

DODDINGHURST INFANT SCHOOL



SCHOOL PROSPECTUS

Wise Owl says 'Laugh, Listen, Learn'



Doddinghurst Infant School



Church Lane
Doddinghurst
Brentwood
Essex
CM15 0NJ

Telephone: 01277 822721

Email: admin@doddinghurst-inf.essex.sch.uk

Website: www.doddinghurstinfantschool.co.uk

Headteacher: Ingrid Nicholson
Deputy Headteacher: Helen Gutteridge
Chair of Governors: Kris Sharman

Status: Primary (4 to 7 years old)
Number of Pupils as at Sept 2020: 154

The information in this prospectus was correct as at September 2020



WELCOME TO DODDINGHURST INFANT SCHOOL

Wise Owl says 'Laugh, Listen, Learn'

We are delighted that you are considering Doddinghurst Infant School for your child. The choice of a school for your son or daughter is one of the most important decisions that you ever make. It is equally important, that as parents/carers, you feel welcome. A good relationship between school and home helps to build a child's confidence and assists their development in school. At Doddinghurst Infant School we strive to foster a relationship that does not end at the school gate, and to develop a good understanding between home, staff and governors for the benefit of our children.

This prospectus provides you with an in-depth insight into our school, staff and our valued parents/carers/grandparents. The children at our school have a happy, safe and caring environment in which to learn. We aim to make our children confident, sensitive to others, interested in the world around them and prepared for the challenges ahead.

We welcome and encourage parents/carers/grandparents to be active partners in their children's life in school through visits, attending school functions and, most importantly, through taking an active interest in their children's learning. The best way to discover more is to see the school in action.

Doddinghurst Infant School is a village school and our Governing Body and staff work closely with the local community. Our team, led by Mrs Ingrid Nicholson, is dedicated and enthusiastic. As a school we are all committed to the wellbeing and education of your children.

We look forward to meeting you during the school year.

**Shahid Ali &
Kris Sharman
Joint Chair of
Governors**

A NOTE FROM THE HEADTEACHER

Hello, I am Ingrid Nicholson, the headteacher of Doddinghurst Infant School. My staff and the Governing Body passionately believe that education is an adventure for all, where we can celebrate our successes and rise to new challenges. It is essential that we enable every child at Doddinghurst Infant school to develop their skills, knowledge and enthusiasm for learning together with their social, physical and emotional wellbeing. We have an extremely talented and committed staff team and Governing Body who work closely with parents and carers to provide a high-quality education for every child. Our curriculum is stimulating, dynamic and flexible so that we meet the needs of every individual.

We ensure that the learning environment is constantly evolving and improving to capture the curiosity, imagination and interests of our young children, who love coming to school and achieve academically because they are safe, happy, confident and valued.

THE SCHOOL PREMISES

Doddinghurst Infant School enjoys a rural position close to the centre of Doddinghurst Village. It opened in January 1970 and since then the buildings have been extended and improved. We are currently looking into a programme of remodeling the grounds, including redesigning one of the playgrounds. We have an outside canopy, which enables our Reception children to access the outdoors whatever the weather. Our front door entry system and a CC TV allows staff to know who is on site. At all times access is by a phone system. Please press the buzzer for assistance.

The children are fortunate in having a peaceful environment in which they can begin to understand and appreciate the wonder of the natural world in which they live.



THE AIMS OF DODDINGHURST INFANT SCHOOL

Doddinghurst Infant School aims to provide each child with the best possible education, tailored to his or her individual needs. We aim to provide every child with the opportunity to gain recognised achievement through the full development of their potential. Then, this success, however small and in whatever area, is celebrated by us all.

We are an open, friendly and accessible school in which each individual has equal value and in which the highest standards in all areas are sought. Our central concern is always the individual child who will be taught independence, self-reliance, self-motivation and self-discipline via caring, sensitive but challenging teaching. We aim for our pupils to become confident, articulate and happy members of our school. We hope that they will see the school, and their place in it, as part of a wider community in which they, as individuals and as a group, can play an active and responsible part.

**CLASSES**

The admission arrangements are in accordance with the Education Authority's policy as set out in 'Primary Education in Essex', which is available from the school office or County Hall. The number intended for admission within each academic year group is 60. Our website has a link to the County Council site.

From 2011, it is statutory that all schools are able to admit children full-time from the academic year after the child's 4th birthday.

CLASS ORGANISATION AS OF SEPTEMBER 2020

Class	Year Group	Teacher	LSA	No. of Pupils
Swift	EYFS	Mrs Palmer	Mrs D Walker Mrs Hill	22
Woodpeckers	EYFS	Mrs Mulqueen Mrs Salmon	Mrs Redfern	22
Goldfinches	Year 1	Mrs Driver Ms Reeves	Mrs Sharpling	25
Robins	Year 1	Mrs Piper Mrs Walker	Mrs B Walker	26
Swans	Year 2	Mrs Gutteridge	Mrs Spicer-Mead	29
Kingfishers	Year 2	Mrs Daly	Mrs Wiseman	30

PASTORAL CARE AND DISCIPLINE

We hope that our expectation of good behaviour will be a reflection of what you expect at home and will therefore not come as a surprise to the children! As within any community, the behaviour in our school is based upon a mutual respect for each other and care and consideration for the needs of others. The children have helped us create simple rules for behaviour within the classroom and outside at playtime. These rules are discussed and illustrated during PSHE, School council and in collective worship. It is our aim, for the children to begin to develop their own self-discipline based upon trust, which they can take with them into new situations and develop further as they mature. Each class teacher is responsible for the care and welfare of the children in their class. If you feel your child is unhappy, or that there is a situation at home, which may be concerning them, do speak in confidence to your child's teacher. You are also very welcome to make an appointment to see Mrs Nicholson.

If a child displays persistent inappropriate behaviour, the parents/carers will be invited to school to discuss the situation and seek a solution. Likewise, if your child is misbehaving at home, please do not hesitate to contact the school so we can initiate a home/school Behaviour Programme. Your first point of contact will be Mrs Nikki Walker, our Family Support link, who will work with you and your child.

County policy permits, in rare cases of serious and persistent indiscipline, that a pupil may be excluded from school pending a meeting of the school's Governing Body. We view this procedure as a last resort and are pleased that we have not had to employ this course of action for a very long time.

CURRICULAR AIMS

We have designed our curriculum to be coherent, challenging and dynamic, so that all subjects will be realigned to reinforce one another and ensure new knowledge and skills are built upon. To guarantee coverage, we have an organised curriculum that is based on a flexible 3-year cycle; in this way it can be adapted to meet the needs and interests of our children. Our mastery approach provides opportunities for children to apply their skills across the curriculum ensuring they begin to understand their cultural capital and British values. We believe it is not about racing through the curriculum; it's about children developing a deep understanding and giving any child, of any ability, in any subject the opportunity to show mastery of their learning.

Our curriculum is carefully differentiated and provides age appropriate challenges, therefore addressing the needs of all groups of learners.

Our intention is to:

- Inspire children to develop a love of learning
- Encourage children to think and learn for themselves becoming masters of their own learning
- Embed skills to prepare children for further learning
- Develop a broad and rich vocabulary across the curriculum
- Take learning beyond the classroom, broadening their experiences across the world
- Build confidence and motivation to help children overcome barriers to their learning and have high aspirations
- Enable children to use their acquired skills and knowledge to observe, question and think
- Be respectful of cultural differences and abilities of all children

We teach a 'topic' approach, which makes relevant links and provides a meaningful context for learning. From our 3 year cycle the termly plans are devised to ensure there is a clear sequence of learning. We have purposely limited the number of different aspects studied within a subject area to enable us to deepen learning. Child talk has become a strength, enabling teachers to help children develop a rich vocabulary and language. With careful use of questioning teachers are able to check children's understanding and challenge them.

We enrich the curriculum by inviting visitors into the school and practical activities are used to inspire learning. Themed weeks are designed such as Science, Healthy Living, History, Geography, Art and DT to prompt skills and embed the mastery approach.



Individual education plans are devised, where appropriate, to ensure the curriculum is adapted to the specific needs of learners. The school will go to any length to meet the individual needs of children.

Opportunities to develop reading skills are utilised widely and a love of reading, through the 'Power of Reading', is actively promoted, via focused incentives and rewards. This helps us address the issue that many children do not read at home.

The school has its own data tracking system which both parents and teachers find helpful in order to identify next steps in learning. Data is collected 3 times a year for all subjects.

There are three aspects to our curriculum;

- EYFS and National curriculum - EYFS reforms early adaptor version 2020
- School level – enriching the experiences of our children, to include the social aspect that are essential for lifelong learning
- Classroom – teachers understand how curriculum informs choice about content and sequencing.

One of the primary reasons we have chosen to adopt this curriculum is because it emphasises the importance of developing the depth of children's learning with equal measure of all subjects. We aim for our children to be able to apply their knowledge and skill set in a range of contexts within school and real life.

SCHOOL TRIPS

To further develop their natural curiosity, we endeavor to provide the children with opportunities to extend their learning outside of the usual classroom routines and environments. We utilise our community to help make learning relevant to the topics we are delivering, by visiting the shops, posting letters, exploring our church and inviting local residents to talk about their skills and experiences. Some history topics are inspired by inviting outside theatrical groups to our school to help bring the curriculum alive!

At the end of the academic year, we as a school, give the children the opportunity to fulfil various curriculum requirements by visiting Thriftwood Country Park. They experience a multi-activity day and the children can enjoy up to four exciting and educational activities ranging from problem solving and team building to allow the children to gain self-confidence and master new skills.



PRE-SCHOOL LINKS

At Doddinghurst Infant School we are very proud of the relationships and the liaison programme we are building with local pre-schools.

In the summer term our Early Years Foundation Stage class teachers and staff spend time visiting and working alongside the children and staff from the Doddinghurst pre-schools and other local pre-school providers. These visits help familiarise the children and their parents/carers with Doddinghurst Infant School, easing any anxieties and ensuring a smooth transition to school.

In addition, we hope to provide an activity afternoon, which will begin in the Spring 2021. This will run fortnightly, for approximately an hour. This is an opportunity for families to meet together and bring their preschool children into school in an informal environment, which helps start the induction process. The staff share books and plan activities for the children to participate in, supported by their parents/carers. They are also given the opportunity to borrow a book from the library.



INDUCTION SESSIONS FOR NEW ENTRANTS

We have a full induction programme for new entrants to the Reception year group for both children and parents/carers. Once places at Doddinghurst Infant School have been offered we arrange an evening meeting for parents/carers so that we can explain in more detail the organisation of the curriculum and the expectations and ethos of our school. This includes specific information needed regarding Doddinghurst Infant School, such as times of the school day, uniform and lunchtimes.

In order to ensure a smooth transition, we invite the children to come to school with their parents/carers for two sessions. During this time the children play together, familiarise themselves with the classroom, the staff and classmates. The children also spend several afternoons or morning sessions in school by themselves, working together and getting to know their new environment. On the final session, the children spend time as a class with their class teacher.

During the second half of the summer term or before the children start in September, staff conduct home-visits. This is not compulsory; however, we do find this helps with the transition for the children and allows the parents to give information pertinent to their child starting school.

THE EARLY YEARS FOUNDATION STAGE (EYFS)

On entering the Foundation Stage classes your child will follow the curriculum as outlined in the Statutory Framework for the Early Years Foundation Stage and Development Matters – Non-statutory curriculum guidance for Early Years foundation Stage. This is a continuation of the learning that started in preschools and nurseries, continuing until your child moves onto the National Curriculum in Year 1. In September 2020 our school has chosen to be Early Adopters of the new reforms to this curriculum, which will become compulsory for all schools in England from September 2021 when your child starts school.

The Framework sets out the three prime areas of learning that underpin everything in the Early Years setting:

- **Communication and language**: e.g. listening with enjoyment and responding to stories, songs and other music; talking about what they do and listening to each other;
- **Physical development**: e.g. travelling around, under, over and through balancing and climbing equipment; handling tools, construction objects and malleable materials safely and with increasing control;
- **Personal, social and emotional development**: e.g. taking turns and sharing fairly, understanding what is right, what is wrong and why.

The four specific areas help children to strengthen and apply the prime areas:

- **Literacy**: e.g. recognising letters, sounds and words, beginning to read and write familiar and simple words and sentences;
- **Mathematics**: e.g. counting and working reliably with numbers to 10, using number knowledge to add and subtract and learn the relationship between them, using everyday words to describe position, understanding patterns, talking about shapes and measuring;
- **Understanding the World**: e.g. finding out about, and identifying some features of living things, asking questions about why things happen and how things work; learning about the past and the area in which they live
- **Expressive Arts and Design**: e.g. drawing, painting, designing, making music, dancing, imaginative role-play and creating stories.



“All of these areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. That’s because children in the early years are becoming more powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators.”

(Development Matters – Non-statutory curriculum guidance for the Early Years Foundation Stage; DfE Sept 2020)

In planning and guiding the children’s learning, our teachers incorporate different approaches to activities. There are opportunities for the children to play and explore, investigate and try out new experiences; to learn actively through concentration and perseverance when they encounter difficulties and thereby enjoy their achievements and endeavours; to create and think critically by putting forward and developing their own ideas and strategies. We also ensure that there is a balance of adult-led and child-initiated activities.

The Statutory Framework for the Early Years Foundation Stage sets the standards that all early year’s providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure that children gain the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The learning and development requirements cover the Early Learning Goals (ELGs). The ELGs are defined as “the knowledge skills and understanding that children should have at the end of the academic year in which they turn 5”. ELGs support our teachers to make a holistic, best-fit judgement about each child’s development and their readiness for year 1. However, we are aware that during the Reception year many children will have exceeded the goals and others will be working towards these goals. These differing individual needs are met in all curriculum areas e.g. by providing a wide range of reading material from simple repetitive-word stories to more detailed non-fiction books, by supporting independent writing through encouraging the application of phonics and “having a go” or by selecting a variety of ways in which to record discoveries.

Elements of more formal lessons are gradually introduced towards the end of the year so that by the end of the summer term, the children are prepared for the move to Year 1.





ACADEMIC ACHIEVEMENTS FOR 2018/19

Assessment at the end of the EYFS - Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which a child reaches 5, the EYFs Profile must be completed for each child. Each child's level of development must be assessed against the ELGs. Children are defined as having reached a **good level of development (GLD)** at the end of EYFS if they have achieved at the expected **level** in:

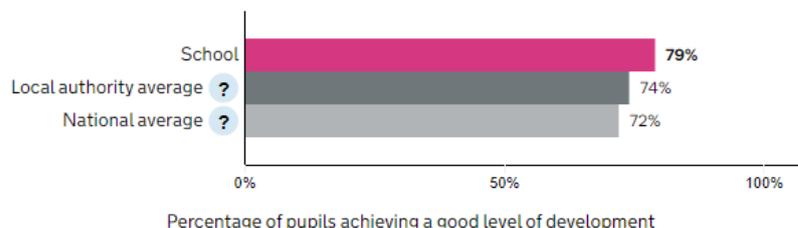
- the prime areas of learning (all aspects):
 - **communication and language** –listening, attention & understanding; speaking
 - **personal, social and emotional development** – self-regulation; managing self; building relationships
 - **physical development** – gross motor skills; fine motor skills

and

- 2 aspects of the specific areas:
 - **Literacy** – comprehension; word reading; writing
 - **Mathematics** – number; numerical patterns

Percentage of pupils achieving a good level of development

Number of pupils = 57



KEY STAGE ONE

In Key Stage 1 all the children are assessed against the requirements of the Key Stage 1 National Curriculum. Individual and comparative results are sent to parents/carers.

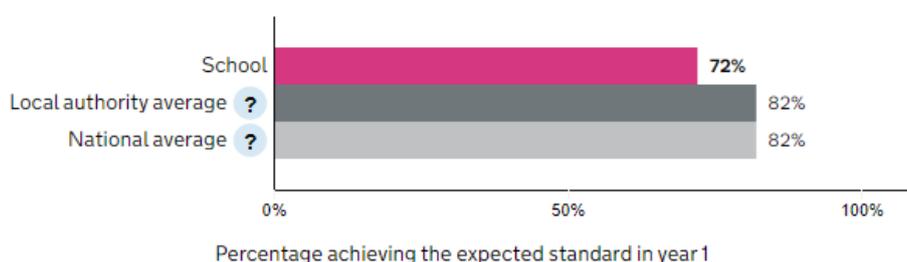
We set high academic expectations and targets and we are proud of the achievements of the children. Results for the last academic year for Year 1 Phonics screening and end of Key Stage 1 are given below:

Year 1 Phonic screen check

The phonics screening check is a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard.

Percentage achieving the expected standard in phonics

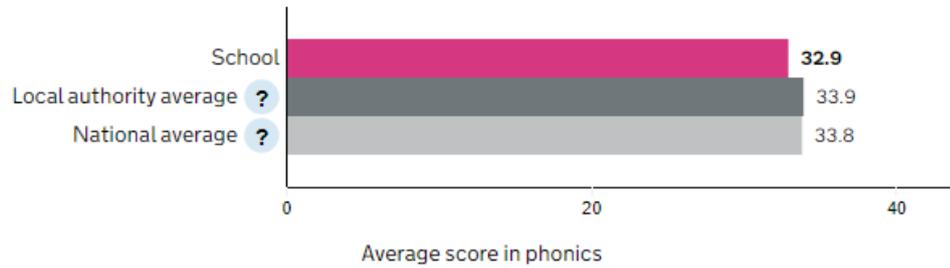
Number of pupils = 46





Phonics average score

Number of pupils = 46



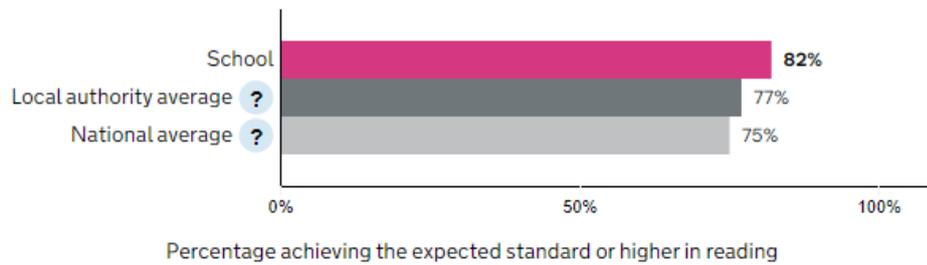
Year 2 children attaining expected or better in:

Reading, Writing, and Maths

Percentage achieving the expected standard or higher in reading

Number of pupils = 60

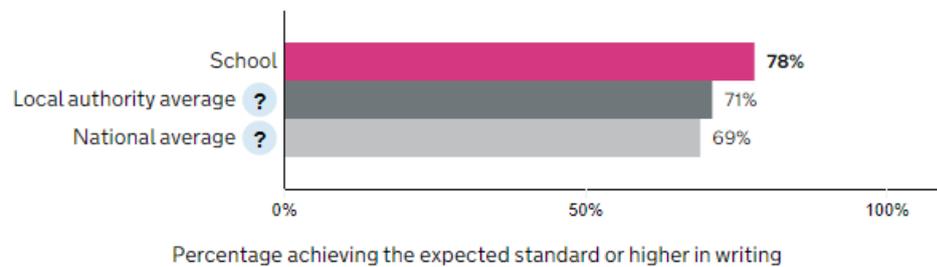
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Percentage achieving the expected standard or higher in writing

Number of pupils = 60

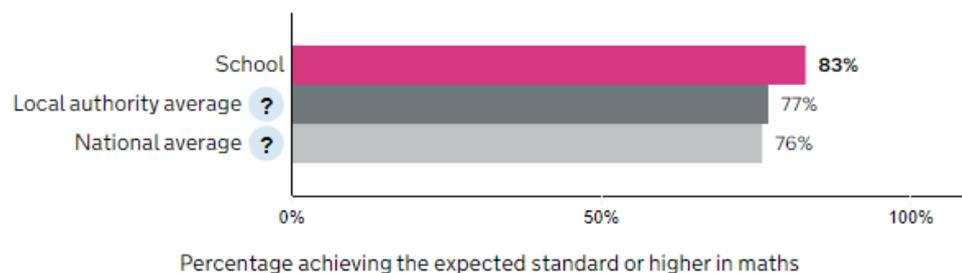
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Percentage achieving the expected standard or higher in maths

Number of pupils = 60

[View](#)





SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

At Doddinghurst Infant School we believe that every child is unique and aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.

Work is well planned, challenging and differentiated appropriately and the whole-school curriculum is designed to provide exciting and creative learning opportunities. Expectations are consistently high across the school and children are encouraged to be independent thinkers and learners, and to have enquiring minds.

We have systems to identify when children have barriers affecting their learning and tailor specific interventions and strategies to enable pupils to overcome these. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are identified as academically more able.

Where children are identified as needing additional learning or behavioural support, the school adheres to the 2020 SEND Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and observations, a teacher may feel a child needs additional support above the provision provided within the classroom and needs to be placed on the Special Needs Register. With support from the Special Educational Needs and Disability Co-Ordinator (SENCO), provision and strategies are carefully planned to help support the child's learning and development and discussed with their parents. In collaboration with the class teachers, the SENCO is responsible for monitoring these interventions to ensure systems are effective and impact positively on pupil progress. The child may be placed on a One Plan to help monitor progress, if outside agencies are involved. If a One Plan is needed it will be discussed and Outcomes decided on with parents, teachers and SENCO. It will then be reviewed and discussed every term. Our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Our pupils come from various backgrounds and cultures, some of whom speak different languages. The main focus of English as an Additional Language (EAL) support is to help the children master the language that they need to access the National Curriculum. We provide additional EAL sessions for children focusing on vocabulary work.

The Pupil Premium is additional funding allocated to schools in order to support looked after children and children who are entitled to free school meals, either now or in the previous six years. The funding is intended to accelerate progress and raise attainment in English and Maths. We believe that many different interventions can influence a child's learning. We aim to increase the breadth of our pupil's experiences, spark their imaginations and give them a taste for life-long learning outside the classroom. We use pupil premium in a variety of ways to provide additional staffing, experiences and equipment to our school – both inside and outside the curriculum.

Our Policy for Inclusion and Special Educational Needs and Disability can be accessed via the school's website.

The Special Educational Needs and Disabilities (SEND) Team at Doddinghurst Infant School comprises of Sarah Driver (training SENCO), Jacqui Cunningham (HLTA SENCO) and Nikki Walker (Pastoral Support).

PLAYTIMES

We have 3 play areas, one for each year group. We have also in recent years, during the summer term, used the juniors' large playing field. We have a range of play equipment for the children to use, or alternatively there are benches, where the children can play table games. The children are supervised at break-times by Teachers and Learning Support Assistants. A group of Year 2 children, known as 'Super Buddies,' also help by supporting the adult staff. They assist the other children by supporting them in their play, being messengers for emergencies, taking injured children to the first aid area and ensuring those who are lonely and have someone to talk and play with. At lunchtimes our amazing MDA team (Midday Assistants) use a range of activities to encourage harmonious play.



LINKS WITH OTHER SCHOOLS AND THE LOCAL COMMUNITY

We very much see ourselves as a 'village school' and work hard to foster links with the community. The Year 2 choir have represented the school at various church events, throughout the year. Our Year 1 children enjoy being part of the May Day celebrations where they demonstrate their skills in Maypole dancing in the village and also the Brentwood Strawberry Fayre. We have strong links with Doddingtonhurst Junior School, which occupies the neighbouring site and to which most of our children progress when they have completed their education at Key Stage 1.

We have recently entered into sporting events, such as Tag Rugby, and more recently, football and 3Tees cricket with other local primary schools. These events help teach the skills of being good sports players and the Olympic value of participation in good spirit as being most important.



COMMENT FROM MR R DAVIES **HEAD OF DODDINGHURST C. OF E. JUNIOR SCHOOL**

Part of the Osborne Co-operative Academy Trust.



We work closely in partnership with the Infant School and are looking forward to making your child's transition into the Junior School as smooth and as worry-free as possible.

We value every child for who they are and we encourage them to be all that they can be; we aim to provide our children with the best possible education whilst developing the whole child by preparing and equipping them for the challenging and fast changing World in which we live.

One of our over-arching aims at school is to build a climate of mutual respect, care and tolerance based on distinctive Christian values.

Every child has the potential to do amazing things and achieve more than they realise in all areas of their lives. As a school it's our job to identify this potential and help make it a reality.

We look forward to welcoming both you and your child to our school.

Mr R Davies

PARENTS/CARERS AND SCHOOL

We value our relationship with parents/carers and believe that a close partnership between home and school is an essential ingredient for a happy and successful school. How this can work in practice is outlined in the Home-School Agreement, a document that describes the contribution parents/carers, the school and the children can reasonably be expected to make to help a child reach their full potential. Both the parents/carers and the school are asked to sign a copy of the agreement as a demonstration of their individual and joint responsibility towards the child's education when the child first starts school.

Many opportunities are provided in school for parents/carers to be actively involved with their children's education on a day-to-day basis:

- ✚ Activity days, when the whole school takes a 'hands on' creative approach to learning an area of the curriculum. Parents/carers are invited to join in. In the last few years there have been British Values, Maths, Science and Design and Technology weeks.
- ✚ Grandparents Café, Family Fun Friday, Sharing hour, Coffee and Chat, Parent Lunches and Celebration Assemblies
- ✚ Attending meetings with the class teacher to discuss your child's progress. Staff also try to be available after school for more informal matters or at other times by appointment;
- ✚ Supporting your child at assemblies and other events performed during the year;
- ✚ Providing help in the classroom (with DBS clearance);
- ✚ Serving on the Governing Body.
- ✚ Doddinghurst Fund Raisers (DFR)

Reports about a child's progress and achievements are sent out at the end of the school year. At the beginning of each term, parents/carers receive a detailed description of the topic their child will be studying in the following weeks. In this way parents/carers know what their child should be achieving and how they can help.

The headteacher is always willing to meet parents/carers and discuss any aspect of their child's education however trivial it may be. She is on duty at the morning gate come rain or shine, for general enquiries and clarifications. Appointments can be made via the school office. Mrs Nicholson will always endeavour to see parents/carers as soon as possible.

HOME LEARNING

We believe at Doddinghurst Infant School that learning at home is an essential part of good education. It encourages children to become confident and independent in their learning, which will help throughout their time at school and in later adult life.

The home-learning tasks are related to work that the children are doing in school, often as preparation, consolidation, or follow up. Home-learning can be done by pupils working on their own or with the support of parents/carers.

The Early Years Foundation Stage (EYFS) have 'Phonics Books', where the children can practise the formation of letters and their representative sound and 'Maths Books', where they show their understanding of number, place value and counting. In Year 1 and 2 the children are also set fortnightly tasks, which are set on our on-line learning platform, linked to English, Mathematics and Reading.

In all year groups the expectation is that the children will read and share books every day.



OUT OF SCHOOL HOURS CHILDCARE

We have established a close link with a local provider called Chuckles who can provide this type of childcare as well as provision during school holidays. The facility is located in the Junior school. They offer a safe, friendly and reliable childcare service where children enjoy indoor and outdoor play activities. Sessions are available to all those who attend the Infant and Junior schools.

Breakfast club: 7:30 – 9:00 (£5.50)

After school: 3:00 – 6:15 (£13)

For more information call 07835 920431 during opening hours or email the main office at: louisa@chucklesukltd.co.uk

Additionally, we would advise families that details of registered childminders in our area can be obtained from:

Families Information Service on Telephone: 0800 055 6874 and www.childcarelink.gov.uk or
National Childminding Association on Telephone: 01245 440001 and www.ncma.org.uk.

DODDINGHURST FUND RAISERS

We are fortunate to be supported by a strong and enthusiastic group of parents/carers who organise and hold fundraising and social events throughout the year. Funds raised have helped with the costs of purchasing computers, equipment and resources. All parents/carers automatically become members of the DFR when their children start school and are invited to attend meetings and functions, often involving lashings of cake and cups of tea. The committee welcomes any help and ideas which can make a positive contribution to the school and improve the facilities for all the children to enjoy.



UNIFORM

Doddinghurst Infant School recognises the importance of building a sense of identity and belonging in the pupils and for this reason we have a school uniform which the children wear with pride.

We expect all our children to wear the uniform and we value the partnership with parents/carers and pupils in the implementation of this policy.

School uniform can be obtained from [Smarty Pants](#), details on the school website. Ties, Book bags and PE bags can be purchased from the school office. You can also purchase, for a nominal fee, 'nearly new uniform'. Order forms can be obtained from the school office or on the school website.



Winter Uniform

<u>EYFS</u>	<u>YEAR 1 & 2</u>
<ul style="list-style-type: none"> • White polo shirts with no tie, • Grey skirts/trousers. • Sweat cardigan or jumpers with a school logo badge • White socks - girls / Grey socks - boys • Winter grey tights 	<ul style="list-style-type: none"> • White shirts and tie, • Grey skirts/trousers. • Sweat cardigan or jumpers with a school logo badge • White socks - girls / Grey socks - boys • Winter grey tights for the girls

Summer Uniform

<u>EYFS</u>	<u>YEAR 1 & 2</u>
<ul style="list-style-type: none"> • Light blue and white checked dresses for the girls • White polo shirts with no tie for the boys • Grey shorts for the boys • Sweat cardigan or jumpers with a school logo. • White socks - girls / Grey socks - boys • School logo'd baseball cap 	<ul style="list-style-type: none"> • Light blue and white checked dresses for the girls • White shirts with a tie for the boys • Grey shorts for the boys • Sweat cardigan or jumpers with a school logo. • White socks - girls / Grey socks - boys • School logo'd baseball cap

Jewellery, specifically necklaces and bracelets, should not be worn to school. However, children are permitted to wear small stud earrings. These must be taken out by the parent/carers or child prior to PE sessions. Where hair is long, we ask for this to be tied back using a simple hairband that complements the school uniform.

Uniform also includes a Doddinghurst Infant School logo'd Book and PE bag.



SAFEGUARDING STATEMENT

Safeguarding and E-Safety

Doddinghurst Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school. All concerns are passed through the members of staff who are trained as "Designated Child Protection Officers" in school in compliance with the "sharing of information" guidance.

The Child Protection Designated Teacher/Safeguarding Officer is Mrs Nicholson Head Teacher. She is supported by a team of other staff who have also been trained accordingly. If you have any serious concerns about your child or any other pupil at Doddinghurst Infant School, please do not hesitate to contact the Child Protection Designated Teacher who knows who to contact for the best advice and help and is experienced in using the appropriate degree of confidentiality.

For the best interests of all our children we use the following safeguarding measures:

Cause of Concern

Teachers are asked to report concerns to the School Safeguarding Team, also recording information on the school's online reporting system, CPOMS. We monitor safeguarding, wellbeing and all pastoral issues on this portal. Any concerns will be shared with parents.

Attendance

All lateness and absences are recorded by the Attendance Co-Ordinator, Mrs Nicholson. Reasons will be sought for all absence or lateness. Attendance is monitored through these systems and referrals to the Safeguarding Team can be made. Parents will always be informed of concerns around attendance at the earliest point. If attendance concerns continue the school will refer to the Attendance Specialist Team. There will be no authorised 'Leave from Learning', only in exceptional circumstances.

E-Safety

We support our pupils' use of the internet and seek to underpin their knowledge of safe use and protection. We provide our pupils with an awareness of how to stay safe online both in the school environment and beyond. We believe that children should adhere to the certification given to games, DVDs etc. All of the games and DVDs used at school will be rated as U.

Facebook/Social media sites

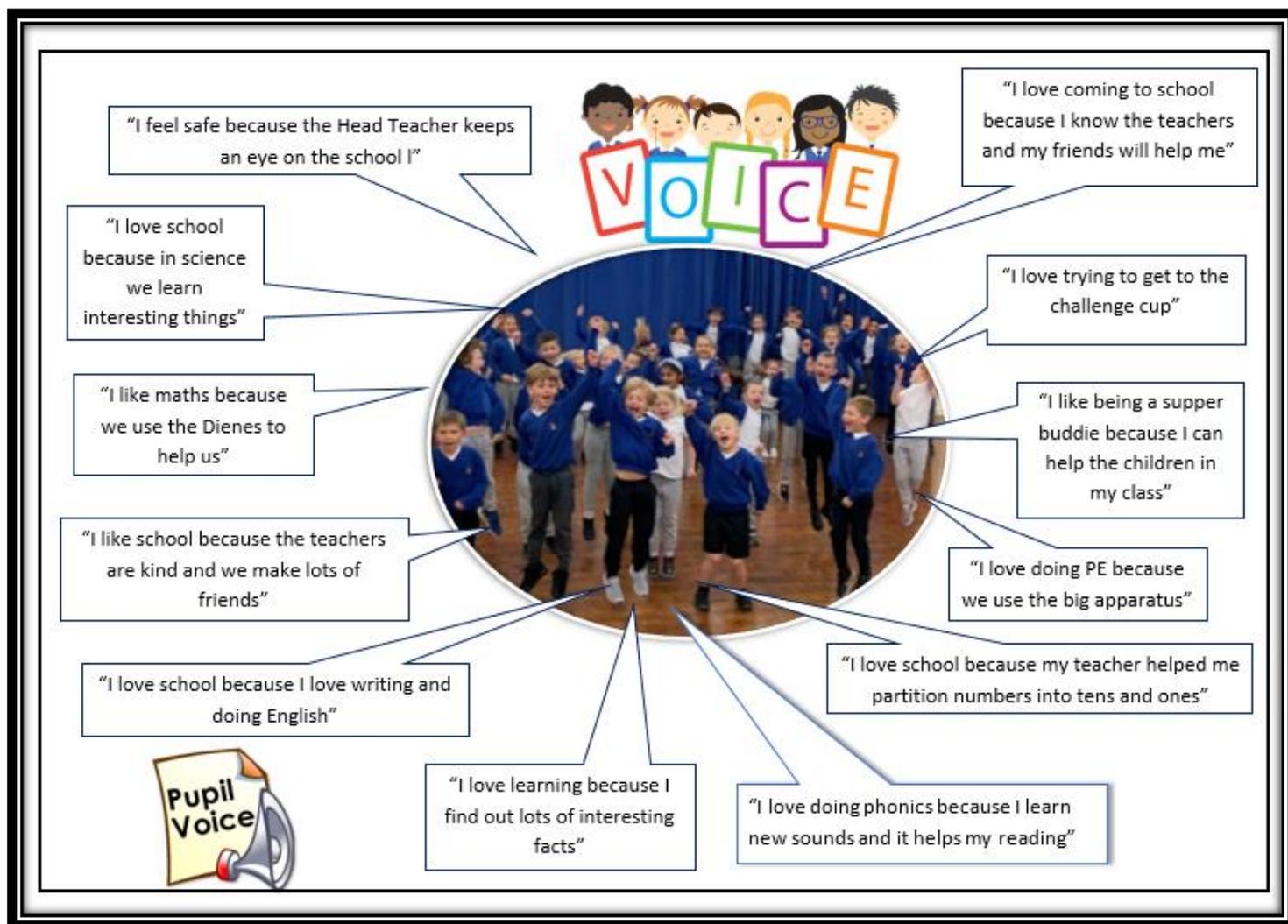
Children of KS1 age are not entitled to use Face Book. Children will not be using social media sites during school hours. We also ask parent/carers not to name school, staff or other children on Social media.



THANK YOU FOR READING OUR SCHOOL PROSPECTUS

You will appreciate that a prospectus, no matter how well written, can only give you a flavour of a school and its work. We are very proud of Doddinghurst Infant School and feel that a clearer insight can only be gained by seeing us in action. If your interest has been raised, please contact us to make an appointment to meet the headteacher, staff and children. During the Autumn term, we host small group tours of the school for prospective parent/carers, enabling them to see the school in operation and meet both the children and members of the staff.

A FINAL WORD FROM THE CHILDREN OF DODDINGHURST INFANT SCHOOL



Working together to achieve our best'

We believe at Doddinghurst Infant School that parents/carers, and families have a vital role to play in helping their children achieve their full potential.