# Cantref Primary School

# Key Policies – an easy read



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***** Please note full and complete copies of these policies can be found on the school website or by request via the school.***

## Relationships & Sexuality Education Policy

Relationships and Sexuality Education became a statutory aspect of the Wellbeing & Equity area of learning in 2022. It removed the right for parents to withdraw children from these lessons but provided a clear curriculum structure at each stage. (please see appendix for more detail parental information, which is also available on our website)

All staff and governors have received training from Monmouthshire County Council Wellbeing & Equity lead.

This aspect is covered through a spiral approach whereby skills and knowledge are developed year on year and revisited at an age appropriate level.

However, the children are encouraged to discuss any issues with their teacher, or a trusted adult, at any time. They are reminded that staff are willing to discuss any issues or questions they have at any time, not just during a specific RSE lesson

## Safeguarding & Child Protection Policy

At Cantref we follow the Wales Safeguarding Procedures, which feeds into our own Safeguarding policy.

It is our priority to prevent any safeguarding issues arising and we do this by working closely with our families and wider community. We would encourage our families to engage in a conversation with school if they are experiencing any difficulties and we will endeavour to support them either internally or by engaging external agencies.

If a child makes a disclosure which is a concern, then it may be necessary to contact social services. The family may be notified of this prior to any further action.

When a disclosure or concern is raised there is a clear procedure which would be followed and other staff would only be involved on a need to know basis in order to maintain confidentiality and integrity of the situation.

Staff with responsibility for safeguarding are:

- Mr R Brunsdon (Designated Person)
- Mr M Davies (Deputy Designated Person)
- Mrs A Francis (Deputy Designated Person)
- Mrs G Morgan (Deputy Designated Person)

The governor with responsibility for Safeguarding is:
Mr Nigel Patterson

The Local Authority Safeguarding officer is:
Mrs Heather Heaney

**Food & Fitness Policy**

Ensuring that the children have a secure understanding of how to keep themselves healthy is an important part of our curriculum.

We encourage only water in drinks bottles, fruit snack and all younger children are offered 1/3 of a pint of milk every day.

All classes take part in the daily mile, 2 sessions of PE each week, daily active playtimes with access to equipment to play a variety of games and regular outdoor learning activities.

All cooked meals are provided by Monmouthshire Catering Services and those who bring their own lunchboxes take part in surveys, the results of which are shared with the children and families in order to encourage healthy choices. As well as these practical activities, the children also take part in classroom based lessons which highlight the importance of a healthy lifestyle and how this can be achieved. They will look at the fact and fiction of food and drinks,

the impact of exercise on our bodies and the importance of keeping our minds healthy too.

## E-Safety Policy

We take the issue of e-safety very seriously, especially with the ever increasing influence of social media.

The importance of staying safe on line is revisited every year in a spiral approach meaning that the children are provided with more depth of knowledge and detail year on year.

It begins in Nursery and reception with an online version of stranger danger and progresses through the importance of not divulging any personal information, not always believing what people appear to tell you on line and an understanding that once posted, that image or message remains forever.

We also talk about what the children should do if they are concerned by anything they see on-line and reiterate that they should never keep a secret but to tell a trusted adult.

## Behaviour Development & Relationships Policy

### STATEMENT OF BELIEF

***"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."***

***Maya Angelou***

Cantref Primary values the positive relationships between all members of our school community and this is often commented on by visitors to our school. We are proud to be Rights Respecting School, where we focus on the positive behaviours displayed by our children through the reinforcement of their rights and responsibilities. These are revisited and reinforced frequently in every class room and in assemblies.
These behaviours are rewarded through various classroom based rewards (eg; marbles in the jar for a whole class reward), stickers, dojo points, welsh

seren (stars), sent to Mr Brunsdon for golden sticker, sent to other teachers, weekly certificate assemblies, messages home.

## RIGHTS AND RESPONSIBILITIES

| RIGHTS | RESPONSIBILITIES |
|---|---|
| Article 12:<br>Your right to say what you think should happen and be listened to | and the responsibility to listen to others and consider their opinions |
| Article 19:<br>You should not be harmed and should be looked after and kept safe | and the responsibility to be kind and caring towards others |
| Articles 29 & 23<br>Your right to become the best that you can be, regardless of ability, with support when needed. | and the responsibility to try your best at all times |
| Article 15 & 31:<br>Your right to meet friends, join clubs/groups and relax and play | and the responsibility to include others and respect others' 'playtime'. |
| Article 6 & 24:<br>Your right to grow up healthily and with good food and water. | and the responsibility to eat healthily and be active when possible. |

On occasions where undesirable behaviour becomes more frequent there is a clear system of sanctions which the children are also made aware of.

- Reminder by class teacher or other member of staff of expected behaviour.
- Second reminder using language of 'choice' (If you choose to continue to... then....)
- Loss of Dojo Points
- Class Behaviour Charts
- Child moved to another location within the classroom/school.

- Partial loss of playtime/lunchtime - children must be supervised at all times
- Child sent to head teacher for persistent offences.
- Conference with parents
- Involvement with outside agencies
- Exclusion fixed/permanent

It is important to note that this sanction progression begins again each day. Children know that each day is a new start and an opportunity for them to have a positive day. Only when the behaviour becomes more long term is the more long term picture taken into account.

## Additional Learning Needs Policy

At Cantref we believe in being an inclusive community for learners of all abilities and challenges.

The principles underpinning the ALN system in Wales, aim to support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning. We are committed to promoting high standards of appropriate achievement and progress for all learners with additional learning needs.

- What is an Additional Learning Need or ALN?
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The term 'Special Educational Need' (SEN) is being phased out in favour of the term 'Additional Learning Need' (ALN). A learner has ALN if he or she has a learning difficulty or disability which calls for additional learning provision (ALP). ALP means educational provision that is **additional to** or **different from** that made generally for others of the same age in a mainstream setting.

Many children may experience difficulties in a range of areas of school life at some point during their education. For example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying.

- making friends or relating to adults
- behaving appropriately in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school.
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➢ A Graduated Response

Often with the appropriate help, structure, and reasonable adjustments, progress can be maintained and the child will not be regarded as having an ALN. We call this level of support '**universal provision**'.
If, having made adjustments and correct alterations to enable the child to access learning, there remains a concern over progress, the child may be identified as needing '**targeted support**' (intervention) possibly with some targets although this may not always be appropriate. This may need the help of an outside agency for support or it may be a need which we can cater for ably in school.
If the child has a complex additional learning need beyond the standard classroom context and planning they will need '**specific support or ALP**'. This may require a bespoke learning plan or timetable, access to a teaching assistant for support, and multi-agency involvement.

➢ What shall I do if I am concerned over my child's progress?

Firstly, try to remember that children make progress at different rates and have different ways of learning best. Your child's teacher will take account of this by looking at how they plan their lessons, resources, classroom and materials. Try to avoid comparing your child to others in the early years.
If you continue to have concerns over their progress you can ask to meet with their teacher or head teacher. You could ask us if:

- the school thinks your child is having difficulties.
- your child is able to work at the same level as others of the same age
- your child is already getting extra help or what reasonable adjustments are being made
- you can help your child.
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Together, we will work on a next step and try to address any issues they may be experiencing. Each child is different and will need an individualised approach and secure understanding of their need. This may take a little time to determine.

If we are in agreement, we may need to seek help from and Educational Psychologist, or other agency support to assist with identifying the specific need and how best to support them. Occasionally it may be recommended that they be assessed for a diagnosis.

Our named ALNCo for the school is Mrs Georgie Morgan and you may contact her via the school office if you require further information

## Health & Safety Policy

The safety of our whole school community is a priority and something which we take very seriously. It is our aim to enable our whole community to have:

- The ability of each individual to protect him/herself
- Concern and consideration for the safety of others
- Knowledge of what to do in certain situations
- Alertness and control
- Cultivation of good habits

There are a number of school safety rules, which are applied for safety reasons, e.g. walking inside the school building, no climbing on fences, no entering/exiting the school through the vehicular access, care of property, etc.

School staff will undertake a risk assessment for any activity which is an addition to the basic curriculum (eg school trips, adventurous activity)
All staff have a basic first aid certificate and will always have access to a first aid kit where ever they are.

Fire drills are carried out every term to ensure a safe exit from school.
Safe & secure drills are also carried out termly to ensure that everyone knows how to enter the building safely to protect them from an external danger.

The caretaker and cleaning staff maintain a clean tidy building and grounds. Any minor repairs or maintenance are completed by the caretaker, or through the use of authorised contractors. Any equipment/hazardous substances are

kept locked away from the children.  All equipment complies with British Standards Regulations and is maintained regularly.

The caretaker, Headteacher and governor with responsibility for health & safety carry out annual walks of the school to identify areas that may need attention and who's responsibility it will be to complete the work.

There are many specific areas of this policy which are too numerous for this easy guide. A full policy can be found on the school website.