

PROSPECTUS

2026– 2027



Message from our Head Teacher

‘Croeso’ and Welcome to St. Illtyd’s Primary School.



I am extremely proud of our school community who collaboratively work to achieve the best outcomes for all our learners. We have a dedicated leadership team and staff who are committed to providing a nurturing and inspiring education, fostering a love of learning to enhance lifelong benefits for every child. Our bespoke teaching approaches ensure engaging and authentic learning opportunities, whilst encouraging curiosity, critical thinking and independence through lessons. Our talented staff have worked relentlessly to create learning experiences for the benefit of our learners, taking into account our teaching and learning strategy.

At St. Illtyd's we ensure every child knows they matter. We celebrate diversity and cultivate an inclusive environment where everyone feels a sense of belonging. It is important to us that our community actively engages with the life of the school and we are responsive to your views and suggestions. We firmly believe in strong partnerships with families and the wider community, recognising the crucial role you play in your child's educational journey. We understand schools thrive when they are at the heart of the community. In utilising such partnerships, we are committed to providing the very best educational experience for your children in an environment where they know they are heard and valued.

Our motto, "Believe, Enrich, Succeed Together," illustrates our collaborative focus and our commitment to working in partnership to achieve the best outcomes for our pupils.

Our six core values – Appreciation, Honesty, Responsibility, Independence, Respect, Kindness – underpin all aspects of school life.

Kindest Regards,

Miss K Forrest
Headteacher

About Our School

St Illtyd's Primary School is located in the village of Llanhilleth, near Abertillery in the county of Blaenau Gwent. Pupils who attend are between the ages of 3 and 11 with approximately 24% of pupils being eligible for free school meals, which is above the national average. Nearly all pupils are of white British ethnicity and come from homes where English is the main language. The school identifies that around 20% of pupils have additional learning needs. This is above the national average.

School Contact Details

Address: Llanhilleth,
Abertillery,
Blaenau Gwent,
NP13 2JT

Tel: 01495 364830

E-Mail: info@stilltydsprimary.co.uk

Communication

Effective communication is vital for school and home partnerships to be a success. We try to communicate as effectively as we can with you through newsletters, seesaw, social media and website updates. Communication is two-way and we expect parents to read the information we send home. We cannot continually monitor our social media pages for queries and so they are not the appropriate platform for raising issues and asking questions. Please contact the school directly if you have questions or if there is anything you need to discuss. Any posts which are offensive, profane or otherwise inappropriate in nature will be removed and parents will be contacted to discuss with the Headteacher. We find that our seesaw and social media pages are a great way to communicate instantly with families, but we ask that at all times they are used respectfully.

School Website: www.stilltydsprimary.co.uk

Email: info@stilltydsprimary.co.uk

We mainly use seesaw and newsletters on our website for communication with our families. However, on occasions we also use our social media accounts.

FOSIPS - Friends of St Illtyds Primary School Facebook Page

The Vision and Values of our School

Vision:

At St. Illtyd's Primary, we all work together to ensure **all** learners in our school, regardless of background or ability, are empowered to reach their full potential in a supportive and inclusive environment. We are dedicated to igniting a passion for lifelong learning by fostering creativity, collaboration, and critical thinking in an engaging and inclusive environment.

Mission:

Our mission statement is that we, here at St Illtyd's, will always aim to be our **BEST**...

Believe - We should '**Believe**' in ourselves and each other.

Enrich - We need to be immersed and '**Enriched**' in our daily lives and in our learning.

Succeed - We want all of our children and staff to '**Succeed**'.

Together - We believe in working '**Together**', staff, children, parents, Governors and the local community, to achieve our best.

Core Values:

Our School curriculum is based on six core values. These values are the heartbeat of our school and have been created in collaboration with learners, governors and families. Our thematic learning journey centres around one value each term over a two year period.

- **Respect:** We treat everyone with dignity and courtesy, regardless of their background, beliefs, or circumstances.
- **Responsibility:** We take ownership of our actions and choices.
- **Appreciation:** We are thankful for what we have and the efforts of others.
- **Independence:** We have the ability and confidence to take care of ourselves, make decisions, and solve problems without relying solely on others.
- **Kindness:** We actively seek opportunities to support and uplift others through actions, words, or simply by creating a positive atmosphere.
- **Honesty:** We are truthful in our words and actions.

Guiding Principles

At St Illtyd's Primary School, we actively strive to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion through:

- **Differentiation:** We believe in tailoring learning experiences to meet the individual needs and learning styles of all pupils including learners who are considered More Able and Talented and learners with Additional Learning Needs.
- **Vulnerable Learner Support:** We are committed to providing targeted support for vulnerable learners to overcome barriers and achieve success.
- **Collaboration:** We encourage collaboration between teachers, support staff, families, and the wider community to enhance learning outcomes.
- **Assessment for Learning:** We utilise ongoing assessment to identify pupil needs and adjust our teaching strategies accordingly.

Home Learning

Home learning is an important part of your child's education and helps support their overall development. While school provides many learning opportunities, we know that children make the most progress when parents and teachers work together. Learning at home gives you a chance to be involved in your child's education and helps strengthen the link between home and school. One of our goals is to help children become confident, independent learners, and home learning plays a big role in building these skills.

School Day Arrangements

Upper Phase Children (Year 3, 4, 5 and 6)

Doors open from 8:50am to allow the Years 3, 4, 5 and Year 6 children to filter into school. Once you have dropped your children off in the morning they will be able to come straight into school from 8:50am. The school day for Upper Phase children will end at 3.20pm. Children who do not travel by bus will need to be collected by an adult (over 18). Children in Year 6 may walk home providing a letter of consent has been signed in advance.

Lower Phase children (Year N, Years R,1 and 2)

Children in the lower phase classes are to be brought to school in order to line up at 8.50am with the aim of being in class by 9.00am. All children in Lower Phase who do not travel home on the school bus will need to be collected by an adult (over 18). Years R-2 day ends at 3:10pm. Should you be unexpectedly delayed in collecting your child, please let us know at the earliest opportunity via a phone call. Urgent messages are not always picked up when sent via Seesaw during class time.

Early Years Nursery

Morning: Doors open 9:00am

Afternoon: 12:45pm

End of Session 11:30am

End of Session 3:15pm

DROPPING OFF AND COLLECTING CHILDREN

All children in Yr3 to Yr 6 in our Upper Phase, should enter and leave via the Upper Phase pupil entrance at the side of the school. The exception to this is if your child is late (come to main reception) or has an after school club, when you will be advised of the collection point.

From YrR to Yr2, students should enter through their classroom door, making their way down the ramp (not through the Lower Phase Play Garden). We would ask for your cooperation when bringing children to and from school, particularly when using the school car park.

- Please park sensibly and considerately and keep to the paths when walking into the school grounds.
- Please be aware that NO DOGS are allowed within the school grounds and bicycles and scooters should be pushed, not ridden, once you have come through the gates.
- The school is a no smoking site and this includes the use of e-cigarettes.

Lower Phase children **MUST** be collected by an adult.

Children in Years 3 & 4 **MUST** be collected by either an adult or a responsible person over the age of 16.

They should be collected from the school gates. Please let us know who will be collecting your child on a regular basis and inform us if this is to change.

Unfortunately, there are times when parents who have separated are going through custody issues. In these circumstances, in the absence of a court order, we ask that you keep us informed of your informal agreements and we will always give priority upon collection to the parent who brought the child to school, unless that parent informs us otherwise.

Attendance

Regular attendance is really important for your child not to miss learning opportunities. We ask that you contact school on the first day of absence with a telephone call to let us know the reason for the absence and the likely length of time your child will be absent. Term time holiday requests are adhering to the cluster agreed policy where the school will not authorise any requests unless exceptional circumstances.

- **Progression steps** — Missed sessions interrupt the planned progression of learning and make it harder for children to secure key knowledge and skills.
- **Four Purposes** — Absence or lateness limits opportunities for children to grow as ambitious, capable learners and develop the wider Four Purposes.
- **AoLE continuity** — Gaps in attendance break the continuity of learning across AoLEs, affecting later understanding.
- **Settling and readiness** — Lateness disrupts children's morning routines, reducing emotional readiness and confidence at the start of the day.
- **Instructional time** — Missing the start of lessons means missing modelling, explanations, and success criteria essential for learning.
- **Cumulative gaps** — Repeated lateness or absence creates small gaps that accumulate into wider learning barriers.
- **Learning sequence** — Curriculum for Wales learning is sequenced; missed steps cannot be fully recreated later.

- **Cognitive load** — Children who miss learning face increased cognitive load when trying to catch up, which can affect confidence.
- **Wellbeing link** — Consistent attendance supports wellbeing through predictable routines and secure relationships.
- **Safeguarding duty** — Attendance is a safeguarding priority in Wales; patterns of absence or lateness must be monitored.
- **Welsh Government expectations** — Welsh Government guidance emphasises that good attendance is essential for positive learner outcomes.
- **Equity and inclusion** — Regular attendance ensures equal access to learning, enrichment, and support; missed learning widens gaps.
- **Family partnership** — Improving attendance is a shared responsibility; working together ensures every child has the strongest start.
- **Supportive approach** — When attendance becomes difficult, the school works with families to understand barriers and provide support.
- **Child-centred practice** — Attendance conversations focus on the child's needs, wellbeing, and readiness to learn.

Uniform

Wearing a school uniform helps children feel part of our community and represents the school positively. It also supports good behaviour and inclusion. Most items can be bought from local shops or supermarkets. You can contact the school for further information. To support families, the school also has some pre used uniforms that we can provide to support.

Jewellery

For safety, jewellery is not allowed except for a watch and one pair of small stud earrings. Earrings must be removed for PE and games. If ears are still healing, studs may stay in but must be covered with tape provided by parents.

Valuables

Please avoid sending valuables to school. We cannot take responsibility for lost or damaged items. **Mobile phones are not allowed with children during the day—they should be handed to the office for safe keeping.** If personal items are needed for an overnight stay, please give them to the class teacher, not leave them in cloakrooms.

Uniform is as follows:

Winter Uniform (Autumn and Spring term)	Summer Uniform (Summer term only, but may also may be worn in September if the weather is still warm)
All Pupils	All Pupils
• Grey Tailored shorts or trousers/skirt /pinafore • Yellow Polo T-shirt (with logo preferable) • Blue jumper (with logo preferable) • Grey or white socks or tights • Black school shoes or boots / All black trainer style shoes with a black sole	• Grey Tailored shorts or trousers/skirt /pinafore • Yellow Polo T-shirt (with logo preferable) • Pale blue or pale yellow gingham dress • Blue jumper or cardigan (with logo preferable) • Black or white sandals (not open toed)
PE Kit Plain Navy shorts/ or Navy jogging bottoms in cold weather Plain Yellow T-shirt (no logo needed) Daps or trainers	
Not permitted Cycle /Lycra shorts Denim shorts / trousers Leggings or Jogging bottoms (other than a navy pair for PE lessons - see above) Bright coloured trainers / trainers with a white sole High heeled shoes or boots Open toed shoes	

Family Engagement

We welcome and encourage parental involvement in the life and work of the school recognising the importance of the partnership which we trust will begin before your child starts school and which will continue during the time they spend with us.

We would like to encourage parents to help with supporting readers, with craft activities, coming along on school trips and visits, or simply by talking to the children. If you would like to help then please do let your child's class teacher or a member of the school Leadership team know and we will apply the Council's Volunteer policy.

The school also has a Friends of St. Illtyd's Primary School group, for parents and staff to organise events to raise money for the children. Meetings are held at least once a term and advertised on Seesaw and the groups Facebook account - FOSIPS

Milk, Drinks and Snacks

Your child will get thirsty throughout the day and water is important to keep him/her alert. Please send a bottle of water with a sports top to be kept in the classroom. No flavoured water, squash or fizzy drinks are permitted for consumption throughout the day.

Nursery, Reception, Years 1 and 2 children have a 'snack break' in the classroom where they are provided with a healthy snack. Please provide £1.50 per week or a healthy snack of their own each day.

This is also an opportunity for all children to have a drink of milk which is provided by Blaenau-Gwent County Council. We do not, however, insist that a child drinks milk if they do not want it. Please inform us if you do not want your child to be offered milk or if there are any dietary requirements.

You may also wish to send in a fruit snack for your child to eat at playtime (*please peel oranges for younger children*). **All other snacks are not allowed.**

Years 3, 4, 5 & 6 may also bring their own fruit but **no other snacks are allowed.** There is also an opportunity for children to purchase snacks at a low cost from school.

LUNCHTIME ARRANGEMENTS

At St Illtyd's Primary School we place considerable emphasis on the importance of lunchtime, recognising the opportunity it gives for pupils to socialise and interact whether they have a school meal or bring a packed lunch from home. School staff and lunchtime supervisors care for the children during this time and ensure sensible behaviour in the canteen and playground.

The School Menu can also be viewed on our school website to enable parents to make an informed choice. Please advise the school if your child has or develops a food allergy, or has any other dietary requirements e.g. vegetarian, halal. It is Blaenau-Gwent policy that a medical note must be provided for dietary requirements.

Some parents prefer to provide a packed lunch and drink for their children. When this is the case we would request, for safety reasons, that you do not provide drinks in either cans or glass bottles. As a healthy school we would encourage parents to provide a healthy and nutritious packed lunch. **No sweets or chocolate are allowed. We are also a nut free school so no nut products to be brought into school.**

Unless children are going home for their lunch, when they must be collected by an adult, they are not allowed to leave the school premises during the midday break.

BEHAVIOUR

At St Illtyd's Primary School we encourage positive attitudes towards self-discipline and high standards of personal behaviour which are expected at all times.

A great deal of time, thought and effort is spent on establishing an atmosphere of mutual trust and respect between adults and pupils.

We aim to make the school a place where pupils will feel safe and secure in an environment where they can work and play, sharing and cooperating with others. Pupils are expected to behave in a reasonable and responsive way showing thoughtfulness and awareness of the needs and rights of others. They are also encouraged to care for things they use and develop a responsible attitude towards their environment.

At St Illtyd's Primary School we also have a Senedd SIPS. Representatives from Y2 - Y6 take part in a variety of pupil voice groups across the school and meet twice per term. The representatives have an action plan for their respective areas and they are encouraged to air any problems encountered by their peers and to suggest improvements that could be made to enhance school relationships and environment.

We ask that children and staff to adhere to the School Promises which are discussed regularly with the children and referred to throughout the day. We follow Our Behaviour Blueprint to support.

Be Ready
Be Respectful
Be Safe

Or RRS

Consequences of poor behaviour will vary according to the incident and is most effective when it is supported by parents/carers. Where there is cause for concern we would ask to meet with you to discuss the problem and ask for your help as we work together to develop strategies to resolve it. Conversely, we would appreciate you contacting us if you have any concerns about your child's behaviour.

In the event of it becoming necessary to exclude a pupil from attendance at school, the child's parents would be informed and will have the right to make representation to the School Governing Body.

There are several trained ELSA (Emotional Literacy Support Assistants) TAs in place. These TAs are able to offer support and advice to children and parents regarding social, emotional and behavioural issues.

We take a 'Zero Tolerance' approach to bullying to promote a clear message that bullying behaviour is unacceptable. Pupils are encouraged to tell an adult about any bullying concerns. Every child has the right to feel safe and secure in school. The Anti Bullying Policy is available on the school website.

The Headteacher and Deputy Head Teacher, with designated members of staff have responsibility as designated Child Protection Officers who liaise directly with the Local Authority and Social Services Child Protection Teams. Should anyone have any concerns regarding a particular child or groups of children, the Headteacher should be informed immediately. The Safeguarding policy is available on the school website.

Curriculum Summary

At St Illtyds Primary, we aspire to:

- Develop young people who are confident, resilient and ready to face the challenges of the 21st century.
- Nurture a love of learning that lasts a lifetime.
- Equip learners with the skills and knowledge they need to be successful in life and work.
- Promote Wales ' unique culture and language, while also preparing young people for a globalised world.

We strive to:

- Ensure all learners have equal opportunities to succeed.
- Promote inclusivity and celebrate diversity.
- Foster a love of learning through engaging and active learning experiences.
- Connect learning to real-world contexts and issues. Prepare learners for further education, employment, and lifelong learning.

Lower Phase

In our school, Lower Phase refers to the curriculum in all classes from Year Reception to Year 2. Early years would be our Nursery.

Early years and Lower Phase practice places great emphasis on the holistic development of children and the development of skills across the curriculum, building on previous learning experiences and knowledge whilst exploring using purposeful play.

The Lower Phase is a crucial time for developing lifelong learning skills. Children at St Illtyd’s will learn how to observe, listen, respond and develop as individuals and as members of a caring community.

Our vision is that by providing a broad, rich and exciting curriculum using a variety of approaches we aim to develop children as individuals, recognising their level of maturity and interests.

Upper Phase

In our school, Upper Phase refers to the curriculum in all classes from Year 3 to Year 6.

Our curriculum is structured around Six interconnected areas of learning (AoLEs).

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

These are driven towards the Four Purposes, enabling learners to become:

- Ambitious, capable learners
- Enterprising, creative contributors

- Ethical, informed citizens
- Healthy, confident individuals

Cross-curricular Skills

We develop essential skills including literacy, numeracy, digital competence, critical thinking, and creativity across our curriculum.

Assessment for Growth

We believe in assessment as a tool for learning, not just a measure of it. We focus on formative assessment practices that provide meaningful feedback, encourage reflection, and celebrate progress alongside achievements. Learners are involved through the process and are encouraged to take ownership of their learning and identify their strengths and areas for development.

When considering the Curriculum for Wales, the staff of St. Illtyd' s Primary School worked to unpick and address the implementation in continuously evolving stages.

Stage 1: Research! Staff spent time working collaboratively and undertaking research projects to answer the questions; What does the Curriculum mean to us as a school? What is the purpose and rationale behind the change? How can we implement the change successfully?

Stage 2: From here, we invited our key stakeholders to help us create our school vision and determine the values that would be held at the heart of the curriculum.

Stage 3: We reflected on how the Four Purposes would be central to the planning and delivery of our curriculum and how our pupil offer would be enhanced to encompass all of the Areas of Learning and Experience (AoLE). A team was created around each AoLE to ensure breadth and balance to our curriculum.

Stage 4: Designing our bespoke Curriculum in collaboration with cluster representatives, we explored the What Matters Statements for each AoLE and what progression will look like for our learners. AoLE leads created a toolkit bespoke to our school

Over the Autumn term 2025, we used what we know from this information to form our Curriculum Overview. This is supported by curriculum progression statements as a frame for our school bespoke curriculum. We can ensure that we are catering for the needs of all of our learners at the stage appropriate to them using our guidance frames, whilst stimulating their curiosity and interests.

Extra-Curricular Activities

In our school we will offer a variety of extra-curricular clubs after school and at lunch time throughout the week.

Clubs will be made available for children and are age specific on a rotation through the year. Some clubs are limited to maximum numbers for health and safety reasons. We also work with Clwb Llan based at Llanhilleth Institute to organise after school provision for our learners.

Further information regarding extra-curricular clubs will be distributed to parents at the start of each term and communicated on our school website.

A list of suitable PE clothing can be found in the uniform requirements section.

If you have any ideas or you could offer to help with the running of any clubs, please see a member of staff or contact the school via any of the contact details mentioned in the prospectus.

ADDITIONAL LEARNING NEEDS

In line with our ALN policy we aim to identify children with ALN as early as possible and ensure that appropriate provision is made to match their needs. This includes children with learning difficulties and those more able pupils who require additional challenges.

Where a child is identified as needing support for an additional learning need, parents are consulted in this process. Further information can be found on our website. [Additional Learning Needs \(ALN\) | St Illtyds Primary](#)

Our school has an ALNCo (Additional Educational Needs Coordinator). The ALNco liaises with class teachers, teaching assistants and outside agencies to ensure suitable provision for identified pupils. The ALNco is an essential role in our school and would be covered as an interim measure in the event of absence of staff members.

We work closely with a range of outside agencies to ensure the best provision is available for our children. Parental permission is sought prior to contact with outside agencies e.g. Educational Psychology Service.

Links have been established with ALN Teams at feeder nurseries and our receiving comprehensive schools; Abertillery Learning Community and Newbridge Comprehensive. Consultation between staff in each year group and Year 6 and 7 ensures a smooth transition for children with any form of additional need.

CHILD PROTECTION

All staff who work with children have had child protection training that equips them to recognise and respond to child welfare concerns. These concerns are passed to the Designated Child Protection Officer, in our case the Headteacher, who then follows strict guidelines on how to deal with issues raised. Legislation stipulates that parents **are not always contacted by the school when children are referred**, this will then become the responsibility of other related services.

Access to Information

The school retains records on each individual child. These provide a personal and academic profile as progression is made throughout each year.

The records are available for parents to inspect at school and copies can be made to be taken away. It is a statutory obligation that records should be made available within a reasonable time frame. We comply with the requirements of GDPR.

We have many children in school whose parents are separated, where this is the case we usually only send out one copy of a letter and we rely upon parents to communicate with each other.

Parents who wish to inspect documents relating to the school's curriculum should contact the Headteacher.

EQUAL OPPORTUNITIES

The school's philosophy and practice regarding equal opportunities are linked with its inherent ethos and belief in equality for all. We believe that we should cater for the needs of all children in our community regardless of race, ethnicity, culture, religion and ability. We believe in equal opportunity and equity for both staff and pupils. All children have access to a broad and balanced curriculum allowing them to achieve standards according to their levels of ability and aptitude. Staff understand how factors such as nationality, language, gender, social circumstance and giftedness can impact on learning. Work is planned, organised and delivered to take full account of the needs of the individual child. Provision is also made for our more able and talented pupils. We are compliant with the Discrimination and Disability Act.

Arrangements for the disabled

The school building has facilities to accommodate disabled children and adults. We are committed to inclusion and full access to the curriculum and all aspects of school life for all children. Occasionally Health and Safety issues demand that some exceptions be made. In these instances each case is looked at very carefully on an individual basis and suitable differentiation is negotiated. A full risk assessment will be taken prior to admission.

Our Equal Opportunities policy can be accessed through our school website for further information.

Medical

Please will you ensure that the school is informed about any medical condition known to you that is likely to affect your child's education. This information will be added to our records.

No medication can be given by staff in school. You may, however, come into school yourself and administer medicine to your child at an appropriate time. The class teacher or teaching assistant should be informed if your child is to have medication. The exception to this is asthma medication or an Epi Pen.

Asthma Sufferers

If your child suffers from asthmatic complaints please ask for a copy of the school policy on Asthma. **Parents of Asthma Sufferers will be required to complete the relevant medical form**, which is also available from the school office. We will require two inhalers to be kept in school, one in the classroom under the teacher's supervision and one in a secure cupboard.

First Aid

Every effort is made to keep all our children and staff safe. If an accident does occur we have members of staff who are qualified in First Aid at Work and Emergency Aid. A qualified staff member is available throughout the school day and during after-school activities.

If your child needs treatment other than that which can be provided at school, we will notify you immediately. **It is therefore extremely important to complete the 'Admission Form' giving emergency contact numbers and also to ensure that these are kept up to date.**

As a matter of course, if a child receives a knock to the head, we will inform you. All accidents/injuries are reported and an accident form is completed by the member of staff who deals with the incident.

Screening

Eyesight, hearing, weight and height will be screened by the health service during your child's early years in school. You will be given the opportunity to opt out of this screening if you wish.

Illness at school

When a pupil becomes generally ill at school, we will endeavour to contact parents immediately. Whilst staff are very caring and aware of individual problems and personalities, children often need a parent to comfort them and to this end we would ask that they are collected as soon as possible. Additionally should you change your home or mobile number or that of your nominee to collect your child should change please inform us as soon as possible. **This is essential.**

If your child is unwell then please do not send him or her to school. As you will appreciate not only might children pass on their illness to others but they cannot also be expected to give of their best. Should your child experience a sickness/diarrhoea bug, **please ensure that 48 hours elapse AFTER recovery before returning to school.**

Should your child contract head lice, please inform the school and keep your child at home until treatment has resolved the problem. Advice about suitable medications can be obtained from the school nurse.

HEALTH AND SAFETY

The Health and Safety of your child is of paramount importance. The school adheres to the guidelines outlined by BGCBC regarding Health and Safety in Education.

Such issues are monitored and reviewed on a regular basis. Regular fire drills are undertaken and the school is equipped with appropriate safety equipment. Risk assessments have been undertaken on potential hazards and also pertaining to educational visits.

Health and Safety issues are brought to the Headteacher's attention. Where appropriate these issues are brought to pupils' attention via assemblies and class discussions. Personal and Social Education lessons also address Health and Safety issues.

Children are required to observe standards of dress consistent with safety and/or hygiene. There are strict guidelines with regard to the wearing of jewellery. Please see above.

Please note that dogs are NOT ALLOWED on the school site and the school has a strict NO SMOKING policy on the whole site. Any person using inappropriate language or demonstrating threatening,

intimidating or otherwise inappropriate behaviour within the school grounds will be requested to leave.

SECURITY

In order to enter our school grounds. There is an intercom that you need to press in order to gain access to the premises. We have to ensure that the security of children, staff and visitors is safeguarded at all times.

Visitors **MUST** report to the school office where they will be asked to sign in wear identification badges if working in or around the school. Access is via the school gates and main entrance. Parents/visitors report to the main reception and will be asked to sign in for Open Door events.

In case of an emergency children will leave their classrooms via the classroom door or nearest exit if not in their class. Fire drills are held regularly and children are fully aware of their assembly point.

All staff have been DBS checked.

CHARGING AND REMISSIONS POLICY

At St Illtyd’s Primary School we believe that all of our pupils should have an equal opportunity to benefit from school activities and visits (both curricular and extracurricular), independent of their parents’ financial means. Our policy which can be viewed upon request. It fully describes how we will do our best to ensure that a good range of visits and activities are offered, whilst trying to minimise the financial barriers that could prevent pupils from taking full advantage of such opportunities.

Whilst the school’s educational provision and most of the activities organised by the school are financed via funds received from BGCBC, there are, however, some valuable educational experiences that cannot be provided by the school without financial support from parents.

Where a visit occurs during school time, **voluntary contributions to enable the visit to take place may be invited.** Activities for which voluntary contributions are sought generally will be cancelled if the cost to the school is not adequately covered, although many class visits are subsidised from school funds.

The Headteacher in consultation with the Chair of Governors will make authorisation of remission in any of these areas.

TRANSFER AND TRANSITION

The majority of pupils transfer at the end of Year 6 to Abertillery Learning Community or Newbridge School.

COMPLAINTS

The School has a Complaints policy which is available on our website and a paper copy is available in the main entrance.

The Local Authority has a complaints procedure as required by the Education Reform Act. It describes how anyone with a complaint can exercise his or her right to have the complaint processed within the legal framework of the Act. The arrangements cover complaints made by parents and others in respect of duties or exercise of powers by the LA or Governing Body.

The document is available for inspection at the school, public libraries and education office. A copy will be given if desired to any person wishing to make a complaint under the specified arrangements.

It is in everyone's interest to resolve complaints at the earliest possible stage. The experience of the first contact between the complainant and the school can be crucial in determining whether the complaint will escalate. Staff will be fully aware of the procedures and know what to do if and when they receive a complaint.

A complainant might feel they would have difficulty discussing a complaint with a particular member of staff. As a school we will be flexible and refer the complainant to another member of staff. If the complaint is about the headteacher, the complaint will be referred straight to the Chair of Governors.

If a staff member directly involved feels compromised and unable to deal with the matter, then a member of the LAST will deal with the matter.

If a complainant approaches a governor in the first instance, the complainant will be referred to an appropriate member of staff. Governors will not act on individual complaints outside the formal procedure or be involved in the early stages in case they need to sit on a panel at a later stage.

Any person against whom a complaint is being made should be informed at the outset.

STAGES OF COMPLAINT

Stage 1 – Complaint heard by a Staff Member

Stage 2 – Complaints heard by the Headteacher

Stage 3 – Complaint passed to Chair of Governors

Stage 4 - The Governors' Complaints Committee

Should the school and complainant fail to reach a resolution, LA and Welsh Government guidelines and procedures will be followed. However, it is usually possible for queries and problems regarding all aspects of school life to be dealt with effectively by good home/school communication.