

Awely Môr Primary

PROSPECTUS

Sep 2025

–

July 2026

AWELY MÔR PRIMARY

Ffordd Ysgol
Sandfields
Port Talbot
SA12 6TP

Tel/Rhif:
01639 875100

Email/Ebost:
office@awelymor.npt.school

Web:
awel-y-mor-primary-school.j2bloggy.com

Name of Headteacher: Mr Sam Greasley (currently seconded)

Name of Acting Head Teacher: Mr Kyle Winter

Name of LEA: Neath and Port Talbot County Borough Council

Type of school: Community (Primary Co-educational)

Age Range: 3-11 years

Chairperson of Governors: Cllr M. Crowley

NB This information is correct and up to date at the time of printing

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CROESO/WELCOME

Dear Parents and Carers,

Selecting the right school for your child is an important decision, and we all want the very best educational experience for our children. At Awel y Môr Primary School, our priority is to ensure that every child feels safe, happy, and secure within a supportive learning environment.

I am immensely proud to serve as Acting Headteacher of Awel y Môr Primary School and to lead a dedicated and enthusiastic team who consistently place the needs of our pupils at the heart of everything they do.

As a school, we are committed to delivering the highest standards of education and care for all learners. Our curriculum provides meaningful and authentic learning experiences that balance knowledge, skills, and the tools needed to support wellbeing.

Awel y Môr is a vibrant and stimulating place to learn. We strive to foster a welcoming, caring atmosphere where children are nurtured, inspired, and encouraged to achieve their full potential.

We strongly believe in the importance of building positive and effective partnerships between home and school. By working together in a spirit of mutual respect and collaboration, we can provide the best possible experiences for your child and celebrate their achievements along the way.

We look to the future of our school and our young learners with great optimism and excitement, sharing in their enthusiasm for learning while playing an active role in laying the foundations for their future success.

I look forward to meeting you. Should you have any questions or concerns, please do not hesitate to contact me at school at any time.

Yours sincerely,



ACTING HEAD TEACHER

A letter from the Chair of Governors

Awel y Môr Primary is a school at the heart of the Sandfields Estate, Port Talbot. This school sets the highest standards in behaviour and teaching and learning. The children that come here are happy because we make it our mission to instill in them a love of learning. In our school every child matters and their achievements and progress make us feel proud and thrilled to be part of their learning journey.

There is superb Leadership within the school from The Headteacher and his Senior Management Team, teaching and non-teaching staff working in the school. We are extremely well supported by many stakeholders, from a highly dedicated governing body, to volunteer parents and grandparents, community helpers and external agencies. The focus of the whole team is ensuring each child achieves the limit of their potential.

This Prospectus will give you an insight to how we operate as a school and what we offer; it won't however capture the magic that happens as our children progress through each lesson! Come and visit us as we are tremendously proud of the exciting, dynamic and engaging learning environment we have developed and continue to create each day.

As parents and guardians, you are vitally important partners in the development of our pupils both in support of the learning process and to develop sound relationships between family, teacher and child. The purpose of Primary Education is to lay strong foundations for the future. Between us, I am sure we can achieve that for all our children.

One of the great strengths of Awel y Môr is its relationship with the families it serves, you are a fantastic asset that undoubtedly enhances the learning experience of the children.

Our children will always remember they were the lucky ones:
they went to Awel Y Môr Primary School.

Chair of Governors, Matt Crowley

LOCATION

Awel y Môr Primary is situated close to the long golden sands of Aberavon Beach and the industrial town of Port Talbot. Our catchment area lies in the middle of the Sandfields Estate which previously supplied the majority of the workforce for the steelworks at Port Talbot.

SCHOOL BUILDING

Awel y Môr provides an exciting learning environment both inside and outside. The school building comprises thirteen modern classrooms, a family room, a fully equipped multi-purpose room which is often used by the community, a large hall, a small hall, an onsite canteen, a designated meeting room and a variety of smaller rooms used for the purpose of small group teaching and offices.

The building is designed in three parts:

1. The Infant section houses five classrooms and has a large open plan space at its centre. This space is accessed by all the Infant pupils and provides the school with an all-weather area for continuous provision tasks.
2. The Junior area houses five classes, an additional Junior class has had to be constructed on the first floor due to increased pupil numbers since the school opened. The Junior section also contains a nurture room and large corridor areas designed for collaborative work.
3. The Pupil Inclusion Centre (PIC) comprises of three classrooms and two smaller areas for intervention work.

Pupils across the school have access to large well equipped playgrounds and a forest school area. Nursery and PIC pupils have their own smaller, secure outdoor areas. The school also has a floodlit multi-use games area and both a rugby and a football pitch. The school grounds are secured by high level fencing, security cameras and security lighting.



Attached to the school is a preschool provision that is funded by Flying Start. Children from the age of two years attend this facility and almost all the children then transfer to our Nursery class following their third birthday. Current providers are Lots of Tots

MEET THE STAFF

Head Teacher (currently seconded)
Acting Head Teacher
Acting Deputy Head Teacher / ALNCo

Sam Greasley
Kyle Winter
Lisa Whiteman

CLASS TEACHERS

Danielle Campbell
Cassie Evans
Jamie Fletcher
Nick Jones
Emma Joy
Emma Locke
Abby
Louh(maternity)
Rachael Margetson
Becky Phillips
Cai Pughsley
Fran Sykes
Amanda Thyer
Rhiannon Toghill
Kael Tudor

TEACHING ASSISTANTS

Sophie Davies	Alex Lewthwaite
Charleen Evans	Chloe Maddock
Jayne Evans	Kelly Merriman
Caitlyn Fiddler	Chloe Morgan
Danielle Funning	Sarah
Kirsti Griffiths	Phillips-Jones
Conor Grogan	Charlotte Rixon
Belinda Harris	Holly Sheehy
Kelly Hayes	Lisa Smith
Karen Hill	Sharon Staton
Mandy James	Lisa White
Shannon Jarvis	Alex Young
Sian Jones	

CATERING TEAM

Cook-In-Charge	Donna Tucker
Kitchen Assistant	TerryAnne Saunders
Kitchen Assistant	Kerry Wilcox
Kitchen Assistant	Sharon Parsons
Lunchtime Assistant	Carole Addington

NON-TEACHING STAFF

Admin Officer	Emma Evans
Digital Admin Officer	Gillian Rees
Bursar	Bethany Radcliffe
Family Engagement Lead	Gemma Ness
Nuture Junior	Vicky Hibben
Nuture FPh	Louise Griffiths
PIC Key Worker	Clare Bryce

PREMISES TEAM

Caretaker/Cleaner	Jason Bateman
Cleaner	Janine Camps
Cleaner	Karen Phillips
Cleaner	Teresa Simon
Cleaner	Danielle Egan
Cleaner	Sophie Warner

Senior Leadership Team: Structure and responsibilities

The Senior Leadership Team (SLT) is responsible to the Governing Body for the leadership and management of the school. Each member of the team has specific responsibilities as described in the brief descriptions below, and also line manages a group of curriculum subject areas or other staff teams.

Kyle Winter

Curriculum design
Progress and assessment
Professional development
Designated safeguarding officer

Lisa Whiteman

Deputy Head Teacher
ALNCo
Designated safeguarding officer

Cassie Evans

Lead PIC teacher

Emma Locke

Foundation phase lead

Rhiannon Toghill

Shadow ALNCo

Emma Joy

KS2 lead

Well-being team

The Well-being Team works to support optimum health and wellbeing for students and staff and to ensure a positive, safe and caring school community. The Wellbeing Team provides both targeted and small group support for students as well as support for ongoing staff development. Referrals can be made to the Well-being team at any point.

Kyle Winter

Assessment and tracking
Staff development

Vicky Hibben

Provision
Parent development

Lisa Whiteman

Early identification
Assessment

Gemma Ness

Family communication
Parent development

Louise Griffiths

Provision
Parent development

Cassie Evans

Family communication
Parent development

Pupil Inclusion Centre

Cassie Evans
PIC Lead Teacher
Class teacher
Progress reviews
Performance Management
of PIC staff
Base school visits

Clare Bryce
Home visits
Staff development
Specialist intervention
Progress reviews
Community links

Conor Grogan
Classroom support
Intervention

Kael Tudor
Class teacher
Progress reviews

Kelly Hayes
Classroom support
Intervention

Sophie Davies
Classroom support
Intervention

Ellis Sage
Classroom support
Intervention

Mainstream

NURSERY

Emma Locke
Kelly Merriman
Lisa Smith
Sian Jones
Holly Sheehy
Alex Young

RECEPTION

Fran Sykes
Sarah Phillips-Jones
Belinda Harris
Shannon Jarvis

YEAR 1

Abby Louh (maternity)
Cai Pughsley
Lisa White
Jayne Evans

YEAR 2

Amanda Thyer
Kirsti Griffiths
Charlotte Rixon

YEAR 3

Nick Jones
Mandy James

YEAR 1/2

Rachael Margetson
Chloe Morgan
Caitlyn Fiddler
Christina Evans

YEAR 3/4

Becky Phillips
Alex Lewthwaite
Chloe Maddock

YEAR 4

Emma Joy
Sharon Staton

YEAR 5

Danielle Campbell
Danielle Funning

YEAR 5/6

Jamie Fletcher
Karen Hill

YEAR 6

Rhiannon Toghill
Charleen Evans



The School Governors

The governing board provides strategic leadership and accountability in schools. It has three key functions:

1. Overseeing the financial performance of the school and making sure its money is well spent
2. Holding the head teacher to account for the educational performance of the school and its pupils
3. Ensuring clarity of vision, ethos and strategic direction

LA Governor
Cllr Matthew Crowley
Responsibilities
Chairperson
ALN

Parent Governor
Deborah Short
Responsibilities
Vice Chair
Literacy
Numeracy
Safeguarding

Community Governor
Phil O'Leary
Responsibilities
Parental Engagement

LA Governor
Cllr Sean Pursey
Responsibilities
Data

LA Governor
Anthony Marchant
Responsibilities
CLA

Community Governor
Sian Eley
Responsibilities
Health & Safety

Parent Governor
Jane Harwood
Responsibilities
Pupil Voice

Parent Governor
Beth Nicholson
Responsibilities
New Curriculum –
Higher Order Thinking Skills

Parent Governor
Gemma Ness
Responsibilities
New Curriculum –
4 Purposes

Staff Non Teaching Governor
Emma Evans

Staff Teaching Governor
Emma Joy

Headteacher
Kyle Winter

School Vision

In the future, our pupils will have more choices and opportunities to be the best they can be.

School Mission Statement

We will provide a curriculum that is rich in experiences. We will create lessons that engage, enthuse and entertain. We will develop independence and resilience. We will be a school for the community, with wellbeing at the heart of everything we do.

School Aims

To develop pupils who are:

1. Ambitious, capable learners, who are ready to learn throughout their lives.
2. Enterprising and creative contributors, who are ready to play a full part in life and work.
3. Healthy and confident individuals, ready to lead fulfilling lives as valued members of society.
4. Ethical and informed citizens, who are ready to be citizens of Wales and the World.



School Session Times

Nursery	
Morning Session	8:50 – 11:20 am
Afternoon Session	12:40 – 3:10pm

Reception – Year 2	
Doors Open	8:50 am
Morning Session 1	8:50 – 10:00 am
Breaktime	10:00 – 10:20 am
Morning Session 2	10:20 – 12:00 pm
Lunch	12:00 – 1:00 pm
Afternoon Session	1:00 – 3:10 pm
Close	3:10 pm

Year 3 – Year 4	
Doors Open	8:50 am
Morning Session 1	8:50 – 10:20 am
Breaktime	10:20 – 10:40 am
Morning Session 2	10:40 – 12:15 pm
Lunch	12:15 – 1:15 pm
Afternoon Session	1:15 – 3:20 pm
Close	3:20 pm

Year 5 – Year 6	
Doors Open	8:50 am
Morning Session 1	8:50 – 10:40 am
Breaktime	10:40 – 11:00 am
Morning Session 2	11:00 – 12:15 pm
Lunch	12:15 – 1:15 pm
Afternoon Session	1:15 – 3:20 pm
Close	3:20 pm

Children enter and leave school via their designated areas or class doors at the beginning and the end of the school day unless they attend the Breakfast Club.

Families can enter the school playground via Morrison Road and Seven Crescent. Doors open at 8:50 am. A member of staff will be on the school playground from 8:40am for any enquiries.

All doors close promptly. Should children be late arriving at school then they should be brought into the school building via the main doors at the front of the school on Ffordd Ysgol Road and parents/carers must sign them in.

Pupils must be collected from school by an adult and should be collected from their designated doors at the back of the school via the playground. Children in the Juniors may walk to and from school without an adult following a discussion with the school.

Classroom Organisation

Pupils are organised into classes according to their age. Within every class a range of teaching methods are used as appropriate. All children are encouraged to achieve their own personal best. We truly believe “praise and encouragement” are key words if learning is to be enjoyable, meaningful and successful.

At present the class areas in the mainstream are utilised in the following way.

Nursery
Reception
Year 1
Year 1/2
Year 2
Year 3
Year 3/4
Year 4
Year 5
Year 5/6
Year 6

These arrangements are subject to change as pupil numbers fluctuate. It is necessary to organise classes into mixed year groups to keep class sizes to reasonable levels. The classes are organised primarily into mixed ability, mixed age groups but organisation is flexible, to reflect the wide range of activities that might be undertaken. There will be opportunities for children to work as individuals, as a member of a group, or as a whole class.

Class organisation for the 2026/27 academic year will be decided in the Summer term of 2026 and will depend on the number of pupils at the time, planned admissions for September and class size restrictions.

Pupil Inclusion Centre (PIC)

The PIC provides 19 placements for pupils across Neath and Port Talbot. Placements are allocated by the Local Authority and may be permanent or temporary for the purposes of assessment. The PIC supports pupils with Social Emotional Behavioural Difficulties (SEBD) primarily, either through accessing a tailored curriculum at Awel y Môr or working alongside base schools to identify reasonable adjustments to curriculum time that best supports the pupil.

School Term and Holiday Dates

Autumn term 2025

Monday, 1 September - Friday, 24 October

Half-term holiday: Monday, 27 - Friday, 31 October

Monday, 3 November - Friday, 19 December

Christmas holiday: Monday, 22 December - Friday, 2 January

Spring term 2026

Monday, 5 January - Friday, 13 February

Half-term holiday: Monday, 16 - Friday, 20 February

Monday, 23 February - Friday, 27 March

Easter holiday: Monday, 30 March - Friday, 10 April

Summer term 2026

Monday, 13 April - Friday, 22 May

Half-term holiday: Monday, 25 - Friday, 29 May

Monday, 1 June - Monday, 20 July

Summer holiday: Tuesday, 21 July - Monday, 31 August

**Schools will be closed to pupils for
INSET/Staff Preparation on up to six days
during the year. Please check school website
for dates -
awel-y-mor-primary-school.j2bloggy.com**

Attendance

There is a proven link between attendance and attainment at school. The significance of school attendance must not and cannot be underestimated, particularly for those children and young people who show signs of disaffection or unhappiness. Promoting positive behaviour and excellent attendance is the responsibility of the whole school and the wider community. All children should be at school on time, every day the school is open, unless the reason for absence is unavoidable, such as illness. Schools have a legal duty to publish attendance figures and to promote attendance.

Equally, parents have a legal duty and responsibility to ensure that their children attend school on a regular basis. If your child is absent, the school must be notified as quickly as possible. Messages can be left on the school absence line or via email. In the case of infectious diseases, children should remain at home for the given time as advised by your GP or the school. Absence without an acceptable reason will be regarded as unauthorised. Medical appointments should be made out of school hours or during school breaks. If this is unavoidable, the appointment must be reported to the school prior to the appointment day.

In cases of persistent absence and poor punctuality the headteacher is required to inform the Local Authority Educational Welfare Service. In some cases, the local Authority will impose a fine on parents for their child's non-attendance at school.

Wellbeing

The wellbeing of all children and staff at Awel y Môr Primary School is of utmost importance. As a school, we promote high levels of wellbeing and encourage children to have the confidence, to embrace new challenges and feel secure enough to take risks. We ensure all children display good attitude to their learning, demonstrate high levels of engagement and sustain concentration on tasks. They are encouraged to develop the skills and ability to reflect upon their own learning and the learning of their peers. We expect all children and staff to show high levels of respect, care and concern for others.

Awel y Môr Primary School provides a wide variety of learning experiences, which encourage children to communicate effectively, solve problems and develop their thinking skills. We are committed to igniting a passion for learning, creating conditions to thrive, all whilst growing together with the community and becoming ethically informed citizens.

Children are encouraged to continually express their views and opinions, which provides them with a real sense of belonging. Pupil voice is embedded in all aspects of school life and it influences the strategic direction of our school.

From time to time, children may face difficulties which may impact on their wellbeing. As a school, we work with parents and families to support children and fully believe in the importance of working as a team.

At Awel y Môr we strive to develop community cohesion. We have an understanding that everyone is working towards equality of opportunity providing all children with a sense of belonging and similar life chances, regardless of their backgrounds. Through recognising and celebrating success, we encourage every child to view themselves as healthy, confident individuals.

General Welfare of Pupils

Class teachers are responsible in the first instance for their pupils and oversee general progress and welfare. Should any significant problems or changes occur at home that might affect progress or behaviour in school, you are asked to inform the class teacher or the Headteacher. Likewise, if a child appears to be unhappy in school, or is having difficulties of any kind, it is important that we know so that appropriate steps are taken to remedy them.

When a pupil is taken ill during the day, every effort is made to contact the parent. Where this fails, the responsible adult whose name, address and telephone number is recorded at school by the parent is contacted. It is essential therefore, that these numbers are kept up to date. Please inform the school if your landline or mobile number changes. It is the responsibility of the parents to inform the school immediately if this happens.

In the case of a minor accident, first aid is administered in school. Should further medical attention be needed then the procedure for parental contact will be followed. Should an accident occur of a more serious nature then the following procedure will apply:

1. Immediate First Aid by the school.
2. Parent contacted and recommended that the pupil is either taken to their own GP or the nearest hospital as appropriate.
3. If parents or other named adults are not available, then an ambulance will be called.
4. Where a child needs immediate transportation, a member of staff will accompany the child to the hospital to minimise distress and will remain with the pupil until the parent arrives.

Child Protection (Safeguarding)

Awel y Môr Primary School supports all of our children. All staff who work at Awel y Môr have had child protection training that equips them to recognise and respond to child welfare concerns. These concerns are passed to the Designated Safeguarding Officer, in our case this is the Headteacher (Kyle Winter) and Deputy Headteacher (Lisa Whiteman). All designated officers follow strict guidelines on how to deal with any issues raised. Full details are available from the Child Protection Policy, which can be viewed via the school website or in the school office.

Equality and Inclusion

The governors, Headteacher and staff promote equal access to all areas of the curriculum for all pupils, regardless of race, gender, ability, disability, faith and cultural background. The school has clear policies in place and are committed to providing equality and an inclusive education. All children have equal access to all activities and support is available to ensure this. We encourage respect for all within the school and the wider community.

Anti-Racism

Awel y Môr Primary School is an anti-racist school, and we are committed to addressing racism in any form. We aim to work with our children and community to be actively anti-racist as we do not believe that not being racist is enough. Racism, in any form, is not tolerated at our school. All pupils and staff have the right to be treated with respect and to feel safe, regardless of their ethnic background or identity. If a racist incident occurs it will be thoroughly investigated and dealt with. Help and support will be provided to all involved. Our school curriculum is developing as an anti-racist curriculum so that we are actively learning and teaching to decolonise our curriculum, be culturally competent and disrupt cycles of inequality.

Children who are Looked After (CLA)

We work in partnership with Neath and Port Talbot LACES Team and other local councils. As corporate parents we have a duty to safeguard and promote the education of children who are looked after. We aim to provide a safe and secure environment, where we believe in the abilities and potential of all children, including those who are looked after. We support or Children who are Looked After and give them equal access to every opportunity to achieve their potential and to enjoy learning. The Headteacher is the designated member of staff responsible for promoting the educational achievement of Children who are Looked After (CLA). There is a CLA policy that supports the processes involved with supporting looked after pupils both academically and emotionally.

Children's Additional Learning Needs

In line with the Welsh Government ALN Act we aim to identify children who need extra provision as early as possible and ensure that appropriate provision/intervention is provided to meet their needs. Our ALN coordinator is Mrs Whiteman and Shadow ALNCo is Rhiannon Toghill. The role of the ALNCo is to liaise with class teachers, teaching assistants, outside agencies and families to ensure suitable provision is provided for identified pupils. Provision is provided for children in line with the ALN Act.

Pupils with Disabilities

As part of our inclusion policy children with disabilities (see definition below) are given opportunities and included into school life as fully as possible. As part of the PSE curriculum all children at Awel y Môr are made fully aware of what disability means, also the consideration that should be shown towards children with disabilities.

At Awel y Môr, all reasonable means will be taken to accommodate pupils with a disability, subject to the physical constraints of the building. The school building has disabled access throughout and toilet facilities with wide doors. Pupils with special educational needs (physical) but not in a wheelchair can be catered for by special arrangements with additional adult support. Parents of pupils with a disability should arrange a meeting with the Headteacher and the

The Disability Discrimination Act (DDA) 1995 defines a disabled person as one who has "A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities." This would include, for example sensory impairments affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely to become substantial



Admission Arrangements

Applications for Nursery places need to be made to the Local Education Authority. Application forms are issued by the LEA (at the appropriate time) for children on the school's waiting list, or directly from enquiries made by parents to the LEA.

They are returnable to:

Mrs Helen Lewis

School Admissions Officer

Neath Port Talbot CBC

Port Talbot Civic Centre

Port Talbot

SA13 1PJ

Tel: 01639 763600

<https://beta.npt.gov.uk/schools-and-learning/school-admissions/>

Parents should be aware, that expressing a preference for a particular Nursery does not guarantee admission to their chosen Nursery, but it will give their child priority over children whose parents have not expressed a preference for that Nursery. If no preference is expressed or the application is late it will be less likely that their child will be able to attend the Nursery of their choice.

Parents are invited to visit the Nursery with their child prior to an admission and are provided with an information pack. Nursery numbers are dictated by the Local Education Authority.

NB Places for Nursery can only be allocated by the LEA. Parents who would like their children to attend Awel y Môr's Nursery should continue to complete the 'school admission form' and an LEA application form, which parents will need to complete and return to school/send to the LEA, this will be issued at the appropriate time.

Parents should also be aware that being offered a nursery place at a particular school does not guarantee a full-time place at the same school. Admission Forms for a full-time place are issued to parents in the October prior to the child starting full time education in the following September.



Admission Arrangements

Full-Time Pupil Admissions

Children enter full time education in the September of the academic year in which they reach their fifth birthday. The Local Authority send letters to parents of children who are due to start full time school in the September inviting them to complete an Admission Form for an infant/Junior/Primary School place (expressing a preference for a particular school) and return it to:

Mrs Helen Lewis
School Admissions Officer
Neath Port Talbot CBC
Port Talbot Civic Centre
Port Talbot
SA13 1PJ
Tel: 01639 763600

Alternatively, this can be completed online.

Parents need to make sure that they follow the completion instructions carefully and that they meet the application deadline. Parents should be aware, that expressing a preference for a particular school does not guarantee admission to their chosen school, but it will give their child priority over children whose parents have not expressed a preference for that school. If no preference is expressed or the application is late it will be less likely that their child will be able to attend the school of their choice.

Meetings are arranged for parents of both Nursery and Reception aged children prior to their admission to discuss their child and how his/her needs may be met as well as to inform the parents of the expectations of the school.

Admissions for disabled pupils are considered along with other applications for school placements. If any special adaptations to premises are required, these are considered and undertaken, where appropriate, in consultation with the Local Authority (LA).

Behaviour

Our aim at Awel y Môr Primary School is that each member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School Behaviour Policy is therefore designed to support the way in which all members of the school community can live and work in harmony and in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We aim to help children to become positive, responsible and increasingly independent members of the school community. The primary aim of the Behaviour Policy is not a system to enforce rules but rather it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone learn.

Rewards

The emphasis must always be to encourage positive behaviour rather than criticise inappropriate behaviour. Children are encouraged to behave in a responsible way and are rewarded accordingly. Rewards have a major role to play in this.

Stages of Rewards

1. Positive praise
2. Dojo Points / Stickers / House Points
3. Pupil of the Week Award in Celebration Assembly

Consequences

Most instances of misbehaviour are relatively minor and can be dealt with simply and quickly. Some may require withdrawal of privileges.

5 Steps of Consequence

1. Verbal reminder of behaviours expected
2. Thinking time away from an activity or group to consider behaviour
3. Missing a break time or class treat
4. Sent to a member of the SLT
5. Meeting between Family and Headteacher to discuss behaviour plan

Breakfast Club

A free Breakfast Club which is funded by the Welsh Assembly is provided for children from Reception age and up. The club starts at 8:10am during term time and offers each child attending a Free Breakfast of a choice of cereal, toast and a drink. Children must enter the club via the Small Hall door off the main playground, where their attendance will be recorded. The pupils will be supervised from 8:10am to 8:40am before being escorted onto the main playground, where a senior member of staff will be on duty. Children must arrive for Breakfast Club before 8:30am.

Break Time Arrangements

All Infant pupils have continual indoor/outdoor access throughout the day. In addition, Reception to Year 6 children access the outdoor yard during morning breaktime and lunchtime. Please ensure that your child has a coat so that they will be comfortable whatever the weather.

Lunchtime Arrangements

At Awel y Môr Primary we place considerable emphasis on the importance of lunchtime, recognising the opportunity it gives children to socialise and interact whether they have school meals or bring a packed lunch. School staff and midday supervisors care for the children during this time and will encourage all pupils to eat their meals, interact with each other and ensure sensible behaviour in the hall and outside.

The school has excellent kitchen facilities which are managed by our cook Miss D Tucker. We offer a secure payment system for school meals called ParentPay. Parentpay allows parents to make payments to a secure online account, accessed by a unique username and password. We are unable to accept cheques or money at the school. All school meals must be booked and paid for online, via ParentPay, in advance.

All children in Reception and above are now entitled to a free school meal. Please book this meal via ParentPay, once the meal is booked the total owed will be £0.

Please advise the school if your child develops a food allergy, or has any other dietary requirements, for example, vegetarian, Halal, etc. It is the policy of the Local Authority that a medical note must be provided for dietary requirements.

If are in receipt of certain qualifying benefits, you may be entitled to additional support, visit Free School Meals Neath Port Talbot Council for further information

Packed lunches

Some parents prefer to provide a packed lunch for their child. When this is the case we would request, for safety reasons, that you do not provide drinks in either cans or glass bottles. We encourage you to provide a healthy and nutritious packed lunch and please avoid nuts.

School Uniform

We believe that the wearing of school uniform contributes to a sense of belonging to the school community and helps to develop a sense of pride in the school.

Our pupils wear royal blue jumpers or cardigans, white polo shirts, black or grey trousers/skirts.

It is not obligatory to buy from uniform suppliers or to have the school badge on items. Items can be purchased from local shops and supermarkets for very reasonable prices. The school also runs a 'nearly new' shop, where you might be able to pick up jumpers and cardigans for free, please contact the school to arrange a visit.

In the interest of your child's safety, with the exception of small, stud earrings and watches, jewellery is not to be worn to school. Children will be asked to remove items of jewellery other than those previously mentioned.

The school will not be held responsible for loss or damage to jewellery.

Clothes for Physical Education

Pupils take part in weekly PE lessons. Pupils are permitted to wear PE kit to school to minimise the impact on curriculum time for changing etc. Pupils are encouraged to wear a kit which is reflective of our usual school uniform i.e. dark leggings/joggers/shorts, yellow t-shirt and school jumper.

Please avoid dressing pupils in expensive tracksuits and trainers for PE lessons.

School Security and Health and Safety

Every effort is made to ensure the school environment is a safe and healthy environment for our pupils. Regular fire drills are carried out and regular checks on school equipment in the classrooms and on the yards are undertaken. We have a member of staff responsible for health and safety and all members of staff have been trained in basic first aid, whilst several have received enhanced training. The school follows the Neath and Port Talbot Health and Safety Guidelines.

The school aims to ensure that children are safe and secure at all times. The school adheres to the guidelines outlined by Neath and Port Talbot County Council regarding Health and Safety in Education. We aim to create a friendly, caring and safe atmosphere. Every member of staff accepts this aim, with the overriding responsibility being that of the Headteacher.

Any health and Safety concerns are to be reported to the Headteacher. Where appropriate these issues will be brought to the pupil's attention via assemblies and class discussions. Personal and Social Education sessions will also address any Health and Safety issues. The school will work closely with other agencies, such as the police and the traffic safety team. Any issues are monitored and reviewed regularly. Regular fire drills are undertaken and the school is equipped with appropriate safety equipment. Risk assessments have been undertaken on potential hazards and educational visits.

Visitors must report to the school office where they will be asked to sign in and wear identification badges if working in and around the school. Parents should only enter the school via the main entrance and report to the office. All staff have DBS check, this includes contract workers.

There is a limited amount of parking available in the school car park. Only blue badge holders are permitted to park in the disabled parking bays. Please be considerate to our neighbours, pedestrians and other drivers when parking near the school. Pupils who are brought to school via LA taxi have designated drop off points and a supervised route to the PIC entrance.

Please note that dogs are NOT ALLOWED on the school site. The school has a strict no smoking/vaping policy on the whole site. Any person using inappropriate language within the school grounds will be requested to leave.

Medication

If a child must take prescribed medicines, we require you to complete a form “Request for the administration of prescribed medicines”. We will not administer any medicines without this authorisation form. This is for safety reasons and is in your child’s interests. If medicines need to be sent into school and sent home at the end of the day, then it is the responsibility of the parent/carer to ensure that it is collected.

If your child is asthmatic, you will need to complete a form so that we can keep an accurate record. Two inhalers must be provided in the chemist packaging with the prescription label clearly visible. One inhaler will be kept in the child’s classroom, and one will be kept centrally in the school office. Children will be supervised during their use, but staff will not administer inhalers. Junior pupils should take responsibility for their inhalers. Children are encouraged to manage their asthma and may use their inhalers at any time.

If your child requires an Epipen, you will need to provide a clearly labelled bag containing Piroten, 2 Epipens in the chemist packaging as well as the school health care plans. It is the responsibility of parents/carers to ensure that the Epipens are in date.

Records of children’s medical records are kept in the Administrative office. Whenever necessary, the school liaises with other agencies, e.g. School Health Visitor, Educational Welfare Service, and the School Psychological Service. Minor accidents are dealt with in the school by qualified First Aiders. However, if there is a more serious accident, needing medical attention, staff will try to notify the parents/carers. Occasionally, an accident occurs when it becomes necessary to take a child to hospital or call for an ambulance. It is therefore extremely important that emergency contact numbers are kept up to date.

Valuables

Children are strongly advised not to bring valuables to school. As a school, we cannot take responsibility for any items that are lost, damaged or stolen.

Mobile phones are not allowed in school. We also do not advise mobile phones being brought to school. However, if parents require that year 5 and 6 children need a mobile phone walking to school and home, we ask that you contact the school first and they will be stored safely and out of reach in the classroom.

Teaching Policies and Planning

The school has a separate policy for the curriculum. This document has been agreed by the Governing Body and staff and relate to how we deliver the curriculum. The staff have agreed long, medium and short term plans to ensure that all areas of the curriculum are adequately represented both in terms of content and time during the school year. Short term planning shows what is going to be taught in a one or two week period. With medium term plans, certain areas are given much more time than others, this balance is readdressed however, in the following half terms. Where it is not possible to integrate a particular subject, then these are taught in discreet lessons.

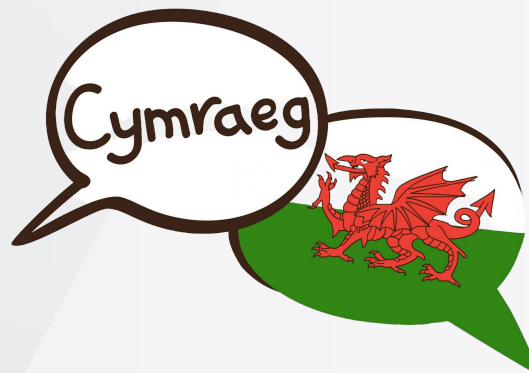
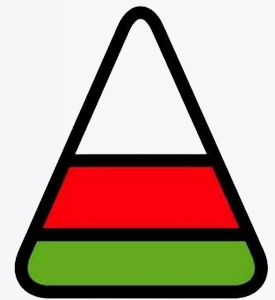
The School Curriculum

At Awel y Môr Primary School we are committed to ensuring that all our pupils have the opportunity to develop the knowledge, skills and experiences as outlined in Curriculum for Wales 2022. The Four Purposes provide the overall ambition and dispositions for our pupils. Statements of what Matters help us both determine what matters most for our pupils and provides a context for our planning. The Integral Skills are woven throughout the curriculum providing our pupils with skills that they will be able to use for the rest of the educational journey and in the workplace. Our curriculum is more than a series of lessons or a scheme of work, to us it is everything in our school – it is what we are about. Over the past six years we have been focused on developing our school curriculum and our pedagogy. The collaborative efforts of all staff, pupils, parents and governors have been recognised by many external agencies and the Welsh Government. We are very proud of what our curriculum has developed into and what it will become. We are committed to ensuring all our children have the chance to develop the skills and range outlined in the Curriculum for Wales, the Literacy and Numeracy Framework (LNF) and the Digital Competence Framework (DCF). We ignite a passion for learning, create conditions to thrive, whilst growing together with the community.

The Non-Maintained Setting Curriculum

High quality early education provision is essential to children's development. The experiences, knowledge and skills needed for lifelong learning, active citizenship and future employment begin in the early years. This curriculum aspires to create in children, positive dispositions towards learning which, if nurtured, will last a lifetime and provide the firm foundation which all our children need to support them in realising the four purposes of Curriculum for Wales.

This curriculum recognises that every child in our setting is unique and that their development is rapid between birth and five years of age. It supports holistic development by keeping the developmental needs of our children at the forefront of our pedagogical practice.



Bilingualism

English is the main language of communication, teaching, learning and assessment at Awel y Môr Primary school. However, the school is committed to promoting the aims and aspirations of the Welsh Government in developing Bilingualism.

In our school both English and Welsh will be functional languages. We will promote oracy, reading and writing in both English and Welsh Second Language in informal and structured situations. Welsh will be seen and heard around our school, during school assemblies and concerts, signage and display, lessons and indoor and outdoor activities.

As a school, we therefore aim to:

- Foster positive attitudes in all learners towards bilingualism
- Provide opportunities for all children to hear and use Welsh in all areas of their learning
- Motivate the children to use Welsh naturally, spontaneously and with confidence

The Welsh culture is taught and celebrated within the guidelines of the “Welsh in the National Curriculum” document. At Awel y Môr Primary we are proud of our culture and heritage and Welsh is taught as a second language.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics is mandatory for all learners aged 3 to 16. RVE is still locally determined and therefore, as well as having regard to the Curriculum for Wales Framework Guidance, we also have regard to the Neath and Port Talbot Agreed Syllabus for RVE when designing our curriculum from September 2022, there will be no parental right to withdraw children from RVE.

Collective Worship is distinctive from, and additional to, curriculum time given to RVE. Collective Worship sits outside the curriculum and has its own legal standing and requirements and must be wholly or mainly of a broadly Christian character. Parents may request that their children are withdrawn from collective worship if they wish. To do so please contact the Headteacher.

Physical Development (PD)

Physical Development is an essential component in establishing a basis for a healthy lifestyle. We aim to provide as many sporting experiences for our children as possible. All staff are committed to encouraging children to take an active part in outdoor play, games and PD activities provided. Games, swimming and PD form part of the curriculum requirements for all pupils at Awel y Môr, except those excused on health grounds. Such cases must be supported by a medical note from a doctor. All pupils will have the opportunity to participate in residential outdoor pursuit activities during their time on the school. A list of suitable PD clothing is provided under uniform requirements.

Parents will be informed at the beginning of term as to when these activities take place so that pupils will be able to bring kit to school on the correct day. We have our own playing field and we also organise various activities on the playground at break and lunchtimes. Children in Junior classes have the opportunity to complete a block of swimming lessons at the local swimming pool.



Learning at Home

At Awel y Môr Primary we believe that learning at home is just as important as in school. We promote our Routine for 15 program across all year groups and encourage all our families to participate.

Routine for 15 is:

- 15 minutes
- 2-3 times a week
- No interruptions
- Preferably in the same place.

This simple act will create and embed a learning environment at home that will support your child in their learning and help them understand and appreciate that learning can happen anywhere, not just in school.

Parents or carers can focus on many things during these short and sharp sessions. We have received amazing feedback from families who have tried this program with reading, spelling patterns, handwriting, times tables and many more.

Your child's class teacher will always suggest opportunities for home learning and if you would like more suggestions or guidance please speak to your child's teacher.

Relationships and Sexuality Education (RSE)

As stated by the Welsh Government ‘RSE is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners’ rights to enjoy fulfilling, healthy and safe relationships throughout their lives.’

We believe that a rights and equity based RSE curriculum supports all children’s freedom, dignity, wellbeing and safety. Our RSE curriculum provides the knowledge, skills and values for children to understand how relationships and sexuality shape their own and others’ lives.

We use the mandatory RSE Code to support the content of RSE across the school. The content is set within the context of broad and interlinked learning strands;

- Relationships and identity
- Sexual health and well-being
- Empowerment, safety and respect

Learning about rights and equity runs through all the strands, as well as embedding learning and experience through a rights-based approach to the learning. These will be taught and explored through a variety of specific lessons and curriculum themes and will be developmentally appropriate for all the children. RSE is mandatory and all children will receive this as part of our Curriculum, there will be no right to withdraw from RSE sessions.

Supporting Learner Progression: Assessment

Assessment is key to supporting progression, for the purpose of identifying learners' strengths, achievements and areas for improvement, and identifying next steps. It is integral to learning and teaching, and should not be confused with those activities that contribute to external accountability and national monitoring. Assessment plays a fundamental role in enabling each learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Active engagement between the learner and the practitioner on a regular basis is at the heart of supporting learners progression. All those involved with a learner's journey need to collaborate and work together by establishing:

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

All staff follow our Assessment and Progress Policy which identifies a range of assessments to be used throughout the academic year. Parents are issued with two mid-term reports and an end of year report in July. Pupils take part in pupil to teacher consultations three times a year, during these sessions pupils and staff celebrate their learning and identify opportunities to develop further. Pupils then have three pupil to parent consultations where families can look through the work the pupils have completed and the developments they have made in learning.

Additional Information

Charging and Remissions

The school's educational provision and most of the activities organised by the school are financed via funds received from Neath and Port Talbot Council. There are, however, valuable educational experiences that cannot be provided by the school without financial support from parents.

Where a visit occurs during school time, a voluntary contribution to enable the visit to take place may be invited. Activities for which voluntary contributions are ought may be cancelled if the cost to the school is not adequately covered. Contributions may also be requested for visiting workshops to support areas of learning and experience.

As a school, we are fully committed to ensuring that all pupils, regardless of their family's financial situation, can take part in activities and be happy in school. We have worked closely with the Cost of the School Day charity and have several systems and initiatives in place that remove the financial barriers attached to school. A case study celebrating our work and the experiences that our pupils have has been published by the Cost of the School Day charity.

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

Parent and School

The partnership between school and home is of paramount importance, and parents are always welcome to visit the school. With an understanding of each other's role, and co-operation between parents and teachers, the children have a tremendous advantage. A close link between home and school – a partnership is therefore vital.

When children see their parents taking an interest in schooling, there is benefit to their attitude, effort and attainment. The importance of parental interest cannot be overstressed. It does pay dividends. To demonstrate our belief in this approach, we have our own Family Engagement Officer (FEO) responsible for supporting our families in supporting their children. Throughout the year, our FEO organises a range of courses, workshops, events and support sessions alongside our parents, to ensure that we are offering the right support at the right time.

Inspection of Documents

Documents required to be made available by regulations, may be inspected and where appropriate, copied at the school during school hours, by arrangement with the Headteacher.

Lost Property

Although our locker system will help with issues relating to lost property, it is still very important that each item of clothing is clearly marked with your child's name when they come to school.



Parent, Teacher, Friends Association
(PTFA)

We have a very active PTFA, which organises a regular programme of fund-raising activities. The school is extremely grateful for the financial contribution the Association makes but also its contribution to the community life of the school. New members are always welcome, the growth of the Association helps in what is a very satisfying contribution to school life.

Complaints Procedure (Section 23 Education Reform Act 1988)

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 a 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 and will be given, if desired, to any person wishing to make a complaint under the specified arrangements.

All complaints in the first instance should be addressed to the appropriate person at school. This should be the Headteacher. Complaints about the actions of a member of staff must always be made to the Headteacher in the first instance. Any person against whom a complaint is being made should be informed at the outset.

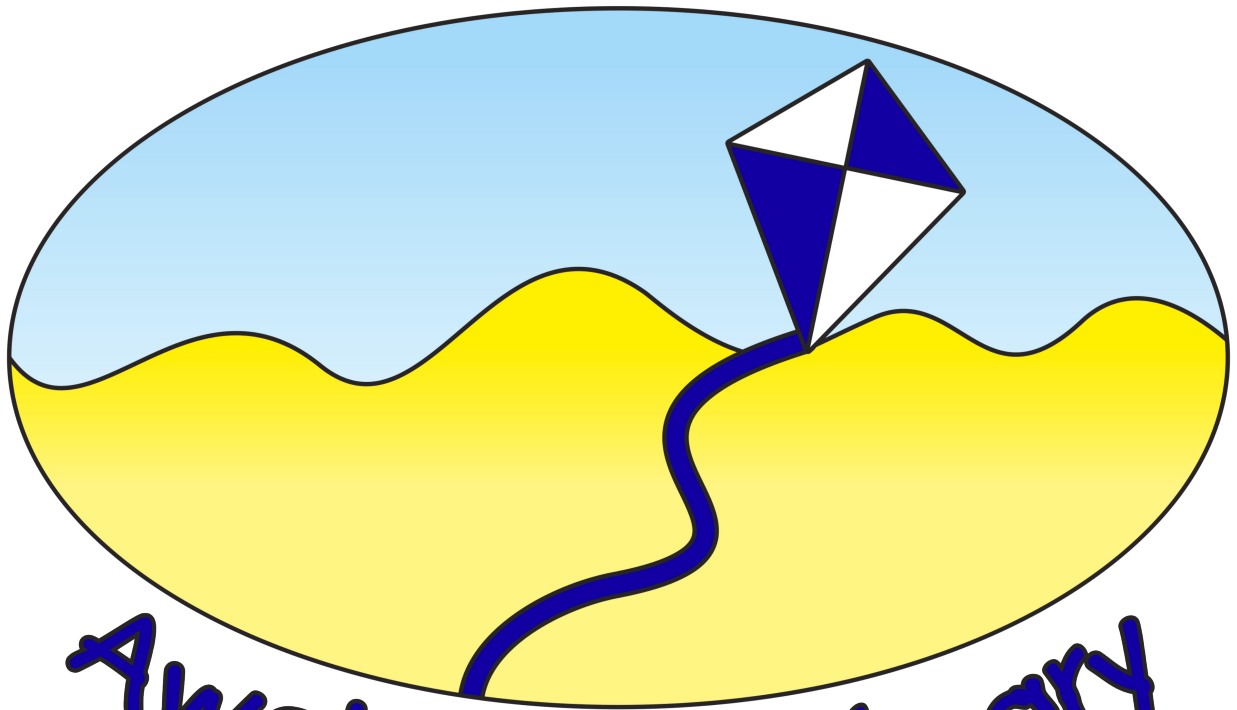
Should the school and complaint fail to reach a resolution, LA and Welsh Government guidelines and procedures will be followed. However, it is usually possible for queries and problems regarding all aspects of school life to be dealt with effectively by good home/school communication.

Access to Information

The school will retain records on each individual child. These provide a personal and academic profile as progression is made through each year. Records are available for parents to inspect at school, and copies can be taken away if necessary. It is a statutory obligation that records should be made available within 15 days, but normally it is possible to arrange for them to be seen quicker than this.

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

We look forward to welcoming you and your child to Awel y Môr Primary School. If you require any more information, please do not hesitate to contact us.



Awely Môr Primary

