



VISITOR INFORMATION BOOKLET/POLICY

Welcome to Greenmeadow Primary School.

The purpose of this leaflet is to give you important and useful information.

If you have any problems please do not hesitate to contact
Mrs C Moses (Headteacher/DSP) or Mr Thomas-Blaker (Deputy
Headteacher/DDSP)

Please complete the visitor questionnaire using the QR code that is located in the Main Reception or it is attached at the end of this booklet.

Our goal at Greenmeadow Primary School is to create an inspiring, motivating and challenging curriculum, developing the children as lifelong learners who reach their full potential in an ever-changing world.

Our school motto simplifies our mission statement into four easy to remember values:-

'Empowering Young Minds for Tomorrow'

Our motto is central to our pastoral care and ethos of our school and is intrinsic to all aspects of school life. All stakeholders contributed to the motto. We all know what the motto is and we live and breathe it daily here at Greenmeadow. It has been used for a number of years and fits the Four Purposes well. All young children and young people will be:-

Ambitious, capable Amber
Ethically informed Ernest
Healthy, confident Banana Man
Enterprising, creative Rimus

Our School Mission Statement - Why We Are Here In This School

- To embrace the community spirit and embed it in a friendly atmosphere.
- To create a happy, nurturing, inclusive environment for both staff and pupils where a values curriculum is at the heart of all we do.
- To be dedicated to the well-being and success of every learner, fostering independence and resilience promoting healthy bodies, healthy minds and positive relationships.
- To ensure we have the tools to engage fully and responsibly as active, respectful citizens of an inclusive local, national and global community.

- To awaken joy and expression through creativity, foster critical and collaborative skills, embrace challenges and celebrate the achievements of all pupils and staff.
- To establish a learning community where all pupils and staff are confident to express ideas, take risks and reflect, whilst acquiring new knowledge and skills to challenge themselves to achieve the highest standards with confidence and ambition.

Our Vision – Our Aims

We work together to:

- Create a safe, happy, stimulating and inclusive environment.
- Make everyone feel valued and respected.
- Provide high quality teaching and learning through an enriched and inspiring curriculum.
- Ensure our pupils are well behaved, respectful and show their values.
- Ensure that pupil voice is strong and pupils are confident and independent in their decision making.
- Create strong home school partnerships.
- Promote equal opportunities by opposing all forms of prejudice, discrimination and racism, celebrating differences and respect for all.
- Use our community and the wider world to help us learn and to ensure we are enterprising and creative thinkers who are ready for the world of work
- Create opportunities for learners to be curious, keeping abreast of new technologies to be prepared for the future and be motivated to continue to learn.

OUR STAFF:

Headteacher: Mrs C Moses

Deputy Headteacher: Mr Thomas-Blaker

Class	Teacher	Support Staff
Dosbarth Coch	Mrs L Smith	Mrs S. Jones
Dosbarth Oren	Mrs L Faulkner & Mrs L Robinson	Mrs J. John
Dosbarth Melyn	Miss A McFarlane	Mrs C.English
Dosbarth Gwyrdd	Mrs L Tucker	Mrs R Thomas
Dosbarth Glas	Mr G Westcott	Miss R Barnes
Dosbarth Pinc	Miss R Jenkins	
Dosbarth Porffor	Mr Thomas- Blaker	Mr. J Smith

DEN	Miss V Adkins Mrs L Robinson	Miss L Williams Mrs R Irvine
ALNCO	Mrs L. Tucker	
Office Staff	Mrs L Partridge Mrs R Thomas	
Site Manager	Mr P Townsend	

SESSION TIMES:

Phase 1	
Morning	8:50am - 12:00pm
Lunch	R - 12 - 12.50pm
	1 - 12.10-1pm
	2 - 12.20-1.10pm
Afternoon	From end of lunch to 3:15pm

Phase 2 and 3	
Morning	8:50am until lunch times
Lunch	Year 3 - 12-12.50pm
	Year 4 - 12.20- 1.10pm
	Year 5 - 12.10-1pm
	Year 6 - 12.30-1.20pm
Afternoon	All Phase 2 and 3 children finish at 3:25pm

Phase 1 Breaktime (On both yards):

Phase 1 - 10:25-10.35am

Phase 2 & 3 Breaktime (On both yards):

Phase 2 - 10.45am-11am

Phase 3 - 10.45am - 11am

GENERAL VISITOR INFORMATION:

SIGNING IN AND OUT:

Visitors sign in and out electronically in the reception area in front of the school office. Please remember to sign in and out every time you visit school. Please take a 'Visitor' badge and this is to be worn at all times while present in school.

CAR PARKING:

We have limited spaces in the school car park which are used by school staff. If there is an available space in the top car park, feel free to park there or use the bottom car park and walk safely up the lane.

FIRE ALARM:

- If the fire alarm sounds ensure all children & staff in your class leave via the nearest outside door.
- Children line up on the top yard where you will be expected to do a head count and call register and report anyone missing to a senior member of staff.
- Visitors should evacuate to the assembly point – top yard.

LOCKDOWN ALARM:

- If the lockdown alarm sounds all children & staff remain in the building.
- Office/SLT to ring 999.
- Classroom doors are locked and blinds are closed.
- No communication with outside.
- All remain inside classrooms until phone to stay all safe.

FIRST AID:

- All teaching assistants are first aid trained.
- Accidents involving children on the playground - staff to take out basic first aid kits onto the yard & dealt with out there.
- Accident book to be completed for all accidents.
- More serious injuries dealt with inside school & checked by a first aider.
- Accidents to staff or injuries caused by pupils to be noted in the accident book. SLT to be notified in the case of significant injury.
- Head bumps to be checked by SLT and TA/Office to inform parents.

STAFF DRESS CODE:

- Person's dress and appearance are matters of personal choice and self-expression.

- Role models to children and their choice of dress should uphold the school's expectations.
- Staff to dress appropriately, safely and decently for tasks they do.
- Professional judgement but no jeans, flip-flops or strappy tops.

HEALTH AND SAFETY INFORMATION:

Safeguarding: Child Protection Procedures

- You **must** report any disclosure immediately.
- You **must** listen to the child and **must not** investigate/question further.
- You **must not** leave written or voice messages or notes for CP officers.
- It is **your responsibility** to ensure the CP officer is aware of any incidents.
- All details **must** remain confidential between you and the designated person
- CP Designated Officer: HT - C Moses
- CP Deputy Officer: DHT – Geraint Thomas-Blaker
- Governor: Mark Riley

Physical Contact

- Children are treated with respect.
- They are not touched or spoken to in an inappropriate manner.
- The majority of staff have been trained in 'Team Teach'. Allow a 'Team Teach' or SLT member of staff if a restraint is necessary.

CONFIDENTIALITY:

All conversations or information about children and staff are confidential and are not to be discussed outside school. If you have any concerns or information that needs to be shared please speak to the relevant teacher or talk to a senior teacher. Mobile phones must not be used during teaching and learning or when on duty. Please ensure your mobile phone is switched off and kept in a bag or cupboard.

RELATIONSHIP POLICY

All staff who interact with pupils should be aware of the agreed policy and endeavour to interpret it **fairly** and **consistently**.

Throughout the school all staff promote and encourage good behaviour through positive reinforcement. There are three simple School rules: **Ready, Respectful** and **Safe**.

Ready:

- Arrive at school on time, every day.
- Get to lessons on time.
- Wear our uniform with pride and have the right clothes for PE and playing outdoors.

- Make sure we have the right equipment for all lessons.
- Take part fully in lessons and show resilience.

Respectful:

- Always listen when an adult is talking.
- Be polite and show good manners to everyone.
- Respect differences and know we are all equal.
- Look after our equipment and share it.
- Look after our environment and never drop litter.
- Queue sensibly in the dining area and always tidy up.

Safe:

- Follow instructions – first time, every time.
- Stand up or report bullying of any kind.
- Walk sensibly around our school.
- Know who to go to for help and support.
- Stay safe online and outside school.

All staff must:

- Take time to welcome all pupils at the start of the day.
- Be at the door of their teaching rooms at the beginning and end of each lesson.
- Never walk past or ignore pupils who are failing to meet expectations.
- Always redirect pupils by referring to 'Ready, Respectful and Safe.'

Rewards

- Children who behave well will be rewarded by members of staff. Positive reinforcement of good behaviour is key to this policy. Rewards for good behaviour include:
- Verbal Praise, Stickers, Sharing work with peers, Positive notes home to parents and Head teacher's stickers/ notes, Merit Awards, Four Purposes award
- Recognition board - these are displayed in classrooms. Pupils who achieve above and beyond should be awarded by having their name added to the board in recognition of their achievement.

Visitor Questionnaire



EXPECTATIONS OF PARENTS/CARERS AND VISITORS WHEN DEALING WITH STAFF

1. Introduction

- 1.1 Good behaviour and discipline are key foundations for good education. Without an orderly atmosphere effective teaching and learning cannot take place. The governors expect and insist on the highest standards of behaviour throughout our school.
- 1.2 Courtesy, good manners and consideration for others, together with self-discipline and a proper respect for others, are always encouraged and are important if we are to make our school a true, caring community. We place great emphasis on praising students for politeness and kindness to others.
- 1.3 *(A paragraph is needed here to link with the school prospectus so that there is link to their vision, ethos and value or indeed part of their school handbook)*
- 1.4 The School also recognise that to achieve this there needs to be a partnership between parents, class teachers and the school community. Therefore, the school wish to set out how to support this relationship by

establishing clear expectations of behaviour from all adult members of the school community. Student behaviour is covered under separate policies.

2. Parent/carer/visitor conduct

2.1 We believe governors, staff, parents and children are entitled to a safe and protective environment in which to work. To achieve this all members of the school community must treat each other with respect.

2.2 We expect all parents/carers to:

- Respect the ethos and principles of our school, which includes our established policies and practices.
- Understand and respect that staff and families need to work together for the benefit of each child.
- Demonstrate that all members of the school community should be treated with respect and dignity. Therefore, we expect adults to set a good example in their own speech, written communications and behaviour.
- Seek to clarify a child's version of events with the school's view to bring about a solution to any issue.
- Correct own child's behaviour, especially in public where it could otherwise lead to a conflict, aggressive behaviour, and/or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to reprimand children's behaviour.
- Avoid the use of excessive emails when contacting staff and/or expect a response outside of working hours.

2.3 To support a respectful and safe environment the school will not tolerate parents/carers and/or visitors exhibiting any of the following towards our staff (but not limited to):

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds.
- Using offensive and/or threatening language.
- Being violent or threatening violence to a member of school staff, governor, visitor, fellow parent/carer or student.

- Damaging or destroying school property.
- Abusive or threatening emails or texts/voicemail/phone messages or other written communication.
- Insulting a member of the school community by word or behaviour including slander.
- Making defamatory, offensive, libellous, or derogatory comments regarding the school and/or any of the staff, at the school on social media sites. We expect any concerns you may have about the school to be raised through the published Complaints Procedure, which will be dealt with via the appropriate graduated response.
- Spreading malicious rumours or gossip.
- Discriminatory behaviour towards a member of staff e.g. racist language and/or actions.
- Incitement of others and threats or risk of injury.
- Using aggressive hand gestures/exaggerated movements towards a member of school staff, Governor and/or others.
- Bringing dogs onto school premises, other than a guide dogs.

2.4 Should any of the above occur, the school may feel it necessary to contact the Police and, in some cases, place a restriction on the offending person from entering the school site. In these circumstances, the school is not responsible for organising arrangements for children.

2.5 This policy will also apply during social events at the school, held in the name of the school and during class/school visits or during sporting events.

3. Inappropriate use of Social Network Sites

3.1 It is recognised that the use of social media websites as a mechanism to communicate and express opinions is part of the modern world however it is unacceptable to use platforms to make derogatory comments about the school and/or its staff. The School believes that sites being used in this way is not in the best interests of the students or the whole school community. The School expect that any concerns parents/carers may have are made through the appropriate channels i.e. in accordance with the Schools Complaints Procedure.

3.2 In the event of any parents/carer of a child or students found to be posting

libellous or defamatory comments on social network sites, they will be reported to the appropriate “report abuse” section of the social network site. They have clear rules about the content which can be posted on their site, and they provide robust mechanisms to report contact or activity which breaches this. The School reserves the right to consider imposing appropriate steps where a parent/carer breach this.

- 3.3 In serious cases, the School will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyber bullying and the use by one child or a parent to publicly humiliate a member of staff by inappropriate social network entry. Despite being very rare, we will take and deal with this as a serious incident of harassment and/or malicious communication.

4. Managing violent and abusive school visitors

- 4.1 The School encourages close links with parents and the community. It believes that students benefit when the relationship between home and school is a positive one.
- 4.2 The School’s common purpose remains clear: to achieve zero tolerance of violence, threatening behaviour, or abuse at our school, and to ensure all members of the school community, and all visitors, can be confident that they are always operating within a safe environment.
- 4.3 The Governing Body, as the employer, recognises its duty of care to its staff and the need to put in place measures to avoid, wherever possible, the risk of violence, threatening behaviour, or abuse towards any member of staff and provide support thereafter should any such incident occur.
- 4.4 A parent/carer of a child attending a school normally has implied permission (limited licence) to be on the school’s premises at certain times and for certain purposes but if their behaviour is unreasonable this permission may be withdrawn.
- 4.5 A person who nevertheless persists in entering the school premises and displaying unreasonable behaviour may be removed and the Police will be called.

5. Examples of potential serious and unacceptable behaviour

- 5.1 We expect parents/carers and all other visitors to behave in a reasonable way towards members of school staff. This policy outlines the steps that will be taken where behaviour is unacceptable.
- 5.2 Examples of the types of behaviour that are considered serious and unacceptable and will not be tolerated are listed below (but not limited to):

- Making physical contact with a member of staff e.g. slapping, punching and kicking.
- Spitting.
- Threatening behaviour or language, including swearing.
- Physical intimidation towards a member of staff, e.g. Encroaching the space of a member of staff.
- The use of aggressive hand gestures.
- Breaching the school's security procedures.
- Aggressive, humiliating, or offensive language used towards a member of the school staff, either in person or over the telephone.
- Persistently making complaints which the school considers have no substance or are vexatious.
- Encourage the use and or the use of mobile technology to film/record staff whilst undertaking their professional duties.

5.3 Unacceptable behaviour may result in the Police being asked to attend and intervene. In such cases, the school will likely inform the local authority and diocesan authority.

5.4 Where serious or unacceptable behaviour is exhibited, the school will attempt to respond in a measured way, depending on the seriousness and frequency, namely:

- Initiate a meeting/dialogue with the individual.
- Write to the visitor, describing their misconduct, explaining its impact on the school and stating its unacceptability.
- Vary the person's 'licence', say, through the addition of conditions.
- Warn of the possibility of a 'ban' (i.e. the withdrawal of their licence) if the misconduct is repeated.
- Impose a ban for a short, fixed period whilst an investigation is conducted with potential for extension.
- Impose a ban with review after a fixed period.
- Impose a ban without review (only in exceptional circumstances).

6. The Banning Process

6.1 The Headteacher will assemble the full facts before proceeding, making sure that all those involved in any incidents, or witnesses to those incidents, make a full written record as soon as possible. Following this a member of the Leadership Team will undertake the following procedure:

- Write to parent/carer/intruder to record in detail the incident and why it is unacceptable.
- Explain that the Headteacher will consider banning the parent, giving the parent a period in which they may respond in writing giving their version and why they should not be banned.
- Tell the parent when a decision will be made and how this will be communicated.
- That any ban can be appealed to the Chair of Governors.

**MODEL LETTER 1:
INITIAL LETTER INFORMING A COMPLAINANT THAT HIS/HER BEHAVIOUR IS
CONSIDERED TO FALL BELOW A REASONABLE/ ACCEPTABLE STANDARD**

Dear

This letter is to inform you that the school considers your actions in *[describe actions, dates, behaviour]* on when you to be unreasonable/unacceptable *[delete as appropriate]*.

We would ask you to bear in mind the fact that such behaviour on a school site can be disruptive and distressing to pupils, staff and parents/carers *[delete if behaviour complained of did not occur on school site e.g. persistent use of e-mail, verbally abusive telephone calls]*.

We are aware that you have raised some concerns, and would advise you that these are usually dealt with most effectively through the School's Complaints Procedure.

At the moment we are dealing with these issues by *[describe actions being taken to resolve concern]*.

Please note that the School's Policy for Dealing with Persistent or Vexatious Complaints/Harassment sets out standards of behaviour expected of all people in their dealings with the School.

These include:

- behaving reasonably;
- treating others with courtesy and respect;
- resolving complaints using the School's Complaints Procedure;
- avoiding physical and verbal aggression at all times.

The Policy also indicates the steps that we may take if these standards are breached.

These include:

- making special arrangements for meetings and communication with the school;
- considering a ban from the school premises;
- considering legal action.

I would ask that you allow school time to resolve the issues according to the correct procedures, and would assure you that we shall take every step to move this process forward as quickly as possible.

Yours sincerely
Headteacher

MODEL LETTER 2:

INFORMING A COMPLAINANT THAT HIS/HER BEHAVIOUR IS NOW CONSIDERED TO FALL UNDER THE TERMS OF THE POLICY FOR DEALING WITH PERSISTENT OR VEXATIOUS COMPLAINTS/ HARASSMENT

Dear

You will recall that I wrote to you on *[insert date]* telling you that I felt your behaviour was unreasonable.

I am now writing to inform you that in view of your behaviour on *[date]*, when you *[describe actions/behaviour]* it has been decided that the School's Policy for Dealing with Persistent or Vexatious Complaints/Harassment Policy will apply from the date of this letter. In the circumstances I have made the following arrangements for your future contact with the school:

*[*Delete A or B as applicable]*

*A For the foreseeable future, should you wish to meet with any member of staff, I would ask you to note:

- (a) all routine communication, including any request for a meeting between you and the school, will be by letter only. Letters from you need to be addressed to at the school address; email correspondence will not be responded to;
- (b) an appointment will be arranged and confirmed in writing as soon as possible;
- (b) a third party from the school will be present;
- (c) in the interests of all parties, formal notes of this meeting may be made.

OR

*B For the foreseeable future, all meetings arising from any written communication with the school will not be conducted by a member of staff, but will be conducted by representing the school. I would ask you to note:

- (a) all routine communication, including any request for a meeting between you and the school, will be by letter only. Letters from you need to be addressed to at the school address; email correspondence will not be responded to;
- (b) an appointment will be arranged and confirmed in writing as soon as possible;
- (b) a third party will be present;
- (c) in the interests of all parties, formal notes of this meeting may be made.

Exceptionally, these arrangements do not apply to any emergency involving *[insert name of pupil]* – in which case you should contact the school in the usual way.

While these arrangements are in place, with respect to normal access to information available on parents' evenings, this will be provided in a summary written report. These arrangements take effect straightaway. If you wish to make a representation about the contents of this letter, which may include any expressions of regret on your part and any assurances that you are prepared to give about your future good conduct, you can do so by writing to me at the school by *[state ten working days from the date of the letter]*. If on receipt of your comments I consider that the arrangements outlined above should continue, you will be supplied with details of how to review a circumstance of your case.

I do hope that the difficulties we are currently experiencing can soon be resolved.

Yours sincerely
Headteacher