



Ysgol Pont Y Gof

Handbook 2023 – 2024



Seiliau cadarn sy'n codi pontydd
Solid foundations build bridges

Welcome to Ysgol Pont Y Gof

Dear parents and carers,

First of all I would like to welcome your child to Ysgol Pont y Gof.

At Ysgol Pont y Gof we aim to create a safe, positive and enriched learning environment for all pupils and we take care to secure their happiness and well-being with a sense of a close knit family and strong partnerships between pupils, staff, parents, governors and the local community.

Ysgol Pont y Gof is a tight-knit school considered to be the heart of the community.

Here, all learners have the right to equal opportunities to help them reach their full potential through purposeful varied opportunities. We inspire and support each individual to become independent learners and to develop the necessary knowledge and skills they will need and appreciate to succeed and move through life reaching their goal and become a happy, proud, confident and independent individual whichever path they choose to follow.

We are eager to encourage pupils to become a member of their community and value and celebrate their future communities. There is a positive effort to help and collaborate all aspects of community life with pupils and local residents by sharing ideas, experiences and Welsh traditions. Children are given opportunities to contribute regularly to various projects in the community and hopefully each child will feel proud of their home land, their community and rural traditions.

We aim to give children the necessary skills to be creative, ambitious and to recognise opportunities in life to succeed and prosper.

The future of our language and to be proud of being Welsh is important to each and every one in Ysgol Pont y Gof.

Ysgol Pont y Gof is recognised as a successful school and for the care taken to secure the happiness and wellbeing of our pupils, taking care of one another and to be respectful. Our hope is that everyone feels safe and happy, looking out for each other and creating longlife friendships. We teach social skills to ensure your child will develop into a rounded individual. We provide education and experiences of the highest level to help pupils reach their full potential and face many challenges.

Teaching happy children willing to learn is a key factor to each staff member in Ysgol Pont y Gof, and together with your help and co-operation as parents and carers our vision and aims will be achieved. If you have any questions or worries, please do not hesitate to contact me at school.

Regards,

Bethan Prys Jones

General Information

Headteacher
Deputy Headteacher
Chairperson of the Governors
Vice Chairperson of the Governors
Address

Mrs Bethan Prys Jones
Mrs Bethan Rhys
Mrs Gweno Glyn
Mr Gareth Williams
Ysgol Pont y Gof
Botwnnog,
Pwllheli
LI53 8NB

phone: 01758 730 318

Email bethan.jones@pontygof.ysgoliongwynedd.cymru

website: www.pontygof.cymru

Background.

Ysgol Pont y Gof is located on the Llyn Peninsula in the local authority of Gwynedd. The school serves the areas of Llaniestyn, Garn Fadryn, Bryncroes, Sarn Mellteyrn, Botwnnog and Nanhoron and is situated in an agricultural and Welsh-speaking area.

There are 83 pupils on roll with 12 nursery-age children.

We have four classes within the school

Dosbarth Cofan- Nursery and Reception

Dosbarth Trewen- Year 1 and 2

Dosbarth Seithbont- Year 3 and 4

Dosbarth Rhyd Goch- Year 5 and 6

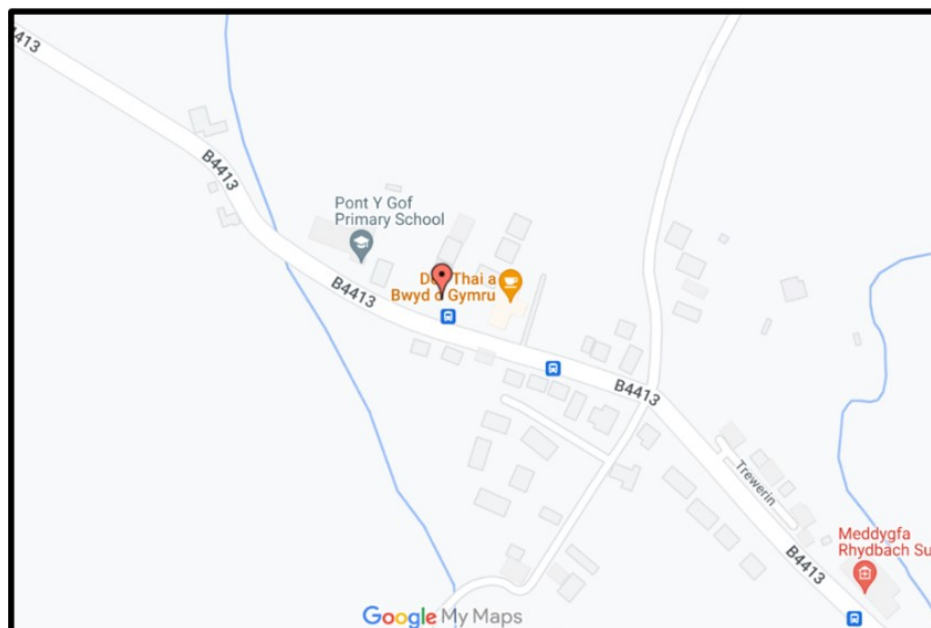
72% of the school's pupils speak Welsh at home, 7% speak both Welsh and English and 21% speak English at home.

9% of pupils receive free school meals (FSM).

1% of pupils are from an ethnic minority or Mixed background.

0% speak English as an additional language.

19% of pupils are on the Additional Learning Needs register.



Governors

Gweno Glyn	Chairperson Co-opted	Designated ANL Governor Designated Child Protection Governor Equality Designated Governor Staff Disciplinary and Dismissal Committee Pupil Disciplinary and Exclusion Committee Complaints Committee Pay Review Committee Finance Sub-Committee Appointments and Staffing Subcommittee Welfare Sub- Committee Leading Priorities with in the School Development Plan Attendance Language and Communication
Gareth Williams	Vice- Chairman Councillor	Designated Health and Safety Governor Staff Disciplinary and Dismissal Committee Pupil Disciplinary and Exclusion Committee Complaints Committee Pay Review Committee Finance Sub-Committee Appointments and Staffing Sub-committee Health and Safety and traffic sub-committee
Bethan Rhys	Teachers Representative	Sub-committee Health and Safety and traffic Curriculum Sub-Committee
Sioned Roberts	Parents Representative	Finance Sub-Committee Appointments and Staffing Sub-committee Complaints Committee Pay Review Committee Leading Priorities with in the School Development Plan: Assessment and Progress
Meleri Roberts	Parents Representative	Staff disciplinary appeal committee Pay Review Appeal Committee Curriculum Sub-Committee Leading Priorities with in the School Development Plan: Assessment and Progress
Ffion Williams	Parents Representative	Staff Disciplinary and Dismissal Committee Pupil Disciplinary and Exclusion Committee Complaints Committee Pay Review Committee Finance Sub-Committee Appointments and Staffing Sub-committee Health and Safety and traffic sub-committee
Anni Phillips	Parents Representative	Curriculum Sub-Committee Welfare Sub-committee
Caren Jones	Additional Staff Representative	Health and Safety and traffic sub-committee Curriculum Sub-Committee
Gwenan Griffith	Community Council Representative	Staff disciplinary appeal committee Pay Review Appeal Committee Curriculum Sub-Committee Welfare Sub- Committee Leading Priorities with in the School Development Plan: Assessment and Progress
Parch Kevin Ellis	Govenor on behalf of the	Welfare Sub- Committee
Mandy Williams	Govenor on behalf of the Church	Staff disciplinary appeal committee Pupil Disciplinary and Exclusion Committee Pay Review Appeal Committee Leading Priorities with in the School Development Plan: Assessment and Progress

Teaching Staff

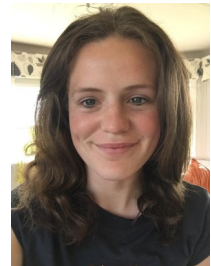
Mrs Bethan Prys Jones	Headteacher Full Time	Sit Manager Manegerial and Leadership Teaching Year 1 and 2 ALN Co-ordinator Mathematical and Numeracy Co-ordinator
Mrs Bethan Rhys	Deputy	Health and Safety Teaching Year 5 and 6 Language, Literacy and Communication Co-ordinator Expressive Art Co-ordinator Relationship and Sexuality Education Co-ordinator
Mrs Lois Williams	Teacher	Teaching Year 3 and 4 Computer and Digital Co-ordinator Humanities Co-ordinator
Mrs Elin Parri	Teacher	Teaching Year 1 and 2/ 5 and 6 Science and Technology Co-ordinator
Mrs Cadi Williams	Teacher	Teaching Nursery and Reception Health and Wellbeing Co-ordinator
Mrs Catrin Alwen Jones	Teacher 0.2	Music Teacher
Mrs Gwenan Jones	Uwch-gymhorthydd Higher Level Teaching As- sistant	Teaching Nursery and Reception ALN Support Worker



Bethan Prys Jones
Headteacher
Year 1 and 2



Bethan Rhys
Deputy
Blwyddyn 5 a 6



Lois Williams
Year 3 and 4



Elin Parri
Year 1 and 2
Year 5 and 6



Cadi Williams
Nursery and Reception



Catrin Alwen Jones
Music



Gwenan Jones
Nursery and Reception

Supporting Staff

Miss Rebecca Owen	Classroom Assistant Year 5 and 6 Administrative Assistant
Mrs Caren Jones	ALN Support Worker Administrative Assistant
Mrs Jane Jones	Classroom Assistant Year 1 and 2
Miss Sandra Thomas	ALN Support Worker Lunchtime Assistant
Miss Elliw Evans	Classroom Assistant Nursery and Reception Lunchtime Assistant



Rebecca Owen



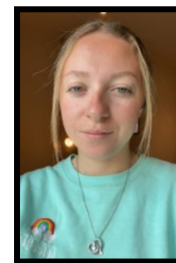
Caren Jones



Jane Jones



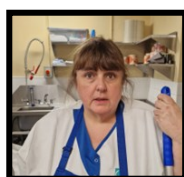
Sandra Thomas



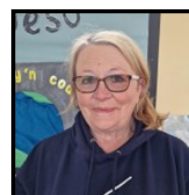
Elliw Evans

Catering and Cleaing Staff

Miss Marian Jones	Cook
Mrs Lona Williams	Cook Assistant
Mrs Mari Davies	Lunchtime Assistant
Mrs Carys Ellis	Caretaker



Marina Jones



Mari Davies



Lona Williams



Carys Ellis

Our Values

- Following questioning of all the school's stakeholders including children, parents, governors staff and members of the community, important points have a role in the success of our school. We place emphasis on children's 'voice', and strive to create a balance between teacher-directed and child-initiated activities and encourage the children to become independent, resilient learners who approach problem solving with confidence and with an open mind.
- Ambitious capable learners.
- Kind hearted, obliging and courteous.
- Ready to play a full part in life, work and in their community.
- Taking care of the environment.
- Enterprising, informed citizens of Wales and the world.
- Proud of being Welsh.

Church and Religion, Values and Ethics

Ysgol Pont y Gof is a Voluntary Controlled Church in Wales School. Our link with the Church in Wales is important in order to deliver unique learning experiences based on Christian Values. These values are the building blocks of all our work.

- Generosity
- Friendship
- Respect
- Trust
- Justice
- Forgiveness
- Gratitude
- Perseverance
- Service
- Integrity



The School's Timetable and Daily Routine

School starts at 9 o'clock.

Punctuality is important to us as a school, and that the children arrive on time to start the day with their friends. The parents will leave the children at the school gates with a member of staff and then they will be led into the classes, where everyone will read within their groups. If you need to change any arrangements when collecting the children from school, we expect you to inform the school by sending a message to the headteacher bethan.jones@pontygof.ysgoliongwynedd.cymru

Foundation Phase Timetable

	9.00-9.30	9.30-10.30	10.30-10.45	10.45-11.00	11.00-12.00	12.00-1.00	1.00-2.15	2.15-2.30	2.30-3.30
Monday	Reading, School Assembly	Language, Literacy	playtime	Fruit and milk	Mathematics and Numeracy	Lunchtime	Theme	playtime	Theme
Tuesday	Reading	Language, Literacy	playtime	Fruit and milk	Mathematics and Numeracy	Lunchtime	Theme	playtime	Theme Classroom Assembly
Wednesday	Reading, School Assembly	Language, Literacy	playtime	Fruit and milk	Swimming	Lunchtime	Theme	playtime	Theme
Thursday	Reading	Language, Literacy	playtime	Fruit and milk	Mathematics and Numeracy	Lunchtime	Physical Education year 1&2	playtime	Theme Classroom Assembly
Friday	Reading	Language, Literacy	playtime	Fruit and milk	Music	Lunchtime	School Assembly	playtime	Thema

Junior Section Timetable

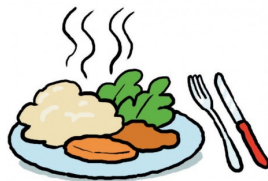
	9.00-9.30	9.30-10.15	10.15-10.30	10.30-10.45	10.45-12.00	12.00-1.00	1.00-2.15	2.15-2.30	2.30-3.30
Monday	Reading, School Assembly	Language, Literacy	playtime	Fruit and milk	Mathematics and Numeracy	Lunchtime	Theme	playtime	Theme
Tuesday	Reading	Swimming	playtime	Fruit and milk	Mathematics	Lunchtime	Theme	playtime	Theme
Wednesday	Reading, School Assembly	Language, Literacy	playtime	Fruit and milk	Mathematics and Numeracy	Lunchtime	Theme	playtime	Thema
Thursday	Reading	Language, Literacy	playtime	Fruit and milk	Mathematics and Numeracy	Lunchtime	Physical	playtime	Theme Classroom Assembly
Friday	Reading	Language, Literacy	playtime	Fruit and milk	Mathematics	Lunchtime	School Assembly	playtime	Music Science and Technology

School Lunch

The school has two lunch sittings; Reception to Year 2 first, and then Years 3 to 6.

The children who bring packed lunches will eat them in the school hall with children who have school lunches. Children are not permitted to bring sweets, fizzy drinks, or drinks in glass bottles or cans in their packed lunches.

If children wants to change from lunches to sandwiches, or sandwiches to lunches, please aim to give two weeks' notice. Please let us know if your child has any allergies or food problems. The copy of the menu is on the school wesite.



Fruits and Milk

Milk

Milk is free of charge. We will ask at the beginning of the school year for a list of children who wish to have milk so we can order for them. Please let us know through email.

Fruit

As we are a healthy school, we offer a selection of fruit daily to all pupils. We have a fruit tuck shop which runs during morning breaktime. Please let us know if you wish for the school to order fruit for you child (£1 a week) or if you prefer, your child can bring his own fruit to school every day.



Breakfast Club

Breakfast Club

The breakfast club runs daily following the conditions of the assembly's government with doors open for free breakfast from 8am, with last entry at 8.45am. Minding children is available between 8.00am and 9.00am, £1 a day. If you wish to use this sevice, please contact the school. The breakfast club between 8.30am and 9.00am is free of charge. It is adviseable to arrive before 8.45am to allow sufficient time for eating and enjoying breakfast. We serve cereal and milk, or fruits, fruit juice and a slice of toast.

Contacts with the Community

Cylch Pont y Gof

Child minding service is available and is run by *Cylch Pont y Gof Committee*. Children can go from the nursery class to be looked after in the child minding group until 5.30am. For a three year old, it is possible to apply for 20 hours of free childcare. After-school club is available to every child between 3.30am and 5.30 am, Monday to Friday for £9 a session. The service is run by qualified staff:

Gwenlli Williams – Leader

Non Crowther – Assistant

Carys Huws – Assistant

Carys Williams– Reserve Assistant

Elliw Evans – Lunchtime Assistant

For further information contact by email. cychpontygof@gmail.com



Urdd

Adran Bentref Botwnnog is the official title of the Urdd.

The school collaborates very closely with the leaders in order to promote all the pupils to be full members. The school has a tradition of competing in all activities including the eisteddfod, the art and craft section and sports. Children have the opportunity to recite, sing as well as folk dancing and clogdancing.



School Uniform

Ysgol Pont y Gof is proud of its school uniform and should be worn with pride to present the best image of the school at all times.

Uniform List

- Green or white polo shirt
- Green (embroidered with school logo) Sweatshirt/hoodie or cardigan
- Black or grey skirt or trousers



All items can be bought with school logo.

	Sweatshirt	Polo shirt	Hoodie	Cardigan
Brodwaith Llangefni 01248 750 333	£13.00	£10.49	£15.49	£13.99
Clothword Pwllheli 01758 612311	£15.99	£13.75	£19.99	
Cymru Embroidery Penygroes 07775771154	£12.50	£10.00	£16.00	
Lake Digital Porthmadog 01766 884 099	£10.00	£9.00		£12.00

Remember to put your child's name on every item of school uniform. Clothes can get lost and it is impossible to find clothes if there is no name on them.

Recycling Clothes

We encourage recycling and reuse and if you have old school uniforms that have become too small for your children we are very grateful to offer them to other parents for free. You can come and choose a school uniform free of charge from the hut at the back of the school.

Recycled Clothes Bin

There are recycling bins at the school to receive old clothes that are donated to *Antur Waunfawr*.

The school will receive a contribution for the clothes. You are welcome to bring the clothes to the bins in the school yard. If the bins are full leave the clothes in the greenhouse and let us know they are there.



CWT

ETO AC ETO

YN AGOR YN Y FLWYDDYN
NEWYDD YN YSGOL PONT Y GOF

Rhowch oil gyflie i unrwy eitemau o'r wisg ysgol
nad ydych yn ni ddefnyddio rhagor.
Rydym yn derbyn:

siwmpari

crysau polo

frowwadau/siorts

ffrogiau/sgertiau

esgidiau ysgol

esgidiau pel droed

bagiau ysgol

cotiau

Dewch a eitemau i'r ysgol mewn cyflwr glan
heb dyllau os gwelch yn dda.

Dyddiadau agor y cwt i ddilyn.

• Nid oes rhaid cyfrannu eitem i gael defnyddio y cwt, bydd y cwt ar agor
i bawb gael helpu eu hunain a helpu'r amgylchedd!

Paying the School

The school does not accept cash and we ask parents to pay for school trips, fruits, instrumental lessons, through *school gateway* and create an account through the council's website. <http://www.gwynedd.llyw.cymru/fynghyfrif>

Contact the school if you have any difficulty. It is essential that your email is the same as the email on the school's system. If you change your email at any time please inform the school so we can change it on the payment system.

School Gateway



Pay Code Policy for Educational Activities

We strongly believe that educational trips and visits play an important part in supporting children's learning and provide our pupils with inspirational experiences. Visits are arranged throughout the year and include:

- local visits to familiarise pupils with their surroundings
- buses trips further afield
- weekly swimming lessons
- residential trips

There will be a charge for these visits due to additional costs on the school. We ask for a contribution, usually up to £5 for local trips and £10 for trips further afield. Cost of all residential visits will depend on bus and accommodation prices.

Swimming Lessons

As we live in an area where the coast surrounds us here in the Llyn Peninsula, teaching our children to swim is very important. We offer swimming lessons for children from Reception Class to Year 6. We ask for a contribution of £3 a week for the lessons.



Instrumental Lessons

There is no obligation on the Education Authority or the government to offer instrumental lessons. The provision of individual lessons is available for children Year 4 to Year 6 and we will offer lessons to Year 3 children if there is space. We offer lessons to play the following instruments - wind, drums and guitar. Lessons cost £170 a year which is a very reasonable price. If you receive benefits it will be possible to have the sessions for free.



Residential Visits

The school will organise residential trips for children from Year 4 up to Year 6. We would collaborate with other nearby schools so that the children can socialise with peers of the same age in the area.

Plas Menai

Annually for one evening Year 4 and 5 will visit Plas Menai and experience outdoor activities that will develop confidence, working side by side, enjoying with friends.



Cardiff

Year 6 pupils will visit Cardiff, the capital of Wales for a night during Spring term. They will have the experience of seeing the Welsh Assembly, the Millenium Stadium, and a number of other significant attractions. Hopefully we will be able to share the financial burden placed on parents in a fair way and ensure at the same time that all children will have the opportunity to benefit from the trip.



Relationship between School and Home

This school believes that a happy and open relationship between home and the school is vital. Parents are encouraged to show an interest in their children's education, and to promote all efforts to develop a healthy relationship between the home and the school. It is important that parents recognise the value of an open and honest relationship between themselves and the school. Everybody is working towards the same goal, the goal of providing the best possible education for the children. The partnership is essential to the success of our aim; it depends on good connections and collaboration between the home and the school at all times.

You will have an opportunity to come into the school to discuss your child's work with the class teacher during the Autumn Term and the Spring Term. At the end of the Summer Term, you will receive a written report on the work of the year.

Parents are encouraged to contact the school at any time if they have any concerns, and the school will contact home if there are any concerns too.

You will be invited to many occasions, and there are many social activities that we would love you to partake in order to get to know the school and the teachers.

Homework

We believe that reading with your child significantly helps to develop their literacy skills. The school has a home reading scheme where parents are asked to read with their children regularly. While the children are in Foundation Phase, Welsh books are used and then Welsh and English books by the end of Year 2 or Year 3 onwards. We set homework weekly from Foundation Phase and tables and spelling tests from Year 3 onwards,



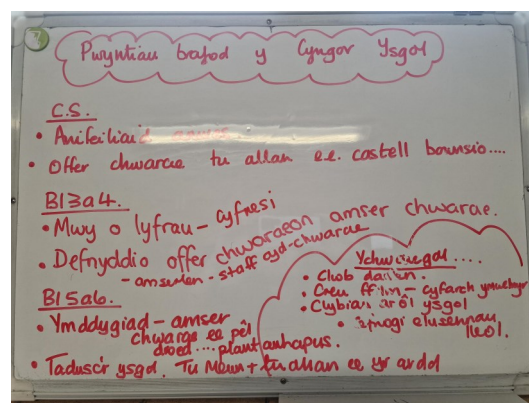
Parents Association

A very active parents association has been established at Ysgol Pont y Gof and all parents are welcome. The aim is work hard to reach the same goal which is to raise money for their children's resources and education, getting to know other parents and discuss educational topics. The secretary, Meleri Roberts, will contact parents with information regarding meetings. We hope as a school to see all parents attend these meetings. In the past parents have raised thousands of pounds in order to create an outdoor classroom and resources suitable for all children.



School Council

The children's opinion is extremely important to us as a school. 'Pupil voice' is highly important and one of the ways pupils can express their ideas is via school council. Year 2 to Year 6 will have pupils to represent them on the school council which have been elected by their peers. At the beginning of every school year in September every class will think of ideas to improve daily life in school and the council will be working as a team with the Headmistress and Governors Chairman prioritising aspects to be developed as part of the School Development Plan.



Target	Course of action	Responsibility	Impact Measurement
Pets in Foundation Class	Ask parents if they have suitable animals to visit the school	School Council Staff of the Foundation Class Headmistress	Pupils enjoying and benefiting from the experience of having a variety of pets in class.
Year 3 to Year 6 wish to have more reading resources such as reading series	The Headmistress to look into suitable reading material and discuss with teachers before ordering	Headmistress Teachers of Year 3 to Year 6 Pupils	Pupils developing into enthusiastic readers and enjoying a wide variety of books.
More playtime equipment	Create a timetable for pupils to have a variety of activities to occupy them during playtime—gardening, games, Discussion at a full staff meeting.	All members of staff	Children would feel happier and content during playtime..
Tidy up the garden	School Council to send an email to Mr Geraint Hughes asking for assistant regarding the upkeep of the garden.	All staff School Council members	The garden would be more tidy and therefore better use would be made of the garden, especially during Spring.

The Four Purposes

Here at Ysgol Pont y Gof, all learning experiences and pedagogy are underpinned by our values. These will enable us to achieve the principles of the Four Purposes, thereby developing pupils to become rounded individuals.

Ambitious, Capable Learners



- I try my best in every task.
- I use skills to complete tasks.
- I can use number to solve problems and explain my ideas.
- I can understand and use data.
- I use technology creatively when learning.
- I investigate and evaluate my work.

Enterprising, Creative Contributors



- I use my knowledge and skills to create something new.
- I think of different ways to solve problems and take measured risks.
- I can work as part of a team.
- I can show my ideas and emotions in different ways.
- I can use my skills to help other people.

Ethical, Informed Citizens



- I can use information to help form a view.
- I know that I have rights and responsibilities.
- I use my values to make wise decisions.
- I know about the world around me (culture, community, society) now and in the past.
- I respect all members of society.
- I am ready to take care of the world
-

Confident and Healthy Individuals



- Face life's challenges and opportunities
- Understand that health and well-being are important to enable successful learning
- develop pupils to live a complete life
- learning to make decisions
- show respect, value fairness, listen to others

Areas of learning and experiences

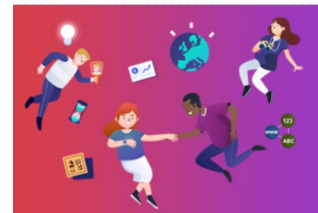
These Areas of Learning and Experience (AoLEs) will ensure coverage of all the statements of 'what matters', develop the skills within the 4 purposes, and provide broad experiences that integrate the cross-curricular skills (literacy, numeracy and Digital Competence) through whole-school themes.



Expressive Arts



Health and Well-being



Humanities



Language, Literacy
and Communication



Mathematics and Numeracy



Science and Technology

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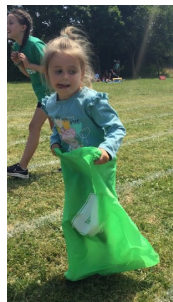
Curriculum for Wales

Expressive Art



- Exploring the expressive arts is essential to develop artistic skills and knowledge and it enables learners to become curious and creative individuals.
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Health and Well being



- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health and emotional well-being.
- Our decision-making impacts on the quality of our lives and the lives of others.
- How we engage with social influences shapes who we are and affects our health and well-being.
- Healthy relationships are fundamental to our well-being.

Curriculum for Wales

Humanities



- Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
- Events and human experiences are complex and are perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by processes and human actions.
- Human societies are complex and diverse, and shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Science and Technology



- Being curious and searching for answers is essential to understanding and predicting phenomena.
- Design thinking and Engineering offer technical and creative ways to meet society's needs and wants.
- The world around us is full of living things which depend on each other for survival.
- Matter and the way it behaves defines our universe and shapes our lives.
- Forces and energy provide a foundation for understanding our universe.
- Computation is the foundation for our digital world.

Curriculum for Wales

Language, Literacy and communication

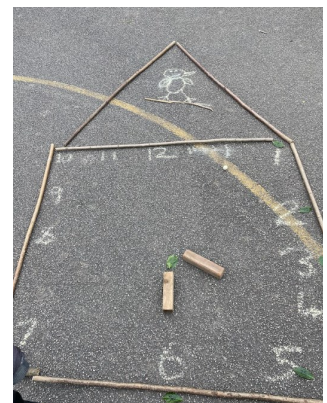


- Languages connects us.
- Understanding languages is key to understanding the world around us.
- Expressing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.

Mathematics and Numeracy



- The number system is used to represent and compare relationship between numbers and quantities.
- Algebra uses symbol systems to express the structure of mathematical relationships.
- Geometry focuses on relationship involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
- Statistics represent data, probability models chance, and both support informed inferences and decisions.



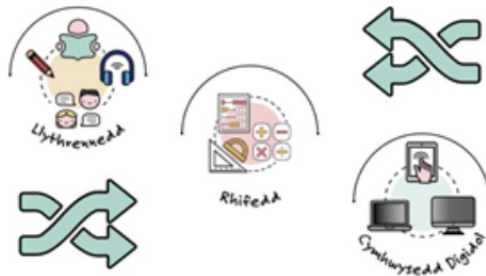
Curriculum for Wales

Cross-curricular skills

It is through these broad experiences within the six areas of learning and experience that we develop the skills of Literacy, Numeracy and Digital Competence.

- Pupils are given broad experiences to develop their listening, reading, speaking and listening skills in order to use these in real-life situations, now and in the future.
- Their number and problem solving skills are used in real-life situations, now and in the future.
- Their digital skills are developed through opportunities that enable pupils to communicate effectively in the real world, now and in the future.

3 Cyfrifoldeb Trausgwricwlaidd



Curriculum Design

At Ysgol Pont y Gof, we study themes right across the school in order to provide experiences that encompass the four purposes and all of the statements of 'what matters'. These are developed across the age-range in order to give depth and breadth to learners' skills, knowledge and progression.

Ysgol Pont y Gof is an inclusive school and advocate for the pupil's voice, regardless of age, background, needs or ability. We plan broad and balanced experiences to challenge and engage all children in our care.

Our planning is theme-driven - we seek ideas from parents, governors, pupils and teachers alike in order to ensure high-quality, rich, broad and balanced learning experiences. These experiences also reflect the school's principles and vision.

We then select our big questions for our themes in order for pupils to take the lead on planning and learning in their investigations.

Thema Ein Byd Gwyrdd Cyfnod Sylfaen		
Celfyddydau Mynegiannol <ul style="list-style-type: none"> Creu papur wedi cael ei ailgylchu. Creu model o'r byd 	Iechyd a Lles <ul style="list-style-type: none"> Dysgu am lygred yn y byd a pa effaith mae'n ei gael ar gynefinoedd. Effaith plantig ar ein byd natur. Mynd ar ymweliad i'r traeth i gasglu sbwriel. Pwysigwydd gwarchod ein hamgylchedd. Hybu y biniau glas o fewn ein cymunedau i ailgylchu dillad yn yr ysgol. Ymweliad a'r ganolfan ailgylchu yn Gaerffon. Helpu pobl agampas y byd 	Itiehoedd, Llythrennedd a Chyfathrebu <p>Cyfathrebu'n gir ac effeithiol wrth</p> <ul style="list-style-type: none"> Furugi barn dir Gylfwrto gwytodaeth am newid hinsawdd Creu posteri i hybu ailgylchu Ilunio holiduron ailgylchu. Dysgu edrych ar ol anifeiliaid gwyllt
Mathemateg a Rhifedd <ul style="list-style-type: none"> Data ailgylchu mewn cartrefi Cyfrifiadau dosbarthu sbwriel ar y traeth 	<ul style="list-style-type: none"> Algylchu/alddefnyddio- Casglu sbwriel oddi ar y traeth. Datiau larian ynni, ymweliad a Melin wynt Crugeran, difod y gobu yn y dosbarth pan ddim yn ei ddanfod. Casglu sbwriel ar y traeth Effaith cynhesu byd eang Defnyddio cer trydan Helpu mam a dad i ailgylchu Casglu sbwriel Edrych ar y dystiolaeth sut mae sbwriel yn effeithio ein byd natur/ amgylchedd. Trafod gwahanol soffwyntiau. Gwahanol fydd o gerbyrchu trydan. O baid ac yn erbyn tyrbasau gwyn/ based larian/ paneli solar. Defnyddio hollau ein larian. Mynd barn Edrych sut all newid hinsawdd ein heffelfithio ni. 	Gwyddoniaeth a Thechnoleg <ul style="list-style-type: none"> Prosiect ailgylchu o fewn yr Ysgol? Ymweliad a camni Williams & Williams/ Antur Waenfawr - y broses ailgylchu Casglu data yn y gymuned - barn am ceir trydanol Archwilio i geir trydan, holladur i rieni i casglu barn am geir trydan. Creu ceir allan o lego sy'n cael ei rhedeg dry lpad. Hel sbwriel ar traethau - i weld effeithiau cynhesu byd eang. Effaith newid hinsawdd ar anifeiliaid yn ein cynefinoedd.

Ein thema yn y dosbarth y tymor yma yw Gofalu am ein Byd. Dyma ein cynlluniau ar gyfer y tymor.

Syniadau rhieni
 Syniadau'r plant
 Syniadau staff

Teachers look at the statements of what matters when planning and integrate these with the cross-curricular and integral skills and the four purposes. When revisiting these, we will broaden and deepen these skills and concepts in order to ensure developmentally appropriate progression in learning.

Datganiadau Yr Hyn sy'n bwysig ar gyfer y 6 Maes Dysgu a Phrofiad					
Y Celfyddydau Mynegiannol	Iechyd a Lles	Dynaethau	Mathemateg a Rhifedd	Ieithoedd, Llythrennedd & Chyfathrebu	Gwyddoniaeth a Thechnoleg
Mae archwilio'r celfyddydau mynegiannol yn hanfodol er mwyn dyfynnu sgiliau a gwybodaeth gelfyddydol, ac mae'n galluogi dysgwyr i ddod yn unigolion chwillyddig a chreaddgar.	Mae datblygu achedd a lles y corff yn arwain at fuddiannau gyfol oes	Mae ynnol, archwilio ac ymchwilio yn ysbrydoli chwillyddod am y byd, ei offensiwn, ei breseiniol a'i ddifodol	Defnyddio'r system rif i gymrychioli a chymharu'r perthnasoedd rhwng rhifau a meiriau	Mae ieithoedd yn ein cysylltu a'n glydd	Mae bod yn chwillyddig a chwilio am atebion yn hanfodol i ddodol a rhuglyneg Henonau
Mae ymazio a myfrio, fel ardd ac fel cynulleidfa, yn rhan hanfodol o ddysgu yn y celfyddydau mynegiannol	Mae'r ffordd rydym yn prosesu ein profiadau ac yn ymateb iddyn niw yn effeithio ar ein hachyd meddal a'n lles emosiynol	Mae digwyddiadau a phrofiadau dynol yn gymhleth a chânt eu hamgylfwrdd, eu dehongli a'u cynrychioli mewn gwahanol ffyrdd	Mae algebra yn defnyddio systemau symbolau i ffrwythol strwythur perthnasoedd mathemategol	Mae deall ieithoedd yn allweddol i ddeall y byd o'n hamgylch	Mae meddyffridd dylunio a pheirianteg yn cynnig ffyrdd technegol a chreaddgar i ddiwallu anghenion a dymuniadau cymdeithas
Mae creu yn cyfuno sgiliau a gwybodaeth, gan dymu ar y sefnyddau, ysbrydolaeth a dychymyg	Mae'r ffordd rydym yn gwaned penderfyniadau yn effeithio ar ansawdd ein bywydau a'n bywydau eraill	Mae ein byd naturiol yn amrywiol a delirionig, wedi'i ddylanwadu gan brosesau a gweithredoedd dynol	Mae geometreg yn canolbwyntio ar berthnasoedd sy'n ymwneud â siâp, gofod a safle, ac mae mesur yn canolbwyntio ar feintol ffenomena sy'n byd ffisegol	Mae mynegi ein huanau drwy ieithoedd yn allweddol i gyfathrebu	Mae'r byd o'n cwmpas yn llawn pethau byw sy'n ddybnu ar ei glyddol i oeso
	Mae'r ffordd rydym yn ymwneud â dylanwadu cymdeithasol yn siarpo pwy ydym ni, ac yn effeithio ar ein hachyd a'n lles	Mae cymdeithasau dynol yn gymhleth ac yn amrywiol, ac mae'n rhoi'n cael eu llywio gan weithredoedd a chredau pobl	Mae ystadegau yn cynrychioli data, mae tebygolydd yn modelu siarpi, ac mae'r ddata yn offnogi cuglidau a phenderfyniadau gwybodus	Mae llenyddiaeth yn tanio'r dychymyg ac yn ysbrydoli creadigrwydd	Mae mater, a'r ffordd y mae'n ymddwyn, yn diffinio ein bywydau ac yn ffurfio ein bywydau
	Mae cyberthnasau iach yn hanfodol ar gyfer ein lles	Mae dinasyddion gwybodus, huananyrwyddol yn mynd i'r atfel a'r heriau a'r cyfleoedd sy'n wynebu dynoliaeth, ac yn gallu cymryd camau ystyron ac cnyddol			Mae grymdeod ac egnri yn gosod sail i deall ein bydydau Mae cyfrifadurath yn gosod sail i'n byd digidol
					Mae cyfrifadurath yn sail i'n byd digidol

We must ensure robust and high-quality teaching and learning so that our vision filters through in our implementation of the 4 purposes and development of pupils' skills within the Curriculum Framework.

We must create a learning environment whereby children are invigorated in response to the requirements of the Curriculum framework. At Ysgol Pont y Gof, we follow our 'Gorau Glas' (Doing our best) teaching programme, where all learners develop a positive learning mindset by being challenged within their ability in order to reach their full potential.

- Growth mindset
- Working partners
- Questioning in order to discover previous knowledge
- Learning outcomes
- Distinguish strengths and challenges
- Use visualizer



Ysgol Pont y Gof is a learning organisation and a strong believer in sharing good teaching practices, continuous development and improvement in order to implement the 12 pedagogical principles of the Curriculum.

Y 12 Egwyddor Addysgegol			
1. Canolbwyntio ar wireddu'r 4 diben.	2. Herio dysgwyr a nodi pwysigrwydd ymdrechu'n barhaus. Cyfleu disgwyliadau uchel ond cyraeddadwy.	3. Defnyddio cymysgedd o ddulliau addysgu.	4. Datblygu sgiliau datrys problemau, sgiliau creadigol a'r gallu i feddwl yn feirniadol.
5. Adeiladu ar wybodaeth a phrofiad blaenorol. Ennyn diddordeb.	6. Creu cyd-destunau dilys.	7. Gweithredu egwyddorion asesu ffurfiannol.	8. Ymestyn oddi mewn ac ar draws y Meysydd Dysgu.
9. Atgyfnerthu ac ymarfer sgiliau trawsgwricwlaidd -llythrennedd, rhifedd a chymhwysedd digidol.	10. Datblygu dysgwyr i gymryd cyfrifoldeb cynyddol am eu dysgu eu hunain a datblygu fel dysgwyr annibynnol.	11. Hybu datblygiad cymdeithasol ac emosïynol a chydberthnasau cadarnhaol.	12. Hybu cydweithio.

So as to ensure that pupils receive the best education, we will adapt our teaching approaches to focus on teaching new skills and practice, develop and deepen those skills.

Teaching will follow a disciplinary approach in the morning, where pupils will be taught subjects in detail and depth. Teaching will then take an interdisciplinary approach in the afternoon, where pupils practice their skills, learn to become independent learners and apply their skills across areas of learning and experience.

Developing our learners along the progression steps and learning continuum from age 3 to 6 enables them to progress at their own pace. The progression steps cover the 27 statements of what matters in order to view progression within the skills for every individual.

Assessment methods are crucial in order to ensure that all learners receive the appropriate support to allow them to be challenged.

Baseline Assessment

The routes to learning to progression step 1 are used for pre-school and nursery assessment in order to find a baseline and starting point for the journey.

Formative Assessment (to progress learning)

Classroom floor assessment and teachers' response to work is instrumental in order for learners to progress in their learning. We use success criteria at the beginning of work and, as teachers, respond using pink for 'perfect' and green for 'improvement'. There are opportunities for peer and self assessment and for redrafting work. Pupils have their individual targets on which they work at their own level.

We use school tracking system for assessment and tracking on a termly basis throughout pupils' time here.

Reception to Year 6 pupils complete NFER mathematics assessments every year and Year 1-6 complete the All-Wales reading tests in order to measure progress and identify the need for intervention.

Transition along the learning continuum

As a school, we support every learner in their transition to different groups within the progression steps, between classes and when moving up to Ysgol Botwnnog.

Stage 1 - Nursery and Reception

Stage 2 - Years 1, 2 and 3

Stage 3 - Years 4, 5 and 6/7

Assessment of pupil wellbeing

Pupil Health and Wellbeing is now becoming more prominent within our Curriculum at Ysgol Pont y Gof where bespoke interventions are offered to meet pupils' wellbeing needs.

Over the course of the year, we grasp opportunities to raise awareness of special events that promote Health and Wellbeing e.g. mental health week, Children in Need, supporting other current charities e.g. Ukraine.

We run a Health and Wellbeing week early on in September looking at specific aspects e.g. balanced diet, healthy eating, emotional, mental and physical health and wellbeing.

We assess pupils using PASS tests that provide an analysis of the aspects that individuals find difficult in order to target appropriate intervention.

Reporting to parents on progress

Involving and sustaining a good relationship with parents is vital in order to help and support learners to make progress. We ask for the views and ideas of parents when planning our themes and share our intention for the term before embarking on work. We expect parents to support pupils with their homework, reading and times tables in the Junior Department. Parents have access to Seesaw during progression steps 1 and 2 which gives them an insight into pupils' practical work over the year. We have parent evenings twice a year where parents come to school to see their children's work and progress.

Seesaw

The children in the Foundation Phase work very practically and much of their work is recorded on a seesaw. This work will be shared with the parents on a daily basis. Get details on how to log in to see your child's work by contacting the school. All your child's experiences and progress will be shared on 'Seesaw'. Here, you will be able to follow your child's progress and play an active role in his/her education.



Language Welsh and English

Ysgol Pont y Gof is a Welsh-speaking school where everybody is happy and confident to talk Welsh. We are very proud of the language and are passionate about keeping the language strong within our school and community.

We admit non-Welsh speaking pupils who soon settle into the school community, learning the language and becoming proud speakers.

All pupils leave here with solid skills in both languages.

We start to teach English in Year 2 where pupils read and write a few sentences. This is in preparation for using the language across the six areas of learning in Year 3.

GWYNEDD LANGUAGE CHARTER

The school has committed to Gwynedd Schools' Language Charter.

The aim of the Language Charter is to:

- inspire confidence in using Welsh language skills
- nurture positive attitudes towards the language
- increase the use of the language in school and outside school



School Admissions

Children have access to the school part-time from the September following their third birthday. Children can attend school full time from the September following their fourth birthday.

Applications for admission must be received before February before the start of the new school year and parents who are considering sending their children to the school can contact the Headteacher to arrange a visit and a discussion to prepare.

Arrangements are made for the children to attend the school for periods during the Summer term and parents are invited to attend an introductory meeting with members of the staff .

Relationships and Sexuality Education

The Relationships and Sexuality Education (RSE) Code leads us to plan aspects within our curriculum in order to meet mandatory requirements.

RSE will empower learners to:

- support health and wellbeing
- develop healthy, safe and fulfilling relationships
- understand how relationships and sexuality can steer their identity
- understand and support their own rights and those of others.

There are three general strands within the RSE Curriculum and activities, knowledge and skills will be delivered across the six AoLEs, namely...

- **Relationships and identity** - helping learners to develop the skills required to form healthy, safe and fulfilling relationships.
- **Sexual Health and Well-being** - helping learners to turn to effective sources for their own and sexual health and wellbeing and enabling them to make informed lifelong decisions.

Relationships and Sexuality Policy

Name of staff member with responsibility for RSE policy: Bethan Prys Jones and Bethan Rhys

Name of the school's RSE leader: Bethan Rhys

Name of the Governor with responsibility for RSA: Gweno Glyn

Date of adoption of the RSA policy by the Governing Body: May 2023

This policy is reviewed every two years Next review date: May 2025

Statement from the Governing Body

The governing body Ysgol Pont y Gof has adopted this policy on May 2023

This policy will be reviewed in two years to ensure that it complies with Welsh Government guidelines and regulations.

In adopting this policy, the governing body of Ysgol Ysgol Pont y Gof recognises the responsibility to ensure that the policy is implemented effectively, that RSE is adequately resourced and is presented across the curriculum in a whole school approach and that the school fulfills its legal obligation.

Presentation Statement

Relationships and Sex Education has a positive and empowering role to play in the education of learners. It plays a central role in supporting learners' right to enjoy fulfilling, healthy and safe relationships throughout their lives. Central is an aspiration for every child to achieve the 4 purposes of the curriculum as part of a whole-school approach.

We want education to help our children to develop into healthy, confident individuals. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE.

RSE is critical to the development of emotional well being, resilience, empathy and respect. The aim of RSE at Ysgol Pont y Gof is to give learners the information they need to help them develop healthy, nurturing relationships of all kinds, enabling them to know what a healthy relationship looks like and what is acceptable and unacceptable behaviour in relationships.

The Welsh Government 2022 RSE code contains mandatory requirements. The teaching and learning within our whole school curriculum covers the mandated elements within the code.

The RSE Code and Statutory guidance have been developed to accommodate a wide range of views, values and beliefs. The school has therefore planned and developed a comprehensive, inclusive, suitable whole school RSE teaching and learning program which complies with the code. This policy details our whole school approach to RSE. Our school supports learners to develop knowledge, skills and values to understand how relationships and their sexuality shapes their lives and the lives of others.

Our learners will be equipped and empowered to ask for support on issues related to RSE and advocate on behalf of themselves and others. The school will ensure RSE is placed in the school's values, rights and moral framework, for example while showing respect for all learners, staff and the wider community, celebrating differences, building a healthy and inclusive relationship of sexual diversity. Our learners will be equipped and empowered to ask for support on issues related to RSE and to advocate on behalf of themselves and others.

The school will ensure that RSE is set in the school's values, rights and moral framework e.g. while showing respect for all learners, staff and the wider community, while celebrating differences, building healthy and inclusive relationships of sexual diversity.

This policy has been written in accordance with current Welsh Government guidelines :

- Relationship and Sexuality Education
- Curriculum for Wales Guidance
- Keep Learners Safe
- Equalities Policy 2010

The RSE policy has been written to link with other school policies: safeguarding and child protection, domestic abuse, sexual abuse and confidentiality (Wales 2015).

Right to opt out

RSE is a mandatory requirement in the Curriculum for Wales 2022 for all learners from 3 to 16. There is no right to withdraw from RSE within the Curriculum for Wales.

Designing a Curriculum for Sexuality and Relationship

Our RSE curriculum is presented through cross circular themes and linked within the Six Areas of Learning and Experiences as appropriate. This means the learners make a connection with what is taught in RSE and the wider curriculum, understanding historical, cultural, geographical, physical, political, social and technology. The mandated content of the RSE is set within three broad connecting learning strands:

1. Relationships and identity. This thread focuses on the variety of relationships that people develop throughout their lives.
 - How can relationships and our sexuality shape our identity
 - The importance of human rights in ensuring healthy, safe and fulfilling relationships in an inclusive society.
2. Sexual health and well-being. This thread focuses on:
 - Learning how human beings change as they grow.
 - Develop an understanding of the human body including people's feelings about their bodies and the way these feelings can be represented.
 - The health issues associated with relationships and sexuality.
 - Understanding of the way sexuality and sexual health affect our well-being.
3. Empowerment, safety and security. This thread focuses on:
 - A learner's right to safety and protection and freedom from harm and discrimination.
 - How and where to get information and help.
 - How to support and advocate for rights, fair treatment and respect for all.

Each teaching and learning strand is divided into three eras as follows:

- Era 1: from 3 years old
- Era 2: from 7 years old
- Era 3: from 11 years old

The RSE leader of our school will communicate with all the primary schools in the catchment area to ensure that the developments are suitable from Phase 2 and Phase 3.

The planning, teaching, evaluation and monitoring of the school's RSE program is undertaken by our school's teacher and RSE leader. In order to ensure that our whole school is meeting all necessary requirements suitable for our learners we consider a range of factors including:

- age, knowledge and maturity of the learner
- the learner's additional learning needs
- consider that the needs of learners of a similar age may vary.
- consult with the learners.

In order to support the learners to realise the four purposes within the Curriculum for Wales learner's voices are core to developing our RSE policies.

In order to ensure that our RSE meets the needs of the learners we provide opportunities for them to give their opinion on the RSE policy, work program and the content of the lessons when carrying out consultation activities annually.

We consult with the learners regularly at the end of lessons, activities and program in order to ensure the suitability of our provision and that our resources and the outside agencies are relevant, developmentally suitable, inclusive and sensitive to the needs of our learners. We will act on any recommendations and amend as required.

Whole School RSE Work Programme

Our whole school RSE plan is available on the 'Healthy School' website. This document details how we manage, organise and incorporate RSE across our whole school curriculum in accordance with the Progression Stages of the Curriculum for Wales and the stage within the RSE code. The resources used have been chosen according to their suitability and their effectiveness is reviewed following their use by teachers and the school RSE leader.

Safe Learning Environment

The school will ensure a safe educational environment for teachers, staff and learners by establishing and agreeing on the school's classroom agreements/rules. The classroom agreements/rules are set out within the whole school work program document.

We will ensure that learners are aware of confidentiality issues and no disclosure of safeguarding will be kept and shared in accordance with the school's safeguarding processes.

Health and wellbeing support services.

Within our RSE provisions the learner will receive information about health and wellbeing support services and how to secure access to them.

Working with outside agencies

In order to expand and enrich our RSE provision, occasionally the learning will be supported by outside but relevant agencies, for example, the police, nurses, professional health workers, the NSPCC and many more. These will be chosen wisely and the following requirements checked by the RSE leader:

- That they are used to talking to young people.
- That they work/register with a responsible organisation/charity.
- That their contribution is in line with the aims and objectives of the curriculum.
- The validity of their Disclosure and Barring Checks (DBS status).
- Every resource and presentation they use.
- That they are aware of any additional needs of the learners.
- A member of staff will be present throughout every lesson/activity/presentation.

Care, Discipline and Behaviour

Each child is placed in the care of a specific teacher but the whole staff looks after the welfare of every pupil. The school nurtures children to be self-disciplined and respect others in accordance with the Governors Policy and we hope that we can rely on the support of parents. The school can not succeed without the support of parents and therefore we invite you to take an active interest in your child's education and support the school and our work for the benefit of your child.

The aim of the government policy is to establish specific procedures to deal with problems of discipline and bullying with bullying defined as a deliberate conscious desire to hurt, threaten or intimidate someone over a period of time. The school has a responsibility to create an environment where every pupil has the best opportunity to develop physically, educationally and emotionally. The characteristics of that environment include civilized behaviour, self-discipline and respect for others and their property.

In order to help us maintain the school's status and image within the community pupils should be encouraged to respect the school by providing an attractive and stimulating environment for them. A system of reasonable regulations is used in order to lay a foundation enabling the school's children to become responsible members of their community.

Disciplinary Procedure

In accordance with the Governing Body's statement of general principles regarding maintaining behaviour and to reflect the school's general objectives we will:

- try to create an appropriate ethos that will ensure a happy and orderly environment where each individual can develop to their full potential
- establish a definite order to maintain behaviour based on a mutually beneficial relationship between everyone within the organisation.
- putting together systems that will work towards developing self-discipline and reflecting the agreed values of the school as a community, and of the wider society.

Aim

- Nurture and create a sense of self-esteem and self-discipline in the children.
- Act and respond to cases of misconduct, consistently and fairly throughout the school.
- Establish and reinforce co-operation and consistency between the home, parents, teachers and school Governors.

Objectives

- Always insist on appropriate behaviour.
- Lay a foundation for children to grow into responsible members of their society.
- Differentiate between unacceptable and acceptable behaviour.
- Promote and reinforce self-esteem and respect towards peers, adults and property.
- Be considerate of the views and opinions of others.
- Appreciate the existence of different people, traditions cultures and religions.
- Insisting that individuals accept responsibility for their behaviour and the outcome of their actions.

General Guidelines

- Create a positive learning culture within the school and classrooms.
- Set fair rules and routines which are understood by all children. Explain the rationale behind the rules.
- Go over the rules with the children on a regular basis.
- Ensure order and discipline as pupils leave and enter classes and other places around the school.
- Emphasis should be placed on the positive by encouraging and praising, rather than rebuke.
- The child's behaviour should be criticised and not the child himself.
- Reasoning should be done rather than lashing out highlighting the problem and discussing implications/outcomes.
- No physical punishment of any kind is used.
- The child should be made to apologise when appropriate.
- Incorporate the activities within work plans in order to promote good behaviour. Personal, Social and Health Education (PSE) and Religious Studies have an important role here.
- Cases of unacceptable behaviour should be recorded as evidence for further action.

The Disciplinary Procedure

1. Ensure that the children are aware of the school's rules and the reasons for having them.
2. Class teacher to deal with the class according to the school's arrangements.
3. Assistants on yard/lunch duty to deal with the children according to the school's arrangements.
4. Try to get the child to realise what was done wrong/what
5. the misbehaviour was.
6. Headteacher to deal with persistent or serious misconduct.
7. Keeping records of serious/persistent misconducts.
8. Invite parents to discuss the situation when there is persistent or serious misconduct. The situation is discussed and an agreement is reached with parents on the course of action.
9. The Headteacher will consult with other agencies as necessary.
10. In some cases a Behaviour Plan will be required.
11. In a very serious situation the Headteacher will report to the Governors and this can lead to a child being excluded from school. In serious cases it must be ensured that the above guidelines and the Authority's guidelines are followed.
12. If school property is damaged, a fee will be charged to the parents of the child responsible.
- 13.** In any case of sexual and/or racial harassment it will be necessary to bring details of the incident to the Headteacher's attention immediately. The Headteacher will be responsible for taking the appropriate steps in accordance with the seriousness of the incident.

Award System

The intention of the award system is to promote a positive attitude by paying attention to the positive rather than only the negative elements.

The procedure is the result of discussion and agreement if all members of staff. Actively throughout the school it shows positive results in all aspects of school life. We praise good work based on the individual's effort. Praise for any curricular or extra-curricular activity / achievement is given verbally. You can have a look at the Government policy 'Pupil Behaviour Management Policy' at the school. Please arrange a time with the Headmistress to have a look at the policy.

Safety

Every effort is made to ensure a safe environment for the school's pupils. The school site is inspected regularly to ensure appropriate maintenance and the electrical equipment, the alarm and the fire prevention equipment are tested in accordance with the Authority's guidelines.

Vehicles on School Ground

Parents are expected to park their cars in the Congl Meinciau car park or at the houses near Congl Meinciau when they drop off their children in the morning or escorting them at the end of the afternoon. Parking is prohibited in the staff car park at all times. Parents are not allowed to bring their children into the school. They will leave their children at the gate with a member of the school staff guiding them safely into the school. This is emphasised for health and safety reasons.

School Closure in Emergency

1. On rare occasions perhaps it will be necessary to close the school so that it is not possible to gain access from the outside. This will ensure that pupils, staff and visitors are safe in an institution where there is danger on the school grounds or in the vicinity of the school.

Emergency Lockdown procedures should be considered a sensible and appropriate response to any external or internal incident that has the potential to pose a threat to the safety of staff and pupils. Procedures aim to disrupt the learning environment as little as possible, while ensuring the safety of all staff and pupils. Emergency Lockdown procedures may need to be implemented for a number of situations, but some of the most likely could be:

- being notified of a civil unrest event in the community with the potential to pose risk to the school's staff and pupil;
- Someone without permission on school premises with the potential to be a risk to staff and pupils;
- receiving a warning regarding risks from air pollution (plume of smoke, gas cloud etc)
- a fire in the vicinity of the school
- a dangerous dog walking freely near/outside the school

2. Notifying that Emergency Lockdown is Required

The school bell which is the Headteacher's office is rung to inform staff that the Emergency Lockout procedure must take place immediately. All staff will blow whistles in the yard to give a clear message to the children to come inside the school. The children will be aware of the procedure.

3. Managing an Emergency Lockdown

The situation is managed by the senior management team and all staff should remain in an Emergency Lockdown position until a higher member of that team tells them otherwise.

3. Individual Staff and Lockdown Rules

- The school's front staff should ensure that their office is locked, call the police if necessary and inform the Headteacher.
- The Headteacher/senior management or a member of the office staff should lock the external doors and school entrances.
- Individual staff in classrooms should lock/close doors and windows.
- Catering staff to lock all doors in the kitchen and turn off the lights.

1. Partial Lockdown

Notice given to staff: 'PARTIALLY LOCKED IN A EMERGENCY'

This may be as a result of evnts/civil intervention in the local community with the potencial to pose a risk to the sdhool's staff and pupils. It can also be the result of recieving a warning about the danger of air pollution etc.

Taking Immediate Action:

- All outdoor activities ending immediately, pupils and staff returning inside the building.
- Staff and pupils to remain in the building and lock all windows and exterior doors.
- Depending on the circumstances it is possible to be allowed to move easily within the building. Every situation is different. When all staff and pupils are safe the school's senior management team will carry out an ongoing risk assessment based on emergency service advice. Irrelevant informtion will be shared with staff and pupils.

Partial closure in an emergency is a precautionary measure but is gives the school a situation of permanence while maintining some normality should the situation worsen.

If there is an air pollution problem air vents can be closed where possible as an additional precaution. The emergency service will advise on the best course of action in relation to the threat that exists.

4. FULL LOCKDOWN

Notice given to staff: FULL LOCKDOWN IN EMERGENCY

This means there is a direct threat to the school and this can be a step forward from a situation of Partial Lockdown in an Emergency.

Act Urgently: Pupils are moved to the safest room. Exterior doors locked. Classroom doors locked where there is a member of staff present with a key. Windows locked and blinds or curtains closed. Everyone should be as quiet as possible, preferably hiding under desks or in a corner. Lights, smartboards and computers should be turned off.

Staff will write down the names of everyone in the room and call the schools' designated emergency contact to report who are in each room.

Pupils and staff who are not in the classroom for some reason when the emergency signal is sounded, for example being in the toilet, will go to the nearest room and stay there.

Staff and pupils should remain at the scene until told otherwise by the Senior Management Team or the emergency services. If the fire alarm goes off at any time during Emergency Lockdown evefryone should leave the school immediately.

Staff will inform the front office that they are in Emergency Lockdown and if any pupils have not been able to reach a classroom. During an Emergency Lockdown the staff will keep agreed lines open but will not make unnecessary calls to the central office to avoid any delay to important communications.

No ons ehoud move around the school.

Staff to support children to keep still and quiet.

5. Emergency Services

It is important to continue communicating with the Emergency Services as they are in the best position to offer advice as a situation develops. Depending on the seriousness of the situation, the emergency services may surround the school and prevent anyone from coming to the site. They will support the Headteacher's decision regarding the timing of communication with parents.

If the situation continues for a long time or is more serious, the local authority can provide humanitarian assistance by establishing a reception center for family and friends outside the cordoned off area.

6. Communication with Parents

Information should be shared with parents regarding the Emergency Lockout procedure and specifically regarding the arrangements for communicating with the parents in such a situation, regularly either through a normal newsletter or through the school's website.

If an Emergency Lockout situation occurs, the parents should be informed of any event or development as soon as it is practical to do so. It is clear that parents will be worried but communicating correct information regularly will help to alleviate too much anxiety.

Parents should be given enough information about what will happen so that they:

- be reassured that the school understands their concern for their child's welfare, and is doing everything possible to ensure their safety;
- not contacting the school because calling the school could tie up telephone lines needed to contact the Emergency Services;
- not coming to school because this could interfere with the access of the Emergency Services to the school and put themselves and others at risk;
- waiting for the school to contact them when it is safe for them to collect their children, and where they should collect them from;

the school understands that parents are concerned about the welfare of their children and everything possible will be done to ensure the safety of the pupils. However, the parents will need to understand that if the school is in a lockdown situation in a Full Emergency no one will possibly respond to phone calls, the external doors will be locked and no one will be allowed in or out of the building.

7. Emergency Lockdown Exercises

Emergency Lockdown exercises will take place at least once a year to ensure that everyone knows exactly what to do in such a situation. The exercises will be monitored and feedback will be given to staff so that the procedure can be improved where necessary.

8. Review the Policy and procedure

This policy and procedures will be reviewed annually as part of the fire and emergency exit plan and the Health and Safety Policy.

Data Protection Act

In accordance with Data Protection legislation the information presented will be kept completely confidential and for the promotion of pupils' education and the management of the school only. Privacy Notice (how we use information about pupils). The categories of information about pupils that we collect, hold and share include:

Personal information (such as name, unique pupil number and address)

Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)

Information about attendance (such as number of sessions attended, number of absences and reasons for absence)

Information about assessments

Relevant medical information

Information about Special Educational Needs

Information about prohibitions/behaviour

Personal information about the pupil's parents and/or other relatives (such as name, contact details, relationship with the child)

Why we collect and use this information

We use pupil data:

- to support the pupil's education
- to monitor and report on the pupil's progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing
- to share data for statutory audits and audit purposes

The lawful basis why we use this information

We collect and use information about pupils, staff and governors under:

Education (School Information) (Wales) Regulations 2011

Education (Pupil Information) (Wales) Regulations 2011

School Governors' Annual Reports (Wales) Regulations 2011

The Education (School Performance and Absence Targets) (Wales) Regulations 2011

Education (Headteacher's Report to Parents and Adult Pupils) (Wales) Regulations 2011

Teachers' Wages and Terms of Service Act 1991

National Collective Agreements Between Local Education Authority Councils and Recognized Teachers' Unions

Local Collective Agreements Between the Gwynedd Education Authority and Unions Recognized by the Authority for negotiations on behalf of Teachers

Data Protection Act 1998

Protection of Freedoms Act 2012

Additional Learning Needs and the Education Tribunal (Wales) Act 2018

The Governance of Maintained Schools (Wales) Regulations 2005

Social Services and Wellbeing Act 2014

Health and Safety at Work, etc. Act, 1974

Equality Act 2010

Regulatory Reform (Fire Safety) Order 2005/ Regulatory Reform (Fire Safety) Order 2005 (PEEPS forms are completed and these include details of any disabilities a child/staff has)

Article 6(c) and (e) and Article 9(g) (GDPR)

We may also use consent at times (eg photographs)

Collect information about pupils

Although the majority of information about a pupil that you provide to us is compulsory, some of it is provided to us on a voluntary basis. In order to comply with data protection legislation, we will inform you whether you will be required to provide us with specific information about a pupil or if you have a choice in this. If information is provided to us on a voluntary basis, we will ask you to give specific consent and give you the option to withdraw the consent at any time.

Keeping data about pupils We keep data about pupils for varying periods of time depending on what the information is.

Retention periods are included in the school's data protection policy.

With whom we share information about pupils

We regularly share information about pupils with:

schools attended by the pupils after leaving us

our local education authority - Gwynedd Council - Services - Social, Leisure, Transport, Finance, Youth.

Agencies commissioned by us to provide services on our behalf: Welsh Assembly Government (via HWB)

- Bangor University,
- Police and the Youth Offending Team
- Health Services
- *Antur Waunfawr* (disposal of confidential materials) Relevant Companies that promote the administration and educational experiences of pupils
- *Urdd Gobaith Cymru*
- CAPITA - SIMS
- School Gateway
- 360 tour
- EVOLVE
- Purple Mash
- Reading eggs
- Seesaw
- Mathematics
- TT Rock Stars
- BOOST

Why we share information about pupils

We do not share information about our pupils with anyone without permission, unless the law and our policies allow us to do so.

We share pupil data with the Welsh Assembly Government (WAG) on a statutory basis. Sharing data in this way supports the school's finances and policy and monitors educational attainment.

Schools maintained:

We are required to share information about our pupils with our local authority (LA) Gwynedd Council and the Assembly Government under: The Education (Pupil Information) (Wales) Regulations 2011

Data collection requirements:

Education (Pupil Information) (Wales) Regulations 2011

The Education (School Performance and Absence Targets) (Wales) Regulations 2011

Request access to your personal data

Under data protection legislation, parents and pupils have the right to request access to the information we hold about them. In order to make a request for your personal information, or request access to your child's educational record, contact the Headteacher/Mrs Louise Jones, Data Protection Officer.

Email: educationalion@gwynedd.llyw.cymru Schools Data Protection Officer Gwynedd Council
Castle Street Caernarfon Gwynedd LL55 1SH

You also have the right to:

- object to personal data being processed which is likely to cause, or is causing, harm or distress
- prevent anything from being processed for direct marketing purposes
- object to decisions being made by automated means
- correct, block, delete or destroy inaccurate personal data, in certain circumstances; a claim compensation for the damage caused as a result of a breach of Data Protection regulations

If you have a concern about how we collect or use your personal data, we ask that you first register your concern with us. Alternatively, you can contact the Information Commissioner's Office via <https://ico.org.uk/concerns/>

Contact If you would like to discuss anything in this privacy notice, please contact:

Schools Data Protection Officer

Gwynedd Council

Castle Street

Caernarfon

Gwynedd

LL55 1SH

Policy on Provision for Pupils with a Physical Disability

The school ensures that pupils with a disability have full access to the curriculum and to suitable activities in the school. The school does not discriminate on the basis of disability when providing education to its pupils. The SEN and Disability Act 2001 states that the body responsible for the school must take any reasonable steps to ensure that disabled pupils and prospective disabled pupils are not put at a significant disadvantage compared to those who aren't disabled.

The aims of the Gwynedd Education Department

In accordance with the legal requirement the Education Department will learn to provide mainstream education for pupils with a disability.

The Authority will, in accordance of the Act, plan strategically to make schools accessible for disabled pupils over time. The strategies must deal with:

- Expanding the opportunities so that disabled pupils can participate in the school's curriculum
- Improving the school's physical environment for disabled pupils
- Improve the method of transferring the information given in written form from other pupils to disabled pupils.

There is collaboration with other agencies and it is ensured that staff are sensitive to a pupil's condition.

Policy for Pupils with Medical Needs

The majority of pupils with medical needs are able to attend school, and with a little help, have full access to the National Curriculum and relevant activities.

There is a danger for pupils with long-term conditions or who are absent for a long period of time to have difficulties in ensuring the smooth running of their education, and because of that, to be lost in the system. The policy refers to pupils who are ill or injured or who suffer from mental health.

Statement of intent

The Gwynedd Education Department will advise and assist schools to encourage and support pupils with special medical needs.

Basic Principles

In order to identify and support pupils with special medical needs, the school will establish strategies for supporting a pupil who tries to attend school despite his condition, in consultation with parents and other agencies.

Disability equality scheme

Legal Framework

The Disability Equality Duty is a duty within the Discrimination Act (DDA) 2005 where schools are required to take proactive steps to ensure that pupils, staff and governors, parents/carers and other disabled people who use the school are treated equally.

There are 2 elements to the Disability Equality Duty:

i) The General Duty:

Promote equal opportunities between disabled people and other people

Eliminate illegal discrimination

Eliminate disability-related harassment

Promoting positive attitudes towards disabled people

Encourage disabled people to participate in public life

Meeting the needs of disabled people (even if that means being treated better)

ii) The Specific Duty

Drawing up a Disability Equality Scheme - Copy available at the school

Defining Disability (includes cancer, diabetes, epilepsy, HIV, MS, hearing or sight impairment, mobility, mental health conditions, learning difficulties)

"Disability is a physical or mental impairment which has a significant and long-term detrimental effect on an individual's ability to carry out normal day-to-day activities" (DDA 1995 Part 1 para. 1.1.)

This definition was revised and expanded in December 2005 under the Disability Amendment Act 2005:

People with cancer or cancer survivors are now included, as are people with HIV and cerebral palsy from a diagnosis perspective.

Mental impairment no longer needs to be recognized clinically.

Disability Equality in Education (DEE) recommends that all pupils with Additional Learning Needs (ALN) and those with long-term medical needs should be treated as disabled for the purpose of the Act and for the sake of equality. This is in addition to all pupils with a long-term impairment, which has a significant impact on their day-to-day activities.

This school uses the social model of disability and recognizes that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers found in the education system and in society in general.

If you are keen to see the Disability Equality Scheme you are welcome to make an appointment with the Headteacher.

Policy on Racial Equality and Cultural

1. Legal duties The school welcomes its duties under the Race Relations (Amended) Act 2000.

We are committed to:

Promote equal opportunity

To promote good relations between members of different racial, cultural and religious groups and communities

2. Eliminate illegal discrimination

Guiding principles In carrying out our legal duties listed above, we are guided by three essential principles:

All pupils should have opportunities to secure the highest possible standards and the best possible qualifications for the next stages of their life and education.

All pupils should be assisted to develop a sense of personal and cultural identity that is confident, ready to accept changes, and to accept and show respect for other people's identities.

Every pupil should develop the knowledge, understanding and skills he/she needs in order to be able to participate in a multiracial society and in the wider context of an interdependent world

3. Governing Body Responsibilities

The Governing Body is responsible for ensuring that the school complies with Race Relations legislation including the general and specific duties listed in the revised Act of 2000

With the assistance of the Headteacher, the Governing Body is responsible for taking the appropriate steps to enable the school to adhere to this policy on Racial Equality.

The Governing Body includes matters relating to Racial Equality as an item on the agenda of meetings of the Governing Body and has a designated governor for equality which is Mr Iestyn Harris.

The Headteacher, together with the Governing Body at Ysgol Pont y Gof, has overall responsibility for implementing the appropriate measures to enable the school to follow this policy on Racial Equality.

The Headteacher ensures that staff receive training and are informed of the implications of the policy, including the relevant legislation Teachers

All teachers are responsible for ensuring that they have the latest information on the legislation relating to relations and Race Equality issues

Teachers know how to deal with racist incidents in the classroom, how to promote diversity and how to recognize and challenge prejudice and stereotyping.

In teaching them, staff encourage positive working relationships between pupils ensuring that pupils from all racial and ethnic groups are included in all activities and have access to the curriculum. Teachers never discriminate, or allow personal feelings, prejudices or assumptions about racial or ethnic groups to affect how they treat particular pupils, parents or other members of staff.

Support staff (includes all administrative staff, lunchtime inspectors, catering workers and carers)

All supporting staff are responsible for ensuring that they do not discriminate in the performance of their duties, nor allow feelings, prejudices, personal assumptions or stereotypes about racial or ethnic groups to affect their treatment of particular pupils, parents or other members of the staff.

Everyone who is employed

It is the responsibility of everyone who works at Ysgol Pont y Gof to read, understand and comply with this policy, Visitors and contractors who work on site.

Policy on Racial Equality and Cultural

4. The school has a designated person for dealing with racist incidents.

The designated individual is the Headteacher

The designated individual ensures that every reported racist incident is recorded in a register and that forms reporting a racist incident are completed and sent to the AALL

5. The Curriculum

We promote cultural diversity in the curriculum by teaching culturally diverse content in a positive manner, reviewing documentation to ensure that the content is appropriate and by fostering respect for people from different racial and ethnic groups.

Our aim is to assist children to develop the necessary knowledge, understanding, skills and attitudes that will enable them to play a full and active part in our multiracial society.

Through a variety of learning experiences, the children can explore the contributions of different cultural, racial and religious groups in our society while at the same time expanding their knowledge and understanding of such groups. By doing this, it is hoped that the children's awareness of respect for cultural and ethnic diversity in the classroom, school or community will be developed.

We make every effort to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural backgrounds and their individual linguistic needs and by differentiating work appropriately.

We do everything we can to ensure that all pupils can participate and feel that their contributions are valued. We encourage pupils from all backgrounds to work together showing cooperation and understanding, learning from each other's diverse experiences. Our teaching challenges prejudice and racial stereotypes and we foster pupils' critical awareness of prejudice, inequality and justice.

Through the partnership between the home, the school and the wider community, we hope to enrich the curriculum by encouraging people from other cultures, religions and ethnic backgrounds to visit the school and share their experiences and ideas with the children.

6. Attainment and progress

Our aim is to ensure that every pupil reaches their full potential.

We monitor the progress of individual pupils in order to detect any signs of underachievement and we use ethnic monitoring where appropriate in order to detect any relevant differences between the performances of ethnic groups. These are dealt with through planned and targeted support. When necessary, advice is sought from LEA Advisers.

7 Pastoral Support

Our pastoral support takes into account religious and ethnic differences and the experiences of children who are refugees and asylum seekers or any other disadvantaged group, as necessary.

We provide spousal support

ol for those pupils English is an additional language for them, in consultation with the LEA Advisers, and we encourage them to use and develop their mother tongues where possible.

Pupils with special educational needs receive appropriate support.

Policy on Racial Equality and Cultural

8. Conduct and discipline

High standards of behavior are expected of all pupils. All pupils are treated fairly and without discrimination when they are disciplined for disruptive behaviour. Incidents of a racist nature are dealt with firmly and consistently and all allegations of racial harassment or provocation are fully investigated.

9. Access and Attendance

The school has an open access policy and will accept as many pupils as there is room for as determined by the LEA. Attendance is carefully recorded and if relevant, this can be monitored by ethnic group.

10. Not following the policy

When this policy is not followed, it will be dealt with in the same way as cases where other school policies are not followed, as decided by the Headteacher and the Governing Body.

11. Communication

The full policy is available to parents, visitors and members of the wider community if they request it. Information regarding the policy is provided to parents through the usual communication forums held between the school and the home. A summary of the policy is sent to all applicants for jobs and is published in the school handbook.

12. Monitoring and Evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, modifying where appropriate. An action plan is drawn up for implementing this policy and monitoring its impact.

Policy on Racial Equality and Cultural

- Complaints procedures

WHAT IF SOMETHING GOES WRONG ... ?

The National Assembly has provided guidance for Governors on dealing with complaints. This procedure is outlined below.

It is emphasized, however, that many complaints can be dealt with quickly and effectively through informal consideration based on discussion with the Headteacher. This is the first reasonable step, and the Governing Body will expect this step to have been carried out before formally presenting the complaint in exceptional cases. Time can be arranged to discuss any complaint with the Headteacher by contacting the school.

The Governors have established a sub-panel to deal with any complaint. The school should be contacted to make an appointment to discuss any complaint with the Headteacher.

The Local Education Authority, in accordance with the requirements of the Secretary of State, under section 23 of the Education Act 1988, has established a procedure to consider complaints about how the Governing Bodies of schools and the Education Authorities operate in relation to the school curriculum and other relevant matters. There is an explanation of this procedure in a bilingual document available at the school or on the school's website.

The purpose of this procedure is to provide a means of resolving complaints made against the Governing Body or members of the school's staff, or complaints about matters of a more general nature such as the management of the school, its curriculum, administration, policies or procedures. The Governors' hope is that all members of the school community receive an explanation of:

The principles of the procedure and who is responsible for carrying out each part of it
The procedures to be followed

Timescales to be followed and how complaints are recorded and monitored Principles The aim is for this procedure to be:

Fairness

Be used with consistency

Leading to being able to resolve complaints as quickly and effectively