

Hatfield Peverel Infant and Nursery School



School Prospectus 2025-2026



Inspiring a Love of Learning

Our prospectus aims to outline the key policies, expectations and procedures that will be helpful to you in getting to know us and in helping your child settle at Hatfield Peverel Infant and Nursery School.

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General Information

Hatfield Peverel Infant and Nursery School
Church Road
Hatfield Peverel
Essex
CM32RP

Telephone: 01245 380220

Email: office@hatfieldpeverel.essex.sch.uk

Website: www.hatfieldpeverel.essex.sch.uk

Our school started its life in 1975 when the local village primary school became two schools, Hatfield Peverel Infant School and St. Andrew's Junior School, both of which now share the Church Road site. The Infant School was built to accommodate 180 pupils and has six classrooms and a spacious hall. The school has a hard playground area, a separate grassed area at the front of the school and enclosed outside areas alongside the Early Years classrooms. In September 2022 we extended our provision to include nursery age children. Please see our nursery prospectus on our website for more details regarding our school nursery.

Welcome

Welcome to Hatfield Peverel Infant and Nursery School. We are very proud of our school and our children. At Hatfield Peverel Infant and Nursery School, our children sit at the heart of everything we do. We strongly believe that our children deserve the best opportunities in life and education. At our school, children enjoy their learning due to the rich, inspiring and creative curriculum experiences that we offer. We celebrate all aspects of achievement and our staff are committed to supporting and challenging all our children to achieve a high personal standard in their work and behaviour.

The Governing Body are fully involved in the work of the school and the Governors and Staff work closely together to create a positive and forward-thinking ethos.

We understand the vital role that parents and carers play in their child's education. Throughout the year, we will provide numerous opportunities for you to engage with our school community. We warmly invite you to join us in sharing and celebrating your child's learning journey.

We hope you find this prospectus useful and provides you with lots of information. Please contact the school office if you would like any further information.

Best wishes,
Mrs Z. Fairbairn

Vision Statement

At Hatfield Peverel Infant and Nursery School, we aim to encourage a love of learning. We strive to provide a nurturing and vibrant community where every child experiences happiness and builds friendships, whilst demonstrating a culture of kindness and compassion. Our school is a secure, safe haven where every child can flourish academically, socially, and emotionally. Together, we create a dynamic environment where learning is an adventure, curiosity is sparked and knowledge blossoms.

Our School Rules

Be Kind
Be Safe
Be the best that you can be

Our Values

We have a school mascot called ERIC who helps and encourages the children to think about our four core values. These values are:

- Effort
- Respect
- Independence
- Communication

These four values provide our children with key life skills for the future. These are taught throughout the whole school and are seamlessly woven into our curriculum, beginning from the earliest stages of education in Nursery. Children are awarded ERIC tokens as a reward for demonstrating these key life skills. Upon entering Reception year, each child is allocated a coloured t-shirt, assigning them to one of four teams: red, green, purple, or orange. The team that accumulates the most ERIC tokens is celebrated during our weekly 'Celebration Assembly.' We celebrate their achievements and showcase the importance of teamwork and perseverance.

Teachers and Learning Support Assistants

Senior Leadership Team		
Headteacher	Mrs Z. Fairbairn	
Deputy Headteacher	Miss C. Springall	
EYFS Lead	Mrs L. Sapiano	
SENCo	Mrs K. McGaughey	
Year group	Teacher	Learning Support Assistants
Nursery	Mrs K. Manning	Mrs L. Geer
Reception	Mrs L. Sapiano Miss C. Thomaidou	Mrs R. Lloyd Mrs L. Pryke
Year One	Mrs K. Francis Mrs. J. Stollery Mrs L. Taylor	Mrs J. Davies Mrs M. Herring Mrs A. Claxton
Year Two	Miss C. Springall Mrs J. Ashley	Mrs L. Seymour Mrs H. Raven Mrs J. Fraser Mrs B. Watson Mrs P. Chipperfield Mrs R. Ehm Mrs W. Hockett Mrs E. Mallinson Mrs K. Scanlan Miss C. Burton Mrs S. Mair Mrs K. Vickers

Administrative and Midday Staff

School Business Manager	Mrs D. Woods
Administrative Officer/Attendance	Mrs J. Harris
Administrative Assistant	Mrs S. Marks
Premises Site Manager	Mr J. Pheifer
Midday Supervisor	Mrs K. Till
Midday Team (Please note LSAs also cover lunch duties)	Mrs A. Gardner Mrs K. Vickers Mrs O. Wassenaar

The Governing Body

The Governing Body consists of Local Authority, parent, teacher, and co-opted representatives in accordance with the requirements of the Education Reform Act. Governors meet formally three times every term to discuss matters relevant to curriculum, finance, premises and personnel, school development and standards. Together with the Headteacher, the Governing Body agrees how the school grows and improves (strategic development), makes sure children learn and achieve to the best of their ability (accountability) and checks the work of the school (monitoring and evaluation).

Our current Chair of Governors is Mr Patrick Burgess and our current Vice Chair of Governors is Mr Peter Hodges. They can be contacted via the school office. More information about our Governing Body is available on our school website.

Child Protection

All staff have a duty to report any incidents or occurrences which may cause concern in respect of the welfare of any child in our care. We can refer a child or family to Social Care at a family's request, or independently if we are aware of issues causing concern. If a referral is made, parents will be informed unless this puts their child at risk of harm.

All schools follow the procedures set down in the Local Authority Child Protection Guidelines and the Southend, Essex and Thurrock procedures (SET procedures) and we seek advice from Social Care in both a formal and informal capacity.

The Designated Safeguarding Lead for Child Protection is the Headteacher, Mrs Z. Fairbairn. Deputy Designated Safeguarding Leads are Miss C. Springall (Deputy Headteacher), Mrs L. Sapiano (EYFS Lead), and Mrs K. McGaughey (SENCo).

The Infant and Nursery School Association (INSA)



This association of voluntary parent helpers arranges a yearly programme of fundraising activities and provides tremendous support for the school. New members are always welcome to help with activities and events, even if it is 'one-off' help because of ongoing commitments. Any help is greatly appreciated. Further details are available from the school office.

INSA aims:

- To foster a close and friendly relationship between all who are interested in the welfare of the school;
- To support and encourage the activities and interests of the school and promote the welfare of the pupils, principally by organising and running fund raising events;
- To provide a link between the school and the community.

Admissions Procedures and Processes

Hatfield Peverel Infant and Nursery School is a community school run by the Local authority. Essex County Council deal with all aspects of admission to the school. The school's standard number for entry into

each year group is 60 pupils. There is no guarantee of a place for children living in the priority admissions area. If the number of applications exceeds the standard number, places will be allocated in the following order:

- Children Looked After;
- Children with a brother or sister attending the school or the partner junior school;
- Children living in the priority admissions area;
- Remaining applications.

Please note that children with an Education Health Care Plan (EHCP) receive their school of choice.

Children who attend Hatfield Peverel Nursery are not guaranteed a place at Hatfield Peverel Infant School. Parents are still required to apply to the Local Authority for a place in school in the year prior to their intended start date.

Applications for places in the school are handled centrally by the Planning and Admissions Department of Essex County Council. All formal applications must be made on the Common Application Form which can be requested from Essex County Council or online at www.essex.gov.uk and submitted by the advertised deadlines.

Enquiries:

Planning and Admissions Service
Learning Services, Essex County Council
PO Box 4261, Chelmsford CM1 1GS
Telephone: 0345 603 2200
Website: www.essex.gov.uk/admissions

We arrange and offer open mornings in the Autumn Term for prospective parents. Visits are encouraged and parents can contact the school office if other appointments are required throughout the year.

If you are successful and awarded a place in our school, you will be invited to a New Intake Meeting during the Summer Term prior to your child's admission the following September. As part of the school admission process, you will need to complete a school admission form which the school office staff will be pleased to help you with. The information on this form includes essential starting information and emergency contact details to ensure your child is safely cared for while they are with us. You are asked to complete and return the admission form BEFORE your child is able to start school. During the term before starting school, children are invited to meet their new teachers and to experience aspects of daily life in school. Details of

these induction visits will be advertised in a personal letter to you and your child nearer the time.

All children joining the school in their Reception year (the year in which they become 5 years of age) will enjoy the benefits of sharing our Foundation Stage facilities. This area of the school is dedicated to the needs of younger pupils with staffing, resources and activities matched to their personal development. There is a higher adult to child ratio in Reception year.

At Hatfield Peverel Infant and Nursery School, children are admitted at the beginning of the Autumn Term. We have a phased transition over the first two weeks so that all children can be given sufficient support and attention to settle in gradually. During the two weeks, parents will have the opportunity to meet with their child's class teacher.

In the cases of pupils leaving to join other schools or arriving from other schools at other times in the school year, we send on or request individual records and ensure that any special transition arrangements which may be needed are put into place as early as possible. For example, additional visits by pupils or staff and specific programmes or activities for pupils with additional needs.

Transition to Juniors:

When your child reaches Year 2 you will need to apply for transfer to a Junior school. Transition between the Infant School and our partner Junior School, St. Andrew's Junior School is not automatic.

Applications need to be made through Essex County Council School Admissions for a place in the Autumn term of Year 3. St Andrew's Junior School runs its own admissions, being a church school, and all children who attend Hatfield Peverel Infant and Nursery School will have a guaranteed place on application.

Pupils who transfer to St. Andrew's Junior School take part in a well-planned transition programme which runs during the Summer Term of the final year in the Infant School. The partnership between our two schools helps to ensure continuity of learning. Before leaving the Infant School, children visit the Junior School for assemblies, playtimes and special occasions as well as meeting their new Headteacher and teacher, to help them to gain confidence in their new environment.

Full academic records are passed to the Junior School and joint planning and consultation between the Headteachers and staff supports our common aim of providing the best educational context for children's learning.

Before and after school provision

Our partner Junior School runs a 'Sunrise' club (before school) and 'Sunset' club (after school). Please contact St. Andrew's Junior School on 01245 380131 for more details. Alternatively, there are local providers independent of the school that may be able to offer private care if required by working parents. This may be before school, after school or for afternoons if your child attends nursery part time. Their contact details are available on request from the school office or by searching on the Essex County Council website.

School Organisation

Our school consists of Reception, Year One and Year Two, each of which has two parallel classes of children. In addition, the nursery provides 29 spaces for children for 3 and 4 year olds with limited spaces for 2 year olds. The Reception Year is the last year of the Foundation Stage. Foundation Stage is the name given to children who are between the age of three and the beginning of the academic year during which they will become six years old (Year One). Each class has 30 pupils. Each year group has its own area of the school and enjoys well equipped, semi open-plan classrooms with easy access to the central hall.

The classes are named as follows:

Nursery: Duckling class

Reception: Butterfly Class and Ladybird Class

Year One: Hedgehog Class and Squirrel Class

Year Two: Fox Class and Badger Class

The two classes in each year group are organised to achieve the best possible balance in terms of gender, age, ability and social grouping for each class group. Classes and year groups are reviewed at the end of each academic year and children and classes are mixed accordingly every year. We have a preference of splitting twins from Year 1 onwards to ensure both children have the chance to make their own friendship groups and develop personal resilience and skills. However, we will discuss this and make a final decision in conjunction with parents.

We have some excellent facilities at our school including an intervention space known as 'The Den', which is a quiet place for groups to work. This space also has a sensory zone for children with additional needs. Additionally, we have our new outdoor cabin known as 'The Nest' which is another intervention space dedicated to sensory needs and wellbeing. Our computer suite/intervention room known as the 'The Hive' also offers space for small group work and access to PCs. We have an outdoor garden, great for den building, bug hunting and planting.



All our classes have interactive class ICT facilities and at least two networked computers so the children can use ICT in any lesson. We have two sets of class iPads that children access regularly. Nursery, Reception and Year One classes have their own outdoor areas.

Parental Involvement

When your child starts at Hatfield Peverel Infant and Nursery School, we aim to give them the best possible start to their school life. As parents we expect you to be fully involved in all aspects of your child's education and regular pupil, parent, teacher consultation meetings will enable you to monitor the progress of your child and raise any issues of concern you may have. In the summer term a formal report is sent to parents, which includes teacher assessment results for Year 2 parents and Phonics screen results for Year One. We also hold informal curriculum workshops for phonics, writing and maths, class assemblies and end of term performances for parents where different aspects of school life can be shared.



We warmly welcome help in classrooms or at special events from parents/carers who offer an extra pair of hands or specific expertise. For the best of reasons, we carry out checks with the Disclosure and Barring Service. You are welcome to make a one-off supervised visit before making any commitment, but all safeguarding checks must be in place before voluntary helpers work closely with children for any length of time. This involves completing an online form with the School Business Manager, conducting a simple identity check and waiting for the necessary clearance to be confirmed. It may, however, be necessary to wait a few weeks before individual offers of help can

be put into practice; please bear with us as your help will be invaluable. Please note that it is our policy that parents help in classes other than those which their children attend.

Behaviour and Discipline

At Hatfield Peverel Infant and Nursery school, our Relationship and Behaviour Policy is based on Trauma Perceptive Practice (TPP). This is based on an Essex approach to understanding behaviour and supporting emotional well-being. TPP has been written and put together for educators to understand the impact of developmental trauma and chronic stress on a child's development, behaviour and learning. In doing so, educators will have more understanding of how trauma and chronic stress alters brain development, causing delays in the development of skills which in turn can result in further unhelpful and/or harmful behaviours at school.

It aids educators to shift from traditional language to a trauma perceptive description of vulnerable individuals which in turn can create the necessary compassion and kindness instead of blame and shame, hope instead of hopelessness and connection and belonging rather than disconnection that are needed for the positive relationships to occur.

Please refer to our Relationship and Behaviour Policy on our school website for more details.

Health and Safety School Rules

We have a number of other school rules in place for health and safety reasons:

- **No smoking, vaping or any other e-cigarettes:** the whole school site is 'no smoking'.
- **No dogs:** we are a dog free site due to allergies and medical conditions.
- **No nuts:** we are a nut free school due to children and staff with severe allergic reactions.
- **No bicycles or wheeled toys:** due to health and safety and lack of space at busy times, please ensure that your child does not ride any bicycles or wheeled toys on site.
- **No pushchairs or buggies inside the school building:** please ensure any buggies or pushchairs are left outside.

Road Safety:

There is NO PARKING on the school premises for parents as parking is very restricted for the staff of both schools. Parking spaces in the

school driveway and the car park next to the school garden are for staff parking only.

Please have consideration for local residents and other pupils and parents when parking or dropping off/collecting your child. Please help us to reduce the pressure on parking spaces by using your car only when absolutely necessary and by parking well away from the school entrance with consideration for others.

School security:

The whole site is monitored by a CCTV system which is regularly reviewed and maintained. We are a secure site. The premises are alarmed in an effort to protect them against criminal activity. Children are encouraged not to bring valuable items to school. Children are not permitted to go home with adults other than their primary carer/s unless we have received advance notice, either in writing, by email or by telephone via the school office.

Attendance and Absence



At Hatfield Peverel Infant and Nursery School we firmly believe that regular school attendance is important. To this end, we will do all we can to ensure that our pupils achieve maximum possible attendance and that any problems that prevent full attendance are identified and acted upon promptly.

Principles:

- Every child has a right to a full-time education – parents have no rights to request Exceptional Leave of Absence.
- If a parent chooses to send their child to school before they are of legal school age (the term after their 5th birthday), then they agree to abide by the school's attendance policy.
- If a child has less than 90% attendance, they are classed as a persistent absentee.

Expectations:

We expect that all pupils will:

- Attend school regularly.
- Attend school punctually.
- Attend school appropriately prepared for the day.

We expect that all parents/carers who have day to day responsibility for the children and young people will:

- Encourage regular school attendance and be aware of their legal responsibilities.

- Ensure that the child/children in their care arrive at school punctually, prepared for the school day.
- Inform the school via www.studybugs.com or via the Studybugs app before 8.30am if the child/children in their care are going to be absent from school, giving the reason for absence. Further details regarding absences from school through illness, are given in our Medical Information page.

Parents/carers are encouraged to contact the school promptly whenever any problem occurs that may keep the child away from school. Any unexplained absence is treated as unauthorised absence.

The School Day:

The school day starts at 8.40am. Children may go into classes from 8.35am when the class doors open and registers will be taken promptly at 8.40am. Children will be marked as late if they miss the register taken in class. Registers will close at 8.40am from when children will be marked as absent.

Children who arrive late must go to the school office and be signed in. The school day finishes at 3.10pm.

Punctuality:

If a pupil arrives late for registration, they will receive a late mark on the register. Reasons for lateness may be investigated and responded to in line with the School's Attendance and Punctuality procedures. Arriving to school after 9.10am is recorded as an unauthorised absence (U) and parents/carers will be notified of this absence. Continued lateness after the Close of Registration may result in a referral to the local authority requesting a penalty notice.

Appointments:

Parents/carers are asked to arrange all non-urgent appointments outside of school hours but where this is not possible the school should be notified in advance by calling or emailing the office on office@hatfieldpeverel.essex.sch.uk giving proof of the appointment, such as a letter or screenshot of a text confirmation.

Where it is not possible to arrange appointments outside of school hours, pupils are encouraged to attend school either side of their appointment where possible.

Holidays:

The school holiday dates are published over a year in advance on the Essex County Council website and it is essential that parents/carers take their family holidays during the school holidays. It is policy not to authorise absence during term time for holidays and any absence of this nature will be recorded as unauthorised.

We recognise that there may be occasions where parents/carers feel that there are extenuating reasons for requesting leave during term time. In such circumstances, parents/carers should complete an Exceptional Leave of Absence Form, available from the school office, outlining the reason for the request and the dates the pupil will be absent from school at least 4 weeks before the intended leave. The Headteacher will inform the parents/carers of their decision in writing.

Requests for long periods of absence will not be authorised. Prolonged unauthorised absences may put your child's school place at risk.

If parents take their children on holiday during term time without authorisation from the school, a Penalty Notice will be issued in accordance with the provisions of the Education Act 1966 and the Education and Inspection Act 2006.

A Penalty Notice is issued to each parent in respect of each child not attending school. "Parents" includes partners who are not married to, but who live with, one of the parents who has the main care responsibilities for the child. Other family members with parental responsibility, including grandparents and siblings, may also be liable for a penalty notice.

Reasons for Penalty Notices/Prosecution

Term Time Leave of Absence

A school can apply to their local authority for a penalty notice if there are 5 or more days of consecutive absence due to term-time leave.

Unauthorised Absence

A school may apply to their local authority for a penalty notice if there are 10 or more sessions of unauthorised absence in a 10-week period.

Who is Liable for a Penalty Notice / Prosecution?

Penalty notices/prosecution are now issued/sought for each parent for each child (per parent, per child). Parent refers to anyone with parental responsibility and may include carers, step parents, grandparents or any other adult with parental responsibility.

For Example: If a family with three children take a term-time leave of absence, each parent would receive three penalty notices of £160 for each child. This would amount to £960 if paid within 28 days, reduced to £480 if paid within 21 days.

First Offence: The first time a penalty notice is issued for term-time leave of absence or unauthorised absences, the amount has increased to £160 per parent, per child if paid within 28 days of being issued. This

amount is reduced to £80 if paid within the first 21 days of being issued.

Second Offence: If a second penalty notice is issued for term-time leave of absence or unauthorised absence within a three-year period, there will not be a discount for early payment. The penalty notice is payable at the full amount of £160 within 28 days of the date of being issued.

Third Offence/Any Further Offences Within a Three-Year Period: If there is a third instance of term-time leave of absence or unauthorised absence, a penalty notice will not be issued.

Any further cases will be referred directly to the Magistrates' Court for prosecution. Magistrates can impose a fine of up to £2500 per parent, per child. If a parent is found guilty of an offence, this is recorded as a criminal offence and will show on any DBS (Disclosure and Barring Service) checks as "Failure to Safeguard a Child's Education".

Transition, In-year Admissions and Cross-Border Checks: All schools will have the ability to check for previous penalty notices/prosecutions issued within a three-year period in their own local authority or any other local authority that the family has lived in at year 6 to 7 and 11 to 12 transition or for in-year admissions.

Data Sharing with The DfE and Local Authority: From September 2025, it is mandatory for all schools to share live data with both the Department for Education and their local authority. Schools will also have termly targeted support meetings with their local authority, to discuss pupil attendance. If schools have authorised leave in term time, local authorities may ask to see proof of exceptional circumstances and in some cases, direct schools to apply for penalty notices to be issued.

Pupil Premium

If you are receiving Income Support or certain other types of benefit, you may be entitled to claim Pupil Premium for your child. This valuable funding enables us to provide extra support and resources for your child. If you think you may be eligible for Pupil Premium, please enquire at the main office. This will remain confidential.

Emergency Closure

Should there ever be an occasion that the school has to close for an emergency, please be aware that we will publish this information via the Essex County Council website (essex.gov.uk) and ParentPay.

Parents are advised to check the school website as this will be updated with news as soon as we are able.

Please also note that during an emergency closure any adult collecting a child from the office will be asked for the child's date of birth to aid security.

Parents are encouraged to sign up for ParentPay alerts sent by email regarding school closures, newsletters and other important information.

Uniform

All school uniform should be comfortable, durable and easy to maintain. When selecting school clothing, please ensure it enables your child to independently dress and undress. Our school advocates for a uniform policy and encourages parental support. Uniforms streamline morning routines for both parents and children, fostering a sense of unity and identity as valued members of Hatfield Peverel Infant and Nursery school community.

We require that children wear a royal blue or gold coloured polo shirt and royal blue jumper/cardigan (plain or with School logo).

All clothing with the School logo is available to purchase online at <https://www.personalise-uk.co.uk/products/school-shop/hatfield-peverel-infant---nursery-school/hatfield-peverel-infant---nursery-school> or in person at Personalise, Unit 9, Crittall Road, Witham. CM8 SDR. Telephone: 01376 521020. Plain, unbranded alternatives are entirely acceptable and are available from a variety of outlets.

- Black or grey trousers/shorts
- Grey skirt or pinafore dress
- Yellow or blue check Summer dress
- Plain black or white socks
- Royal blue or gold polo shirt
- Royal blue sweatshirt, jumper or cardigan

Physical Education Uniform:

Children take part in a variety of activities using both large and small apparatus. They also take part in simple outdoor athletic and sports activities so need to wear the appropriate clothing. Children come to school in PE clothing on PE days. You will be notified which days at the beginning of each academic year.

- Black or navy-blue shorts
- Team colour t-Shirt (available to purchase at school upon entering reception year)
- Black or white velcro trainers or slip-on plimsolls
- Plain black or white socks
- Black or navy Tracksuit (jumper not with a hood or zip) for the colder months. **This should be plain with no logos or stripes.**

For indoor PE activities, children should be dressed in shorts and a t-shirt and bare feet are preferable. For outdoor activities, children are required to wear velcro trainers or slip-on plimsolls. If your child has a verruca, please make sure that the class teacher is informed so that we can ensure that trainers or plimsolls are worn indoors.

We also request that, as the weather turns colder, children bring weatherproof coats to school. During the summer months, children are required to bring a sun hat to school.

Book Bags:

Children are expected to bring a book bag into school every day. These are available at Personalise <https://www.personalise-uk.co.uk/>

Hair:

Please ensure that long hair is tied back at all times using modest sized school-coloured bands.

Footwear:

Please ensure that your child's shoes are easy to put on and have velcro and not buckles or laces. Children can wear black trainers or black school shoes. Please ensure that you do not send your child in with flip-flop style sandals or boots as these can be dangerous as well as uncomfortable for a day at school.

The children spend time outside in all sorts of weather, so please send in wellington boots.

Jewellery:

For safety reasons, children are not permitted to wear earrings or any jewellery in Nursery or School. This includes transparent stud earrings and watches. Members of staff are not permitted to remove or replace earrings and are not permitted to tape ears. Children will not be allowed to take part in any physical activity if they are wearing earrings, including break and lunch time play.

Labelling clothes:

We encourage all children to take responsibility for their personal items but this inevitably means that sometimes clothing can get misplaced. Please ensure that all children's clothing is clearly labelled.

Lost property:

Lost, un-named articles of clothing will be kept in the school lost property box located in the main entrance hall. This is emptied regularly. Any named items will be returned and the remainder of lost property will be donated to our second-hand uniform stock or given to charity.

Communication

At Hatfield Peverel Infant School and Nursery, we recognise that good communication between home and school is fundamental in helping your child feel confident, happy and secure.

School staff are always available to speak to briefly on the door at the beginning and end of the day. If you require a longer conversation with your child's class teacher, this can be arranged with a phone call or face to face meeting.



At Hatfield Peverel Infant School and Nursery we use Tapestry, which is an electronic online learning journal. This is used to record, track and share your child's learning. It enables us to work in partnership with you to record and celebrate special moments from home and school. On Tapestry you can record observations, photographs and comment on any observations or photos. Class half termly letters and homework opportunities are also sent home on Tapestry.

Throughout the year, there will be opportunities where parents can visit the school and spend time doing planned activities with the children, workshops, see displays and their child's learning space. Parent Consultant Evenings are held termly and we celebrate our school by holding a 'Celebration Open Evening' with St. Andrew's Junior School in the Summer Term.

Our website <https://hatfieldpeverel.essex.sch.uk> contains a wealth of information and is constantly updated.

We also communicate with parents by ParentPay so we can get information to you as quickly as possible.

The Headteacher sends out a weekly newsletter to all parents to keep parents informed about life at the school. These will be sent home via ParentPay and are available on our school website or as paper copies.

Photographs



Photographs are taken regularly in school. The school seeks consent from parents to take and use photographs internally in school for Tapestry, the school website and external press. Parents will be asked to complete a form at the beginning of each academic year to give consent.

Medical Matters

Absences from School through Illness:

Regular school attendance is important. Irregular attendance affects a child's progress. It is important to establish routines such as regular attendance early on in a child's school career. Parents can help to establish and develop these routines. If children are reluctant to come to school or are frequently distressed, please discuss it with the Class Teacher or Headteacher. It is not a good idea to encourage absence, even for a day, as it often makes matters worse. However, we do not expect children to come to school if they are genuinely unwell.

Pupils who are unwell should not attend until they are able to cope with a full day in school (unless by prior arrangement with the Headteacher). The school should be informed via the Studybugs App or at www.studybugs.com by 8.30 a.m. on each day of absence. Extensive or frequent illness absence will mean parents are asked to provide medical evidence for any absence to be authorised.

Medicines at School:

Prescriptions and over the counter medicines and remedies should never come into school in a child's possession. Special arrangements may be agreed where pupils need long term treatments but in general, medicines are not administered in school.

Dosages for antibiotics should be organised so that they fall outside school hours if needed three times a day, i.e., before school, straight after school and then at bedtime. If your child requires antibiotics four times a day, the school will administer the lunchtime dose. Parents are required to provide the medication in a box to the school office, with

the prescription label on showing the child's name and dosage instructions. An authority form will also need to be completed.

Specific protocols for administration of emergency treatments will be drawn up by liaison between medical staff, families and the school; these are called Health Care Plans. If you feel you need a Health Care Plan for your child, please make an appointment to see the Headteacher.

Feeling Sick:

If your child has been sick or has had diarrhoea during the night, DO NOT SEND THEM TO SCHOOL THE NEXT DAY, however much he/she wants to come. Please leave at least 48 hours from the last attack of diarrhoea or sickness before coming into school. This is essential to stop bugs from spreading. On the other hand, if you think your child has 'school-itis' and is pretending to feel sick, please bring them to school but leave a contact number in case you were wrong! In general, if a child is not feeling well, we will do our best to make them feel comfortable but it is a great help and benefit to the child if we can contact you or a relative easily so that they can be collected and taken to a doctor if necessary.

Headlice:

Headlice are annoying but not dangerous. Despite great vigilance on the part of all parents, headlice occur from time to time in children of school age. These unwelcome visitors can be caught anywhere and seem to prefer clean hair! Children in school work and play close together so headlice can crawl from one head to another quite easily.

The Health Authority recommends combing children's hair twice a day and checking their heads once a week, even when there are no symptoms. If a child catches headlice you can either wet comb the hair with conditioner every day for two weeks or use a recommended lotion or shampoo from the chemist. Lotion can be obtained on prescription from the doctor. You will need to check all members of the family and contact close friends of your child. Please let us discreetly know and we will issue a reminder to all of your child's class to be vigilant to try and limit the spread.

Infectious Diseases:

Please inform the school office if your child has an INFECTIOUS disease so that we can take any appropriate action in school.

You will be fortunate if during your child's time in school he/she does not catch one or more of the common infectious diseases listed below. Parents often ask how long children should stay at home. The NHS working in partnership with Essex County Council has produced a

guide entitled 'What to do, Advice on Childhood Illness'. This is only a guide and if you are in any doubt whatsoever, you must consult your doctor. Please note there is additional guidance available from gov.uk, specifically 'Guidance in Infection Control in Schools and other Childcare Settings'.

Disease

- Chicken Pox – five days after on-set of the rash, or when all lesions are crusted over
- Food Poisoning – Until clinically fit
- German Measles – 4 days from onset of rash
- Mumps – 9 days after onset of swelling. Until swelling has subsided
- Severe sore throat – only if feeling too unwell and no temperature
- Whooping Cough – five days after start of antibiotics
- Diarrhoea & Sickness – 48 hours after last episode
- Impetigo – when lesions crust over or 48 hours after start of antibiotics

Accidents:

In the event of a serious accident occurring in school, every effort will be made to contact a parent of the child before referral to a doctor. For this reason, it is essential that you keep the school informed of any changes in home or work telephone numbers. If a child is unwell in school and needs to go home, it is again essential that we have the name and telephone number of another contact should a parent not be available.

Inoculations:

Children should have a booster for tetanus, diphtheria and polio before or when starting school.

Medical Inspections:

The local Health Authority will send you a Health Questionnaire and request your permission to undertake tests and measurements in school time.

Medical Information and Healthcare Plans:

If a child has a serious or recurring medical problem, please see that it is noted on the child's school record so that an appropriate Healthcare Plan can be drawn up to protect your child.

P.E. & Playtime:

Please let us know in writing if there is a very good reason for your child not to take part in P.E. or to go out at playtime. We work on the

assumption that if a child is well enough for school, he/she is well enough to take part in all activities. If there are special circumstances, e.g. if a child cannot run about for PE, then we will make alternative arrangements for playtime too.

Pierced Ears:

Earrings are not permitted in school under Essex County Council's Health and Safety Standards. If you are considering having your child's ears pierced, the only time for this is at the start of the school summer holidays so earrings can be removed for school again in September. If a child comes to school with earrings that cannot be removed for any reason, they will be excluded from P.E. and possibly from playtime too. We are not permitted to tape ears.

Meals and snacks

Snacks:

Children are offered a snack during the morning session. We encourage our children to eat healthily. We are part of the national Fruit and Vegetable Scheme and, therefore, each child receives a free portion of fruit or vegetables to eat at snack time.

Milk:

Children are offered milk in Nursery and Reception year during snack time. Milk is free in school up until the age of five.

Packed Lunches:

A packed lunch should be placed in a suitable container clearly labelled with your child's name. Care should be taken that any drink containers do not leak. Drinking water is available every lunch time.

Our Midday Assistants and Learning Support Assistants will gently encourage the children to eat their food. Please make sure that they know what is in their lunchboxes and that it is something they will enjoy. Please help us to encourage healthy eating habits as a good diet does aid children's concentration. We have a few items which we do not allow in lunchboxes. These are:

- No fizzy drinks
- No cans or bottles
- No sweets or chocolate
- No Frubes (yoghurt in plastic tube)
- No nuts (we are a 'no nut' school due to some children in school having severe allergies to nuts. This includes peanut butter and chocolate/hazelnut spread)

A packed lunch rules poster has been made by our School Council and is available on our school website.

We also ask that all children bring a named water bottle with them to school each time they attend. Children will have access to their water bottles at all times of the day but are also encouraged to have a drink at scattered times throughout the day. Please ensure the water bottle is filled with water, not flavoured water, juice or fizzy drinks.

Hot School Dinners:

School meals are provided free of charge to all Infant children. A menu will be sent home each half term and is available on our school website. Children will routinely be offered the main option on the menu that day. If your child has any allergies or has specific dietary requirements, please inform the school office so that either the vegetarian option can be provided or a suitable meal is prepared for them.

Curriculum



Parents play a crucial role as the primary influencers in their child's development prior to joining Hatfield Peverel Infant and Nursery School, and this partnership remains integral as the child progresses through their school journey. Upon starting school, children bring with them a wealth of knowledge and experiences.

Our curriculum is designed to build upon these foundations, offering them diverse opportunities for intellectual, aesthetic, physical, personal, social, moral, and spiritual growth through engaging half-termly or termly topics of interest.

Children in Reception Year continue to work towards Early Learning Goals, which prepare them for the National Curriculum programmes that begin as they move into Year One and then Year Two.

Foundation Stage Curriculum

The Early Years Curriculum places great emphasis on practical and social activities. A lot of learning takes place using play as a vehicle. Our curriculum aims to deepen children's experiences by addressing all areas of learning through well-planned and imaginative activities linked to half termly topics. The children's learning will be shared with you via Tapestry. Any interests your child may share at home, with

you, connected to the current topic can be shared in Reception so that they can be shared with their peers.

At our school, we follow the Early Years Foundation Stage (EYFS) framework. Within the EYFS there are four guiding principles which shape the practice in an early years setting. These are:

- **Unique child:** looking at each child as a unique individual who is constantly learning.
- **Positive relationships:** enabling children to learn to be strong and independent.
- **Enabling environments with teaching and support from adults:** where individual interests and needs are celebrated.
- **Learning and development:** importance of children learning and developing at different rates.



There are seven areas of learning:

- Communication and Language
- Physical Development
- Personal, social and emotional development
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Children are taught reading and phonics daily, following Little Wandle Letters and Sounds Revised. Children are sent home 'tricky words' which are high frequency words that the children need to learn by sight. The children follow 'White Rose' Maths and have regular Maths Mastery Lessons throughout the week.

You can access the EYFS framework online

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

Key Stage One Curriculum

Key Stage One is the name given for children in Year One and Two. In Key stage One, we present the learning through a cross-curricular approach through half termly topics which are fun and relevant to the children. We cover all national curriculum subjects:

- English
- Maths
- Science
- Art
- Design and Technology
- Geography
- History
- Music
- Personal, Social and Health Education (P.S.H.E.)
- Physical Education (P.E.)
- Religion and Worldviews (R.W.)



We incorporate visits, performances and events to enrich the children's experience. We often use the school grounds as an outdoor classroom. For further details of our curriculum including yearly overviews and more information about individual subjects, please refer to the school website.

English:

At Hatfield Peverel Infant and Nursery School, we believe that all our children can become fluent readers and writers. In Early Years and Key Stage One, all children engage in daily phonics sessions, following the Little Wandle Letters and Sounds Revised programme, which is a systematic and synthetic phonics programme. It ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

It is our goal for the children to communicate clearly and confidently through their writing. Children are encouraged to write for a range of purposes and readership. At Hatfield Peverel Infant and Nursery school, we believe that learning to write well for a range of purposes and audiences is fundamental to the wider success of children. We use 'The Literary Curriculum' from the Literacy Tree scheme to support our teaching of writing.

The Literary Curriculum from the Literacy Tree is a complete book-based, thematic approach to the teaching of primary English that places children's literature at its core. As a whole school approach, it provides complete coverage of all National Curriculum expectations for writing composition, grammar, punctuation and vocabulary, as well as coverage of spelling, phonics and reading comprehension. Through immersion in high quality texts, children become aware of the language skills of a writer and use this as a model for their writing. This scheme is so diverse and has such a rich text choice which broadens our children's awareness of the world. The diverse range of themes also includes environmental matters, acceptance and tolerance, bravery and difference.

Maths:



In our school we follow the White Rose Maths (WRM) scheme of work as a structure for the delivery of high-quality mathematics that supports all children to make progress within all areas of the defined national curriculum for mathematics. Teachers use and develop resources from a variety of other schemes

and specialists to further enhance and enrich the mathematics experience and confidence of the children. Teachers employ a CPA (Concrete, Pictorial, Abstract) approach to delivery of mathematics to strengthen understanding and independence. Due attention is paid to the mastery of the building blocks for mathematics, such as number bonds and to the approaches of reasoning and problem solving. Children additionally follow the 'Mastering Number Programme' developed by the National Centre for Excellence of Teaching in Mathematics (NCTEM) to strengthen understanding of number and number fact fluency, with daily sessions delivered in all classes, including Reception classes. Achieving mastery means that children have acquired a solid enough understanding of the maths that has been taught, to then enable them to move on to more advanced learning with confidence.

Homework:

Homework challenges are sent home half termly for children to complete. These are optional and cover all learning areas and subjects. These are often practical activities to do at home and parents are invited to share observations via Tapestry. We subscribe to www.purplemash.com which complements the children's work in school.

We expect families to support daily home reading. Children will be given a reading record book which parents are encouraged to complete when they have heard their child read. Please refer to the school website for more details. Please note that any reading record books that are lost will incur a charge of £2.00 to replace.

Extra-Curricular Activities

We have a number of before and after school clubs available. Please see our school website for up to date details. We currently offer Breakdancing Club, Running Club, Gymnastics Club, Singing Club and Football but these vary throughout the year.

All external clubs will be publicised by newsletter or by flyers from the company who provides the service. For example, football club.

Relationships and Sex Education (R.S.E.)

The RSE curriculum is focused on educating how to have healthy relationships, minds and bodies. Children take part in a range of activities to give them the knowledge, skills and understanding they need to lead safe, confident and happier lives. Sex education is not specifically taught in our school, although it is part of the PSHE and Science curriculum. Our aim is simply that children should gain age-appropriate awareness of growth, reproduction, birth and death. In the course of the health element of topic work and general discussion following the experiences of individual children such as the birth of a new baby, the death of a relative, all questions should be answered fully and frankly as possible, bearing in mind the age and experience of the children. Through PSHE lessons, we teach the children about the right to privacy of their bodies, and reinforce their right to say 'no' to any overt or covert behaviour which they find upsetting. We also ensure that they feel they are able to speak freely to a trusted adult about any problems they have. We teach the scientific names of body parts as part of our NSPCC lessons.

Please refer to the RSE policy on our school website for more details.

Assessment and Recording

In addition to national assessment arrangements, teachers use a range of techniques to continually assess children's progress in order to plan appropriate work and activities for groups and individuals. Children have a good knowledge of what they are doing well and what they need to do to improve. Summaries of these records accompany the child throughout his/her school life and can be shared with parents on request. Parents are invited to Parent Consultation Evenings in the Autumn and Spring terms. There is a further 'Celebration Evening' in the summer term held jointly with St. Andrew's Junior School, when parents and children can browse both schools in an informal atmosphere and celebrate the children's achievements from the whole year. Towards the end of the summer term, parents will receive a detailed annual report summarising effort and achievement over the whole school year including End of Early Years Foundation Stage Assessments at the end of EYFS and End of Key Stage One Teacher Assessments at the end of Year Two.

Inclusion and Special Educational Needs

Equality includes all the protected characteristics covered under the Equality Act 2010 and we are committed to educating and developing

all children whatever their creed, colour, race or gender. We are an inclusive school.

Children with Special Education Needs who are admitted to Hatfield Peverel Infant and Nursery School are integrated as fully as possible into our classes. Our aim is to ensure equal access to education is given to all.

We recognise that some children have greater need than others do, and therefore it is our policy to:

1. Identify,
2. Assess need,
3. Try and meet those needs within the existing school facilities and resources,
4. Develop support systems with other agencies and with parents as and when appropriate.

Children are encouraged to participate in as much of daily school life as possible. The school complies with the national SEND Code of Practice which builds on the existing support systems and takes account of recent developments. The chief feature is school based intervention which is graduated so that appropriate support is given and help can be provided from outside agencies. Any child with an EHCP (Education, Health and Care Plan) will receive additional provision from outside agencies and/or funded hours of Learning Support time. We aim to ensure that all children access the curriculum and achieve the highest levels of attainment of which they are capable. Teachers also give considerable thought to the planning of school visits and of special activities to ensure access for all the children in their class.

The school has a part time Special Educational Needs Co-ordinator (SENCo). There is a SEND information report and policy on our school website. We support children from our school to the next and from the previous phases by working closely with Special Educational Needs Co-ordinators from junior schools, nurseries and pre-school settings.

Expressing your Concerns

From time to time, parents may have a concern about their child's education. Many such concerns can, and should, be resolved at school level, particularly as they often arise out of misunderstandings about the aims of the school and the methods employed to achieve them. On our school website is a copy of our social media letter regarding WhatsApp groups and a Parents, Carers and Visitors Code of Conduct Policy.

If you have a concern, we encourage you to follow the process outlined below to ensure that your issue is addressed effectively:

- 1. Initial Contact:** Please approach your child's teacher first. They are best positioned to understand and address your concerns.
- 2. Escalation:** If your concern is not resolved, the next step is to contact the school office who can direct the concern to a member of the Senior Leadership Team. They can provide further assistance and support.
- 3. Headteacher:** If the concern continues, you should contact the Headteacher via the school office.
- 4. Governors:** If the concern is still unresolved, you should contact the school governors through the formal complaints procedure.

We kindly ask that you discuss any concerns with us first, as we are committed to resolving issues collaboratively.