



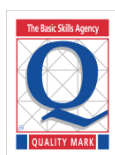
'Learn, have fun and reach for the stars.'

**HENDREFOILAN PRIMARY
SCHOOL PROSPECTUS
2024 – 2025**



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A Letter from the Headteacher

On behalf of the pupils, staff, and governors, I would like to welcome you to Hendrefoilan Primary School. The school takes pride in the excellent standards attained by all pupils. This is the result of our commitment to teaching and learning. Hendrefoilan is situated on a large site with extensive grounds, boasting developed woodland, fields, adventure playgrounds, netball courts and football pitches. There are 251 pupils on roll and this is an increase of five pupils from September 2023. Next term, 'rising threes will join Hendrefoilan over a period of two terms. The local authority (LA) pupil admission number is 34. There has been no fixed term exclusions or racial incidents recorded in the past three years. There are nine teachers at the school, including the headteacher, and eight classes from nursery to Year 6. The average class size is 30, which is above the LA average of 26.

The percentage of pupil mobility is ten percent above the seven percent LA average. 47 percent of pupils living in the catchment area attend the school. Around three percent of the pupils on roll live in areas classed in Welsh index of multiple deprivation (WIMD) as being in the most deprived 30 percent of all areas. Six percent of pupils are eligible for free school meals. The school has 11 percent on the additional learning needs (ALN) register and one percent of those have IDPs. 12 percent have English as an additional language (EAL) and no pupils speak Welsh at home.

The school is situated on a large site with extensive grounds, boasting developed woodland, fields, adventure playgrounds, netball courts, football pitches and a celtic roundhouse. Hendrefoilan was visited by Estyn in March 2024 and staff are extremely proud of the improvement journey travelled by the school.

"Hendrefoilan Primary School is a calm and happy place where pupils make good progress and achieve well. Staff develop strong working relationships with pupils and the community. Pupils of all ages are friendly polite, and talk about their learning confidently. The school celebrates diversity and ensures that everyone is treated equally. The headteacher is well supported by the governing body. Together they ensure that pupils' well-being and achievement are at the heart of the school's work. Leaders accurately identify and secure improvement in many of the areas of the school's work most in need of attention." (Estyn, May 2024).

Clear aims, policies and plans with strategic priorities focus on meeting pupils' needs well. The deputy head teacher (DHT) took up her post in April 2024, and she meets with the Headteacher and Chair of Governors weekly to review the school's performance. The senior leadership team (SLT), comprising the headteacher, deputy headteacher and additional learning needs co-ordinator (ALNCo) meet weekly, and they are clear about the school's strengths and needs. 'Phases,' teachers, and TAs meet weekly for purposeful meetings that focus on Hendrefoilan's agreed priorities.

The school is immensely proud to have achieved the peace mala award, the healthy schools' phase five leaf and the bronze siarter iaith award and is aiming for the silver siarter iaith

award. The four purposes are the starting point of Hendrefoilan's curriculum. They are underpinned by integral skills, which are developed within a wide range of learning and teaching. The Hendrefoilan curriculum is interesting, authentic and influenced by the pupils. Pupils' standards in areas of learning and experience (AoLEs) are good. The school arranges musical tuition on request and has a choir and orchestra, both of whom have a strong history of performance in school and the community. We are immensely proud of our netball, football, cross-country, swimming, tennis and athletics teams, all of whom participate in and often win local competitions/leagues.

Hendrefoilan has been a platinum eco school for eight years and we have led other schools in outdoor learning approaches. The school uses the wooded area within the school grounds as an outside classroom and staff plan an outdoor learning option in many lessons. The school makes excellent use of grant funding and over the last few years, has built a new classroom, toilets, and storage areas, had added a new roof, and a sensory room.

Visitors to the school often comment on the warm welcome they receive and the politeness and courtesy of all pupils. We ensure that all pupils feel that they are an integral part of the school, have self-confidence, and achieve their potential. The school is fully inclusive, and we value all children equally, regardless of age, ability, background, gender, religion, or race. The school's expectations for behaviour are set out in the school charter and standards of behaviour are exemplary. There are many opportunities for pupils to improve their leadership skills, for example in the roles of headpupil and head/deputyhead of house. The school council, eco council and criw cymraeg meet weekly to drive forward whole school improvements.

Highly trained and experienced staff have a significant impact on pupil outcomes, for example improvements to teaching because of well-established action research. Hendrefoilan retains staff well and has a strong history of investment in people with many teachers going on to take leadership positions in other schools/the LA. Senior leaders have established links with other schools that influence successful partnerships, for example the Swansea bay partnership (SBP).

The school is emerging as a community hub and hosts events that bring others together in a celebratory way, for example, pupil led afternoon visits and choir events. The school hosts multi after school parent/staff led sporting events, netball mums vs mums and a café for the school community. Feedback from parents and pupils indicates high levels of satisfaction.

Finally, Hendrefoilan primary school is a vibrant, exciting, self-improving school, where every pupil has a personal learning pathway with aspirational, individual targets. In the future, we look forward to a long and successful partnership with you and your child/children. We hope that this prospectus will provide answers to any questions you might have. If you need any further information, please contact the school and we will be pleased to answer any queries.

Mrs Field,
Pennaeth, Ysgol Gynradd Hendrefoelan
Headteacher, Hendrefoilan Primary School



Childcare Hours:

- Rising threes – 8.50 to 11.40 am
- Wrap around – 11.40 to 5.30 pm
- Breakfast club – 8 am 8.50 am
- After school club – 3.20 to 5.15 pm

School Hours:

- Nursery - 8.50 to 11.40 am
- Reception to Y6 – 8.50 am to 3.20 pm

Teaching times in reception to year 2

- Total lesson time: 4 hours 20 minutes a day
- Total lesson time per week: 21 hours 40 minutes a week

Teaching times in years 3 - 6

- Total lesson time 4 hours 45 minutes
- Total lesson time per week: 23 hours and 45 minutes

We expect your child to arrive promptly at their given time. We believe that it is very disruptive for the individual pupil and the class to arrive late without an acceptable reason. If you arrive late or need to take your child early you must sign them in/out using the Inventory console at the school office.



The Governing Body

The chair and vice chair of governors are elected annually. The role of the governors is to set within the parameters of current legislation, the broad framework of policies under which the school will run. And to support the headteacher and staff of the school in the discharge of their professional responsibilities.

Governors September 2024

Governor	Term of Office – end date
Cllr M. Jones, LA	27.10.26
Mrs K. Novis, LA (Chair)	26.9.25
Reverend Layfetta Masih, Community	1.10.27
Mrs R Barrar, Community	22.4.25
Mr J. Neal, Community	6.4.25
Mrs Helen Nicholas, Parent	1.9.27
Mrs S Robb, Parent	7.2.26
Dr K Wells, Parent (Vice Chair)	7.2.26
Mr A. Dunne, Parent	4.10.26
Mrs C. Bews, Teacher Governor	26.9.25
Mrs C Lingard, Non-Teaching Staff Representative	23.5.25
Mrs A. Field, Headteacher	Ongoing
D. Woods, Clerk to Governors	Ongoing

Governors usually meet half-termly and can be contacted via the Clerk to Governors, Mrs Donna Woods (Woodsd23@hwbcymru.net).

Hendrefoilan's governing body produces an annual report to parents/carers and communicates and plans to engage with parents/carers via newsletters. Governors may call an extra parents' meeting if they believe that an issue, which affects the school, needs to be discussed. The work of the school is monitored accurately through committees that meet every term and link governors.

GB Committees are:

- Finance
- Premises
- Personnel
- Headteacher performance management
- Communications
- Curriculum
- Pupil discipline and staff discipline
- Deputyhead and headteacher appointments

Link governors are:

- Child protection and safeguarding – K Novis
- Attendance – C Lingard
- Health and wellbeing/additional learning needs – H Nicholas
- Language, literacy and communication – S Robb
- Mathematical development – K Wells
- Humanities – M Jones
- Science and technology – J Neal
- Expressive arts – R Barrar

The School Vision and Motto

'Learn, have fun and reach for the stars.'



School Vision

At Hendrefoilan Primary School, we aim to:

- Create a happy, welcoming learning environment.
- Promote equal opportunities and respect for everyone, irrespective of belief, race, or gender.
- Strengthen self-discipline and good behaviour through professionally managed routines and an orderly environment.
- Deliver an exciting curriculum driven by the four purposes.
- Encourage pupils' independence so they can organise their learning and manage their time.
- Encourage a growth mindset approach, leading to elevated levels of trust and confidence.
- Challenge pupils to meet their full potential through a wide range of high-quality learning experiences.
- Increase pupils' ability to innovate and solve problems creatively.
- Utilise all learning opportunities to develop numeracy, literacy, and digital competence skills.
- Secure pupils' interest and imagination through a wide range of authentic experiences.
- Enhance pupils' curiosity about themselves, their school, the locality, and the wider world.
- Foster a love of nature and an awareness of environmental issues.
- Learn Welsh and develop an appreciation of the heritage and history of Wales.

- Promote strong mental health and physical well-being through a range of fitness activities.
- Encourage a love of expressive arts through a range of curricular and extra-curricular music, art, digital media, and drama activities.



The Aims of the School:

- To develop the four core purposes in all pupils. Helping them on their learning journey to become:
 - 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.
- To develop the whole pupil – intellectually, emotionally, socially, physically, morally, and spiritually.
- To cultivate a climate of success for all children, celebrating all their achievements.
- To involve our pupils in the learning process and empower them to take part in all aspects of school life.
- To help pupils to become confident, self-reliant, self-respecting, and responsible global citizens who will make a positive contribution to society.
- To develop in all pupils the ability to work both collaboratively and independently and the ability to decide the right method for the task.
- To develop in all pupils a personal moral code, sensitive to the needs of others.

- To actively seek to raise pupil standards and to be part of an on-going self-evaluation process.
- To promote equality of opportunity and respect for all irrespective of race, gender, ability, or religion.
- To preserve and develop our own cultural identity within Wales, while at the same time promoting an understanding of, and a respect for other cultures locally and globally.
- To attain the starter iaith silver award.
- To provide regular physical education lessons within school time and to offer, when possible, after school sporting activities which would include team and co-operative games.
- To promote a healthy lifestyle.
- To raise pupils' awareness of sustainable development issues through classroom study and community action.
- To work towards the global goals.
- To empower our pupils by enabling them to become literate, numerate, and technologically able.
- To collaborate within the Swansea bay partnership and improve educational outcomes for all pupils.



The Hendrefoilan Teachers will:

- Ensure activities centre on the four purposes of the curriculum in Wales.
- Value every pupil irrespective of race, gender, age, or ability.
- Empathise with pupils' needs and concerns, promoting the moral, spiritual, and social welfare of the child.

- Be approachable, patient and show warmth and affection.
- Take time to listen and respond to the pupils.
- Plan for lessons and deliver high quality, well-organised lessons.
- Aid in the development of schemes of work, which will ensure continuity and progression and show a thorough understanding of pedagogy, good curriculum knowledge and ability.
- Communicate learning goals to pupils and set up success criteria to aid self/peer assessment and independence.
- Help each pupil in their class to establish clear personal targets and goals.
- Use a range of teaching approaches described in the pedagogical principles to motivate and engage learners.
- Effectively use and share action research to evaluate teaching and learning, inform their practise.
- Provide opportunities for experimentation and enquiry based multi-sensory approaches to learning.
- Deploy higher order questioning techniques as appropriate, to raise the level of pupils' thinking and providing suitable challenge for all pupils.
- Be competent in the use of digital competency framework (DCF).
- Give clear instructions, descriptions and explanations using translators, makaton signing and bilingual pictorial signs as appropriate.
- Include all pupils in 'everyone plans in class' (EPIC) planning of topic webs.
- Link activities with previous learning/experiences.
- Value the input of outside agencies.
- Rigorously follow whole school, pupil, and classroom policies.
- Be polite and professional in all discussions during meetings, phone conversations etc...
- Be punctual for lessons, play duties and all other professional engagements.
- Have high expectations of pupils' behaviour and standard of work.
- Monitor their language used for accuracy and appropriateness when managing pupils' behaviour.
- Use positive encouragement and utilise the school's house point system to motivate pupils and give learning an extra sense of purpose.
- Encourage pupils to be responsible for their own actions, facilitating self-management and empowerment.
- Promote the school's values, display the class, and school charter on their classroom walls.
- Promote the language and culture of Wales, and respect and tolerance of other cultures.
- Regularly assess pupils to inform future planning and use the school's procedures for the monitoring and assessment of pupil's work.
- Use 'around the room' marking effectively and informatively during lesson times and always keep up to date when responding to pupils' work.
- Be responsible for his/her own continuing professional development and reflective on their practice.
- Adhere to the professional teaching standards.



The Curriculum for Wales

At Hendrefoilan, the purposes of the curriculum are as follows:




- To provide and ensure all pupils have access to a curriculum driven by the four purposes and the principles underpinning every AoLE of the curriculum for Wales (CfW).
- To ensure the delivery of the skills, knowledge and experience described in the 'what matters' statements of the CfW.
- To deliver and ensure that all pupils have access to the cross-curricular skills of literacy, numeracy, and digital competency.
- To follow the agreed syllabus for relationships and sexuality education (RSE) and religion, values and ethics (RVE).
- To teach children and young people about things that will be important to them in life and things that will help them understand others better. For example, human rights, respecting people's differences, such as their beliefs or where they come from, learning about work, and choosing the kind of work you want to do, learning about Wales, your local area, and the world.
- To provide the curriculum for Wales.
- To provide a daily act of collective worship.
- To develop positive attitudes and behaviour, including self-control.
- To develop high self-esteem and confidence.
- To encourage pupils to think for themselves and become independent and self-responsible.




- To motivate pupils and encourage them to learn to question and to respond to challenge.
- To develop respect for self and others.
- To acquire knowledge, skills and understanding.
- To build on previous experience through reflection.
- To use the outcomes of assessment to move forward.
- To develop creativity, imagination, spontaneity, and initiative.
- To communicate effectively and express themselves clearly, using the key skills.
- To work, co-operatively and collaboratively where appropriate.
- To learn to select and use method and resources, and to be discriminating.
- To be motivated to work independently.
- To promote the intellectual, spiritual, moral, cultural, mental, and physical development of all pupils.
- To promote partnership between the child, the parent, the teacher, and the community.

At Hendrefoilan, the four purposes are the starting point and aspiration for the schools' teaching and learning and curriculum policies. The aim is to support learners to become:

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

The four purposes are represented by the hendre-hearties pirate captains. The pupils, represented by the school council, voted to add two more pirates: captain kindness and captain Cymraeg, to represent our shared core values at Hendrefoilan.

Captain ambition represents ambitious and capable learners.	
Captain enterprise represents enterprising and creative contributors.	
Captain inform represents ethical, informed citizens.	

Captain confident represents healthy, confident individuals.	
Captain kindness represents helpful, thoughtful individuals	
Captain Cymraeg represents siaradwyr Cymraeg brwdfrydig	

The hendre-hearties encourage pupils to consider what the purposes mean for their learning. On Fridays, there is an awards' assembly and a captain's table for pupils who have shown excellent application of the school's purposes

The curriculum at Hendrefoilan is broad and balanced. The structure of the curriculum is based on six areas of learning and experience taken from the curriculum in Wales 2022. These are:

- Language, literacy and communication
- Mathematics and numeracy
- Science and technology
- Expressive arts
- Health and well-being
- Humanities

Hendrefoilan school staff have collaborated with the Swansea bay partnership (SBP) to create a progression plan that informs a shared understanding of progression within and between the primary and secondary phases.

In addition, the curriculum at Hendrefoilan encourages the development of the integral skills and the cross-curricular responsibilities.

The detailed curriculum at Hendrefoilan is carefully planned and available to all staff. The curriculum is as follows:

- Differentiated to meet the needs of all pupils including those with ALN.

- Includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes.
- Assessed through ongoing formative assessments, diagnostic tests and through regular progress checks against the progression steps.
- Includes the use of the school and local environment to develop academic, personal, and social skills.
- Uses the published materials abacus evolve maths scheme to support the teaching of maths.
- Uses published reading schemes from the oxford reading tree and follows a purpose-built literacy school scheme of work.
- Uses published schemes from charanga music and BBC bite size for dance. We use specialist music teachers to provide very high-quality provision for music in expressive arts.
- Uses the physical education and school sport (PESS) scheme of work for gymnastics and published national programmes from Welsh netball, football and rugby delivered by specialist teachers to support the school's provision for health and well-being.
- Use DoBe mindful and peace mala to promote and develop pupil's wellbeing.
- Ensures the quality of pupil learning by a tracking process, which draws from data regarding progress against individual targets set by teachers, attendance, EAL acquisition, ALN progress, diagnostic tests data and other data.
- Has sufficient resources to enable pupils to access their entitlement and to provide value for money.
- Reflects equal opportunities and race equality for all pupils.
- Is evaluated and reviewed by the relevant subject leaders and the SLT and is monitored evaluated and reviewed by the governing body through regular discussion and reports from the AOLE leaders and the headteacher.
- Is reported to parents through the school's prospectus and the annual report from the governing body.
- Uses the agreed units of work for religion, values, ethics, relationships, and sexuality education.
- Uses domains of knowledge relevant to our context, and thread maps across all progression steps for these chosen domains.
- Uses a shared curriculum, so that progression between phases is planned for and central to curriculum design choices moving forward.

Assessment

At Hendrefoilan, assessment focuses on finding each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. Staff, in discussion with the learner, to identify the next steps required to move learning forward, use this understanding including any additional challenge and support required.

Assessment at Hendrefoilan is embedded into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. During all lessons, staff provide high

quality verbal feedback, mark 'around the room' and provide plenary 'pit-stops' to ensure that learners have the support and challenge they need to move forward quickly. Clearly set out plans and pupil led success criteria are embedded and help ensure that pupils succeed in daily learning tasks.



A menu of diagnostic testing is available and used when appropriate to the individual pupil's needs. The school uses the national group reading and spelling tests every term to check pupils' reading/spelling ages. If a pupils' reading age falls eighteen months or more behind their chronological age, they are referred for further testing (often using the Aston Index) to identify any specific difficulty in reading, writing, and spelling. In addition to this, pupils complete a pupil attitude to self and school (PASS) assessment, which is an all-age survey that helps teachers to understand each pupil's mind-set towards school, and highlights if they themselves, are confident, ready and motivated to learn. PASS also helps to identify barriers to learning in order to ensure pupil wellbeing and positive outcomes at a whole school, class, and individual level.

All results and test data are used as formative and summative tools to chart individual pupil progress and trends in performance across the school. The assessments also allow teachers to triangulate each pupils' progress against their capabilities, coupled with a greater understanding of each pupil's attitude to school, and themselves, allows teachers to use more holistic judgements to monitor, track and challenge pupils to reach their maximum potential.

Assessment also supports staff in identifying the progress made by an individual learner over time. Reflecting on learners' progress over time enables practitioners to provide relevant, effective feedback and help plan their future learning, including any interventions and additional support or challenge, which may be needed. At Hendrefoilan, feedback to learners

includes both immediate next steps and longer-term targets that the learners work towards. Long-term progress over time is recorded in the pupil's overview. Personal targets are used, alongside diagnostic test results and teacher assessments, as a basis for communicating progress and engaging with parents/carers.

Assessment is used effectively by leaders within the school to understand whether different groups of learners, such as free school meals, gender, English as an additional language, more able and talented and additional learning needs, are making expected progress. Strengths and areas for improvement are identified in both the school curriculum and daily practice. This is not about external reporting, but about the school understanding, what it needs to know about its learners for them all to maximise their potential and identifying specific challenges and the support, which groups might need. This understanding contributes to the school's on-going and continuous processes of development and improvement.



Academic Organisation, 2024

<u>Class</u>	<u>Staff</u>
Nursery 1 (pm only) start date, January 2025	Sam Black & Jenny Brisley
Nursery 2 (am only)	Delyth Burn, Karen Fairweather, Cathy Coffey
Reception	Sian Thomas, Gaynor Bowen
Y1/2 Sharks	Claire Davies, Fiona Davies, Jenny Brisley
Y1/2 Turtles	Debbie Tidy, Jorimia Molubi-Wells
Y3	Katy De Vall, Sue Jones

Y4	Jo Coghlin, Ingke Shocker, Leah Tommasini
Y5	Caroline Bews,
Y6	Rebecca Wisby, Craig McNaughton, Georgia Sullivan
Headteacher	Aimee Field
PPA	Sian Dolbear
ALN	Julie McCreadie & Sam Black
Attendance/Office	Julie McCreadie
Breakfast Club	Karen Fairweather Craig McNaughton
After School Club	Sam Black, Jorimia Molubi-Wells, Fiona Davies
Clerk Office	Caroline Lingard
Clerk to Governors	Donna Woods
Caretaker	Steve Jones
Dinner Supervisors	Sarah Roberts Rafifa Rounak Fiona Davies Jorima Molubi Leah Schneiweiss-Tommasini Syeda Israt

This staffing structure is subject to change at any time.



Staff and Areas of Responsibility, 2024

Name of Staff Member	Area of Responsibility
----------------------	------------------------

Mrs A Field	Headteacher, child protection and safeguarding, premises manager, health and safety, continuing professional development (CPD) and professional learning (teachers), self-evaluation and school development planning, progression, assessment, level 2 first aider, orchestra, netball and swimming.
Mrs Wisby	Y6 (orcas), language, literacy and communication
Mrs C Davies	Y1/2 (sharks), ALN, EAL, HCP, MA, vulnerable pupils, technology.
Mrs J Coghlin	Y4 (manta rays) humanities, school council, athletics.
Mrs C Bews	Y5 (rainbow fish) eco council, healthy school, science.
Miss D Burn	Nursery (jellyfish), expressive arts.
Mrs D Tidy	Y1/2 (turtles), maths, student mentor.
Mrs S Thomas	Reception (turtles)
Mrs S Dolbear	PPA
Miss K de Vall	Y3 (sea otters) Welsh
Mr C McNaughton	Breakfast club, level 3 first aider.
Mrs C Lingard	School secretary, level 3 first aider.
Mrs I Schocker	Teaching assistant
Mrs G Bowen	Teaching assistant
Mrs S Jones	Teaching assistant
Mrs C Coffey	Teaching assistant
Miss S Black	Teaching assistant
Mrs K Fairweather	Teaching assistant
Miss J Williams	Teaching assistant
Mrs J. Brisley	Teaching assistant
Mrs F Davies	Teaching assistant
Mr S Jones	Teaching assistant
Mr J McAdams	School cook
Mrs W Deakin	Kitchen assistant and school crossing patrol
Mrs S Israt	Lunchtime supervisor
Mrs J Molubi-Wells	Teaching assistant and lunchtime supervisor
Mrs L Schneiweiss-Tommasini	Teaching assistant and lunchtime supervisor
Mrs G Sullivan	Teaching assistant
	Lunchtime supervisor
Mrs V Rees	Cleaner in charge
Mrs Sharon Evans	Cleaner
Mrs B Burgess	Wrap around and holiday club manager
Miss H Habberfield	Wrap around and holiday club assistant
Miss A Rees	Wrap around and holiday club assistant
Mrs K Rees	Wrap around and holiday club assistant

Securing the Safety and Wellbeing of Pupils

Fire Safety:

- The sound of a continuous bell is a fire alarm.

- Fire exits – all ground floor classrooms/main entrance/foundation door/key stage two (KS2) door/ nursery/reception/hall.
- Fire evacuation procedure is displayed around the school.
- Assembly points – foundation phase middle yard and KS2 top yard.
- Class teachers to be present and to account for all children and inform the Headteacher.
- All visitors and approved contractors to be logged in on the inventory system.

Health and Safety Risks:

Hazards:

- Outside steps – handrails are available.
- Steep path to nursery/reception (an alternate route is available).
- Please report any other concerns to the headteacher.



Disclosure and Barring Service (DBS) Checks

- All staff members and volunteers have a DBS check.
- The LA DBS team keeps numbers securely.
- The headteacher to have sight of current DBS check or all visitors unsupervised, working directly with children.
- Authorised visitors without a DBS must always be escorted and have a RA.

Traffic Management

- Authorised vehicles only are allowed to enter car park area. Currently, the car park is closed between 8.25 am and 9 am and 2.40 pm and 3.25 pm.
- All vehicles to move at a slow pace.
- No parents' are allowed to park in the school grounds

- Observe double yellow lines.
- Pupils must use the zebra crossing and make use of the crossing patrol supervisor, Mrs Deakin.

Site security

- No unauthorised visitors on site.
- All visitors must use the main door and sign in using the inventory system
- The pupil entrance doors are left open at playtimes/lunchtimes for access to the toilet – the teacher on duty/midday supervisor keeps the doors under observation.
- The nursery entrance door is kept open if pupils are outside – the door is kept under observation.
- Gates to the front steps in front of Year 1 classroom and top gates locked by 9.05 am.
- Y3 staff are responsible for the closing (by 9.05 am) and opening (at 3 pm approx.)



Child Protection (CP) and Safeguarding Policy and Procedures

The school takes its responsibility for ensuring the safety and welfare of pupils very seriously. This includes taking appropriate action including a direct referral in case of suspected child abuse or neglect.

The school has adopted and follows the procedures set out in the Wales safeguarding procedures. Staff last attended Level one LA training in February 2024 and in house training on 1st September 2024.

Training includes:

- Clear definitions of child abuse and neglect.
- Agreed principles, which underpin work to safeguard and promote the welfare of children.
- A detailed explanation of the child protection process.
- Clear guidance and inter-agency protocols for all stages of concern.

The guidelines are regularly brought to the attention of staff, displayed around the school and are part of the school induction process for new permanent staff. Relief and temporary staff as well as volunteers are provided with a summary of the school's CP and safeguarding policy.

The headteacher, Mrs Aimee Field, is the school's designated person with lead responsibility for dealing with child protection. In her absence, the deputy headteacher, Mrs Rebecca Wisby, is the named person responsible for child protection. In the event the allegation is about Mrs Field, please contact Mrs Kathryn Novis, chair of governors via the main school office. Child protection concerns are raised and recorded using the LAs recommended secure database, 'my concern.'



Arrangements for the General Welfare and Well Being of Pupils

The Headteacher has overall responsibility, however, Class teachers are responsible for their pupils and oversee general day-to-day progress and welfare. If any changes occur at home that might affect progress or behaviour in school, you are asked to inform the Class teacher and/or Headteacher as soon as possible so that a special eye can be kept on your child. Likewise, if your child appears unhappy at school or is having a difficulty with schoolwork, it is important to tell the classteacher so that proper steps can be taken to remedy matters.

Pupil welfare is our priority and all concerns regarding pupil welfare and wellbeing may be logged on the school's 'my concern' database. There may be occasions when our concern about your child mean that we must consult other agencies before we contact you. The educational welfare officer (EWO) contacts the school as necessary and will make a home visit to enquire about frequent or unexplained absence. If your child has been absent for any reason, you must explain his or her absence as soon as possible by calling the school as soon as you can on the morning of their absence.

If you wish your child to leave early for an appointment, you must give a verbal explanation in person to the class teacher or send an email of explanation. If for any reason a different adult is collecting your child to usual, please let the school know. Designated staff have received first aid training. If your child is taken ill or has an accident at school, a first aider will, attend to him/her. We will always try to contact you in serious cases. If we do not contact you, we will do all we can to help your child by getting him or her to a doctor or to hospital.

The ALNCo, Mrs Davies is the person responsible for co-ordinating provision for vulnerable pupils. If your child has an additional health concern and you feel that they may need an individual health care plan, please contact Mrs Davies.



Admission procedures

The LA is the admissions body that decide on admissions to schools. They have set criteria, which include catchment area, etc. Unsuccessful applications may be put forward for appeal. Details of these procedures are available from the school and/or the LA. If you wish to enrol your child at Hendrefoilan, you should contact the Head teacher and arrange to visit the school. It is particularly important that you inform the office in writing if your child has any allergies or health care needs on admission, as they may need an Individual Health Care Plan (IHCP).

Nursery

Most children will be admitted to nursery the term after their third birthday. In usual circumstances, parents are encouraged to visit the nursery with their child prior to entry. This would allow the child to get accustomed to nursery life and will enable parents to see at first hand the excellent quality provision in our nursery. There is a morning and an afternoon nursery, with younger pupils attending the afternoon nursery first.

Reception Children

Parents of reception pupils must apply for a place on-line, usually in November, the year before September entry. Prospective parents are invited to contact the school to arrange a visit during school hours, not only to see the Headteacher and staff, but also to sample the working atmosphere of the school. An admission meeting for parents of children with statements of special educational needs will be set up to formalise details. A member of the LA and the ALNCo will usually attend this meeting.



Transfer to Secondary School

We believe that the academic and social needs of the oldest pupils are supported through effective transition to Olchfa School or other comprehensive schools. There are regular transition meetings, as well as pastoral and consultative meetings for the teachers involved. When transferring to Olchfa, the Year 6 pupils usually spend four days at Olchfa. Whenever possible, they also attend performances of school productions, and cluster competitions. During the school year, pupils may also have access to the facilities at Olchfa including science, the gymnasium, and the library.

Attendance

The school places great emphasis on attendance and has an ambitious target of 96% attendance. Usually, we have several strategies in place to encourage good attendance including prizes for 100% attendees and certificates. At primary level, good attendance depends foremost on a positive attitude by parents. At this early age, your children depend on you to get them to school regularly and on time. Please make sure pupils attend school regularly.

All schools must distinguish in their attendance registers between authorised and unauthorised absences of pupils of compulsory school age. Authorised absences cover: medical appointments; educational visits; religious holidays and sickness. Parents are expected to let us know about the nature pupil's illnesses as soon as they can. Always telephone the school on the day of absence, to explain the absence. Our registers are electronic, and we record number of minutes late as well as absences. We contact parents if a pupil is not in school by 9.30 am. Pupils who are late, i.e., arriving at school after 8.50 am will receive a late mark. Please make sure pupils come to school on time. All absence without explanation is unauthorised.

Unauthorised absences are recorded and are published in the annual report from governors. Holidays during term time are not authorised - if you wish to go on holiday a form needs to be completed and your child's absence will be marked with an unauthorised 'G' code. Previously, Hendrefoilan has worked in partnership with the LA to issue penalty notices for attendance under 90 percent with ten or more unauthorised absences and our intention is to continue with this. Requests for pupils to stay in at playtimes are normally refused in the case of minor ailments. We feel that if a pupil is well enough to be in school, they need the benefit of a break in the fresh air.

Last year's attendance was 93.9 percent and current attendance is 93.7 percent. Our target attendance is 96 percent.

Transport to School

Parents are responsible for transporting pupils between home and school and for their supervision in the yard before and after school. We encourage as many parents/pupils as possible to walk to school. All pupils must be escorted to the appropriate door by 8.50am and never left alone in the school yard. breakfast club is available from 8am if parents need to leave. Parents are asked to respect our neighbours and school community and park responsibly when dropping off/picking up.

Site Security

The school has a secure paxton door entry and an inventory sign in system. We consider the security, health, and safety of all adults and pupils to be of the utmost importance. Closed

circuit television watches the school entrance and other key areas. No unauthorised adults are allowed past the main office, unless signed into the inventory system and escorted by a member of staff. The school perimeter is secured via locked gates and hedges during the school day and monitored by professional security management firm at night. All staff are highly vigilant and trained annually in the school's safeguarding procedures.

School Development

Governors and senior leaders review policy, practice, and standards, set targets for school improvement, and monitor progress. Staff and pupils are involved in the self-evaluation process.

The School's Priorities for 2023 were:

- To enhance the outdoor learning environment to facilitate pupil enquiry.
- To develop a portfolio of exemplar work to demonstrate progression in the schemata.
- To develop Hendrefoilan as a community focused school.



The School's Priorities for 2024 are:

- Strengthen pedagogy across the school to impact positively on learner outcomes.

- Develop pupils as independent learners.
- Improve opportunities for pupils to apply their numeracy skills in their work across the curriculum.
- To improve distributed leadership and develop leadership capacity.

Sports Activities

Our school has extensive grounds, and we have a large grass football pitch, two hard netball courts, two hard football pitches, a celtic roundhouse, developed woodlands and an indoor hall. There is a wide range of sports activities undertaken during the year where children represent the school. These include football, rugby, cricket, netball, tennis, rounders, gymnastics, dance, swimming, athletics and cross-country. The school has a successful tradition of participation in sporting events, both at an individual and team level. Pupils receive two hours of physical education (PE) per week. In PE, children are expected to wear shorts, t-shirt, and trainers.



Religion, Value and Ethics (RVE)

The school teaches RVE according to the locally agreed LA syllabus and brings aspects of various religions into themes taught. Staff, children, and other adults from the community all contribute to assembly. We believe that an understanding of other faiths and cultures is essential for pupils to grow into tolerant friends. Therefore, there is often a multicultural element to RVE and assembly. Assembly is a particularly important meeting point during the

day when we share values, faiths, philosophical convictions, ethics, our purposes, news, school events, celebrations and stories.

Arrangements for Teaching Welsh

Welsh is taught as a second language from nursery age. It is the school's aim to use the Welsh language in such a way as to ensure that children see, hear, and use it as a natural part of school life. Welsh is given a prominent role in many school activities. Children also have an opportunity to learn about the culture and heritage of Wales, as well as the Welsh language. The LA's Welsh teacher supports our teaching of Welsh.

In June 2019, the school was the first school in the Swansea Bay Partnership to be awarded the Bronze Award, Siarter Iaith. This year, the school is aiming to reach the Silver Award, with a strong focus on the improvement of pupils' reading in Welsh.



English as an Additional Language (EAL)

Hendrefoilan is proud of our rich and diverse school community, including our staff, families and friends of Hendrefoilan. We pride ourselves on being a welcoming school, where inclusion and celebration of diversity is a priority. Our everyday teaching is through the medium of English, while being supported by the LA EAL team to create meaningful opportunities for exploring and celebrating other languages spoken at our school. We have access to expert teachers, resources and translated materials to support our EAL learners in their journey through Hendrefoilan. In July 2022, we were delighted to be awarded the peace mala bronze accreditation, which promotes the teaching of religion, ethnicity and language diversity.

Equal opportunities are a whole school philosophy and teachers ensure that pupils have the appropriate support to access lessons and school life, regardless of their language. EAL pupils are monitored closely using the bell foundation assessment tool, which tracks progress against the five stages of language acquisition (A-E). Last year, the school used the minority ethnic gypsy and traveller learner grant (MEGRT) to improve inclusion in the school, focus on curriculum development and ensuring all EAL pupils have the language skills to access a broad and balanced curriculum. In total, 12 percent of pupils have English as an additional language. The school has robust induction processes for EAL learners and families and uses learning village as a language support scheme.



Information Communication Technology (ICT) and the Digital Competency Framework (DCF)

Pupils are growing up in an ever-changing world with changing technological developments. Therefore, it is our duty to equip our pupils with ICT and digital skills that they can use to explore the world and make best use of the equipment that is available to them. To enable us to do this we have 30 personal computers, 100 iPads and chrome books, with direct, but protected, access to the internet. Each classroom has an interactive whiteboard, C touch and or apple TV and access to networked computers, which generates increased interest in the lessons themselves and raises standards of teaching and learning. Children are also encouraged to use iPads and chrome books to record and report what they are doing to a variety of audiences. Details about the school, news and celebrations are regularly posted on the school website and [Twitter](#).



Home Learning

In the foundation phase, pupils have a home reading book and a record book to accompany this. Please set aside at least ten minutes every day to sit with your child to hear him/her read. It is essential that it should be an enjoyable experience that is a regular part of your child's daily routine. Spelling/tables practice: pupils are expected to learn tables and spelling work when set. The school use the 'look, cover, say, write, check' method - if you are unsure of how this system works, please ask your child's class teacher.

Pupils' select home learning tasks every week from a home learning menu of six tasks a term: writing; topic; creative one; creative two; literacy (oracy) science and technology; and numeracy. All teachers set their home learning tasks via J2E and google classroom. Pupils need to use their Hwb usernames and passwords to login and access these tasks. In the event of a partial or full school closure, pupils Hwb usernames and passwords will be essential, allowing pupils to access our remote learning menus. If you need a Hwb username or password for your child, please contact your child's teacher via the school office 290223 hendrefoilan.school@swansea-edunet.gov.uk.

Extra-Curricular Activities

The school encourages pupil involvement in a range of extra-curricular activities, which are organised and run on a voluntary basis by staff and/or parents. There is a variety of activities available, these include choir, orchestra, eco, netball, football and the school newspaper. Instrumental tuition is offered for violin, drums, guitar, brass, flute, and clarinet at differing

costs, depending on the nature of the instrument/provision. In addition, children usually take part in sports matches, athletics meetings, fund raising events for various charities, drama and musical performances for parents and the community.



Health and Wellbeing

At Hendrefoilan, there is a caring, healthy, happy, and secure atmosphere. The school liaises with other agencies, such as the school nurse and the police constable, PC Craig Hadley. The children are encouraged to become aware of themselves and develop a positive and responsible attitude to their work and play, and to develop a caring concern for the needs of others. The school is highly supportive of all pupils who worry or who have elevated levels of anxiety.

Our Healthy Schools' Action Plan Priorities are to:

- Improve the wellbeing of Hendrefoilan pupils and staff using the Do-be mindful foundation and explorers programmes.
- Work towards attaining the Healthy Schools' National Quality Award (Indicator 2) - promoting excellence in mental and emotional health and wellbeing.

Arrangements for Children with Additional Learning Needs (ALN)

The school has 17 percent of pupils with ALN. The school has a person-centred annual review process that focuses on the positives with the child playing a central role. Pupils at 'school action' have Individual Education Plans (IEPs) that are reviewed, at a minimum of three times

a year - targets are specific, measurable, achievable, and reviewed often. Once a pupil has achieved a target their success is celebrated, and new targets are set. Parents are consulted as part of the review process and children are encouraged to review their own progress and suggest future targets. Pupils with IDPs have needs that are more complex or severe in nature, so the school works closely with other agencies to meet their needs. Children who experience specific difficulties in literacy are screened using wellcomm (nursery pupils only), speech link, language link, nesy dyslexia screening test, GL dyslexia screening, or aston index where appropriate. Once these assessments are complete, outcomes are recorded and where appropriate different strategies are implemented to help and support the pupils. Over the last year, Hendrefoilan's universal provision has been strengthened through the new sensory room, the introduction of a daily 'sensory circuits' and a POPAT group.



Equal Opportunities

All staff and pupils contribute towards a happy, healthy, and caring environment by showing respect for and appreciation of each other, as individuals. The school practises an equal opportunity's philosophy that is in line with the curriculum for Wales (CfW) and the LA's equal opportunities policy and the equality act 2010. We promote the principles of fairness and justice for all through the education that we provide in our school. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school and do not discriminate based on colour, culture, gender, or ability.

The school adheres to the Welsh governments guidance relating to equal opportunities. Namely:

- Rights, respect, equality: Statutory guidance for governing bodies of maintained schools
- Human rights act 1998 5.3 the human rights act 1998
- Welsh Government: Inclusion and pupil support guidance
- Welsh Government: All-Wales Child Protection Procedures
- Welsh Government: Respect and resilience guidance 2016
- Welsh Government: Safeguarding children and young people from sexual exploitation
- Equality and Human Rights Commission: Towards a Fairer Wales 2018
- Welsh Government: Special Educational Needs Code of Practice for Wales
- United Nations Convention on the Rights of the Child (UNCRC).

Disability Equality

The school has a duty under the disability discrimination act to collect information on any disability your child or immediate family/carer may have. This is to ensure the school can seek to meet your individual needs. All information provided will be treated with the strictest confidence. The school's accessibility plan is part of our school equality plan (SEP) and is available on request from the school office.



Race Equality

The school does not tolerate any forms of racial harassment, which includes racist name-calling, the stirring of racial hatred and/or the writing/sharing of racist materials. We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs. The school is a welcoming place for all

minority ethnic groups including travellers, asylum seekers and refugees. Children are encouraged to be aware of what racism means and are encouraged to report incidents where there is the suspicion of racism. We ensure that all recruitment, employment, promotion, and training system are fair to all, and provide opportunities for everyone to achieve. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. We regularly work in partnership with show racism the red card and diversity role models to promote equity for all.

Relationships and Sexuality Education (RSE)

Following the guidance of the relationships and sexuality education (RSE) statutory guidance and code 2021, the school included sex education in the curriculum within a carefully planned health education programme. This forms part of the broader spectrum of personal and social education, which takes account of the needs of pupils as they develop and mature through school. Other aspects, which often arise, are taught in an integrated way through themes and topics. All pupils follow activities in science, which will develop knowledge and understanding of the organisation of living things and of the processes, which characterise their survival and reproduction. The school's nurse delivers a 'puberty' themed talk to Y5/Y6 pupils in their summer term.



Breakfast Club

The school has a breakfast club, which runs from 8 am to 8:50 am each weekday during term time, currently there is a £1.50 charge payable on iPay Impact. Pupils attending the club will

receive a breakfast and will be supervised and dismissed to their respective classes at the right time.

Rising Threes, Wrap Around and Holiday Club

Wrap around takes place in the nursery demountable and are run by Mrs Beverly Burgess. The facility is registered with the care and social service inspectorate in Wales – please click [here](#) for the most recent inspection report (2024). For further information, please contact Mrs Burgess at 01792 391698 or email burgsess856@btinternet.com.



iPay Impact

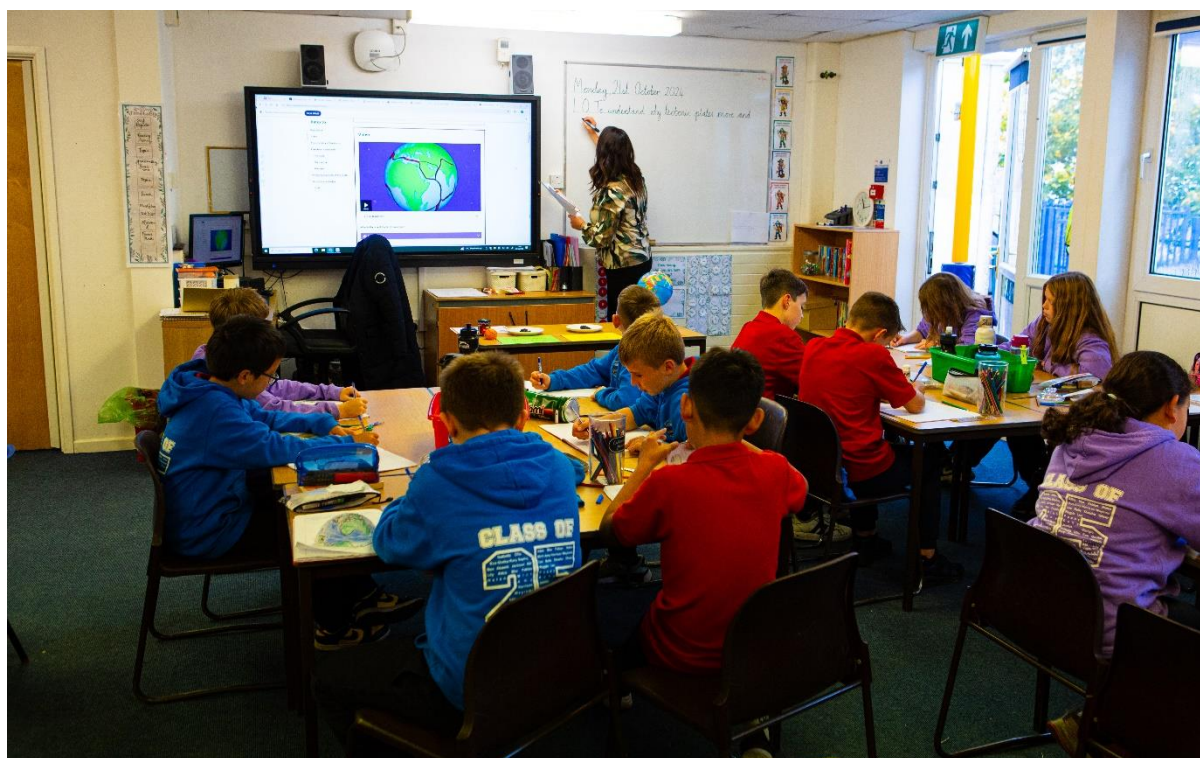
The school does not handle cash and all payments are made on iPay Impact, an online accounting portal that handles digital financial transactions. It is important that all parents register for iPay Impact, even if their child does not have school dinners. This will enable them to view and pay the payment offers the school makes. Registration numbers for all pupils are available via the school office.

After School Club (ASC)

Qualified staff run this club from 3.20 pm to 5.15 pm. ASC supplies a snack and a drink and offers pupils various activities as well as providing quiet areas for completing homework etc. The fee for this service is £10 per session. For more details, please contact the school office. All bookings must be made a week in advance.

Lunchtime Arrangements

School meals are provided for all full-time pupils at the cost decided by the LA. Dinner money is paid via iPayImpact. Provision is also made for those pupils who wish to bring a packed lunch. Meals are prepared on site; a vegetarian choice, Halal food and a salad bar is available daily. Pupils are encouraged to try new foods offered and ensure they make healthy choices according to advice given on the 'eat well plate.' A menu is available from the school office.



Water Bottles

Pupils are encouraged to drink water as part of a healthy lifestyle. Pupils can bring a durable, reusable plastic water bottle and are expected to fill these at home. Please ensure your child's name is clearly marked on the bottle.

Toilet Facilities

The school has suitable toilet facilities and all pupils have access to these throughout the school day. Toilets have recently been refurbished and are cleaned daily.

Playtimes/ground

The school is situated on a large site with extensive grounds, boasting developed woodland, fields, adventure playgrounds, netball courts, football pitches and a celtic roundhouse. Pupils make excellent use of the beautiful grounds at playtimes and are well supervised by staff who wear high visibility jackets.

School Council

We strongly believe in involving the pupils in all areas of school life so that they become part of the school's development. To give pupils a clear voice we have set up an active and effective school council. We see the council as a way for the children to influence whole school matters that are important to them. Each class elects two representatives, and the council meet to discuss agenda items.

The council have highly original ideas and offer simple and effective solutions. Pupils are encouraged to be active and informed citizens who look after their school local community and beyond to develop a positive future for all. Children have a variety of roles, for example, headpupils, head of house, school/eco councillors, criw Cymraeg etc. Pupils take their responsibility very seriously and show commitment to school improvement. These activities develop children's sense of wellbeing as they focus on needs of others and their relationship with those around them.



Complaints

Parents are encouraged to contact the school office and make an appointment with the classteacher then the headteacher to discuss any issues or complaints they may have. Hendrefoilan has a formal complaints' procedure, a copy of which is available on the school website. In the event of any complaint, you should first try to resolve the matter by making an appointment to discuss the matter with the classteacher and then the headteacher.

Parents and Volunteers in the School

The school sees the partnership between the parents and teachers as being of paramount importance. Therefore, parents are usually welcome to call in or email the school at any time. However, no unauthorised visitors are allowed on site and all staff, visitors and approved contractors must sign in with the inventory system. All volunteers over 16 years of age must have a clear sector specific enhanced DBS.

Reporting to Parents

Parent consultations are held on school cloud twice a year and there are open afternoons to give parents an opportunity to see pupils' work and discuss their progress. In the Summer Term, all pupils receive a brief written report about their progress. Pupils with ALN are invited to attend review meetings with the ALNCo and classteacher.



Meetings with Staff

Parents are always welcome to visit the school and meet with staff on request. The best way to arrange a meeting is via email or phone call to the office. Usually, meetings between staff and parents can be arranged on the day requested and at parents' convenience. Meetings with the deputy headteacher and/or headteacher are usually by appointment only. If you wish to make an appointment, please contact the main school office on 290223.

The 'Friends of Hendrefoilan Primary' School Parent Teacher Association (PTA)

At Hendrefoilan Primary School, we are proud of our PTA called the friends of Hendrefoilan.. We are a vital partnership between the teachers and TAs, and the parents and guardians, to

voice and share ideas that will help the children to thrive in their education. The chair of the PTA is Mrs Helen Nicholas. This term, we have hosted a halloween disco. There are plans for more discos, festivals and other fundraising activities. Last term, the PTA paid for a canopy at the front of the school. If you would like to contact the PTA at any time, please join our facebook page friends of Hendrefoilan PTA to message us directly.



Car Parking

Parents are asked not to enter the school by car and to ensure that children exercise caution when entering and leaving the school to prevent an accident. Parents are asked not to park/drop off/pick up on the yellow lines outside the school gates. Please can all parents/visitors to the school take care not to block our neighbours' driveways.

Medical

You will be informed if your child is unwell and unable to remain in school. Please make sure that we have your current contact telephone number as it prevents problems should we need to contact you. Please inform us of any allergies that your child may suffer from. We receive many requests to administer medicine to children. The LA recommends that only prescribed medicines are given and only if they are prescribed in a dosage of more than three times a day. We cannot administer these medicines without your authority, so please use the form

available from the school office. All medicines will be stored safely and should be clearly labelled with the name and class of child. It is parent's responsibility to ensure the medication is in date.

Allergies

If your child has an allergy, please can you provide the school with a copy of your child's allergy plan - this is available from your child's consultant. This must be given to the main school office before they start at Hendrefoilan. You may also be needed to complete an individual health care plan. The school kitchen caters for all individuals with allergies and all dietary requirements.



School Nurse

The school health service provides education, support, advice and help in all issues related to health and public health for school-aged children and the wider school community. They will work closely with school to provide evidence-based sessions in the classroom in line with the PSE & RSE curriculum.

Head Lice

This is a community problem that does manifest itself in school from time to time. Details for dealing with head lice can be obtained from the school or from your local health centre. If your child is found to have head lice, the school will contact you and you will be asked to

collect your child for immediate treatment. Please note it is sometimes necessary for further treatment because eggs can take up to seven days to hatch. This action is necessary to protect other pupils.

Careers Education and Work Experience

Hendrefoilan works closely in partnership with Olchfa Secondary School and the other primary schools in the Swansea bay partnership. The school enjoys partnerships with Swansea university and trinity saint david's and offers training to student teachers, child-care trainees, and student nurses.

School Uniform

A school uniform is voluntary. Our school uniform consists of navy/red sweatshirts/cardigans/hooded sweatshirts embroidered with the school logo, red polo shirts embroidered with the school logo. All of the above are available from J and S Supplies in Tycoch square, Swansea. Red striped/check dresses can be worn in the summer. Please note that jewellery other than watches and stud earrings should not be worn. If jewellery is believed to be a danger to your child or to others, they will be asked to remove it at once. There is a school uniform grant of £225 per learner, available to all families in receipt of free school meals.

Lost Property

Please ensure that your child's clothing and personal possessions are named. Please ensure lunch boxes are also clearly labelled with your child's name. Children are provided with all equipment needed for use at school.

School Rules and Discipline

Most pupils at our school show a caring, responsible attitude. The school's rules are simple, emphasising care, concern, politeness, obedience, respect, and honesty. Hendrefoilan's Behaviour Policy is available on the website. The school charter is written by the school council and agreed by teachers and pupils. Parents may be invited to school to discuss their child/children's behaviour, particularly if it is of a disruptive nature or means that because of bad behaviour the pupil is under-achieving. Failure to follow the school charter results in a withdrawal of privileges. There have been no exclusions at Hendrefoilan.



How will the school deal with bullying or racist incidents?

Bullying is defined as: Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally. Some behaviour, though unacceptable, is not bullying. These instances will be dealt with following the school's behaviour policy to prevent an incident potentially escalating to become bullying.

The following examples are cases, which would not normally be considered bullying:

- Friendship fallouts – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are often isolated from their former friendship group
- A one-off fight – the WG expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that shows intentional targeting of another individual
- An argument or disagreement – between two children or young people is not regarded as bullying. Nevertheless, they may require help to learn to respect others' views
- A one-off physical assault – the Welsh Government expects it to be stopped and addressed at once. Police involvement in cases where physical assault has happened may also be appropriate
- Insults and banter – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another

it is not considered to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed

Should an incident occur, we will act at once to prevent any repetition of the incident as follows:

- The Head or Deputy Headteacher will deal with the matter:
- If the incident happens at lunchtime, the children involved will be kept apart from each other, the allegation logged, and a report made at once to the head or deputy for full investigation.
- All persons concerned with the incident will be interviewed.
- If the case is found proven against the pupil, the pupil will be warned as to future conduct, will be punished in a suitable manner and the incident logged on My Concern/Pupil's Overview.
- Parents will be informed by phone. A further incident will result in the parents being informed in writing.

School Visits/Visitors

We have an extensive programme of educational visits and visitors to our school linked to different areas of the curriculum. Parent consent is needed for a pupil to participate in an off-site visit. We may request a voluntary contribution, towards the cost. Parents having trouble in meeting costs are always welcome to approach the Headteacher, in confidence.



Inspection of Documents and Data Protection

Hendrefoilan Primary School collects and uses personal information about staff, pupils, parents, and other individuals who meet the school. This information is gathered to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school follows its statutory obligations.

Hendrefoilan Primary School is the data controller who handles holding the data you provide. We will use your data to keep you up to date with school activities such as concerts, fundraising and sports data. We will not share your data with anyone else without prior consent and we hold your information based on your consent, which you can withdraw at any time by contacting the school office.

Appendix 2 - School Term & Holiday Dates 2024/2025

Period	Start	End
Autumn Term 2024	Monday 02 September	Friday 20 December
Autumn Half Term 2024	Monday 28 October	Friday 01 November
Spring Term 2025	Monday 6 January	Friday 11 April
Spring Term 2025	Monday 6 January	Friday 11 April
Spring Half Term 2025	Monday 24 February	Friday 28 February
Summer Term 2025	Monday 28 April	Monday 21 July
Summer Half Term 2025	Monday 26 May	Friday 30 May

INSET days

- Monday 2nd September 2024
- Thursday 13th September 2024
- Friday 20th December 2024
- Monday 6th January 2025
- Friday 18th July 2025
- Monday 21st July 2025