



Policy for Learning 2025/2026

Our policy for learning, aims to ensure that the children at Carreghofa are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and well-being.

“Happy Together, Reaching High!”

Our Vision Statement: Our shared vision is to nurture valued, empathetic, and motivated children to achieve and shine as part of Llanymynech community, where inclusion and equality is our central goal. Children will thrive in an enthusiastic, safe and happy environment where excellent behaviour, social manners and personal achievements are paramount. We will work to ensure that all our children engage positively in their learning and have a creative, confident mindset. We will facilitate a child centred learning experience that supports every child to reach their potential.

Our values:

- * Respect
- * Honesty
- * Perseverance
- * Responsibility
- * Teamwork

For effective learning to take place we will:

- * Plan and prepare all learning opportunities carefully
- * Share the learning objective with the children at an appropriate level
- * Make a clear link between previous and future learning
- * Have a clear outcome to be achieved at the end of the lesson/series of lessons
- * Ensure appropriate challenge for all children
- * Be appropriately and readily resourced
- * Engage children through good questioning
- * Have good pace
- * Be enthusiastic and make learning fun and inspiring
- * Ensure all pupils participate fully in learning activities
- * Ensure excellent behaviour management
- * Provide opportunities for independent learning and enquiry.
- * Ensure careful monitoring takes place throughout the lesson to ensure understanding and progress.
- * Ensure children know what they have done well and what they need to do next through effective feedback and target setting (goals).
- * Build positive relationships and provide good role models.
- * Establish and maintain effective learning environments where all learners feel safe, secure and confident.
- * Clearly structured lessons or sequences of work so that all learners understand and meet the intended learning objectives.
- * Build on the varying experiences, achievements and interests of learners to help them make progress.
- * Personalise learning in order to address individual needs.
- * Manage the physical learning environment safely and effectively.
- * Use appropriate teaching strategies to ensure positive behaviour and promote the well-being of children to ensure good progress and outcomes for all learners.
- * Ensure smooth transition arrangements to support a child’s learning and personal development.

Assessing Learning

At Carreghofa, we use a range of monitoring and assessment strategies, to evaluate learners' progress towards planned learning objectives, and use this information to improve their own planning and teaching. There is a clear distinction between assessment of learning (for the purpose of grading, measuring progress and reporting) and assessment for learning. (See below).

Assessment of learning

See appendix for details of what and when.

Assessment for learning

For ongoing formative assessment, it is necessary to focus on the learner's achievements and the ways in which they can move forward. Regularly over the school year we spend time with individual children discussing their strengths and identifying target areas for improvement (Goals). Progressively throughout school we develop children's ability to self-assess and assess their peers, providing constructive feedback which enables further learning to take place alongside responding to the teacher's feedback.

Target setting (Goals) - It is important that children know what they need to work on in order to improve. Each child is given an opportunity to review their personal target (Goal) at least once a week from Year 2. They are reviewed with the teacher/TA every 3 weeks.

Cymraeg

We strive to promote Welsh culture and ethos through as many areas and activities as possible. In addition to classroom based Cymraeg, many activities are carried out through the year like trips to the theatre to listen to a Welsh orchestra and school Eisteddfod to ensure Cynefin. All staff ensure that there are bilingual notices around school and in the classrooms. We believe staff are key role models and staff work hard to promote a positive approach to developing the Welsh Language.

Developing Relationships

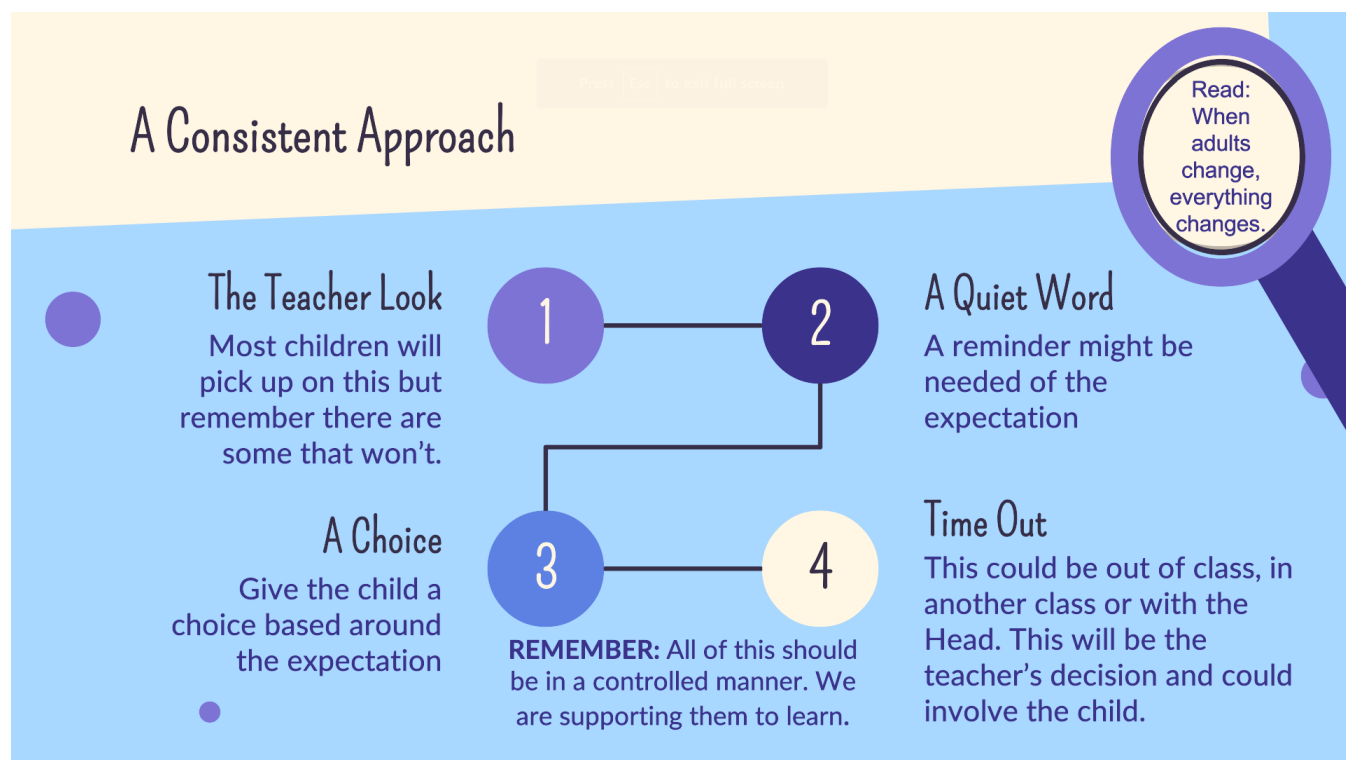
In order to succeed and be happy, a person must have high self-esteem, confidence and the ability to take responsibility. Relationships within school play a big part in this. At Carreghofa we promote positive relationships by:

- * Ensuring everyone feels valued and cared for.
- * Using language in a constructive and respectful manner.
- * Using behaviour management approaches which focus on the positive with the emphasis on rewarding good behaviour.
- * Providing as many opportunities as possible to succeed and celebrate success
- * Providing role models for the attitudes and values we wish to see developed.
- * Being a central part of the community.

Behaviour

At Carreghofa, we take pride in the fact that almost all children demonstrate positive attitudes towards school and are self-disciplined. The following systems are in place to help promote appropriate behaviour throughout the school.

Our first approach will be to look for positive behaviours from the child in question or others around them. We have many strategies in place that praise good behaviour – positive praise, reflection assembly, values assembly, stickers, seeing head or other teachers.



If the inappropriate behaviour continues, then exclusion will be considered – please see exclusion protocol below.

See Behaviour appendix below for more details on how we deal with any issues concerning alleged bullying/bullying and about Kiva – anti-bullying programme taught through year 3 – 6.

Equal Opportunities

Children at Carreghofa Primary School have an entitlement to access all activities offered regardless of ability, race, culture and religious background, gender, sexuality or specific need. All pupils are valued equally.

See Equal Opportunities Policy for further details.

Additional Learning Needs

At Carreghofa, all children should have access to the curriculum in order to achieve their full potential. See ALN Policy for further details.

The role of the Governors

Our Governors determine, support, monitor and review the school policies. In particular they:

- *Are a Critical friend
- *Support the use of appropriate teaching strategies by allocating resources effectively
- *Ensure that the school buildings and premises are best used to support successful learning
- *Monitor teaching strategies in the light of health and safety regulations and safeguarding policy
- *Monitor how effective learning strategies are in terms of raising pupil attainment
- *Ensure that staff development and performance management policies promote good quality teaching

*Monitor the effectiveness of the school's learning policy through the school self-evaluation process. This includes monitoring reports and head's report to Governors.

The role of Parents

Parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

*Carrying out welcome meetings and transition sessions for new starters.

*Sending out weekly newsletters.

*Sending out Tri-annual reports explaining the progress made.

*Providing a weekly after school clubs that are available for all children.

Parents have the responsibility to support their children and the school in implementing school policies.

Parents should:

*Promote a positive attitude towards school and learning in general

*Ensure that their child has the best possible attendance record

*Ensure that their child is equipped for the school with the correct uniform, and PE kit.

*Do their best to keep their child healthy and fit to attend school

This policy was reviewed by staff in September 2025. It is to be reviewed annually so will be reviewed again in September 2026.

Appendices

Our Curriculum

Assessment, Recording and Reporting

Feedback/Marking

Homework

Handwriting

Displays

Presentation Guide

Behaviour and Discipline, including anti-bullying

Glossary

Our Curriculum

Our Curriculum for Carreghofa has been implemented using the guidance from Curriculum for Wales. Using this, we have our own bespoke curriculum focusing on the principles of the Curriculum for Wales.

Our curriculum is based around our school vision, values and the four purposes.

The Four purposes are:

Ambitious Capable Learners

Ethically Informed Citizens

Healthy Confident individuals

Enterprising, creative contributors.

The children are supported to develop these attributes with the help of our four school owls:



Ambitious Alwyn



Ethical Eurig



Healthy Hedd



Enterprising Eleri

We embed these into 6 areas of learning:

- Health and Well-being
- Languages, Literacy & Communication
- Mathematics & Numeracy
- Science & Technology
- Humanities
- Expressive arts

Children are taught in 4 classes, and we have an on-site preschool called Owlets (Separate setting). Elements of the timetable are flexible but ensure breadth and balance of the curriculum.

We have a whole school approach which supports the children's learning over the term, these ensure progression through overarching lenses, but it is crucial that the children have ownership of their learning, so they have teacher input which leads into the Guiding Question. The children then ask questions which in turn supports the teacher's planning.

We ensure that throughout the school year the children work closely with their teacher to identify their next steps, which we call Goals, to ensure they make progress to help them achieve their potential.

Assessment, Recording and Reporting

At Carreghofa, we believe that a clear understanding of a child's ability is paramount in establishing a starting point for learning. Therefore, ongoing assessment is vital in ensuring effective learning.

Aims

To offer all pupils an opportunity to show what they know, understand, and can do.

To establish a starting point for learning.

To use assessment to set targets (goals), help individuals make progress and improve standards.

To encourage pupils to suggest improvements for their own and others' work through self-evaluation and peer evaluation techniques.

To provide a complete picture of pupil's achievement and progress across a wide range of skills.

To inform parents of their child's progress and involve them in the learning process.

To enable effective transition between classes and schools.

To inform Governors of the standards achieved throughout the school.

At Carreghofa we assess on three levels.

Individual

We continually encourage children to consider feedback and with support, evaluate their strengths and identify areas for improvement. Regularly through the year teachers work with children to review progress and set new targets (Goals). Children on the Additional Learning Needs register will use these goals to support their targets on any plans they have.

Class

Informal assessment occurs daily, in the form of observation, questioning and marking of children's work. Comments are shared with the children in a positive, specific and developmental manner.

Formal assessments are carried out through the National tests from Year 2-6 and baseline assessment during the first 6 weeks of starting school.

Whole School

Pupil attainment is tracked or monitored throughout the school and regularly reviewed by teachers, the Leadership Management Team and School Governors. This information is used to monitor pupil performance. We have reviewed assessment in line with the Curriculum for Wales and have moved to a much stronger emphasis on individual progress and next steps. Every week a whole school pupil discussion takes place which tracks groups of learners and leaders use this information to identify support.

Assessment Details

Throughout the school, assessment is carried out informally on a daily basis. Records are kept on each pupil in the form of a 'Learning Journey', including photographs and samples of work in a child's learning. The 'Learning Journey' will conclude at the end of Year 2, before starting again in year 3, and end of year 6. Other more formal assessments will include:

On Entry Assessment - We complete our own on-entry assessment during the first 6 weeks of the child starting at Carreghofa. This information then supports the teacher's planning.

Phonic assessment based on 'Song of Sounds'

National tests – Year 2 – Year 6

ASSESSMENT TIMETABLE

Ongoing	Autumn	Spring	Summer
- Focus group with Teacher with quality verbal feedback throughout showing progress from start to end. - Weekly goals with teacher to review progress in learning supported by classwork, growth trees and whole child challenge trees. - A range of good quality A4L strategies planned throughout.	- Baseline - Phonic tracker - Personalised assessments before half term Yr 2-6 - Nessy Quest dyslexia screening Yr 3 - CATS Yr 4 - Happen survey - Interaction with parent consultation	- Baseline for any Reception new starters - Phonic Tracker - Interaction with parent consultation	- Baseline for any Reception new starters - Phonic tracker - Personalised assessments after half term Yr 2-6 - Kiva Survey - Interaction with parent consultation

Transfer of Assessment details

An introductory meeting with new starters is carried out. Depending on where the child attends pre-school (if any) depends on the information we receive.

Reception- Year 6

*National Test results (not Reception or Year 1)

*IDP/ ULPP

*Phonic assessment

*Learner Progress Reports

*Goals (personal targets)

(These will be discussed through with class teacher during relevant meetings)

Beyond Year 6

See Transition policy

Reporting to parents

*Ongoing thread on Teams.

*Three reports, one each term- first during first half term. Settling in report written with pupil and teacher and sent home to parents (reception parents invited in), spring term – parents invited in to meet pupil and teacher and discuss progress, report completed during meeting and sent home to parents. Summer term Report completed by teacher and sent home to parents. Parents invited in to discuss.

*Following on from this, parents are invited in to discuss their child's progress.

*We are also available for meetings if requested by parents.

Feedback & Marking

Aims

All feedback should have a clear purpose for either the child or the teacher depending on the learning objective and remember to's.

Purpose of feedback

- *To inform teachers of a child's progress, attainment and needs for future planning.
- *To provide feedback about current work.
- *To motivate pupils to further effort by praising current achievements and show the way forward.
- *If the final copy is to be displayed, the teacher may add all the correct spellings if appropriate.

Process for feedback

Focus Teacher Group

- *A green stick man is drawn at the start of their focused work.
- *The teacher supports the child through their work, making comments in green or with green highlighter.
- *The teacher then initials the work at the end in green pen

Independent work

- *Teachers then mark the books after the session by doing one of three things:
 - *Work is to the expected level – Praise stamp at end of piece of work (not blue)
 - *Minor corrections are shown in green pen, then praise stamp at the end of the piece of work (not blue)
 - *Work is not at the expected level or has exceeded the expected level – blue praise stamp given. This shows action is needed. A comment is placed by the blue stamp. Teachers will then ensure comments are actioned over the following days.

Additional actions for exceptional work – highlight a particular sentence or stamp with 'Mrs Pritchard would like to see this stamp'.

The above approach will continue alongside peer assessment and self-assessment.

Peer & Self-Assessment is developed across the school as this is a skill that children need to be taught and develops with maturity.

1. As a group children discuss with teacher what they have done well
2. As a group children discuss with teacher what they have done well and what they could do next time
3. As a group children look at a piece of work and discuss what they have done well linked to the Remember to's
4. As a group children look at a piece of work and give the piece 2 stars and a wish
5. In pairs, children look at each other's work and give the piece 2 stars and a wish
6. Children look at their own work with a teacher and give the piece 2 stars and a wish
- 7. By end of Year 2, nearly all children can verbally assess their own and others work. They will know this as peer and self-assessment**
8. For each text type and story the children will carry out at least one peer and self-assessment. Other areas will be when appropriate to the piece of work. This assessment should be closely linked to the Remember to's and not the All the Time tool kit. For LLC, children can use pink highlighter to identify great vocabulary, strong writing etc.

Homework

Our expectation for homework is to read at home at least 3 times a week. Phonics and keywords are in tins to practise alongside (where appropriate). Numbots, TTRockstars, Teach your monster to read and

Letter join are all available to work on at home. We feel that reading should be the main focus of work at home as there is evidence to prove that regular reading at home has the biggest impact on the child's development.

Displays

Display is a celebration of individual achievement. It can also be used to initiate a guiding question to inspire children. Displays should not always be seen as an end product; they can be used to illustrate the development of ideas and different stages of the learning process as well as celebrating the finished item.

Aims

- *For displays to celebrate children's achievements
- *For displays to provide further learning opportunities
- *For displays to be interactive where possible
- *For displays to be vibrant and appealing

Criteria for success

- *Displays are regularly updated in line with children's learning
- *Displays are tidy and maintained, free from clutter.
- *Examples of work are included (all abilities)
- *Displays should be relevant to what the class have done/are doing
- *Welsh elements are included on displays as often as possible

Responsibilities

Each teacher is responsible for the display boards within their class and responsibility for the corridor displays will be shared out between all teachers at the start of each term.

Equal opportunities

Each child's work must be displayed at some point through the year. No child's work will be omitted for under achievement as long as it is their best effort.

Developing the learning environment

At Carreghofa we aim to provide a rich, broad and balanced curriculum that inspires children through a variety of opportunities;

- * Through creating a happy, purposeful atmosphere
- * Through stimulating questions
- * Through learning first hand (visits and visitors)
- * Through paired and group work
- * Through planning and assessment for learning opportunities
- * Through creativity and drama
- * Through problem solving, enquiry and real life examples
- * By encouraging pupils to take care of their own and others' property
- * Through extra-curricular opportunities

Checklist for what each classroom needs

Class _____	Tick
Class name on door with colour displayed	
All the time Tool kit	
Duties rota	

School vision and values	
Fire drill information	
Guiding question display	
Resources clearly labelled and accessible	
Resources available to aid learning	
Class information board/area	
Class timetable	
Group list	
Any other rotas	
Pegs labelled	
Handwriting and number formation displayed	
Bins not near doors	

Handwriting

Neat handwriting is an important skill that needs to be practised. Children in Reception-Year 2 will have access to writing materials. Handwriting activities will be practical and on a large scale moving to formal writing as the child is ready. We are trialling this year of only writing the date at the beginning of the term. This is as we feel valuable learning time was being lost.

Aims:

- * For all children to form letters which are clearly shaped and correctly orientated.
- * For children in Years 3 to 6 to write fluently, legibly and at reasonable speed.

In each class the teacher will demonstrate, when necessary, letter formation and the process of writing. Children will then have the opportunity each week to practise their handwriting. With younger children, the teacher will work with small groups but as the children get older, handwriting may be taught to the whole class. The teacher will try to ensure that significant faults do not become habits.

Progression

Reception

- *Correct pencil grip
- *Correct formation of name
- *Letter formation linked to letter join
- *A range of techniques are used to develop correct formation

Yr 1/2

- *Correct formation of all letters including positioning of ascenders and descenders
- *Begin to join writing using topic and high frequency words when ready
- *Capital letters
- *Letter join scheme

Yr 3/4

- *Fluent neat writing following Letterjoin scheme
- *When consistently neat, move to pen (Pen License)
- *Target/support individual children

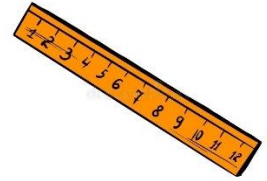
Yr 5/6

- *Fluent joined writing using Letterjoin
- *Target/support individual children
- *PEN- Erasable black pen

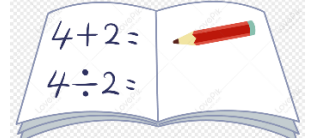
Please see next sheet for All the time toolkit and letter formations.

All the time Toolkit

- I will write the title at the top of my work. I will underline with a ruler.



- I will use all pages in my book in order.

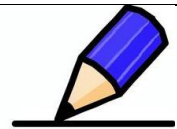


- I will put a line under old work and draw a line using a ruler before I start new work.



- I will keep my books tidy.

- I will write on the lines in my book.



- I will write 1 digit per box in my numeracy book.

	Th	H	T	O
	8	9	3	2
-	4	1	5	7

- I will use pencil for drawing.

- I will write my letters and numbers correctly.

- I will try to use the correct punctuation.



- I will spell red words correctly.

- I will use phonics to help me spell new words.

- I will position letters correctly.

- I will use capital letters appropriately.



- I will use finger spaces between words.



Letter formations

Lower case pre-joining

abcdefghijklmnopqrstuvwxyz

Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

1 2 3 4 5 6 7 8 9 0

abcdefghijklmnopqrstuvwxyz

Therapy Dogs in Class

Occasionally, where the opportunity arises, Therapy Dogs will come into the school. Therapy Dogs can support children's emotions and provide a soothing atmosphere in the classroom. Children respond positively to engaging with a Therapy Dog for a variety of reasons. Prior to a dog being allowed into school, a risk assessment will be completed and background information sought, e.g. if the dog is part of a recognised scheme. Powys CC will also be informed that a Therapy Dog comes onto the premises.

Collective Worship

Collective Worship takes place daily in school. The sessions will often take place in the hall but may also take place in class. There will often be a religious element to it, mostly with a Christian focus, but occasionally other religions will feature. Collective Worship time will also be used to celebrate school and individual achievements. In addition, there may be guests at Collective Worship, such as local Vicar or members of Powys Impact Schools Team. Parents have the right to withdraw.

Behaviour & Discipline (inc Anti-bullying)

At Carreghofa, we take pride in the fact that almost all children demonstrate positive attitudes towards school and are self-disciplined. The following systems are in place to help promote appropriate behaviour throughout the school.

School Procedures

Children need to be clear about what is expected of them. The school vision and values underpin the overall ethos our school wishes to create. Children need to be taught and reminded of these and the reasons for them. They must know that they will be praised and rewarded when the vision is demonstrated. Equally, if the vision is not

demonstrated, children need to know what sanctions will be imposed. It must be stressed that if a child has chosen to not follow our vision and values, they must be encouraged and helped to find an alternative solution next time.

Rewards

Staff must remember to look for, praise and therefore reinforce positive behaviour at every available opportunity. This may be for good behaviour, manners, achieving something of particular difficulty to that individual, showing responsibility and initiative, good work etc. in and around school.

Our rewards include;

- * Verbal praise
- * Stickers
- * Coloured feedback stamp on work
- * Sharing the good work or good behaviour with the rest of the class
- * Sending the child to another teacher or the head teacher to share the good news and share work. They may be rewarded with a small school-based gift from the head teacher.
- * Contact parents by telephone call, Parentmail or by meeting them on the school playground to reinforce achievements.
- * Giving the child privileges and responsibilities
- * Tokens awarded in values assembly
- * Giving white cards for rewarding children who have gone above and beyond for setting a good example particularly teamwork during outdoor activities.
- * Presenting stickers and certificates at Friday's Reflection Assembly and celebrating white cards given each week.

As children progress through the school, they are encouraged to take an increased amount of responsibility for their own behaviour. This will include an understanding of the benefits that positive behaviour has for them as an individual in terms of their relationships with others as opposed to behaving well for a specific treat or reward.

Consequences

To ensure continuity throughout the school we use the following system to respond to inappropriate behaviour.

1. Show disappointment by use of body language/expression.
2. Be positive and point out the desired behaviour to the child – e.g. If a child is annoying children at another table "It's time to get on with your learning. Do you need some help?"
3. A quiet verbal warning with subsequent consequences – e.g. "This behaviour needs to stop now, or you will need to take some time out." / Yellow card if outside.
4. Time out. This will be in a separate part of the class with the sand timer / calm down area.
5. Choice. Children are reminded that behaviour is their choice and are offered the chance to rejoin the class in the appropriate way.
6. Time out in another room. Children are sent to another teacher and will explain why they have been sent. Children must be accompanied / Red card if outside.

If a child is sent out more than twice during one week, then the head teacher will be informed. They will then, if they feel it is appropriate, contact the parents and discuss the issue with them. The head teacher and parents will

then decide what course of action is required to promote positive behaviours in the child and what further consequences may also be enforced.

If the inappropriate behaviour continues, then a letter will be sent home inviting the parents to come into school and discuss the issue further with the Chair of Governors.

Exclusion from extra – curricular activities or more formal support from outside agencies may also be considered, as and when required. Children may also be asked to complete work missed from lessons due to negative behaviour in their own time.

Particularly extreme behaviours will result in some stages being missed out or in extreme cases the child will not be allowed to remain in class for the safety of the others present. If a child is required to leave the class, a senior member of staff will come to get them, or the class teacher will accompany them to a senior member of staff. The child will not be sent out on their own.

Lunchtime Behaviour

The staff involved in school lunchtimes will respond to children's positive behaviours using the methods mentioned in the rewards section of this document. Lunchtime staff will also have available stickers to reward good behaviour and pass positive comments on to teachers at the end of lunchtime.

Unfortunately, unstructured play is when most inappropriate behaviours are displayed. Carreghofa has a range of activities to improve and enhance lunchtimes. Should inappropriate behaviours be displayed during lunchtime the following graded sanctions are imposed:

1. Show disappointment by use of body language / expression.
2. Be positive and point out the desired behaviour to the child – e.g. if a child is intentionally disrupting other children's games "It's time to play sensibly and let them enjoy their game."
3. A quiet verbal warning with subsequent consequences – e.g. "Please play fairly with your group or you will have a yellow card."
4. The child is shown a yellow card and staff may recommend that they sit quietly.
5. Further inappropriate behaviour will result in the child being shown a red card and sent into school to see a member of staff.
6. If a child chooses to ignore a red card and they are not causing any further problems the class teacher must be informed and the child will miss their playtime the following day.
7. If a red card has been shown and the child continues to misbehave then a member of staff will be sent for.

The same rule of contacting parents if a child repeatedly is sent to the head teacher applies in these circumstances. If, after meeting with parents, the pupil is again sent to the head teacher because of inappropriate lunchtime behaviour they will be excluded from the school premises at lunchtime.

Extreme behaviours such as disrespect towards the dinner supervisors, bullying, inappropriate language or violence towards others will result in step 5 being enforced straight away.

Children are not allowed in school during lunchtime, unless they are in the dinner hall or going to the toilet with a band.

Other Circumstances

The children in Carreghofa come from a wide variety of backgrounds. Instability in a child's home life may affect their behaviour in school. We must appreciate that those children who are experiencing personal disruption for whatever reason may begin to exhibit inappropriate behaviour in school as a reflection of their circumstances.

Staff need to be sympathetic to the needs of the individual and recognise that the sanctions system, detailed earlier in this document, may not be appropriate for everyone and that a lot of behaviour problems may be avoided if we spot the warning signs early. This is not a suggestion that staff let some children “get away” with inappropriate behaviours but that staff use professional judgement. All staff need to be aware of pupils who may need extra care and consideration for a period of time; this information can be shared briefly in staff meetings and briefings, but does not need to go into the child’s personal file.

Some suggested ways of dealing with special circumstances are;

- . Give the child some “time out” to calm down in a pre-designated area of the room or school.
- . Put some time aside for the child either by asking them to help you at break time or by talking to them when the other children are on task or by working with them in class.
- . Give them a physical task to do.
- . Divert them and promote responsibility e.g. “Sue’s finding this work a bit difficult, do you think you could give her a hand?”

If a child’s behaviour suddenly becomes inappropriate without apparent reason, staff need to contact parents immediately and inform the head teacher.

Home School Links

Carreghofa has a history of good relationships with parents and we believe that a child’s education both academic and social results from an affective partnership between school and home. Should a child’s behaviour cause concern the school will contact the parents as soon as possible to avoid an escalation of events. If it is deemed necessary, support from outside agencies will be sought.

The school will seek the support necessary for a child experiencing problems or exhibiting serious inappropriate behaviours. The intention is that if support is sought early on then further problems may be avoided and appropriate provision can be organised.

Parents are required to sign a Home School Agreement at the beginning of each school year via Teams.

Serious Offences

Staff, pupils and parents must be aware that serious offences will require the involvement of parents straight away. All parties will then discuss the incident / problem and look for solutions. The school will endeavour to support the parents and child in any way it can, and in return the school will look for the support of parents and child for any action that may need to be taken.

Restraint- This is always a last resort or in an emergency. Mrs Pritchard and Mrs Van Lill are Team teach trained so should be called on when possible. Parents will be informed if a restraint has happened.

Fixed-term and permanent exclusions.

Only the head teacher (or acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, they will inform the parent immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish appeal against the decision to the governing body, which should be done in writing, and sent FAO the chair of Governors.

The head teacher will inform the LEA and the chair of Governors about any permanent exclusions and about any fixed term exclusions beyond five days in any one term.

If the Governor's appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Bullying

Unfortunately, bullying does happen in primary school, but it is crucial that any incidents are dealt with quickly and supportively. We use the KiVa approach which staff have been trained in.

Definition of bullying: intentional and repeatedly causing distress or harm to the same individual. In addition, it is difficult for the bullied children to defend themselves. This refers to the power imbalance between the parties – the bullied child usually has less power or physical strength than the bully or bullies.

Bullying can take many different forms. Most often it consists of verbal abuse and public ridicule of the target, but there are many other forms of bullying as well. Often the targets are bullied in more than one way and bullying is more than just single attacks. It is a rather stable relationship between the bully and the bullied child, and this relationship is further embedded in the larger peer setting.

(KiVa Program: [What is bullying? | KiVa Program](#))

Procedure:

1. Possible bullying reported to staff by pupil or parent or staff
2. KiVa 1 form completed by the class teacher with the child/ren to confirm if bullying has taken place.
3. If bullying has taken place the KiVa team (Trained staff) will meet with the child/ren to discuss and make a plan
4. The plan is actioned
5. Another meeting is called approx. one to two weeks later to review. Usually things have improved, if not the plan will be adapted and parents maybe involved.

The children also have KiVa lessons from Year 3-6 to educate them about bullying and how to support each other.

For more information please see Powys Anti-bullying policy in our Documents & Guidance folder.

Glossary

Below are a list of terms in this policy. Please ask if you are unsure of anything.

LNF - literacy and numeracy framework

DCF - digital competency framework

ALN - additional learning needs

ULP- Universal Learning Provision

ULPP- Universal Learning Provision Plan

IDP- Individual Development Plan

MAT - more able and talented

SC - success criteria, we are moving to Remember to...

EA – expressive arts

H&W – Health and Well-being

H-Humanities

S&T- Science and Technology

M&N- Maths and Numeracy

LLC- Literacy, language and communication

WLD - Welsh language development

