

Ysgol Gynradd **Sŵn y Don** Primary School



PROSPECTUS

2023 - 2024

Ysgol Gynradd Sŵn y Don Primary School

Ffordd Sŵn y Don Road
Hen Golwyn/Old Colwyn
Conwy
LL29 9LL

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Headteacher:	Ms S Fox
Assistant Headteacher:	Miss E Salisbury
Chair of Governors:	Mr. B Cossey
Conwy Local Education Authority Officer	Mrs. Kate Evans Conwy Education Authority Conwy Road Colwyn Bay LL29 7AZ
School Improvement Officer:	Mr. Ashley Bennett GwE, Bryn Erias, Abergele Road Colwyn Bay Conwy LL29 8BY
Statutory Head of Education Services:	Dr Lowri Brown Conwy Education Services Coed Pella Colwyn Bay LL297AZ

Sŵn y Don is an all through Primary school for boys and girls aged from 3 to 11 years.

Sŵn y Don is an English medium school, Welsh is taught as a second language and the use of incidental Welsh is an integral part of every school day.

Croeso * Welcome**

Dear Parents and Carers

I am Ms Suzanne Fox, Headteacher at Ysgol Swn y Don. I am extremely passionate about teaching. My core values of wanting to make a real difference on the lives of children and the wider community, is something I hold very dear to my heart and is the ultimate goal and legacy I strive to create. Having lived and breathed Ysgol Swn y Don since it was established. I have a true knowledge and understanding of our school community, which plays a vital role in our culture and ethos in everything we do.

We foster a nurturing environment built on the foundations of positive relationships and engaging environments, where all children feel listened to and valued. We are proud to be a Trauma Informed and Rights Respecting School.

Our curriculum places our pupils at the heart at all we do and pupil voice is a strength. The pupils really do have an active role in the decision-making process. Teaching and learning *is* fun and purposeful. We promote a relaxed, calm and mindful learning environment. Where the school is often described as being very 'Zen' at times. However, we have the motto here at Ysgol Swn y Don where we; "Work hard, but play harder!" So, rewards and wellbeing days are a regular occurrence in our school calendar. We endeavour to realise the four purposes through wide and varied opportunities and experiences, both in and out of the classroom.

We believe collaboration and effective communication is key. By building upon and developing positive relationships between home, school and the community we can provide the best possible learning opportunities and experiences for all.

Together, I truly believe that we can make a real difference on the lives of your children now and for future generations. That is why we have an open-door policy and pride ourselves on being friendly and approachable. Our staff really do go out of their way to ensure every individual realises their full potential! So, we encourage you to get involved in school life through our various planned school events, assemblies and coffee afternoons – or even pop in for a chat.

Ms S Fox

Ms S Fox
Headteacher

Our Vision

Vision. Aspiration. Purpose.

At Swn y Don we nurture creativity and encourage all to follow their dreams.

We are passionate about putting the children first, through an inclusive, inspiring and innovative curriculum, which goes beyond the classroom. We provide a learning environment that is built on the foundations of trust, respect and acceptance. Our children are safe and happy.

We truly believe at Swn y Don, anything is possible!

Through support and care, we empower our pupils to be successful, giving them the tools to understand how to reflect, develop and take responsibility for their own learning journeys.

Working together, to create a better future for all!

Widen your horizons.

Believe in your dreams.

SCHOOL STAFF AND ROLES

Headteacher	-	Ms Suzanne Fox
Acting / Assistant Headteacher	-	Miss E Salisbury
Year 5 & 6 Teacher	-	Miss N Edge
Year 4 & 5 Teacher and ALNCo	-	Miss Elen Salisbury
Year 2 & 3 Teacher	-	Mrs Gabby Brown
Year 1 & 2 Teacher	-	Mrs. Remi Littlewood
Nursery / Reception Teacher	-	Miss Remi Lewis
Key Stage 2 Resource Teacher	-	Miss Stephanie Williams
Foundation Phase Resource Teacher	-	Mrs. Joannah Howells
Family Liaison Officer	-	Mrs Louise Roberts
Teaching Assistant	-	Miss Sam Roberts
Teaching Assistant	-	Miss Eleri Hughes
Teaching Assistant	-	Mrs. Emma Beamson
Teaching Assistant	-	Mr. Doug Morris
Teaching Assistant	-	Miss. Heather Walker
Teaching Assistant	-	Mrs. Leoni Richards
Teaching Assistant	-	Mrs Lisa Davies
Teaching Assistant	-	Mr J Owen
Teaching Assistant 1:1	-	Mr. Christopher Dawson
Teaching Assistant 1:1	-	Mrs. Sharon Hughes
FPh. Resource HL Teaching Assistant	-	Ms. Judith Dale
FPh. Resource Teaching Assistant	-	Mrs. Dawn Sheridan
KS2 Resource Teaching Assistant	-	Mrs. Karen McQueen
Secretary	-	Mrs Nicola Needham

Caretaker	-	Ms. Sal Tierney
Cleaner	-	Mrs Gaynor Lewis
Cook	-	Mrs. Rachel Rowlands
Cook's Assistant	-	Mrs. Sue Stephenson
Cook's Assistant	-	Mrs. Rachel Edwards
Dining Room Assistant	-	Mrs. Gaynor Lewis
Breakfast Club Assistant	-	Mrs Sue Stephenson
Breakfast Club Assistant	-	Mrs Gaynor Lewis
Breakfast Club Assistant	-	Mrs Sharon Hughes
Breakfast Club Assistant	-	Mrs Rachel Rowlands
Safeguarding		Suzanne Fox; Elen Salisbury
Looked After Pupils	-	Elen Salisbury
Health and Safety	-	Suzanne Fox
Designated First Aider	-	Judith Dale; Lisa Davies;

THE GOVERNING BODY

Chair, LEA Appointed	-	Councillor Brian Cossey
Vice Chair, Community	-	Cllr David Car
LEA Appointed	-	Cllr. Geoff Stewart
LEA Appointed	-	Mrs. Vivienne Perry
Community Governor	-	Mr. Robert Redhead
Community Governor	-	Cllr. David Carr
Community Governor	-	Mr. Simon Ross
Community Governor	-	Mrs Sandra MacAllister
Parent Governor	-	Miss Carly Wagstaff
Parent Governor	-	Miss Sarah Jammeh
Parent Governor	-	Miss A Morris
Parent Governor	-	Vacancy
Staff Representative	-	Ms. Sally Tierney
Headteacher	-	Ms Suzanne Fox
Assistant Headteacher /Teacher Representative	-	Miss Elen Salisbury.
Clerk to Governors	-	Mrs. Nicola Needham

ADMISSION AND TRANSFER ARRANGEMENTS:

Pupils are admitted into the Nursery class in the September following their 3rd birthday. Pupils will have an opportunity to visit the school during the Summer term prior to admission. The school has close links with Sŵn y Don Playgroup that is situated at the school and therefore transition into school is made as smooth as possible.

Pupils are admitted into the Reception class in the September following their 4th birthday.

Every Parent/Carer must fill in a Pupil Data Form before a child can be admitted into school. A Parental Consent form will be sent home when your child starts school; it is important that you read this document carefully, sign it and return to school as soon as possible.

All reasonable and practical steps are taken to ensure that all pupils, including those with Additional Learning Needs and disabilities have equal access to the Curriculum and facilities provided by the school.

Pupils transfer from Ysgol Sŵn y Don to either Bryn Elan or Eirias high school, with whom we maintain an effective and positive relationship. Visits to the high schools are arranged during the year to ensure a smooth transition.

ATTENDANCE AND PUNCTUALITY:

School Opening times:

8.50am – 2.45pm

Nursery: 8.50am – 11.30am

SCHOOL TERM DATES:

	Autumn	Spring	Summer
Term Start	01.09.2023 Training Day 04.09.2023	08.01.24 Training Day 09.01.24	08.04.24 Training Day 09.04.24
Half Term Close	27.10.23	09.02.24	06.05.24 – May Day 24.05.24
Half Term Open	06.11.23	19.02.24	03.06.24
Term End	21.12.23 22.12.23 Training Day	22.03.24	17.07.24 18.07.24 Training Day 19.07.24 Training Day

Parents are asked not to accompany the pupils into the building unless it is absolutely necessary – to see the Class teacher or the Secretary.

Regular and prompt attendance at school is **very** important. If your child is absent it is your responsibility to inform the school as soon as possible on the first day of absence and ideally before 9.30am. Unexplained late absences after 9.30am will be recorded as an unauthorised absence.

If it is absolutely necessary for you to occasionally collect your child from school early, please inform the class teacher or school secretary in advance, stating who will collect your child, when they will be collected and the reason for early departure. However, please note that this will not be permitted on a regular basis.

The Welsh Government rule of authorised and unauthorised absences:

Examples of reasons that can be recorded as “authorised”:

- Illness
- Medical and dental appointments – if your child has an appointment during school hours, please inform the school when you will be collecting them.

Examples of reasons that MUST be recorded as “unauthorised”:

- Shopping during school hours
- Birthday celebrations
- Oversleeping
- Uniform not clean/dry
- Brother/sister wouldn’t get ready etc

Consistent absence or a pattern of consistent absences will lead to a referral being made to the Educational Welfare Officer who will visit the home and further action may be taken, this could include a fine. The same applies to regular late arrivals.

HOLIDAYS IN TERM TIME:

Applications for holidays in term time are considered on an individual basis but are not encouraged – it is not an automatic right to withdraw pupils from school for holidays.

Applications for term time holidays must be made **before** taking a holiday – or the absence will be recorded as an unauthorised absence.

The attendance record will be taken into consideration when making a decision to grant the holiday request.

CLASS ORGANISATION:

Year Group	Class name	Teacher	Teaching Assistant
Nursery / Reception	Seren	Mr Roberts	Mrs. Davies Mrs L Roberts (AM) Mrs S Hughes (1-1 AM)
Year 1 / 2	Pili Palas	Mrs Littlewood	Miss Hughes Mr. Morris Mr. Dawson (1-1)
Year 2 / 3	Derwen	Mrs Brown	Mrs Beamson Mrs S Hughes (1-1 PM)
Year 4 / 5	Awel	Miss Salisbury	Mrs. Richards
Year 5 / 6	Gorwel	Miss Edge	Mrs. Roberts Ms. Tierney (1-1)
FPh Resource Base	Enfys	Mrs. Howells	Ms. Dale Mr Owen
Ks2 Resource Base	Hafan	Miss Williams	Mrs. McQueen Miss Walker

Safeguarding officer: Ms Fox – Head teacher
Deputy Safeguarding officer: Miss Elen Salisbury – ALNCo

CURRICULUM FOR WALES:

Principles and Purpose

We are a distinctive school and our curriculum aims to reflect that.

Ysgol Sŵn y Don is a mixed Nursery and Primary school situated on a social housing estate in Old Colwyn, North Wales. We provide education for approximately 130 pupils from three to eleven years old; we offer Nursery provision in the mornings. There is an on-site playgroup catering for pupils from the age of two. The playgroup also offers wrap-around care for all of our learners.

The three year average for pupils eligible for free school meals is 67%. We have identified about 45% of pupils as having additional learning needs. (2021 figures).

We have a two specialist, full-time, on-site Resource bases for learners from across the local authority with moderate learning needs.

At Sŵn y Don, we are very proud to be awarded the Trauma Informed Schools UK Award. The principles of this approach underpin all that we do ensuring that the wellbeing of all is of the highest priority within school.

Our school dog Syd is a massive part of our team. She supports learners and staff wellbeing and is much loved by all of the pupils.

Outdoor learning is a key part of our Sŵn y Don ethos. We have a dedicated beach school / forest school leader and a fantastic forest school area which all pupils' access as part of their learning offer. Along with this, we have a minibus that allows us to use our local area in Conwy to enhance the offer. Pupils are often out at sites such as: The Marian, Conwy Mountain and the local beaches.



At Sŵn y Don, we teach predominately through the medium of English but aim to use incidental Welsh in classes and around school. We also ensure that we have daily oral Welsh 2nd Language lessons and a dedicated longer session through the week. The home language of nearly all pupils is English.

As a school, we celebrate the Welsh language, culture and heritage. We ensure to incorporate the principles of the Siarter Iaith into all aspects of the curriculum. During their time at Ysgol Swn y Don, pupils have opportunities to attend residential trips to Glan Llyn and Nant Bwlch yr Haearn.

WHAT DO WE MEAN BY CURRICULUM?

Entitlement and Enhancement

A curriculum refers to the variety of activities designed to foster education and meet the needs of a learning community.

As a school, along with stakeholders, we have identified important factors about our school and these are used to design and drive a unique curriculum for the needs of our learners. These are:

- Expanding Horizons, we aim to give our pupils a range of learning experiences that involve real life context, visits and experiences
- Trauma Informed Schools, putting wellbeing at the heart of everything that we do
- Rights Respecting Schools, empowering our pupils to know and understand their rights and the rights of others through the UNCRC
- Our school dog, Syd, she supports learning and general wellbeing
- Community, we recognize the importance of good working relationship with parents and carers and strive to include and support the whole family
- Outside learning, using our forest school area, the local beaches and sites within the county of Conwy
- Right Track Behaviour system: Teachers have a right to teach; pupils have a right to learn; everyone has a right to be safe

The aim of our curriculum is to ensure that pupils develop the 'Four Purposes' during their time with us and 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

Our curriculum is broad and balanced and suitable for learners of different ages, abilities and aptitudes on a 3-16 continuum. It provides appropriate progression for learners and includes a range of provision to ensure this.

CURRICULAR RESPONSIBILITIES

Our Sŵn y Don Curriculum embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.

Literacy, numeracy and digital competence skills are essential in enabling learners to realise the four purposes. These three mandatory cross-curricular skills are embedded and developed across all areas of learning and experience, to enable learners to access the whole curriculum and to use them in the future.

Our learners are given opportunities across the curriculum to:

- Develop listening, reading, speaking and writing skills
- Be able to use numbers and solve problems in real-life situations
- Be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

At Sŵn y Don we carefully consider the mandatory elements of the curriculum when planning. These may be taught discreetly but also are used to enhance and give real life contexts to learning experiences.

AoLE – AREAS OF LEARNING AND EXPERIENCE

Statements of What Matters

We have collated a broad range of experiences, knowledge and skills that are explored through a range of contexts and concepts. There are six areas of learning and experiences;

- Expressive arts principles of progression
- Health and well-being principles of progression
- Humanities principles of progression
- Languages, literacy and communication principles of progression
- Mathematics and numeracy principles of progression
- Science and technology principles of progression

We have AoLE leaders who support others to plan for and incorporate What Matters statements from each area of learning into the curriculum. We strive to make links with all concept planning to give a well-rounded focus to the learning as well as focusing on basic skills as part of our 'local curriculum'.

The new curriculum allows progression in learning and the development and improvement in skills and knowledge over time. This focuses on understanding what it means to make progress in a given Area or discipline and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions. This is key to the pupils embodying the **four purposes** and to progressing into different pathways beyond school.

Principles of progression

Five principles of progression underpin progression across all Areas. The principles are as follows:

- Increasing effectiveness
- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts

PLANNING THE DELIVERY OF OUR CURRICULUM

Pedagogy

When planning for our Curriculum we have used the 12 Pedagogical Principles, along with the Four Purposes to drive teaching and learning. We use a mix of discreet teaching of skills / knowledge and a multi-disciplinary approach to engage learners.

All classrooms have learning zones, these include: Language Zone; Mathematics Zone; Digital Zone; Creative Zone; STEM / Problem Solving Zone and Calm Areas – to relax and contemplate. We have adopted a Foundation learning approach in each class where pupils move between working with staff on focus skills and independent learning / reinforcement activities in the zones.

Pupils are invited to contribute to and develop the planning of the curriculum at the start of each concept.

INCLUSIVENESS

We pride ourselves on the inclusiveness of Sŵn y Don. We have a reputation of being a school that supports pupils and their families and have been able to successfully integrate pupils into our school that have struggled to maintain their place at previous schools.

ADDITIONAL LEARNING NEEDS:

We strive to ensure that all pupils who have Additional Learning Needs, whether physical, intellectual, social or emotional, receive the appropriate educational provision and support to enable them to develop to their full potential.

Class teachers plan work to meet the individual needs of all pupils by differentiating work and providing a range of activities that enable all pupils to fully access the Curriculum.

Following a period of observation and assessment, concerns regarding a child's development may be expressed by a parent, Class teacher or other agencies involved in the welfare of the child. It may be necessary to call on the expertise of outside specialist agencies such as the School Nurse, the Speech and Language Therapist, Inclusion teacher or the Educational Psychologist. An Individual Development Plan – IDP – will be formulated to target specific areas of need for the child.

Parents of pupils with Additional Learning Needs will be regularly informed of any steps taken to assist their child's progress.

HEALTH AND WELLBEING

As a Trauma Informed UK School, health and wellbeing is at the heart of all that we do.

"Swn y Don provides a safe, caring and inviting environment in which the pupils are supported by every member of staff from the minute they arrive at school to when they leave. This is true on a day-to-day basis as well as for their school career."

The pupils are happy and enjoy school because the relationships between them and the adults are consistent and PACEful. The school is led by a passionate, effective head teacher whose values are child-centred and shared widely with stakeholders.

The willingness and supportive nature of the staff team to implement trauma informed approaches to support the direction of the school is clearly evident. The school's lead TIS practitioner is an excellent role model and supports staff to develop their practice. The meet and greet at the school gate each morning by the Head teacher and at the classroom doors by staff further evidences the understanding of the value of this as a protective factor.

The pupils express that they feel safe in school, everyone is treated equally and they can talk to any adult – indeed they are encouraged to. Staff too echo the feeling of collective support that exists between all colleagues on an informal basis – they support each other. There is a real 'we' culture and ethos.

The use of evidence-based interventions across the school ensure pupils have access to appropriate and supportive mechanisms that reflect the PRRRs. Syd, the dog, is an obvious asset

to the enhancement of relationships throughout the school – she is loved, appreciated and mentioned often and utilised for both regulation and reward.” TIS UK Award report 2021

COLLECTIVE WORSHIP:

In keeping with the Agreed Syllabus, an amount of time is allocated for a daily act of worship. Every Friday is a Reward service where pupils are awarded for any particular good work, acts of kindness and for following our school rules and values.

RELIGION, VALUES AND ETHICS (RVE)

Learners at Ysgol Sŵn y Don will have opportunities to explore religion, values and ethics through the Humanities AoLE and Agreed Syllabus guidance in keeping with the mandatory requirements as stated by Welsh Government;

“Explore all RVE concepts through a variety of lenses and will explore the importance of RVE’s relationship with other aspects of life, society and the world. Understanding the concept of religion will enable learners to build a well-rounded understanding of religion, and the significance of the different ways that it is defined. RVE in the curriculum is not about making learners religious or non-religious; its teaching therefore must promote openness, impartiality and respect for others through an objective, critical and pluralistic approach.” Welsh Government, Curriculum for Wales Summary of Legislation. 2022

SEX EDUCATION:

Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16.

*“RSE has a positive and empowering role in learners’ education and plays a vital role in supporting them to realise the **four purposes** as part of a whole-school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting **diversity** and promoting respect.” Welsh Government, Curriculum for Wales Summary of Legislation. 2022*

Our sex education policy takes into consideration the age and cultural background of the pupils. Teachers use the JIGSAW scheme and RSE Code to deliver a cross-curricular approach within the curriculums of Knowledge and Understanding of the World. The personal beliefs of teachers do not affect the teaching of sex education.

ICT & DCF:

At Sŵn y Don Primary School, we believe it is essential to provide opportunities across the curriculum for pupils to develop their digital competence and to use these skills to support their learning. Digital technology helps to make education accessible to all, irrespective of learning styles and individual needs.

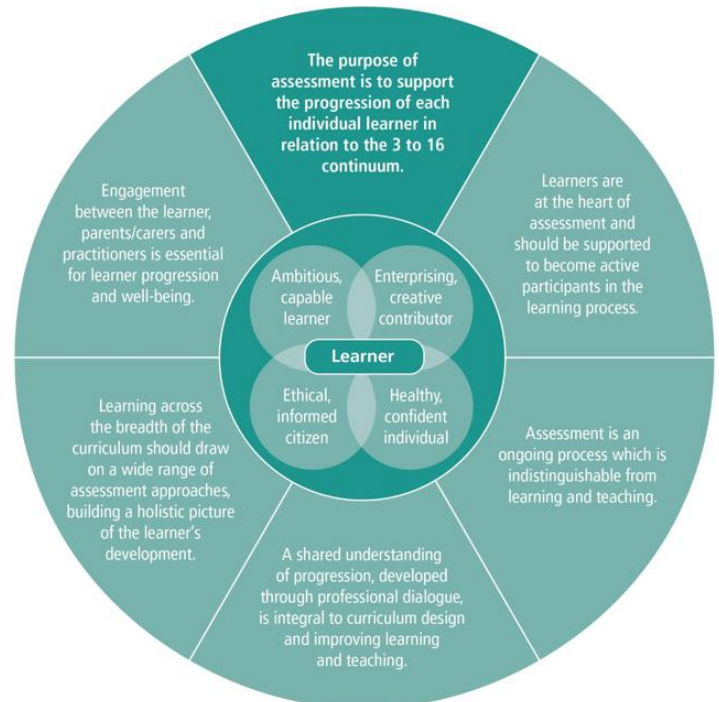
Digital learning at Sŵn y Don aims to prepare learners to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technologies. Learners are encouraged to make informed judgments about when and where to use their digital competency skills to best effect, and consider its implications for home and work both now and in the future.

EQUAL OPPORTUNITIES:

It is the policy of Ysgol Sŵn y Don to ensure that every child is encouraged to fulfil their educational potential regardless of gender, culture, race, additional needs or social background. The whole school is committed to developing each child to become happy, caring individuals who have respect and appreciation for themselves and others in the society.

ASSESSMENT AND REPORTING TO PARENTS:

At Ysgol Swn y Don, we believe that effective assessment provides information to improve teaching and learning. We give our pupils regular and timely feedback on their learning, so that they understand what it is that they need to do to ensure improvement in progression and standards of work.



Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression. To be truly effective, all those involved with a learner's journey need to collaborate and work together. The foundation for this engagement and partnership is establishing:

- Where learners are in their learning
- Where they need to go in their learning
- What needs to be done for them to get there, taking account of any barriers to their learning.

Pupils are assessed on entry to the school, to assess where a learner is in respect of the 3-16 continuum. The information gained helps teachers develop an understanding of the capabilities, skills and knowledge of a learner in relation to the curriculum and helps identify next steps in learner.

On entry assessments include:

- Numeracy and Literacy skills and capabilities
- Well-being abilities, to include physical, social and emotional development

Pupil's progress is frequently assessed throughout the year, in all areas of learning through variety of different approaches. Teachers and senior leaders track progress via TAITH 360 and school tracking processes.

Termly parent's evenings are held each year. The first meeting is held in the autumn term and allows parents an opportunity to meet their child's new class teacher. During this first meeting,

we will also share our Home-School Agreement with you. A second meeting is held in the Spring term to discuss progress and any concerns. A third meeting is held in the Summer term to discuss any concerns that arise following the child's Annual Report. Parents or the Class teacher can request additional meetings during the school year should any concerns arise.

Pupils will take part in statutory national testing for reading, procedural and numerical reasoning from Year 2 to Year 6. This is undertaken twice a year and helps pupils to identify next steps in learning.

At the end of each half term, we carry out an assessment week for each year group. During this time, we assess pupil's progress in key areas across the curriculum. Following this, pupils undertake a feedback week where the individual pupil and class teacher have the opportunity to discuss current progress and collaboratively set new targets.

HOMEWORK:

Foundation Learners follow the letters and sounds programme Read Write Inc. Pupils will regularly take home sounds and words to learn alongside their reading books when the Class Teacher decides the individual child is ready.

Throughout the school, pupils are encouraged to take a reading book home regularly, we ask that you read with your child and talk about the books they are reading – discuss the story and the characters etc.

Reading books that are lost or damaged must be replaced at a cost of £5.00 each.

On-line homework is accessible via the internet, on our progressive programmes for literacy and numeracy - RM Easimaths, TT Rockstars and Headsprout.

A school reading bag can be purchased from the School Secretary at a cost of 50p each.

SCHOOL LIBRARY:

We have a small but well stocked library. All pupils are given the opportunity to borrow books from the library to share at home. Parent's permission must be given before books can be taken home. Books that are lost or damaged must be paid for at a cost of £5.00 each.

EXTRA CURRICULAR ACTIVITIES:

During this year, we will begin to offer extra-curricular activities as Covid regulations have now been relaxed. After School Clubs are run by members of staff, clubs will vary and parents/pupils will be informed in advance which clubs will be on offer. All pupils are given the opportunity to attend the clubs, normal school rules apply during these sessions.

From Year 3, pupils are offered the opportunity to take brass and guitar lessons.

BEHAVIOUR AND DISCIPLINE:

Our school is committed to educational practices, which **Protect, Relate, Regulate** and **Reflect** whilst incorporating our behaviour system 'The Right Track.' A system created and developed with staff, which is based not on punishment, sanctions and isolation but encourages reflection,

resolution and interactive repair with restorative conversations, empathic listening and nurture at its core while setting safety boundaries, which keep set safety cues and the emotional tone of our ethos.

Care for the pupils is the responsibility of all staff, both teaching and non-teaching. All pupils, parents, staff and visitors are expected to behave in accordance with the school rules and adhere to the 'Relationship and behaviour Policy' in order to ensure that all pupils are safe and happy.

We promote a nurturing environment with an emphasis on building positive relationships, modelling expected behaviours, whilst celebrating successes. We have clear school rules and reward systems to support this.

Ysgol Sŵn y Don will not tolerate violence, bullying, racial / sexual harassment or unkindness towards pupils or adults.

Any such incidents will be taken very seriously and dealt with appropriately. Depending on the incident, the Head teacher may decide to exclude a child for a fixed term.

A deliberate act of violence against a child or member of staff may result in a fixed term exclusion unless there are extenuating circumstances.

Alongside our 'Relationship and behaviour Policy' all pupils take part in weekly KiVa sessions. KiVa stands for against bullying or antibullying. The goals of the programme are;

- To reduce bullying
- To prevent new bullying cases from emerging
- To minimise negative effects caused by bullying
- HOWEVER, all pupils learn many other important things along the way:
 - treating others with respect
 - resisting peer pressure
 - taking responsibility

FOREST SCHOOL:

Forest School is an integral part of our Sŵn y Don ethos and all pupils have weekly access to outdoor learning opportunities. Pupils explore a range of experiences with opportunities to take risks and take part in physical activity to develop the four purposes. Pupils develop their confidence and increase their self-esteem all whilst exploring a natural environment.



We are lucky to have our very own Forest school area situated at the back of the school established by our forest school leader.

Den building, bug hunting, using tools, making natural paint, lighting fires and cooking on a camp fire are just a few of the activities the pupils may take part in.



Alongside our forest school area, we use the school mini bus to explore our local community, such as Bodlondeb woods, Conwy Mountain, Eirias Park, the Marian and Porth Eirias to experience 'Beach School'.

PHYSICAL EDUCATION:

All pupils will take part in P.E. and it is important that they wear the correct clothing. Pupils are encouraged to wear their 'active uniform' to enable effective accessibility to working indoors and outdoors as part of the holistic curriculum, with the need not to change throughout the day.

If pupils are unable to take part in any P.E. activity parents are required to inform the Headteacher in writing.

SCHOOL UNIFORM:

It is our policy that all pupils should wear school uniform when attending school or when participating in a school organised event outside normal school hours. Our uniform was designed in conjunction with families. It is intended to enable pupils to take part in a range of school activities including: Physical Education, outdoor learning and forest school activities, without the need for pupils to change during the day. We do not require pupils to have a separate PE uniform.

Jumpers / cardigans and hoodies with the school logo can be purchased from Boppers Boutique, Colwyn Bay. However, the logo is not essential and most supermarkets stock the jade colour either in-store or on-line.

Uniform

- **Boys**
 - Plain black or grey joggers
 - White or jade polo shirt / t-shirt*
 - Jade jumper or hoodie*
 - Sports shoes
- **Summer Boys (Optional)**
 - White or jade polo shirt / t-shirt*
 - grey or black jersey shorts*
 - Sports shoes
- **Girls**
 - Plain black or grey joggers / leggings
 - White or jade polo shirt / t-shirt*
 - Jade jumper or hoodie*
 - Sports shoes
 -
- **Summer Girls (Optional)**
 - White or jade polo shirt / t-shirt*
 - grey or black jersey shorts (summer gingham skorts may be worn providing they allow pupils to take part in the range of school activities on offer)
 - Sports shoes

All items of clothing must be clearly marked with the child's name. Staff cannot assist a child in finding their missing items if they are not labelled!

JEWELLERY AND VALUABLES:

Jewellery is **not** a part of the school uniform and therefore should not be worn to school. Small, plain stud earrings are acceptable – but must be covered or removed for P.E. lessons, watches must also be removed for P.E.

Toys and other valuables should not be brought into school unless requested by the Class teacher as part of the term's work.

School cannot be held responsible for the loss or damage of any valuables brought into school

HEALTHY SCHOOL – MEALS, MILK AND SNACKS:

We promote a healthy lifestyle for all our pupils;

All pupils who attend Sŵn y Don have the opportunity to attend our free breakfast club. Pupils are admitted from 8.15am until 8.30am, and are then supervised by Breakfast Club staff until school starts at 8.50am. Pupils are offered a healthy breakfast of cereal, wholemeal toast, fresh fruit and fruit juice or water.

Foundation Phase pupils are offered a third of a pint of semi-skimmed milk during the morning.

During morning break pupils are encouraged to bring a piece of fresh fruit to eat – large oranges should be peeled at home and sent to school in a small container or bag, please do not send in fruit/cereal bars or yoghurt drinks.

Meals are freshly prepared on site; current cost of meals can be obtained from the school office. Should a special diet be required or if certain foods should not be eaten please notify the Head Teacher in writing, we will be happy to accommodate your wishes whenever possible.

Payment for school meals should be made via the electronic payment system ParentPay. Upon arrival at the school your child will receive a ParentPay activation letter stating your username and initial password (which can be changed at a later date). This must also be used to pay for trips and swimming sessions. All dinner money arrears are monitored by Conwy County Council.

The Local Education Authority offers free school meals to pupils when special circumstances exist. An application form can be obtained from the Local Education Authority.

Pupils who wish to bring sandwiches are also catered for; however we ask that you do not send in any glass bottles, cans or sweets as part of the lunchbox.

Pupils have access to fresh drinking water from the water cooler throughout the day. School provides a water bottle to each pupil for this purpose. Please do not send bottles to school with juice or squash in them – water only.

PARENTAL INVOLVEMENT:

Parents are encouraged to come and talk to members of staff at the earliest opportunity if they have any worries or concerns about their pupils, or if they are experiencing any difficulties with attendance, payments to school, health issues etc – we are always here to listen and help.

SECURITY, HEALTH AND SAFETY:

We aim to ensure that the school building is as secure as possible. The school doors open at 8.50am and all pupils enter school through the main doors. Parents are responsible for their pupils until they enter the school. Any pupils arriving after 9.00am must be brought to the main entrance where parents are asked to sign them in. All other visitors must also report to the main entrance.

School finishes at 2.45pm – when responsibility passes back to the parent. We ask that pupils are collected by a parent, if someone else will be collecting your child from school – this should be a responsible adult over the age of 16 - you are asked to inform the school in advance – **if there are any doubts pupils will not be released**. There may be occasions when you are delayed in collecting your child, if possible, please contact the school to inform us of your estimated time of arrival. Pupils who are not collected on time will be taken back into school, and parents must go to the main entrance to collect them. Social Services will be contacted if a child is consistently late being collected from school, or if a child is left for over 30 minutes without being picked up and the parent/carers has not contacted school to explain the situation.

If your child – in years 3, 4, 5, or 6 are allowed to walk home by themselves, please let us know.

When entering the school grounds to attend Breakfast Club or if a child is arriving after 9.00am, please ensure that you use the green pedestrian gate – and **not** come in through the main car park gates, this gate is for cars and the safety of the pupils cannot be guaranteed if you allow them to use this entrance.

In line with legal requirements – smoking is not allowed on the school grounds at any time. This includes the use of “e-cigarettes”.

Dogs, with the exception of guide dogs, are not permitted on school grounds at any time – not even if they are carried.

Parents are asked not to bring their cars into the school car park as this is for staff and official taxis only.

MEDICINES, FIRST AID AND ILLNESS:

It is recommended by our professional bodies that no medicines should be administered to pupils by staff.

Pupils who require an asthma inhaler must have the inhaler clearly labelled with their name. They must be able to administer the inhaler themselves; they will be supervised by a member of staff.

Minor injuries, cuts, scratches etc will be dealt with in school by our First Aid trained staff. **ALL** head injuries, however minor, will be reported to parents/carers by telephone. A First Aid slip will be provided whenever treatment has been administered.

If your child sustains an injury requiring more than basic First Aid or becomes ill in school, a parent/carer is contacted. It is therefore vitally important that we have up to date telephone numbers and additional emergency numbers for friends or family members should we need to contact you.

The School Nurse is in regular contact with the school and is available to advise and talk to you on request.

Head lice are unfortunate and unwelcome guests of every school! As a school we must rely on the parents to check and comb their child's hair regularly and treat with lotion if necessary – pupils should not be kept off school because of nits or head lice as treatment can be done in the evening.

CHILD PROTECTION:

We follow the All Wales Child Protection Procedures 2008. The safety and protection of the pupils in our care is our first priority. **If we feel a child is at risk, then it is our duty to inform the relevant authorities whose responsibility it is to conduct further investigations.**

CHARGING:

Parents are charged the full amount if any intentional damage is caused to school property. There is a charge of £5.00 for reading and library books that are lost, unreturned or damaged.

In accordance with the 1988 Education Reform Act, the Local Education Authority and Governors can invite voluntary contributions from parents in support of any educational visit or activity organised by the school. Without this support from parents it would not be possible for visits and trips out to take place. Your support of school events and fundraising ensures that we are able to offer all trips and visits at a discounted cost.

FUNDRAISING:

We have annual fundraising events to raise extra funds to benefit the pupils; school events such as the Christmas Fair. We are very grateful for all contributions.

We also fundraise to help local and national charities including, Children in Need, the Poppy Appeal and MacMillan Nurses.

NEWSLETTERS:

A weekly planner in the form of a calendar, detailing school events will be uploaded to ParentPay weekly. A longer newsletter will be sent out half-termly. Other letters may also be sent home during each term – so you may want to check your child’s reading bag regularly to ensure they don’t get forgotten!

Updates will also be posted via the school Facebook/twitter pages and the School website.

COMPLAINTS PROCEDURE:

Parents who are concerned or unhappy about anything regarding the school should contact the school sooner rather than later.

Minor issues should be referred to the child’s class teacher. If the matter remains unsolved then the Head Teacher should be contacted.

Serious complaints must be referred to the Head Teacher in order that in depth enquiries can be made. If parents are not happy with the response they should submit their complaint in writing for the attention of the Chair of Governors.