



We care We're ready We're safe

Prospectus 2025

Headteacher – Mr. N. Allen

Chairman of the Governors – Mr. J. Griffiths



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Welcome

Dear Parents and Guardians,

Welcome to Saundersfoot Community Primary School. This prospectus will help you understand more about our happy and caring school.

At Saundersfoot CP School, we prioritise the development of each individual's potential. We are proud of our history and the values we celebrate – we care, we're ready, and we're safe.

Our vision is for pupils to grow as respectful, resilient, independent, and ambitious learners. Our unique coastal location enriches our curriculum, ensuring it is firmly rooted in our Welsh coastal village.

It is a great honour to be the headteacher of Saundersfoot CP School.

Mr. N. Allen

Our School

Saundersfoot Community Primary School is located in the popular seaside village of Saundersfoot in the county of Pembrokeshire. The school is set in spacious, attractive grounds a short distance from the village and nearby beach.

The original school building has been extended over the years to accommodate our growing numbers. The original building – first opened in 1973- has now been remodelled for our Early Years pupils and the administration area. The first extension – completed in July 1988- houses the pupils of Years 5 and 6, along with a computer suite and staff room. Our final extension of 6 classes also contains our new library area.

The school has approximately 200 pupils and continues to grow. At present we have one Nursery class catering for pupils aged 3-4, two Foundation Phase classes for pupils 5-7 and three Key Stage two classes for pupils aged 7-11. Children are generally taught in age bands where possible.



School Sessions



	<u>Start of day</u>	<u>Lunch time</u>	<u>End of day</u>
<u>Nur - Year 2</u>	9:00am	12:00 - 1:00	3:10
<u>Year 3 - 6</u>	9:00am	12:10 - 1:00	3:15

Governing Body

Every school has a Governing Body. The Governors meet at least once a term and sub-committees more regularly. The Governors discuss matters relevant to the running of the school and the education of the children. Every year, the Governing Body writes a report which is available to parent. This is published on the school website and a hard copy can be obtained from the school office. Parents are also invited to the Annual General Meeting of the Governing Body at which they have the opportunity to ask questions or make comments. In addition to the Head teacher, the following people serve on the Governing Body for a period of four years.

<u>Name</u>	<u>Status</u>
Mr. J Griffiths	Chairman (LEA)
Mrs A Thomas	Vice Chairman (Community)
Mr P. Parker	Chair of Staffing & Finance Committees (Community)
Cllr P. Baker	L.E.A.
Mr M Williams	L.E.A.
Mrs A. Thomas	Community
Cllr A McCormack	Community
Mr. N. Allen	Head Teacher
Mrs. J. Morris	Teacher Rep
Mrs S. Empson	Staff Member
Mrs K Fox	Parent
Mr B Brown	Parent
Miss C Pollock	Parent
Ms L Hamilton	Parent

The Parent Governors have been elected to the Governing Body to represent the views of all parents. If you have any suggestions to make as to how the school can move forward, they would welcome your views. Please feel free to contact them at any time.

Staff



Teaching Staff	Year Group Taught	Subject Responsibility
Mr. N Allen	Head Teacher	Leadership and Management, Staff Development and Performance Management, Humanities, CPD, Pastoral Care and Discipline.
Mrs. E. O'Sullivan	Reception - Year 1	Deputy Head Teacher. Foundation Phase Co-Ordinator, NQT Senior Mentor. Health and Wellbeing Lead.
Mrs. J. Howells-Evans	Year 6	LLC Lead
Mrs. J. Morris	Year 5	Expressive Arts Lead
Mrs. C. Rees	Year 3/ Year 4	Science and Technology Lead
Miss. L. Nicholson	Year 1/ Year 2	Numeracy and Mathematics lead. Humanities Lead.

Support Staff	Role
Mrs. S. Barrellie	HLTA- ELSA
Mrs. S. Empson	LSA - ELSA
Mrs. T. Griffiths	LSA - ALN Champion
Mrs. L. Lewis	LSA - ELSA
Mrs. A. Grove	LSA
Mrs. C. Kettle	LSA 1:1
Mrs. N. Baker	LSA 1:1
Mrs.L. Langmead	LSA 1:1
Miss. T. Simms	LSA 1:1
Ms. L. Hamilton	LSA 1:1

Staff



Administration

Role

Mrs. R. Harts

School Admin

Peripatetic Music Staff

Role

Mrs. V. Evans

Strings

Mrs. P. Wilkinson

Woodwind

Mr. D. Mayhew

Percussion

Mr. C. Barrett

Brass

Caretaker/ Cleaning Staff

Role

Mr. M. Anthony

Caretaker

Miss. E.

Cleaner

Lunch time Staff

Role

Mrs. J. Scourfield

Lunchtime Supervisor

Ms. A. Newman

Lunchtime Supervisor

Mrs. C. Kettle

Lunchtime Supervisor

Mrs.L.Langmead

Lunchtime Supervisor

Mrs. T. Fellows

Cook

The Aim of Saundersfoot CP School



The overriding vision for Saundersfoot CP School is:

Pupils in Saundersfoot CP School will grow and develop as respectful, resilient, independent, ambitious learners who are emotionally literate, with well-being at the forefront of our education. During their time in school we build a collection of enriching memories where learning is fun. Our unique coastal location enables the school to ensure our curriculum is firmly rooted in our Welsh coastal village.

Vision Statement.

Pupils in Saundersfoot CP School will grow and develop as respectful, resilient, independent, ambitious learners who are emotionally literate, with well-being at the forefront of our education. During their time in school we build a collection of enriching memories where our learning is engaging. Our unique coastal location enables the school to ensure our curriculum is firmly rooted in our Welsh coastal village.

Mission Statement.

Our aim is that every member of our school community every pupil, every staff member, every parent and every governor is a life long learner.

Within Saundersfoot we actively work together with our pupils to ensure they receive a rich, inspiring and engaging education enabling every child to be physically, creatively, technologically, emotionally and academically fit for life.

Our vision is for the education of Saundersfoot community primary school is based around our locality, our beaches, our countryside helping our pupils to become connected to their local area, Wales and beyond.

*We care,
We're ready,
We're safe*

These are the values that underpin our vision.



Routines

at the start and end of the day

At the start of the day it is very important that the children arrive in school in time for the start of the school day at 8.50 a.m. We ask for this as it is unfair to the children and the staff for children to arrive after this time. Late arrivals are recorded. Please telephone the school if you have been unavoidably delayed.

The school gates open at 8:40am and staff will be on duty in class supervising pupils. Children are encouraged to be independent as early as possible, the 'COVID' drop off systems has been a success and we kindly ask for all parents allow their children to walk into school independently.

At the end of the day parents collect children from the collecting area outside the school gates. Teachers and Learning Support Assistants will lead the children to this collecting point where they ensure that the children are passed over to their parents or guardians at the school gate.

Foundation Phase classes (Nursery, Reception, Y1 and Y2) and pupils with older siblings are dismissed from the top gate. Junior classes (Y3-6) are dismissed from the main gates.

Children are not allowed to go unless staff have actually handed them over to a named adult. Please telephone the school if you have been unavoidably delayed



Admissions



Children are at present admitted to the Early Years Unit on a part time basis in the term following their third birthday.

Actual date of admission is dependent upon availability of places and in accordance with the LA's agreed criteria.

Priority is given to children living within the school's designated catchment area.

Should spaces remain; the LA will consider applications from outside the catchment area.

All applications are subject to the same criteria and given equal consideration regardless of disability or ability.

Should you wish your child to attend Saundersfoot School, early contact with the school is advised and we will advise you of the necessary steps to take.

Children normally become full time the term after their fourth birthday
The admissions policy is constantly reviewed and is subject to change from time to time in accordance with Government and LEA guidelines.

For further information on admissions, scan here to access the Pembrokeshire County Council admissions site.



SCAN HERE

Equal Opportunities



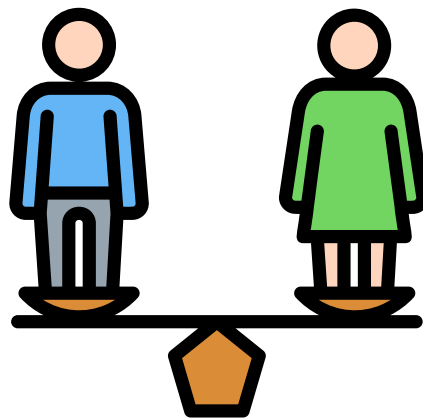
The school is committed to equality of opportunity for everyone. The headteacher and Governing Body aim to ensure that all members of the school community are treated fairly and with equality. We use positive educational experiences and mutual support to promote positive social attitudes and respect for all. Our single equality plan and the linked action plan actively promotes the principles of fairness and justice and ensures that all safeguarding protocols are observed. This can be viewed on the website.

Equal opportunities for children

All children are, from their earliest years in school, encouraged to acquire skills and knowledge that will ensure that they are not restricted in their choice of courses at a later stage in their education or life. Educational provision at the school is planned to ensure that staffing and physical resources are sufficient to provide the type, range and level of experience to ensure that equal opportunities are available to all pupils regardless of ethnicity, race or gender.

Equal opportunities for employees

As an employer, the recruitment process is monitored carefully by the school to ensure equality of opportunity in the recruitment, selection, appraisal, training and promotion of staff at all levels. The school would take appropriate action to protect staff from any discriminatory behaviour by individuals from within or outside the school community. Key staff and governors have completed safer recruitment training.



Organisation of the Curriculum

Saundersfoot School caters for pupils aged 3 to 11 years and covers the phases of the child's education as outlined below.

Our curriculum has been co-constructed through engaging with all stakeholders and will meet the following requirements:

Our inclusive curriculum

Our curriculum will raise the aspirations for all our groups of learners. As a school we have considered how all learners will be supported to realize the four purposes and to progress. We have considered our ALN provision and how we will meet the needs of different groups of learners.

The four purposes

The four purposes are the starting point and aspiration for our school curriculum design. Our school aims to support our learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

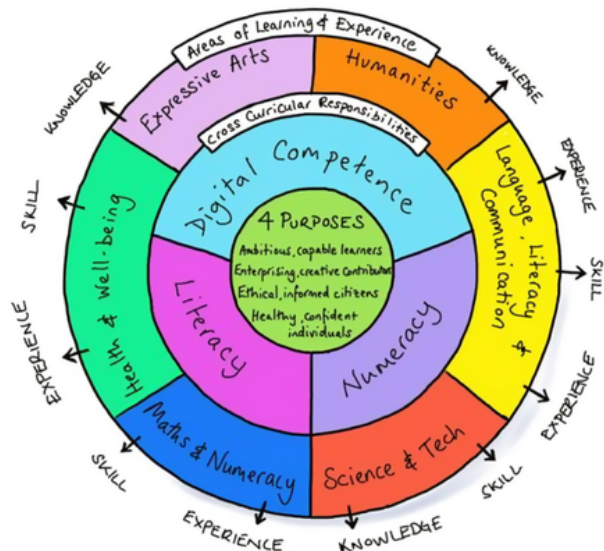
The statements of what matters

Our curriculum will provide opportunities and experiences to develop the key concepts, knowledge and skills as described in the statements of what matters and in line with the Statements of What matters code.

Areas of Learning and Experience

Our curriculum will provide learning experiences through the 6 AoLEs of:

- Languages, Literacy and Communication
- Expressive Arts
- Science and Technology
- Humanities
- Maths and Numeracy
- Health and Wellbeing



Organisation of the Curriculum continued.



Learning, Progression and Assessment

Our curriculum will support learning through designing learning opportunities that draw upon the pedagogical principles.

Our curriculum, supported by effective teaching and learning enables learners to make meaningful progress. Over time our learners will develop and improve their skills and knowledge. Our curriculum focuses on understanding what it means to make progress and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions . Assessment will be embedded as an intrinsic part of learning and teaching.

Saundersfoot's unique enrichment of the curriculum.

Alongside this curriculum the school has designed a series on enriching experiences and challenges to help its pupils make the most of their lives and their locality #FABB6 shorten for Fifty Activities Before Blwyddyn 6. These enriching and memorable activities complement the curriculum and will be key milestones or celebrations for our pupils as they move through Saundersfoot CP School. To find out the school and these plans please visit <https://www.saundersfoot.pembrokeshire.sch.uk/50-experiences-before-year-6/>

There is a heavy focus on the acquisition of skills and developing pupils as independent learners.

Pupils are formally assessed at the end of each year through National reading and numeracy tests.

Here in Saundersfoot, this is how we see our role:

“

The role of the practitioner is to plan for and provide effective learning experiences that are appropriate to the age and development of each individual learner. They should enable learners to appreciate where they are in their learning, where they need to go next and how they will get there.

”



Playgroup

Saundersfoot Playgroup opened in the 1980s in the then small village hall as a result of a successful parent and toddler groups growing needs. In 2018, the Playgroup expanded to offer full-time childcare and wraparound service for Nursery pupils in connection with Saundersfoot CP school. In January 2022, the playgroup relocated from the Regency Hall to Saundersfoot CP School offering a more convenient solution for families with daycare and school all in one place from the age of 2 years old.

Saundersfoot Playgroup welcomes children aged 2-5 years old and provides sessional and full day care. Our aim is to provide high-quality day care that enhances the development, care and education of pre-school children in a safe and stimulating environment, learning through play.

Play group sessions:

Monday - Friday during school term

Full day	9:00am - 3:00pm
Morning	9:00am - 11:30am
Early bird	8:30am start
Late finish	3:00 - 5:00pm



Wrap around sessions are available.

Our spacious room has indoor play space, child size toilets, a small kitchen, and the playground on our doorsteps. We also have regular mini expeditions to the beach and the woods.

Activities offered are from a wide range that are planned to suit children's age, stage and individual needs. We accept children in nappies.

As a parent or a carer, you may be eligible for a funding options such as the 30-Hour Childcare or the Tax-free childcare, which aims to help families with the cost of childcare.

The Saundersfoot Playgroup is a Flying Start setting. You may eligible to receive Flying Start funded childcare. For more information, contact *01437 770004* or FlyingStart@pembrokeshire.gov.uk.



Home Reading

Research has shown that children whose parents are willing and able to help them learn to read make greater progress than those whose parents do not.

We would ask you to help by spending 10 minutes or so with your child each night.

Our main reading scheme is linked to the synthetic phonics programme Read Write Inc. and our work at home centres around the phonic progression of this scheme. When appropriate, your child will bring home a book along with their home/ school diary. At the early stages these will contain very few words. Try and make the time a really enjoyable experience by showing interest in the book, talking generally about it, discussing the pictures and reinforcing the sound patterns.

At first it is a good idea for both adult and child to read the book together. Reading aloud is a great confidence builder and also aids fluency and expression. As your child becomes more confident, reduce your voice to a whisper and let him/ her take over. Help with unknown words.

Older children who have mastered the mechanics of reading still need regular practice. Try to encourage expression and ask questions about the context of the passage. A range of fiction and non-fiction material is equally valuable. Please indicate the pages read and sign the homework diary accordingly.

From time to time, the school runs courses for parents and volunteer helpers in the teaching of reading. If you would be interested in attending, please let us know and when sufficient people are interested, we will arrange a course.

Thank you for your support in this matter.



Arrangements for pupils with Additional Learning Needs



At Saundersfoot School, we are committed to ensuring that every child reaches their full potential. This commitment involves providing a varied and challenging curriculum tailored to the needs of all pupils, regardless of their abilities. We offer additional support to children who need it, either within the classroom through differentiated instruction or by providing individual or group tuition.

For pupils with a statement of special educational needs, we ensure that all conditions of the statement are met. Regular meetings with parents, including formal annual reviews, are held to ensure that the provision remains relevant and effective.

Our Additional Needs Co-ordinator (ALNCO) Mr. N. Allen, oversees and monitors the educational progress of pupils with additional learning needs. He provides guidance to class teachers and liaises with external agencies when necessary. Parents who have concerns about their child are encouraged to make an appointment with him. Our ALN policy is available for parents to view at any time by contacting the school reception.

Children with additional learning needs are admitted to Saundersfoot School using the same criteria as other pupils, ensuring equal treatment regardless of ability or disability. We strictly adhere to our disability equality policy and action plan, which is regularly updated to ensure continuous monitoring and improvement of our provision for pupils with disabilities.

Additionally, we strive to meet the needs of exceptionally able children by offering extension work that challenges their academic abilities. This may be provided within the classroom or through specialized settings for core subjects.

Our ethos, as reflected in our Positive Behaviour and Discipline Policy, emphasises creating an inclusive, respectful, and safe environment where every child can thrive. We believe in fostering a supportive and nurturing atmosphere that encourages all pupils to excel and feel valued.



Welsh



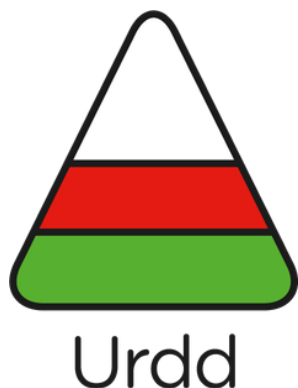
At Saundersfoot School, we are committed to promoting bilingualism and ensuring that all children are taught Welsh as a second language in accordance with the revised Welsh Curriculum 2024. Welsh language instruction is provided either by the class teacher or by a specialist staff member with expertise in the subject.

Our school actively works towards a bilingual education, encouraging the use of Welsh throughout the school day. Welsh history and culture are integral parts of our curriculum, enriching the learning experience and fostering a deeper connection to our heritage.

For pupils transferring from English-speaking areas, we offer extra tuition to help them quickly gain the confidence to participate alongside their peers. Similarly, pupils transferring from Welsh-speaking environments receive differentiated tuition to meet their specific needs.

We encourage membership in the Urdd, an organisation that provides opportunities for pupils to engage in sporting and cultural activities. Pupils have the chance to visit Llangrannog, an outward-bound centre run by the Urdd, or the Urdd Centre in Cardiff, enhancing their Welsh language skills and cultural understanding.

For more information about the Urdd organisation, scan this QR code:



“ One language sets you in a corridor for life. Two languages open every door along the way. – Frank Smith ”

Welsh continued.

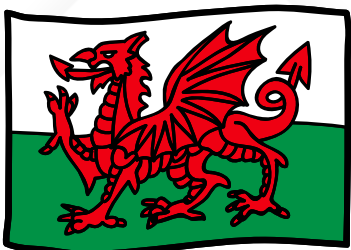


Our school also runs an after-school Urdd club for interested pupils and holds its own St David's Day celebrations. We organise Welsh evenings and events for parents to encourage the wider use of the language and to provide opportunities for parents to become confident in using incidental Welsh at home. These events are designed to be enjoyable and to raise the profile of both the Welsh language and culture.

By integrating Welsh language education into our daily routines and special events, we aim to create a vibrant bilingual environment that celebrates and promotes the rich cultural heritage of Wales.

Here are some phrases to get you started!

Good morning	Bore Da	(bor-eh-dar)
Good afternoon	Prynhawn da	(prinhawn dar)
Good night	Nos da	(nors dar)
Here	Yma	(um-ma)
You're welcome	Croeso	(croy-so)
Where is Sian?	Ble mae Sian?	(Bleh my Sian?)
Dinner	Cinio	(kin-yo)
Sandwiches	Brechdanau	(brec-dan-eye)



Physical Education and Sports



At Saundersfoot School, we are proud of our extensive facilities, which include a large playing field, a netball court, and a hall equipped for gymnastics. Our Physical Education (PE) curriculum is designed to promote learning through action, awareness, and observation. Planning, evaluating, and refining skills are integral parts of our programme.

All children participate in a variety of activities, including gymnastics, dance, games, and a wide range of outdoor pursuits. From Year Two onwards, pupils also receive swimming lessons, ensuring they develop essential life skills and confidence in the water.

Our aim is to provide a broad base of sporting opportunities so that all children can achieve a degree of success and enjoyment in physical activities. For those with particular aptitude, there are opportunities to represent the school at a competitive level. Saundersfoot School participates in a variety of competitions, including swimming, gymnastics, athletics, cross-country, rounders, cricket, football, rugby, and netball, with considerable success. We are proud of our history of reaching national finals in girls' rugby (2016), mixed cricket (2017 and 2018), and girls' football (2018).

Extra-curricular activities are an important part of our programme, offering additional opportunities for pupils to engage in sports and other interests. Details of available clubs are circulated to parents each September, ensuring that all children have the chance to participate in activities that interest them and further develop their skills.

By providing a wide range of physical activities and fostering a supportive environment, we aim to help every child develop a love for sport and physical fitness, contributing to their overall well-being and personal development.



Houses



Children are placed into one of three houses for sporting events. These houses are named after beaches in Saundersfoot.

Coppet (Red)

Monkstone (Blue)

Glen (Green).

Friendly competition is encouraged with an accent on effort. The Ronnie Brabon cup is presented to the winning house at the end of the school sports.

During the year junior pupils take part in friendly but competitive games e.g. swimming gala, school sports, football, netball etc. Parents are encouraged to come along to support the children in these activities.



Music

The school has a very strong musical tradition and its success is recognised throughout the locality. All children have regular music lessons but for those showing particular aptitude, further opportunities are available.

Opportunities are available for pupils who show musical aptitude and commitment to learn a second instrument. At present, tuition is available on violin, viola, cello, flute, oboe, saxophone, clarinet, bassoon, trumpet, cornet and percussion. Pupils wishing to be considered for tuition should see Miss Gillespie.

Pupils in receipt of lessons must be committed to regular practice and be willing to follow the school policy. A voluntary contribution of £15 per term is requested to support these lessons.

The school has a large and successful orchestra and several ensembles that meet before school on a weekly basis.

All music groups perform at a variety of venues and are involved in community activities.



Pastoral Care and Discipline



At Saundersfoot C.P. School, we pride ourselves on fostering a positive and secure environment where every child can develop their intellectual, physical, emotional, and spiritual potential. Our reputation for having well-mannered and responsible pupils is a testament to our commitment to high standards of behaviour and mutual respect.

We believe that when children feel secure, valued, and confident, they are more likely to excel in their work and contribute positively to the school community. Every member of our school has a role to play in maintaining this environment, and we expect high standards of behaviour from all.

Our approach to pastoral care and discipline is rooted in the principles outlined in our Positive Behaviour and Discipline Policy, which emphasises the values of being ready, respectful, and safe. These values underpin all our behaviour expectations and are consistently reinforced throughout the school.

Key strategies we use to promote an inclusive learning environment include:

- **Providing Opportunities for Achievement:** We give all pupils the optimum chance to achieve their potential by creating a supportive and challenging learning environment.
- **Rewarding Positive Behaviour:** We recognise and reward pupils when appropriate, fostering a culture of praise and encouragement.
- **Promoting Self-Esteem and Self-Discipline:** We encourage high self-esteem, self-discipline, and proper regard for authority, helping pupils develop positive relationships based on mutual respect.
- **Encouraging Responsibility:** Pupils are given the responsibility for their own behaviour, understanding that every action has its consequences.
- **Individualised Support:** We are aware that all pupils are individuals and offer tailored strategies to minimise inappropriate behaviour, ensuring that any additional learning needs are met.

Pastoral Care and Discipline continued.



- **Consistency Across the School:** We maintain a consistent approach to behaviour management across the school, enabling staff and pupils to have a clear understanding of expectations.
- **Positive Relationships with Parents and Carers:** We encourage a positive relationship with parents and carers, involving them in a partnership with the school to support their child's development.

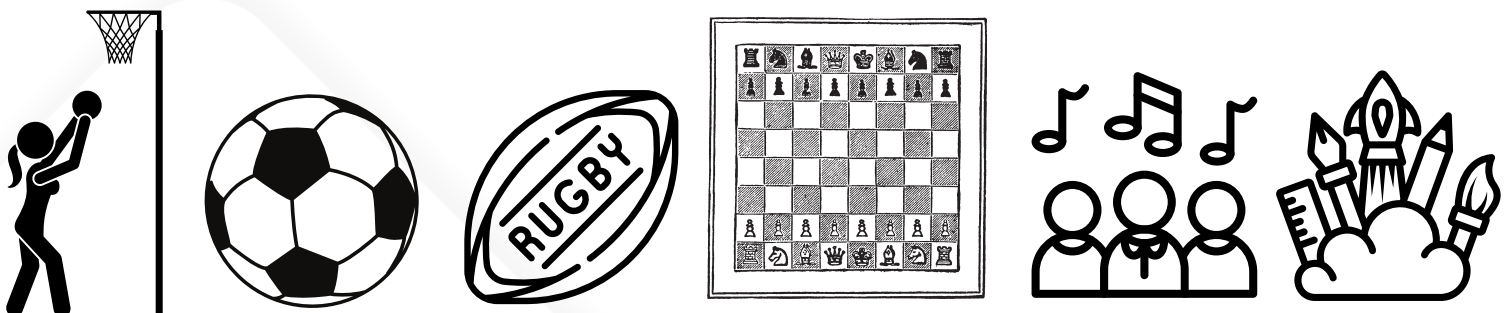
Our whole-school approach to preventing bullying includes developing a positive ethos, promoting cooperation, and expecting socially responsible behaviour. We encourage bystanders to act positively, foster an inclusive environment, and support the development of emotional literacy, self-esteem, and resilience.

We also ensure that our learners know who their trusted adults are in school and provide safe spaces for vulnerable children. Our staff are trained to identify and address bullying, and we actively involve the school community in designing and implementing our policies.

By modelling appropriate positive behaviours and involving relevant outside agencies when necessary, we aim to create a safe and supportive environment where every child can thrive and make a positive contribution to their community.

Extra-Curricular Activities

The school runs many activities both before and after school. A list of these is circulated to parents each September. They include sporting, musical and creative activities. Those children who participate are expected to show loyalty to the club and attend on a regular basis.



Parental Involvement



As a school we really do value the input our parents can provide, if you feel you are able to enhance the education of the school through providing a talk to pupils, demonstrating a specific skill or assisting in any way please contact your child's class teacher.

Parents can assist in the school in various ways, helping with reading, making costumes, tidying, gardening etc. Parental help is greatly valued and enhances the partnership in your child's learning.

Annually we hold a meeting where parents can agenda issues for discussion. The aim of these meetings is to work in partnership to discuss issues that will move the school forward. The school development plan, areas of school focus and plans for the future are also outlined by the head teacher and parental opinion sought on a variety of issues. We sincerely hope that you will be able to join us at these meetings. All are most welcome.

Reporting to Parents

The school opens an open door policy for parents and you are welcome to discuss the educational progress of your child with the class teacher at any time. Appointments can be arranged through the home, class Dojo if required.

At the beginning of each school year, parents are invited into school to "Meet the Teacher". This is an opportunity right at the beginning of the year to spend time with your child's new teacher and learn about the aspects of school life that are pertinent to that year group. Issues such as homework, class projects, timetables and specific class requirements are discussed. The opportunity is also taken to update contact details and any relevant paperwork. Feedback from parents about this event has been very positive and we would encourage you to attend. During the autumn and spring terms we hold a full parents' evening when you are able to make an appointment to chat individually to your child's teacher about their progress.

A written report is forwarded to all parents at the end of the school year. This is followed by a parents' evening when you are welcome to come into school to discuss your child's report and consider with us targets for improvement.



ClassDojo

Friends Of Saundersfoot School FOSS



FOSS is a registered charity and was formed some years ago by a group of parents to help raise additional funds for the school. Throughout the school year they organize a variety of events that are both fun and beneficial to the school. FOSS usually meets after school to organise activities.

Over the last two years, the present committee has raised in excess of £10,000 that has directly benefited the pupils. They operate on a very democratic basis and all parents are warmly invited to get involved in whatever capacity they feel able. FOSS also have their own running team and encourage the pupils to be part of a lunchtime running club. The school is most grateful to this group of parents for their continued support.



School Uniform



Saundersfoot School uniform is worn with pride by all pupils. Parents, pupils and visitors to the school all comment on the smartness of the uniform. The school uniform is listed below.

<u>GIRLS</u>	<u>BOYS</u>
School sweatshirt White blouse School tie Grey skirt Black low heeled shoes Pink/ white gingham dress (summer) School fleece (optional) <u>For PE</u> Black or navy shorts/ tracksuit Polo shirt or t -shirt in house colour Trainers/ football boots	School sweatshirt White shirt School tie Grey trousers Black shoes School fleece (optional) <u>For PE</u> Black or navy shorts/ tracksuit Polo shirt or t -shirt in house colour Trainers/ football boots

School uniform may be purchased from Tees R Us, Rumble Way Garage, New Hedges or online from Tesco schoolwear

Polo shirts with the school logo are also available and may be worn in place of a shirt and tie on a day to day basis. However pupils will require a shirt and tie from time to time, especially if they are a member of the school choir or orchestra.

Where pupils are representing the school or performing in a concert, then the official uniform is required for all pupils.

In the interests of hygiene, all children are required to change for PE and back again at the end of the lesson. For school matches, kit will be provided in school colours.

Reading folders bearing the school logo may be purchased.



SCAN HERE

Other Activities Outside School



Swimming

Children are transported to the pool on coaches from a recognised firm and supervised at the pool by a fully qualified instructor and teaching staff.

Educational Visits

During the school year all classes, particularly those in the Foundation Phase, will experience a number of educational visits. The nature of these will vary from class to class but most are linked to the project being followed in that particular year group. It is an expectation that all pupils will participate fully in excursions that take place during school hours as these form an integral part of their learning. Should any parent have any questions in regard to village visits, please speak to your child's teacher.

The school follows official LA procedure outlined in the booklet "4. Guidelines for Educational Visits" adhering strictly to the recommended staff: pupil ratios.

Charging and Remissions for School Trips

Where a charge is made, parents will usually be asked to contribute the whole cost of the activity although wherever possible, the school subsidises the cost of any transport involved. This payment is by law a voluntary contribution but it is pointed out that the activity is often non-viable unless everyone contributes.

A system of staged payments is available for residential visits.

In cases of genuine difficulty please make an appointment to discuss a way forward with the Head Teacher.



Other Activities Outside School

Residential Visits

During their time in Years 6, pupils take part in a residential visit. The venue varies but is often the outdoor pursuits centre. Teachers and support staff accompany the children and the pupil: teacher ratio is always very favourable. Children are constantly supervised by the staff. Parents have an itinerary of proposed activities prior to the visit and several meetings are held with parents to answer any questions and discuss any potential problems or concerns. During the week, the school keeps in regular contact with the party and both parties have several numbers to contact in case of an emergency. LEA guidelines for residential trips have been adopted and are strictly adhered to.

Pupils have a range of opportunities for trips. This may be linked to project work or may be the Urdd camp at Llangrannog where pupils are encouraged to develop their bilingual skills and integrate with pupils from a wide variety of Welsh backgrounds. Again, LA guidelines and procedures are strictly followed.





Complaints Procedure

At Saundersfoot C.P. School, our aim is to provide a happy and secure environment for all children. We want children and parents alike to feel part of an extended family where everyone and their opinions are valued. However, we understand that concerns may arise from time to time, and we are committed to addressing them promptly and fully.

This procedure outlines the steps to take should problems arise:

1. Initial Concerns:

- In the first instance, difficulties should be referred to the class teacher or the person concerned. This can be done via the home/school diary or by arranging a mutually convenient time to discuss the matter. Experience shows that most difficulties are resolved in this way.

2. Escalation to Headteacher:

- If the problem persists, please make an appointment to see the headteacher, who will have been fully briefed by the home/school liaison team. The concern will be further investigated, and where appropriate, a response will be made in writing within a week.

3. Involvement of Parent Governors:

- As a final resort (and we sincerely hope this will never be necessary), please contact one of the parent governors. They will discuss your concerns with the headteacher and advise you on any further action, including the role of the Local Authority.

We strive to strengthen home/school links continuously and welcome your constructive comments. Our complaints policy has been approved by the Governing Body and the Local Education Authority.

If you require further information, please contact the headteacher.

Transfer to Secondary School



Pupils leave the school to go on to Secondary School when they are 11 by the 31st August. The choice of secondary education is open, but it is assumed that all pupils will transfer to Greenhill Secondary School, Tenby, unless otherwise requested.

Open evenings, visits and the school prospectuses are made available by all Secondary Schools in order to assist parents in choosing a secondary school. Liaison is made with these schools and support is given by the school to make as easy a transition as possible.



Security



The safety and security of your children is paramount to our thinking and the following procedures are there to protect everyone. We would be grateful if you could adhere strictly to the following procedures.

1. All visitors to the school should enter by the front entrance. After signing in the visitor's book, they should report immediately to the Clerical Assistant or School Manager. In the event of the neither being present in school, they should report to the Head Teacher's office. Visitors to the school will be issued with a visitor's badge. Staff should approach anyone without identification and direct them to the Head Teacher.

2. When arriving at school in the morning, pupils should enter through the security gates and make their way to their classroom where members of staff are on duty from 8.40am. Early Years pupils should be delivered directly to the classroom where a member of staff will be there to receive them. Pupils arriving for breakfast club or clubs that take place before school should enter through the front entrance and go directly to their chosen activity. Pupils not attending clubs should not arrive before 8.45am. The school cannot be responsible for pupils before this time except by prior arrangement. Should your child arrive late for any reason, they should enter via the main entrance and sign in with the administration staff. It is also important that they inform Mrs Harts of their arrival so that dinner numbers can be adjusted if necessary.

3. At the end of the school day, Early Years pupils should be collected from the classrooms. Younger children will be taken to the main entrance by their teacher and they will not be allowed to leave the premises without a parent or responsible adult. Junior children will be dismissed directly from their classroom. Children attending after school activities will normally be collected by a parent. No child will be allowed to leave the school premises without a responsible adult. A small number of senior pupils walk home without adult supervision. These children are known to the staff. If an after school activity is cancelled, every effort will be made to contact the parents. If we are unable to reach them, the child will be supervised by a member of staff until the parent arrives.

4. Entrances and fences are checked regularly for damage. The security gates are also locked during the school day. For safety reasons, all entrances to the school are closed before, during and after the school day. During playtimes etc. prefects or teachers may open the doors for access. All teaching staff know the security codes for doors.

5. Dangerous objects may not be brought to school. All children have agreed to this through the code of conduct. Similarly, children should not pick up objects from the school grounds that may be harmful. They should be encouraged to report the presence of dangerous articles to the member of staff on duty.

Great care is taken when entering and leaving the premises by staff using the car park at the front of the school. Normally there is no movement in this car park during the time children are using it. Delivery vans for the kitchen normally arrive when the children are in class.

Safeguarding



Everyone at Saundersfoot School is deeply committed to ensuring the safety and wellbeing of all members of the school community. All employees, governors and regular volunteers working at the school hold current DBS checks and have submitted 2 written references. The school has a strict protocol and safeguarding procedures that all staff sign up to on an annual basis.

The staff receive regular update training and all have attended Tier 1 safeguarding training as a minimum. Our induction arrangements ensure that new members of staff are acquainted quickly with the safeguarding protocol. The named members of staff responsible for safeguarding are:- Mr. Allen and Mrs O'Sullivan. The named governor is Mrs Empson.

Health and Safety



The school has fully qualified first aiders: Mr Allen.

All staff have followed a first aid training awareness course.

All injuries, except minor bumps and scrapes are dealt with by the appointed first aiders. Records are kept of accidents and the treatment given. In the case of an injury requiring further medical attention, it is school policy to contact parents on the emergency number given to school. Parents may then make the necessary arrangements for treatment. If the school is unable to contact the parents and the injury is deemed to require medical attention, the school reserves the right to act "in loco parentis" and seek medical help.

Emergency hospital treatment will be dealt with rapidly through a 999 call followed by parents being informed.

We require parents to inform the school of any existing medical condition when the child first enters school or as soon as the condition arises. Children with severe medical needs will be the subject of a health care plan developed to best meet the needs of the child.

Administration of Medicine

It is school policy not to administer medicine unless it is prescribed four times a day. Any medicines sent into school must be accompanied by a letter containing permission and clear administrative instructions.

Where a child requires this provision, please contact Mrs Harts who will make the necessary arrangements.

Children with inhalers (except the very young) are expected to take responsibility for them.

The school will always act on incidents of first aid – if parents have any concerns please contact Mr Allen.

Road Safety



All pupils who walk to and from school are to enter and leave via the main pedestrian gate. It is obviously very congested at the beginning and end of the day and I should be grateful if parents would refrain from double parking or blocking the area around the main school gate, as drivers' view will be restricted and will put the pupils at risk.

The school crossing patrol officer is responsible for seeing children safely across the road from the school gate. Please use that service and ensure that if you collect your child from school, you are at school when the children are dismissed.



School Meals

For information about school meals, including menu choices, please see: [Primary Schools Menu - Pembrokeshire County Council](#). Any changes to the menu will be posted on to ClassDojo.

All primary-aged children in Wales are entitled to free school meals.

A variety of hot and cold meal options are available each day, and the kitchen team strives to cater to all tastes and preferences.

If your child has any dietary requirements or allergies, please inform the school as soon as possible to ensure appropriate arrangements can be made.





Attendance

The fullest possible attendance at school is essential if pupils are to learn to the best of their ability. Work not done during absence needs to be caught up but cannot fully compensate for missed teaching. We would strongly encourage parents not to remove children from school during term time unless absolutely essential.

The school target for attendance is 95%.

Where an absence is known in advance, this must be discussed with the school beforehand. A standard form issued by Pembrokeshire County Council is available from the school office to request leave of absence. Failure to apply in advance will normally result in the absence being shown as unauthorised in the register, which is a legal document.

In accordance with Authority policy, holidays taken during term time will not be authorised. Please refer to the school attendance policy for further details.

Please also note that Pembrokeshire Local Authority operates a system of fixed term penalties where attendance can be demonstrated to be poor or where unauthorised absence causes attendance to drop below the target. (please see the Pembrokeshire policy for details)



Growth mindset- Mind Management – Neuroscience simplified.



In this every changing world and more recently following Covid, it is more important than ever to support young people with their resilience. For a numbers of years here in Saundersfoot we have promoted a 'Growth Mindset' and the work of Dr. C. Deweck. More recently through professional development staff are developing their understanding of Neuroscience and The Chimp Model.

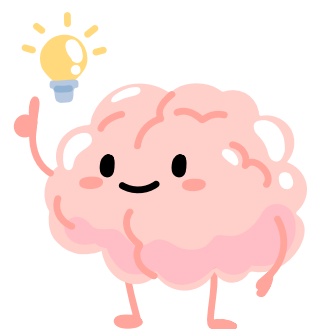
The importance of neuroscience and connections to self esteem are valued here in Saundersfoot. We actively promote and celebrate the power of effort, as we encourage our pupils to get the best out of themselves and others by understanding the working s of the mind.

At Saundersfoot CP School we adopt the principles of Emotional Coaching Approach; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

We:

- Recognise the child's feelings and empathise with them.
- Validate and label the feelings.
- Set limits on behaviour (if needed).
- Problem solve with the child.

Merit Certificates are awarded weekly in our school assembly. Our Positive relationships Policy promotes positive behaviour. This is achieved through openly praising pupils who are prepared and ready rather than focusing attention on those who are not.





Final Message

We believe that a child's time in school should be rewarding and fulfilling. We encourage children to explore their possibilities and achieve their potential, whether it be through the curriculum, music, sport, or the outdoors.

The strong values and determination of the staff to uphold our professionalism is well documented. We are a team that always act on the best interests of its pupils. It is a school of which I am very proud and privileged to be involved with, we have an open door policy here at Saundersfoot; reading about us is no substitute for understanding the close community feel that our school has and seeing the care that is offered to our children. Please feel free to come and visit us – the school is always keen to receive visitors.

