

The Federation of Bedwas  
Junior and Rhydri Primary  
Schools

**Bedwas Junior School  
Prospectus  
2020 - 2021**



Dear Parents/Carers,

Welcome to Bedwas Junior School and to the next stage in your child's education. Over the next four years the staff in our school hope to work in partnership with you. Together we will have the common goal of ensuring that your child reaches their full potential and experiences an enriched curriculum that will prepare them for the future. Bedwas Junior School is in a formal federation with Rhydri Primary School, a successful collaboration that has existed for 5 years and which was then formally agreed in September 2019. This means that both schools share a Head Teacher and Deputy Head as well as key staff expertise.

We work closely with Bedwas Infant School to ensure that the transition to the Junior School is as smooth as possible, continuing to build on the excellent start provided by their infant experience. Welcome also to those of you who are joining our school from other infant and junior schools. Every effort will be made to ensure that your child is supported in their move to our school community.

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In this document you will find a selection of important details about our school. There is a lot of information. It should be considered as a useful reference throughout your time in the Junior School. Please read carefully the guidance on attendance, school uniform, e-safety and homework.

Of course there is a considerable focus on academic achievement at Bedwas Junior School. We are very proud of the high standards in teaching and learning that we provide for our children as well as the development of their spiritual, moral and social education. However, we also pride ourselves in the provision of a broader curriculum, extra-curricular activities and emphasise the importance of the enjoyment of learning and having fun.

The school endeavours to maintain an environment that encourages productive achievement and helps children develop social awareness and self-discipline. We aim to encourage children to: develop respect for themselves, other people and the environment; learn positive strategies for dealing with problems; understand that everyone is part of a community in which it is necessary to contribute as well as to take and to appreciate that rules are established for everyone's safety and well being.

I look forward to getting to know both you and your child as they begin the next exciting phase of their education.

Yours sincerely,

Mr Richard Cook  
Head Teacher



## Contact Details

The School:	Bedwas Junior School Church Street Bedwas Caerphilly CF83 8EB
	Tel. No.: 02920 852511 Fax. No.: 02920 856809
Head Teacher:	Mr R. Cook
Chair of Governing Body:	Ms Samantha Graf
Local Education Authority:	Learning, Education & Inclusion Penallta House Tredomen Park Ystrad Mynach Hengoed CF82 7PG
	Tel: 01443 864956
Chief Education Officer:	Keri Cole

## Teaching and Support Staff

Head Teacher:	Mr R. Cook
Deputy Head Teacher:	Miss V. Bodenham
Teaching Staff:	Mrs S. Banks Miss K. Hillier Mr C. Lloyd Mr A. Ankin Mr R Dimeck Miss K. Storey Mrs K Beeby
Spanish / PPA Teacher	Snr C. Pinatti
School Clerk:	Miss E. Lewis
Wellbeing:	Mrs P. Thomas
Teaching Assistants:	Mrs J. Farrow Miss E Ducroq

Caretaker:	Miss M. Thomas
Lunchtime Supervisors:	Mrs J Evans Mrs C Davies Miss S Hearn
School Cook:	Mrs M. Birnie
Kitchen Assistant:	Mrs C. Case

## Bedwas Junior School Vision Statement

Our vision is to cultivate excellence and enjoyment in learning and teaching, within a stimulating and caring environment, where the achievements of all are celebrated.



### To achieve our vision we will:

- create a rich, varied and safe learning environment, both in school and online, where children and staff develop their skills and abilities
- have high expectations in everything we do and gain satisfaction from the success of everyone around us
- enable children to be happy, confident and independent individuals with a positive outlook for the future
- celebrate the diversity of our school community through an inclusive curriculum
- nurture the spiritual, moral, social and physical development of the children
- work in partnership with parents/carers, governors and the wider community
- recognise the links between all aspects of a child's well being and their ability to learn
- encourage children to respect the ideas, values and feelings of others enabling them to build positive relationships
- facilitate for enrichment opportunities through the language and heritage of Wales
- provide a creative curriculum which ensures learning is long lasting and supports the development of literacy, numeracy and thinking skills
- embrace new technologies as a learning and teaching tool in order to raise standards across the whole curriculum

## Federation

From September 2019, the existing collaboration between Rhydri Primary School and Bedwas Junior School has been formalised into a Federation which will be called 'The Federation of Bedwas Junior and Rhydri Primary Schools'. Both schools share the same Head Teacher and Senior Management Team and have successfully been sharing staff expertise for the past few years, there is a single Governing Body that has responsibility for both schools. The schools remain two separate and individual institutions that keep their respective identities whilst continuing to work together to provide the best educational experience for their pupils.

## School Catchment Area and Admissions

Bedwas Junior School is a county co-educational community school under the control of Caerphilly County Borough Council.



The school caters for children between the ages of 7- 11 years (children enter school in the September preceding their eighth birthday, and leave at the end of the school year in which they have their eleventh birthday).

The school serves the Bedwas area. Most of the children are admitted from Bedwas Infants' School. Parents who may be considering applying to the school for a place for their child are welcome to contact the Head Teacher to arrange a visit. Applications to attend the school should be made to the 'Admissions Team' in Caerphilly LEA.

The 'Disability Discrimination Act' (1995) amended existing education legislation to require all mainstream schools to publish information on **admission arrangements for pupils with disabilities**, the school's access arrangements for such pupils and the steps being taken to prevent disabled pupils being treated less favourably than other pupils.

Bedwas Junior School is a single storey building with two adjusted access points (main entrance and side entrance). The demountable classrooms have ramp access. In spring 2009, the entrance to the dining hall was widened and the existing disabled toilet provision upgraded to building regulation standards. Colour contrasting fittings have been used to make recognition easier for people with visual impairment. An emergency alarm has been installed.

## Educational Organisation

***The arrangements detailed below are relevant to a 'normal' situation however the COVID-19 pandemic has rendered all arrangements completely fluid.***

***As we receive guidance from Welsh Government and the Local Council we will communicate our response as soon as possible and communicate it to stakeholders via the school blog.***

In 2020 - 2021 the classes will be structured as follows:

Class Name	Year Group	Teacher
Yellow	3	Miss K Storey
Green	3/4	Mr. R Dimeck
Orange	4	Mrs. S Banks (Mon / Tues) Mrs. K Beeby (Wed / Thurs / Fri)
Purple	5	Mr. C. Lloyd
Blue	5/6	Miss V Bodenham (Mon/Tue) Miss K Hillier (Wed/Thu/Fri)
Red	6	Mr. A Ankin

Overall, pupils are grouped according to age. However, additional criteria such as Special Educational Needs, attendance and behaviour can also be considered when organising classes.

### The School Day

8.40am – 11:50pm - Morning Session  
 11:50pm - 12.40pm - Lunch Time  
 12:50pm - 3.10pm - Afternoon Session

There is one fifteen-minute break for the school from 10.30am to 10.45am.

In order to ensure that the children are not at school without supervision, they must not arrive before 8.20am. From this time, members of staff will be on duty. On wet days, pupils will be supervised in the hall from 8:20am until registration. Arriving at school after 8.40am is very disruptive for both the latecomers and the rest of the class.

The school operates a FREE breakfast club which is funded by the Welsh Assembly Government. This starts at 8:00am, and the last breakfast is served at 8:30am. Pupils have a choice of wholemeal toast with sugar free jam, cereals, fruit juice and fruit.

If you would like your child to attend breakfast club, please complete the form at the back of the prospectus and return it to school.

### Curriculum and Teaching Methods

In September 2008, the Revised Curriculum in Wales became statutory for pupils in Years 3-5, with implementation for Year 6 pupils statutory from September 2009. Learning should be relevant to pupils' experience within our community and the context of Wales and should prepare them for life in 21<sup>st</sup> century. We have a duty to deliver the subjects of the National Curriculum and Religious Education within a full and a rich learning environment. From 2013, the school has implemented the Literacy and Numeracy framework across the school curriculum. In 2020 - 2021, Bedwas Juniors will continue implementing the recommendations of the Donaldson Review. This will ensure that the school fulfils its statutory obligations and fully embraces the latest developments in education.



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We strive to make our curriculum appropriate to pupils' needs with teaching styles that develop positive attitudes to learning, the understanding of concepts and the acquisition of knowledge and skills. We will attempt to choose the best organisational strategies to ensure children understand what they are taught – e.g. class talks, discussion, enquiry, activity.



Work for pupils is **differentiated** so that children with a variety of abilities within a class are appropriately **supported and challenged** by activities aimed at their level and tailored to their needs. This is clearly indicated in teachers' planning on a weekly basis and is monitored by the head teacher.

Teachers must also strive to develop pupils' **WIDER SKILLS**.

These are:

- Communication (oracy, reading, writing, wider communication skills)
- Numeracy
- Information and Communication Technology
- Assessing their own learning

Teachers must also develop pupils' bilingual skills and their sense of 'Welshness'.

#### **The curriculum should seek to promote:**

- the acquisition of knowledge
- the development of a wide range of skills
- understanding of key concepts
- the development of personal qualities
- positive values and attitudes

Bedwas Junior School aims to make **cross-curricular links** between subjects and areas of learning wherever possible. The curriculum is organised into broad 'themes' to help us make these connections. Knowledge, skills, concepts and attitudes are promoted through projects that attempt to cover all National Curriculum attainment targets over the four years the pupils attend school. Every effort is made to ensure a balance in project work so that all aspects of learning are fully covered.

### **Assessing Children**

Effective assessment practices are essential for enabling pupils to improve their learning and are a natural part of teaching and learning. It helps children to understand what they can do, celebrating their achievements, and what they need to do next in order to improve.

At Bedwas Junior School, teachers assess pupils on a daily basis through observation, questioning and marking. Marking is intended to give feedback to pupils. Children are given time to read and understand the improvements they need to make.

We work very hard to encourage our children to become reflective learners. Children will be taught to identify their own targets for their learning and to self-mark where appropriate. This is always closely monitored by the teachers.

In written work, not every spelling or punctuation error will be corrected by the teacher as this can have a negative effect on a pupil's attitude to learning – a number of key spellings will be highlighted for improvement.

Comments in children's books should reflect the ways in which the school values its pupils and our belief in their ability to make good progress.

At key points during the school year, a more 'formal' assessment of pupils' abilities is sometimes required. Teachers will use a mixture of published tests; e.g. national reading, procedural, reasoning tests, single word spelling test, YARC reading tests and school-compiled tests. These tests are used to monitor pupils' progress and help us to set targets for pupils' learning.

At the end of year 6, the levels the children have achieved in the core subjects of English, Mathematics and Science will be included in their end of year report. This information is also passed on to the children's next school. Parents/carers receive information about children's ongoing progress at termly parent teacher consultations.

At the end of every school year, reports will be sent to parents indicating their child's progress.

## Collective Worship

Every day there is an act of collective worship. We are required to conduct acts of worship which are "wholly or mainly of a broadly Christian nature", either for specified groups of pupils or the whole school. Collective worship is a time when we focus on moral and spiritual themes and pupils are encouraged to participate in reflective thought and prayer. It is also a time when we celebrate pupils' successes. We sometimes enjoy collective worship led by Reverend Dean, our local minister.

Please Note: Parents who wish their children to be excluded from collective worship (or from Religious Education lessons – wholly, or in part) – should make this request to the Head Teacher. As an alternative, children will be directed to undertake additional activities such as free reading.

## Internet Access for Pupils

As part of the school's ICT programme, we offer pupils supervised access to the Internet. Before the school allows pupils to use the Internet, they must obtain parental permission. Both they and you must sign and return the enclosed form as evidence of your approval and their acceptance of the rules.

Various projects have proven the educational benefits of Internet access, which enables pupils to explore thousands of libraries, databases, and bulletin boards. Although Internet use is supervised in our school, families should be aware that the Internet can be a gateway to access material that is inaccurate, illegal, or potentially offensive to some people. We believe that the benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. However, as with any other area, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources.

At school, teachers will guide pupils towards appropriate materials. At home, families bear the same responsibility for guidance as they exercise with other information sources such as television, telephones, films and radio.

Please find enclosed a copy of the Rules for Responsible Internet Use that we operate at this school. Should you wish to discuss any aspect of Internet use, please telephone the school to arrange an appointment.

***If you decide to support your child's application for access to the Internet, please complete the enclosed form and return it to your class teacher.***

## **Rules For Appropriate Internet Use**

### **PUPIL**

When I use the Internet and e-mail at school, I will keep to these rules:

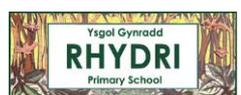
- I will only use the Internet with permission, when there is a teacher or adult helper present.
- I will ask permission before entering any Web site, unless my teacher has already approved that site.
- I will not try to find unsuitable sites on the Internet.
- To help protect other pupils and myself, I will tell a teacher if I see anything I am unhappy with or if I receive messages I do not like.
- I will only send e-mails to people I know, or my teacher has approved.
- I will use only the login and password I have been given by my teacher.
- I will not access other people's files.
- I will use the computers only for schoolwork and homework.
- I will not bring USB pen drives into school unless I have permission.
- The messages I send will be polite and sensible.
- I understand that the school will read my computer files and will monitor the Internet sites I visit.
- I will not give my full name, home address, phone number or arrange to meet someone unless my parent, carer or teacher has given permission.
- I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers.

Please read carefully, discuss with your child, then **sign the attached Consent Form and return to your class teacher.**

**PLEASE KEEP THIS FOR YOUR FUTURE REFERENCE**



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## Attendance and Punctuality

It is very important that children attend school regularly and punctually. This reinforces their sense of respect for the school and for others, and ensures they develop good habits of timekeeping.

## Absences

All requests for pupils to be absent for reasons other than illness must be made in advance (including absence for religious observance) and that the consent of the school must be given **before** the absence takes place. It is not permitted for schools to give permission after the event. An absence, which has not been notified and agreed to in advance, must be recorded as an unauthorised absence.

**If parents wish to apply for leave of absence for reasons other than illness they should complete the relevant application form for leave of absence which is included in this pack or can be obtained from the school office.**

Lengthy unauthorised absences have to be reported to the Educational Welfare Officer of the Local Authority. In our case, we report the problem to the Educational Welfare Services at Caerphilly County Borough Council who may also inform Social Services. The Educational Welfare Officer also monitors repeated late arrivals.

## Religious Observance

Absence is authorised for religious observance. However additional days taken either side of recognised festival days may not be authorised.

## Holiday Absence

Parents who wish their children to be absent during term time to accompany them on holiday must also complete a leave of absence form.

Whilst the school recognises that the cost of a holiday dramatically rises during the school holidays and is not unsympathetic to this, our paramount concern must be the learning which is missed by the child. Schools do not have to authorise absences for school holidays during term time and each application will be looked at on an individual basis, in line with the LA policy. Any request for a holiday will automatically be refused if the child's attendance is not above 95%.

Catch-up work or extra work will not be provided for children who are removed from school during term time for any reason.

## Illness Absence

Absences due to illness should be explained, in writing to the class teacher, on your child's return to school. **A phone call to the office by 9:30am on the first day of sickness absence is also required.**

**Parents are reminded that they must inform the Head Teacher, in writing, if a pupil has suffered or been in contact with any communicable diseases.** A medical certificate may be required declaring the pupil to be free from infection before he/she returns to school. The pupil concerned will be allowed to return to school when there is no risk of transmission of infection.

**In line with official guidance during the COVID-19 pandemic it is essential that any children displaying the detailed symptoms of this are not sent to school.**

## Working in Partnership

Bedwas Junior School is a caring community in which every individual matters. The pastoral care of each child is the responsibility of everyone within the school, but the **class teacher** is the **'first port of call'**. Very often pupils may experience situations outside school which may have a bearing on their behaviour and ability to learn in school. It is important that we are made aware of any such instances, so that we, too, can support the child.

Parents are, of course, welcome to visit the school to discuss any problems or worries. Parents are always urged to **contact the class teacher in the first instance**. Appointments to see teachers (unless the matter is an urgent one) are best made outside direct timetabled teaching hours, as an impromptu visit may disrupt a class lesson. These can be arranged via Miss Lewis at reception. Matters are usually easily resolved. However, if this is not the case, the Head Teacher or Deputy Head teacher, will be more than willing to help.

The school has a 'blog' page which can be found at the following web address:

[www.bedwasjunior.com](http://www.bedwasjunior.com)

Our new website will be in place for the start of the 2020/2021 academic year and a link to this new site will be available on our current site.

Parents/Governors can receive updates as they occur through an email subscription box.

Some areas of the site are password protected. The password is: Knowledge456

To provide further security, the website cannot be found using Internet search engines.

We also provide a texting service in order that updates can be communicated more easily. This is especially useful as a reminder for specific class trips and to update on expected return times from school trips. If you wish to be part of this, return the information slip to school; this will be in all new starter packs.



## Health and Wellbeing

Should your child be taken ill at school a member of staff will contact you. **It is essential that you keep us informed of any change of address, telephone numbers and emergency contacts.**

## Medicines at School

Many children will need to take medicines during the day at some point during their time in school. This will usually be for a short period only, perhaps to finish a course of antibiotics or to apply a lotion. To allow children to do this will minimise the time that they need to be absent.

The school will only administer medicines which are essential; that is where it would be detrimental to a child's health if the medicines were not administered during the school day. The school will only accept medicines that are prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber.



Medicines must always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration. The school will not accept medicines that have been taken out of the container as originally dispensed nor make changes to dosages on parental instruction. The school requests that parents, wherever possible, administer dosages outside of the school day e.g. if there are three dosages in one day, one before school, one on return home and one at bedtime.



The school will provide parents with a 'Medicine Consent Form'. The school will not administer medicine without the form being filled in by parents. However, in the first instance, written instruction will be acceptable. Following this, a medical consent form will be sent home for completion and should be returned to school on the next day.

## Inhalers

If your child has asthma and needs an inhaler, please fill out the appropriate form which can be found in this pack. It is a requirement that all children with asthma have two inhalers **IN** school – one to be kept in the school office, the other to be kept with them at all times. It is the parents' responsibility to ensure that inhalers are **NOT** used past the expiry date and that replacement inhalers are sent into school.

## Peanuts

Allergy to peanuts and other nuts is increasingly common. In almost every Infant and Junior school there are children with a nut allergy. In some of these children the allergy has not yet been recognised or diagnosed by a doctor.

Allergic reactions to nuts vary from itchy skin or eyes, swelling of the face and mouth, to difficulty with breathing and unconsciousness. In some children the reaction gets worse with each contact with nuts. Smelling, touching or even being in the same room as someone eating nuts may trigger allergic reactions. Meeting someone later in the day who has been eating nuts can also trigger a reaction.

We would like to make Bedwas Junior School "nut aware", to do our best to make our school a safer environment for all children. For this we need parents' and carers' help and understanding.

### **WHAT CAN YOU DO TO HELP?**

Please do not send into school:

- peanut butter sandwiches
- any biscuits, snack bars, sweets, cakes, yoghurts that contain nuts
- packets of nuts
- boxes and cartons for junk modelling that have contained foods with nuts.

If your child has a nut allergy and you haven't informed the school for any reason, please do so now. It is a requirement that all children with epi pens keep **two** in school – one to be kept in the school office, the other to be kept in the classroom. It is the parents' responsibility to ensure that epi pens do not exceed their expiry date and that replacements are sent into school.

Your co-operation is very much appreciated.

## Water

Most children do not drink enough water. Low fluid levels can lead to health problems and can affect concentration. We have access to fresh drinking water in school. Improving students' access to fresh drinking water and preventing dehydration is important to:

- maintain children's health
- help optimise children's learning in school.

Sweet drinks are less healthy than water and can damage teeth. Even sugar free squash can be acidic and damage teeth.

We ask all parents to provide their children every day with a labelled bottle of water. These can be refilled during the day from the water fountains in the classrooms. We are not suggesting that you buy bottled water; tap water is equally good!

Please consider the following points:

- to prevent bottles getting mixed up and allay concerns about hygiene, a permanent marker or washable label can be used to label bottles with your child's name and class
- non-spill sports-style caps avoid mess if a bottle is accidentally knocked over
- bottles can be taken home daily for cleaning (parents/carers can use hot soapy water or soak in sterilizing solution) and refilling
- children can chill their bottles of water overnight so that they stay cool during the morning.

## Mid-Morning Snack

Your child is encouraged to bring a healthy snack to eat in the playground at playtime.

You may provide:

Fruit  
Vegetables e.g. carrots, cucumber, celery

All fruit/vegetables need to be easy to eat with minimal mess and stored in a labelled container.

Your child should not bring:

Crisps  
Nuts  
Sweets  
Snack bars which include nut products  
Chocolate bars

## Emotional Health

Families can often go through difficult times which impact on a child's emotional health.

It is helpful if you inform the school if you are going through difficulties such as a relationship break-up, divorce, if there is illness in the family or something that is upsetting the normal routines. When families are going through stress it can often impact on children and their behaviour. If we know we can support your child or just keep a watchful eye.

All such matters will be held in **strict confidence**. You may wish to make an appointment with the Head Teacher or just write the details in a letter.

We often support families through difficult times and can help ease stress for your child. We also have access to outside agencies that may be able to provide support.

## Court Orders

**Parents are required to keep the school informed and up to date on any court orders regarding the care of their children.**

The school has a duty to report any occasions where a child is considered to be suffering some form of abuse, whether emotional or physical.

## Pupil Behaviour

Children behaving appropriately and working hard are praised by all adults on the school premises. All classes in school have 'Golden Time' on Friday afternoon. 'Golden Time' is given for those who respect other people by co-operating, showing good manners, caring for others and sticking to class and school rules.

Children all start each week with twenty 'Golden Minutes'. All children and adults in school have rights and classmates who do not respect those rights are choosing to lose minutes. Minutes can also be lost by not respecting the rights of others at playtime and lunch time, though more usually you will be choosing to lose part of your playtime if you behave inappropriately at that time.

These are the things that are not acceptable because they take away other people's rights:

- talking when you are not supposed to be
- calling out/shouting out when you should put your hand up
- interrupting when somebody is speaking
- throwing things or treating property in any other inappropriate way
- touching other people's property without permission
- being rude or saying unkind/offensive things or things which will upset people
- being somewhere that you are not supposed to be
- touching other people when they do not want you to
- hurting someone.

Certificates are awarded each week in assembly for good behaviour and excellent work. Each class teacher chooses one child per week who has kept all their golden minutes and has been particularly well behaved. Each class teacher can also award up to one certificate per week for excellent work.

All children are members of a house. Throughout the week good work and thoughtful behaviour can be rewarded with house points.

However, the school is very aware that sanctions may be needed to ensure that pupils meet our high expectations for behaviour and conduct. To achieve this, we follow a step chart.

### Step 1

Children are reminded about misbehaviour and the possibility of losing 'golden minutes' if misbehaviour persists.

### Step 2

Lose 'golden minutes'. Children are reminded of what the inappropriate behaviour is, that they have made the wrong choice and what the next step is if they continue to make the wrong choice. The child should complete a behaviour form and if appropriate, a 'sorry' letter.

If inappropriate/unacceptable behaviour continues in the same session, move child to sit near someone else, or alone, or on carpet or other identified area as appropriate. Remind child that they are choosing to behave inappropriately and what the next step will be if they continue to make inappropriate choices.

### Step 3

Send child to a member of the senior management team. Appropriate sanction to be set by member of the senior management team. Parents are contacted informing them that their child has had to be sent to another member of staff.

## Equalities and Inclusion

We at Bedwas Juniors believe that each and every pupil is of equal value and has an important contribution to make to our school community. We are therefore committed to provide, for all our children, equal access to a broad and balanced curriculum. Development of staff and resources should give all children, irrespective of ethnicity, gender, appearance, ability, disability, social circumstance and faith, the same opportunities. We aim to provide an environment in which respect and self-esteem can be fostered in the individual.

Children have special educational needs if they have a learning difficulty which calls for additional provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age, this barrier to learning may be physical, emotional, medical or relate to a specific learning disability. The school aims for early identification, assessment and provision for any pupil who may have ALN.

The term 'more able and talented' (MAT) is used to describe pupils who have extra support needs and require opportunities for enrichment and extension that go beyond those provided for the cohort of pupils.

The school recognises that looked after pupils can face a number of issues, including:

- bullying (as a result of vulnerability rather than as a specific result of being looked after by the local authority);
- emotional and behavioural difficulties;
- feelings of isolation as a result of being separated from family and/or friends;
- disruption to schooling before being taken into care;
- frequent changes of school once in care;
- concerns about events at home;
- negative or discouraging attitudes of peers, care staff, foster parents/carers, teachers and social workers, including low expectation of achievement;
- lack of motivation and confidence arising out of low achievement.

These factors can result in lower levels of attainment and higher levels of exclusion. The Inclusion Manager is the designated member of staff who acts as a resource and advocate for LAC children across the school. This person liaises with external agencies to support the well-being of the pupil.

As a community, we want everyone to feel secure, happy and welcome within the school. We will not accept any behaviour which is offensive to an individual.

Our aims (each statement having equal status):

- To create a caring atmosphere in which learning can take place and all pupils' identities are valued.
- To help children understand and respect each other's racial, religious, cultural and linguistic backgrounds.
- To help children to examine their own attitudes to gender differences and stereotyping.
- To appreciate and use the different experiences that each child brings to school.

- To include anti-racist and anti-sexist teaching in our curriculum.
- To ensure that racist, homophobic and name calling incidents are tackled wherever they occur and are never allowed to pass unchallenged.

On request, the school will provide a private environment for parents/carers who wish to breastfeed.

## Homework

We see the aims of 'homework' as:

- to assist in developing an effective partnership between the school and parents and other carers in pursuing the aims of the school;
- consolidating and reinforcing skills and understanding, particularly in literacy and numeracy;
- exploring resources for learning of all kinds at home;
- extending school learning (e.g. through additional reading);
- encouraging pupils as they get older to develop the confidence and self-discipline needed to study on their own and preparing them for the requirements of secondary school.



The school uses the Purple Mash package to support learning through ICT both in school and at home and all children will be able to access tasks they have completed in school from a variety of devices when they are not in school. They will each have an individual password.

The recent school closures have seen the profile of home-learning rise dramatically. We utilise several different platforms across the Federation. We are actively developing our blended learning approach to maximise the positive practice already in place. This

means that 'homework' as such should be a natural continuation of your child's learning experience and not necessarily a discreet part of their learning.

## School Security

All visitors to the school **MUST** report to reception via the **MAIN ENTRANCE to the school on Church Street** upon arrival. This enables us to give visitors the help or directions they need and it also tells us who is in the school at any particular time – a necessary safety factor if an emergency arises, and vital if we are to maintain the safety of our pupils.

The gate at the rear of the school (Celtic Way) is opened for pupils at the beginning and end of the school day, but are kept locked at all other times. Parents are welcome to wait in the courtyard area at the front of the school to meet their children at the end of the day.

During the COVID-19 situation special drop-off and pick-up procedures will be followed as detailed in the school's 'reopening plan' which can be found on the school blog. Any updates will be communicated in the first instance via the blog.

## School Meals

School meals are provided at a cost of **£2.10** per meal payable to **C.C.B.C.** Caerphilly Catering has been working hard to include more variety and healthier options for pupils and menus are distributed termly.

Children may, of course, bring their own sandwiches and they normally eat these supervised in the dining hall. In the interest of safety, food and drink must **not** be brought to school in glass containers, nor in flasks with glass inside. Pupils are also not permitted to bring 'cans' of drink to school. **Only water and fruit juices are allowed.**



**FREE SCHOOL MEALS** are available to children where the family income falls within a set scale. Application forms for free meals can be obtained from Mrs Luff in reception. Children who qualify for free meals are issued with meals at the same time and in the same way, as those who bring money to school. Care is taken to ensure that there is no discrimination. The school aims to be discrete at all times.

## Extra-Curricular Activities

The school is very proud of the wide range of extra-curricular activities it provides for the children, covering the arts and sport. During lunchtimes or after school, pupils have been able to attend the following clubs over the last twelve months:

- Choir
- World Dance
- Judo
- Netball
- Art and Craft
- Coding
- Competitive Sports
- Football

Some of these clubs are specifically aimed at lower or upper school pupils – these will be communicated when the application forms for the clubs are sent out. We are waiting for further guidance with regard to which clubs can be safely offered during the pandemic.

## School Dress Code

Our School Dress Code is an important way of maintaining standards. Wearing school uniform also reflects that pupils are part of the school community and helps to create a sense of belonging.

### The school uniform comprises:

- Navy jumper with an optional 'Bedwas Junior School' badge.
- White polo-shirt.
- Grey trousers for boys/girls. Girls may wear grey skirts also. Blue and white checked dresses may be worn in the summer months.
- Dark coloured shoes. Black trainers which are designed to look like shoes are acceptable. However, no other colour other than black is allowed on the trainer. Parents will be contacted if children are not wearing appropriate footwear.
- Dark or grey coloured socks.

*Please note:* Jogging trousers of any description are not part of everyday school uniform (The only exception being for P.E. lessons in colder weather).

In the interest of hygiene, it is important that children should have a complete change of clothing for **P.E. lessons**. They also require plimsolls or trainers. Parents are asked to purchase a plain white t-shirt for P.E. alongside the rest of the school uniform. Pupils will require shorts for the summer months. It is recommended that a suitable jumper is provided for P.E. activities in colder weather.

*Please ensure that every item of clothing is marked with your child's name!*

## **Jewellery**

It is school policy that children should NOT wear jewellery, with the exception of:

- ONE pair of small studs
- A watch (with close fitting strap)

As with other personal items brought to school, we cannot guarantee the safety of jewellery and any item of value should be left at home.

Rings and earrings can cause terrible injuries to the wearers and to other children involved with them at playtimes and in P.E. lessons. Because of this, rings and earrings which protrude in any way (e.g. large diamante stud earrings) must NOT be worn in school.

## **Hairstyles**

Pupils must not wear hairstyles deemed by the school to be 'extreme'. Hair should be neat and tidy, and pupils with long hair (boys or girls) are expected to tie hair back. Hair must not be dyed an unnatural colour.

## **Make-up**

Make-up, nail varnish, false nails or fake tan are not deemed appropriate for school.

## **Religious Clothing/Jewellery**

Any issues relating to the wearing of religious clothing/jewellery will need to be referred to the Head Teacher. The wearing of such articles should not in any way compromise the health or safety of the wearer or other pupils.

In formulating this policy, the governing body considered its obligations not to discriminate unlawfully on the grounds of sex, race, religion or belief, or disability. The governing body asserts that it has acted fairly and reasonably in determining this policy to ensure that duties under the Human Rights Act 1998 and other anti-discrimination legislation has been met. The governing body also upholds the principles of the United Convention on the Rights of the Child (Articles 12 & 13).

## **Complaints Procedure**

(Section 23, Educational Reforms Act)

If parents have any complaints whatsoever concerning their children's education at school, they must **contact the head teacher** and discuss the complaint informally **in the first instance**. The vast majority of concerns are usually quickly resolved. However, If parents are not satisfied with the head teacher's comments, they may refer the complaint to the Chair of the Governing Body. Please ask for a copy of the school's Complaints Policy.

## **GDPR - How we will use your information**

The school processes personal information about pupils and their families to support pupil learning and monitor attainment, to provide pastoral care and to keep children safe. We also process personal information to meet the statutory duties placed upon us by Welsh Government, to administer optional school trips and activities.

The school takes its responsibilities under data protection law very seriously, and will store and use all personal information securely, disposing of it when no longer required. Personal information may be shared securely for clear purposes with other organisations such as Caerphilly County Borough Council or other schools that provide a service to pupils/families. You have a number of rights in relation to your personal information including the right of access to information and the right of complaint. The school's full privacy notice is available on the school website.

## **Charging For School Activities**

Activities, such as swimming, educational visits, and whole-school events, cannot take place without funding so schools may invite parents and others to make voluntary contributions so that activities can be organised. On the very rare occasions where there are insufficient contributions and activities cannot go ahead, parents will be notified as soon as possible.

## **Religious Education**

One of the many ways in which we achieve our ambitious vision is through religious education where we encourage children to explore a range of philosophical, theological, ethical and spiritual questions in a reflective and balanced way that stimulates questioning and debate to be approached in an open, objective and exploratory way. The school ensures children have access to learn about a range of religions within each academic year whether through distinct religious education lessons in order for children to recognise the importance that religion can play in people's lives.

Currently a parent can request that their child is excused from religious education. The school is obliged to agree with such requests. Parents do not have to give reasons. Pupils who are excused must be supervised by the school. The school may, in agreement with parents, provide alternative arrangements for religious education for one or more pupils that are excused, but is not obliged to do so. Children who are excused from religious education will be given supplementary activities linked to other parts of the school curriculum.

## **Peripatetic Music Teachers**

Changes to music provision means that the school budget has to pay a significant sum for lessons to be provided by visiting teachers. Regrettably the school has to now charge a fee of £25 per term, as is the case in other schools. Even with charging, the school subsidises the costs of the lessons quite considerably. We are sure that you will agree that this is still extremely good value when you compare the cost with private tuition out of school hours. Pupils are given the opportunity to learn a variety of instruments, including violin, cello, guitar, brass and woodwind.

## **The Smoke-Free Environment**

- Smoking is not permitted in any part of the school site at any time. This includes all school buildings and the outside areas of the school including the playground..
- Smoking at the entrances and exits to the school site will be strongly discouraged.
- The relevant signage is displayed around school.

## Sex and Relationships Education

Sex and Relationship Education (SRE) is a critical part of the school's PSE programme, building on the skills, attitudes and knowledge that have been acquired since reception.

The aims of the SRE programme are to enable all pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships;
- be able to name parts of the body and describe how their bodies work;
- feel prepared for puberty;
- develop the ability to make informed choices and minimise risk;
- to understand that the life process of humans includes growth and reproduction, to recognise the pressures of unwanted physical contact;
- know how to protect themselves and ask for help and support.

Parents have the right to withdraw children from "sex education" lessons, which fall outside of those aspects covered in the National Curriculum Science, as stipulated in Section 405 of the Education Act 1996.

The programme for SRE is as follows:

Year 3: Relationships; Exploring family structures.

Year 4: Vocabulary for male and female genitalia; Appropriate and inappropriate touching.

Year 5: Changes during puberty; Hormones; Feelings caused by puberty.

Year 6: Male and female reproductive organs; Conception; Birth; changing responsibilities.

## Languages Across the Curriculum

Welsh is taught across the curriculum to all year groups. Recent developments in the teaching of Welsh have included:

- Introduction of a new scheme of work for Years 4, 5 and 6;
- Opportunities to develop incidental Welsh through Helpwr Heddiw sessions;
- Introduction of a Welsh sub-levelled skills ladder to support moderation and verification.

In addition to Welsh, all pupils are taught Spanish for an hour for one term. Although not part of the National Curriculum, the opportunity to learn a 'modern foreign language' supports a child's learning by:

- Improving communication and general oracy skills;
- Developing knowledge of the world;
- Improve confidence;
- Raise awareness of languages which will create an appetite when they reach secondary school.

**Term Dates 2020 - 2021**

<b>Autumn Term 2020</b>	
Term starts	Tuesday 1 <sup>st</sup> September 2020 (INSET Day)
Half term starts	Monday 26 <sup>th</sup> October 2020
Half term ends	Friday 30 <sup>th</sup> November 2020
Term ends	Friday 18 <sup>th</sup> December 2020
<b>Spring Term 2021</b>	
Term starts	Monday 4 <sup>th</sup> January 2021
Half term starts	Monday 15 <sup>th</sup> February 2021
Half term ends	Friday 19 <sup>th</sup> February 2021
Term ends	Friday 26 <sup>th</sup> March 2021
<b>Summer Term 2021</b>	
Term starts	Monday 12 <sup>th</sup> April 2021
Closed for May Day Bank Holiday	Friday 3 <sup>rd</sup> May 2021
Half term starts	Monday 31 <sup>st</sup> May 2021
Half term ends	Friday 4 <sup>th</sup> June 2021
Term ends	Tuesday 20 <sup>th</sup> July 2021

**N.B. – Tuesday 1<sup>st</sup> September will be an INSET day.**

Further INSET Days will be communicated to parents as soon as they have been set.



### Bedwas Junior School – Free Breakfast Registration Form

Please complete and return to the school **as soon as possible**

<b>Child's name:</b>			<b>Class:</b>	
<b>Attendance</b>				
Please indicate which days your child will be attending the breakfast session				
Mon	Tue	Wed	Thurs	Fri
<b>Special Dietary requirements</b>				
Does your child have any food allergies/intolerance?			Yes	No
If yes, please provide details:				
<b>Other information</b>				
Please provide details of any other information you feel relevant to your child's attendance at the breakfast session.				
<b>Contact details in case of an emergency</b>				
Name:			Phone number:	
Relationship to child:				
Name:			Phone number:	
Relationship to child:				
<b>I confirm that I would like my child to attend the breakfast sessions when they start.</b>				
Signature of Parent/Guardian:			Date:	