



# **Pembroke Primary ALC**

## **School Handbook**

### **2021/22**



Pembroke Primary school  
Fairfield Road  
Bulwark  
Chepstow  
NP16 5JN

01291 622310



## Croeso! Welcome!

Dear Parent and child

Welcome to Pembroke Primary School and Pembroke Primary ALC and to what we hope will be the start of a long lasting and fruitful partnership.

At Pembroke Primary School we place great value on the importance of good home school links as we believe that it is through close partnership that children really do start to learn and to flourish. The staff and I look forward to getting to know you and your child and working together to enable them to achieve the best that they possibly can.

We strongly believe that happy children learn and our school is based on this belief. We strive to develop children's self-esteem and sense of well-being so that they are ready, willing and able to learn.

To this end, most of the learning opportunities at Pembroke are set within a suitable creative learning context - we strive to bring fun and enjoyment into lessons. We consider ourselves to be a happy and caring school and this is reflected in our school vision

### **"Happy and Secure, Learning Together"**

We operate an open door policy at Pembroke Primary School where parents are welcomed and given the opportunity to be involved in the life of the school. This might be within the context of supporting your child's learning or it might be through a voluntary role within the school. A few of our parents and governors volunteer and share their own learning and talents with our pupils and this really does serve to enrich their learning. Our Friends of Pembroke Group also meet to discuss school and community issues and is another great way to be involved in the life of the school.

In the following pages you will find information about the day to day running of the school, with additional and specific information in relation to the Additional Learning Centre.

We hope your child will enjoy being with us and will steadily gain confidence through their own achievements.

I hope you find this booklet useful. If you have any further queries please do not hesitate to contact the school.

The Pembroke Primary School team and I look forward to working in partnership with you.

Yours Sincerely

*J Wakley*

Mrs J. Wakley  
Head teacher



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## About the School

We are very fortunate to have a modern establishment with wonderful grounds allowing many exciting learning opportunities.

Pembroke Primary School was remodelled in 2008 and is a one class entry school (maximum 30 pupils per class) with a 20 place Additional Learning Centre for children with extra educational needs along with a 60 place Nursery.



***“Happy and Secure, Learning Together”***



## Welcome from Pembroke Primary ALC

Dear Families,

Welcome to the Additional Learning Centre (ALC) at Pembroke Primary School.

We are a specialist provision for Monmouthshire LA with school placements for children in the South of the county.

We support individuals aged 4-11 years with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD) and Autistic Spectrum Disorders (ASD).

Pembroke Primary ALC is a 20 place centre with high levels of staffing and specialist resources.

At Pembroke ALC we believe each child is unique and should be nurtured using the principles of "Person Centred Planning" in order for their potential to be reached.

We believe in an 'open door' policy but have regular 'touch-points' throughout the year to talk about your child's well-being, interest, progress and targets.

There are also opportunities to find out the methods we use to encourage exploration and learning, develop reading and writing and about specific numeracy strategies taught.

These opportunities are for parents and carers to see how we use resources and how we develop learners in the ALC. This will support you in your role, reinforcing concepts and strategies taught in school.

We very much look forward to working with you and your child,

The Pembroke Primary ALC Team



## Contact Details

PEMBROKE PRIMARY SCHOOL  
FAIRFIELD ROAD, BULWARK, CHEPSTOW NP16 5JN

**Telephone No: 01291 622310**

**E-mail: [pembrokeprimary@monmouthshire.gov.uk](mailto:pembrokeprimary@monmouthshire.gov.uk)**

**Website: [www.pembrokeprimaryschool.co.uk](http://www.pembrokeprimaryschool.co.uk)**

**Twitter: [@pembrokeprimary](https://twitter.com/pembrokeprimary)**

**Head teacher:** Mrs Jade Wakley

**ALC Lead Teacher:** Mrs Julia Carpenter

**Chair of the Governing Body:** Mr Keith Brews

Pembroke Primary School and Pembroke Primary ALC is a non-denominational County Primary School for boys and girls from 3 to 11 years old.

## School Session Times

**9.00 a.m. – 3.15 p.m.**

**Doors open at 8.50am**

**We ask that children do not arrive at school before 8.50 a.m. unless they attend the Breakfast Club which commences at 8.00 am.**





## Our Mission Statement

*Happy and secure, learning together  
Hapus, diogel gweithio efo'n gilydd*

### **Our Aims and Policy for Learning**

The school aims to create an environment based on tolerance, care and thought for others. We will encourage meaningful links with other schools and the community to foster the concept of citizenship and participation.

The school aims to create an atmosphere conducive to happy and effective learning thus offering a curriculum:

- that is matched to the individual needs of children;
- that encourages children to learn through direct experience and active participation;
- that encourages confidence and self-respect, self-discipline, tolerance and compassion;
- that encourages children to acquire relevant skills and knowledge;
- that encourages children to be adaptable to personal, social and technological changes;
- that encourages respect for religious and moral values;
- that encourages children to develop lively and inquiring minds.

The ethos of the school is such that the moral, spiritual, social and cultural development of pupils is covered by:

- general school expectations on care for others by fund raising for those in need, visits from outside agencies and by constant reinforcement in the class and school situation on consideration, manners and care towards others;
- the school, with the help of Friends of Pembroke, attempts to provide a stimulating diet of cultural opportunities for children through theatre visits and speakers.
- The year's topics often incorporate features to enhance the children's social and cultural development.

The spiritual development of children is covered by Monmouthshire's agreed syllabus. Care is taken to ensure that the Christian perception of life is encouraged but that religious tolerance is addressed by other faiths being researched and discussed.

## Welcome Arrangements for New Parents

Prospective parents can request a visit the school, meet the Head teacher and ALC Lead and be shown around. All questions will be answered honestly and openly.



\***differentiated**, so that each pupil is given the opportunity to develop his/her own abilities and potential.



ALC 3 has predominantly Key stage 2 children. When the children reach this stage in their journey through the ALC we encourage a more academic route. The pupils follow the National Curriculum which is skills based and has been adapted to the needs of the children. We now expect the children to have a more functional use of the specialist approaches they have learnt.





We believe that children with learning difficulties also need to develop their Key Skills e.g. Communication, Problem Solving etc. Our curriculum is designed to allow pupils to gain skills and knowledge in these areas and use them in a range of contexts.

Within the ALC we have a structured teaching approach, based upon principles of TEACCH, to provide a calm, orderly and predictable learning environment and a high level of routine to increase familiarity.

The ALC adopts a total communication approach including use of objects, photos or symbols of reference, visual timetables (individual and class), signing and ICT. We also use PEC's and have trained members of staff within the ALC to help deliver this programme.

Situation specific learning in the form of community visits is also important. This allows children to have concrete learning experiences and use the skills they have learnt in a functional way.

## **Learning and Progress**

Pembroke ALC has a holistic approach to assessment and monitoring progress. Individual development plans focus on barriers to learning and these are reviewed on a regular basis to ensure they remain relevant. Every child is given a profile with an individualised target for each Key Skill area as well as an Individual Development Plan to inform their pathway through the ALC. Academic progress is monitored through a specialist assessment tool to allow accurate tracking of pupil's achievements.

Achievement for our pupils is constantly celebrated. We hope to increase each child's self-esteem and identify the positive things they have achieved.

We are committed to working in partnership with health and social care colleagues in a multi-agency way and follow guidance from Health and Therapy services to implement and support individual therapy programmes /advice.

## **Integration**

Throughout the day children have opportunities to integrate with mainstream classes. This is done through formal lessons, assemblies play times and lunchtime. Children are able to access mainstream sessions where appropriate, these are reviewed regularly by both mainstream and ALC staff.

## **Specialised Provision**

### **Resource Centre**

At Pembroke ALC we have developed our resource centre to include:

- Adapted reading materials and books using Communicate InPrint
- Computers to allow independent research
- Skill packs for children to work on specific targets
- Sensory stories, puppets and story sacks
- A range of Fiction/ Non Fiction books for extending literacy skills
- Audio stories

## Rebound Therapy

Rebound Therapy is used at Pembroke ALC for several reasons. It can be used to facilitate movement, promote balance, promote an increase or decrease in muscle tone in children with physical disabilities. For children with Global Delay or Autistic Spectrum Disorders it can promote relaxation, sensory integration and be used to improve communication skills.



## Soft Play



The soft play area has been specially designed to encourage children to exercise all parts of their bodies. There is a hoist that can be used to aid children with movement **difficulties** access all areas within the soft play room. The room includes a slide, mirrored corner with lights, a ball pit and a small trampoline.

Children are able to receive their individual physiotherapy sessions in this area.

## Sensory Room

We are very lucky to have a well-equipped sensory room. This includes, bubble tubes, interactive floor, UV lights, projector, infinity mirror, touch wall, vibrating music seat and a bubble machine. The children are able to change the colours of the lights using the app on the iPads. The sensory room is used regularly to deliver Touch Trust, a variety of lessons and individual Tac Pac sessions. The sensory room is also used to relax, children are encouraged to lie still and listen to music.

## Sensory Cookery



Each class has a cookery/food exploration session on a weekly basis. The children can explore the use of their senses and try new foods whilst learning about their topic. Children will be taught basic cookery skills including washing, cutting and mixing ingredients. They are encouraged to plan future session around the topics. Children also develop their literacy, numeracy and Key skills through these sessions by playing, handling ingredients, completing recipes and shopping for ingredients. We use our refitted teaching kitchen for the cookery sessions.



## Outside Area

Over the past years we have redeveloped this area of the ALC to include:

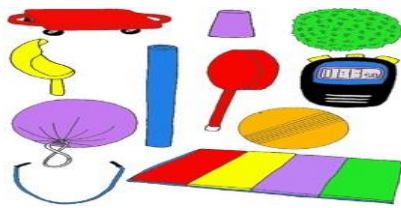
- A sensory zone where children can relax and explore
- A learning area with raised beds for science and other curriculum subjects
- A play zone with role playhouse and bikes
- A sunken trampoline
- A climbing wall

## Outdoors and Forest School

We hope to use the outdoors and forest school regularly to enhance lessons and to act as a stimulus. For example, using the outdoors is beneficial to consolidate length and symmetry work in mathematics



## Physical Development



PD occurs weekly and aims to develop PE skills, teamwork and an awareness of the importance and effect of exercise. We work on skills such as turn taking, balance, ball skills, listening to instructions and team games too. T-shirts and shorts are ideal for gym and dance. Other activities incorporate physical skills and teamwork alongside problem solving skills. Jewellery should not be worn on PD days which are usually Wednesdays/Thursdays.

## Technology

New technology is vital to further children's educational experiences and give them access to the world around them. We have a range of computers and touch screens with specialised software that engages and enhances learning. We also have a range of I Pads that can be used as a learning tool or communication device.



## **Reading**

Your child will be encouraged to listen to stories and when ready read books daily. Books will be sent home for you to share with your child. It may be that they can read it themselves easily, need you to help them to read it or need you to read it to them.



This allows you to share and enjoy a book with your child. The reading books will be accompanied by a reading record with a comments section for you to complete. We use POPAT to help your child develop their phonic knowledge.

### **Reading Strategies**

Here are some guidelines for different reading strategies which may help you support your child:

- 1 Pictorial – use the picture to help you work out what might be happening
- 2 Sound it out – use the initial sounds and phonics knowledge to work out unknown words
- 3 Segment word – break the word into sections, for example im – port - ant
- 4 Reread a sentence – go back to the beginning of the sentence to help decode words.
- 5 Read past a word – miss the word out and read to the end looking at initial sound

It is important that the book makes sense and has meaning to your child. You can help by asking questions about the text, discussing the character, making predictions about what will happen and discussing the words and punctuation chosen by the author.

## **Community Visits**

Staff at Pembroke ALC know that children with learning difficulties struggle to generalise skills and transfer them to different environments. We believe strongly that there is no substitute for concrete experiences and learning in real situations. Therefore, as soon as the children are ready, we run a weekly trip to teach our termly topic in the community. Weekly trips to the local shops to purchase healthy foods for their daily snack encourage and promote independence and life skills.



### **School Trips**

School trips are planned to coincide with our topics. Information of trips will be sent out during the year.

## **Celebration of success.**

We believe that celebrating success is important, within the ALC we have a Kindness Tree and each class displays children's successes. We have recently introduced Marvellous Mistakes to help children understand that mistakes are ok and are part of the learning journey. Every child in the class will have an opportunity to bring home the class mascot for the weekend. Also, we choose an ALC star of the week during our Friday assembly, this is posted onto seesaw for all parents to see and celebrate.



## **School Rules**

Children are expected to follow the School Golden Rules:

- ✓ we are honest
- ✓ we care for each other and each other's property
- ✓ we act safely and sensibly
- ✓ we speak politely
- ✓ we listen
- ✓ we work to the best of our ability
- ✓ keep hands, feet and hurtful words to ourselves



Positive behaviour is rewarded in several ways: praise, stickers, certificates, stars on chart and Golden Book Award.

Each class decide on their class rules at the start of the school year and update throughout the year.

## Other Useful School Information

### The Governing Body

The Governing body is responsible for the general running of the school. There are representatives from the parents, the staff (teaching and non-teaching), the local authority and the community. Parent Governors are elected by the parents of the school. The day to day running of the school is delegated to the Head teacher.

Pembroke Primary School has a Governing body with whom we enjoy a rewarding working relationship based on informed partnership.

## Admissions

The school operates within the agreed admissions policy as laid down by Monmouthshire County Council. The LA is responsible for all admissions and making decisions that will reflect considerations related to school numbers and the effective education within the ALC.

## Liaison with Parents

It is very important that a good relationship is maintained between the school and parents. A parents evening will take place in the Autumn Term, specifically so that parents can meet





the class teacher and talk about how their child is settling in. This is followed in January with a formal consultation with the class teacher when your child's progress and attainments are discussed. Reports will be issued in July during an open afternoon, where parents are invited to the classroom to view their child's work and to talk to the class teacher if needed. In addition to this you may make an appointment to see a teacher or the Head teacher at any time.

## Transfer of Pupils

We are a feeder school for Chepstow School and Caldicot School who have an additional learning centre base. Annual reviews consider the best provision for your child.

Liaison arrangements include visits by children and parents during the summer term prior to entry. The emphasis is on a pleasant transition that promotes independence and confidence in our pupils.

## School Organisation

### Classroom Organisation

The ALC has 3 classrooms. Children may work as individuals, in groups or as a class. It is usual for different groups of children to be following different activities within the classroom at the same time. A high priority is placed on helping children to become self-reliant and self-disciplined and to develop skills as independent learners.

### School Uniform

- ✓ Grey skirt
- ✓ Grey trousers
- ✓ White or Navy polo shirt
- ✓ Navy sweatshirt
- ✓ Blue and white checked dress
- ✓ Grey shorts
- ✓ Black shoes

**For health and safety reasons we discourage open-toed sandals or backless shoes.**

### Kit for PE and Games

PE (indoor): white t-shirt, blue shorts

Games (outdoor): as above with trainers. In the winter months tracksuit trousers and a sweatshirt are recommended.

### All uniform is available online.

It would be helpful if a PE bag is provided clearly marked with the child's name.

Please note that guidelines set out by the county are that trainers are worn for outside games and bare feet for apparatus work to enable a secure grip on the frames.

**Jewellery must be removed for all PE lessons. If earrings are unable to be removed for any reason, they must be covered; please supply plasters for your child.**

For swimming, a suitable swimming costume and towel must be provided. A waterproof, named bag to carry kit is recommended. Two-piece costumes or Bermuda style shorts are not permitted by the LA swimming teacher.

### Jewellery

Jewellery should be limited to one stud earring in each ear and a watch.

### Lost Property

Any mislaid items will be left in our lost property box. Small or valuable items are handed into the office.



## **Entering the school**

All pupils may enter school at 8.50 a.m. through the ALC pupil entrance.

Gates will be closed at 9.10 am. Parents are asked not to enter the cloakroom and classroom areas where teachers are preparing to organise the children at the beginning of a session.

## **Late arrivals**

We request that children arrive at school on time. However, if your child arrives after the school session has begun, please take them to the main school office to sign them in.

## **Absence from School**

Please telephone the school if your child is absent for any reason. If the school is not informed of a reason, we operate a first day response system where families are telephoned enquiring regarding a pupil absence. If no reason is obtained an *unauthorised absence* will be recorded for your child and will appear on their report at the end of the year. If your child has been sick then you are advised to keep them from school for 48 hours, from the last bout of sickness, in line with Welsh Assembly Government Guidelines.

## **Appointments during school hours**

It is often the case that dental and medical appointments for children occur during school hours. Please give prior notice by letter of the appointment and collect your child from the office. Similarly, on return to school please call at the office to register arrival.

## **Home details**

Please ensure that we have home address and daytime contact numbers for your child. It is vital that we have this information and that it is kept up to date. Please notify the office with any changes to the information.

If a change of address also involves a change of school, please let us have the details so that we can forward important information.

## **Holidays in term time and attendance**

At the discretion of the Head teacher, up to 10 days holidays can be authorised during term time. Holidays can only be authorised if your child's attendance is at or above the LA target. Please contact the school office in advance and complete a holiday request form. Please note that any time taken off in term time can have an adverse effect on your child's progress. Regular and excellent attendance is rewarded.

## **Complaints Procedure**

If you have any concerns about any aspect of school life, first contact the class teacher. If you feel the concern needs to be taken further, please make an appointment to see the Head teacher or other senior member of staff. You may take your concerns further, if necessary, by writing to the Chair of the Governing body. Finally, you may wish to contact the LA who would consult with the Head teacher and governing body.

A full copy of the complaint's procedure can be accessed via our school website or a copy can be obtained from the main office.



## **Newsletters**

In addition to letters from your child's teacher regarding trips, visits etc., and newsletters are written when necessary to keep you informed about school life. These are also published on the class seesaw app which you will be given access to once your child has started school.

## **Breakfast Club**

Every morning the school has a Breakfast Club (8am – 8.50am) for all pupils (cereal, toast and orange juice). From September there will be a charge of £1 for the childcare element of the club. All pupils who would like to attend, need to prepay and pre-register and written consent from parents.

## **After School Club**

This is run by a private company and is on the school grounds. Children are collected from the school and taken to after school club. The sessions run Monday to Friday, 3.15 – 6pm. Please enquire with the school office in the first instance.

## **Friends of Pembroke**

The school has a Friends of Pembroke and has benefited enormously from its' fund-raising activities. The friends have raised considerable sums towards various school projects. If you would like to be involved, please contact the school office.

## **Equal Opportunities**

The school has an Equal Opportunities policy, which encourages full access to school life and the curriculum. The school has full disabled access. The school's Equal Opportunities Policy states that we want all our pupils to achieve their full potential. Staff at the school are committed to this aim. All policies are available on the school website.

## **Health and Safety**

The school aims to maintain a safe and secure school environment for all staff and pupils. All staff have an ID badge which will help ensure the safety of our pupils. All side entrances are locked for security during the school day. Parents are welcome to visit the school at any time, signing in at the school office first.

## **Health and Accidents**

Please inform us of any special medical conditions, allergies or disabilities that your child may have as well as any special circumstances we should be aware of.

The school has qualified, designated First Aiders. If your child becomes ill at school or has an accident, we shall make every possible attempt to contact you so that they can be taken home or to the relevant medical centre. If your child receives a bump to the head you will be informed. If the accident is unfortunately serious we shall take the child directly to Chepstow Community Hospital or call an ambulance. For minor injuries an incident form is completed and either sent home or uploaded to Seesaw.

## **Medicines**

The school staff are **not** allowed to administer any medicines to a child without a care plan. Please speak with Mrs. Carpenter, the ALC Lead, if this needs to be considered.

Children, who regularly use an inhaler, can keep it in school and use it as needed, provided that:

- i. you have received a completed and signed consent form as detailed above;
- ii. the child is considered capable and responsible by both school and parent;
- iii. the inhaler is clearly labelled with the child's name and class.

## **School Meals Arrangements**

The school offers an exciting new school menu based on flexibility and quality, offering a variety of healthy food. We run a cashless system. Please ask for further details. You may send in a healthy packed lunch but no glass containers, cans or fizzy drinks are permitted. Sweets are not permitted.

## Car Parking

The school car park is for staff or school transport. There are a limited number of parking spaces for you to drop off and/or collect your child. The disabled parking spaces are solely for the use of our parents/carers of disabled children. Please observe the speed limit of 5 mph within the school grounds and be extra cautious to ensure the safety of our pupils, your children. Please park in designated spaces and do not block off any of the staff cars, emergency exits or drop off zones.

## Additional Services

If you are in receipt of income support, you could be eligible for free meals.

Contact the office if you would like more information; all enquiries will be treated in confidence.

## Safeguarding

All staff, governors and regular volunteers have up to date DBS checks. The school has adopted the MCC Safeguarding policy. There is a designated Child protection Officer (Head teacher) and Governor responsible for Safeguarding. If you have any child protection or safeguarding concerns - you can talk to the child protection officer, or if it concerns the Head Teacher, contact the Governor Responsible.

*We hope this clarifies any points you may have. Of course, if anything is unclear or you have worries about your child, please contact us.*

*We look forward to working with you and your child this year.*

**Mrs J Carpenter, Mrs N Tyson, Miss H Williams and the Pembroke ALC Team**





## TERM DATES 2021/2022

Please note the following term dates for the Academic Year 2021/22

2021-2022 Term Dates	Term Begins	Half Term Begins	Half Term End	Term Ends
Autumn	Thursday 2 <sup>nd</sup> September 2021	Monday 25 <sup>th</sup> October 2021	Friday 29 <sup>th</sup> October 2021	Friday 17 <sup>th</sup> December 2021
Spring	Tuesday 4 <sup>th</sup> January 2022	Monday 21 <sup>st</sup> February 2022	Friday 25 <sup>th</sup> February. 2022	Friday 8 <sup>th</sup> April 2022
Summer	Monday 25 <sup>th</sup> April 2022	Monday 30 <sup>th</sup> May 2022	Friday 3 <sup>rd</sup> June 2022	Friday 22 <sup>nd</sup> July 2022

## Attendance Information 2019/2020

Suspended due to Covid19 Pandemic

## Priorities for 2021/2022

In summary these are our priorities for 2021-2022:

### Raising standards in Pupil Performance (particularly at the higher levels):

- ✓ Raise standards of numeracy with specific focus on procedural maths and introduce mastery especially at the higher levels.
- ✓ To further develop and embed reasoning skills.
- ✓ Raise the standards of Literacy focusing on writing at the higher levels.
- ✓ Embed provision for developing LNF skills co-ordinated across the school.
- ✓ Further develop DCF across the curriculum in all year groups
- ✓ Explore the four core purposes of the new curriculum and begin to adapt planning in line with AOLE
- ✓ Ensure provision for the most able is sufficiently challenging.
- ✓ Make good use of teachers' assessments of what pupils can do to challenge all pupils particularly the most able.
- ✓ To further develop pupil voice.
- ✓ To develop a consistent approach to behaviour and well-being.
- ✓ Governors to embed action planning and governors' self-evaluation





## **Secure good teaching across the school**

- ✓ Continue to develop distributed leadership with middle leaders taking more ownership of monitoring standards
- ✓ Develop the role of middle and senior leaders in terms of the new curriculum
- ✓ To further embed The Excellence in Teaching and Learning Framework for all staff to use
- ✓ To continue working with the Chepstow Cluster of schools, accessing and sharing good to excellent practice between all schools.
- ✓ Termly observations using the Excellence in Teaching and Learning Framework (ETLF) with prompt feed-back.
- ✓ Continue peer 2 peer observations.

## **To further develop the Strategic leadership in the school**

- ✓ Distribute leadership across the teaching staff, ensuring appropriate accountability for SLT, UPS and others.
- ✓ Incorporate the ALC to be included in all aspects of the school (where appropriate)
- ✓ Ensure that the provision for developing pupils' skills is progressive and co-ordinated across the school
- ✓ To further embed the effectiveness of the governing body

## **Additional Improvements:**

- ✓ We continue to make improvements in our delivery of ICT and Welsh; with financial and time investment on training and resources.



## **Children Learn What They Live** **By Dorothy Law Nolte, Ph.D.**

If children live with criticism, they learn to condemn.  
If children live with hostility, they learn to fight.  
If children live with fear, they learn to be apprehensive.  
If children live with pity, they learn to feel sorry for themselves.  
If children live with ridicule, they learn to feel shy.  
If children live with jealousy, they learn to feel envy.  
If children live with shame, they learn to feel guilty.  
If children live with encouragement, they learn confidence.  
If children live with tolerance, they learn patience.  
If children live with praise, they learn appreciation.  
If children live with acceptance, they learn to love.  
If children live with approval, they learn to like themselves.  
If children live with recognition, they learn it is good to have a goal.  
If children live with sharing, they learn generosity.  
If children live with honesty, they learn truthfulness.  
If children live with fairness, they learn justice.  
If children live with kindness and consideration, they learn respect.  
If children live with security, they learn to have faith in themselves and in those about them.  
If children live with friendliness, they learn the world is a nice place in which to live.



## I dreamed I stood ...

I dreamed I stood  
in a studio  
and watched two  
sculptors there.  
The clay they used  
was a young child's mind  
and they fashioned it with care.

One was a teacher  
the tools she used  
were books and  
music and art;  
one was a parent  
with a guiding hand  
and a gentle loving heart.

And when at last  
their work was done  
they were proud of  
what they had wrought,  
for the things they  
had worked into the child  
could never be  
sold or bought.

And each agreed she  
would have failed  
if she had worked alone,  
for behind the parent  
stood the school, and behind the teacher  
stood the home.