



# Prospectws

# Ysgol Bodafon

# 2024-25

# Prospectus



# YSGOL BODAFON

## Voluntary Aided Church in Wales School

### INFORMATION FOR PARENTS

2024 - 2025

Headteacher: Mr T Lloyd-Owen

Ysgol Bodafon, Bodafon Road, Llandudno, Conwy LL30 3BA



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Although the particulars in this document are correct at the time of publication, it should not be assumed that there will be no change affecting the relevant arrangements before the start of or during the school year or in relation to subsequent school years.

**This document is available in other formats.**

## WELCOME

*Dear Parents*

*Thank you for your interest in Ysgol Bodafon*

*Selecting a school for your child is very important. We know that every parent is keen to ensure the best possible education for their children, in an environment where they can feel happy and secure.*

*At Ysgol Bodafon we feel that we can offer all of this. We're proud of being a small school which sometimes feels more like an extended family.*

*It means we can give each child the individual attention that enables them to develop their talents to the maximum and to strengthen their self-respect.*

*We appreciate our pupils. Their time at school is both precious and pleasurable. I look forward to working with you and your family to give them the best start in life..*

*Please contact us at the school if you have any concerns or enquiries.*

*Yours faithfully*

*Trystan Lloyd-Owen*

**Headteacher**



*“Playtime in the scenery! Ysgol Bodafon is blessed with dramatic surroundings and we make sure the children have a chance to enjoy them.”*

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## **AIMS AND OBJECTIVES**

### **SCHOOL AIMS**

The aims of the school are:

- To ensure the best possible education for each child according to their age, ability and interests so that they grow into complete personalities, develop and practice all their talents and apply themselves as responsible members of a bilingual community.
- Create an environment and an atmosphere where a pupil may grow, develop and mature into a confident individual who is aware of moral and Christian values, and who can develop self-respect and tolerance towards others.
- Offer education of the best quality possible which reflects the requirements of the individual, society, the Local Education Authority, the National Curriculum for Wales, Foundation Learning and Governors.
- Enable each pupil to become fluent in English and have a reasonable understanding of Welsh so that they are able to participate fully in the social and cultural life of the bilingual community in which the child lives.

### **GENERAL OBJECTIVES**

- 1 Raise the attainment of each pupil in each curriculum area according to the requirements of the National Curriculum.
- 2 Set the foundation for ensuring effective learning and teaching at the school.
- 3 Ensure a broad, balanced, relevant and rich curriculum.
- 4 Enable each individual to acquire knowledge, aspects and skills which are relevant for contemporary life, to learn for life and to use leisure time creatively.
- 5 Ensure equal opportunities and access to the whole curriculum.
- 6 Maintain a close relationship with the Diocese of St Asaph and its local churches to ensure that the children develop good morals, a strong Christian faith and a sense of belonging to a wider family.

### **SPECIFIC OBJECTIVES**

- 1 Ensure that each pupil feels part of a disciplined community who in life and work values moral, spiritual and human aspects.
- 2 To foster respect and tolerance towards people from any background, belief or culture and ensure equal opportunities whatever their race, religion, sex, sexuality, age or disability.
- 3 Ensure that every pupil develops the ability to use English and Welsh as a learning medium and in accordance with the Education Authority's Language Policy.
- 4 Ensure that there is continuation and development in the experiences and activities which are provided and that a large proportion of those experiences reflect the nature and interests of pupils.
- 5 Ensure that each area takes note of the Welsh Curriculum.
- 6 Enable pupils to use their literacy, numeracy and information technology skills and are able to communicate in a variety of curricular contexts.
- 7 Ensure that learning and teaching methods of high standards are used which will assist pupils to develop an investigative and lively mind, the ability to question and discuss in a reasonable manner, to solve real problems and to work independently.
- 8 Provide a wide variety of extra curricular activities which will assist in the personal, social and cultural development of the pupils.
- 9 Develop a broad curriculum which develops the full potential of every pupil.
- 10 To foster a partnership between the school and similar schools in Europe or internationally so as to enrich the Curriculum and to develop pupils' understanding of other countries, their language and culture.

- 11 Ensure opportunities to train and develop all staff according to the requirements of staff themselves, the needs of pupils, the Curriculum and the Education Acts of 1986, 1988 and 1993.
- 12 Maintain and improve the building to ensure that it meets the requirements of Health and Safety. To promote cleanliness inside and outside the school and create an interesting school environment.
- 13 Encourage links between the school and:
  - a. the home
  - b. the community
  - c. our local churches
  - d. other schools (nursery, primary and secondary)
  - e. industry and commerce
  - f. the Education Authority and other relevant agencies.

## DESCRIPTION OF THE SCHOOL

The school is located on the outskirts of Llandudno.

This school is a Voluntary Aided Church in Wales Primary School with a Nursery, Foundation Learning (ages 3 -7), and Enhanced Learning (ages 7 - 11).

It is a daily, English medium, co-educational school.

There are 79 pupils.

The school employs five teachers, including the Headteacher.

There are three classroom assistants working at the school.

The play areas include a hard surface, a field and separate enclosures for the nursery and reception and Year 1 & 2. The school also has a side garden outside learning area.

## SCHOOL ADMISSION

Children are admitted to Nursery part time in the September following their 3<sup>rd</sup> birthday and full time in the September following their 4<sup>th</sup> birthday.

More information on the Admissions Policy is on p.35.

## TEACHING HOURS

Nursery	11.25 hours per week
Foundation Phase (FP)	21 hours per week
Key Stage 2 (KS2)	23.5 hours per week
Morning Session Nursery:	9:00a.m. - 11:15 a.m.
Morning Session FP:	9:00a.m. - 11:50 p.m.
Morning Session KS2:	9.00a.m. - 12:00 p.m.
Afternoon Session FP:	1:00p.m. - 3:15 p.m.
Afternoon Session KS2:	1:00p.m. - 3:30 p.m.

## THE GOVERNING BODY

Chair (Foundation Member)	Reverend Juliet Fraser	sub ex-officio
	Councillor Antony Bertola	until July 2026
Foundation Members:	Mrs Csilla Whitaker	until July 2025
	Vacant	until July 2025
	Joseph Scarratt	until Sept 2028
	Suzanne Kendrick	until Jan 2027
Parent Foundation Governors	Mrs Laura Fairbairn-Percival	until Jan 2027
	Mr Mark Moloney	until July 2025
Town Council Representative	Councillor Don Milne	until May 2027
Parents' Representative:	Mrs Janine Downing	until Jan 2027
Teachers' Representative:	Mrs Sara Lloyd	until Sept 2028
Staff Representative	Mr Matthew Rivers	until Sept 2028
Headteacher:	Mr Trystan Lloyd-Owen	ex-officio

## SCHOOL STAFF

### September 2022

<u>Teacher/Teaching Assistant (TA)</u>	<u>Year</u>	<u>Dosbarth</u>	<u>No. in Class</u>
Mrs Lowri Jones-Hughes	Nursery	1	11
Ms Robyn Mason-Thomas (TA/A.M.)	Reception	1	6
Mrs B Jones/Mrs S Dunne	Year 1	2	6
Mrs Nicola Beardmore (TA/A.M.)	Year 2	2	13
Mrs Lowri Jones-Hughes (TA/P.M.)			
Mrs K Mann/Mr O'Brien	Year 3	3	10
	Year 4	3	7
Mrs S Lloyd (Assistant Head)	Year 5	4	11
	Year 6	4	15

### Support Staff

Mrs Krista Jones – Head Cook

Mrs Stephanie Faulkner – Assistant Cook

Mr Matthew Rivers – Caretaker/Cleaner

Mrs Faulkner, Mrs Krista Jones & Mr Rivers (Breakfast Club)

Mr Rivers, Ms Mason-Thomas, Mrs Beardmore & Mrs Mandy Roberts - Midday Supervisors (MDS)

## VISITING THE SCHOOL

Parents considering sending their children to Ysgol Bodafon are welcome to visit the school to find out more information and talk to staff. Please contact the Headteacher – details on p2.

There will be an invitation for parents of new pupils starting school for the first time to visit the school in June, before the children start in September.

Anyone visiting the school must first visit reception. They will need to sign our visitors' book for a member of staff who will then provide them with an identification badge. When leaving all visitors must sign out before exiting the building.

As part of our Strategic Equality action plan, if any parent or carer has additional needs relating to disability and/or language, cultural issues with which they require assistance at a particular school event, please contact Mr T Lloyd-Owen the Headteacher at the school to arrange the assistance requested.



## CHARGING FOR ACTIVITIES

Parents are charged the FULL AMOUNT for the following:

- 1 Any intentional damage to school property by their child.
- 2 The costs of residential visits arranged by the school or Local Education Authority (except when permission is given to be excluded from paying).
- 3 Activities held outside school hours.
- 4 Transport costs to and from the swimming pool/gym.
- 5 Music Tuition – weekly guitar, drums, piano & violin lessons are also available for a limited number of junior pupils at a cost of £84.00 (Autumn term) and £70.00 per term for the other terms. This is paid directly to Conwy County Council's Music Service.



Voluntary contributions are requested towards educational visits, visits to the theatre and the cost of inviting theatrical groups / performers to the school.





## ADDITIONAL LEARNING NEEDS

At Ysgol Bodafon we are passionate in ensuring that all children have access to the curriculum. We are an inclusive school; teachers ensure the needs of all the children are met. They plan carefully to ensure that work set is appropriate for all levels of ability. Our Universal Provision, which includes: small group literacy and numeracy interventions, effective differentiation and high-quality teaching, is offered to all children. In the occasions where a child does not make progress, teachers will liaise with parents and the school ALNCO and start gathering further evidence. We work effectively with a range of outside agencies who support with identifying an additional learning need.

### INCLUSION

- The school will provide appropriate and sensitive support to ensure that the pupil is included in all school activities as far as possible.
- Should a need arise to adapt the school in order to improve access to the school for the child with special educational needs the school will respond in an appropriate manner. It will contact governors to discuss the changes required and contact the Local Education Authority.
- The school has been adapted for pupils with special educational needs, e.g. toilet for the disabled, ramp access, disabled parking bay and a Stanna stair lift for upstairs.
- The Curriculum will be adapted according to the needs of the individual and Health and Safety regulations e.g. increasing the size of print.

### PARTNERSHIP WITH PARENTS

Ysgol Bodafon recognises the all-important influence which parents have on their children's education progress. The school will encourage co-operation with parents in order to establish an effective partnership.

- 1 pay professional attention to parents' concerns ensuring that the school discusses concerns with parents and at a reasonable and convenient time.
- 2 contact parents when registering the child on any of the stages and asking them for their opinion and observations.
- 3 give a prominent place to support from parents where this is appropriate.
- 4 give professional attention to the parents' opinion when preparing an individual education plan.
- 5 share information about support sources.
- 6 ensure that this policy is available as a whole for parents to read.
- 7 include parents in regular reviews of their child.

Requests to see our complete Policy Statement can be made by contacting the Headteacher.

## THE CURRICULUM

Our school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

“The Four Purposes of the curriculum – the starting point and aspiration for every child and young person in Wales.”

Throughout the process of designing Ysgol Bodafon's curriculum, we have kept the needs of our children at the forefront of our minds. The process has involved all stakeholders; their views and opinions have been included at every stage.

### The Four Purposes

The Four Purposes are at the heart of Ysgol Bodafon's curriculum with our vision and values supporting them. The Four Purposes underpin everything we do in terms of planning and teaching. Our main aim is to support our children in becoming:

- 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

#### Integral Skills

The four purposes are underpinned by integral skills:

- Creativity & Innovation
- Critical thinking & problem-solving
- Personal effectiveness
- Planning and organising

At Ysgol Bodafon we want to offer our children a wide range of experiences in order to develop these integral skills.



### Planning



“A move away from what students should be learning, towards what they should become.” (Priestley and Biesta 2014)

At Ysgol Bodafon we have invested in Building Blocks, which is an online planning and assessment tool. We have invested time and money into training for all teaching staff, ensuring everyone is able to use the programme effectively.

Year	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 1	Maths	English	Science	Maths	English	Science	Maths	English	Science
Year 2	Maths	English	Science	Maths	English	Science	Maths	English	Science
Year 3	Maths	English	Science	Maths	English	Science	Maths	English	Science
Year 4	Maths	English	Science	Maths	English	Science	Maths	English	Science
Year 5	Maths	English	Science	Maths	English	Science	Maths	English	Science
Year 6	Maths	English	Science	Maths	English	Science	Maths	English	Science



#### Building Blocks allows us to:

- Plan teaching and learning experiences that promote **Attitudes and Dispositions**
- Integrate **Assessment for Learning** strategies for pupils' understanding
- Ensure **breadth and depth** to learning by monitoring, mapping and gapping
- Incorporate **Rich Tasks** into our curriculum offering, allowing pupils to **apply skills** in engaging and authentic experiences that reflect **pedagogical principles**
- Plan **personalised learning** for individuals and groups of children ensuring that **pupil voice** is recognised and acted upon.

We have adapted our planning templates and the way in which we plan, ensuring the Four Purposes are at the core. All teachers upload a brainstorming sheet at the start of each half term, and a timetable at the beginning of each week. We use a thematic approach to planning and often will use whole-school themes.

The 6 Areas of Learning and Experience					
The Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and technology
Disciplines developed in this school : Art, Music, Dance Drama Film and Digital Media	Disciplines developed in this school : Physical Health and development, mental health, emotional and social wellbeing	Disciplines developed in this school : Geography, History, Religion, Values and Ethics, Business Studies, Social Studies, Economics, Philosophy	Includes 5 interdisciplinary competences: 1. Conceptual Understanding 2. Communication using symbols 3. Fluency 4. Logical reasoning 5. Strategic competence	Disciplines developed in this school : Welsh, English, International Languages, Literature	Disciplines developed in this school : Biology, Chemistry, Computer Science, Design and Technology, Physics

**Our Curriculum at Ysgol Bodafon contains the 6 Areas of Learning and Experience (AoLE's). The six Areas bring together familiar disciplines and encourage strong and meaningful links across them. Curriculum for Wales has given us the freedom to design our own content based on these AoLE's and their Statements of What Matters.**

**Mandatory Elements**  
When planning at Ysgol Bodafon, we will ensure that we consider these elements:

- Religious, Values & Ethics education
  - Relationships & Sexuality
  - English & Welsh

**Statutory Elements**  
We have also taken these aspects into consideration during our planning process:

- Careers & work related experiences
- Well-being of Future Generations (Wales) Act 2015
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018

**Cross-Curricular Skills**  
We will plan for the development of Literacy, Numeracy and Digital Competence within and across the Areas of Learning and Experience.

## PEDAGOGY – How we teach

We have adopted a Foundation Phase style of teaching and learning throughout Ysgol Bodafon. The more formal style of teaching in KS2 has been replaced by an emphasis on experiential learning. Having a consistent approach to teaching and learning throughout the school allows for a much smoother transition from classes, with a notable difference when transitioning from year 2 to 3, with KS2 classes mirroring those in the FP.

Ensuring high quality teaching at all times is paramount to realising our vision. Our classes offer safe spaces for the children to experiment, play, learn and make sense of the world around them. We use the 12 pedagogical principles to inform and reflect upon our practice.

The 12 Pedagogical Principles			
1. Focus on achieving the 4 purposes	2. Challenge learners and emphasise the importance of continuous effort. Convey high, achievable expectations	3. Use a range of teaching methods	4. Develop problem solving skills, creative skills and the ability to think creatively.
5. Building on prior knowledge and experience. Engage interest.	6. Creating authentic contexts	7. Implementing formative assessment principles	8. Extend within and across the Areas of Learning
9. Reinforcing and practicing cross-curricular skills - literacy, numeracy and digital competence	10. Develop learners to take increased responsibility for their own learning and to develop as independent learners.	11. Promote social and emotional development and positive relationships	12. Promote collaboration

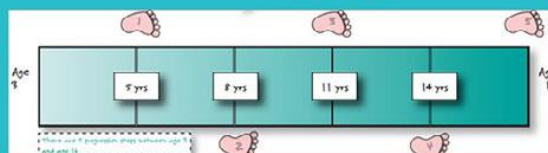
All children are taught using focus tasks. This gives them the opportunity to sit in a small group and have direct, focused teaching from the class teacher. We have removed ability grouping, allowing the children to work in focus groups with a different set of their peers each time. At Ysgol Bodafon we plan tasks and activities which are authentic and have a real purpose.

Adjacent to the focus tasks are 'zones'. These zones are set up in KS2 in the same style as the 'areas' in FP. The children work independently in these zones to consolidate the previous week's work they've carried out during their focus tasks. It gives them the opportunity to practise, use and consolidate the skills in a variety of different contexts.

## Assessment and Progression

At Ysgol Bodafon we use assessment to support each individual child to progress at an appropriate pace. Curriculum for Wales allows us to ensure that their progress is the primary purpose of assessment.

Our new curriculum has 3 progression steps. These broadly correspond to expectations for ages 5, 8, 11, 14 and 16 and offer guidance on how our children should demonstrate progress within each What Matters statement.



Our Senior Management Team are responsible for supporting Curriculum Design within all steps including ensuring appropriate coverage of the AoLEs and appropriate continuity and progression within all steps. Teaching staff are responsible for supporting Curriculum Design within an AoLE and ensure continuity and progression within that particular AoLE.

The Senior Management Team also contribute to the 'bigger picture', ensuring continuity and progression throughout the whole school.

Ysgol Bodafon will fulfil the **Curriculum's Assessment Purposes** by utilising various assessment strategies.

We use Building Blocks to formatively assess the children's learning through on-going evaluation and reflection at the point of learning. We are able to analyse our children's progress using data for individuals or groups, allowing us to plan for their next steps and identify any gaps in their learning.

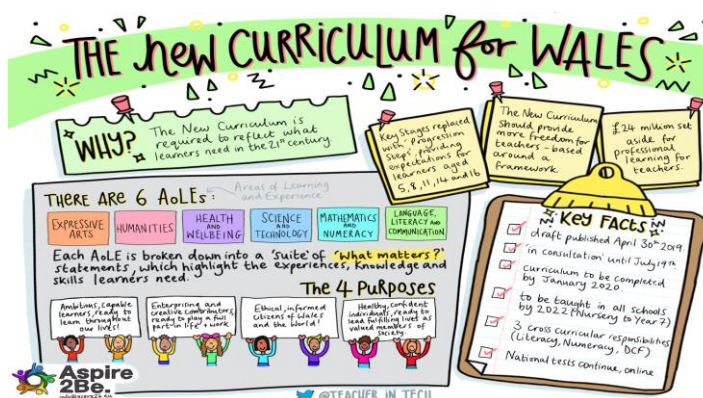
We communicate effectively with parents/carers via Class Dojo, online and face to face which allows them to support their children in their learning and help them progress.

We also assess and monitor each learner's well-being (PASS) and cognitive development (CAT4) and make use of Welsh Government Personalised assessments.

## WORK PATTERN

The education provided promotes each pupil's moral, cultural, mental and physical development. At the same time we also need to provide a curriculum that is broad, balanced and differentiated to meet the needs of the individual. In order to meet these requirements, classroom procedure will be flexible; work will sometimes be prepared according to children's age, at other times children of an age range spanning more than one school year will work together on the same task. The pupils are taught as a class unit in the care of a permanent teacher.

New Curriculum for Wales, which became statutory in 2022, the curriculum is planned on the basis of six areas of learning alongside three cross-curricular responsibilities



The children are involved in choosing and planning their thematic learning. Consequently, the themes we follow change from year to year. Ensuring pupil voice and keeping the learning relevant and exciting for the children.

The Numeracy, Literacy & Digital Competence Frameworks will be integrated into theme work and taught in a cross curricular manner to ensure the development of these skills for each pupil.

Our work is arranged according to ability / maturity / the needs of pupils in our care.

We will support pupils who need greater support and guidance but also stretch the more able and talented including ensuring they face challenges which will stretch them further.

They will be taught occasionally in mixed ability groups and on other occasions in mixed age groups, similar abilities or ages dependent upon the aims and objectives of the lesson or task. Pupils will be encouraged to develop self-confidence, independence when learning and higher skills in a variety of situations.



## LANGUAGE POLICY

This school towards being a dual language school with the aim for Welsh/Cymraeg being taught at least 50% of the time by 2030.

The school's long-term aim is to enable every child to be bilingually confident so that they become full members of our bilingual society.

### SPECIFIC AIMS

#### Nursery Education

Ensure, through sensitive and purposeful nursery provision and organisation, that every child is given a firm foundation in both languages to achieve the ultimate objective of bilingualism.

#### Foundation Learning

Build on the linguistic foundations given during nursery education, reinforce and develop the child's first language and extend the child's grasp of their second language.

#### Enhanced Learning

Consolidate and develop the child's linguistic ability in both Welsh and English.

### ASSESSMENT

Pupils will be assessed according to their language development at the end of year 2 and year 6. The medium of assessment at the moment is English.

### NATIONAL READING AND NUMERACY TESTS

The pupils from years 2 to 6 will sit National tests in Reading, Numeracy (Procedural & Reasoning) in line with national guidelines.

Communication between school and home is mainly through the medium of English.

## Welsh Government definition of the school:

### Category 2 – working towards dual language by 2030 with at least 50% of activities inside or outside through Welsh

**School Language** –High priority is given is given to creating a Welsh ethos. The school communicates with parents in both languages, but mainly through English.



## POLICY ON HOMEWORK

Homework is an important tool in every school's planning to be able to extend the school's experiences to the home, and to raise the parents' interest in their children's development.

### AIM

- 1 To extend the school's experiences to the home.
- 2 To seek the parents' co-operation to ensure that the child benefits fully from his education.
- 3 To raise the parents' awareness of their child's success and achievements.

### PURPOSE

- 1 To get children to show more interest in and to see a purpose to their work.
- 2 To get children to realise the link between the school work and their external environment.
- 3 To develop co-operation between home and school.

### GUIDANCE FOR IMPLEMENTATION

#### a) Lower Primary

- 1 Reading books to be taken home on a weekly basis.
- 2 Year 1 & 2 RM Easimaths & Spellings
- 3 Reading, letter formation, number recognition. Summer term – high frequency words.
- 4 The work will be distributed on a Thursday/Friday and will be expected back by the following Wednesday.

#### b) Upper Primary

- 1 Reading books to be taken home on a weekly basis.
- 2 RM Easimaths and Learning Logs.
- 3 Personal Spelling Words. The spelling list will come from the children's work. The teacher will test informally.

- 4 The work will be distributed on a Friday and will be expected back on the following Wednesday.

c) All Classes

- 1 Occasionally the teacher may ask the pupil to do extra tasks so as to eliminate any weaknesses, or to concentrate on a specific aspect of the work. The teacher will discuss this work with the parents previously.
- 2 It is understood that the child is the parents' responsibility during this time and in respect of this the parents will sign an agreement agreeing or disagreeing to their child receiving homework.
3. A record of the work set, and of who returned, or failed to return the work, on time will be kept.
- 4 No comments will be written on work that is not handed in on time.

CONCLUSION

We hope home and the school will work in partnership so as to ensure the full development of each and every child.



**PASTORAL CARE**

Each child is placed in the care of one teacher but all staff do attempt to oversee the welfare of all pupils. This school encourages self-discipline, responsibility and respect for others. We know that parents will support us in this respect.



## BEHAVIOUR MANAGEMENT POLICY

It is an aim of Ysgol Bodafon that every member of the school feels valued and respected and that each person is treated fairly and well. The school's behaviour policy is therefore designed to support the way in which all members of the school community can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and help children to become positive, responsible and increasingly independent members of the school community.

The purpose of this policy is to give a clear code of conduct for the use of all at Ysgol Bodafon both adults and children.

There are often reasons behind children's behaviour – problems at home, worries, problems with school work, falling out with peers, etc. all of these things will be investigated, discussed and taken into consideration in the implementation of this policy.

### School Rules

Our School Rules have been formulated in partnership with our School Council and Governing Body. In keeping with our Christian ethos, these rules will be called 'Our School's 10 Commandments'. These rules will be displayed in every classroom and around the school.

#### 'Our School's 10 Commandments'

##### 5 Dos

- Always tell the truth.
- Be kind and share with others, adults and children.
- Be faithful to your friends
- Be happy with what you have and do not wish for other people's things.
- Respect other people's property and our environment.

##### 5 Don'ts

- Don't make anything in your life more important than God.
- Don't say OMG, but always say God's name with love and respect.
- Don't be rude.
- Don't take anything that isn't yours.
- Don't bully or hurt others by words or actions.



The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn and work together in an effective and considerate way.

### **Incentives**

Praise and encouragement: Positive behaviour is praised - making reference to the school rule, by public word of praise, or a quiet word, an encouraging smile, a written comment or a visit to another teacher.

Stickers, stamps, merit rewards e.g. DOJO points awarded by teachers, TA's and midday supervisors.

A visit to the Headteacher for special praise and acknowledgement or exceptional behaviour.



## Sanctions

1. Minor offences e.g. shouting, constant talking, not staying on task, moving around class/corridors inappropriately, etc.
  - Adult gives a verbal warning making a specific reference to the school rule, and reminds the child they may lose some break time.
  - If behaviour continues the child loses some break time.
2. Serious offences e.g. bullying, physical violence, swearing, stealing, leaving class/premises without permission etc.
  - The teacher discusses with the child how their behaviour was inappropriate, making specific reference to the school rule broken. The child loses 10 minutes break time. The child may be sent to the deputy/Head teacher also.
3. Inappropriate behaviour at lunchtimes is reported to the class teacher by lunch time staff. The sanction will then be decided by the class teacher.
4. If the teacher thinks behaviour is a cause of concern, a verbal warning is given by senior management as to future conduct. The child may lose a break time.
5. A letter is sent home to parents to inform them of the incidents that have occurred.
6. If a child is continually losing break time, parents will be called in to talk to the class teacher/Headteacher or if a teacher is concerned with an individual child's behaviour, parents will be called in to talk to the class teacher/Head teacher.
7. If problems are severe or recurring, then fixed term exclusion procedures are implemented. The chair of governors is informed and the right to appeal is always given. The school will take advice from the LA on the implementation of all exclusions beyond three days.
8. Permanent exclusion after consultation with the governing body and LA.

A very serious problem may result in the normal sequence of procedures being abandoned and a child being excluded straight away – particularly where the safety or well-being of the pupil, other pupils or staff is at risk.

**This policy will be reviewed annually and/or when new legislation requires alteration/amendment.**



## ANTI BULLYING POLICY

The anti bullying policy is to be implemented hand in hand with the Behaviour Policy.

We hope for your fullest co-operation in implementing this policy and that you can help us by:

- Emphasising the importance of your child informing a member of staff immediately of any unpleasant experiences.
- Informing the school if your child was bullied, threatened or injured by a child / other children.
- If your child is inclined to hit out first and think afterwards, we would appreciate if you would tell your child that there are other ways of responding.
- Try to persuade your child to pause before making the situation worse through a blow for blow response.

### POLICY STATEMENT

*‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally’.*

#### AIM

Bullying, both verbal and physical, is detrimental to the ethos of Ysgol Bodafon and therefore is against everything we are working towards, that is all children deserve to receive their education free from humiliation, oppression and abuse. Every person in Ysgol Bodafon has a responsibility to take action to care for each other.

#### IMPLEMENTATION GUIDELINES

The school will:

- 1 Support children who are being bullied.
- 2 Take bullying seriously and find out the facts of any incident:
  - a) meet those concerned individually.
  - b) use peer group pressure to actively discourage bullying.
  - c) break up bully groups where it seems necessary.
  - d) involve parents at an early stage.
  - e) help children develop positive strategies and assertion.
- 3 Be equally concerned about bullying to and from school.
- 4 Record incidents of bullying in a consistent way that allows for monitoring of behaviour.
- 5 Discuss with and involve children in agreed class and school rules and behaviour (see Our School’s 10 Commandments).
- 6 Request help from Additional Learning Needs Support Services and Educational Psychologist where necessary.
- 7 Involve the police where necessary.



## SUPPORT FOR THE BULLY

Ysgol Bodafon takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to modify their behaviour. As a School we believe the positive use of sanctions can be useful in demonstrating to bullies that their behaviour is unacceptable and in promoting change. The exact nature of the response will be determined by the particular child's individual needs and the seriousness of the incident and may include:

- rewards/positive reinforcement for children in order to promote change and bring unacceptable behaviour under control
- immediate action to stop an incident of bullying in progress
- engagement with the bully to reinforce the message that their behaviour is unacceptable
- loss of lunch/break time privileges
- removal from class/group
- parents/carers informed
- counselling/instruction in alternative ways of behaving
- referral to social inclusion service
- mediation between the perpetrator and the targeted individual (if agreeable)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)

## SPECIFIC GUIDELINES

The school's anti-bullying scheme runs side-by-side with our Behaviour Policy which recognises good behaviour by praising, sending positive messages to the home and by using systems which reward good behaviour. The school will react firmly and promptly where bullying is identified, using a range of sanctions depending on the perceived seriousness of the situation.

- Bullying is identified or is drawn to the teacher's attention.
- Headteacher or Deputy is informed.
- Both parties are interviewed separately.
- Child displaying bullying behaviour and victim may be interviewed together if appropriate and cause and effect discussed.
- Appropriate action is taken e.g. parents may be informed; school governors may be informed depending on circumstances.
- A record made on SIMS (Student Information Management System).
- Continued such behaviour may lead to exclusion (see Behaviour Policy).

## RECORDING OF INCIDENTS

Records will be maintained for ALL bullying related incidents on SIMS and My Concern.

A named person being Trystan Lloyd-Owen has been assigned the specific role as the Anti-Bullying co-ordinator and will be responsible for the monitoring, review, evaluation and reporting processes inherent within this policy.

Following the consultation with pupils, parents/carers and staff an annual report will be made to the Governing Body which will highlight the extent of the incidents occurring and detail any trends which may have emerged. This information will be available to parents/carers on request.

## CONFIDENTIALITY AND SAFEGUARDING

It may be necessary to invoke local Child Protection Procedures if a pupil's safety or welfare (or that of another pupil) is under threat. A duty is placed upon those professionals involved to exchange information in order to safeguard a child adhering to the All Wales Child Protection Procedures 2008. Teachers and professionals cannot offer unconditional confidentiality to pupils in bullying incidents and this should always be made clear at the outset.

If a pupil discloses information which is sensitive, not generally known and which the pupil asks not to be passed on, it will be discussed with the Headteacher/safeguarding coordinator. The request will be honoured, however confidentiality will be broken against the wishes of a pupil when:

There is a safeguarding issue

The life of a person is at risk of serious harm to others

Criminal offences are disclosed

However, we will make every effort to inform the pupil first, explain why this needs to happen and secure the pupils agreement to the way in which the school intends to use any sensitive information.

## BULLYING AFTER SCHOOL

Whilst the school is not responsible for pupils' behaviour outside school hours, we do feel that any behaviour reflects upon the school and therefore any incident should be taken seriously which occurs within the community and impacts on school life.

## BULLYING AND THE LAW

### Legal Framework

- 1 It is the responsibility of the Headteacher with the Governors to produce an Anti Bullying Policy and to distribute it to parents, staff and pupils.
- 2 It is the Headteacher's responsibility to take steps to promote good behaviour and to keep a record of pupils' behaviour.
- 3 School staff have a 'Duty of Care' to the pupils. (Child Act 1989).

## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

### AIM

To foster personal values ensuring that they are present in the general organisation and ethos of the school. There is a close relationship between whole child development and the provision of an environment which allows the child to develop, grow and learn. Through observation, measurement, experiments, discussion and recording his findings, personal education will become a lively part of theme work and will develop their knowledge and understanding of how the body works in their knowledge of the processes of nature – reproduction, birth, death, and in their ability to care for themselves and ensure their welfare and health.

### OBJECTIVES

- 1 Create a special ethos within the school which will ensure that children are able to ask questions and respond to situations in a homely atmosphere where a child may feel secure.
- 2 Develop self-respect and respect towards others by fostering sensitivity, moral values and care towards others.
- 3 Ensure that children receive correct information regarding physical development and processes using the correct terminology for different parts of the body.
- 4 Enable children to respond and to identify appropriate behaviour by adults and other children.

### IMPLEMENTATION

- 1 Children will be taught in mixed classes throughout the school. Children will receive the whole curriculum and not aspects which are relevant to their sex and appropriate to their age.
- 2 The school will use the Tyfu Fyny/Growing Up scheme of work and it's associated resources on HWB.
- 3 Use will be made of the 'SENSE' Sex Education DVD with Year 6.
- 4 There will be close links with the school nurse at all times. She will be invited to participate in classwork since we feel that she has an important part to play since children may feel more confident by discussing personal issues with someone from outside.
- 5 Any professional persons who are invited to the school must work within the policy and be aware of the school ethos and the way RSE is presented.

### WITHDRAWAL OF CHILDREN

The Welsh Government have made RSE statutory for all learners. Parents do not have a right to withdraw their child.

## ILLNESS

### AIM

- To ensure that the children are safe and well cared for in any emergency.
- To ensure that the teachers, support staff, parents and carers know the safety procedures to be applied in all emergencies.

### OBJECTIVES

1. Ensure that all school personnel are aware of the location of the First Aid box.
2. Ensure that all members of staff can easily obtain the addresses and telephone numbers of all the children.
3. Ensure that the addresses and telephone numbers of the parents' workplace are easily obtainable.
4. Ensure that the addresses and phone numbers for a child's family doctor and that of the nearest hospital are available.
5. Ensure that the school is aware of any any health condition that may affect the child during his/her period at school e.g. asthma, diabetes, hearing, sight.

### GENERAL GUIDELINES

1. Every parent/carer must fill a form listing the details (2-5) above.
2. **The school must be informed immediately by Parents/Carers of any changes in the details.** Parents/Carers must either contact the Headteacher personally or write a letter outlining any changes.
3. Headteacher will be responsible for ensuring that all First Aiders have a current First Aid certificate.
4. The parents will be informed that the school has the authority to act in an emergency if unable to obtain parents prior permission.

### **Sickness**

- a. Medicine will not be given to a child unless the parent has completed a consent form authorising us to do so. On the cconsent form all medicines must be clearly named and instructions given with regard to dosage and frequency. Forms are available from the secretary's office. We will ensure that they are kept in a safe place which may/can be locked if needed.
- b. Parents/Carers are also welcome to come to school to give their child medicine if they so wish, but after seeking agreement from the Headteacher.
- c. Parents/Carers will be informed by telephone or by a teacher if the child is ill or has been ailing.
- d. If a child is ill and it is felt that he/she should not remain in school, arrangements will be made for a parent to collect the child.
- e. Any member of staff with a first aid qualification will make an assessment before deciding if a child is to be sent home.
- f. Medicine will be kept in a safe place away from children
- g. Good attendance has a positive effect on attainment so the partnership between the home and school is an extremely important one. Both parties need to work together to ensure that absence through sickness and illness is closely monitored and managed so as that we are able to maximise all children's attainment.

## ACCIDENT PROCEDURE

### a. Minor injuries

Minor injuries such as grazes, bumps and small cuts will be treated and the parents informed after school. With any bump to the head, however trivial, the parents will be informed by phone and a letter will be sent home with the child.

### b. Serious injuries

Serious injuries, for example bad cuts, severe blows to the head, bad sprains and broken limbs will be given appropriate emergency treatment and the parents contacted immediately. If the parents cannot be contacted, the pupil's doctor will be contacted for advice. Should the parent not be able to collect the pupil quickly, a member of staff will take the pupil to the doctor or hospital, or emergency services will be contacted immediately.

Two members of staff will deal with any injury that entails removal of clothing so that all parties are safeguarded.

### c. Recording

All accidents other than minor injuries will be logged in the accident book which is kept in the office.

## MOBILE PHONES



Children are not permitted to use mobile phones in school. All telephone contact with children, during school hours (Extra-curricular activities included) should be made via the school office. The Secretary or Headteacher may be contacted by phone on 01492-547996. Sanctions may be applied

if the case of misuse including temporary confiscation.

Visitors, volunteers and contractors and anyone else who has access to a personal mobile phones on site should not use it in areas where children are present except in an emergency.

If parents and spectators photograph or video their own child at school events, they must not publish any images that include children other than their own on social media.

A copy of the full mobile phone policy is available on request.

**The mobile phone policy will be shared with staff and volunteers as part of their induction.**

**We very much appreciate everyone's support in implementing this policy in order to keep our pupils safe.**





## HEALTHY SCHOOL

This school is committed to the Healthy School Scheme, therefore we encourage pupils to bring fruit and vegetables to eat at the school or they can buy fruit provided by the school to eat during playtimes. **Crisps, chocolate, biscuits and sweets are not permitted.**

We hope that you will support this campaign.

### SCHOOL LUNCH

A mid-day meal is available for each child. There is no charge for a school meal, unless your child is of nursery age and is staying in school for the afternoon (wrap around) then the cost will be £3.20

Children who do not wish to have school lunch may bring their own packed lunch.

The school promotes the use of fresh produce and healthy living where possible.

The kitchen is able to cater for special meals and diets. The Cook is also happy to meet with parents to discuss any special dietary requirements.

### BREAK SNACKS

We try to educate the children to eat healthy foods and look after their teeth. To this end, children will not be allowed to bring crisps, biscuits, sweets, unhealthy drinks etc to school. However, children are encouraged to bring a piece of fruit to eat at break time and drink water. Each child should bring with them a water bottle that can be kept in class so that they stay hydrated throughout the day.



## LINKS WITH PARENTS

### AIM

We welcome parents to school and through the co-operation of parents, hope to ensure that each child derives the greatest benefit from education at the school.

### OBJECTIVES

1. Gain more information about the child and promote a positive relationship between the teacher, the child and parent.
2. Transfer information regarding the child's development academically and socially.
3. Foster co-operation between home and school.
4. Develop an understanding of objectives and the school's method of ensuring education of high quality.

### GENERAL GUIDELINES

- 1 A formal meeting is held with parents twice per annum; three times per annum in the case of children with Additional Learning Needs.
  - a) Autumn Term – To enable the school to discuss the child's educational achievements and the objective for the future.
  - b) Spring Term – To enable the school to report back on Individual Education Plans and plan for the future.
  - c) Summer Term – Parents will be provided with a written end of year report.
  - d) New Parents – Parents are welcome to bring their children who start at the school in September to visit the school and meet the class teacher and Headteacher. There is an opportunity for the Headteacher to discuss the school's aims and objectives and learning methods and for parents to ask questions and discuss the school.
- 2 Parents evening provides parents with the opportunity to look over their children's work and discuss their progress
- 3 Through our welcome, show parents that their unique knowledge about their children is much valued.
- 4 Ensure that parents are aware that we co-operate on the same objectives – that the child derives the greatest benefit from his/her school experiences.
- 5
  - a) The school welcomes parents to discuss their child's development at any time by making an appointment beforehand with the Headteacher.
  - b) In the same manner, parents will be invited to the school to discuss their child's development if we feel that it is appropriate to do so.

### CONCLUSION

This policy states the school's important philosophy, i.e. that the parent is an important part in the educational development of the child and that they should have an opportunity to be an important part of school life.

## LINKS WITH THE HOME

A school cannot succeed without parental support. We do therefore urge you to take an interest in your child's education and to support the school in its work and public activities. We have created a 'Home – School Agreement' in partnership with the children and our parent Governors. Children and parents will be asked to sign this agreement at the beginning of the Autumn term.

Parents wishing to discuss any aspect of their child's education should arrange to do so by contacting the Headteacher (by letter or telephone).

## SCHOOL RULES FOR PARENTS

- 1 When parents visit the school they should report to the Secretary or the Headteacher in the first instance, not to the class teacher.
- 2 Good discipline and behaviour is insisted on within the school.
- 3 An attempt is made to ensure good behaviour on the school yard.
- 4 A child has no right to leave school without a written request from the parents. Parents are expected to come to the main reception to collect their child.
- 5 Suitable clothing is needed for games, physical education and swimming. Earrings should not be worn during these lessons.
- 6 We are not allowed to dispense tablets, ointments, drops or medicine to the children unless we have the necessary form signed by the parent or doctor.
- 7 Parents are requested to contact the school at regular intervals during inclement weather.
- 8 Each absence must be explained either in writing or on the telephone. The appropriate form should be completed when a family arranges annual holidays during school terms.
- 9 School dinner should be paid for on Monday morning, and the money should be placed in an envelope/purse labelled with the child's name. If you wish to pay for school meals by cheque, the cheque should be made payable to 'Conwy County Borough Council.' The Headteacher has the right to refuse meals to debtors.
- 10 The school does not accept any responsibility for pupils on school land before 8:00a.m. and after 3:15p.m. (LP) or 3:30p.m. (UP), unless they are attending an after school club.
- 11 Traffic is not allowed to come onto school land without prior agreement by the Headteacher
- 12 Parents can only use mobile phones for urgent communication when on the school premises and it is made clear to parents that we would prefer them not to use their phones at all while at school.

However, we allow parents to use phones to photograph or video their **OWN CHILD** at school events such as shows and sports day. We insist that parents **do not publish** any images (e.g. on Facebook) that include children other than their own.

## PRIMARY / SECONDARY LINKS

### AIM

Foster the relationship between schools in order to promote co-operation and continuation which will promote and foster pupil progress.

### OBJECTIVES

1. Ensure joint understanding and curricular continuation between secondary schools and Ysgol Bodafon.
2. Give teachers an opportunity to discuss issues which are relevant to both sectors.
3. Promote area policies and objectives.
4. Offer training.
5. Promote joint activities between all schools.
6. Ensure that there is an effective transfer procedure.

### INTRODUCTION

Ysgol Bodafon has historically fed two secondary schools – Ysgol John Bright and Ysgol y Creuddyn. However, as a church school we have a much larger catchment so children also regularly transfer to Ysgol Eirias and Bryn Elian in Colwyn Bay as well.

A representative from the school is invited to link meetings with all schools listed above, as most of our children transfer there.

The purpose of the meetings are to:

- a) Raise awareness in both sectors of what is happening at the schools and to offer assistance through discussion and training to ensure greater understanding and curricular co-ordination between the schools.
- b) Promote the transfer process from primary to secondary.

### THE TRANSFER PROCEDURE

#### Autumn Term

- Invite children and parents to visit secondary schools.
- Documents about the secondary schools distributed to parents.
- Parents apply for a place in a secondary school.
- Invite a representative from the secondary to the Transitional Review.

#### Summer Term

- Secondary co-ordinator visits the school to meet the children. Discussion with children about different pastoral and curricular aspects at secondary school.
- The Headteacher and Year 6 teacher of Ysgol Bodafon discuss children with the secondary co-ordinator.
- An opportunity for children to visit the secondary school for a day.
- An opportunity for children and parents to visit the secondary school for transition week.
- Transfer of information about children from primary to secondary – annual report, teacher assessments, additional learning needs reports.

At the end of Year 7, Ysgol Bodafon receives a report from the secondary school on all children who have transferred.

## **RACIAL EQUALITY AND CULTURAL DIVERSITY**

The school's policy is to ensure every pupil reaches his/her full potential whatever their sex, race, religion, additional needs or social background.

## **FREEDOM OF INFORMATION ACT**

The Freedom of Information Act insists that bodies which are funded by public money, including schools, explain what information is published by them. We have created a publishing plan which shows all the information published regularly and where to find it. A copy of the publishing plan can be seen by contacting the Headteacher or a free copy can be provided.

## **RELIGION**

Ysgol Bodafon is a Church in Wales Voluntary Aided School. It is in the Diocese of St Asaph and it serves the Aberconwy Mission Area.

Naturally, the school has close links with the Church in Wales. During the school year some school services are held in the local churches and the local clergy conduct services in school on a regular basis.

As a Church School we aim to develop in our school a positive Christian environment, to promote a loving, caring faith based community and to help everyone in the school to grow in spirituality. We aim to develop an understanding and knowledge of the teaching of the Christian Church and its ministry in today's society.

We follow the Church in Wales religious education syllabus and have close links with our diocese, Saint Asaph and our local churches. A copy of the syllabus may be viewed at the school.

In accordance with the 1988 Education Act an act of worship must be held for all the pupils. Our worship is wholly or mainly of a Christian nature.

It is possible to make alternative arrangements for children whose parents do not wish them to attend religious services. Parents are asked to discuss their concerns and the practical obligations of opting out with the Headteacher.

## **HEALTH & SAFETY**

This is an extract from the health and safety policy of Ysgol Bodafon which should be read in conjunction with the health and safety policies of Conwy Local Education Authority and Conwy County Borough Council.

The Governing Body is committed to ensuring a high standard of health, safety and welfare for all staff, pupils, visitors and contractors by ensuring the following:

1. A healthy and safe environment throughout the school.
2. Arrangements to ensure that no person is adversely affected by unsafe working practices, unsafe articles, unsafe substances or unsafe machines used in school.
3. Provision and dissemination of health and safety information which is received from the Local Education Authority and other sources.
4. The provision of adequate health and safety training to all employees.
5. Safe means of access and egress.
6. Adequate welfare facilities for all staff.
7. Procedures for emergencies such as fire, first aid and other school related incidents.
8. Monitoring of health and safety standards in the school, together with a review of accidents / near miss statistics.
9. Access to specialist help with reference to health and safety matters (L.E.A.)
10. Encouragement for staff to participate in the promotion of health and safety standards in the school (promotion of joint consultation).
11. This policy will be reviewed and updated as appropriate.

## INTERNATIONAL LINKS

School governors and staff recognise the need to help pupils become more aware of the Global community and the wider World in which we live.

Our aim is to:

- Foster a feeling of a shared identity by using information and data from other countries and through regular links with other countries.
- Encourage and respect understanding of culture, heritage and multi linguism of other countries.
- Enable people to develop appropriate skills, concepts, knowledge and understanding.

The school has strong links with St. Mary's School, Njombe, Tanzania and their headteacher, David Mogye, visited Bodafon in June 2017. Mr Mogye spent four days at the school exploring the different ways of learning here in Wales. Each child designed a hand of friendship which have been taken back to the pupuils at St Mary's along with letters written to the top class there. We are involved with fundraising projects to raise money for the oldest pupils to have access to laptops.



## A POLICY FOR CHILD PROTECTION IN SCHOOLS

This school recognises its legal duty to work with other agencies in protecting children from harm and responding to abuse.

The staff seek to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. Staff hope that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home. Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

If staff have significant concerns about any child which **may** indicate physical abuse, emotional abuse, sexual abuse or neglect, they are **required** to discuss them with the agencies responsible for investigation and child protection.

Staff who observe injuries which appear to be non-accidental, or who are told anything significant by a child, **must** report their concerns to the designated teacher.

School staff do not, however, carry out investigations, nor decide whether children have been abused. That is a matter for the specialist agencies.

All staff should be familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of the local Area Child Protection Committee. Advice may be sought from the Local Education Authority, the Social Services Department or the Police if staff are unsure how to proceed.

Child protection is important. Where appropriate the governors should endeavour to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

Child protection issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education.

The school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. All children will be encouraged to show respect for others and to take responsibility for protecting themselves. Parents are expected to help children to behave in non-violent and non-abusive ways towards both staff and other pupils.

Parents can feel confident that careful procedures are in place to ensure that all staff appointed are suitable to work with children. More informal procedures are also applied to voluntary helpers, non-teaching staff etc.

If it is necessary to use physical force to protect a child from injury, to prevent a child from harming others, or if any child is injured accidentally, parents will be informed immediately. Children will not be punished within school by any form of hitting, slapping or shaking or other degrading treatment.

Any complaints about staff behaviour may be made to the Headteacher or to the Chairperson of the Governors. **All** those involved will be entitled to a fair hearing, both children and staff. Complaints which raise child protection issues will be reported by the school under local inter-agency procedures.

The designated teachers for all child protection matters at the school are Mr T. Lloyd-Owen and Mrs S. Lloyd. Reverend Juliet Fraser is the designated Governor.

The nominated officer for child protection within the Local Education Authority, if parents are not satisfied with the school's response is Sian Pineau.

## INCLUSION POLICY

1. The school will provide sensitive and appropriate support to ensure that the pupils will be included in all school activities, as far as it is possible.
2. The curriculum will be adapted according to the needs of the individual.
3. Should it be necessary to adapt the school to improve access to the building for a child with ALN, then the school would respond appropriately. It will contact the Governors to discuss the necessary changes and will contact the LEA.

## ADDITIONAL ACTIVITIES

The school hopes to gain the co-operation and support of all parents in all the extra activities arranged.

The school offers a variety of activities available for every pupil at the school, who in the Headteacher's opinion, is mature enough and prepared to take part.

The school cannot accept responsibility for supervising pupils after the club/society session has ended, and we request parents/guardians to ensure that arrangements are made to accompany the children home.

## SPORTING ACTIVITIES

We are fortunate in having plenty of space for sports at the school. We have a large field for outdoor games and we also use the yard and the school hall.

A large number of sporting activities are undertaken during the year when pupils develop their confidence and skills as well as opportunities to develop skills in out door adventurous activities.

Any pupil who participates represents the school and this is regarded as an honour, which is equal to academic or artistic achievement. We also foster team spirit and skills development. We aim to provide opportunities for pupils of all abilities to participate in competitive activities.



## SWIMMING

There is an opportunity for each child from Year 3 up to Year 6 to attend swimming lessons during the academic year. We also promote water safety, which is an important part of the national swimming curriculum.





## GAMES

The pupils are taught football, rugby, benchball, cricket and rounders. There is an opportunity to compete in area & Urdd competitions also.

Athletics are arranged during the summer term and there is an opportunity to take part in area athletics.



## URDD

Membership of the Urdd is encouraged, giving an opportunity for socialising in Welsh. It is an opportunity for fun and for preparing for the Eisteddfod and Sports. Any children wishing to participate in any Urdd activities must pay a membership fee.

## SCHOOL UNIFORM

Ysgol Bodafon has a school uniform, which is available from School Talk, 159 Mostyn Street, Llandudno, and Boppers Boutique, Colwyn Bay.

The school uniform is as follows:

1. Red sweatshirt with embroidered school logo
2. White polo shirts embroidered with school logo and black / red shorts or skirt or black trousers  
OR  
red / white check or striped dress
3. Black shoes

The children are expected to be suitably dressed for Physical Education and Games – dark shorts and white t-shirts and suitable footwear, such as trainers or boots for field games. Gymnastics and dance are done in bare feet.

Pupils are allowed to wear small earrings, but earrings should not be worn during physical education or swimming lessons. No necklaces or other types of jewellery to be worn during PE. For hygiene and health and safety reasons long hair (below shoulder) should be tied back during PE lessons and other sporting activities.



**We strongly advise that each child's name be written on each article of clothing.**



## EDUCATIONAL VISITS

During the year, pupils will be given opportunities to visit sites and participate in activities related to their themes.

Places such as:

- Gwersyll yr Urdd Glan Llyn
- Llandudno
- Plas Mawr, Conwy
- Greenwood Park
- RSPB, Conwy
- Pili Palas
- Pentrellyncymer and Nant Bwlch yr Haiarn Outdoor Education Centres



## COMPLAINTS PROCEDURE

According to the requirements of the Secretary of State under Section 23 of the Education Reform Act 1980, the Governing Body has established a procedure to consider complaints about the way Governing Bodies and the Authority operate in relation to the school curriculum and other related matters. This procedure is outlined in a Welsh and English document available at school. A free copy is provided on request to any parents wishing to complain under these arrangements, and the Authority is able to provide a copy in a language other than Welsh or English if necessary.

**It is emphasised** however, that many complaints can be dealt with quickly and effectively by informal consideration following a discussion with the Headteacher. This is the first reasonable step, and the Governing Body expect that this step has been completed before a formal complaint is presented in exceptional instances.

The school should be contacted to make an appointment to discuss any complaint with the Headteacher.

## EXTRA PROVISION

**Breakfast Club:** **Free** - From 08:30 to 08 50 am every morning. Children must arrive by 8.40 a.m to access this part of the breakfast club

Child care is provided from 08:00 to 08:30 for a daily fee £1 and 50p for any subsequent siblings.

Nursery Lunch Club, Wrap-around Care and After School Club is provided by **CLWB PLANT BODAFON**, our in house CCSIW registered out of school hours club. This is managed by Mrs Mandy Roberts who can be contacted on 07825563063. Payment to be made on a weekly or termly basis. Payments made via cash or bank transfer.

**Nursery Lunch Club:** **£7.00** from 11:15 am to 12:55 pm

At the close of the official nursery session at 11.15 am, nursery pupils can leave or, for a fee of £7.00 to cover the extra staff, the children can remain in school until 12:55 p.m. A school dinner can be taken for an additional £3.20. The Nursery Lunch Club operates in the dining room and nursery classroom.

**Wrap-around Care:** **£19.00** (lunch payable directly to the school) from 11:15 to 3.15 pm

**After School Club:** **£7.50** from 3:15 to 4:30 pm or **£11.00** from 3.15 to 6:00pm **£9.50** for Siblings.

Snacks and drinks are provided

**Drop-in** **3.15 – 3.30** for a **£1** and they have a drink and a biscuit.

## SCHOOL ATTENDANCE

- The Welsh Government has introduced a policy whereby parents can be penalised for unauthorised absences. Pupils are encouraged to be punctual and attend school regularly. The school has a good record of attendance. Parents should ring on the first day and give reason for absence. Messages via siblings are not acceptable. If a pupil returns from absence without an explanation a letter requesting information will be sent home. A written note will be required for every absence whatever means have been used to first communicate with the school. Appointments should be made outside of school time if at all possible.
- Absences for holidays must be requested on the appropriate form, available from the school, and will only be approved in exceptional circumstances.  
**2023 – 2024: Attendance 91.7% Authorised Absence 7.7% Unauthorised absence 0.6%**

## AN EXTRACT FROM YSGOL BODAFON CHURCH IN WALES AIDED SCHOOL ADMISSIONS POLICY FOR ADMISSIONS IN 2024-25

- a) Looked after children and previously looked after children
- b) Pupils with an elder sibling who is of statutory school age and will still be registered at our school when the younger child is eligible to attend. (see “Definitions” section of the policy)
- c) Pupils who live in the Mission Area of *Aberconwy* and for whom this is the nearest suitable Church in Wales school to their home address and who live within a 2 mile radius of this school. (see “Definitions” section of the policy)
- d) Pupils whose parents (see “Definitions” section of the policy) attend any of the following Church in Wales churches: St. Paul (Craig-yDon), St. David (Penrhyn Bay), Ss. Eleri and Mary (Llanrhos), St. Michael (Llandudno Junction), St. Cystenin (Llangystenin), All Saints (Deganwy), St. Katharine (Bryn Pydew).
- e) Pupils whose parents (see “Definitions” section of the policy) attend another Anglican Church and for whom this is the nearest Voluntary Aided Church School.
- f) Pupils whose parents (see “Definitions” section of the policy) are active members of a non-Anglican Christian denomination, which is a member of Llandudno Cytun (Churches Together) and for whom this is the nearest Church in Wales Aided School.
- g) Pupils whose parents (see “Definitions” section of the policy) are active members of another faith and also express a desire for a Church School education, and for them this is the nearest Voluntary Aided Church School.
- h) Pupils whose parents wish them to attend a Church in Wales school.

If parents, or those with parental responsibility, wish to have their child’s application considered under criteria d to g, then they need to have their vicar / faith leader complete and sign a supplementary information form (SIF) which needs to be returned to *Ysgol Bodafon* no later than **five weeks** after the closing date for Nursery or Reception applications (as applicable). **The SIF seeks information about the frequency of attendance at services / Sunday School etc. Confirmation of these details is required from the local priest, minister or faith leader.** A supplementary information form for this purpose can be found at the end of our admissions policy which is available online <https://www.ysgolbodafon.co.uk> or directly from our school.

### **Tie Breaker**

If there are more applicants than places in any of the above categories of the oversubscription criteria, priority will be given to applicants living nearest to the school, as determined by the shortest walking distance to/from the school. The Admissions Authority will use the Local Authority’s preferred software solution that may from time to time be revised as technological advances are made to calculate home to school distance in miles. The shortest walking route is calculated from nearest recognised public road access point of the applicant’s home address to the recognised main entrance gate of the school.

Places will be allocated to those who live closest to the school until the admission number has been reached.

The Admissions Authority will only accept the pupil’s home address and not, for example, the address of a friend or relative. Parents may be asked to provide verification of their home address where the distance criteria is to be applied.

Parents are advised that a school place may be withdrawn if the information given on the application form is fraudulent or misleading, and the consequence of this may be that there would be no place available at their next nearest school.

Where a place is withdrawn, the application may be resubmitted and if refused, the parent is entitled to appeal against the decision.

If your child's home address changes before the end of the allocation period, you must notify the Admission Authority.

If two parents cannot agree which school/schools they prefer, they must seek independent legal advice, and if necessary an appropriate court order, before submitting their application form to the Admission Authority. The Admission Authority will only accept **one** application for each child.

If having followed the over subscription criteria the Authority is still unable to allocate the child a place at the school for which the parent has expressed a preference, the Authority will offer the child a place at the nearest suitable school with available places.

**A FULL COPY OF THE ADMISSIONS POLICY IS AVAILABLE ON REQUEST**

## ADMISSIONS TIMETABLE 2023/2024 FOR ADMISSION IN SEPTEMBER 2024

### Nursery

Forms available to parents: 25<sup>th</sup> September 2024  
 Closing date by which all forms must be returned: 17<sup>th</sup> February 2025  
 Date on which you will be informed of application outcome: 6<sup>th</sup> May 2025

### Reception

Forms available to parents: 25<sup>th</sup> September 2024  
 Closing date by which all forms must be returned: 18<sup>th</sup> November 2024  
 Date on which you will be informed of application outcome: 16<sup>th</sup> April 2025

### Primary

Forms available to parents: 25<sup>th</sup> September 2024  
 Closing date by which all forms must be returned: 18<sup>th</sup> November 2024  
 Date on which you will be informed of application outcome: 16<sup>th</sup> April 2025

## HOLIDAY DATES AND STAFF TRAINING DAYS 2024 - 25

### AUTUMN 2024

STAFF TRAINING DAYS	2/9/24 3/9/24
CHILDREN START	4/9/24
HALF TERM CLOSE	25/10/24
HALF TERM OPEN	4/11/24
END OF TERM	20/12/24

### SPRING 2025

STAFF TRAINING DAYS	6/1/25
CHILDREN START	7/1/25
HALF TERM CLOSE	21/2/25
HALF TERM OPEN	3/3/25
END OF TERM	11/4/25

### SUMMER 2025

STAFF TRAINING DAY	28/4/25 13/6/25 21/7/25
CHILDREN START	29/4/25
MAY DAY	5/5/25
HALF TERM CLOSE	23/5/25
HALF TERM OPEN	2/6/25
END OF TERM/STAFF TRAINING DAY	21/7/25