



2026/27

Ysgol Y Foel Prospectus



'FOEL'

**FUN, OUTSTANDING, ENRICHED
LEARNERS.**

HWYL, RHAGOROL, CYFOETHOGI, DYSGWYR.

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Ysgol Y Foel,
Ffordd y Llan, Cilcain, Mold,
Flintshire, CH7 5NW

Headteacher
Mrs Emma O'Neill

Welcome to Croeso i Ysgol Y Foel

Dear Parent/Guardian/Annwyl Rieni/Gwarchodwyr,

It is with great pleasure that I welcome you and your family to Ysgol Y Foel through our latest prospectus. Whether you are new to our school or simply learning more about what we offer, I hope this gives you a flavour of the vibrant and nurturing environment that makes Ysgol Y Foel such a special place to learn and grow.

Our school motto 'FOEL' – *Fun, Outstanding, Enriched, Learners* – is at the heart of everything we do. At Ysgol Y Foel, children are encouraged to be curious, creative, and confident learners. We foster a happy and hardworking atmosphere where every child is known and valued, and where learning is both purposeful and exciting. Our dedicated and talented staff go above and beyond to ensure that all pupils reach their full, unique potential and leave us as well-rounded individuals, ready for the next stage of their journey.

We are proud to work in partnership with our parents and supportive Governing Body to create a lively, caring, and stimulating school environment. Using the latest technology alongside rich, hands-on experiences, we deliver a broad and balanced curriculum that develops knowledge, skills, and a lifelong love of learning. High expectations for behaviour, effort, and attitude are central to our school culture, as we believe these foundations help all children to thrive.

We are proud to be a fully inclusive school where every child is supported to succeed. Children with Additional Learning Needs (ALN) are embraced as part of our diverse and vibrant community. We provide tailored support through high-quality teaching, individualised learning plans, and close collaboration with families and specialist services. Our goal is to ensure that every child—regardless of ability—feels safe, included, and empowered to thrive in all aspects of school life. Inclusion is not just a policy at Ysgol Y Foel; it is a core value that shapes our practice every day.

Nestled in the heart of Cilcain village, Ysgol Y Foel benefits from stunning surroundings and expansive school grounds. Our outdoor learning provision is something we are particularly proud of. We have a fully developed Forest School site, complete with a fire circle, wildflower and sensory garden, and a dedicated outdoor classroom. Here, pupils engage in regular Forest School sessions where they explore, discover, and build resilience through hands-on activities in nature. Our purpose-built Foundation Phase unit features its own bespoke outdoor area, allowing our youngest learners to build essential early skills in a safe, inspiring environment. Den building, trim trails, climbing frames and problem-solving challenges mean our outdoor spaces are alive with exploration and imagination every day. In addition, we offer flexible wraparound care to support busy families, ensuring children are happy, safe, and engaged from the moment they arrive to the end of their day.

Ysgol Y Foel is an active member of the Mold Consortium, fostering collaboration and shared learning with other small schools. This provides our pupils with valuable opportunities to connect, compete, and create with others beyond our village, from sports festivals to creative arts events.

At the heart of our ethos is our connection with the local community. We actively involve Cilcain's residents in our learning experiences and regularly welcome visitors who bring their expertise, stories, and skills to share with our pupils. This partnership enhances our curriculum and helps our children understand the value of community and belonging.

This prospectus offers a glimpse into the ethos, values and everyday life at Ysgol Y Foel. I warmly invite you to get in touch if you would like to learn more. Visits are always welcome – it's the best way to truly experience the warmth and enthusiasm that make our school so special. I look forward to meeting you soon.

Mrs Emma O'Neill

Headteacher / Pennaeth

Welcome to Croeso i Ysgol Y Foel

Dear Parent/Guardian/Annwyl Rieni/Gwarchodwyr,

A Warm Welcome to Ysgol Y Foel, Cilcain; a small, rural primary school in a tranquil, pretty village surrounded by rolling hills and beautiful countryside.

As Chair of Governors, I'm absolutely delighted to welcome you to Ysgol Y Foel – a vibrant, caring, and ambitious school at the heart of our beautiful Cilcain community. Choosing the right primary school for your child is one of life's biggest joys (and responsibilities!) and we're so glad you're considering us.

Whether you're new to the area, seeking a nurturing transition from another school part way through the school year, or simply curious about the amazing environment we create daily, I hope this piques your curiosity.

Wales' schools today are on an incredible journey, empowering learners to be ambitious, ethical, confident, creative, and kind. Our talented teachers, brilliant support staff, and passionate governors (like me!) believe every child deserves an education that sparks joy, identifies talents, builds confidence and unlocks potential.

Imagine a school where:

- There are weekly Forest School adventures, science experiences, outdoor numeracy, and "Criw Cymraeg".
- Culture of kindness and a caring community spirit.
- Hands-on Governors, advocating for and championing the school. Our role is to uphold high standards, champion well-being, and ensure every child thrives.
- A whole school approach to learning where every child has a purpose and is valued.

We have THE best team of Governors - ex-teachers, parents, business and industry pros, and Cilcain locals who give their time, wisdom and energy generously.

We work in partnership with our families and community. We listen, adapt, and collaborate, because together we create a school where every learner's uniqueness (yes, every single one of them, no matter what!) is celebrated, and every success is a shared triumph.

We have recently implemented a full and generous wraparound care service which enables children to integrate into school life ahead of formal admission to school. We have a fabulous breakfast and after school club without a waiting list.

Come, see, and feel for yourself. We would love to meet you and show your family where the magic happens. This prospectus is just the start; the real heartbeat of our school is best experienced live.

On behalf of the Governors, staff, and (most importantly) our fabulous Ysgol Y Foel pupils, thank you for considering our wonderful school. We truly believe: your child belongs here, and we can't wait to meet them (and you!).

Warmest regards,
Hannah Mitchell Chartered FCIPD
Chair of Governors

Our School Aims

At Ysgol Y Foel we learn together in a safe, secure and positive family school environment to promote and encourage strong, healthy, independent, forward thinkers ready for their future, to thrive in our area of outstanding natural beauty and beyond.

In creating our vision and values we listened to learners, parents, staff, governors and our local community. These 10 key words occurred most frequently when discussing our vision:

happy, healthy, unique, respecting, small, caring, motivated, inclusive, strong, positive

This will happen through:

Active Learning

Problem Solving

Outdoor learning

Forest schools

Digital Learning

Playing & Exploring

Having fun

Pupil led enquiry

Learning for sustainability

Community involvement

Our School Motto

Hwyl, Rhagoral, Cyfoethogi,
Dysgwyr

Fun , Outstanding, Enriched,
Learners



Our School

Discover Ysgol Y Foel – A Unique Place to Learn and Grow

Ysgol Y Foel is a small, vibrant school nestled in the picturesque village of Cilcain, Flintshire, in an Area of Outstanding Natural Beauty. Set against the stunning backdrop of the Clwydian Mountain Range, our location isn't just beautiful – it's an extension of our classroom. The natural landscape plays a central role in our curriculum and even inspires our unique house system.

Located just a short drive from the historic market town of Mold and close to the Roman city of Chester, Cilcain is a traditionally rural, farming community – and our school sits proudly at its heart.

A Small School with Big Opportunities

We provide education for approximately 35 learners aged 3 to 11 years. Our warm and welcoming Nursery runs each morning and offers Early Entitlement from January. Children are taught in two small, nurturing classes where every pupil is known, supported, and celebrated.

Our school community is inclusive and diverse in its needs. Around 12% of our pupils are identified as having Additional Learning Needs (below the national average of 21%), and we are proud to provide tailored, compassionate support to ensure all learners thrive. Around 2% of our pupils are eligible for free school meals, compared to the Welsh average of 18%. Nearly all of our learners come from English-speaking homes and are of white British ethnicity, but we proudly celebrate Welsh culture, language, and heritage across all areas of school life.

Outdoor Learning at the Heart of the Curriculum

At Ysgol Y Foel, we believe that learning doesn't just happen at a desk – it happens in the world around us. Outdoor learning is a central part of our ethos. Our extensive grounds include:

- A fully developed **Forest School site**, complete with a fire circle, outdoor classroom, and a wildflower and sensory garden.
- A **trim trail and climbing frame** perfect for physical development, imaginative play, and problem-solving.
- A dedicated **Foundation Phase outdoor area**, carefully designed with rich learning zones for exploration and creativity.

Pupils benefit from regular Forest School sessions and outdoor experiences that build resilience, confidence, and a lifelong love of nature.

Community Connections & Enriching Experiences

We are proud to be part of the Mold Consortium, working closely with other small schools to provide our pupils with wider learning opportunities. These include shared events, creative workshops, sporting competitions, and residential trips that begin in Year 3. Pupils visit exciting locations such as London, Plas

Menai and Conway Centre, and a range of outdoor and adventurous activity centres – building independence and lasting friendships.

Our weekly Baby and Toddlers Playgroup helps ease the transition into school, while our Out of School Club offers full-time childcare provision from the age of 2, 5 days a week from 8.45am – 5.20pm.

As a true community school, we regularly welcome local residents into our classrooms, tapping into their talents and knowledge to enhance our pupils' learning experiences. Whether it's storytelling, gardening, or sharing local history, our strong community links enrich everything we do.

A Commitment to a Greener Future

We take our responsibility to the environment seriously. Ysgol Y Foel has undergone an extensive heating system upgrade, now powered by **Solar Panels** and **Air Source Heating**. These eco-friendly improvements have dramatically reduced our carbon footprint and earned us the prestigious **AONB Landscape Award** – a recognition of our commitment to sustainability and protecting the natural beauty that surrounds us.

Ysgol Y Foel is more than just a school – it's a place where children are inspired, nurtured, and challenged; where community matters; and where every child can shine.

We look forward to welcoming you to our school.

The school is maintained by Flintshire Education Authority. Any information that is required from the Education Department should normally be obtained from:

Mrs Clare Homard – Director of Lifelong Learning, County Hall, Mold, Flintshire CH7 6ND. Tel: (01352) 752121



School Staff

Headteacher	Mrs Emma O'Neill (ALNCO)
Foundation Phase	Mrs Amanda Walker
Key Stage 2	Mrs Emma O'Neill Miss Keely Taylor
Classroom Assistants	Miss Kim Edwards Mrs Alison Lewis
School Admin Officer	Mrs Sarah Watts
School Caretaker	Mrs Catherine White
Lunchtime Supervisors	Mrs Catherine White Mrs Natasha Parkhurst
After School Club	Mrs Natasha Parkhurst Miss Rebecca Napper Miss Millie Pointon
Breakfast Club	Mrs Catherine White
School Cook	Miss Lisa Hughes
School Nurse	BCHB – School Nurses
Inclusion Welfare Officer	Mrs Anna Hargreaves

Class Organisation

Class	Teacher	Morning	Afternoon
Dosbarth Famau	Mrs Walker	Nursery (including EE) Reception Year 1 Year 2	Reception Year 1 Year 2
Dosbarth Yr Wyddfa	Mrs Emma O'Neill Miss Keely Taylor	Years 3-6	

School Sessions

8.45- 8.55 am Teachers on duty at the front gates. Parents drop off children at the front gates. Children make their way up to school and into their classrooms.			
Foundation Phase		KS 2	
9.00 am to 9.30 am	Registration, Assembly and The Daily Mile	9.00 am to 9.30 am	Registration, Assembly and The Daily Mile
9.30 to 10.30 am	Session 1	9.30 to 10.30 am	Session 1
10.30 to 10.45 am	Morning break	10.30 to 10.45 am	Morning break
10.45 to 12.00pm*	Session 2	10.45 to 12.00 am	Session 2
12.00 to 1.00 pm	Lunch	12.00 to 1 pm	Lunch
1.00 to 2.00 pm	Session 3	1.00 to 2.00 pm	Session 3
2.00 to 2.15 pm	Afternoon break	2.00 to 2.15 pm	Afternoon break
2.15 to 3.20pm	Session 4	2.15 to 3.20pm	Session 4

*Nursery pupils leave at 11:30am

School Uniform

We believe that school uniform helps to promote a sense of identity, pride and community in the school, and is therefore positively encouraged.

School uniform consists of the following and can be obtained from either Monkhouse in Mold, or online at My Clothing.

All Pupils	Blue sweatshirt, white polo shirt, grey trousers, grey skirt, grey pinafore dress.
Shoes	Black, flat shoes, not trainers.
Optional Summer wear	Blue gingham dress, grey skirt and white polo shirt Grey shorts, white polo shirt.
Indoor Physical Education	White plain t-shirt or polo shirt, blue shorts.
Outdoor Physical Education	As for indoor P.E with the option of a black/dark tracksuit or school fleece.
Swimming	Swimming costume/trunks, goggles optional.

Occasionally children lose or misplace articles of clothing. Please help us to locate them easily by **marking all garments** clearly with their full name. Rucksacks, bags, lunch boxes etc. can all look very similar and should also be clearly marked for identification.

Jewellery

Jewellery is not permitted at school except for stud earrings. If these are worn, Flintshire Health and Safety Regulations state that they must be removed for all P.E. Games and Swimming Lessons.

Lost Property

Any items of clothing, bags etc., which are found on the school premises, are kept in school for a term. Enquiries at school will hopefully restore any lost items provided that they have been clearly labelled.

Parents are also asked to remind pupils not to bring expensive items of clothing, watches etc. to school unless covered on their parent's own household insurance policy under the clause "items temporarily removed from the home". Parents sending their children to school with such items in their possession, but choosing not to take out the additional cover, do so entirely at their own risk.

Home/School Agreement – Appendix 5

At Ysgol Y Foel we have a home/school agreement in place which gives details on how home and school can work together for the benefit of the pupils. On admission to the school parents and children (who are old enough to understand) are invited to sign a copy of the agreement which is then held on file.

Governors

Every school has a Governing Body which is made up of the following:

1. Parents of children who attend the school
2. Teachers and ancillary staff of the school
3. People appointed by the Local Education Authority.
4. Businessmen and women and others working within the local Community



Governors usually serve for a period of four years, and they require no special qualifications. However, all Governors are informed about their responsibilities and encouraged to undertake training to ensure they are fully aware of their strategic role in the life of the school. The Governing Body meets at least once a term and there are additional meetings for other business.

Please get to know our Governors. The Governors are local people with a shared commitment to the school.

A Governors report is prepared and issued during the Autumn term regarding the previous academic year to parents and they are invited to attend the Governors Annual General Meeting to discuss its contents.

List of School Governors

Position	Name	Date From	Date To
Chair of Governors	Ms Hannah Mitchell	01/09/25	01/09/29
Vice Chair of Governors	Mrs Sam Carson	01/06/23	01/06/27
Parent Governors	Mrs Caroline Conway Mr Ivan Tang Vacancy	22/03/24 01/11/25	22/03/28 01/11/29
Local Authority Governor	Ms. Hannah Mitchell Mrs Eira Sperring	01/09/25 01/09/25	01/09/29 01/09/29
Community Governors	Mrs Sue Jones Mrs Gwen Hardman Mrs Sam Carson	10/10/24 02/05/25 01/06/23	10/10/28 02/05/29 01/06/27
Staff Governor	Mrs Sarah Watts	12/11/23	12/11/27
Teacher Governor	Miss Keely Taylor	12/09/23	12/09/24
Headteacher	Mrs Emma O'Neill	01/09/25	01/09/29
Clerk to Governing Body	Vacancy		

The Curriculum

The Curriculum for Wales at Ysgol Y Foel – What do we mean by Curriculum?

A Curriculum should be considered at the heart of any school. Our curriculum is a joined-up way of thinking to realise our vision to ensure our learners are ambitious, enterprising, ethical and healthy citizens. Our curriculum is broad and balanced and suitable for all learners of different ages, abilities and aptitudes. It provides for appropriate progression for learners and includes a range of provision to include this.

The Curriculum at Ysgol Y Foel has been created using:

The Four Purposes

The Four Purposes are at the heart of the curriculum at Ysgol Y Foel. The children and staff have re written them in language that easy for them to understand and use in their daily practises. (The full version can be found on the Welsh Governments website)

Areas of Learning Experiences (AOLEs)

Our curriculum content is based on 6 AOLEs and their What Matters Statements. They are: Language, Literacy and Communication, Mathematics and Numeracy, Science and Technology, The Expressive Arts, Health and Wellbeing and Humanities.

Cross Curricular Skills

There are three skills that will be planned for and developed across each of the AOLEs. They are: Literacy, Numeracy and Digital Competence.

Cross Cutting Themes

Across the curriculum we will and include and extend the themes of: Relationships and Sexuality Education, Religion, Values and Ethics Education, Diversity, Careers and Work-Related Experience and Local and National Contexts.

12 Pedagogical Principles

We will reflect upon, share and develop our teaching practices based on our understanding of the twelve Pedagogical Principles set out in the curriculum framework. (full list set out further in this document)

The Four Purposes at Ysgol Y Foel

Share ideas to stop problems, take a risk and use your skills to help the world: (enterprising, creative contributors) This means we: • Share ideas to make things • Try to stop problems- listen to ideas • Try to go for it • Take a risk – if it is safe to do so • Take on roles • Show our feelings in different ways – talking, ICT • Use our skills to help others	Aim High, you can do it! (ambitious, capable learners) This means we: • Try our best, and challenge ourselves • Use and apply our knowledge in different situations • Try and communicate in Welsh and English in everyday life • Have confidence to ask questions and enjoy solving problems • Use number in everyday life • Explain and share your ideas and learning • Use ICT to communicate creatively and share findings
Lifestyle and Ambition: (healthy, confident individuals) This means we: • Respect other beliefs • Keep our well-being positive and build our confidence • Teach our friends how to stay healthy through diet and PE each week • Research to support our safety • Take part in PE, daily mile and sports during playtime • Make our own choice to make a healthy lifestyle • Be brave and take part in all aspects of school • Have confidence to always try our best and challenge ourselves	Bringing the world together, now and forever: (ethical, informed citizens) This means we: • Practise Sustainable Development • Follow the Rights Respecting Code and the UN rights of the child • Know about people of the world, past and present • Think about our actions • Use information to make an informed decision

The Six Areas of Learning and Experience

Language, Literacy and Communication	Mathematics and Numeracy	Science and Technology	Humanities	The Expressive Arts	Health and Wellbeing
<i>Disciplines developed in this school are:</i>					
• English • Welsh • Other Languages • Literature	• Conceptual understanding • Communication using symbols • Fluency • Logical reasoning • Strategic competence	• Biology • Physics • Chemistry • Food Technology • Design and Technology • Computer Science	• Geography • History • Religion • Values and Ethics	• Art • Music • Dance • Drama • Film • Digital Media	• Physical Health and Development • Mental Health • Emotional Wellbeing • Social Wellbeing

Cross Curricular Skills		
Literacy	Numeracy	Digital Competence

Cross Cutting Themes				
Relationships and Sexuality Education	Religion, Values and Ethics	Diversity	Careers and Work-Related Experiences	Local and National Contexts

Welsh in our School

Nearly all pupils attending Ysgol Y Foel are predominantly English speaking, and Welsh is taught as a second language. Welsh is not only taught as a discrete subject, but opportunities are provided throughout the broader curriculum to hear and use the language in formal and informal situations. The use of incidental Welsh is encouraged, and every opportunity is taken to promote the Welsh dimension e.g. Harvest, Christmas and Summer concerts, St David's Day Eisteddfod, Cymraeg Yr Wythnos and a Welsh week. We endeavour to develop the child's ability to converse, read and write in Welsh, taking account of the need for sequence and progression. Through this we hope to nurture and foster a healthy and positive attitude towards Welsh as a second language and make it a living language within the school community.



'The Welsh Language is one of the treasures of Wales. It is part of what defines us as a people and a nation.'
(Minister Foreword Cymraeg 2050)

At Ysgol y Foel we are committed to developing the Welsh language within our school. The Criw Cymraeg have been working hard in promoting and encouraging Welsh throughout our school. They are now working through the targets to gain the silver award.

Throughout this year we have started Helpwr Heddiw initiative, sending school mascots home, having Welsh phrases in and around the school, a Welsh dinnertime club and participating in Welsh events such as the Eistedfodd and Jambori.

We got our Bronze Award!

In July we were presented with our bronze award for the Cymraeg Campus Language Charter for promoting and increasing the use of Welsh at the school.

Language Literacy and Communication and Maths and Numeracy

At our small primary school, we are committed to delivering a rich and engaging curriculum that develops confident communicators and capable mathematicians.

Through **Language, Literacy and Communication**, we aim to nurture a love of language in all its forms - spoken, written, and digital - empowering pupils to express themselves clearly, listen actively, and engage meaningfully with the world around them.

Our children have Basic Skills sessions developing their spelling, punctuation and grammar alongside developing their reading and comprehension skills, fostering a love of books. Then through the application of skills in our topic work, children experience a range of genre and when and how to use it. For example, newspaper articles about certain events or fact files about a topic they have chosen.

In **Mathematics and Numeracy**, we focus on developing strong number sense, problem-solving skills, and the ability to apply mathematical understanding in real-life contexts, supporting learners to become logical thinkers and informed citizens.

Children have discrete skill-based sessions focusing on Number, Algebra, Geometry and Statistics and then have the opportunity to apply that skill in cross curricular, real-life contexts, for example, planning a trip to Snowdown by looking at train timetables and costs.

Outdoor learning is incorporated into these areas as much as possible to enthuse and engage learners.

Our approach is inclusive, child-centred and responsive, ensuring all pupils are supported to achieve their full potential across both Areas of Learning and Experience.

Science and Technology

At our school, the Science and Technology Area of Learning and Experience inspires curiosity, creativity, and critical thinking. We aim to equip our learners with the knowledge, skills, and experiences they need to explore and understand the natural and technological world around them.

Through **Biology**, pupils develop an understanding of living things, health, and the environment, fostering a sense of responsibility for themselves and the planet.

In **Chemistry**, they explore the properties of materials and how they change, encouraging inquiry and hands-on investigation.

Physics introduces pupils to the forces, energy, and the physical principles that shape our world, developing their ability to predict, test, and evaluate.

In **Food Technology**, learners gain essential life skills in nutrition, food preparation, and safety, while learning to make informed choices about their health and wellbeing.

Design and Technology nurtures creativity, resilience, and problem-solving as pupils design, make, and evaluate purposeful products, often using digital tools and sustainable materials.

By linking these disciplines, we help learners to become enterprising, informed, and ethical citizens who are ready to face real-world challenges with confidence and imagination.

Humanities

At our school, the Humanities Area of Learning and Experience encourages pupils to explore the world, past and present, and to understand their place within it. Through meaningful, enquiry-led experiences, learners develop a sense of identity, curiosity, and responsibility as citizens of Wales and the wider world.

Through **Geography**, learners investigate the physical and human features of places, gaining an understanding of environments, sustainability, and the impact of human actions on the planet.

In **History**, pupils explore the lives of people in different times and places, including Wales and the wider world, helping them to understand how the past shapes our present and future.

Through **Religion**, learners explore the beliefs, teachings, and practices of different faiths, including Christianity and religions important to Wales today, fostering respect and understanding. All pupils

participate in a daily act of collective worship. We have close links with St. Mary's Church and Capel Gad. If you wish to withdraw your child from religious education or collective worship, you are invited to discuss this with the Head teacher.

Values and Ethics supports learners to reflect on moral and ethical questions, develop empathy, and build a strong sense of fairness, justice, and social responsibility.

Our aim is to nurture thoughtful, informed, and compassionate learners who value diversity, show respect for others, and are prepared to contribute positively to their communities and the world around them.

Expressive Arts

At our school, the Expressive Arts Area of Learning and Experience inspires creativity, self-expression, and cultural appreciation. We provide learners with rich opportunities to explore and develop their ideas, emotions, and skills through a variety of artistic forms.

Through **Art**, pupils experiment with materials, techniques, and styles to communicate visually and develop their own creative voice.

Music enables learners to experience sound, rhythm, and melody, fostering enjoyment, collaboration, and confidence through performance and composition.

In **Dance**, pupils explore movement, rhythm, and expression, promoting physical awareness and creative storytelling.

Drama encourages imagination, empathy, and communication as learners take on roles and explore narratives.

Through **Film** and **Digital Media**, pupils engage with modern storytelling and creative technologies, developing critical thinking and digital literacy skills.

Our aim is to nurture confident, imaginative, and expressive learners who appreciate the power of the arts to connect, inspire, and enrich lives—celebrating Welsh culture alongside global influences.

Health and Wellbeing

At our school, the Health and Wellbeing Area of Learning and Experience supports every learner to develop the knowledge, skills, and attitudes needed for a safe, healthy, and fulfilling life. We place a strong emphasis on nurturing emotional resilience, positive relationships, and personal wellbeing alongside physical health.

Through carefully planned teaching, including the evidence-based **JIGSAW programme**, pupils explore themes such as emotional literacy, mindfulness, healthy lifestyles, and social skills. This programme helps learners to understand themselves and others, manage feelings, make informed choices, and build respectful relationships in a safe and supportive environment. It also includes Relationship and Sexuality Education which is statutory in Welsh schools from 2022.

Our holistic approach promotes a strong sense of self-worth, empathy, and responsibility, equipping learners to face challenges with confidence and to thrive both in school and beyond.

Digital Competence

At our school, we are committed to developing learners' digital competence to enable them to confidently and responsibly navigate the digital world. We provide a well-resourced environment that supports pupils in using digital technologies creatively, critically, and safely across all areas of learning.

Our approach ensures that learners gain essential skills in using digital tools and platforms, including access to robust home learning resources that extend learning beyond the classroom. Through purposeful use of

digital technologies, pupils enhance their communication, collaboration, problem-solving, and independent learning skills.

We strive to empower every learner to become a confident digital citizen, prepared to thrive in an increasingly connected and technology-rich world.

Physical Activity

At our school, we value physical activity as a vital part of our learners' health, wellbeing, and development. We provide a wide range of sports and physical experiences to inspire enjoyment, improve fitness, and develop skills for life.

Through opportunities such as the Daily Mile, swimming lessons, and participation in local sporting competitions, pupils build stamina, coordination, teamwork, and resilience. Our broad and inclusive physical education programme encourages all learners to take part, celebrate achievements, and develop a lifelong positive attitude towards physical activity.

We are committed to nurturing confident, active learners who understand the importance of physical health and embrace the benefits of staying active both inside and outside of school.

Forest School

Forest Schools is an inspirational process that offers children, young people and adults, regular opportunities to achieve, and develop confidence and self-esteem through hands on learning experiences in a local woodland or school grounds.

At Ysgol Y Foel we have developed our own ethos of what it means to us:

To use the outdoor environment so children can create, imagine, explore, communicate, enjoy, be inspired, work as a team, raise their self-esteem, succeed.

We are very lucky to have a fantastic Forest School fire site and outdoor classroom.



Why Forest Schools for my child?

Play and Active Learning

'The Welsh Assembly Government places great value on play and the importance of children in our society... it believes that;

- play is the elemental learning process by which human kind has developed.
- play encompasses children's behaviour which is freely chosen, personally directed and intrinsically motivated.
- play is so critically important to all children in the development of their physical, social, mental, emotional and creative skills that society should seek every opportunity to support it and create an environment that fosters it.

- It is the very freedom and child centredness of play that makes it such an effective and comprehensive learning process.'

From Play Policy and Implementation plan DfTE, February 2006

Accelerated Learning

'We each have a preferred Learning Style- a way of learning that suits us best. If you know and use the techniques that match your preferred way of learning, you learn more naturally. Because it is more natural for you, it becomes easier and because it is easier, it is quicker – hence the name accelerated learning.'

(www.acceleratedlearning.com)

Forest Schools helps children to use accelerated learning as it addresses all the preferred learning styles which are; Kinaesthetic/Bodily, Visual/Spatial, Musical/Rhythmic, Interpersonal, Intra Personal, Naturalistic, Logical/Mathematical and Verbal/Linguistic.

For this reason, we have chosen to develop Forest Schools at Ysgol Y Foel School.

The Role of The Adult in The Forest School

Freely Chosen Play and the opportunity to explore is crucial but there is still a need for adult helpers in Forest School. Their role will be to support children by:

- Being a positive role model by following safety rules and procedures
- Encouraging children to join in
- Observing behaviours and interactions
- Asking appropriate questions
- Make children feel valued and secure
- Setting challenges

Clothing

To ensure the safety of all those attending a Forest School, the correct clothing and equipment must be worn. Please ensure your child is properly equipped with:

- A long pair of trousers
- A long-sleeved shirt
- A waterproof coat with a hood or a hat
- Sturdy footwear (wellies or boots) NOT trainers
- A change of clothes for wet weather

If you have any questions regarding Forest Schools, please speak to Mrs O'Neill who will be happy to help with any questions.

Assessment and Progression

We use the **Descriptions of Learning** for each **What Matters Statement** to assess and plan for learners' progress.

These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress.

In addition, there are **Principles of Progression** that underpin our planning for learners' progress across the fields over time.

Principles of Progression				
Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines in the Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts	Increasing effectiveness

Progression supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters are:

- ✓ Arranged in 5 progression steps to guide pace
- ✓ Framed from learner's perspective
- ✓ Framed broadly to sustain learning over a series of years
- ✓ Broadly set against ages of 5, 8, 11, 14 and 16

they are not:

- X Stand-alone tasks or activities
- X Assessment criteria

The Curriculum for Wales gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment and not an accountability exercise. To this end, we at Ysgol Y Foel place a premium on developing a holistic picture of each learner's development, including their well-being, attitudes to learning as well as the development of their skills, knowledge and understanding.

We emphasise the importance of ensuring a shared understanding of progress across the school and cluster and on regular discussions with parents and carers to discuss their child's progress.

The school will fulfil the **Curriculum's Assessment Purposes** as follows:

1. **Use on entry assessments** - to gain an understanding of pupils' abilities. At Foundation Phase we use Baseline Assessment for children in Reception. From Year 2 upwards we use a range of standardised tests to assess reading, spelling, maths procedural and maths numeracy. These tests are carried out twice a year in September and February. We use a pupil questionnaire to monitor wellbeing and attitudes to learning.
2. **Support individual learners on a daily basis** - formative assessment of consistently high quality in the day-to-day classroom provides learners and practitioners with a clear picture of attainment and next steps. (This is detailed in our feedback and marking policy)
3. **Identifying, capturing and reflecting on individual learner progress over time** - practitioners are given specific and regular periods to discuss the progress and needs of learners and specific groups of learners through professional dialogue in order to plan for further progress. Such discussions will also facilitate any transfer and transition between classes and schools. At Ysgol Y Foel we call these 'Pit Stops' and they take place at the end of each term. Practitioners discuss progress through the AOLEs and pupils' attitudes to learning.
4. **Understanding group progress in order to reflect on practice - From the 'pit stop' discussions-** teachers will collate evidence from learner's progress to discuss areas that need further development and the effectiveness of practice. This allows the Headteacher and Governors to provide support and challenge.

Reporting to parents takes place each term in the form of face-to-face meetings and an end of year written report. Parents were consulted on what they would like to see in the children's end of year reports and our format was created using their responses.

Children with Additional Learning Needs

Embracing Every Learner's Potential: Additional Learning Needs (ALN) at Ysgol Y Foel

At the heart of our small, nurturing, rural primary school in Wales beats a commitment to celebrate diversity, foster belonging, and unlock the unique potential of every child. We believe that all learners deserve an education where their individual needs are seen, heard, and met with joy and expertise, whether they thrive with additional support, blossom with tailored challenges, or simply need us to champion their well-being every step of the way.

Inclusive Admissions and Partnerships: Your Child, Welcomed & Valued

Ysgol Y Foel warmly opens its doors to every learner whose needs we can lovingly meet – ensuring their journey enriches our vibrant community without compromising the support others need. For children with existing Statements of Additional Learning Needs (ALN) or Local Authority (LA)-prepared Individual Development Plans (IDPs), we collaborate closely with the Additional Learning Needs Service (01352 704030) to co-create the best possible start.

Navigating Change with Care: SEN & ALN Systems Side by Side (2021–2025 Transition)

Since September 2021, Wales’ landmark Additional Learning Needs and Education Tribunal (Wales) Act (ALNET) has guided us toward a brighter, more inclusive future. As we bridge two systems (the familiar SEN framework and the transformative ALN approach), rest assured, your child’s needs remain our North Star. Here’s how we have supported and continue supporting learners across this journey:

- SEN Support (Legacy Arrangements, 2021–2025): Children already identified receive Universal Provision (inclusive strategies woven into classrooms, often as standard approach due to wide-ranging benefits for all learners) and, if needed, 1:1 tailored interventions (reading buddies, emotional coaching, for example).
- New ALN Pathway (Progressing to Full Implementation, 2025): When concerns emerge (even without prior SEN flags), we now trigger ALN Consideration. If additional support fits, learners access:
- Targeted Provision, for example, adapted lessons, IT aids, sensory breaks.
- Additional Learning Provision (ALP) - backed by a co-produced Individual Development Plan (IDP) outlining goals, adjustments, and success measures.

Well-being at Our Core: Pastoral Support & Emotional Resilience

At Ysgol Y Foel, emotional safety paves the way for excellent learning experiences. That’s why our dedicated Staff offer gentle, proactive interventions focused on nurturing resilience, friendships, and joy:

- Small Group Work: “Feel-Good Fridays” (self-esteem circles, conflict-resolution skills, forest school, nature play),
- 1:1 Check-Ins: Trained staff listen, validate, and empower learners (e.g. worry-box chats, coaching for emotional resilience and regulation),
- Transitions and Anxiety Busters: Buddy systems, visit-before-start, and self-regulation reminders (visual schedules, calmness of our cosy and quiet "Cwtch") ensure no child is left behind.

ALN Governance and Policies: Safeguarding Progress, Trust, and Transparency

Our approach aligns with the ALN Code (Wales, 2021) – the guiding star for all Welsh schools from 2025. (Note: Post-2025, schools in Wales will reference the ALN Code directly so this will change in next year’s annual report; our SEN Policy, meanwhile, remains active until transition completes, affirming our commitment to the 2014 Code of Practice.)

* Collaboration Is Key: Our ALN Co-ordinator (and Headteacher) Mrs. O’Neill, knits together expertise from many years teaching, speech and language therapists, occupational therapists, educational psychologists, and the local consortiums to ensure timely, nuanced assessments.

* 2023–2025 Milestone: As part of Wales-wide ALNET rollout, we’re partnering with the LA to refine IDPs, train staff, and embed the ALN ethos – watch this space (and ask us about progress updates!). We have identified a growing demand for ALN support in Flintshire and are passionate about continuing to embrace the developments and learning opportunities we have to further develop our school’s offering in this area.

Celebrating Excellence: More Able and Talented (MAT) Learners Shine Too!

Inclusion means lifting every voice. Our More Able and Talented (MAT) Register spotlights learners craving stretch, spark, and challenge, whether in numeracy mastery, creative writing, or curiosity-led science.

All teachers and Teaching Assistants embed stretching challenges in the form of cross-age group problem solving and ability-based group and individual activities. Our smaller class size naturally lends itself to this way of working to meet the needs of our learners.

At Ysgol Y Foel, every learner's growth is a shared triumph.

Child Protection and Safeguarding

All schools have been made aware of guidelines which set out the procedures which have to be followed if staff are concerned that a child may have been abused in some way, or if a pupil confides something which causes such concern to a member of staff. The Headteacher is the designated member of staff with responsibility for Child Protection and has received up to date Level C training. The Senior teacher is also trained at Level 3. The School Governors Responsible are Mrs Gwen Hardman and Mrs Sarah Watts. All other members of staff, teaching and non-teaching have undergone Level B training to ensure that we can all offer support, should the need arise, in a caring environment.

All staff are aware of the requirement, should it be necessary, to share the information a child discloses with the appropriate agencies. The governing body has adopted the 'All Wales Child Protection Procedures.' In addition, a copy of Flintshire Guidelines is on display in the staff room. Ysgol Y Foel aims to safeguard the confidentiality and integrity of its information and to meet its obligations under the law. We have a safeguarding file which is kept securely in the Headteacher's office.

Anti-Radicalisation

All staff and Governors have received training on the prevention of radicalisation in accordance with County guidelines.

Looked After Children

Mrs O'Neill is the designated member of staff with responsibility for promoting the educational achievement of Looked After Children. It is our aim at Ysgol Y Foel to provide a safe and secure environment, which values education and believes in the abilities and potential of all children.

Attendance

We use an electronic registration system. The school day starts at 8.55 a.m. and parents are reminded of the need for punctuality. The vast majority of pupils arrive on time and ready for the school day to begin. Pupils who arrive late may lose their attendance mark for the morning. Pupils with a high rate of absence (without a valid reason) or persistent late-comers may receive a visit from the Inclusion Welfare Officer linked to the school. The Governors and staff of the school firmly believe that prompt and regular attendance is in the child's own interest. Only through regular attendance will a child be able to participate fully in school activities.

If your child has been absent for any reason it is essential that he/she brings a written explanation to school. A phone call, email or verbal message from a parent is acceptable in place of a letter. To ensure a greater degree of security for your child, we ask parents to ring the school before 8.55 a.m. on the first day of absence.

Following Government legislation, the school is obliged to differentiate between AUTHORISED and UNAUTHORISED absences. An unauthorised absence has to be recorded if no letter of explanation (or verbal/phone message – see above) following an absence is received.

We strongly recommend that holidays are taken during the school holidays as any absences from school during term time will obviously cause problems for individual pupils who have to catch up on missed work when they return to school.

If you need to request a holiday during term time, you must complete a 'Holiday Request Form' from the office.

Breakfast Club

Ysgol y Foel participates in the Free Breakfast Initiative and also has a paid service for those who have work commitments. The cost of the service between 7.45am and 8.15am is £1.50 per day and the free breakfast club will be available from 8.15am.

Ysgol y Foel Wraparound Care

Provide high-quality day care that enhances the development, care and education of pre-school children in a safe and stimulating environment, where they learn through play in partnership with parents.

Launched in September 2025, Ysgol y Foel's new Wraparound Care offers high-quality childcare and early learning for children aged 2 to 4 years. This provision enables the school to welcome younger pupils, building strong early links with families and the wider community.

The setting is CIW registered, ensuring compliance with all educational and childcare standards, and parents can access the Welsh Government's Childcare Offer. The service is supported by qualified staff and teaching assistants who help provide a nurturing, play-based environment.

Wraparound Care operates from 8:40am to 5:20pm, offering flexible morning, afternoon, and after-school sessions to meet families' needs. Fees are charged per session and payable weekly in advance (by Direct Debit or bank transfer).

Educational Visits and Residential Courses

A valuable part of our curriculum includes taking children out of the school grounds to study other environments. This may range from a visit within walking distance, further afield or an extended residential stay.

Year 3 - 1 night residential to Conway Centre Anglesey

Year 4/5 - 3 day or Plas Menai

Year 6 - 3 days residential visit to London



School staff accompany the children and share responsibility with the centre leaders for organising the programme, including walking, indoor wall climbing, cycling and canoeing. Residential sites are Local Authority approved and staffed by fully trained teachers of outdoor education. There are established pupil:staff ratios which have been approved by the Governing Body.

Accessibility

At Ysgol Y Foel, we ensure all learners, including those with disabilities, are welcomed and supported. Our approach complies with Welsh law (Equality Act 2010, ALNET 2018, Well-being of Future Generations (Wales) Act 2015) to promote inclusion and equity.

* Admissions and Adjustments: No child is discriminated against due to disability if we can meet their needs via reasonable adjustments.

We are proud to ensure:

- Physical access (ramps, toilets, quiet spaces).
- Learning access (inclusive curriculum, digital aids, staff equality and diversity training).
- Social inclusion (anti-bullying, pastoral support – see ALN section for more information, too).

Disability Discrimination Policy (including accessibility)

It is the policy of Ysgol Y Foel not to discriminate against people with disabilities in any aspect of its life and activities. 'People with disabilities' is recognised by Ysgol Y Foel as an acceptable term to describe people who have a physical or mental impairment which has an effect which is substantial, adverse and long term on their ability to carry out normal day to day activities.

Ysgol Y Foel recognises that, whatever the disability, each person is an individual and should be treated as such.

Ysgol Y Foel is committed to making reasonable adjustments to ensure as far as practicable:

- Equality of access for people with disabilities to participate in the full life of Ysgol Y Foel
- Promotion of an understanding of disability as an equality issue both within Ysgol Y Foel and in the wider community.
- Equality of access to employment by the Representative Body and other employers or agencies within Ysgol Y Foel.

Ysgol Y Foel will, as far as it is reasonable to do so:

- Act positively to redress the inequalities faced by people with disabilities.
- Accord high priority to the promotion of disability equality in all relevant policy considerations including the allocation of resources.
- Seek to counteract the effects of discrimination faced by people with disabilities through the language and images it uses
- Keep practices, policies and procedures under review to ensure that people with disabilities are not treated less favourably because of their disability.

Ysgol Y Foel aims through its network of institutions to provide equality of access to all aspects of school life by:

- Seeking to ensure the people with disabilities have rights of access both physically and through information about its activities to all aspects of school life.
- Establishing and maintaining access so as to ensure that people are not discriminated against by reason of their impairment.
- Supporting and encouraging initiatives which are set up and run by people with disabilities and which promote equality.
- Seeking the participation of people with disabilities and their representative organisations in developing access opportunities to all aspects of school life.
- Ensuring that the needs of people with disabilities are understood and translated into policy and decision-making areas of Ysgol Y Foel.

Access

- Ysgol y Foel promotes accessibility to the built environment. The school is equipped to cater for pupils in wheelchairs as there are ramps at all necessary doorways and widened doors to the rear of the school. A toilet suitable for the physically disabled is available.
- When the need arises, we will ensure access to information and communication through effective use of appropriate aids which may include language, Braille, interpretation for hearing impaired people, using sign language, loop systems, technology such as E-mail and Internet.

Responsibility

Ysgol Y Foel will encourage:

- All staff, employers and others acting on its behalf to work towards the elimination of practices and attitudes which may be considered discriminatory.
- Regular review of practices, policies and procedures for implementing the requirements of the Disability Discrimination Act and the Policy of Ysgol Y Foel.

Equal Opportunities

Staff and pupils are assured of equal rights and opportunities to express their individuality, to be respected for their beliefs and characteristics, to develop a distinct and unique personality within the setting of a positive and supportive school environment. It is the duty of the governing body and headteacher to promote equal opportunities and good relations (*Section 4 of the School Government (Terms of Reference) Regulations 2000*).

Reports

Reports are distributed in the Summer Term for children of the Foundation Learners and Key Stage Two Classes. Parents Evenings are arranged twice a year, in the Autumn and Spring Terms. At the end of the Summer Term, a further opportunity is given to parents to discuss the end of year report if they so wish.

However, parents are encouraged to arrange a meeting with the Class Teacher whenever they feel they would like to discuss their child's education and welfare.

Homework

The policy for our school is set to approximate homework when necessary, in addition to reading on a daily basis. Homework will be set specifically to underpin Class/Topic work and will be geared to suit the pupil's individual ability. We feel that the setting of homework within our school is a necessary and integral part of the learning process for all children from our Foundation Phase Class through to Year 6. We also believe that education is a three-way partnership with teachers, pupils and parents working closely together for the benefit of the child. We emphasise the important role of parents, who play an active part in ensuring that homework is completed to the very highest standard possible and that the work is returned to school on time.

Home School Relations and PTA

Our school has a very strong relationship with parents. Every four years parents are invited to send in nominations for the election of parent governors to the school's Governing Body. We have also welcomed support from parents in developing the learning of our children in school, through, for example, hearing readers and helping on trips.

This year, our school community is buzzing with energy and enthusiasm as we join forces with the PTA to support incredible fundraising initiatives! Exciting events like **Mums on the Mountain** and **The Machlud Sunset Run** through the stunning Clwydian Range are bringing us together, combining adventure, fun, and fitness to raise much-needed funds. These inspiring challenges not only celebrate our beautiful local landscape but also strengthen our school spirit and provide vital resources to enhance learning experiences

for all our pupils. We're proud to be part of such a passionate, caring community that goes above and beyond to make a difference!



Appointments

We operate an 'Open-door' policy to parents, and you are welcome to contact us at any time during the school day. If you wish to visit the school to speak with the class teacher or Headteacher concerning your child, it would be greatly appreciated if you telephone or write to make an appointment first, stating the reason for your request. The school will then arrange a mutually convenient time and date for your appointment as soon as possible. We urge you to contact us with issues as soon as they arise and we will endeavour to solve them quickly and smoothly.

Discipline Policy (brief version)

Our School Rules were written by all pupils and staff including TAs. The children also decided on the amount of playtime lost for each part of the rules broken. This will be found on display around the school.

Our School Rules

Our School Rules were written by all pupils during group collaboration lessons.

Rights Respecting

We follow the UN Rights Respecting ethos and our school rules are all matched to the rights of the child. These are on display around the school. Language used by staff reflects these rights. We encourage staff to question behaviour in a positive way rather than giving a direct instruction, making the child/children think for themselves about the consequences of their actions.

These are on display with our school rules and the rights of the child and are referred to by staff.

Our school rules have been agreed and are as follows:

[Our School Rules 2025/2026](#)

Respect each other, our rights, our school and our environment.

Invite each other to play.

Give your best, always and enjoy learning

Healthy people, happy school, honest children

Teach each other

Stay safe, stay healthy, stay positive

Ein Rheolau Ysgol 2025/2026

Parchwch ein gilydd, ein hysgol a'n hamgylchedd

Gwahoddwch pawb i chwarae

Rhowch eich gorau, bob amser a mwynhau ddysgu

Pobl iach, Ysgol hapus a blant onest

Dysgwch ein gilydd

Cadwch yn ddiogel, cadwch yn iach, cadwch yn bositif

These will be displayed in each classroom and referred to, modelled and taught as an integral part of our everyday teaching.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. It is proving to be very powerful as it was written by the children for the children. As all members of staff who work directly with the children were involved in the formation of it, it has brought consistency to discipline right across the school (the full version of the policy is available on request.)

Incentive Schemes

Rewards: Rewards are the most important part of our behaviour policy. It is vital that we all remember that research shows it is rewards that change people's behaviour and therefore we will ensure this drives our school policy.



Houses/ Marbles

Each child is placed in one of our 3 school houses. Findeg, Fenlli or Famau. Each house has House Captains from our Foundation Learners and Key Stage 2. Throughout the week houses are awarded marbles for displaying positive behaviours e.g. lining up at playtime, or the quietest in the dining room. At the end of the week the marbles are counted up in our good news assembly and the winning house awarded with the trophy for that week. They are also allowed 15 mins extra treat at the end of the day. The houses are competing for the shield at the end of the year.

Sports Day also takes place in houses and the winning house receives the Sports Day shield at the end of the year. This encourages the children to work together from Nursery through to Year 6 as a team.



Stars

Stars are used as a daily reward for individual pupil's achievement, for example, full marks in a spelling test or excellent presentation. These stars are recorded on the class display and children move up the award system receiving badges for each amount completed. These badges are worn with pride on the children's' uniforms.

Assemblies

Celebration assemblies take place on Friday morning. The winning house is announced for the week. We also celebrate children's achievements out of school and JIGSAW celebrations and post pictures on our social media sites



Sanctions

Sadly, there will be times when children are badly behaved. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up.

Playtime

This is both a Reward and Sanction system in one.

Minutes off Playtime

This is an almost instant sanction to remind children that they are pushing boundaries and not respecting the rights of the children or staff around them. It involves staff using rights respecting language to encourage the child to think about their actions and the consequences it has on others. For example, your play is too rough and is making it unsafe for those around you. Children will stand by the wall for 3 minutes as a time out consequence.

Bullying

We regard bullying as particularly serious and we will always take firm action against it and encourage our children to report any incidents of bullying.

The message we aim to convey is that, 'bullying will not be tolerated in our school.'

We define Bullying as, 'the **deliberate** intention to **repeatedly** threaten, frighten, intimidate or hurt someone'

Minor breaches of discipline

Verbal warning from class teacher which may include loss of playtime depending on class rules.

More serious incidents

Think sheet may be given by the Headteacher. These ask pupils to record what they did that they shouldn't have done, which part of the school rules they have broken and what they should have done instead. This focuses them on the consequences of their behaviour and the preferred alternative behaviour. There will probably be associated loss of minutes of playtime.

Think sheets are kept by the Headteacher and if a child gets a number of them for the same types of behaviour or over a short period of time, parents would be invited in to meet the Headteacher to discuss a way forward. This may include a Behaviour Programme (IEP(B)) or a Home/School book where parents are kept informed on a daily basis of their child's behaviour – both poor and good. Alternatively, a word from the parents to the child at home about their behaviour may be all that is needed to put the child back on track.

Serious incidents

These are recorded in the Behaviour Book. All staff involved must sign the report of the incident. See procedure for Major Breaches of Discipline below.

Minor breaches of discipline include talking during work-time, saying unkind things, interrupting and not being friendly and polite, bad manners at the dinner table.

Moderate breaches of discipline include, not telling the truth, being disrespectful and physically hurting others by thoughtless or careless behaviour.

Major breaches of discipline include deliberate physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse (including discriminatory language) and the use of bad language, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare, and it is the responsibility of the Headteacher or the Senior Teacher who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

Procedures for Dealing with Major Breaches of Discipline

- Child meets with Headteacher who talks with the child to find out if there are reasons for the behaviour.
- Parents are contacted to arrange a meeting to discuss the behaviour.
- If the problem is severe or recurring, then exclusion procedures may be implemented after consultation with the Governing Body.
- A case conference involving parents and support agencies.
- Permanent exclusion after consultation with the Governing Body and the LEA.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

NB: A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

Anti Bullying

Bullying can be described as being ‘a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully’. After discussing bullying with our children in Circle Time our school defines bullying as ‘repeated, on-going series of incidents which casts a shadow over a child’s life.’ It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property or indirectly by spreading nasty stories, sending malicious emails or texts on mobile phones. These are themes in our class assemblies throughout the year. We frequently talk to the children about the strategies to use if they feel they are being bullied. Each class has a worry box into which children can put issues that have arisen, anonymously. These can then be discussed in class assembly.

In this way we try to prevent bullying as far as possible and to deal with any issues fairly and promptly. Our full Anti- Bullying policy is on our website and outlines our approach in more detail.

School Website – www.ysgolyfoel.org

We endeavour to keep parents fully informed by issuing regular newsletters and a termly diary of events. Our website contains some statutory information and X (formerly Twitter) details, all the latest updates, events and activities. We have many events during the school year to which you are invited, acts of Collective Worship, Christmas Concerts, Sports Day, etc. Copies of letters/information sent home are displayed in school and will also be posted on the website. The website will allow the school to be committed to its ECO SCHOOL status by reducing the amount of paper used. We welcome your support in this matter.

The School Leaders

The School Leaders are made up of the school house captains and some older children. They are in effect our School Council. They represent the whole school, making the final decisions on topics that are important to all of us.

On the first day of term our whole school met to decide on what sorts of things we wanted to happen this year in our school. The list was long!!

The school Leaders then met to narrow it down and create a timetable of events.

This year we would like to visit the Governors and share our work with them.

Health/Medical Procedures General

On enrolment at the school parents must inform us of any relevant medical issues the staff need to be aware of. The school keeps a separate medical register. If illnesses develop, such as asthma, it is the responsibility of the parents to inform the school in writing. The school has no access to a child’s medical records held at a surgery.

Illness

If a child is ill in school and we feel that they should not remain in school, then the school office will phone the contact numbers provided to arrange for the child to be collected (it is important that all telephone numbers are kept up-to-date). The school secretary and all class teachers have a school register with home and emergency contacts given to us by parents.

Accidents

If a child is involved in an accident in school, we will endeavour to tell parents or grandparents at the end of the school day. If a child is involved in a more serious accident or a bump to the head, we will normally contact home to let parents/guardians know. You may be offered to come and check on the children. This is not always necessary but is a precaution. Children who do receive a bump to the head will also bring a note home to inform parents.

Medicines - see appendix 4

If a child needs to have medicine administered during the course of the school day, parents **MUST** discuss this with the class teacher and complete the necessary 'Administering Medication' form. Details such as dosage (and timings for the medicine to be administered) must be in writing. Under no circumstances will teachers administer medicine which is handed to them by a child with no written instructions. Teachers are not obliged to administer medicine and parents will need to sign to acknowledge this.

Asthma Policy

If a child needs an inhaler then it is up to parents to inform school and either send in an inhaler each day or leave one in school at all times. All inhalers must have the child's name upon it. Inhalers have to be handed to the teacher who will keep them in the central first aid cupboard.

School Nurse

The school nurse and occasionally other health professionals such as dentists visit school to make routine health checks. Arrangements can be made for parents to discuss any anxieties about your child's health. Other specialists can also be called upon should the school need advice e.g. the Hearing or Visually Impaired Services etc.

Transfer to High School

During their final year (11-year-olds) are currently afforded a choice of transferring to either English or Welsh medium schools. Parents who wish their children to continue their secondary education in the medium of Welsh usually apply to Ysgol Maes Garmon, Mold. If you wish your child to continue with English medium learning, most children usually apply to The Alun, Mold. Parents who wish their children to continue their secondary education in a Roman Catholic denominating school, can opt for their children to attend St Richard Gwyn High School, Flint. We have excellent relationships with our local high schools and these schools provide opportunities for pre-transfer visits for both the children and the parents.

Past experience has shown us that the children's transfers to high school have been very positive indeed. Transport arrangements for the schools are in accordance with Flintshire County Council regulations.

School Meals

We provide excellent meals that encourage healthy eating. A weekly menu is displayed in the notice board at the side of the school. Vegetarians can be catered for so please let us know if your child is a vegetarian. It is obviously very important that we are made aware of any food allergies or intolerances.

The Schools Meals are free for Reception to Year 6 Children.

Free School Meals

Forms of application for free school meals are available from Flintshire County Council website.

Packed Lunches and Drinks

Children may, of course, bring their own packed lunches and drinks. These should be in suitable containers, minimising the risk of leaks. If your child requires a spoon, could you please ensure that one is provided. **No glass please.**

Snack

Children from Year Nursery - 6 can bring a light healthy snack; fruit, veg sticks or bread sticks.

Admissions

Children can be admitted into our early Entitlement setting from the term after their third birthday. They can be admitted into Nursery from the September before their 4th birthday. Nursery and Reception applications can be completed online: <https://flintshire.gov.uk/en/Resident/Schools/School-Admissions.aspx>

We hold an induction day in July, and parents are given the opportunity to visit the school prior to this. Please note, our current admission number is 12 per year group. We would request that if you are applying for a nursery or reception place that you apply at your earliest convenience. When your child enters school, we will ask you for some basic information. The emergency telephone number is ESSENTIAL. Parents/Guardians are respectfully requested to inform the school.

Parking and Safety

- In the interest of safety, you are requested not to park in the school car park.
- Doors can only be opened from the inside of the building and can only be done so by an adult.
- All visitors are requested to come to the front door, sign in and wear a visitors badge whilst on the premises.
- School gates are locked shut with a coded padlock during the school day.
- Keys are kept in a locked drawer
- Children will be handed over to a named adult at the end of the school day.
- A full Health and Safety Policy is available online or from the Headteacher.



Closure of School

In the event of extreme weather conditions e.g. very heavy snowfalls during the day, concerned parents are welcome to come and collect their children from school. If this is the case, you will be contacted by telephone. During very severe weather, parents are advised to listen to local radio stations. All school closures will be reported on www.flintshire.gov.uk/schoolclosures

School: 01352 740197
Website Address: <https://www.ysgolyfoel.org>
Twitter: @ysgolyfoel
Email: yfmail@hwbcymru.net

Holiday Lists - See Appendix 3

A list of holiday dates is sent out to parents once a year and is on the school website. Please avoid, if possible, taking your child out of school during term time. However, if this is unavoidable, please inform the school in good time by completing and sending in a Holiday Request Form (*appendix 6*).

Arriving/Departing

Access for pupils/families is via the front gate. Children should arrive on the premises no later than 8:50 a.m. Children who wish to have a breakfast at Breakfast Club should be on the premises by 7:45 a.m. and no later than 8.30 a.m.

At the end of the school day all children are handed over to a named adult. Notification must be received by the school if your child is leaving with someone else. For the safety of all children no child will be allowed to leave if this notification has not been received.

Raising Concerns and Resolving Complaints

From time-to-time parents, and others connected with the school, will become aware of matters, which cause them concern. To encourage resolution of such situations the Governing Body has adopted a “General Complaints Procedure”. We encourage parents to come to school and discuss any problems as soon as they occur. *See appendix 2*

Full details of the procedure and a copy of the Policy may be obtained from the School Office or from the Clerk to the Governing Body.

Community/School Links

It takes a community to raise a child, and here at our school, we live and breathe this belief every day! Throughout the year, we warmly welcome members of the local community to join us in celebrations like Christmas Concerts, Harvest Festivals, Class Assemblies, and Eisteddfods — events that bring everyone together in joyful spirit.

Our pupils benefit from inspiring visits by the local vicar, the nurse, the cook, the police officer, and the fire brigade officer, who share their knowledge and experiences, helping children understand the important roles people play in our community. We’re also grateful for the ongoing support of the local Women’s Institute, whose expertise enriches our learning in so many ways.

We don’t just invite the community in — we take our learners out! Visits to the local church and key community sites help pupils develop a deep respect for their surroundings and a clear sense of their role as active, caring citizens.

Giving back is at the heart of what we do. Each school term, every house selects a charity to support, raising money and awareness through exciting projects that teach generosity and social responsibility.

Together, as a united community, we nurture confident, compassionate children ready to make their mark on the world!

School Documents

Parents/guardians can access most educational policy documents of the school. Copies can be requested from the school office. Most policies and statutory documents can be found on the school website. Non-Confidential Governors minutes (Part A) are available on request. If parents seek clarification on any of the documents, then a meeting with the Headteacher can be arranged.

Further Questions

If you have any further questions which have not been addressed in this prospectus, please don’t hesitate to ask, we pride ourselves in our friendliness and approachability!

Appendix 1

Internet and Email Use Permission Letter

Dear Parent

Use of Internet and Email in School

As part of the school's information and communications technology (**ICT**) programme, we offer pupils supervised access to the **Internet** and email. Before the school allows students to use these facilities, they must obtain parental permission. Both pupils and parents must sign and return an **Internet and Email Use Permission Form** as evidence of their acceptance of the school's Rules for Responsible **ICT** Use. Copies of both are enclosed with this letter.

Various projects have proven the educational benefits of **Internet** and email access, which enable pupils to explore a wide range of information sources, and communicate and collaborate with other learners throughout the world. Although there are concerns about children having access to inappropriate material via the **Internet**, the school takes a range of measures to minimise these risks. A filtering system is in operation, which restricts access to inappropriate materials, and this is supplemented by an **Internet** safety programme for all pupils which teaches the safe and appropriate behaviours to adopt when using the **Internet**, email and other technologies. All email is checked for unsuitable content and images, including within attachments and such email is stopped.

Although **Internet** use is supervised and filtered within our school, families should be aware that some pupils may find ways to access material that is inaccurate, defamatory, illegal, or potentially offensive to some people. As with any other area, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources at home. The school therefore supports and respects each family's right to decide whether or not to grant consent for access.

During school, teachers will guide students towards appropriate material. At home, families bear the same responsibility for guidance as they exercise with other information sources such as television, telephones, films and radio.

If you decide to support your child's application for access to the **Internet**, please read the enclosed Rules for Responsible **ICT** Use, complete and sign the enclosed permission form and return it to me by the end of term. The school has a number of leaflets from national bodies that explain issues further and also cover **Internet** use at home. If you would like copies of these, please contact the school. Should you wish to discuss any aspect of **Internet** use, or to see a lesson in operation, please telephone me to arrange an appointment.

Yours sincerely

Mrs Emma O'Neill
Headteacher

Internet and Email Use Permission Form

Please complete and return this form to the Headteacher.

Pupil:

I have read and understand the school Responsible Use of Electronic Communication, and agree to comply with them. I will use the **Internet**, email and other **ICT** facilities at school in a safe and responsible way and observe all the restrictions explained to me by the school. I understand that my use of the **Internet** and email will be monitored and give my consent for this to be done.

Pupil's signature _____

Date: ____/____/____ Parent:

I have read and understand the school Rules for Responsible Use of Electronic Communication and as the parent or legal guardian of the pupil signing above, I grant permission for my son or daughter to use the **Internet**, email and other **ICT** facilities at school. I understand that the school will take reasonable precautions to ensure that pupils cannot access inappropriate materials, including the teaching of **Internet** safety skills to pupils, but accept that ultimately the school cannot be held responsible for the nature and content of materials accessed through the **Internet**. I accept responsibility for setting and conveying standards for my son or daughter to follow when selecting, sharing and exploring information and media, and acknowledge that they will be deemed to be accountable for their own actions.

This consent will be valid for the period of time that my child attends the school. If I wish to withdraw my consent at any time then I will inform the school of this decision in writing.

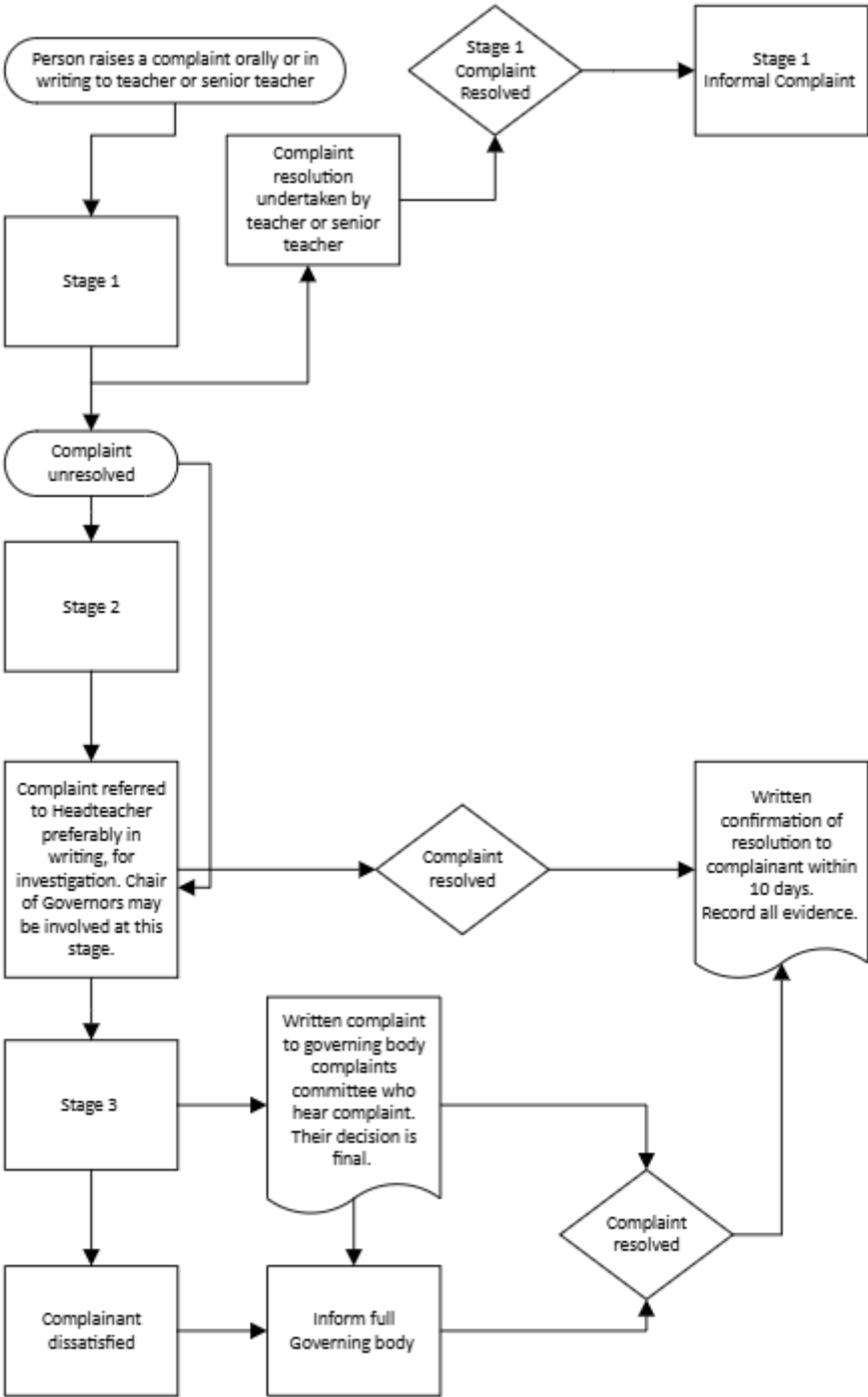
I understand that my child's use of the **Internet** and email will be monitored and I give my consent for this to be done.

Parent's or Guardian's signature: _____

Date: _____

Name (in block capitals): _____

Appendix 2 – General Complaints about the School



Appendix 3 - School Holiday Dates 2026/2027

Autumn Term:

- **Start:** 1 September 2026
- **Half Term:** 26 October 2026 - 30 October 2026
- **Finish:** 18 December 2026

Spring Term:

- **Start:** 4 January 2027
- **Half Term:** 8 February 2027 - 12 February 2027
- **Finish:** 19 March 2027

Summer Term:

- **Start:** 5 April 2027
- **Half Term:** 31 May 2027 - 4 June 2027
- **Finish:** 20 July 2027

Staff Training Days

- Tuesday 1 September 2026
- Wednesday 2 September 2026
- Friday 18 December 2026
- Monday 4 January 2027
- Monday 19 July 2027
- Tuesday 20 July 2027

Appendix 4 – Administer Medicine

Ysgol Y Foel Request To Administer Medicine

Parental Agreement for school to administer medicine to your child

- The school will not give your child medicine unless you complete and sign this form. The school has a policy that staff can administer medicine only in exceptional circumstance.
- Medicines must be in the original container as dispensed by the pharmacy.
- Non-prescription medicines must be administered by parents out of school hours if at all possible.
- If at all possible, prescribed medicine should be administered at home by parents during out of school hours. Please discuss if this is possible with your Doctor/ Dentist.

Child	
Date:	
Class	
Name of Medicine/ Tablets	
Expiry Date	
Dose to be administered	
When to be administered	
Any other instructions	
Day time phone number of parent:	
Name and Phone number of GP	

The above information is to the best of my knowledge accurate at the time of writing and I give consent to school staff administering medicine in accordance with the school policy. I will inform school immediately in writing if there is any change on dosage or frequency of the medication or if the medicine is stopped.

Parent/Carer Signature:

Print Name:

Date:

Appendix 5 - Home-School Agreement

At Ysgol Y Foel we continually emphasise the importance of Parents and School working together in a close and harmonious partnership. Everyone in Ysgol Y Foel firmly believes that commitment to this partnership is essential if each young person is to achieve his or her full potential inside, and outside the classroom.

It is our intention to provide the highest quality of education and constant support for the care and development of all our pupils.

In Ysgol Y Foel all members of staff will make a commitment to:

Care for your child's safety and happiness.

- Ensure that your child achieves his / her full potential as a valued member of the school community. Provide a broad and balanced curriculum and meet the individual needs of your child.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters and your child's progress in particular.
- Inform parents of matters for praise and concern affecting their child's work or behaviour.
- Set homework on a regular basis (as your child becomes mature enough to work at home), to assist your child's learning with an emphasis on high quality rather than volume. Guidelines and instructions regarding the completion of all homework will always be given to pupils prior to the work going home. May it be noted that the main and constant aim of homework is to encourage your child to get into a routine of studying outside the confines of the classroom. This will stand them in good stead when they go to High School.
- Be open and welcoming at all times and offer opportunities for you to become involved in the life of the school.
- Headteacher's Signature:

Mrs O'Neill

We hope that you, as parents, will make a commitment to:

See that your child goes to school whenever stipulated, on time and properly equipped, and the school is informed by note, telephone or personal contact, should any unforeseen absence come about, before school commences on the day of absence; thus ensuring that school knows where your child is.

- Make the school aware of any concerns that might affect your child's work or general behaviour.
- Support the school's policy regarding uniform and the wearing of appropriate clothes for PE and Games.
- Support the school's consistent views with regard to exemplary behaviour.
- Encourage and support your child in home learning. Attend evenings, or any other pre-arranged meetings to discuss your child's progress. Get to know about your child's life in school.

Parent's signature:

We hope that every pupil will endeavour to:

- Always be polite and courteous to all pupils and adults within school. Always treat those around them, as they would wish to be treated themselves; and to report to a member of staff any incident which they may regard as bullying.
- Strive to achieve and maintain high standards of discipline and behaviour, wherever they are within school.
- Be punctual, attend regularly, and be fully prepared for lessons, with the necessary equipment.
- Be dressed correctly and smartly in full school uniform.
- Not behave in a way, which may damage the good name of the school and the family.
- Take great pride in Ysgol y Foel and the local environment. Take great pride, if selected, in representing our school in any activity. Work to the very best of their ability at all times.
- Be prepared to help, and to show consideration for the views of others. Take responsibility for ensuring that homework is completed to the best of their ability and is submitted on time.
- Think for themselves, and try to rely less on parents / guardians to think for them as they progress through the school.

Pupil signature:

YSGOL Y FOEL



APPLICATION FOR LEAVE OF ABSENCE FOR A SCHOOL PUPIL FOR AN ANNUAL FAMILY HOLIDAY

Important information for Parents/Carers:

There is no automatic right to absence for a family holiday. Authorisation will depend on current attendance.

Request for leave of absence should be sent to school no less than 6 weeks prior to the start of the holiday

Any requests for extended leave, i.e., more than 10 school days will result in an interview with the Headteacher to look at options for ensuring continuity of education

This form must be completed by parents/carers before requests will be considered.

I wish to apply for leave of absence from school to be granted to:

Name of child:

Class:

Date of proposed absence: From

To

Reason for proposed absence:

Total school days requested on this occasion:

Total days taken previously this academic year.

Signature of Parent:

For school use only

Timetable checked?

Class teacher consulted?

Previous holiday checked?

Attendance%?

Interview offered to Parent/Carer? Yes/No

Date: Authorised?

Yes/No

Signed :

(Head teacher)

Date:

N.B. Regulation 12 1981 states:

1. In pursuance of arrangements made by the Governing Body, on application by the parent, or other person having charge of a pupil, he /she may be granted leave of absence from school to enable him/her to go away on an annual family holiday.
2. Except in exceptional circumstances, a pupil shall not in pursuance of this Regulation be granted more than two weeks leave of absence per academic year.

Appendix 7 - Incubation and Exclusion Periods of the Commoner Infection Diseases

	Incubation	Symptoms, Rash, etc	Exclusion Period
Chicken Pox	14-21 days	Rash, sometimes preceded by a slight fever but usually rash is first sign. Crops of small pimples which soon turn to blisters.	5 days from onset of rash. Pregnant women in contact should seek advice.
Dysentery* Food Poisoning* and Gastroenteritis	1 hour-11 days	Diarrhoea and/or vomiting, sometimes with tummy pain, fever and headache	Age 5 and over until symptom free, age under 5 48 hours after diarrhoea or vomiting has stopped.
Fifth Disease (Slapped Cheek Syndrome)	4-20 days	Bright red rash starts on cheeks and may spread. May come and go for 10-60 days. Joint pain in adults. Children often remain well.	None. Not infectious once rash is present. Pregnant women - seek advice.
Hand, Foot and Mouth Disease	3-5 days	Fever, diarrhoea and nausea, followed within 5 days by blisters/ulcers on tongue, inside of cheeks, hands and feet.	Until blisters have crusted over and any diarrhoea has resolved.
Headlice	Eggs hatch in 7-10 days	Detection of early infestation is difficult as the eggs are laid on hair very close to the scalp, and use of a detection comb is recommended.	Until adequately treated.
Hepatitis A	2-6 weeks	Fever, malaise, nausea for a few days before jaundice appears. Usually have no symptoms.	7 days from onset of jaundice.
Impetigo	4-10 days	Blisters containing clear fluid becoming pus-filled or with yellow crusts, surrounded by redness, usually on face. No constitutional upset.	If lesions extensive, exclude until treatment. Avoid sharing towels.
Measles	7-18 days	Fever, headache, running nose, sore throat, cough. After 3 to 4 days rash appears as red spots, first on neck/face, spreading to trunk and limbs.	7 days from appearance of rash.
Meningococcal Meningitis and Septicaemia	2-7 days	Fever, rash [red-purple spots] anywhere on body which does not fade under pressure, severe headache, vomiting, drowsiness, discomfort in bright lights and a stiff neck.	Non: antibiotics eradicate carriage.
Mumps	12-25 days	Fever, painful swelling above angle of lower jaw.	9 days after swelling.
Rubella (German Measles)	14-23 days	Often no symptoms, maybe slight fever, headache, sore throat. Rash usually on first day—small pink spots on face and neck rapidly spreading all over lasting 24-48 hours.	4 days from appearance of rash. Pregnant women in contact should seek advice
Scabies	Itch starts after 3-4 weeks	Slightly elevated burrows on skin, usually between fingers and front of wrist. Intense itching. Symmetrical rash - trunk, legs, arms	Until day after treatment

Scarlet Fever (Septic sore throats)	2-5 days	Sudden onset of sore throat with shivering, headache– sometimes sickness. After 1 to 2 days red pin-point spots appear first on neck/chest	Until treated and well.
Whooping Cough (Pertussis)	6-20 days	Symptoms of common cold with some cough for 1-2 weeks. Cough changes to repeated spasms with inspiratory “whoop”. May last up to 3 months.	Until 5 days after antibiotic treatment started.

Appendix 8 – Form A

FLINTSHIRE COUNTY COUNCIL - EDUCATION DEPARTMENT FORM OF CONSENT

Out-of-School Visits/Activities

SCHOOL: Ysgol Y Foel

CHILD: _____

I hereby agree to my child participating in recognised school activities off the site, but in the County or neighbouring area, for example, environmental studies, swimming, joint activities with other schools etc.

I understand that:

- a. such activities will not often extend beyond the school day, but that if occasionally, they are likely to do so, adequate advance notice will be given so that I may make appropriate arrangements for his/her safe return home.
- b. my specific permission will be sought for any out-of-school activities beyond those outlined above and which could involve commitment to extended journeys or times, expense or hazards.
- c. all reasonable care will be taken of my child in respect of the activity/visit.
- d. my child will be under an obligation to obey all directions given and observe all rules and regulations governing the visit/activity and will be subject to all normal school discipline during the visit/activity.
- e. any medical condition or physical disabilities will be notified to the school now and as and when they arise.
- f. all pupils are covered by the County Council's third-party public liability insurance in respect of any claim arising from an accident caused by a defect in the school premises or equipment or attributable or negligence by the Council or one of their employees. These arrangements do not provide personal accident cover.

Signature of Parent/Guardian:

Address:

Tel. No.

Appendix 9: Consent Documents

Ysgol y Foel

Consent Documents: Form and Conditions of Use

Name of Child: _____

Occasionally, we may take photographs of the children at our school. We may use these images in our school's prospectus or in other printed publications that we produce. We may also make video or webcam recordings for school-to-school conferences, monitoring or other educational use.

From time to time, our school may be visited by the media who will take photographs or film footage of a visiting dignitary or other high-profile event. Pupils will often appear in these images, which may appear in local or national newspapers, or on televised news programmes.

Please return the completed form to the school as soon as possible.

	Please circle your answer
1. May we use your child's photograph in the school prospectus and other printed publications that we produce for promotional purposes?	Yes / No
2. May we use your child's image on our website?	Yes / No
3. May we use your child's image on Twitter?	Yes / No
4. May we record your child's image on video as part of, for example, evaluation of performance, P.E etc?	Yes / No
5. Are you happy for your child to appear in the media?	Yes / No
6. Are you happy for use to record your child in a school production?	Yes / No

Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies.

Please also note that the conditions for use of these photographs are on the back of this form.

I have read and understood the conditions of use on the back of this form.

I understand that if I wish to withdraw my consent then I must inform the school of this decision in writing.

Parent's or
Guardian's signature: _____ Date: _____

Name (in block capitals) _____

Conditions of Use

1. This form is valid for five years from the date you sign it, or for the period of time your child attends this school. The consent will automatically expire after this time.
2. We will not re-use any photographs or recordings after your child leaves this school.
3. We will not use the personal details or full names (which means first name **and** surname) of any child or adult in a photographic image on video, in our school prospectus or in any of our other printed publications.
4. We will not include personal email or postal addresses, or telephone or fax numbers on video, in our school prospectus or in other printed publications.
5. If we use photographs of individual pupils, we will not use the full name of that child in the accompanying text or photo caption.
6. If we name a pupil in text, we will not use a photograph of that child to accompany the article.
7. We may include pictures of pupils and teachers that have been drawn by pupils.
8. We may use group or class photographs or footage with very general labels, such as “a science lesson” or “making Christmas decorations”.
9. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.