- identify learners who may benefit from intervention or who are working beyond age-related expectations.

ALN

At Rhos y Fedwen Primary School, the aims of our Policy for ALN and Inclusion are as follows:

- To ensure that no child will suffer discrimination because of perceived learning difficulties, behaviour, emotional responses, disability, race or gender;
- To develop a whole-school approach to inclusion by responding to pupils' diverse learning needs and ensuring that all school policy, practice and procedures support the needs of all children;
- To enable staff to identify and provide for the needs of all pupils in a wholly inclusive environment;
- To implement fully the school's Policy for Equal Opportunities and to achieve the objectives of the school's Strategic Equality Plan;
- To implement all aspects of the school's Disability Accessibility Plan and Disability Equality Scheme

A copy of the ALN and Inclusion Policy is available on the website or from the school office

Equal Opportunities

At Rhos y Fedwen Primary School we believe that school should be as much about building relationships and forming attitudes as it is about teaching and learning. The quality of a child's relationships with his peers make a powerful contribution to the climate of the classroom and therefore every opportunity is given to encourage peer support. The organisation of the classroom and the management of learning provide equal opportunities for all children, regardless of gender or creed. Each teacher ensures that basic routines do not nurture sexist or racist attitudes. Care is taken at all times to ensure that the phrase "equal opportunity" means exactly what it says.

Safeguarding

Rhos y Fedwen Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse.

Children know that they can approach any of the adults in school if they are worried and that they will receive a supportive response. In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been checked for their suitability through the DBS procedure.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her child protection plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

If you would like to know more about our policy or procedures for Safeguarding, speak our Headteacher and Designated Safeguarding Lead Mrs Martin. Please see our Safeguarding Policy available on the website or via the school office for further details.

If you have a safeguarding concern please ask to speak to one of the senior leaders for Child Protection

Mrs Nicola Martin- Acting Headteacher – Designated Senior Leader for Child Protection

Mrs Lorna Phillips – Acting Deputy Headteacher - Designated Deputy Senior Leader for Child Protection

Miss Nicola Whitehouse – ICT Team Leader – responsibility for e-safety

Mrs Joanne Tauati-Edmunds – Governor with responsibility for Safeguarding

Provision for pupils with disabilities

Disability discrimination law is relatively new and extremely complex. It covers employment, the provision of services and the provision of education. It is the policy of Rhos y Fedwen Primary School to comply with the DDA. All documentation in school (handbooks, policies and procedures) take into account the implications of the DDA.

A request for a place at Rhos y Fedwen Primary School for a child with a disability or learning difficulty will be sympathetically considered. The school understands that

this is where the child's ordinary needs can be met, but must be sure that their additional needs can also be met in full. If Rhos y Fedwen School is currently without the type of provision necessary for a child, whether for a physical disability or learning difficulty, every effort will be made by the school working together with parents, governors and the Local authority to make available what is required. Each case will be treated individually.

Arrangements for the admission of children with disabilities begin prior to the pupil joining school. In the first instance the family visits school for a preliminary discussion. A review meeting is then arranged with the family, Headteacher, SENCO, class teacher, pre-school staff and outside agencies to determine the child's needs and implications for the school's provision for inclusion.

The school is committed to inclusion to prevent disabled children being treated less favourably than other pupils. The school aims to be an accessible place for all people, whatever their age, ability, race, culture or gender. The Inclusion policy is available on request.

The school has an accessibility plan (required under the Disability Discrimination Act 1995) covering future policies for increasing access to the school for pupils with disabilities. This is available to view on request.

Facilities in place which increase access to the school are as follows:

- The school is on two levels but has full wheelchair access to all areas.
- Disabled parking provision.
- Disabled toilet facilities in the Infant Department.
- Paths make the infant and junior playgrounds accessible.

Great care has been taken to ensure that disabled children have full access to all areas of the school with the provision of ramps, handrails, disabled toilets and a shower and changing area within the Early Years Unit. This enables us to cater for the needs of all disabled children and helps us to provide inclusive education from a very young age.

GENERAL INFORMATION

Uniform

The uniform for the Early Years Unit is a royal blue sweatshirt, lemon polo shirt and grey jogging bottoms or trousers. We would much appreciate it if you would comply with the uniform. Shoes with Velcro fastenings would be much appreciated

PLEASE ENSURE THAT ALL CLOTHING, SHOES AND DAPS ARE CLEARLY LABELLED WITH YOUR CHILD'S NAME.

Swimming lessons are organised on a rota basis with every child in the school having

the opportunity to participate. We always ensure that we have more than adequate supervision, especially in the case of the very young children, and there are normally two or three supervisors in the water with the little ones. Parents quite naturally are often apprehensive about such young children participating in these sessions but we want you to feel secure in the knowledge that we take absolutely every precaution necessary to ensure the children's safety. The benefit these children gain from these lessons is immeasurable.

We would urge you to ensure that your child attends regularly and to be punctual. If your child is ill please let us know by contacting the school at your earliest convenience.

Each week we collect £1 for Snack Fund to provide water, fruit and toast for your children. Free milk is provided for all children in the Foundation Phase.

We regularly hold fund raising events and would appreciate any suggestions you make in order for us to raise funds for equipment.

Outdoor play is an important part of your child's physical development so we take every opportunity to use our garden and outdoor equipment. Warm coats are therefore essential on cold days and on hot summer days sun hats and sun cream are essential.

Every child will be given a clothes peg with his/her name and a symbol on it. In the event of accidents, wet or soiled clothes will be put in plastic bags and hung on these pegs. Please wash the clothes your child comes home in and return them as soon as possible. Accidents often occur as children get engrossed in activities and do not leave enough time to get to the toilet. Children will be encouraged to go to the toilet at regular intervals (e.g. playtimes) but there is no restriction on the number of times they are allowed to go to the toilet as there are four sets of toilets in the Unit.

An adult must collect children. We do not allow children to be collected by strangers so please inform staff if someone other than a parent is to collect your child.

In case of illness or accidents please provide us with as many Contact Numbers as possible. If you move house or your phone number changes please inform us immediately.

Children in Early Years must have the opportunity to use paint, glue, clay, pastry etc. We supply aprons for these activities but sometimes clothes are stained. All our paint is water based so soaking them in cold water for 24 hours prior to washing them should remove stains.

Jewellery is generally not appropriate for school as it may be lost or broken. Please be aware that for health and safety reasons children are permitted only a single pair of ear studs which your child must be able to remove for PE and swimming lessons independently.

Physical Education

The importance of a healthy lifestyle for our children cannot be underestimated and therefore great emphasis is placed on the provision of all kinds of sporting activities.

During the year, Inter-School football, rugby, netball, swimming and athletics meetings are held and after school games clubs are held on a Wednesday.

Swimming lessons are organised on a rota basis with every child in the school having the opportunity to participate. Each class has a minimum of twelve sessions. We always ensure that we have more than adequate supervision, especially in the case of the very young children, and there are normally three or four supervisors in the water with the little ones. Parents quite naturally are often apprehensive about such young children participating in these sessions but we want you to feel secure in the knowledge that we take absolutely every precaution necessary to ensure the children's safety. The benefit your children gain from these lessons is immeasurable.

Our Daily Mile Club which is an "Endurance initiative" that encourages children to walk, jog or run a measured 1 mile course within the school grounds first thing in the morning.

PE kit is an essential part of school equipment and it is most important that each child has the following items available in school at all times:-

A drawstring bag, clearly marked with the child's name, containing shorts, T-shirt and plimsolls (preferably with elasticated sides). Trainers are not suitable for wearing in the hall and will not be allowed under any circumstances.

Please ensure that all items of clothing and footwear are clearly marked with the child's name. It is extremely difficult to sort out unmarked clothes after PE and swimming, especially with the younger children.

Extra Curricular Activities

Extra curricular work is seen as vital to the development of the whole child. At Rhos y Fedwen we offer a wide range of activities which raise self-esteem, broaden experience, build confidence and provide experiences where success is shared. We have a very wide choice of activities in which the children are able to participate.

Birthdays

The children enjoy sharing their birthdays with their friends and this special time and celebration is always acknowledged. Please inform staff if you wish to bring in a cake (due to Health and Safety Regulations cakes must be commercially produced – we are no longer able to accept home made cakes). **Please ensure the cake is nut free.**

Home School Links

Parents are welcome to visit the school. Appointments to see teachers are best made outside school hours as an impromptu visit may disrupt a class lesson. For security reasons all visitors during the school day are requested to report to the office.

Prospective parents

Prospective parents are invited to contact the school to arrange a visit during school hours, not only to see the head and staff, but also to sample the working atmosphere of the school.

Admission of children

Nursery

Children aged 3+ are admitted to our Nursery in the September of the academic year that they attain the age of three. Welcome open mornings and afternoons are held. Home visits are undertaken prior to admission to Nursery

Reception

The LA is the admitting authority for all children in Blaenau Gwent. Each child about to commence full time education will be offered a place in a school maintained by the LEA.

All pupils of the appropriate age, who are resident in the school's catchment

All parents are their children's first educators and most home activities, routinely performed in the course of family life, have an important function in helping to develop a particular skill or increase the child's knowledge about a specific topic.

Parents and carers are the most important people in a young child's life. The experiences children bring from home should complement the experiences they have in the Foundation Phase. Parents are an integral part of their child's education and it is vital that there are good links built up between parents and teachers for the benefit of the child. Parents need to be partners with the school in their child's education.

We aim to build on this. If you have any concerns regarding your child please let the staff know.

We have a home/ school agreement in place. We ask you to sign this agreement when your child starts school.

Friends of RYF

We hold regular meetings Friends of RYF meetings when events and fund raising activities. A warm welcome is given to you to join this group of dedicated parents.

Helping Hands Scheme

We would appreciate any help you can give us with our Helping Hands Scheme. For example; sharing skills, helping in the classroom / reading stories to groups of children (Dads would be especially welcomed), gardening, computer work and generally assisting in the classroom routine.

As parents you have the biggest influence on your child. The Foundation Phase will now play a big part and together we can work in partnership for the benefit of your child.

Breakfast

What time will the sessions operate?

- Breakfast provision will begin at 8:25am. Please ensure that children do not arrive before this time as there will be no supervision
- All children should register on arrival
- Once the children have registered on arrival they must remain in the breakfast session.
- The breakfast session will finish at 8.55am
- **No child will be admitted to the breakfast session after 8.40am**

A typical breakfast will be:

- cereal with milk and chopped fruit, a piece of toast and a drink
- toast, fruit juice and yoghurt

Supervision

Mrs S Griffiths and Mrs J Davies will supervise the breakfast session.

The breakfast and supervision of your child(ren) during the breakfast session is free.

How much notice do I need to give to vary the arrangements for my child(ren) to attend the breakfast session?

A term in advance, however due to COVID-19 guidance we are unable to offer breakfast places to any new pupils at present.

Will the children be in a mixed age groups for breakfast?

Yes – attendance at the free breakfast session is open to all children attending this school. Under COVID-19 measures children will be served breakfast within class groups and will sit at designated tables.

Lunch (Reception - Y6 pupils)

We would encourage children to stay to lunch, as this is the time when most children make their friendships. They may stay for school dinner or bring a packed lunch.

School meals are provided each day at a cost of £2.40 per day. Children are offered a salad bar with a baguette or jacket potato or a hot meal. Menus are sent home each term so that you know what meals are available. Pupils must make their choice at the start of the day and this is registered by the class teacher. Blaenau Gwent Catering have now initiated a new method of collecting dinner money and meals must be paid for on a daily basis. Each child has their own pin number for the dinner money machine which is located in the reception area. The school office will be able to issue with a pin number for your child.

Children wishing to bring sandwiches may do so, provided no glass or sharp instruments are carried or fizzy drinks. We operate as a nut free school so please ensure packed lunches are suitable. Drinking water, juice or milk is provided at lunchtime. Children who choose to bring sandwiches, and who forget to bring them on any morning, will automatically be given a school meal, payment for which may be sent in the following morning.

Free school meals are available in certain circumstances. Application go directly to Blaenau Gwent's Benefits Department.

Home / School Reading

Your child will have access to a library of books at their reading level via MyOn (online platform) for you to share together. We suggest that you: -

- ◆ only read when your child wants to
- ◆ that you sit somewhere cosy
- ◆ praise and encourage as much as possible
- ◆ talk about the whole book, the cover, the inside pages, the names of the author and illustrators
- ◆ read the story to the child first, and talk about the pictures as you go
- ◆ discuss what is going on in the story
- ◆ try to give your child all your attention
- ◆ stop when your child gets tired
- ◆ talk about the book
- ◆ aim to read at least 20 minutes a day with your child

Attendance

We are part of the LA CALLIO attendance project. Jonathon Henderson our EWO visits school on a regular basis. In line with the CALLIO project letters (red, amber or green) are sent to parents on a half-termly basis. Our attendance was 94.6% 2016/17 and 92.9% in 2017/18. Our target for 2018/19 is 94% and children are rewarded

termly with 100% badges and half termly the class with the best attendance is rewarded with Dominos Pizza!

Complaints about the curriculum

Procedures for making complaints about the curriculum under Section 23 of the Education Reform Act 1988 are contained in the LEA policy document, which is available for inspection from the office

We believe that our school provides a good education for all our children, and that the Headteacher and other staff work very hard to build positive relationships with all parents. However, the school is obliged to have procedures in place in case there are complaints by parents. The following policy sets out the procedure that the school follows in such cases.

We believe it is essential to have in place clear procedures to deal with complaints made against the school or individuals connected with it.

If any parent is unhappy with the education that their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher immediately.

We deal with all complaints in accordance with procedures set out by the National Assembly for Wales.

We believe it is essential to have in place clear procedures to deal with complaints made against the school or individuals connected with it.

Aims

- To deal with any complaint against the school or any individual connected with it by following the correct procedures.
- To deal with all complaints thoroughly and by being open, honest and fair when dealing with the complainant.

Strategy

• General Complaint	- as seen in Plan of System – General Complaints (attached)
• Complaint against a Head Teacher	- as seen in Plan of System – Complaint Against Headteacher (attached)

We believe that we can keep complaints to a minimum by forging strong positive relations with everyone connected with the school and by having in place very good lines of communication

A continuous process of self-evaluation will monitor the process of dealing with complaints

School Term Dates 2021/2022

Date	Start	Half Term Starts	Half Term Ends	Term Ends
Autumn	02/09/2021	25/10/2021	29/10/2021	17/12/2021
Spring	04/01/2022	21/02/2022	25/02/2022	08/04/2022
Summer	25/04/2022	30/05/2022	03/06/2022	22/07/2022