

# Hendre Junior School



Junior School

Prospectus 24-25

# Croeso i Ysgol Hendre Iau Welcome to Hendre Junior School

Dear Parents,

The Governing Body and staff welcome you to Hendre Junior School. Communicating with parents will always be a priority here at Hendre; with that in mind the purpose of this prospectus is to provide a comprehensive insight into all aspects of our school and to convey key details about current school procedures.

We hope that you find this prospectus both useful and informative but if you wish to have further information, have any further questions or wish to visit the school please contact the Headteacher or Deputy.

Mrs Margaret Sargent  
Chair of Governors

Mr J Farmer  
Headteacher

Mrs N Dean  
Deputy Headteacher

Hendre Junior School  
St Cenydd Road  
Caerphilly  
CF83 2RP  
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HENDRE  
Junior School

# Hendre Junior School

## A message from the Headteacher ...

A warm and heartfelt welcome to our Hendre Family - Hendre Infants and Junior Schools. We are a welcoming, creative, innovative pair of schools, which collaborate closely to offer a range of exciting learning opportunities for you and your family.

Our schools are situated on the western outskirts of the town of Caerphilly. They stand on the main road that links the A470 to the Rhymney Valley, making them easily accessible from all surrounding areas. Our schools are predominantly English medium and they cover Progression Step 1, 2 and 3 of the new Curriculum for Wales. Hendre is in the very advantageous position of being in close proximity to St Cenydd Comprehensive School. This, along with the very close working links between all three schools, provides our children with a continuum of learning from 3 to 18.

Hendre is 'our' school and with this great sense of ownership and belonging comes a great sense of pride. We aim to create a happy and caring school where our children feel a sense of belonging, feel valued as both individuals and members of a community and learn to cooperate and collaborate with each other. We seek to foster in our children a sense of respect and pride for who they are, the world in which they live and all that they do, with the ultimate aim of producing well-rounded, emotionally secure, happy children who are confident and empowered to face the challenges that lie ahead in an ever-changing world.

We are excited to share our school with you and hope that you love it as much as we do.



Diolch yn fawr iawn,  
Mr J Farmer, Headteacher

Junior School

# School Profile

Hendre Junior School is situated on the outskirts of Caerphilly.

Currently there are 178 pupils on roll aged from seven to eleven, taught across seven classes.

Hendre is part of the St Cenydd Cluster which includes Primary, Infant and Junior Schools. We work collaboratively with our neighbouring Hendre Infants and currently both our Head and Deputy are undertaking the roles across both schools.

We are Lead Creative School, Healthy School, Eco School, Level 5 Gardening School, Nurture UK School and Silver accreditation in UNRC rights.

We have recently been awarded our Cymraeg Campus Gold Award, Summer 2022 and were the first school in Caerphilly to receive this accreditation.




















The school was identified as a Lead Network School for Welsh 2nd Language in 2018 and has continued in this role up until the present day.

## Admissions






The school is maintained by Caerphilly County Borough Council. Admission applications to gain a place at Hendre Junior School are to be completed online via:

<https://www.caerphilly.gov.uk/schooladmissions>

# Who's Who @ HENDRE

<p>Mr J Farmer Head Teacher - Infants and Juniors Safeguarding Lead</p> 	<p>Mrs N Dean Deputy Head - Infants and Juniors Year 3 - Dosbarth Maple Curriculum and Assessment</p> 	<p>Mr J Gale Year 5/6 - Dosbarth Hazel Physical Health and Well Being</p> 	<p>Mrs H Evans 1:1 Support Year 3/Nurture</p> 	<p>Mrs H Collins Year 6 - Dosbarth Sycamore Well Being and Equity/ Literacy</p> 
<p>Mrs C Magwood Year 5 - Dosbarth Oak Attendance Science and Technology</p> 	<p>Mrs M Blundell Nurture</p> 	<p>Miss O Walrond Year 3 - Dosbarth Venus ALNCO</p> 	<p>Mrs G Richards Year 4 - Dosbarth Haxel</p> 	<p>Miss D Palmer Secretary</p> 
<p>Mrs S Wratten Year 6 - Dosbarth Sycamore Expressive Arts</p> 	<p>Mrs H Robins Year 4/5 - Dosbarth Willow</p> 	<p>Mrs M Rogan Year 3 - Dosbarth Blossom Language, Literacy and Communication</p> 	<p>Mrs L Bowden PPA Outdoor Learning PTA</p> 	<p>Miss M Goldsworthy 1:1 Support Year 6</p> 
<p>Mrs S Edmunds NURTURE</p> 	<p>Mrs S Burnicle 1:1 Support Year 3  Literacy Interventions</p> 	<p>Mrs L Davies Well Being and Numeracy Interventions</p> 	<p>Miss L Roberts 1:1 Year 5</p> 	

# Communication

What do we use?	Why do we use it?
Dojo 	<p><b>NOTE ; We are unable to respond to parents via the DOJO APP. Please contact the office directly to notify of pupil absences and updates. TEL ; 02920852518</b></p> <p><b>If you have a concern relating to your child or wish to meet with their class teacher please inform the office directly to make an appointment.</b></p> <p>Whole class announcements, letters and information. Sharing whole class fun!</p>
Twitter 	Sharing teaching and learning across both Hendre Schools. @HendreSchools
Website 	<a href="http://www.hendreschools.org">www.hendreschools.org</a>
Google Classroom 	Learner Profiles - ask your child to show you their work and progress.
Teachers to Parents 	Whole School Events Whole School Changes/Updates

# Mission & Values

Everyone has the right to education. At Hendre Junior School, our primary aim is to nurture the diversity of our children and equip them with the resilience to deal with the ever changing world around them. Having the highest of expectations of our pupils goes hand in hand with this aim as they build the highest expectations of themselves. Hence the school's central philosophy and mission is:-



Our school's philosophy and mission focuses on the three core values of BELONGING, RESILIENCE and PRIDE and this underpins all policy and practice.

Our learners embrace the values that we aim to promote and in promoting them they make Hendre Junior School the best that it can possibly be. We seek to foster in our children a sense of respect and PRIDE for who they are; a sense of BELONGING in the world in which they live and the school in which they learn. This, with the ultimate aim of producing children who are well-rounded, emotionally secure, happy, confident, empowered and RESILIENT.



# School Routines

Year 3 to Year 6	
Gates Open	8.50
School Starts	8.55
Lunch Time	12.00 - 1.00
School Finishes	3.25

The entry gate closes PROMPTLY. If your child should, for any reason, be late arriving at school they should report to the school office. The school day, for all learners finishes at 3.25pm. Children MUST be collected from school by an adult and should be collected from the classroom door. Please inform the main office if your normal arrangements are changed.

Children in Years 3 & 4 MUST be brought to school and collected from school by an adult. Children in Years 5 & 6 may walk to and from school without an adult, if you so wish. During school hours, children are not permitted to leave the school site. If your child needs to leave school during school hours, parents must report to the school office.

# Breakfast Club, School Meals & Healthy Schools

There is a Breakfast Club available for all learners. If you wish for your child to attend breakfast club please speak to the main office.

As part of promoting a Healthy School we run a Siop Flasus - Healthy Tuck Shop during morning break times. A range of fruits are available to buy from Mon - Fri at a cost of 30p. If not purchasing fruit from our Siop Flasus all learners are encouraged to have a healthy snack to enjoy during their break time. Healthy cereal bars are permitted but please note that these must not contain chocolate. Any foods containing nuts should be avoided due to learners with allergies. All other snacks are not allowed.

All learners are permitted to bring a bottle filled with water to school each day. Learners are able to access fresh water throughout the day and are encouraged to drink regularly. In line with promoting a Healthy School we ask that children do not bring in flavoured water, squash or fizzy drinks.

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

All children are now entitled to a free school meal. Meal options will be shared with learners at the start of each day. If you would like a copy of the full menu please contact the main office.

. As we are a 'Healthy School' we would encourage parents to provide a healthy and nutritious packed lunch where possible.

# Cwricwlwm Hendre

It is with our mission in mind that our Hendre Curriculum has been developed, placing our children, their unique qualities and capabilities at the centre of all that we do;



## Hendre Junior; Curriculum Summary

### Our vision and values

Developed alongside our learners, parents, governors and the wider community our vision encompasses all that we aspire to achieve at HENDRE;  
**Everyone** has the right to education. At Hendre Junior School, our primary aim is to **nurture** the **diversity** of our children and equip them with the **resilience** to deal with the ever changing world around them. Having the **highest** of **expectations** of our pupils goes hand in hand with this aim as they build the **highest expectations** of themselves.

**H**igh  
**E**xpectations  
**N**urture  
**D**iversity and  
**R**esilience in  
**E**veryone

Our school's philosophy and mission focuses on the three core values of **BELONGING**, **RESILIENCE** and **PRIDE**; these underpin all policy and practice.

We are a **nurturing** school.



### Our Hendre Heroes

**Pride**  
**Belonging**  
**Resilience**

Cwricwlwm

## Our Curriculum

Our Cwricwlwm Hendre is at the **heart of our school**; it is everything our learners experience during their journey with us. A joined up way of thinking that realises our vision, our values and our ambitions for all.

Designed by our learners, our **Hendre Heroes** embody the **Four Core Purposes** and underpin all aspects of our teaching and learning.

Led by the **Twelve Pedagogical Principles**, our teachers consider the needs and stages of all learners and design exciting, creative learning experiences that ignite their curiosity.

As our learners engage with innovative themes that cover the breadth and depth of the curriculum they have the opportunity to learn within and across the **6 Areas of Learning and Experience**. Each theme encompasses the **Statements of What Matters** and reflect the **Principles of Progression**. Each includes the **five cross cutting elements**, **integral skills** and encompass the **cross-curricular skills of Literacy, Numeracy and Digital Competency**.

Ongoing observations of our learners, alongside a range of assessment opportunities is used to inform future learning. Achievement is celebrated at every stage alongside our parents and carers.



As a Lead Network School for Cymraeg we inspire a strong sense of 'Cynefin' amongst our learners. A sense of **belonging** and **pride** that is celebrated throughout the curriculum.



As a Silver Rights Respecting School we teach and learn through the rights. Our Rights Respecting Crew ensure that the rights of **everyone** are central to all that we do.



The Well-being of **everyone** is a priority across everything we do at Hendre. Our Well Being Rainbow is integral to our curriculum and is valued by everyone.



# Cwricwlwm Hendre Outdoors

## Cwricwlwm HENDRE Outdoors

This policy aims to ensure our practitioners have the confidence and freedom to take our 'Cwricwlwm Hendre Outdoors'.

At Hendre Junior School, we believe that all children have the right to experience the unique and special nature of being outdoors. We further believe that every child should experience the world beyond the classroom as an essential part of their learning and personal development.

This might be at the start of their learning journey to inspire awe and wonder, during key learning moments to deepen their understanding or at the end of the journey to provide authentic opportunities for application.

As we take our 'Cwricwlwm Hendre Outdoors' we aim to :

- Broaden our pupils knowledge, understanding and confidence with the Four Core Purposes.
  - Develop and enhance our pupils' 'Integral' 'Super' Skills.
  - Embed our core values.
- Empower our children to take ownership of their learning, allowing their imagination to run free and their minds to thrive.
- Develop confidence and self-esteem through hands-on experiences in a natural setting.
- Create a nurturing environment in which our children can take risks, be resilient and build their independence.



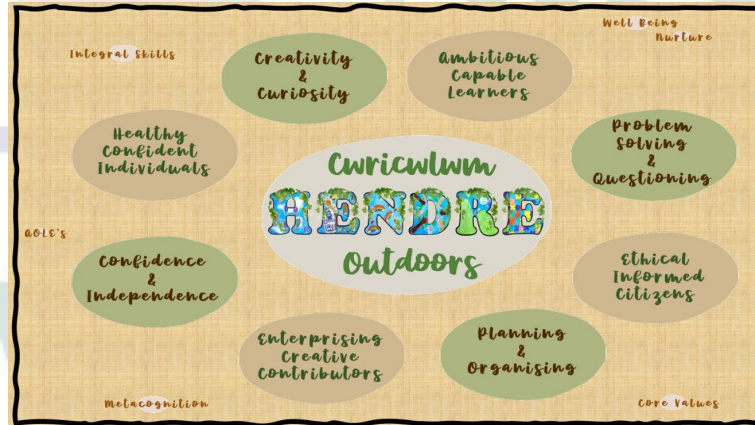
## Hendre's Outdoor Classroom

### HENDRE Haven

Our HENDRE Haven acts as our Outdoor Classroom. All classes have weekly opportunities to access learning out in our HENDRE Haven.

Within this space our learners are encouraged to find things out for themselves, to develop their initiative and imagination, to problem solve and to collaborate effectively as a team. They learn resilience and resourcefulness, perseverance and determination and how to give and ask for help and support from their peers. They are also taught how to appropriately self-manage risk in the ever changing world around them.

Outdoor learning activities within our HENDRE Haven also include 'Forest Schools' themed activities led by our highly skilled Forest Schools Practitioner.



# Welsh Language @ Hendre

At Hendre Junior School we immerse the children into a bilingual environment and ethos. As a Partnership School for Cymraeg we inspire a strong sense of 'Cynefin' amongst our learners. A sense of belonging and pride that is celebrated throughout all areas of our curriculum.

Through our creative and innovative teaching and learning styles, we instill a genuine enthusiasm for the Welsh Language which extends to all learners and staff. As communication is vital and at the heart of our curriculum, we ensure we adapt and develop language skills through fun, engaging and make relevant links to our themes. Oracy is promoted through the use of games, with daily activities being promoted through the use of Helpwr Heddiw and relevant language placemats, as well as incidental Welsh being modelled, promoted and encouraged on a daily basis.

Engaging with this Area enables learners to become confident, well-rounded individuals, ready to lead fulfilling lives. It allows pupils to foster pride and a sense of identity and belonging to Wales and the wider world through diverse literature opportunities. As pupils move along the Continuum of learning, they will build on basic skills and develop through a breadth and depth of learning experiences.



# Assessment and Progression

Assessment is key to supporting progression, for the purpose of identifying learners' strengths, achievements and areas for improvement, and identifying next steps. It is integral to learning and teaching, and should not be confused with those activities that contribute to external accountability and national monitoring.

Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression here at Hendre. All those involved with a learner's journey need to collaborate and work together by establishing:

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

All staff follow our Assessment Cycle which identifies a range of assessment to be used throughout the school year. Learner Roadmaps are kept so that we can ensure consistency across the school and identify standards of learning and achievement.

Parent Learner Reviews (Parents Evenings) are held twice a year, one early on in the Autumn Term and one towards the Summer Term. These may be via the telephone or face to face. They provide an opportunity for parents to discuss their child's progress with their class teacher. We encourage learners to attend with their parents to share in this process. Alongside this opportunities for parents to be involved in the life of the school are held throughout the year. Examples of this include Parent Open Afternoons, Expressive Arts Showcases and Cafe Hendre.

In addition, a written annual Learner Review is provided each year to parents. Parents are encouraged to meet the teacher if there are any ongoing concerns between these times.

# Pupil Voice Groups

Our learners are at the heart of our curriculum. Our Pupil Voice Groups have their own Pupil School Development Plan and are integral to decision making and impact at a whole school level.



Pupil Voice Groups that lead our school to success are ;  
School Council



Learning Detectives  
Criw Cymraeg  
Well Being Warriors



Eco Warriors  
Attendance Warriors



Junior Scho

# Attendance

Hendre Junior School is committed to providing a diverse and inclusive education to all learners and embraces the concept of resilience and equal opportunities for all.

Our Attendance Warriors pupil voice group work with staff to develop ways to support and encourage good attendance. Classes work collectively to maintain good attendance, focussing on improvement and striving for 100% as often as possible.

For a pupil to reach their full educational potential, good school attendance is essential. We will consistently work towards a goal of 100% for all pupils while understanding that attendance above 95% represents good attendance. We notify parents of annual attendance on a termly basis by letter and provide short term four weekly updates via text message.

We aim to provide a nurturing environment where all pupils feel valued and welcomed. We are committed to the fundamental principle that early intervention and partnership working is crucial in ensuring the attendance, protection and well-being of all children and young people. If parents and carers have any concerns related to attendance, we are available to create child centered personalised approaches to support in any way we can.

The school follows the All Wales Child Protection procedures and local protocols in relation to specific and identifiable welfare issues that prevent a child or young pupil from accessing education, or where there are safeguarding concerns. This involves a close working partnership with CCBC Educational Welfare Service.



# Well Being



# Behaviour Management

**Our philosophy is to catch the child being good and reward them appropriately.**

The importance of encouraging positive patterns in our children cannot be overstated. It underpins the ethos of our school and is essential in promoting learning. It ensures the safety of the children in our care and the welcome felt by visitors. Good behaviour is essential for the smooth running of our school.

## **Objectives of our behaviour management strategies ;**

- To provide a happy environment in which children feel secure.
- To provide stability for each child as boundaries are clear and expectations of good behaviour are consistently high.
- To provide a calm environment conducive to effective learning.
- To provide an environment where positive thoughts towards others are encouraged.
- To provide an environment where praise is given by staff and pupils and achievements are celebrated.
- To provide an environment where each child is positively involved in encouraging others to work towards excellence.

## **Classroom Management**

Positive behaviour can be achieved and encouraged through the provision of well planned, engaging lessons which appeal to the interest of all pupils. Children must be encouraged to set themselves high expectations and to take pride in their work. Within the class they must learn to listen attentively to others, take turns in speaking and getting their teacher's attention.

The classroom environment gives clear messages to children about the extent to which they and their efforts are valued. Classes which are well organised and have easily understood routines will help to develop independence and self-discipline. Relationships between children and teacher, strategies for encouraging good behaviour, arrangement of furniture, neatness and orderliness, access to resources and classroom displays all influence the ways in which children behave.

Teaching methods must encourage enthusiasm for the subject and active participation for all. Praise must be used to encourage and reward instances of good behaviour, learning attitudes as well as good work. Teachers' specialist knowledge of individual children will enable them to make appropriate allowances when necessary.

The background features a colorful illustration of a rainbow, a sun, and two children standing on a wooden structure. The title 'Anti Bullying' is prominently displayed in blue. The school's name 'Hendre Junior School' is faintly visible in the background.

# Anti Bullying

At Hendre we acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying amongst pupils.

We strive to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally.

We will not tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

# After School Clubs and Educational Visits

As part of our commitment to supporting learners in all areas of life, we offer a range of extra-curricular activities. Typically, these activities include sports such as football and netball and creative clubs such as art and choir.

Our extra-curricular activities are reviewed regularly and learners' ideas and preferences drive our provision. Clubs take place after school and at lunchtimes.

Throughout the school year all learners have the opportunity to attend educational visits off site. These support work within and across the curriculum.

## Medical

Occasionally your child may need to take medicine. You are welcome to come to school and administer the correct dose but school staff cannot administer medicines or tablets. Please do not send your child to school with medicine or tablets as children are not permitted to administer their own medicine. If your child is asthmatic, you will need to complete a form so that we can keep accurate records. Two inhalers must be provided in the chemist packaging with the prescription label clearly visible. One inhaler will be kept in the child's classroom and one inhaler will be kept centrally in the school office. Children will be supervised during their use but staff will not administer inhalers. Children are encouraged to manage their asthma and may use their inhalers whenever there is a need.

Every effort is made to keep all our children and staff safe. If an accident does occur, we have members of staff who are qualified in First Aid. If your child needs treatment other than which we can provide at school, we will notify you immediately. It is therefore extremely important that emergency contact numbers are kept up to date.

# Safeguarding

All staff who work at Hendre have had safeguarding training that equips them to recognise and respond to child welfare concerns. These concerns are passed to the Designated Senior Person for Safeguarding, in our case the Headteacher, who follows strict guidelines on how to deal with any issues raised.

H igh  
E xpectations  
N uture  
D iversity and  
R esilience in  
E veryone

**Safeguarding is  
everyone's responsibility.**



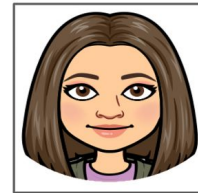
**Your designated safeguarding leads are :**



**Mrs C Magwood**  
Dosbarth Oak



**Mr J Farmer**  
Headteacher



**Mrs N Dean**  
Deputy Head  
Dosbarth Maple

# Additional Learning Needs

At Hendre Junior School we believe that ALL children share the right to a broad, balanced, engaging, and differentiated curriculum. We also understand that some children have Additional Learning Needs that hinder or delay the learning process at school. This may be due to a learning, physical, social, behavioural, speech, language, communication, emotional or a medical condition. Under the ALN Code, a framework for identifying children with Additional Learning Needs is in place within the school. We appreciate that every child is on their own learning journey and strive to support all children on their journey to achieve their full potential.

At Hendre Junior School, it is usually the class teacher or parent who initially identifies a child with additional needs. The class teacher then assesses the needs of the child and informs the Additional Learning Needs Co-ordinator, who, following further assessment and in full consultation with parents/guardians, starts a graduated response. Depending on the needs of the child, they will receive intervention in line with the school's provision. This may be at a Universal, Targeted, or Specific level. A One Page Profile, or a One Page Profile with targets may be developed if this is felt necessary and strategies to support the child will be developed by the class teacher with the support of the school ALNCo. Together they monitor the progress made by the child and involve/update parents at appropriate points. If the child's need requires, the Individual Development Plan (IDP) process will begin. This will start with a PCP meeting with key adults and services involved in the child's life. From there, the school follows the Local Authority's ALN policy to write and obtain the IDP for the child.

The school has a range of ALN information leaflets with relevant information for parents with children with Additional Learning Needs. Copies can be obtained from the main office if required. The school has adopted the LA's ALN Policy, and this is also accessible for parents on the LA website, or a copy can be obtained from the main office.



## Graduated Response Information for Parents

High expectations  
Nurture  
Diversity and  
Resilience in  
Everyone

### Step 1 - Emerging Needs UNIVERSAL

A concern or need has been identified by the child's class teacher or parent.  
A meeting will be arranged between the class teacher and parents to discuss the concern.  
Parental Support Guide will be shared with parents to help support the child at home whilst the concern is being explored.

### Step 2 - Emerging Needs UNIVERSAL

Following the meeting between home and school, the class teacher will complete "ALN Query" documents that will be shared with the ALNCo.  
The ALNCo will triage the concern and give advice to the classroom teacher on universal strategies and provisions to try in the classroom to further support the child.

### Step 4 - UNIVERSAL to TARGETED

Meeting is arranged between Parents, Teachers and ALNCo to discuss ongoing concerns, strategies tried and ways forward.  
A referral will be made to outside agencies to help support the child's needs.  
Services and Referrals made will include:  
JAFF referral to Caerphilly County, In-Reach Consultation, Occupational Therapist, School Nurse and Advisory Teacher.

### Step 3 - Monitor & Review UNIVERSAL

The class teacher will implement the advised provision and strategies, documenting them on the child's One Page Profile. This will then be shared with parents.  
The child's progress and behaviours will be monitored for 6 weeks to assess the impact of these strategies.  
After 6 weeks, the class teacher will liaise with the ALNCo and parents to discuss the impact of the strategies and next steps. Parents will be expected to share, via the FourPlusOne document what they have been trialling at home to support the needs of their child.  
If the strategies in school and home are working then they will remain in place.  
If further support is needed the child will move onto a Targeted approach.

### Step 5 - TARGETED

Following the referral and involvement of services, current provision in school will updated and adapted to further support the child.  
If provision requires targeted interventions, for example Bespoke ELSA sessions and RWI or Numeracy interventions, then targets will be added to the child's One Page Profile. Support from the services will help form the targets and this will be shared with parents  
These targets will be reviewed every 6 weeks.

### Step 6 - TARGETED to SPECIFIC

Following school based interventions and involvement from outside agencies, the child's targets will be reviewed and next steps will be considered.  
If the child is making good progress towards their targets, the current additional provision will continue the Monitor, Review, Do cycle.  
If the support is not enough to full support the child's needs, then more specialist referrals will be made and more bespoke provision will be considered.  
Referrals may be made to: the Neurodevelopmental Team, an Educational Psychologist or specific learning needs teams like CASS.

### Step 7 - SPECIFIC

If an Additional Learning Need (ALN) is identified and specialist, bespoke provision - above that available within the classroom environment - is required to support the needs of the child, an Individual Development Plan (IDP).  
The IDP process will begin with a Person Centred Practice meeting to outline the description of need and provision required to support the child.

### Step 8 - IDP

The IDP will be reviewed every year and provision will be updated according to the Primary Needs of the child.

# Equality and Inclusion

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

## Anti Racism

Hendre Junior School is an anti-racist school and we are committed to addressing racism in any form. We aim to work with our children and community to be actively anti-racist.

Racism, in any form, is not tolerated at our school. All pupils and staff have the right to be treated with respect and to feel safe, regardless of their ethnic background or identity.

If a racist incident occurs it will be thoroughly investigated and dealt with. Help and support will be provided to all involved.

Our Cwricwlwm Hendre embraces diversity as one of its cross cutting themes.



# Uniform

School uniform helps our pupils to feel part of a community. It identifies our pupils when representing the school in the community or on visits. Every effort should be made for pupils to come to school wearing their school uniform.

*Our Uniform - White Polo Shirt / Navy Blue Jumper or Cardigan*

*PE Kit - Any Sports Wear (Suitable for both indoor and outdoor sessions.)*

*Outdoor Learning - Wellies, Outerwear, Waterproofs etc*

**Pupils are able to come to school wearing their PE Kit/ Outdoor Clothing on their allocated days.**

**Please ensure your child's name is clearly marked on all items of clothing.**

In accordance with Welsh Government regulations, we have ensured that the majority of our uniform is available from local stores. Our PTA also regularly sell second hand uniform at various times throughout the year.

Children may wear small 'stud' type earrings and a watch. This is the only jewellery allowed to be worn by all children within school as per our Health and Safety Guidance. Children must remove all jewellery before they undertake Physical Development sessions. If ear piercing is still healing, studs may be left in place to avoid risk of infection, however, parents must provide tape to cover studs for PD sessions. Makeup is not part of our school uniform and should not be worn.

# Lost Property

Please encourage your child to look after their belongings whilst they are in school. Any lost property will be collected and placed in the reception area for parents to look through at the end of the school day.

Any property that is left in school for a long period of time will be collected and donated to our PTA.

# Transition

We have arrangements in place to support the transition of all learners from the Infants to us here at the Juniors and from the Juniors up to Secondary School. These arrangements include ongoing collaborations between teaching staff, opportunities throughout the school year for staff to meet with and teach learners, curriculum and well being development opportunities, opportunities for learners and parents to visit transition schools, open events and evenings etc.

We also have procedures in place to ensure the smooth transition from year group to year group through opportunities to meet new teachers, encouraging children to talk about their learning and interests and through whole school activities.

We have arrangements in place to support any new learner joining us at Hendre Junior School. These arrangements include parents and learners meeting with a member of the Leadership Team, a visit to the school and initial well being check ins upon starting.

A great deal of effort is made to ensure a smooth transition between schools.

## PTA

At Hendre our Hendre Heroes PTA work extremely hard to help, support and raise funds for our school. Events include School Discos, Cafe Hendre, Christmas Markets, Summer Fayre etc.

Our PTA is led by an elected Chairperson who is supported by an elected Vice Chairperson. Any parent is welcome to help. Details of meetings and events will be shared via SeeSaw.

# Parental Complaints and Concerns

Hendre Junior School is committed to dealing effectively with complaints. We aim to clarify any issues about which you are not sure. If possible, we will put right any mistakes we have made, and we will apologise. We aim to learn from mistakes and use that experience to improve what we do.

We have a zero-tolerance approach to all forms of bullying and harassment and promote respectful relationships between learners, parents, staff, and governors.

Our definition of a complaint is 'an expression of dissatisfaction in relation to the school, a member of its staff or the governing body that requires a response from the school.'

The school's complaints policy and procedure supports this commitment and is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and, if well-founded, addressed in an appropriate and timely fashion. The complaints policy and procedure is available on the school website or on request from the school office.

## Policy Documents

Policy documents on a wide range of subjects such as Attendance, ALN, Complaints and Concerns are available for parents. Key policies can be viewed on the school website. If there is a policy that you would like a copy of please contact the school office

# Health and Safety

We aim to ensure that our learners are safe and secure at all times. The school adheres to the guidelines outlined by Caerphilly Council regarding Health and Safety in Education. Any health and safety concerns are to be reported to the Headteacher. Any issues are monitored and reviewed on a regular basis.

Where appropriate these issues will be brought to learners attention via assemblies and class discussions. Personal and Social Education sessions also address any Health and Safety issues where relevant. The school works closely with other agencies, such as the police and the traffic safety team to build the knowledge of our learners on any identified issues. Regular fire drills are undertaken and the school is equipped with appropriate safety equipment. Risk assessments have been undertaken on potential hazards and educational visits.

Visitors **MUST** report to the school office where they will be asked to sign in and wear identification badges if working in and around the school. Parents should not enter the school via classroom doors but report to the school office. All staff have a DBS check, this includes contract workers.

The school car park is for the use of staff, parents and visitors. Please follow the signage on site. In addition, blue badge holders are permitted to park in the disabled parking bays. It can be very busy during the start and end of the school day, please be considerate to our local community and other drivers when parking near to the school.

The school site is secure throughout the school day. It is monitored by CCTV cameras, 24 hours a day. Please note that dogs are **NOT ALLOWED** on the school site. The school has a strict **NO SMOKING** policy on the whole site. Any person using inappropriate language or behaviour within the school grounds will be requested to leave.

Children are strongly advised not to bring valuables to school. As a school, we cannot take responsibility for any items that are lost, damaged or stolen. Mobile phones are not allowed in school. However, if a Year Five or Year Six parent feels that it is imperative that a Year Five or Year Six pupil brings a mobile phone to school as they walk home on their own, phones will be stored securely in the office until the end of the school day.

When your child/children enter Hendre Junior, we ask you to complete a pupil information form detailing contact numbers, addresses, medical needs etc. It is most important that you notify us, in writing, of any change of address, telephone number or change of emergency contact arrangements, immediately if they occur. This will ensure that we are able to contact you promptly if the need arises.



We look forward to welcoming you and your child to  
Hendre Junior School.