Brynmill Primary School

Ysgol Gynradd Brynmill

Prospectus

2018/2019

Being different, belonging together
Being the best that we can be
Address:  Trafalgar Place  
Brynmill  
Swansea  
SA2 0BU  
City & County of Swansea  

Tel:  (01792) 463019  

E-mail: brynmill.primary@swansea-edunet.gov.uk  


Twitter: brynmillschool  

Head teacher: Miss J. Simons  

Deputy Head Teacher: Mr O. Davies  

Chair of Governors: Mrs A. Younis  

Age range of pupils: 3 - 11 years  

Number on the roll: 321 (including nursery children)  
Brynmill Primary is a County Maintained,  
Co-educational English medium Primary School  

This information is correct and up to date at the time of printing - Summer Term 2018. Some adjustment or re-arrangement of provision may be necessary for the academic year 2018-2019.
WELCOME
Croeso

This prospectus aims to answer any questions you may have about life and learning here at Brynmill Primary School.

We endeavour to provide an active and creative curriculum, the skills needed to prepare your child for future education and give them the enthusiasm to pursue learning for the rest of their lives.

We believe that children do better in school when their parents and the school work together and as such; we encourage parental support and shared positive values.

We hope that your association with Brynmill Primary is a long and happy one.

Miss J. Simons
Head teacher

From Our Pupil Voice Groups

We love Brynmill because we have a friendly atmosphere in our school and lovely teachers and staff.

✍ We learn lots of things like English, Maths, Topics, Welsh, about people’s feelings and much more.

✍ At School Council, we are involved in decision making and making sure every child ‘has their say’.

✍ We encourage each other to be successful, friendly, cooperative and well educated.
We are responsible and set good examples!

We show respect to everyone!

We aim high to reach the top!

We include everyone!

We love to learn new skills!

We eat a healthy diet!

We are active in our learning!

We are safe and sensible!
Governors of Brynmill Primary School

The Governing Body of Brynmill Primary School consists of sixteen members whose role is to seek individually and collectively to represent the interests of the school and the community.

Headteacher
Miss J. Simons

Clerk to Governors:
Mrs Kim Morgans
C/o Brynmill Primary School
Trafalgar Place
Brynmill
Swansea
SA2 0BU

Governors Appointed by the Local Education Authority (4)
Mr Peter May 10/08/2020
Mr Hywel Vaughan 21/11/2020
Vacancy
Vacancy

Governors Appointed by Parents of Brynmill Primary School (5)
Ms Anwaar Younis 30/06/2019
Mr Mike Collins 30/06/2019
Mrs Louise Beckett 08/05/2020
Ms Cat Davies 08/05/2020

Community Governors (4)
Mrs Wendy Orphan 16/03/2020
Mrs Claire Hughes 16/11/2020
Mr John Searle 10/11/2021
Vacancy

Governors elected by the Teacher staff of Brynmill Primary School (2)
Mr Owen Davies 25/09/2020
Mrs Jeanette Howard 25/09/2020

Governors elected by the Support staff of Brynmill Primary School (1)
Mrs Liane Davies 09/11/2019
ADMISSIONS

We are always pleased to welcome a visit from parents who are considering a place for their child at this school. Preferred Placement requests will be granted where there are places available. The Local Authority (LA) is the admitting authority for all community schools in Swansea. Pupils will be admitted (in any year group) up to the planned admission limit which is 45. If there are more admission placement requests than places available, the following oversubscription criteria will apply:

1. Children who are in the care of the Local Authority (LAC)
2. Children who live within the school’s defined catchment area.
3. Children who have a brother or sister attending the school at the date of their admission.
4. Children attending a designated feeder school but who live outside the catchment area.
5. Other children for whom a place has been requested for whom criteria 1 to 4 above do not apply.

In any of 2 to 5 above, where preferred placement requests exceed the places available priority will be given on the basis of distance between home and school (measured by the shortest available walking route), children living closest having the highest priority.

The LA will not provide transportation costs for children admitted as preferred placements or for those pupils who may be admitted as a result of a successful appeal.

Children attending the nursery class will not have an automatic right of admission to full time education in the reception class at the same school.

Parents will need to apply for a place in reception along with other parents at the appropriate time. If there are more admission placement requests than places available, the following oversubscription criteria will apply:

1. Children who are in the care of the Local Authority (LAC)
2. Children who live within the school’s defined catchment area.
3. Children who have a brother or sister attending the school at the date of their admission.
4. Other children for whom a place has been requested for whom criteria 1 to 3 above do not apply.

In any of 2 to 4 above, where preferred placement requests exceed the places available priority will be given on the basis of distance between home and school (measured by the shortest available walking route), children living closest having the highest priority.

There is a statutory limit of 30 for all Infant classes.
Please open the link below for further information:
http://www.swansea.gov.uk/informationforparents

Day to Day Life at Brynmill Primary

School Session Times

Foundation Phase:  a.m. 8:50 to 12 noon (lunch)
                  p.m. 1:00 to 3:20
Key Stage 2:     a.m. 8:50 to 12:15 (lunch)
                  p.m. 1:15 to 3:20
Nursery:         a.m. 8:50 to 11:20
                  p.m. 12:45 to 3:15

The hours spent on teaching during a normal working week, include religious education but exclude the statutory daily acts of collective worship, registration, lunch and breaks.

Break Times

Morning: 10:30 a.m. to 10:50 a.m.

Afternoon: 2:15 p.m. to 2:30 p.m. (Foundation Phase only)

In the interest of your child's safety we ask that they arrive on the premises no earlier than ten minutes before the bell is rung.
A member of the teaching staff is on duty for ten minutes before the start of the school day and for ten minutes after the finish at 3.20 pm. Local Authority Insurance cover is commensurate with these times.
On wet days children are allowed to come inside school before the bell is rung. Foundation Phase children will wait in the lower hall while the children in Key Stage 2 will wait with their class in the upper hall. We ask that the children come in unaccompanied as they will be supervised by members of staff.

SCHOOL ORGANISATION

Brynmill Primary has an admission number of 45 and as such is considered a 1 ½ form entry school. Classes are presently organised in mixed age groups as follows:-

Nursery (am/pm) / Reception  Nursery (am/pm) / Reception

Year 1/ Year 2  Year 1/ Year 2  Year 1/ Year 2
Year 3/ Year 4  Year 3/ Year 4  Year 3/ Year 4
Year 5/ Year 6  Year 5/ Year 6  Year 5/ Year 6
Split year groups are classified chronologically however we endeavour to arrange classes in such a way as to ensure each pupil is in a class with at least one friend. We also aim for classes to have a gender balance and an equitable allocation of pupils with English as an additional language (EAL) if at all possible.

**Attendance and punctuality**  
**Prydolondeb a Phresenoldeb**

We take attendance very seriously and request that parents / carers make every opportunity to ensure their children attend school whenever possible. This includes avoiding absences through taking holidays during term time and ensuring children are always in school when well enough to attend. Every absence means that children miss learning and this can result gaps in their learning which can make subsequent learning difficult.

Under the 1991 Pupil Attendance Regulations, every school absence must be accounted for by a satisfactory explanation. Please contact the school on the first day of your child’s absence. This can be done by means of a note from the parent or a telephone message or personal contact. If your child is absent for longer than 3 days you will need to contact the school again. If you choose to contact us by telephone, we have a dedicated voicemail for this, please call 01792 463019. Failure to provide a satisfactory explanation for absence will lead to that absence being classed as “unauthorised”. Regular unexplained absences and ongoing absences which adversely affect attendance and learning will subsequently lead to the involvement of the Education Welfare Officer.

**Proposed/ planned pupil absence during teaching and learning time**

Where possible and in appropriate circumstances, the taking of term time holidays is actively discouraged. Parents are advised to avoid term time disruption and reminded of the link between attainment and attendance. Whilst considering each request on its merits, head teachers do play an important role in scrutinising the taking of term time holidays and should properly apply their discretion based upon their knowledge of the pupil and their family. Whilst individual requests for holidays in term time will be considered, “parents should not expect, or be led to expect, that schools will agree to family holidays during term time” (All Wales Attendance Framework).

We have a system of request forms for parents wanting to take children to take their children out of school during teaching and learning time. This enables us to both keep a record of reason for absence during term time and ascertain whether the individual circumstances of the case warrant authorisation. Parents need to submit this at least 2 weeks prior to the
proposed absence during teaching and learning time in order to allow time for their request to be processed. WG guidance states that schools cannot authorise holidays retrospectively.

In the case of an extended absence, parents are required to meet with the Headteacher to discuss the proposed extended break from learning during term time. Should the pupil/pupils not return by the agreed date they are at risk of losing their school place/s and they may be removed from the school register in accordance with the admission guidance Education (Pupil Registration) (Wales) Regulations 2010 section 4 which states ‘the pupils has ceased to attend the school and no longer resides within a reasonable distance from the school’.

Please note that we cannot guarantee that a place will be available for your child in the school of your choice on your return but you will be offered a place at the nearest school with room available in the year group.

Failure to return on the agreed date will prompt welfare concerns; a child who goes missing from education may be considered to be at risk of significant harm. Any such concerns will immediately be referred to the statutory authorities for consideration.

We request that every effort is made to not to make appointments during the school day. If this is not possible, when parents wish to withdraw their children during the school day in order to keep an appointment with a Doctor, Dentist etc. a written request in advance would be appreciated. Children will not be allowed to leave school unaccompanied during the school day.

**Late arrivals**

We require all pupils to arrive in school on time and they need to be ready to learn.

Children who arrive late to school must report to the office to sign in. As it is the law for children to attend school on time, we are obliged to keep a record of latecomers; repeated lateness will be monitored by both the Head teacher and Education Welfare Officer and parents will be contacted and invited to meet with school staff. If lateness is considered to be an ongoing problem, a visit to the home from the Education Welfare Officer will be arranged.
1.4 Attendance and absence

1.4. % half-day sessions

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Health & Safety

The governing body is committed to ensuring a high standard of health, safety and welfare for all staff, pupils, visitors and contractors. The Headteacher, School Administrator, caretaker and handyman regularly inspect the premises for hazards. All teaching staff, support staff and pupils are actively involved in the safety provision within the school. A comprehensive Health and Safety Policy is in place, this includes relevant risk assessments and procedures.
The school has a comprehensive Fire Risk Assessment. Fire drills are carried out each term. All PE and play equipment, electrical appliances, fire extinguishers and emergency lighting are tested regularly by the relevant monitoring agencies. On hearing a fire alarm everyone on site must exit through the nearest fire exit.

**Safety and Security**

When visiting the school, please contact the School Office to advise of your presence on the premises.

The school strives to make the building and its grounds as safe and secure as possible and to actively ensure the health and safety of its staff and pupils. The school has a comprehensive Safeguarding Policy and Health and Safety Policy, which are regularly reviewed and any matters relating to this are monitored closely by the Head Teacher and the Governors. The Health and Safety Policy and Safeguarding policy can be viewed at the school and any concerns parents may have should be referred to the School Office, in the first instance.

If you know you will require assistance evacuating the school in case of an emergency, please let the office staff know. We have members of staff trained to use our ‘evac’ chair, who will be able to help you.

Health and Safety Officer: Miss J. Simons (Head teacher)

**Safeguarding and Child Protection Procedures**

Under the Education Act 2002 (section 175), and DfES (2007) Safeguarding Children and Safer Recruitment in Education, schools must make arrangements to safeguard and promote the welfare of children and follow the correct procedures and processes. Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to a concern about a child’s welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with a parent or carers and where possible, seek their consent to a referral to Social Care. This will only be done where such discussion will not place the child at increased risk of significant harm. School will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interest of all children.
The Designated Senior Person for Child Protection: Miss J. Simons (Head teacher)

**School Health Nurse Service**

The School Health Nurse Service provides education, support, advice and assistance in all issues related to health and public health for school aged children and the wider school community. They will work closely with school to provide evidence based sessions in the classroom in line with the PSE & SRE curriculum. School Nurses are also available to discuss and advise on a 1:1 basis if appropriate. If you wish to contact the School Nurse, speak to the school office or **Vicky Bailey, Operational Team Leader, Swansea 01792 516588 Victoria.bailey@wales.nhs.uk**

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**School Uniform**

**Gwisg Ysgol**

What a child wears to school reflects his/ her attitude to learning. It portrays the school's ethos and shared positive values. We have a very simple uniform that the pupils are encouraged to wear. The basic uniform consists of a navy blue sweatshirt and dark trousers, skirt or jogging pants, with a yellow or a blue polo shirt. Sweatshirts and polo shirts with the Brynmill School logo can be bought from local school uniform suppliers (Nash Sports or J & S Products). Whatever the children wear, please label it! Young children often lose clothes and things can be difficult to find unless the child’s name is on them.
**PE and Games kit**

It is important for pupils to wear correct clothing for physical activities; we do expect all pupils to change out of their school clothes into their designated PE kit.

For PE and games, children require flexible clothing such as T-shirt, shorts, track suit, leggings and appropriate footwear. We ask that all clothing is clearly labelled. Pupils are required to keep their kit together in a gym bag, which is then kept in school and brought home again half termly for washing. For Health and Safety reasons jewellery must not be worn for sporting activities and long hair should be tied back.

**Jewellery adornment**

The only items that are considered appropriate for school are watches, and studs worn in pierced ears.

The school does not approve of either jewellery or cosmetics. Please note that staff are not allowed to remove or look after jewellery for children. The safest place for jewellery is at home.

**Lost property**

Labelling all items of clothing reduces the risk! Please label items of children's clothing. We do keep lost property for a reasonable period of time, but it is often difficult to identify items that are not labelled. If your child has lost something then please check in the lost property rack by the School Office. Displays of lost property are made before the end of each school year and if it is not claimed it is then sold or given away to charity.

**Head Lice**

Head Lice can be a real problem in schools. Cases of head lice should be reported to the class teacher. Advice on treatment is available from the school office if necessary. Please note that the school is not responsible for treatment. The Health Authority clearly places responsibility with parents. However, we do endeavor to keep parents / carers informed if there is an outbreak.

**Returning to school after illness**

Children returning to school after illness should clearly be fit to do so and free from infection. Please err on the side of caution when making a decision about your child returning to school. Children should be fit to participate in all school activities including outdoor games and playtime. Injury, asthma, respiratory complaints or circulation difficulties are of course exceptions. We
ask that parents wait for a period of 24 hour after a bout of vomiting &/or diarrhea. If in doubt staff in the school office are happy to advice.

**First Aid**

Simple first aid is given at school when necessary. If an accident needs hospital attention we will make every effort to contact you first. Please ensure information from you is up-to-date so that you can be contacted. There are qualified first-aiders in school.

**School Meals**

*Cinio Ysgol*

We have an online payment system called sQuid. Please contact the office staff for a registration letter. If you think your child is eligible for free school meals, please collect a form from the school office.

**Bringing food/ drink to school for lunch**

Children who do not have a school meal may bring a packed lunch. Please ensure that packed lunches are brought to a school in a secure container labeled with your child’s name and with appropriate food hygiene precautions e.g. ice pack. We prefer drinks to be brought to school in plastic flasks, plastic bottles or other safe containers. In the interest of health and safety, we would ask that children do not bring cans or glass bottles. They should not bring fizzy drinks or sweets or gum. If your child forgets his or her packed lunch we will provide a school lunch and ask you to reimburse us later.
Snack time

Nursery & reception parents are invited to send in a healthy snack for their child to enjoy. For Year 1 to Year 6 children you may like your child to have a mid-morning snack. Fruit is available via our Healthy Fruit tuck shop, which costs £1 a week, payable weekly or half termly. Parents are also welcome to provide a healthy snack, but we ask you not to send your child with sweets, crisps or gum. As part of our ongoing commitment to the Healthy School Initiative we endeavour to promote healthy choices and ask that you support us in our aims.

Money

Please ensure that all monies sent to school are in a sealed envelope marked with your child’s name, amount and the purpose of the money. We use sQuid online payment system for trips, fruit, activity fund, and school dinners.

Medicines

Requests for the administration of medicine must be on a specific form, obtainable from the school office. No medication will be administered without the completion of this form. Please ensure that all medicines sent to school are as dispensed by the pharmacist i.e. in the original bottle/box with the original label. Medication is administered on a voluntary basis by staff, parents are asked only to request administration of medicine during school hours when it is absolutely necessary. If at all possible arrangements should be made for medicines e.g. antibiotics, to be taken out of school hours. If a pupil has a long term medical condition the school will, in partnership with parents and with medical advice, draw up a health care plan to enable the pupil to participate as fully as possible in the life of the school. (Please see ‘School Policy for the Administration of medicines’ for further information)

Water Policy

At Brynmill Primary School we understand the need for children to drink water regularly throughout the day. Drinking water is available in every classroom and water fountains are available at break times.

Sun Protection

During warm summer months all children should have a labelled sunhat in school which they will be encouraged to wear when playing outside. Wide brimmed hats or those which cover the neck are ideal.
School staff are not permitted to apply sun cream to children but we would ask that you apply a long lasting sunscreen before school in sunny weather. Older children may re apply their own sun cream which must be provided in a clearly labelled tube or bottle.

**Emergency Contact Information**

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies, relating to your child.

**Dogs**

Please do not bring dogs onto the school premises, tie them to school fences or allow them to obstruct the pavement where children walk.

No matter how gentle your animal is, children can be easily scared.

*While the school operates a ‘no dog’ policy disabled people accompanied by a guide dog are most welcome.*

**Smoking**

This school is a designated ‘No Smoking Zone’. Please do not smoke anywhere within the school or the school grounds or. Please note that smoking is not permitted within 10 metres of any School premises. For full details please see the Council's No Smoking policy.

**Road Safety**

We actively encourage children to walk to school. For safety reasons we ask that motorists respect the road markings and not park on the zig zags around the school. Please do not park in the residents parking bays or on the double yellow lines. We appreciate that parking spaces around the school are rare, but ask that visitor/ parents do not put children’s lives at risk by parking illegally.

Due to a lack of space in the school grounds, reluctantly, we are unable to store bicycles.

**Hiring the school**

This is a community school and the premises are only let for adult education, community meetings and leisure activities. Please contact the School Administrator for more details.

**Toilet Provision**
There are a sufficient number of toilets for children, including several disabled-access toilets. The toilets are cleaned daily by the school cleaners, and have daily inspections by the caretaker to ensure that supplies are replenished.

**Breakfast and After School Club**

**Clwb Brecwast**

Parents wishing to drop their children off at our Early bird club from 8 am to 8:10 am, can do so for a fee of £1 per day. Our free Breakfast club allows children to be cared for from 8:10 am each day. A private After School Care Club ‘Playworks Child Care’ also operates from the site until 5:30 pm. If you are interested in further details contact them direct on 02920864780. Further information can also be found on their web site: [www.playworks-childcare.co.uk](http://www.playworks-childcare.co.uk)

**Communication with the school**

We use Schoolcomms messaging service to send out information letters, newsletters and notices of school events or when there is a change of circumstance such as after school clubs having to be cancelled. We ask that parents keep us updated should their contact details change including mobile numbers, land line numbers, work contact details and of course, e-mail addresses.

A letter or telephone call will normally secure an early appointment with the Headteacher. Whilst every effort will be made to see parents arriving unexpectedly, there will be occasions when this is not possible.

An appointment can usually be made to see your child’s class teacher at the beginning or end of the school day. Teachers will not be able to see parents after children have started arriving or during the school day.

Minutes of Governors’ meetings, school and LEA policies, National Curriculum documents and other circulars are available to parents. Please make an appointment with the Headteacher.

Parents or visitors who have difficulties understanding, or presenting oral or written communication can arrange for the provision of alternative methods (e.g. large print copies, meetings, etc.). The person concerned, or their appointed representative, should contact the Headteacher to discuss arrangements.
Complaints/ Concerns
Sut i gwyno

If your child has a problem at school.
From time to time, in the children’s lives, events may take place that are upsetting for them. If you are able to share information about your child's personal life with us it can be extremely useful in helping us to offer understanding and support. This will always be dealt with in the strictest confidence.

If you think your child is experiencing any kind of difficulty at school, or if you have any concerns about aspects of school life, then please make an appointment to talk to your child's teacher first. We often find that the most effective way of addressing parents concerns with regards to their child’s education here at Brynmill, is by working directly with the class teacher in the first instance.

Should parents consider issues relating to their child’s education still unresolved, the Headteacher along with relevant staff are always happy to meet with parents at a mutually convenient time. Should a parent have any other concerns/complaint relating to our School and wish to discuss this with a member of staff, we ask that you please contact us via the School Office.

If you have a complaint relating to Curriculum, Religious Education or Religious Worship or any other matter, the Governing Body has adopted the LA's formal Complaints Procedure, copies of which are available from the school, the Education Department or the Public Library. In the event of any complaint you should first try to resolve the matter by making an appointment to discuss it with the Headteacher. Further advice may be obtained from the Education Department, Parent and Governor Unit, Civic Centre. (Telephone: 01792 636000).
Meeting with Governors

The School Governing Body will no longer be required to hold an annual parents’ meeting. Instead, parents will have the right to petition a meeting with a governing body on issues which concern them. This right may be exercised up to 3 times in a school year.

THE CURRICULUM

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. In Brynmill, we recognise that now more than ever, young people need to be adaptable to change, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Following the review of the current curriculum in Wales, our curriculum structure in Brynmill (3–11) has been organised into Areas of Learning and Experience that establish the breadth of the curriculum. These areas provide rich contexts for developing the four curriculum purposes, be internally coherent, employ distinctive ways of thinking, and have an identifiable core of disciplinary or instrumental knowledge.

In Brynmill, the current National Curriculum Programmes of Study for KS2 (2008) and Foundation Phase Framework (2015) which state the statutory range of skills learners should be taught have been restructured to reflect the proposed new ‘Areas of Learning and Experience (AoLE)’.

Our curriculum has six (AoLE):

- Expressive arts
- Health and well-being
- Humanities (including Religious education)
- Languages, literacy and communication including Welsh
- Mathematics and numeracy
- Science and technology.

In addition, our school curriculum also embraces the range of competences skills which are foundations for almost all learning and are essential to being able to participate successfully and confidently in the modern world.

These are the **Three cross-curricular responsibilities:**

- Literacy
- Numeracy
- Digital Competence

**FOUNDATION PHASE**

Children from 3 years to 7 years follow the Foundation Phase Curriculum.

This is based on seven areas of learning

- Personal and Social Development;
- Well-being and Cultural Diversity;
- Language, Literacy and Communication Skills;
- Mathematical Development;
- Welsh Language Development;
- Knowledge and Understanding of the World;
- Physical Development and Creative Development

Through these 7 areas, we aim to develop the all-round growth of each child building on their previous learning experiences, knowledge and skills and focuses on first hand experiential activities.
We hold information meetings for parents at the beginning of the academic year, explaining how we at Brynmill Primary develop the children’s early literacy skills, early maths skills and Foundation Phase activities.

We continue teaching through these 7 areas of learning in Key Stage 2 using a topic based approach. The children are central to the planning of our topics and have opportunities to be involved in planning, developing and reflecting on their learning.

*Foundation Phase Coordinator – Mrs Delwen Lewis*

**KS2**

**Topic based curriculum and Pupil Project weeks: Subject knowledge and skills & Literacy and Numeracy across the Curriculum (LNF)**

Whilst our current curriculum is being developed we are still committed to covering the statutory requirements of the National Curriculum in KS2.

- **Welsh Government Literacy and Numeracy Framework**

We also plan many opportunities for pupils to practise and consolidate their Literacy and Numeracy skills
One of the ways we incorporate literacy and numeracy skills across the curriculum are through pupil project weeks and rich learning experiences through the phase topic. Rich learning tasks are described as open ended exploration of real world topics that are cross-curricular.

Practitioners identify and plan opportunities for ‘Rich Tasks’ that allow a range of skills to be selected and practised with increasing independence throughout each year within the Cornerstones Curriculum Topics. Regular Problem Solving also promotes the development of reasoning skills. We aim to engage pupils in learning that has both context and purpose whilst providing the opportunity for pupils to develop their literacy and numeracy skills.

- **Language, Literacy & Communication**

We believe that language and literacy is at the heart of children's learning. Through language they receive much of their knowledge and acquire many of their skills. We attach a high priority to language and literacy and the ability to
use it appropriately and concisely to convey meanings. In Key Stage 2 we group children according to ability and learning style, for word level and sentence level work focusing on grammar, spelling and punctuation.

*Languages Literacy & Communication Leader – Miss L. Maliphant*

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**Writing**

Through our planning and teaching from writing we aim for children:

- To write for a real purpose, so that it is interesting and enjoyable;
- To write in a range of genres in fiction and poetry developing an understanding of how narratives are structured through basic literacy ideas of setting, character and plot;
- To write in a range of non-fiction genres structuring text in a style suited to its purpose;
- To use grammar and punctuation accurately;
- To develop their phonic knowledge, skills and understanding of spelling conventions and use them to read and spell accurately;
- To develop a fluent, neat and preferably joined handwriting style as early as possible

**Reading**

Home background and attitude towards books plays a major part in children learning to read. Home school reading records for pupils who are emergent or non-fluent readers in Foundation Phase and Lower Key Stage 2 are an effective way of working together to support pupils as they develop the initial skills required to become a fluent reader.

We teach reading skills in a variety of ways including Guided Reading and Individual reading. Guided reading teaches children in ability groups and focuses on levelled objectives to be met per term.

**Phonics**

Daily phonics is timetabled for pupils in the Foundation Phase and if required, pupils in Lower Key Stage 2. Pupils in Upper Foundation Phase are grouped
according to their phonic stage and taught in small groups during phonic sessions. The school uses the Letters and Sounds phonic programme, this is supplemented by the Ben and Betty programme for Lower Foundation Phase.

**Reading Behaviours**

We believe that reading in is more than just decoding, rather that it is an active process whereby pupils need to talk about what they read. Reading strategies are actively taught so that a pupils’ comprehension becomes more mature over time. At Brynmill, we have a consistent approach to the teaching of comprehension, providing planned opportunity for pupils to develop a range of reading behaviours.

**Individual Reading**

The school uses the structured reading schemes of Oxford Literacy Tree and Oxford Literacy Web, supplemented by others to support all children until they are capable of competent fluent independent reading. Children have access to graded books in a reading scheme, to support the development of their individual reading skills. Children start the reading scheme in Reception and continue on this scheme until they become competent independent readers and the teacher judges them to be able to leave the reading scheme. They can then choose from a wide variety of books from the school or class library. Children take home one book at a time, returning and changing it when their parent feels appropriate. Children are responsible for changing their own books as much as possible, under the overall guidance of the teacher. Children may also read their individual books with teacher, support staff or parent helpers.

- **Mathematical Development**

  **Mathematics & Numeracy: Mr Oli Mizen**

  Mathematics in Brynmill is primarily taught through a systematic, child centred, approach with enquiry, investigation and the development of skills at the forefront of our approach.

  Practitioners in the Foundation Phase embrace Mathematical Development through an experiential curriculum based on the acquisition of skills.
In Key Stage 2, practitioners use the Mathematics in the National Curriculum in Wales document and the skills framework to ensure that all range and skills are covered. Where appropriate, cross curricular and thematic links are made to develop Mathematics as a skill across the curriculum.

In Key Stage 2 we group children according to ability and learning style in Mathematical Development. In addition to this, the children have opportunities to apply numeracy skills across the curriculum in their own classes through the Numeracy Across the Curriculum Framework.

- **Science in the Foundation Phase**

  Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them and to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers.

- **Key Stage 2 Science**

  **Science & technology Leader: Mrs Claire Nicholas**

  Learners are given the opportunity to build on skills, knowledge and understanding acquired in foundation phase. Children should develop their skills through the range of Interdependence of organisms, The sustainable Earth and How things work. Learners should be taught to relate their scientific skills, knowledge and understanding to applications of science in everyday life. They are taught to recognise that scientific ideas can be evaluated by means of information gathered from observations and measurements. Teaching encourages learners to manage their own learning and activities should foster curiosity and creativity. Science should enable learners to initiate, explore and share ideas, and extend, refine and apply their skills.

  Science skills are discretely taught and developed through our cornerstone topics. Science is rich in opportunity to develop literacy and numeracy across the curriculum.

- **Welsh/ Bilingualism Dwyieithrwydd**

  **Bilingualism Leader: Mrs Delwen Lewis**

  Welsh in Brynmill is used both as a language of communication where ever appropriate and as an area of learning. Children will primarily be taught Welsh through the skills of oracy, reading and writing. In the Foundation
Phase, children’s Welsh oral skills should be fostered and promoted through first hand sensory experiences. Opportunities throughout the Foundation Phase should enable children to enjoy reading in Welsh, and to make progress in their ability to read Welsh. Activities undertaken throughout the Foundation Phase in Welsh should enable children to enjoy experimenting with written communication.

In Key Stage 2, learners build on the skills, knowledge and understanding they have already acquired in the Foundation Phase and will develop focussed cross curricular skills in Thinking; Communication; ICT and Number.

Pupils participate in a regular practice of Welsh language patterns and vocabulary, known as ‘Slot Ddrillio’ which supports pupils’ Welsh oracy.

It is the school's aim to use the Welsh language in such a way as to ensure that children see, hear and use it as a natural part of school life. It is given a prominent role in many school activities. Children also have an opportunity to learn about the culture and heritage, as well as the language of Wales, through such activities as Wythnos Gymraeg and St. David's Day celebrations. Our teaching of Welsh is supported by the team of peripatetic Welsh teachers, 'Athrawon Bro', who work alongside teachers and pupils in promoting the Welsh language. We liaise closely with our colleagues at our partner secondary school to ensure continuity in the teaching of Welsh. No pupils are excepted from the National Curriculum in Welsh.

Curriculum Cymreig

In Brynmill, the Foundation Phase contributes to the Curriculum Cymreig, by developing children’s understanding of the cultural identity unique to Wales across all areas of Learning, through an integrated approach. Children should appreciate the different languages, images, objects, sounds and tastes that are integral in Wales today and gain a sense of ‘belonging to Wales’ and understand the Welsh heritage, literature and arts as well as the language.

In Key Stage 2 children are given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Foundation Subjects

These include:

- History
- Geography
• Religious Education
• Personal Social Development
• Physical Education
• Art
• Music
• ICT
• Design Technology

Curriculum planning and rich learning experiences Coordinator – Mrs C. Nicholas

RELIGIOUS EDUCATION
Addysg Grefyddol

RE is a compulsory element within the curriculum and is taught in accordance with the Local Authority Agreed Syllabus. Children take part in a mainly Christian assembly each day. Parents are entitled to withdraw children wholly or in part from Religious Education and collective worship.

Pupil progress, assessment and reports.
Assessment Coordinator: Mr Owen Davies

Teachers monitor pupils’ progress carefully at all times. This means that the children get regular and constructive feedback on their progress. It is our aim to involve them in this process so that they can take more responsibility for their learning and begin to set their own targets.

We aim to involve the parents and to this end we are constantly strengthening home school links with paired reading, discussions and homework when necessary.

Curriculum Evenings/ Year Group Meeting are held during the Autumn Term for each year group to inform parents of curriculum coverage they can expect for the forthcoming year. Following these Year Group Meetings, parents have the opportunity to meet with the class teacher on an individual basis. Spring term appointments are arranged to discuss mid year progress and parents
are furnished with an annual report which details each child’s progress at the end of the academic year. We also hold an open afternoon in the summer term, where parents have an opportunity to see the children’s work, classroom displays and discuss their child’s report.

During the summer term, we hold new parents meetings for pupils about to start in September. The purpose of these meetings is to welcome new parents and to inform parents of the domestic arrangements for the start of school in September. During these meetings, we hand out an information pack with hints on helping your child progress.

We use a wide variety of tests and tasks to track progress. Pupils are screened using a National Baseline Assessment during the first six weeks after they enter Reception. We track the pupils’ progress through the Foundation Phase Curriculum and Foundation Phase Outcomes are reported to parents at the end of the Foundation Phase, in Year 2. We also track the progress of Key Stage 2 pupils as they progress through the National Curriculum and these levels are again reported to parents of Year 6 pupils following summative Teacher Assessment. Teacher Assessment judgements are subject to rigorous standardisation and moderation processes that take place both internally and externally.

The school uses Welsh Government’s statutory National Tests in Numerical Reasoning, [Mathematical] Procedural and Reading standardised tests for pupils in Year 2 to Year 6 to help monitor progress and identify next steps. Parents are given a report from Welsh Government with the pertinent details of how their child performed during the National tests.

At the end of each year, schools are required to produce a narrative report to parents on their child’s progress through the Literacy and Numeracy Framework and identify next steps based on this assessment.

From September 2014, schools are required to track pupil’s progress through the Literacy and Numeracy Framework, assessing learners’ literacy and numeracy across the curriculum skills.

**Interventions**

Interventions such as ‘Catch-up’ programmes / Booster groups, specific adult support for pupils with Additional Learning Needs (ALN) and ‘stretch and challenge’ for ‘More Able and Talented’ (MAT) learners are used for identified learners, to ensure that they reach their full potential.

Booster / Catch-up Intervention programmes are delivered as additional sessions, provided for identified able learners and are aimed at boosting
confidence and skills in English / Maths, ensuring that pupils reach their full potential.
At Brynmill, we provide the following intervention programmes:
- Rapid Read for pupils in Year 2 - 6
- Literacy – spelling and grammar for pupils in Year 2 – 6
- Guided reading intervention groups for EAL pupils in Year 3 - 6
- DCD groups
- Handwriting groups
- Numeracy intervention for pupils in Years 2 to 6

_Inclusion Manager : Kate Jenkins_

**Health & Wellbeing Leader: Mrs. Sian Breeze and Mrs Sali Evans**

Health and Wellbeing Area of Learning and experiences helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, including circle time, contributing fully to the life of their school and communities. At Brynmill Primary School we also explore the Social and Emotional Aspects of learning through our teaching of social, emotional and behavioral skills to all pupils.

Through Personal & Social Education we aim to:

- Develop learners’ self-esteem and a sense of personal responsibility.
- Promote self respect, respect for others and celebrate diversity.
• Equip learners to live safe, healthy lives.
• Prepare learners for the choices and opportunities as active responsible citizens locally, nationally and globally.
• Foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship.
• Prepare learners for the challenges, choices and responsibilities of work and adult life.

Rights Respecting School
*Rights Respecting School Leader: Mrs Jeanette Howard*

Brynmill is a rights respecting school and has is working towards Level 2 of the Rights Respecting School Awards. “The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school’s planning, policies, practice and ethos. A rights-respecting school not only teaches about children’s rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils.” UNICEF.

Pupil Voice & Active Citizenship

The Rights Respecting School Council consists of children from each class who are elected by their peers at the beginning of each academic year. Their agreed action priorities are implemented by teams of children, elected councillors and others who wish to contribute to school life and the local community.

The school works closely with charities that promote active citizenship such as Children in Need and Childline. Pupils and parents are encouraged to become aware of local, national and global issues faced by children.
to their local community and beyond to develop a positive future for all. Children in our school hold a variety of roles that help them make a valuable contribution to our school and local community.

<table>
<thead>
<tr>
<th>Pupil Empowerment/ Learner Voice</th>
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<tbody>
<tr>
<td>Senior Leader with overall responsibility for Pupil Voice : Claire Nicholas</td>
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<tr>
<td>Group</td>
<td>Staff with responsibility</td>
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<tr>
<td>School Committee</td>
<td>Claire Nicholas</td>
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<tr>
<td>Learning Detectives</td>
<td>Claire Nicholas</td>
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<tr>
<td>Health &amp; Wellbeing Committee including Blues Busters and Rights Respecting Schools</td>
<td>Jeanette Howard</td>
</tr>
<tr>
<td>Eco Committee</td>
<td>Alison Davey</td>
</tr>
<tr>
<td>Prefects</td>
<td>Sali Evans</td>
</tr>
<tr>
<td>Welsh Ambassadors</td>
<td>Delwen Lewis &amp; Alys Pardoe</td>
</tr>
<tr>
<td>Digital Leaders</td>
<td>Owen Davies</td>
</tr>
<tr>
<td>PE Monitors</td>
<td>Oli Mizen</td>
</tr>
<tr>
<td>Purple Team ( Multi Media Library)</td>
<td>Sarah Morgan</td>
</tr>
</tbody>
</table>

These various activities are valuable in preparing our children to become responsible and committed citizens of the future. It is a responsibility that the children take very seriously and show total commitment for the good of our school. These activities also develop the children’s sense of well-being as they focus on the needs of others around them and their relationships with those around them.

**Collective worship**

At Brynmill Primary School there is much for which to be thankful, much to praise, much to hope for and request, and we introduce these elements in our assemblies. Through acts of collective worship we aim to focus on someone or something that promotes the spiritual, moral, cultural and physical development of all children. We promote respect and sensitivity for the beliefs and values of others whilst providing opportunities for children reflect on the values and concerns of the school community.

Parents have the right to withdraw their child from acts of worship.
Arrangements are made for those children who are withdrawn from collective worship; they are given appropriate work and supervised by members of staff. To date we are delighted that parents have not felt the need to do this.

**Health Education**

Many aspects of looking after ourselves are covered in the school's curriculum as well as the programmes of study in the Science National Curriculum Framework. We aim to give pupils a greater understanding of themselves by covering aspects of diet, hygiene and exercise.

**Sex & Relationships Policy Education**

**Addysg Rhyw**

Sex Education forms part of the Health Education in school and the Science curriculum. Year 5 & 6 pupils will study Sex Education and Relationships within a moral, family orientated framework.

The school has a comprehensive policy statement for ‘Sex Education’, which has been drawn up following much discussion and advice and is based on guidance from the LA.

During the Summer Term experts from the Health Authority visit the school to deliver sex education which is based on the maturation process. Children’s questions are answered as they arise, unless it is felt the topic is best discussed with parents / carers. By drawing children’s attention to care and love, it is hoped to foster awareness and an understanding of sex being only part of a much wider vision of life as a whole. The sex education programme is an integral part of the school’s curriculum and participation of pupils is as much a requirement as for other parts of the Secular Curriculum. Pupils are introduced to the reproduction cycle through the wider context of science.

Parents are informed about the school’s SRE provision and are welcome to review resources and scheme of work. Parents also retain the right to withdraw their child from the SRE aspects of PSE, any parent wishing to exercise this right should contact the Head teacher in writing. Alternative provision will be made for supervision.

**Extra Curricular Activities**

**Gweithgareddau Allanol**

The school offers a wide range of extra curricular activities both during and after school. Activities that are run directly by the school are often free and cover areas such as health & wellbeing including sport, expressive arts
including digital literacy and ICT clubs. Some of our sporting clubs are seasonal and we also offer clubs run by private providers for a fee, these are publicized via the weekly school newsletter.

We review the clubs regularly so that the needs of our current pupils are met.

Physical Development in Brynmill will primarily be taught through a systematic, child centred, cross curricular approach with the development of skills as the cornerstone of our approach.

<table>
<thead>
<tr>
<th>Pupil Enrichment Clubs and After School Clubs include:--</th>
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</thead>
<tbody>
<tr>
<td>Coding Club</td>
<td>Miss Maliphant</td>
</tr>
<tr>
<td>Friendship Club</td>
<td>Mrs Evans</td>
</tr>
<tr>
<td>Football Club</td>
<td>Mr Mizen</td>
</tr>
<tr>
<td>Criw Cymraeg</td>
<td>Mrs Lewis</td>
</tr>
<tr>
<td>Choir/ Expressive Arts</td>
<td>Mrs Howard</td>
</tr>
<tr>
<td>Eco Club</td>
<td>Mrs Morgans &amp; Miss Rees</td>
</tr>
<tr>
<td>Netball</td>
<td>Mrs Breeze &amp; Mrs Morgans</td>
</tr>
</tbody>
</table>

**Physical Development - P.E. & Games**

**Sporting activities /Gweithgareddau Chwaraeon**

Physical Development is about fostering enthusiasm and energy for movement. It helps children to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination, and developing motor and manipulative skills. Children develop their gross and fine motor skills, physical control, mobility and an awareness of space. It provides opportunities for pupils to be creative and imaginative, and to experience both adventurous and competitive activities.

Practitioners in the Foundation Phase embrace Physical Development through an experiential curriculum based on the acquisition of skills.

In Key Stage 2, practitioners use the Physical Development skills framework initially to establish which skills are to be the focus and then turn to the range sections of the national curriculum orders to identify and map the subject contexts.

**What sports are on offer?**
Netball, athletics, gymnastics, and cross-country are all available at various times during the school year for pupils in Key Stage 2. Foundation Phase pupils do PE and ball skills as well as music and movement.

**Homework**

**GwaTOith Cartref**

Parents are encouraged to support their child’s learning in the Foundation Phase by pair read with their children, playing games, visiting the library and research to support topic work. Pupils will be encouraged to spend some time at home following up work or completing set tasks in their Learning Logs. Learning Logs are personalised learning resources for children. In the Learning Logs, the children record their responses to learning tasks set by their teachers. Each log is a unique record of the child’s thinking and learning. Maths Homework is sent out every week on a Friday, to be retuned the following Wednesday.

Curriculum information for parents is also sent out each term, to outline areas of learning for the topic. Children are encouraged to think about their topic at home through discussions, visiting the library and bringing in any relevant artefacts or anything from home to share with their class. The Policy for Homework is available to look at if you would like more information.

**Music**

Music, as part of Expressive Arts is coordinated by Mrs Howard. The aim of music in the curriculum is to provide opportunities to develop the skills of appreciation, creative composition and performance. Participation in school expressive arts events such as concerts also help the children to gain confidence and become more proficient in the areas of music and drama.

**Charging for school activities, Visits and Visitors**

An essential part of our pupils' learning at school is the day visits, residential visits and visitors to school. Brynmill Primary School is committed to offering this rich source of learning. However, there are times when the cost cannot be borne solely by the school. Voluntary contributions will be required to ensure that the activity takes place. There is no obligation to contribute. Children of non-contributing parents/carers will be treated no differently from children of contributing parents. Unfortunately, should insufficient funds be raised, relevant activities will not take place and parents/carers will be advised accordingly.

**Inclusion**
Inclusion Coordinator: Mrs. K. Jenkins

Inclusion - Pupils with Special Educational Needs

Learners with ALN are identified at the earliest opportunity to ensure that with additional and appropriate support, a full understanding of reading, writing and oracy can be achieved. Pupils with Special Educational Needs / Additional Learning Needs are helped within the normal classroom environment or by being withdrawn to work where there is less distraction, with a support teacher. Advice and support are provided from ATL (Access to Learning), an Educational Psychologist and other agencies where appropriate. We have a number of Teaching Assistants working in the school, mainly supporting our pupils with Statements of Special Educational Needs. The Policy for Special Educational Needs is available to look at if you would like more information. Our Additional Learning Needs Coordinator is happy to speak to you about general issues related to special needs if the class teacher cannot answer your questions.

English as an Additional Language

We have some support from EMAU (Ethnic Minority Achievement Unit), to support the needs of pupils for whom English is an additional language.

More Able and Talented Pupils

It is important to understand what we mean by ‘More Able and Talented’ pupils. More able pupils can be defined as pupils who demonstrate a significantly higher level of ability than most pupils of the same age in one or more of the curriculum areas or in any of the following:

- general intellectual ability
- specific academic aptitude
- creative thinking
- leadership qualities/social skills

Talented Pupils might demonstrate a higher level of the following:

- artistic abilities
- ability in the expressive arts
- physical ability

More able children can be identified as pupils who achieve two years beyond their age group in a certain subject. This would be about 1-2% of the school population. More able and talented children are identified through teacher assessment and judgments based on a variety of assessments.
At all times the needs of the children, whatever their ability, are catered for through careful differentiation and task. Ability grouping is used throughout Key Stage 2 for both Maths, Word Groups & Welsh. This allows for the more able pupils to work with other pupils of similar ability.

**Looked after children**

We have a member of staff who is designated as responsible for promoting the educational achievement of looked after children

Looked After Children (LAC) Coordinator: Mrs. K. Jenkins

**Equal Opportunities**

At Brynmill Primary School we aim to secure, for all children in our school, a broad, balanced, inclusive and progressive education. This is the right of all children, irrespective of social background, culture ethnicity, gender, ability or disability. Our school is a welcoming school, where all children are encouraged to explore and discover the wonders of learning.

**Accessibility**

The school has carried out an accessibility audit and is confident about meeting the needs of all pupils here. We provide disabled toilet facilities and a chair lift to allow access to the first floor. Signage is clear so that visitors can clearly find their way around the school.

**Pupils with disabilities**

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. Teachers modify teaching and learning as appropriate for these pupils.

**Discipline**

**Disgyblaeth**

Matters of discipline are dealt with initially by the class teacher or the 'on duty' members of staff. When a situation demands it, the Head teacher takes responsibility for disciplinary measures. At all times pupils are encouraged to consider and be responsible for their own actions. Our aim is to make the pupil more aware of the necessity for self-discipline, self-awareness and self-control.

In case of a serious breakdown of conduct, the Head teacher always seeks to assess the situation with parents/carers.
The school has a Positive Behaviour Policy, which is reviewed annually. All members of the school team, Governors, parents/carers, staff and pupils are expected to implement and abide by the Code of Conduct in the Behaviour Policy.

**Restorative Practice**

This strategy is being adopted by our school. The following is a brief explanation of RP.

‘Restorative Practice’ is a strategy that can be used to resolve minor incidents that occur in our school.

In broad terms, restorative practices constitute an innovative approach to offending and inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (Wright 1999). Simply, it is about getting the offender together with the victim to understand the harm that the offender’s behaviour has caused to the victim(s). Set questions are asked by the teacher to the offender and then to the victim, to resolve a situation:

- What happened?
- Who has been affected and how?
- How can we make things right?
- What have we learnt so as to make the right choices next time?

The teacher acts as facilitator. It is the children themselves, who come up with the solutions.

Each child ‘checks-in’ to class regularly through the week by placing his/her name on a ‘mood board’. This allows staff to assess if any child needs to be monitored during the day. Children are able to move their name from one emotion to another at key times of the day. If there are any issues arising from ‘check-in’, this can be dealt with in Circle Time on a Monday. Children then ‘check out’ at the end of the day, so staff can assess if issues highlighted at ‘check in’ have been resolved, or if any still need addressing before the child goes home. The emotions used are unique to each class and chosen by the children.

Appendix 1
### School Comparative/Validation 2018 (End of Foundation Phase Outcomes - Pupils)

(Table 1 of 2 - PERCENTAGES)

<table>
<thead>
<tr>
<th>Swansea CITY</th>
<th>BRYNMILL PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>N</td>
<td>D</td>
</tr>
<tr>
<td><strong>Personal and social development, well-being and cultural diversity</strong></td>
<td><strong>School</strong></td>
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<tr>
<td><strong>Wales</strong></td>
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<tr>
<td><strong>Language, literacy and communication skills (in Welsh)</strong></td>
<td><strong>School</strong></td>
</tr>
<tr>
<td><strong>Wales</strong></td>
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<tr>
<td><strong>Wales</strong></td>
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<tr>
<td><strong>Mathematical development</strong></td>
<td><strong>School</strong></td>
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<tr>
<td><strong>Wales</strong></td>
<td>0.1</td>
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### Optional Areas of Learning:

| Creative development | **School** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Physical development | **School** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Knowledge and understanding of the world | **School** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Welsh language development | **School** | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

| FP1 ** | **School** | 96.6 |
| **Wales** | 87.3 |
## School Comparative/Validation 2018 (End of Foundation Phase Outcomes - Pupils)

(Table 2 of 2 - PUPIL NUMBERS)

### Swansea
**BRYNMILL PRIMARY SCHOOL**

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<tr>
<td>Personal and social development, well-being and cultural diversity</td>
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<td>Language, literacy and communication skills (in Welsh)</td>
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### Optional Areas of Learning:

<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>N</th>
<th>D</th>
<th>W</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
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**FPI**

<table>
<thead>
<tr>
<th>School</th>
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</table>

**Cohort = 29**

### Notes

N: Not awarded a level for reasons other than disapplication.
D: Dis enabled under section 364 or 365 of the Education Act 1996, now enabled through sections 113-116 of the Education Act 2002.
W: Currently working towards Foundation Phase Outcome 1.
A: Performance Above Foundation Phase Outcome 6.
## Appendix 2

### School Comparative/Validation 2018 (KS2 - Pupils)

<table>
<thead>
<tr>
<th>(Table 1 of 2 - PERCENTAGES)</th>
<th>Swansea</th>
<th>Brynmill Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>D</td>
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<td>Oracy</td>
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<tr>
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<td>Wales</td>
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<td>Reading</td>
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<td>Wales</td>
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### Core Subject Indicator **

<table>
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<tbody>
<tr>
<td>Wales</td>
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</tbody>
</table>

### Notes

- N: Not awarded a level for reasons other than disapplication.
- NCO1: National Curriculum Outcome 1
- NCO2: National Curriculum Outcome 2
- NCO3: National Curriculum Outcome 3
(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)
- "": Not exactly zero, but less than 0.05
- "": Cohort is less than five and/or cannot be given for reasons of confidentiality
- **: Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.
School Comparative/Validation 2018 (KS2 - Pupils)

(Table 2 of 2 - PUPIL NUMBERS)

Swansea
BRYNMILL PRIMARY SCHOOL

<table>
<thead>
<tr>
<th>Subject</th>
<th>N</th>
<th>D</th>
<th>NCO1</th>
<th>NCO2</th>
<th>NCO3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>8+</th>
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</tbody>
</table>

Core Subject Indicator **
School: 39
Cohort = 42

Notes
N: Not awarded a level for reasons other than disapplication.
NCO1: National Curriculum Outcome 1
NCO2: National Curriculum Outcome 2
NCO3: National Curriculum Outcome 3
(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)
Appendix 3
School term and holiday dates 2018/2019

School Terms and Holiday Dates
2018/2019

<table>
<thead>
<tr>
<th>Term</th>
<th>Term Begins</th>
<th>Term Ends</th>
<th>Term Begins</th>
<th>Term Ends</th>
<th>Term Begins</th>
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<tbody>
<tr>
<td>Autumn 2018</td>
<td>Monday 3rd Septem</td>
<td>Friday 26th Octo</td>
<td>Monday 29th</td>
<td>Friday 2nd Novem</td>
<td>Monday 5th</td>
<td>Friday 21st Decem</td>
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</tr>
<tr>
<td>Spring 2019</td>
<td>Monday 7th Janua</td>
<td>Friday 22nd Febru</td>
<td>Monday 25th</td>
<td>Friday 1st March</td>
<td>Monday 4th</td>
<td>Friday 12th April</td>
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<tr>
<td>Summer 2019</td>
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<td>Friday 24th May</td>
<td>Monday 27th</td>
<td>Friday 31st May</td>
<td>Monday 3rd</td>
<td>Monday 22nd July</td>
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**Bank Holidays**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Monday 3rd September 2018</td>
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<tr>
<td>2. Tuesday 4th September 2018</td>
</tr>
<tr>
<td>3. Monday 1st October 2018</td>
</tr>
<tr>
<td>4. Monday 3rd June 2019</td>
</tr>
<tr>
<td>5. Monday 22nd July 2019</td>
</tr>
</tbody>
</table>
Appendix 4

ACCESSIBILITY POLICY

We endeavour to make our premises, curriculum and information accessible to all.

Our Accessibility Plan and Equal Opportunity Policy supports our work in this aspect of school improvement.

Please let us know if there is anything we can do to improve our provision and try to inform us in advance of your visit if you have any special requirements.

We are able to provide:

- A member of staff to meet you on arrival and accompany you on your visit to our school
- A communicator/signer booked in advance of the visit for anyone who needs this service
- A seat next to the aisle at school concerts and special events for anyone who needs “extra space” who is a wheelchair user
- Special dietary requirements can be catered for with advance notice
- Documents in a variety of languages provided by the translation service of City and County of Swansea

We will try to make your visit as comfortable and enjoyable as possible.
Brynmill Primary School
DISABILITY EQUALITY DUTY

The Disability Discrimination Act 2005 places a general duty on schools to promote equality of opportunity for disabled people and encourage their full participation in the life of the school.

At Brynmill we are committed to ensuring equality of education and opportunity for disabled pupils, staff, and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We also believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

A disabled person (child or adult) is someone who has a physical or mental condition, which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. According to the D.D.A. the definition of disability covers a broad spectrum of conditions including cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing or sight impairments, mobility difficulties and people with mental health conditions or learning difficulties/disabilities.

Name: ____________________________

Please circle which category applies to you

Pupil  Parent  Governor  Staff

Nature of Disability: ____________________________

Extent to which disability affects your ability to participate in the day to day life of the school: ____________________________

Confidentiality

Do you wish the information you have given above to remain confidential?  YES  NO

Further information/ How we can help:

Please return this form to the school office at Brynmill Primary School
Appendix 5

Brynmill Primary School Privacy Notice

Our postal address is: Trafalgar Place, Brynmill, Swansea, SA2 0BU

Our website address is: https://brynmill-primary-school1.j2bloggy.com

Issues of how data is handled are dealt with by the Headteacher or the School’s Data Protection Officer.

As a public authority, we must comply with all relevant legislation relating to data handling. The Information Commissioner’s Office (ICO) is the supervisory authority in the United Kingdom established to ensure that your data rights are upheld.

Categories of personal data we hold

Obtaining, recording, holding and dealing with personal information is known as ‘processing’.

As a school the vast majority of information we collect is about our pupils but we do also hold key information needed about parents / guardians and staff members.

Generally a school file may include:-

- Attendance data
- Academic achievements and progress
- Ethnicity
- Wellbeing and pertinent health information (medication, allergies and illnesses)
- Free School Meal eligibility
- Contact details of parents and guardians
- Minutes of meetings relating to the child
- Any statement of Special Educational Need and reviews of the same
- Reports and referrals to and from other agencies if applicable – Youth Offending Service and Social Services for example

The school as an employer will also hold a personnel file for all staff and this file will generally consist of:-

- Contact details
- Bank details, National Insurance Number for payroll purposes
- Details of any references or DBS checks where applicable
- Details of driving licence and vehicle MOT / Insurance
- Details of any disciplinary action
- Information regarding sickness and annual leave

How the School collects and uses personal data

The School has a responsibility to provide its pupils with a good education in a safe environment. It is necessary to collect personal data to enable the school to provide pupils
with an education, to track and monitor academic progress and to ensure those with parental responsibility are kept informed of key milestones and achievements.

Some of the information will be provided to us by parents / guardians and some will be generated by us whilst the pupil is in our School.

Here are some examples of how we collect and use your data:

**Providing an education:**

We generate and then hold the reports of a pupil’s progress and any examination results. We generate and keep attendance data which can be analysed to ensure that children are attending school regularly and attending on time. The school will on occasion utilise educational apps and websites with the children, all of which will be undertaken under the supervision of a staff member.

**Maintaining school discipline and awarding positive behaviour:**

As part of the school file we will create a behaviour record that would include all significant incidents of breaches of the school discipline policy. This would include any fixed term or permanent exclusions. The school file will also include examples of excellence and achievements.

**Keeping learners safe and improving wellbeing:**

There may be occasion when the school will collect documentation regarding the wellbeing of pupils. It is a legal requirement for all schools to develop and have in place systems of safeguarding and promoting the wellbeing of children in their care. This may involve documenting concerns and receiving information from other agencies such as social services when they have a worry about a pupil. Monitoring wellbeing allows the school to ensure the best possible services and support are available to the pupil and their families.

This school also operates CCTV cameras within its grounds. The purpose of these cameras are to maintain school discipline and to keep learners safe.

**Keeping parents updated and involved in the school:**

We do collect details of parents and guardians to ensure that we are able to keep you informed of school events and activities.

**To enable efficient administration and reduce the need for children to be carrying money:**

We have adopted an online system for school meal purchases, trips and offers, which parents can take advantage of.

Further details of the system and its operation are available here: [https://www.squidcard.com/support/parents](https://www.squidcard.com/support/parents)

Squid Privacy Statement: [https://www.squidcard.com/privacy-policy](https://www.squidcard.com/privacy-policy)

**Recruitment:**

When individuals apply to work for the School, we will only use the information they supply to process their application and to monitor equal opportunities statistics. Personal
information about unsuccessful candidates will be held for six months after the recruitment process has been completed, it will then be destroyed securely.

Once a person has taken up employment with the School we compile a personnel file relating to their employment. The information contained in this is kept secure and will only be used for purposes directly relevant to that employment.

The Source of Personal Data

The vast majority of personal data we hold will have been generated in the course of a pupil attending the school or will have been provided to us directly from you. There are occasions where personal data is collected about you in other ways.

This includes:

- When partner agencies share information with us to provide a joined-up service to you.
- When you move into our local authority area, data may be shared from the previous school or local authority area.

People We Share Data With

Service Provision:
We may share data with others to enable a requested or statutory service to be provided. This could be where we use another agency to deliver the service for us or where we collaborate with other agencies. An example would be that information would be shared with the Local Authority to enable an assessment of a child’s special educational needs. Another example would be the supply of information at your request to contribute to a Child and Adolescent Mental Health assessment.

Transfer of information to another school / local authority:
Personal information about you may also be provided to other local authorities or schools. An example would be where you have moved from one area to another or start at a new school. The school file will be securely transferred to the new Local Authority / School.

Health Information
In some circumstances we may share information with NHS professionals providing services to our school children. This would be for services such as vaccinations, dental provision and school nursing activities.

We may collect health information on staff members when such information is supplied as part of the sickness policy and / or following referrals to occupational health.

Transfer of information required by law:
We also share personal information where we are required to do so by law. Examples include where we are required by law to report matters to Welsh Government who then in turn publish a lot of the data they receive: https://statswales.gov.wales/catalogue/education-and-skills
Another example would be our duties to share information with social services when they are carrying out their protective functions or the police when carrying out investigations.

**How long we keep your data**

Data is held for no longer than is necessary and the School follows legal guidelines on how long information should be kept before it is securely destroyed.

The timeframe for holding data is different depending on the type of data involved.

To see our full retention schedule please visit our website where the retention schedule is included in our Data Protection Policy.

**Transfers outside the European Economic Area**

We do not share personal information beyond the European Economic Area (EEA) save for should a pupil move to a school outside of the EEA. This is quite rare but does occur particularly with children of British Forces personnel. In this circumstance the school file will be securely transmitted to the new school / authority as appropriate.

**Your Data Rights**

In so far as is compatible with legal requirements you have a number of rights in respect of your data:

1. **Right to be informed.** We must be completely transparent with you by providing information ‘in a concise, transparent, intelligible and easily accessible form, using clear and plain language’. Our privacy notice is one of the ways we try and let you know how data is handled.

2. **Right of access.** You have the right to access your personal information. Parents also have the right to access the educational record of the pupil.

3. **Right to rectification:** You have the right without undue delay to request the rectification or updating of inaccurate personal data.

4. **Right to restrict processing:** You can ask for there to be a restriction of processing such as where the accuracy of the personal data is contested. This means that we may only store the personal data and not further process it except in limited circumstances

5. **Right to object:** You can object to certain types of processing such as direct marketing. The right to object also applies to other types of processing such as processing for scientific, historical research or statistical purposes (although processing may still be carried out for reasons of public interest).

6. **Rights on automated decision making and profiling:** The law provides safeguards for you against the risk that a potentially damaging decision is taken without human intervention. The right does not apply in certain circumstances such as where you give your explicit consent.
7. **Right to data portability**: where personal data is processed on the basis of consent and by automated means, you have the right to have your personal data transmitted directly from one data controller to another where this is technically possible.

8. **Right to erasure or ‘right to be forgotten’**: you can request the erasure of personal data including when: (i) the personal data is no longer necessary in relation to the purposes for which they were collected (ii) you no longer provide your consent, or (iii) you object to the processing.

The Information Commissioner regulates data handling by organisations in the U.K. and work to uphold the data rights of citizens, their website provides more information on the rights available to you: [https://ico.org.uk/for-the-public/](https://ico.org.uk/for-the-public/)

**Withdrawing Consent**

If you consented to providing your personal information to us and you have changed your mind and you no longer want the School to hold and process your information, please let us know.

If you encounter any difficulties in withdrawing consent, please contact the School Data Protection Officer or the Headteacher.

**Automated Decision Making and Profiling**

The School does not carry out automated decision-making, and as such any decision taken by us which affects you will always include human intervention. We do on occasion carry out profiling and track the progress of pupils to enable us as a School to target services to those who are in need of help and support.

**The Right to Complain About Data Handling**

The School sets very high standards for the collection and appropriate use of personal data. We therefore take any complaints about data handling very seriously. We encourage you to bring to our attention where the use of data is unfair, misleading or inappropriate and we also welcome suggestions for improvement.

**Informal Resolution:**

In the first instance we would ask that you try and resolve data handling issues directly with the Headteacher or any member of the senior leadership team. We are committed to handling data appropriately and are confident that we can resolve most issues informally.

**Formal Resolution:**

You can ask for your issue to be investigated by writing to:
The Data Protection Officer
c/o Brynmill Primary School
Trafalgar Place
Brynmill
Swansea
SA2 0BU
Email: Brynmill.primary@swansea-edunet.gov.uk

If you remain dissatisfied following the response to your contact with the school, if it relates to issues of data handling you can raise the issue with the Information Commissioner. It is free of charge to contact the Information Commissioner and request their assistance.

Information Commissioner's Office – Wales
2nd Floor, Churchill House
Churchill Way
Cardiff
CF10 2HH

Telephone: 029 2067 8400
Fax: 029 2067 8399
Email: wales@ico.org.uk
The school uses various Apps on its iPads and Chrome Books. All the Apps are age appropriate, educational, and are recommended, researched and controlled centrally by a member of staff. The Apps may require some information such as Child’s Name, Class, Year Group, and DOB. Please sign to give your consent for your child access to Apps.

<table>
<thead>
<tr>
<th>Name of Child</th>
<th>Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Child</td>
<td></td>
</tr>
<tr>
<td>2nd Child</td>
<td></td>
</tr>
<tr>
<td>3rd Child</td>
<td></td>
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<tr>
<td>4th Child</td>
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</tbody>
</table>

The Hwb Platform

The Hwb platform provides all maintained schools in Wales with access to a wide range of centrally-funded, bilingual digital tools and resources to support the digital transformation of classroom practices. The Hwb platform is managed and operated by the Welsh Government. All pupils in maintained schools in Wales must be provided with a secure log-in to the Hwb platform. This is because mandatory reading and numeracy tests, currently on paper, will be moving online and must be completed by each pupil via the platform. In order to provide your child with a secure log-in, the school will be sending basic information to the Welsh Government. The log-in will allow your child to take the mandatory online assessments, known as ‘personalised assessments’. For more information about the Hwb platform and how information about your child is used, please see https://hwb.gov.wales/privacy.

For more information about the online personalised assessments, please see http://learning.gov.wales/resources/collections/national-reading-and-numeracy-tests?lang=en#collection-2

Additional services -

If you agree, Welsh Government can also provide your child with access, via the Hwb platform, to a variety of additional services which are provided by other organisations. These include online learning environments such as Hwb Classes, Microsoft Office 365, Google for Education, and other relevant educational tools and resources. Welsh Government is making these additional services available to help your child access educational resources. These additional services are centrally funded and there is no cost for you or for your school to access and use them.

Welsh Government will only provide access to these additional services if you sign the form below to indicate your agreement.

If you agree:

- we will tell Welsh Government to provide access to the additional services
- Welsh Government will share information about your child with its service providers, including Microsoft and Google Education, in order to enable access to the additional services

If you do not agree, we will still share information about your child with Welsh Government to set up a secure log-in for the Hwb platform, but your child will not be able to access the additional services.

<table>
<thead>
<tr>
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Apps and Programmes used in schools

The school uses various Apps on its iPads and Chrome Books. All the Apps are age appropriate, educational, and are recommended, researched and controlled centrally by a member of staff. The Apps may require some information such as Child’s Name, Class, Year Group, and DOB. Please sign to give your consent for your child access to Apps.

| SIGNED | DATE |
Use of Digital/Video images

I agree to allow the school to take and use digital images of my son/daughter as outlined below. For safeguarding purposes, please note that a digital image will be taken of your child for use within the School SIMS registration and reporting software. This image will be secure and only accessible by Brynmill Primary School staff upon entering a username and password.

<table>
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<tr>
<th>I agree to the school taking and using digital / video images of my child to support learning activities or celebrate achievement within school or on ClassDojo, such as books (including other children’s books if group work is photographed), displays and presentations that may only be shown within the school.</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>I agree to the school taking and using digital / video images of my child to support learning activities or celebrate achievement or in publicity that reasonably celebrates success and promotes the work of the school– for example the School Website, Twitter, Newsletters, School Prospectus, and the Governors Report to Parents – Please note all of these media are linked through the School Website.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I agree to the school sharing the following details with the school photographer for the purpose of producing digital images of my child, which I understand I am under no obligation to buy. Child’s Name/ Class/Sibling/Parents email address</td>
<td>Yes</td>
<td>No</td>
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Parent Agreement: I agree that if I take digital or video images at, or of school events which include images of children, other than my own, I will abide by the guidelines, set out in the admissions booklet, in my use of these images. I agree not to publish any images of children other than my own on any social media site without the express permission of the child’s parent.

SIGNED _______________________________ DATE ____________

Class Dojo

We use ClassDojo to encourage important skills, like working hard and participating. We also use it to communicate with you, we can instantly share messages, updates and photos from class or school. It’s the easiest way for you to see how your child is doing in school and for you to get in touch with your child’s teacher. Find out more at [www.classdojo.com/learnmore](http://www.classdojo.com/learnmore) or [www.classdojo.com/privacycenter](http://www.classdojo.com/privacycenter). We would like all families to join us and sign up for ClassDojo., You can use it on any device. It is a free and simple mobile app for IOS and Android, and can also be used on a computer at [www.classdojo.com](http://www.classdojo.com). We would like to use your email to invite you to join ClassDojo. Feel free to ask any questions or to see an example.

Please send an invite for ClassDojo to the following Email Address(es)

SIGNED ______________________________ DATE ____________
My Selfie

My Selfie is a tool designed by the City and County of Swansea that allows our school to engage with our pupils using modern technology; improving our well-being, safeguarding, and teaching provision on a one to one basis.

My Selfie allows pupils attending primary schools in Swansea to have their say on how they feel about their well-being, school, homework, and learning. My Selfie is a safe initiative that does not require any downloading of software, interaction with other people, or financial transactions.

My Selfie is provided to our school by the City and County of Swansea at no cost. We will not share your child’s responses with any third party, including the local authority, unless required to do so by law.

Pupils using My Selfie answer a set of questions that have been selected to help provide a holistic understanding of their individual needs. The responses to these questions will be used in conjunction with other information we hold at our school.

My Selfie helps us to meet our obligations under the Well-Being of Generations Act (Wales) 2015. We intend to use My Selfie throughout your child’s attendance at our school; we would be grateful if you would consent to us doing this by signing this form.

Please see our website for the My Selfie Privacy Policy and FAQ

SIGNED

DATE

Squid Consent Form

The school only accepts online payments for school dinners, and trips and offers via sQuid, and will send you a registration letter.

sQuid will use your child’s photo from the School SIMS Registration software, this image will be secure and only accessible by Brynmill Primary School staff upon entering a username and password. Please note: if you do not wish your child to be registered you would need to provide your child with a packed lunch on a daily basis.

I have read the information regarding the cashless catering system (found on their website) https://squidcard.com/privacy-policy

Yes

No

SIGNED

DATE
**Local Area Visits**

At Brynmill Primary we provide opportunities for our children to gain exposure to a range of learning experiences both in and outside the classroom. Class trips to venues in the local area make up a considerable part of outside the classroom learning. This form is to give consent for your child to attend trips to venues in the local area. Some of these venues will include:

- Parks e.g. Brynmill, Singleton, Cwmdonkin, Victoria
- Churches e.g. St Gabriel’s, Pantygwydr
- Museums e.g. Swansea Museum, National Waterfront Museum
- Sports Venues e.g. St Helens, Swansea University Athletics Facilities, LC, Wales National Pool, Swansea University
- Theatres e.g. Grand Theatre, Taliesin Theatre, Dylan Thomas Theatre
- Other – e.g. Plantasia, Swansea Beach, Marina, Civic Centre, Joe’s Icecream Parlour, Bishop Gore, Swansea University, Uplands Shops, Tawe River

Parents/Guardians will be informed about trips to these venues. Should any visits involve transport a separate permission will be sought.

I give permission for my child to attend trips to the local area.

I agree that this form serves as a general consent form for the different activities at these venues.

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**Minor Head Injuries**

We give parents the option of being contacted if their child has a MINOR head injury. For clarification the school defines a minor head injury as one that only requires a Qualified First Aider to check the injury, the application of a cold compress and for members of staff to keep an eye on the child. We will of course contact parents if the injury is more severe, a cause for concern or if the child feels unwell. Please tick one of the following two boxes.

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<tr>
<th>I wish to be contacted if my child has a MINOR head injury</th>
<th>I understand the school will treat head injuries as stated above and do not need to be contacted.</th>
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**School Newsletter via SchoolComms**

We send out a regular newsletter/reminders etc. via email and or text using a system called SchoolComms. Because they may occasionally contain promotional material e.g. for Fundraising events, we need your permission to send it to you.

Please send the newsletter and other information to the following email addresses.

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## ICT Acceptable Use Policy Agreement

**Parent/Carer Permission**
- I give permission for my son/daughter to have access to the internet and to ICT systems at school.
- I know that my son/daughter has discussed and signed an Acceptable Use Agreement and has received, or will receive, e-safety education to help them understand the importance of safe use of ICT – both in and out of school.
- I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and ICT systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.
- I understand that my son’s/daughter’s activity on the ICT systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Policy.
- I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child’s e-safety.

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This form has been completed by

<table>
<thead>
<tr>
<th>Name of Parent/Carer</th>
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<tbody>
<tr>
<td>Signature of Parent/Carer</td>
<td></td>
</tr>
<tr>
<td>Relationship to Child(ren)</td>
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</table>