

# Blaenavon Heritage Voluntary Controlled Primary School



## School Prospectus

**Blaenavon Heritage VC School  
Middle Coed Cae Road  
Blaenavon  
NP4 9AW**

**@BHVCprimary  
BHVCprimary.com**

My name is Mrs Britten and I am privileged to be the Headteacher at Blaenavon Heritage VC School. I am part of a fantastic school community where we all work together to secure the very best education for all our pupils.

We have dedicated staff, interested families, committed governors, a supportive church and the most amazing pupils.

We are currently on a huge journey of school improvement. The future is exciting!



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## **Vision & Aims**

***Opening the door to your future... with God all things are possible!***

At BHVC Primary School we:

- Believe that all our learners can be creative, confident individuals who take responsibility for their actions in a safe, stimulating Christian Environment.
- Lay the foundations for happy and fulfilling lives with healthy minds and bodies.
- Acknowledge and meet the needs of all our learners, promoting a positive self-image and high aspirations.
- Establish a safe, challenging learning community to develop a strong sense of belonging.
- Nourish the minds of all our learners through the delivery of an enriched and enhanced skills based and values curriculum.
- Actively foster the moral and spiritual wellbeing of every learner, developing understanding and mutual respect.
- Value our community and rich heritage to develop an awareness of our position in the wider world.
- Offer opportunities for learners to express themselves creatively and take risks.
- Nurture and develop a love of God, one another and themselves.

## **Values**

Blaenavon Heritage is a voluntary controlled Church in Wales primary school. We provide a stable, caring community based on Christian Values, where children learn to their full potential, know that they are loved, can feel confident and secure and where they can share in the adventure of growing up as part of our school family.

We follow a two-year values programme; these are Christian values which Jesus taught us. We have regular collective worship in school and invite members of the community to lead worship and to share their knowledge with pupils. Christian values have a significant influence over the vision, aims and ethos of the school. In all, 12 values are explicitly dealt with:

Compassion, courage, forgiveness, humility, justice, peace, perseverance, respect, responsibility, thankfulness, trust, truthfulness.

This is largely done through assemblies, but is promoted and demonstrated in as many different areas of the school day as possible.

**Staff**

Headteacher	Mrs Anna Britten
Deputy Headteacher	Mrs Alison Coombs
Foundation Phase Lead	Mrs Claire Crew
Curriculum Lead	Miss Heidi Wilson
Additional Learning Needs Co-ordinator	Mrs Hilary Roberts
Teaching Staff	Mr Charlie Booth Mrs Claire Cox Miss Tia Cunningham Mrs Kerry Hughes Mrs Leanne Jones Mr Peter Phillips Mrs Alys Paget Mrs Carla Price Miss Jade Saunders Mrs Laura Smith Mrs Laura Sutton Miss Loran Tanner Mr Kieran Townsend Mr Rory Wayne Miss Rhiannon Williams
Higher Level Teaching Assistants	Mrs Nikki Westwood Mrs Louise White Mrs Ruth Heward Mrs Suzanne Challenger
Teaching Assistants	Mrs Karen Beacham Miss Joanne Breeze Mrs Joanne Daley Mrs Angela Davies Mrs Kim Donovan Mrs Charlotte Furnival Mrs Yasmine Gedney Miss Abigail Griggs Mrs Claire Harper Mrs Shan Hart Mrs Lesley Holland Mrs Julie Jones Mrs Nicola Kelso Miss Hannah Leech Mrs Michaela Page Mrs Nicola Price Miss Kate Rondel Mrs Ruth Rusby Miss Bethany Scriven Mr Andrew Turner Miss Emma Watkins Mrs Julie White
Digital Media Technician	Mr Justin West
Facilities, Premises & Business Manager	Mr Julian Smith
School Clerk	Mrs Leanne Mason
School Cook	Mrs Mandy Beale
Caretakers	Mrs Shan Hart

**Governors**

<i>Governor Type</i>	<i>Name</i>	<i>Term of Service</i>
Chair of Governors Community Governor	Mrs Ann Morgan	12.2.2019 – 11.2.2023
Vice Chair of Governors LA Appointed	Mrs Bethan Wright	18.10.2019 – 17.10.2023
Headteacher	Mrs Anna Britten	N/A
Ex-Officio Governor	Archdeacon Stella Bailey	3.2.2023 – N/A
Foundation Governors	Mrs Heather Watkins Mr Gareth Whitcombe	10.10.2019 – 9.10.2023 29.11.2022 – 28.11.2026
LA Appointed	Councillor Liam Cowles Councillor Janet Jones	24.7.2020 – 23.7.2024 14.2.2022 – 13.2.2026
Parent Governors	Mrs Stacey Howells Miss Loran Tanner Mrs Sarah Curtis Mr Ryan Bennett	11.11.2023 – 10.11.2027 26.6.2019 – 25.6.2027 26.4.2022 – 25.4.2026 25.11.2022 – 24.11.2026
Community Governor	Councillor Tom Porter	16.6.2022 – 15.5.2026
Staff Representative	Mrs Hilary Roberts	13.2.2020 – 12.2.2024
Teacher Representative	Mrs Rachel Davies	7.2.2023 – 6.2.2027
Diocesan Link Ex-Officio Governor	Mrs Rebecca Morteo	N/A

**Pupil Voice**

Pupil Voice is a huge part of school life in Blaenavon Heritage VC School. We listen carefully to the views of all pupils and encourage them to be actively involved in making key decisions across the school. This ensures that our pupils are at the heart of our school. Having a voice gives pupils the opportunity to develop personal, social, thinking, communication and problem-solving skills. All pupils are involved in curriculum planning as they shape how and what they learn through a range of exciting topics.

We also have a number of pupil voice groups, with more specific roles:

School Council

Worship Team

Digi Leaders

Little Voices

Criw Cymraeg

Eco Committee

Pupil Voice has guided the school through staffing appointments, policy setting, teaching and learning reviews, school self-evaluation and development planning.

**Admission Information****Nursery**

Your child can start nursery at the start of the school year in which he/she will be 4 years old. Sometimes it is possible to start the term following their 3rd birthday if there is a place available.

January admission - Pupils must be born between 1 September -31 December.

April admission - Pupils must be born between 1 January -31 March.

September admissions - Pupils must be born between 1 April - 31 August.

For information on place availability please contact School Admissions on 01495 766915 or email:- school.admissions@torfaen.gov.uk. Places are allocated to Blaenavon Heritage VC Nursery by the Local Authority.

The placement of your child in our nursery class does not guarantee a reception place in our school and a fresh application will need to be completed.

## How do I apply?

When you receive an application form for a school-based nursery you must complete and return this to your chosen nursery, along with proof of your child's date of birth and address, by the closing date. (Medical cards, birth certificates and recent council tax bills are accepted – originals only). The nursery will submit all completed forms to the Local Authority for allocation.) These forms are usually sent out to parents in the summer term prior to the school year in which your child will turn 4. If parents/carers do not receive a form, one can be obtained from our school office or by contacting School Admissions on 01495 766915 or email:- [school.admissions@torfaen.gov.uk](mailto:school.admissions@torfaen.gov.uk). Please ensure it is returned by the closing date. Parents/carers will be notified of the outcome of their application via the Local Authority.

### **Primary (Reception)**

Your child will start Reception Class at the start of the school year, ie September, in which he/she will be 5 years old even though the law does not require a child to start school until the start of the term following their fifth birthday. Please note that attendance at a primary school does not form part of the criteria for relevant admissions in to its partner/feeder secondary school.

#### How do I apply?

You should receive a letter by mid-November which will inform you how to apply for a placement. The letters are sent either directly to the child's home address (if the child is not currently attending a Local Authority nursery base) or via pupil post. You can apply online by following this link [www.torfaen.gov.uk/primaryadmissions](http://www.torfaen.gov.uk/primaryadmissions) which will take you through the admission application process. You may be asked to provide proof of your child's date of birth and address or the Local Authority will take steps to check this information. If however, you would prefer to complete a paper copy please either download a copy from [www.torfaen.gov.uk](http://www.torfaen.gov.uk) or phone 01495 766915. If you complete a paper copy you must complete and return this to the school office along with proof of your child's date of birth and address by the closing date. (Medical cards, birth certificates and recent council tax bills are accepted – originals only). It is your responsibility to ensure an application is submitted by the closing date. If you do not receive correspondence by the end of November, you must contact the admissions authority in order to obtain the relevant form. Contact details are as above.

Further details of the admission process can be found on the Torfaen Council website:

[Parents / Carers Information Booklet 2024 \(torfaen.gov.uk\)](#)

## Attendance

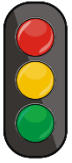
**Torfaen County Borough Council – Education Welfare Service**



### **STRIVE FOR 95+% Scheme #NOT IN MISS OUT!**

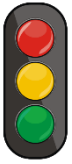


Blaenavon Heritage School is a very successful school and your child plays their part in making it so. We aim for an environment which enables and encourages all members of the community to reach out for excellence. For our children to gain the greatest benefit from their education it is vital that they attend regularly and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable. It is very important therefore that you make sure that your child attends regularly and this Attendance Policy sets out how together we will achieve this. The school has targets to improve attendance and your child has an important part to play in meeting these targets. The preferred level of attendance for this school is 95 % + attendance and we will keep you updated regularly about progress to this level and how your child's attendance compares.



### **Learning**

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any student's absence disrupts teaching routines so may affect the learning of others in the same class. Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.



### **Safeguarding**

Your child may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each child is everyone's responsibility and within the context of this school, promoting the welfare and life opportunities for your child encompasses:-

- Attendance
- Behaviour Management
- Health and Safety
- Access to the Curriculum
- Anti- Bullying

**Failing to attend this school on a regular basis will be considered as a safeguarding matter.**



### **Promoting Regular Attendance:**

Helping to create a pattern of regular attendance is everybody's responsibility – parents, students and all members of school staff.

To help us all to focus on this we will:

- Give you details on attendance via our web-site and the Torfaen CBC web-site
- Report to you regularly on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments;
- Celebrate good attendance by displaying individual and class achievements;
- Reward good or improving attendance through class competitions, certificates and outings/events.
- Take part in all schools events to promote good attendance including the Strive for 95% campaign attendance awards/lottery



### **Understanding types of absence:**

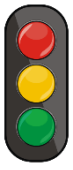
Every half-day absence from school has to be classified by the school (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required, preferably in writing.

Authorised absences are mornings or afternoons away from school for a good reason such as illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause. Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This type of absence can lead to sanctions and/or legal proceedings. This includes:

- Parents/carers keeping children off school unnecessarily.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Children who arrive at school too late to get a mark.
- Shopping, looking after other children or birthdays.
- Day trips and holidays in term time which have not been agreed.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If your child

is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually make things worse.



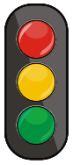
### Attendance & Punctuality in a Nutshell

If attendance is 80%, this means your child will have missed:

- 1 day EVERY week
- 6 days EVERY half term
- 12 days EVERY term
- 36 days EVERY year
- 180 days in five years...

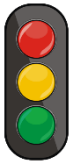
...that's nearly ONE WHOLE SCHOOL YEAR!

### If your child is absent you must:



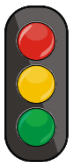
- Contact us as soon as possible on the first day of absence. If you need to report your child as absent, then please let us know by 9am each morning by ringing 01495 766500 and following the instructions to ensure that your message reaches the appropriate destination or by using the Class Charts app. Please indicate clearly your child's name, year group, form and the reason for absence. This allows us to properly record all absences and notify parents of any students who are not in school and for whom we have not received an absence notification from parents.

### If your child is absent we will:



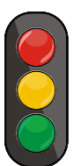
- Telephone or text you on the first day of absence if we have not heard from you;
- Invite you in to discuss the situation with our Attendance Officer and Deputy Head or Head teacher if absences persist;
- Refer the matter to the Torfaen Education Welfare Service if attendance moves below 95%.

### Attendance/Signing Out:



- All students MUST stay in school at Break times
- If your child needs to leave school to attend a medical appointment, please provide a copy of the appointment card. Wherever possible routine appointments like a dental check-up should not be scheduled for school time.
- To ensure safety, it is expected that a responsible adult will collect your child from the General Office before they depart for their appointment. If this is not you as the parent, please let the school know who you have given permission to collect your child.

**Being 15 minutes late every day will add up to TWO WEEKS of school missed every year**



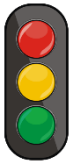
### How we manage Lateness

The school gates open at 8:45am and we expect your child to be in class and ready to learn by 9am. Children enjoy a range of activities in class from 8:45am. Registers are marked by 9am and your child will receive a late mark if they are not in by that time.

At 9.30am the registers will be closed. In accordance with the regulations, if your child arrives after that time they will receive a mark that shows them to be on site, but this will not count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.



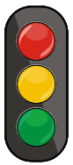
If your child has a persistent late record you will be asked to meet with the Deputy Head or Head teacher and/or Attendance Officer to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.



### Holidays in Term Time

Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children away in school time. Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child's education.

Any period of leave taken in school term time and all absence of this type may be classed as unauthorised and may attract sanctions such as a detailed in the Welsh Government All Wales Attendance Framework <http://wales.gov.uk/docs>. Absence request forms can be collected from the school office and must be completed at least two weeks prior to any holiday. We will consider each application on an individual basis.



### Fixed Penalty Notices

The school follows the **Local Code of Conduct - Education Fixed Penalty Notices** (January 2023) for the South East Wales Consortium.

Fixed Penalty Notices may be considered appropriate when:

- At least 10 sessions (5 school days) are lost due to unauthorised absence during the current academic year. These do not need to be consecutive;
- Unauthorised absences of at least 10 sessions (5 school days) due to holidays in term time or delayed return from extended holidays; or
- Persistent late arrival at school, i.e. after the register has closed, in the current term. "Persistent" means at least 10 sessions of late arrival;
- Truancy, where the child has come to the attention of the Police or public during school hours for being absent from school, without an acceptable reason.

Where the requested Fixed Penalty Notice is in response to a holiday related unauthorised absence, or is in relation to an offence under section 108 of the Education and Inspections Act 2006, the formal warning letter and 15 day improvement period will not apply.

The school Attendance Policy is available on the school website or by request from the school office.

### School Times

<i>Gates Open</i>	<i>Start</i>	<i>Assembly</i>	<i>Reception – Year 3 Morning Break</i>	<i>Lunch Break</i>	<i>Year 4 - 6 Afternoon Break</i>	<i>End</i>
8.45am – 8.55am	9am	9.10am / 2.35pm	10.30am – 10.45am (Year 3) 11am – 11.15am (Reception – Year 2)	All classes have 45 minutes between 11.30am and 1.45pm	1.50pm- 2.05pm (Year 6) 2:15pm- 2:30pm (Year 4&5)	3:10pm
<i>Nursery</i>						
Morning 8.50am – 11.20am				Afternoon 12.25pm – 2.55pm		

### Keeping Children Safe

When accessing the school site, please make sure that you do not park your vehicle in a way that could reduce visibility for yourself or other drivers. We ask that whenever possible, parents and carers park away from the streets immediately bordering the school and continue the journey on foot.

Pupils in Nursery to Year 2 must be collected by an adult. If your child is to be collected by anyone other than their main carer, please notify the school office. Pupils in Year 5 and Year 6 are able to walk home unaccompanied at the end of the school day (3:10pm), but the school must receive written permission. As a school, we prefer pupils in Year 3 and Year 4 to be collected by an adult. If you would like your Year 3 or Year 4 child to walk home unaccompanied you will be asked to discuss the reasons with a senior member of staff. A separate permission slip must be completed for pupils wishing to walk home unaccompanied following an extra-curricular club or activity.

## School Term Dates

### 2023/24 Academic Year

Term	Term Begins	Half Term Begins	Half Term Ends	Term Ends
Autumn	Thursday 01.09.23	Monday 30.10.23	Friday 03.11.23	Friday 22.12.23
Spring	Monday 08.01.24	Monday 12.02.24	Friday 16.02.24	Friday 22.03.24
Summer	Monday 08.04.24	Monday 27.05.24	Friday 31.05.24	Friday 19.07.24

The school will close for 6 additional days for staff training during this academic year. Occasionally schools have to close as a result of bad weather or unavoidable emergencies such as loss of utility services. A message about any such closure will appear on the school website and [www.torfaen.gov.uk](http://www.torfaen.gov.uk). We will also notify parents via Class Charts.

Further information about school term dates can be found on the Torfaen Council website: [School Term and Holiday Dates | Torfaen County Borough Council](#)

## School Uniform

We believe that a school uniform is very important. It contributes to a sense of belonging to Blaenavon Heritage VC School. It is practical and allows all pupils to fully engage with our varied Rainbow Dreams Curriculum, enabling them to participate safely in a range of authentic learning experiences. We ask that all children wear school uniform and we encourage them to maintain a good standard of clean and tidy dress in school.

### Uniform

- Blue sweatshirt or cardigan (with or without the school badge)
- Yellow polo shirt (with or without the school badge)
- Grey / Black trousers, shorts, skirt or pinafore
- Blue / Yellow checked summer dresses
- Plain closed-toe shoes or plain trainers

N.B. Pupils need to be able to move freely and work in a range of areas. Please ensure clothes allow for flexibility of movement.

*There's no such thing as bad weather!*

Pupils need to be prepared for outdoor learning.

- A warm coat in winter / Raincoat in summer
- Wellies
- Sun hat and sun cream in warm weather

N.B. Please make sure you apply sun cream to your child before sending them into school on sunny days. They will then be given opportunities to reapply sun cream independently, under supervision and with adult guidance.

### PE Kit

- Plain white t-shirt / Yellow school polo shirt (no crop tops or sports team shirts)
- Black football / rugby style shorts (no hot pants or fashion shorts)
- Black jogging bottoms
- Blue sweatshirt
- Trainers
- Swimming costume, swim shorts or trunks for swimming lessons
- Towel for swimming lessons

N.B. Pupils in Year 5 enjoy swimming lessons. Please make sure your child wears uniform that is easy to change in and out of on swimming days. It is a good idea to avoid tights!

#### ***Jewellery***

- One pair of small stud earrings or one single small stud earring
- One watch (**not** a smartwatch)

N.B. Pupils must be able to remove earrings independently for PE lessons.

#### ***Hair***

- Simple hair accessories (slides, ribbons, bobbles)
- No hair dye
- No extreme hairstyles

#### ***Make Up***

- No make up (except for medical reasons)
- No artificial or gel nails

#### ***Flowers grow in dirt!***

Children at Blaenavon Heritage VC School experience a range of hands-on learning activities, making the most of the beautiful school grounds. Your children will get muddy, they will sometimes even come home wearing paint (despite our best efforts with aprons).

#### ***Labels***

Please clearly label all clothes, including shoes, with your child's name. It is recommended that the name is discretely written on the inside of the item, and not on display, for safeguarding reasons.

You can help your child to prepare for school by encouraging them to be independent in getting themselves dressed and undressed. Try to give them opportunities to take a coat on and off, including fastening and unfastening buttons, poppers and zips.

#### ***Valuables***

It is advisable not to allow your child to bring valuables of any kind to school. They can too easily be forgotten or mislaid. Valuable toys can easily get broken. Young children also tend to lend or borrow items and make the most unsuitable 'swaps'.

#### **Curriculum**

At BHVC Primary School we:

- Believe that all our learners can be creative, confident individuals who take responsibility for their actions in a safe, stimulating Christian Environment.
- Lay the foundations for happy and fulfilling lives with healthy minds and bodies.
- Acknowledge and meet the needs of all our learners, promoting a positive self-image and high aspirations.
- Establish a safe, challenging learning community to develop a strong sense of belonging.
- Nourish the minds of all our learners through the delivery of an enriched and enhanced skills based and values curriculum.
- Actively foster the moral and spiritual wellbeing of every learner, developing understanding and mutual respect.
- Value our community and rich heritage to develop an awareness of our position in the wider world.
- Offer opportunities for learners to express themselves creatively and take risks.
- Nurture and develop a love of God, one another and themselves.



### The Four Purposes

A key part of our implementation process has been developing the understanding of the 4 Purposes from the oldest to youngest pupils. The Curriculum Team has worked with pupils to devise characters linked to the 4 Purposes whose attributes closely match the curriculum expectations. These have now developed into a series of stories which are used regularly throughout the school.



Ambitious Alwyn



Enterprising Elen




Ethical Emrys



Healthy Heulwen


The 4 Purposes underpin all aspects of our curriculum design, planning and teaching. Our learning experiences always aim to encapsulate these and are supported by the school's vision and values.

**Enterprising, Creative Contributors** 

- I use what I learn to create new things.
- I am kind, selfless and I help others.
- I share ideas and feelings with others in different ways.
- I make the most of every opportunity.
- I think creatively to solve a problem.
- I can lead, listen and share jobs in a team.
- I can take risks that won't hurt myself or others.

**Ambitious, Capable Learners**


- I enjoy challenges and aim high.
- I speak, read and write in English and in Welsh.
- I use numbers in different ways and places.
- I use my brain to remember skills I have learnt in different places.
- I use technology to find reliable information.
- I find out information and give my opinions.
- I can tell people what I'm learning about.
- I can solve problems and ask questions when I need to.



**The Four Purposes at BHVC**


**Ethical, Informed Citizens**

- I find out about things myself and make my own choices.
- I know about Wales and the world, now and in the past.
- I know how my actions and decisions affect other people.
- I need to take care of our world to ensure that other generations can enjoy it.
- I respect other cultures.
- I find out what is happening in the world and how it affects me.



**Healthy, Confident Individuals**

- I know what I believe in.
- I can perform in front of others.
- I learn from my mistakes.
- I take sensible risks.
- I know how to stay fit, have a healthy diet and lead an active life.
- I know who to go to if I need help to stay safe.
- I make friends and respect other people.
- I'm becoming more confident when facing and overcoming challenges.



The Curriculum for Wales allows us to design a programme of content personalised to our school and our pupils. Following extensive research by staff, we use a combination of approaches to curriculum design based on learning contexts and pupils' stage of development. Most learning experiences at BHVC are designed around a whole school topic (e.g. Let there be peace on Earth) with each year group following an enquiry question devised through Pupil Voice (e.g. What does it mean to be peaceful?) With the 4 Purposes as it's heart, our curriculum content is based on:

"Enquiry-Based Learning inspires students to learn for themselves, bringing a real research-orientated approach to the subject."

*Dr Bill Hutchings*

## 6 Areas of Learning and Experience

Expressive Arts	Health & Wellbeing	Humanities	Mathematics & Numeracy	Languages, Literacy & Communication	Science & Technology
Including: Art Music Drama Dance Film & Digital Media	Including: Physical Health & Development Mental Health Emotional & Social Wellbeing	Including: Geography History Religion, Values & Ethics	Including: Conceptual Understanding Communication Using Symbols Fluency Logical Reasoning Strategic Competence	Including: Welsh English International Languages Literature	Including: Science Design & Technology Computer Science

### Cross Curricular Skills

*These skills will be planned for and developed, within and across the Areas of Learning and Experience, using the revised national frameworks*

Literacy	Numeracy	Digital Competence
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### Cross-cutting Themes

*These themes will be included across the curriculum*

Relationships and Sexuality Education (RSE)	Human Rights Education and the United Nations Convention on the Rights of the Child (UNCRC)	Diversity	Careers and Work-related Experience	Local, National & International Contexts	Relationships and Sexuality Education (RSE)
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## Aims

Raising standards across our school happens through improving the learning experiences and opportunities for every pupil in every class every day.

We have adopted a consistent, whole school approach to teaching and learning across the school and enabling all pupils to learn as efficiently as possible through an inclusive education. Our curriculum gives pupils the skills and love of learning required to become lifelong learners. All staff are committed to professional development and engage in their own learning. They have regular opportunities to learn from each other and to share good practice throughout the school and across the region.

Our curriculum supports the core purposes of the Curriculum for Wales, ensuring that all our pupils develop as:

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, ready to be citizens of Wales and the world.

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

## Statutory Documentation

The Curriculum for Wales including:

The Literacy and Numeracy Framework

The Digital Competency Framework

All lessons have clear learning objectives and pupils are aware of what they need to do in order to be successful in their learning. Tasks are clearly differentiated, ensuring all pupils can access learning at an appropriate level. Staff set aspirational targets for all pupils and have high expectations for all. Pupils are involved in assessing their own work and setting targets for improvement. They are actively engaged in their learning, making choices about the topic and playing an increasing role in organising their own learning.

## Digital Skills

Digital technology is used to enhance learning wherever possible. Pupils have opportunities to develop a range of digital skills. The school has a fully-equipped TV studio which is used by all pupils from Year 2 to Year 6.

## Classroom Provision

Classrooms are bright and spacious. Colour is used sparingly to create a calming environment. Classrooms for the youngest pupils have direct access to the outdoors. All classes have Prayer & Reflection Spaces.

## Outdoor Learning

At Blaenavon Heritage VC School we have extensive grounds. All pupils have regular planned opportunities for learning in the outdoor environment. Pupils are able to widen their understanding of the world around them and to develop a sense of awe and wonder through use of the outdoor classroom area, garden and Forest School. Physical activity and orienteering skills are encouraged through use of the large school grass and yard areas. The school has a trained Forest School leader and all pupils have access to Forest School during the school year.

## Parents and Carers

Parents are supported and encouraged in helping their children with learning. Parents have opportunities to come into school once per term to celebrate their children's success and share in their learning. We ask that you read with your child at home. All children have access to online texts and are able to bring home school library books. Parents receive termly updates about their children's learning.

You are welcome in school to discuss concerns and staff make themselves available for parents before school starts and at the end of each day.

### ***The Welsh Dimension & Languages***

At Blaenavon Heritage VC School we are passionate about developing pupils Welsh language skills and support the national mission to have a million Welsh speakers in Wales by 2050. We celebrate Welsh language, heritage and culture and provide opportunities to learn about the impact Wales has on the wider world.

Alongside this we develop pupils' language skills and understanding of other cultures. We have previously enjoyed learning some basic French, German and British Sign Language!

### **Religion, Values & Ethics and Collective Worship**

As a Church in Wales School, we have a strong, distinctive Christian ethos. We support children in developing a set of core values through the teachings and stories of Jesus. Religion, Values & Ethics is taught regularly and forms part of the Humanities Area of Learning and Experience. Although teaching is predominantly focussed on the Christian faith, we recognise and respect the many different religions of our global community and teach pupils about a range of religious, non-religious and philosophical worldviews.

An understanding of faith and religion is incorporated in wider topic teaching to ensure that pupils develop a broad understanding of the links between belief and everyday life, and between belief and the big issues that shape society. Children are encouraged to reflect on their faith, values and wider issues. There are opportunities for whole school, class and individual prayer throughout the school day.

We have good links with the parish of St. Peter's and St. Paul's, but are also supported in developing our Christian ethos by Victory Church, Blaenavon and Noddfa Baptist Church, Talywain. Members of these local churches regularly lead whole school collective worship. We particularly encourage pupils and their families to attend the family services and community events at these local churches.

The children are fully involved in acts of worship and regularly plan, lead and evaluate worship. The Worship Team and Digi Leaders taking an active role in developing Prayer Spaces around the school and leading collective worship. Parents may request that their children do not take part in collective worship. This should be discussed with the head teacher, followed by a written request detailing the reasons for withdrawal.

### ***Music***

Instrumental lessons are offered on a weekly basis by peripatetic staff from Gwent Music for pupils to learn a range of instruments. Pupils also have opportunities to develop the skills of composing, performing and appraising through class projects. In Year 6, all pupils are given the opportunity to learn to play the ukelele. Every week, all pupils enjoy a singing lesson with Laura Robinson, a professional singing teacher from Noddfa Church.

### ***Sport Provision***

All pupils have two hours of physical education weekly. This includes gymnastics, dance, athletics, team sports, adventurous activities and swimming (Year 5). Pupils in Year 5 and Year 6 have weekly sessions in the school fitness suite. Pupils are given daily opportunities for physical activities during break times, where pupils can play sports and take part in running activities. The Play Leader (Pupil Group) organise games and ensure a wide range of sporting equipment is available for pupil use each week.

A number of extra-curricular sports clubs are provided over the course of the school year. These include:

Football

Rugby

Netball

Dance

Fitness Suite

We promote physical activity and healthy lifestyles, encouraging children to develop safe practice and a positive attitude to sport. PE lessons develop a love of physical activity and an understanding of the importance of exercise.

### ***Relationships & Sexuality Education***

Relationships & Sexuality Education at Blaenavon Heritage VC School is taught mainly within Health & Wellbeing and Science & Technology. All pupils receive teaching on healthy relationships and safe touch. Pupils also have lessons on puberty during their time in primary school. All teaching of Relationships and Sexuality Education is in line with the requirements of Curriculum for Wales.

The Relationships & Sexuality Education Policy is agreed by the Governing Body and is available for parents to see upon request.

## **Healthy Schools**

### ***Lunchtimes***

Blaenavon Heritage is a healthy school. A healthy lunch is available for all pupils from the school canteen. Pupils are able to choose between a hot meal and a range of sandwiches. Torfaen Catering can provide meals for pupils with a range of dietary requirements. All pupils are now eligible for universal free school meals.

If parents receive any of the following payments their children may be entitled to additional payments to aid with the cost of school uniform and supplies.

- Income Support
- Income Based Jobseekers Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Income-related Employment and Support Allowance
- Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income does not exceed £16,190. (HM Revenue and Customs are responsible for assessing the level of annual income.)
- Guarantee element of State Pension Credit.
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit.
- Universal Credit
- Young people who receive Income Support or Income Based Job Seekers Allowance in their own right are also entitled to receive free school meals.

If you think your child may be eligible for this support, please contact the school office and we can provide you with the relevant forms and information.

If your child is not having a school meal, you will need to provide a healthy packed lunch from home.

Please avoid sending children to school with lunches containing items that should be eaten less often and in small amounts.





### Healthy Snacks

Pupils can bring fruit or vegetables to school to enjoy at break times as a healthy snack. Staff also support pupils in safely preparing their own snacks during cookery and food preparation lessons.

Please make sure your child brings a refillable bottle of water to school every day. Milk is also provided for pupils in Foundation Phase.

N.B. We are a nut free school! We do not allow any nuts or products containing nuts to be brought into school.

### Additional Learning Needs

At Blaenavon Heritage VC School, we recognise that pupils learn at different rates and that there are many factors affecting achievement, including maturity, emotional well-being, confidence and ability. We are mindful of that fact that some pupils may experience difficulties which affect their learning, and we recognise that these may be long or short term. The inclusion of children identified as having Additional Learning Needs (ALN) is seen as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We aim to identify additional learning needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential. Children identified as having an additional learning need within our school are provided with an Individual Development Plan (IDP) which identifies specific and measurable targets alongside the teaching approaches/resources that will enable the pupils to meet these targets.

Pupils with ALN are catered for within the context of the classroom through appropriately differentiated tasks. Children with such needs are sometimes supported by having access to a teaching assistant to enable them to access the classroom based curriculum or through group work following a specific intervention programme. This is funded from within the school's resources. Where necessary, outside agency support and advice is utilised to maximise opportunities for pupils, this can include Specific Learning Difficulties (SpLD) team support, Torfaen's counselling service, Families First, and Torfaen Outreach support. Children assessed as having greater additional needs, which the school cannot reasonably meet, may be allocated a Local Authority IDP whereby extra funding is provided by the Local Authority to enable the school to support this need. The Additional Learning Needs Co-ordinator (ALNCo) is

responsible for overseeing additional needs provision within the school and liaising with parents and outside agencies.

### **Assessment**

All assessment undertaken and targets set support the school's vision to open doors to pupils' futures. All staff have high expectations for all pupils and no pupil will be limited in their achievement by the level of challenge. Assessment opportunities develop satisfaction in mastering challenging subject matter and enable pupils to develop as reflective students who take responsibility for their own learning.

Teachers and support staff undertake ongoing assessment of every learner throughout the school year, including assessment of the progress made by learners, assessment of the next steps in their progression, and assessment of the learning and teaching needed to make that progress, ensuring that the assessments implemented are suitable for learners of differing ages, abilities and aptitudes.

Within 6 weeks of a learner first beginning in the school, teachers and support staff undertake on-entry assessments to determine the abilities and aptitudes of learners against the relevant curriculum, the next steps in their progression and the learning and teaching needed to make that progress, ensuring that the assessments implemented are suitable for learners of differing ages, abilities and aptitudes, and include assessments of learners' numeracy and literacy skills and physical, social and emotional development.

Each term we hold either a parent consultation or send home a written report to share with parents and carers a brief summary of the learner's well-being, a brief commentary on their key progress and learning, a brief summary of the key progression needs of the learner and the next steps to support their progression and brief advice on how the parent or carer can support their child's progression.

Each year parents and carers receive a report about their child detailing a brief commentary about the progress in learning across the relevant curriculum, a brief summary of the learner's progression needs and the next steps to support their progression, brief advice on how parents and carers can support their child's progression, feedback and progress on the learner's personalised assessments, a brief commentary about the learner's well-being, a brief summary of any qualifications attained, and a summary of the learner's attendance during the period showing the number of authorised and unauthorised absences (within the meaning of the Education (Pupil Registration) (Wales) Regulations 2010) and the number of possible attendances.

### **Summative Assessment**

Assessment is an on-going process. Tracking of pupil learning and attainment is used to maintain high standards of achievement at Blaenavon Heritage. Results form part of our monitoring of pupil progress across the whole school and inform feedback to parents.

At the beginning of each academic year, all pupils have agreed targets and pupil attainment is assessed at the end of each term. The school uses a tracker to record termly progress. Staff are then able to identify pupils working below, on and above agreed individual targets. This data allows class teachers, the ALNCo, and the Senior Leadership Team to identify children who are underachieving or under-attaining in any area. Appropriate interventions can then be put into place.

### **Formative Assessment**

This informs pupils in real time about their progress through the curriculum. It will give the learner an understanding about where they have come from, where they are going and where they are. These methods will be put into practice on a regular basis.

To help children with this we use:

Growing green

Tickled pink

Over the shoulder marking

Distance marking

Supported and independent review time

Reward certificates

Success criteria sheets

Target cards

Informal observations – with individuals or groups

Questioning – child, group or class  
Responding to child asking for help  
Weekly mental maths and spelling tests  
Listening to reading  
Read Write Inc assessments

Nessy

Freckle

Accelerated Reader

### ***National Tests***

Our children in Years 2-6 sit national tests. They complete a reading test, numerical reasoning test and procedural numeracy test. Scores are used to inform teaching and learning and to track progress across the school. The scores are used to identify children for intervention programmes where necessary. The test scores are reported to parents.

### ***Extra-Curricular Activities***

A range of extra-curricular clubs and activities are offered to support the interests and developing skills of pupils. These are reviewed on an annual basis and pupils have a say in which clubs should be offered each year.

We take part in a range of local events including the Torfaen Sports Development Football Tournament, Torfaen Holocaust Memorial Service, Torfaen Dance Festival, Cwmbran Big Event, St. Peter's Church Carol Service. Pupils are provided with opportunities to showcase their skills and to contribute to the local community.

### ***Home School Partnerships***

Educating children is most successful through strong partnership between home and school. At Blaenavon Heritage, we believe in growing this partnership through a range of home school links.

### ***Newsletter***

Regular newsletters are sent out to parents via Class Charts. These contain key dates, information about school life and curriculum updates. We will also share our current Welsh phrases on the newsletter and celebrate successes. Paper copies of the newsletter are available from the school office.

### ***Website***

The school website contains copies of all newsletters. There are class pages with information about life in each of the classes. You can find useful links to home learning websites and materials. The website contains copies of the most relevant policies for parents and carers.

### ***Twitter***

You can follow us on Twitter as @bhvcprimary. Twitter is used to celebrate successes and share learning experiences.

### ***Class Charts***

Teachers, senior leaders and office staff use Class Charts to send messages during the school day. Class Charts can also be used for reporting reasons for pupil absences.

### ***Email & Telephone***

Parents are able to contact the school office and headteacher via email or telephone. You can also request a phone call from a class teacher via the school office. Please do not hesitate to contact us if you have any concerns.

### ***Home Learning***

While we encourage children to continue their learning at home, we recognise that family time is precious, and life is very busy. Pupils who have worked on the class theme at home and bring in examples of this work are rewarded with stickers and Class Charts points.

It has a big impact on your child's progress if you can spend time reading with them at home and helping them practise their spellings and times-tables.

### ***Open Events***

We hold termly celebration events where parents are able to join us in school as the children share their learning.

### **Volunteers**

We have several community volunteers. If you are interested in volunteering, you will need to complete a DBS check and provide an appropriate reference.

### **Consultations**

Formal parent consultations are held in the Autumn and Spring term. You will receive a written report on your child's progress during the Summer term and are welcome to come into school to discuss this further. Class teachers are available just before 8:45am and from 3:10pm for any quick questions or to share brief information. If you anticipate that you will need a longer discussion with the class teacher, we ask that you contact the office to make an appointment. This enables us to arrange a time that does not detract from class teaching time.

The headteacher is available most days, particularly at the beginning and end of the school day. However, if you require a meeting of more than 10 minutes, we ask that you contact the office to arrange an appointment.

Parents are also welcome to meet with Additional Learning Needs Coordinator but we ask that you speak with the class teacher in the first instance, who will then arrange an appointment.

### **Transition**

We work closely with Abersychan cluster and support pupils to attend transition events at Abersychan Comprehensive School. Opportunities to work alongside pupils from the secondary school and other primaries within the cluster begin in Year 4. Secondary school staff visit the school to deliver lessons and meet with the Year 6 teacher in preparation for pupils moving to secondary school. We work on joint projects and units of work to aid transition.

When pupils are in Year 6, parents must complete an application form citing the secondary school of their choice. Pupils are able to attend transition events for any school of their choosing in addition to the events at Abersychan. We work with any chosen secondary schools to ensure a positive transition for our pupils.

### **Behaviour**

Blaenavon Heritage VC Primary School prides itself on having high standards of behaviour based on core values. Values are those behavioural traits, attitudes and concepts that create the type of people we are. We strongly believe that all our children should be given the opportunity to recognise the importance of these values in order to achieve success in life. Our values underpin the school's behaviour expectations. We believe staff and pupils should be:

- Considerate towards others in every aspect of school life
- Respectful of the views of others
- Polite and courteous
- Friendly and welcoming
- Honest, reliable and responsible for their actions
- Aware of the school rules and how their actions have consequences for themselves and others

### **Whole School Rules**

*I will always be polite, kind and respectful.*

*I will always look after my school and everything in it.*

*I will always be responsible for my own behaviour and follow directions.*

*I will always do my best and take pride in my work.*

At the start of each term the whole school rules are revised in both worship and the classroom setting to ensure a consistent approach is maintained. During planned Health & Wellbeing sessions learners are supported to develop the necessary knowledge, skills and experiences to manage feelings and to achieve and maintain high standards of expected behaviour. All teachers discuss whole school rules with their

classes. Learners then consider additional rules that are important and relevant to their individual class environment. Class Rules are agreed by the learners in each class. These are displayed in each classroom.

### ***Behaviour within the school***

1. We act courteously and responsibly towards all members of the school.
2. We show respect for people and property.
3. We move around the school with care and consideration for the building and the people in it.
4. We always WALK inside school.
5. We use the toilets properly, and we always leave them as we would like to find them.
6. We keep the floors clear and tidy in the cloakrooms so that they are safe places to walk through.
7. We treat the hall as we do our classrooms and we are especially aware of safety during PE lessons.

### ***Behaviour within the school grounds***

Areas around the school should be kept clean, attractive and safe.

1. We play with consideration for others. We walk safely to line up.
2. We never go out to play unless a teacher is with us.
3. We take care of equipment, playing sensibly and always putting it away after play times.

### ***The Role of the Child***

At Blaenavon Heritage VC Primary School we believe pupils should take responsibility for their own behaviour. It is the responsibility of pupils to make good choices at all times. This will lead to pupils behaving well and building and maintaining good relationships. Pupils should follow the Whole School Rules and avoid bad choices.

Pupils are encouraged to develop:

- a sense of right and wrong;
- responsibility for their own actions;
- the skills necessary for membership of a community;
- a sense of self-worth.

### ***The Role of the Class Teacher***

Behaviour Management is the responsibility of all staff at BHVC. All staff will:

- Take responsibility for their own actions;
- Develop the skills necessary for membership of a community;
- Promote a sense of self-worth.
- Smile
- Value all children
- Say please and thank you
- Model correct grammar
- Display great patience and listen carefully to children
- Not talk over others and avoid shouting
- Keep resources tidy and care for property
- Only be disapproving of the behaviour and not the child
- Respect personal space
- Remind children of the expectations

It is the responsibility of the class teacher/school staff to ensure the school rules are adhered to in classes and that classes behave in a responsible manner during lessons and throughout the school day.

The class teacher treats each child fairly and adheres to the Whole School Rules consistently. The class teacher treats all children in their class with respect and understanding.

The class teacher liaises with the Behaviour Lead and ALNCo, as necessary, to support and guide the progress of an identified child. The class teacher, Behaviour Lead and ALNCo will work closely together and may liaise with external agencies, as necessary, to support and guide the progress of a child. They may, for example, discuss the needs of the child with the Educational Social Worker or Local Education Authority's Behaviour Support Service.

The class teacher/school staff reports to parents/carers about the progress of each child in their class, in line with the Positive Behaviour Management Policy. The class teacher and/or a member of the Senior Leadership Team may also contact a parent/carers if there are concerns about the behaviour or welfare of a

child, in order that a meeting be arranged to discuss how both parties can work together in addressing the child's behaviour/welfare.

The class teacher will ensure that whole school strategies are followed to encourage good behaviour as follows:

- Children are dismissed from the yard by the staff on duty;
- Staff supervise cloakroom areas and stairs;
- Children line up outside the classrooms before entering, with the teacher ahead to receive them;
- No children are to be allowed into classrooms during playtimes or lunch times, without permission;
- Classes/groups of children moving around the school should be accompanied by an adult at all times, with the exception of some older children who may be trusted to conduct roles of responsibility.
- Some children may be permitted to take a message or collect resources when asked to do so by an adult.

### ***The Roles of the Additional Learning Needs Co-ordinator (ALNCo) and Trauma Informed Schools Practitioner (TIS)***

The ALNCo and / or TIS Practitioner will support class teachers in devising appropriate support plans, such as Individual Behaviour Plans (IBPs), Positive Handling Plans (PHPs) and transition plans, to support pupils' behaviour, and ensure these are regularly reviewed.

The Behaviour Lead and ALNCo / TIS Practitioner will work together in order to consider appropriate and supportive ways to manage the positive behaviour of individual pupils.

### ***The Role of the Head Teacher***

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school's Relationships Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school, high standards of behaviour from all pupils, and that a climate of mutual respect exists between pupils, staff, parents and carers.

The Head Teacher supports the staff by implementing the policy, by setting standards of behaviour and by supporting staff in the implementation of the policy. The Head Teacher will ensure all staff will report, then record serious inappropriate incidents of behaviour using 'My Concern'.

The Head Teacher has the responsibility of giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated, or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Governors and Local Education Authority Officers are immediately informed of any such decisions.

### ***The Role of Governors***

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the Relationships Policy, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### ***The Role of Parents/Carers***

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and in school. Parents are informed of the Whole School Rules during the year, for example, in newsletters and in the school prospectus. The school engage with parents in celebrating their child's achievements in a variety of ways as mentioned in the 'Rewards' section of this policy.

The school expects parents/carers to support their child's learning, and to co-operate with the school, as set out in the Home/School Agreement. Parents of new pupils are expected to sign the Home/School Agreement on admission and support the school's policies and the school's position that physical contact between pupils or towards staff is not tolerated.

At Blaenavon Heritage VC Primary School we aim to build a supportive dialogue between the home and the school; we inform parents immediately if we have concerns about their child's welfare or behaviour. If the

school has to use reasonable sanctions as a consequence of inappropriate behaviour, parents should support the actions of the school.

If parents have any concern about the way their child may have been treated, they should initially contact the class teacher. If the concern remains, a member of SLT, or the Head Teacher, will seek to clarify and resolve the situation. If parents are still concerned, they may make a formal complaint in line with the Complaints Policy. Parents should, at all times, refrain from using social media to air their grievances and are expected to interact with staff, pupils, other parents and governors in a way that models respectful relationships to pupils. Physical and / or verbal aggression towards others will not be tolerated. Such behaviour may result in a ban from school site and may be referred to the police.

## **Charging**

### ***Educational Visits***

In line with statutory guidelines, visits relating to the curriculum must not insist on a charge to pupils. Blaenavon Heritage VC School will apply this principle as follows:

- For educational visits that would enrich the curriculum (e.g. visits to a museum, theatre, place of interest), the school may ask for a voluntary contribution from parents/carers on the understanding that failure to receive sufficient contributions would lead to the cancellation of the planned visit. Those contributing should not be asked to pay more to make up any shortfall resulting from those who do not contribute. The school may choose to pick up any shortfall. Such trips will include all children, whether they have paid or not paid.
- For residential visits, the school will use the charging policy agreed between the three local authorities that jointly run Gwent Outdoor Centres. Only pupils that have paid the stated amount (either Free School Meals (FSM) or non FSM rate) will attend such visits.

### ***Damaged Items***

Where a pupil has wilfully damaged school equipment, the school will ask the parent/ carer for a voluntary contribution to meet the cost of its replacement. A request for payment may be made by the school for replacement of broken windows or fittings, defaced or damaged text books or other damage or loss occurring as a result of pupils' bad behaviour.

### ***Non-Uniform Days***

Non uniform days are held to raise money for charity or school funds. Pupils are asked to make a voluntary donation for the right to wear casual clothes. Pupils may wear uniform if they prefer.

### ***Music Tuition***

A charge will be made in respect of individual tuition in playing any musical instrument provided by Gwent Music Service. Where there is a charge to be made for musical tuition or the hire of instruments, parental consent will be obtained before a pupil is given that tuition. Tuition costs for Children who are Looked After (CLA) and Free School Meal (FSM) may be covered by Gwent Music in discussion with the parents/carers.

## **Accidents, Illness & Medication**

It is essential that we have the following correct and up to date information at all times:

- Contact details for parents / carers – Don't forget to tell us if your phone number changes!
- Allergy information
- Details of any medication or medical needs

All accidents are recorded and we always investigate the causes of any accidents. Should your child receive a bump to the head, you will be notified by telephone and receive a 'bump note' in case after effects are delayed.

If your child is unwell and unable to attend school, please notify the school office by 9am. If your child becomes ill during the school day, we will contact you using the telephone numbers provided.

Parents of children with additional healthcare needs are required to meet with school staff to create a suitable medical plan. Any medication must be kept in school.

School staff will only administer medication for children with medical plans who are receiving long term medication prescribed by a medical professional. If your child is well enough for school but requires short

term medication then we ask parents to arrange the taking of medicines around the school day. If this is not possible then we ask the parent to come to school to administer the dosage.

If your child has asthma or an allergy and requires use of an inhaler, epi-pen or allergy medication, this must be kept in school, together with a medical plan detailing how / when it is to be administered. Please do not send any medication into school with your child, it must be handed to the class teacher.

Children are given a routine eye test during their reception year and a hearing screen in Y1. If any problems are detected, the Health Authority will notify you. If your child has a hearing or a vision problem, it is important to inform the class teacher in order for allowances to be made in the classroom situation. Primary school children are eligible to have a nasal spray flu vaccination. These are administered in school by the School Nursing Team. Parents are contacted annually to request consent for the vaccine to be given.

## **Complaints**

Blaenavon Heritage VC School is committed to dealing effectively with complaints. We aim to clarify any issues about which you are not sure. If possible, we will put right any mistakes we have made, and we will apologise. We aim to learn from mistakes and use that experience to improve what we do. We have a zero-tolerance approach to all forms of bullying and harassment and promote respectful relationships between learners, parents, staff, and governors.

Our definition of a complaint is 'an expression of dissatisfaction in relation to the school, a member of its staff or the governing body that requires a response from the school.'

This complaints procedure supports our commitment and is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and, if well-founded, addressed in an appropriate and timely fashion.

If you are approaching us for the first time you should give us a chance to respond. If you are not happy with our response, then you may make your complaint using the procedure we describe below. Most concerns can be settled quickly just by speaking to the relevant person in school, without the need to use a formal procedure.

We believe that all complainants have a right to be heard, understood, and respected. School staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive, or unreasonable behaviour. Nor will we tolerate unreasonable demands, unreasonable persistence nor vexatious complaining. We have a separate policy to manage situations where we find that someone's actions are unacceptable.

We will consider your concerns and complaints in an open and fair way. At all times, the school will respect the rights and feelings of those involved and make every effort to protect confidential information.

Timescales for dealing with your concerns or complaints may need to be extended and we will notify you.

We may ask for advice from the local authority or diocesan authority where appropriate.

Some types of concern or complaint may raise issues that have to be dealt with in another way (other than this complaints policy), in which case we will explain why, and tell you what steps will be taken.

Complaints that are made anonymously will be recorded but investigation will be at the discretion of the school depending on the nature of the complaint.

The Complaints Policy is available on the school website or from the school office.

## **Equality**

At Blaenavon Heritage VC School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At



Blaenavon Heritage VC School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **Safeguarding**

Blaenavon Heritage VC School is committed to ensuring the welfare and safety of all children in school. All Torfaen schools, including BHVC, follow the SEWSCB procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's safeguarding policy is available on the website and from the office on request.

If you have any concerns please do not hesitate to contact the school safeguarding team:

Mrs Anna Britten – Designated Senior Person

Mrs Alison Coombs – Deputy DSP

Mrs Claire Crew – Deputy DSP

If your concern directly relates to the head teacher, please contact:

Mrs Ann Morgan – Safeguarding Governor

You are also able to contact Torfaen Social Services on 01495 762200.

***Opening the door to your future...  
with God all things are possible!***