



Haddenham Community Infant School

Happy, Confident, Inspirational & Supportive

2018 Prospectus

Welcome to Haddenham Community Infant School.

This prospectus is an introduction to the many aspects of our warm and friendly school. Like any written introduction, it only gives part of the picture; however we aim to give you a good insight into what we are about.

We are a thriving, dynamic infant school and are proud of our children's achievements. We continually strive to develop and improve; this is shown through the children's excellent results. We have high expectations of all our pupils and our aim is for every child to achieve their potential. Through our creative approach, our children experience a wide variety of opportunities. We are committed to developing our children to become thoughtful and confident individuals. The community is at the heart of our school and we have strong partnerships which enrich our children's learning.

Our school was last inspected by Ofsted in November 2009 and was judged to be "outstanding". The report highlighted how our school provides a "very rich experience for all its pupils" and commented on how "the care and support which all pupils receive is outstanding with pupils' well-being and welfare is at the heart of the school". The whole community was delighted with this report and we remain committed to continuing to improve and develop our school for all our children.

We look forward to working closely with you as partners in your child's education. We are all very proud of Haddenham Community Infant School and we warmly welcome you on your visit when you can meet the children and staff and discover for yourself how special our school is.

We look forward to meeting you.



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A little bit about us...

We are a community infant school for children aged 4 to 7 years. Our reserved areas are Haddenham, Kingsey, Aston Sandford and Scotsgrove. Our authorised admission number is 30 each year and so we have 3 year groups within the school – Reception, Year 1 and Year 2.



The original school building is Victorian but has been sensitively modernised whilst retaining the best of the older features. Our modern hall is large and well equipped and we have an exciting library. Our classrooms are bright and spacious, with outdoor classrooms leading from the Year R and Year 1 classrooms and a delightful area for learning outside Year 2. The classrooms are all equipped with interactive technology for teaching and learning. We have a dedicated computing suite complete with desktop computers and a selection of Ipads for class use. All of the children are timetabled to use this equipment as part of their learning.

Our school grounds are very attractive, with a gardening area, wooden sculptures, a tree terrace, woodland walk, a living willow structure, and an environmental garden featuring a pond and other wildlife areas. All children have access to the woodland trails and climbing equipment during playtimes. We have developed an exciting outdoor play area for the youngest children in our Early Years Foundation Stage which is used daily as part of their outside learning environment. Year 1 also have a covered area which extends from the classroom to enable the children to continue their learning outside.

We continually strive to extend and enhance our school grounds and are working with the children to develop an exciting outdoor curriculum for all our pupils. Recent projects include a woodland trail, a storytelling circle and an outdoor classroom which creates exciting spaces; as well as gardening areas which give the children the opportunity to grow and sample a whole range of vegetables, fruit and herbs as part of the wider curriculum.

We are proud of our school and its grounds and the way they are used to create an educational and stimulating learning environment for all our pupils. We are an Eco School and have an RHS Level 3 School Horticulture award and the children are actively encouraged to care for their environment and to take part in all aspects of our school life.

The ethos of our school...

Everything we do at the school fits in to our aims and ethos statement, which is to:

- *Recognise the individual needs of all children and make the best provision for them by offering a broad, balanced and relevant curriculum.*
- *Create a happy, healthy working environment where every member of the school community can achieve their full potential and where everyone is valued and equal opportunities are available for all.*
- *Provide an innovative curriculum to encourage all children to become motivated learners.*
- *Encourage a sense of independence and responsibility and foster respect for moral and spiritual values.*
- *Develop an understanding of others regardless of race, religion and differing ways of life.*
- *Build on each child's experience at home in order to develop skills, attitudes and knowledge.*
- *Encourage parents to work with us in all aspects of the development of our school.*
- *Extend the children's learning beyond the classroom into the school grounds and on into the local community and wider world.*
- *Welcome visitors into our school.*
- *Ensure that continuity and progression are maintained throughout the school and that effective records are kept of each child's development.*

➤ The School Curriculum

Teaching the children how to learn through the Growth Mindset approach underpins the learning culture across the school. Children are encouraged to learn through participation, collaboration and teamwork building skills to become interdependent, resilient learners to carry them on their learning journey through life.

English

Our school encourages the children to explore and develop language skills in many different ways – through speaking and listening, reading and sharing books and writing. We aim to help the children become confident speakers, able to express themselves clearly, by offering a wide range of opportunities for discussion, role play and drama.



We use Talk for Writing which is a powerful way of enabling children because it encourages them imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. It builds on three stages of teaching:

- 1) Imitation - the children learn a text and the language they may need
- 2) Innovation - the children adapt the model text with ideas of their own
- 3) Invention - the children create their own text using the language and skills that the model has taught them.

Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.

Schools that have adopted the approach have not only increased their children's progress but have found that both children and teachers love it.

All children are asked to write for a range of different purposes. Their written work includes creative writing, poetry, factual accounts and various methods of recording data. We encourage the children to be critical of their own work and they are taught to redraft and improve. All children are taught the Spelling, Punctuation and Grammar aspects of writing through their daily English lessons but also as part of the wider curriculum. We use many fun games and learning activities to help children learn SPAG.

Handwriting is also taught as a specific exercise encouraging children to develop a cursive style of writing. The children begin by learning how to form their letters ready for joining called pre-cursive and then they are taught how to join up the letters to fully cursive script. Good presentation of work is encouraged throughout all year groups.

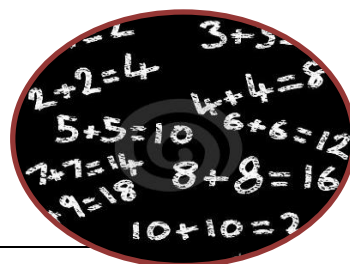
Reading is a central part of the school curriculum and the pleasures of reading and its importance are highlighted from the beginning. Progress is monitored carefully and reading diaries are kept as part of the home/school reading policy. Children have individual reading and weekly guided reading sessions where they learn reading skills. Parents are also encouraged to come into school as volunteer helpers to hear the children read, and we are very fortunate that many parents give their time to do this. Reading is also supported by our well stocked and constantly evolving library which the children visit each week to select a book to bring home.

The school uses a selection of reading schemes including Big Cat Phonics, Oxford Reading Tree, Bug Club and Project X which are used to teach word building using phonics and whole word recognition. The wide variety of texts in our reading library is used to stimulate further enjoyment and provide extra practice at different stages of your child's reading development.

Phonics and sound blending work is introduced through the Letters and Sounds programme in Reception and continues throughout the children's time in our school. All children across the school have daily phonics sessions.

Maths

We encourage children to develop confidence in maths and develop an awareness of the uses of maths skills in everyday life. We follow the National Curriculum expectations for Maths. This develops the children's mental maths ability through quick recall of basic facts and teaches calculation skills, data handling, measurement, shape and time. Practical hands-on learning underlies our Maths



teaching and gives the children an understanding of maths concepts through real life situations eg. role play in a shop. Children are also encouraged to solve problems using strategies they have learnt.

Challenge is built in to lessons to challenge all children and those with an aptitude for maths. We also have a specially developed support programme Every Child Counts for those children who need additional support and practise.

We operate a maths lending games library which gives the children an opportunity to borrow maths activities to take home and share with their parents. A monthly Maths puzzler newsletter is also sent out to all parents for children to solve practical and number related puzzles.

Science

Science enables children to understand themselves and the world about them by using their natural curiosity and enjoyment of practical activities.

The children are given the opportunity to work that progressively develops their knowledge and introduces them to skills and processes of science. This includes observing, experimenting, predicting and evaluating experiments. Emphasis is laid on hands-on investigations that encourage group participation and a feeling of self-worth in every child.

The school is fortunate in being well resourced for science and possessing an attractive environmental area, pond and garden. We have various exciting programs installed on the interactive whiteboards in each classroom. Good use is also made of local resources.

The Arts & Design Technology

Children are given the opportunity to experiment with a range of media, tools and materials. They focus on different artists, styles and inspiration to recreate, design, and evaluate artwork and models. Children will be involved in focussed practical tasks in which they practise skills and knowledge. Their work includes painting, printing, collage, clay and plaster, sewing and 3D modelling. They are introduced to the work of artists from a variety of periods, cultures and civilisations. We welcome visiting artists into our school to enhance the children's learning.

Art and Technology help children become not only independent workers, but also to cooperate within a group. They are given the opportunity to be creative in many ways and forms; to plan and produce a range of pieces and products.

Drama and dance are taught as an integral part of the curriculum. We also have drama and dance groups and specialists who come and work with the children.

Computing and Technology

Computing is an important aspect of school life today and our school has developed strengths in this subject. Interactive whiteboards are fitted in all year groups and these exciting tools are used to enhance the whole curriculum. All children regularly use computers for word processing, desktop publishing of stories and accounts, data handling and composing music as well as IPAD technology using a wide range of apps to support their learning. The children use these with great confidence.

The children are encouraged to develop skills in listening and following instructions, reading and problem solving. Opportunities for using mobile toys (Beebots which are programmed through computer commands) are also given.

Our school is fortunate to have a computer suite situated in our central classroom. We have a wide collection of software. We also have digital cameras for the children's use.

The Healthy Child

We believe the general health and wellbeing of a child is the centre of a child's education as without one of these components a child will not learn effectively.

The Healthy Child/PE programme allows children to develop and extend their physical skills as well as supporting their wellbeing physically and mentally. Activities include movement, dance, drama, gymnastics, mindfulness, yoga and team games. All children are also taught short tennis.



Within this programme children learn about how to stay healthy and what their bodies need in order to grow and develop.

All children participate in The Daily Mile each day as part of our wellbeing and exercise programme which increases their fitness as well as preparing their minds for learning each afternoon.

Time allocated to PE is a minimum of 2 hours per week.

Our school is well equipped for PE with a good range of large and small apparatus. We are also fortunate in having the use of the village sports field adjacent to our school.

Our school has also been able to offer opportunities for children to become involved in tennis coaching at Haddenham Tennis Club, football coaching, country dancing, tag rugby and skipping workshops, and the children are actively encouraged to take part in extra-curricular activities which run during lunchtimes. Our school works collaboratively with other local schools and is part of HASSP (Haddenham Area School Sports Partnership) taking part in a wide range of sporting events and activities with other schools including a Tag Rugby, Cross Country, Multi Sports, and Dance.



Humanities (History and Geography)

The overall aim in the teaching of history is to enable pupils to understand and develop a sense of the past. Our children are helped to develop their knowledge and skills by working with actual resources wherever possible. They use documents, photographs, artefacts, books and television. Our school buildings and the surrounding village are themselves a rich source of historical interest.

In teaching children geographical skills our school uses the immediate environment and the surrounding village as important first-hand experiences for the children's development. We compare different types of environment, use plans and maps and investigate man's influence of the earth. We encourage our children to become aware of environmental issues through critical thinking and discussion.

Religious Education

In RE we follow the Buckinghamshire Agreed Syllabus. The children are taught about Christianity and other principal world religions. In this way they are able to discuss the range of faiths in our society and can develop an understanding of people from different cultures and with differing views.

Through discussion and through stories from the Bible and other sources, the school explores themes such as belonging, relationships, celebration and the natural world.

Personal, Social and Health Education and Citizenship

Our PSHE programme encourages children to discuss, in a sensitive way, attitudes to healthy living and aims to promote positive social behaviour. Our children are encouraged to develop skills and positive attitudes for forming relationships and learning to work with others. They learn the basic rules and skills for keeping themselves healthy and safe and for managing their behaviour. All children take part in the Footsteps Road Safety programme.



We are very keen to help our children become good citizens of the future. We want to help them to become responsible for and caring for their environment, both locally and worldwide. Our school promotes being eco friendly and has achieved the RHS Level 3 School Horticulture recently. We have a very active Eco Team and programme of eco activities. Representatives from Years R, 1 & 2 are elected to the Eco Team by their peers and are involved in addressing the school's environmental impact.

Music

Music plays an important role in our school life. Through listening to a range of music and working with a variety of instruments, the children develop an awareness of rhythm and beat and can explore and discuss their responses to music.

All children have the opportunity to use their voices and work with percussion to compose and perform their own music. Children in Year 1 and Year 2 also learn to play the recorder. Our school gives regular performances for the enjoyment of parents, visitors and the children. Parents, children from the Junior School and many

others are regularly welcomed to perform live music for our children.
Every child, regardless of ability, is given the opportunity to become a musician – enjoyment is the keyword.

We have peripatetic music lessons available with our specialist Music teacher who currently offers piano lessons and a Ukulele club available to all pupils.



Curriculum Enrichment Weeks

Each year we have specialist curriculum enrichment weeks. Recent enrichment weeks have included the topics 'How Great is Great Britain?', 'What a wonderful world?', 'Tanzania', 'Caribbean' and 'Islamic Art'. This is where all the children have special weeks over the school year where they learn about a special topic or curriculum area. Theatre groups, authors, print artists, sculptors, illustrators and musicians are invited into school to enrich the curriculum. Children also go out and about to visit museums, gardens and art galleries. We ask parents for a voluntary contribution to help fund these events. The curriculum weeks culminate in an end of year Open Evening where children and their families visit to celebrate children's learning.

Assembly

Assembly takes place each day. This is very important to us because we talk about things that matter to us both within our school and in the outside world. Ministers from the local churches take a weekly assembly that is broadly Christian in nature. Every Friday the whole school joins together for our celebration assembly; a time when we all celebrate the good things that have happened during the past week. Children receive "Learning Warrior" certificates to celebrate exceptional work, manners, kindness, working collaboratively, respect etc. These tie in with our School Values which underpin every aspect of school life and are values and qualities we wish all children to leave our school understanding and reflecting in life.

Children also perform in special assemblies over the school year such as Harvest assembly and The Christmas Concert, as well as other occasions within the school calendar.

Those parents who wish to withdraw their children from assemblies may ask for their child not to be included. Please contact the Headteacher if you wish this to be arranged.

Assessment, reporting and the importance of feedback

On entry to school all children are informally assessed to identify individual starting points. Then regular, informal assessments and observations are made during their first year in school which are shared with parents. Assessment is an important tool that helps us teach the children in the most effective way, highlighting where extra attention is required and making sure that all children are progressing well.

We keep full records of each pupil's achievements in all areas of their work. Class teachers regularly update each child's profile of work, recording new achievements. In Year 1 children partake in the statutory Phonics Assessment (Screening) and in Year 2 all children are assessed using the Standard Assessment Tasks (SATs).

Our school has a very strong Home/School Partnership Programme including a home/school agreement which all parents, pupils and teachers are invited to sign.

Feedback and engagement from our parent/guardian community is invaluable and we hold parent/teacher consultation meetings in the autumn and spring terms when all aspects of the children's work are discussed and individual targets for each child are discussed and agreed. An open evening is held in the summer term. Curriculum information sheets are sent home at the beginning of each term.

We also have a very strong parent forum which is made up of representatives from each year group who collect feedback from parents and they then meet with the Headteachers to discuss feedback and views from parents to then help us move the school forwards.

'Drop-in sessions' at the end of the school day is a time for parents to pop into school to see what their child has been learning that week. Number games and story sacks can be borrowed at this time too. Parents are also encouraged to attend Parent Workshops to help understand how they are able to support their children in their learning.

A written report is sent to all parents mid-year and at the end of the school year. The purpose of this is to develop an effective partnership between parent, child and teacher, to motivate and encourage pupils and to keep parents fully informed of their child's progress.

We have a school council which has class representatives from Year 1 and Year 2. The reps are elected by their classes and meet over the term to make improvements to the school, discuss issues and find solutions. Their ideas are invaluable in involving the children in all areas of school life.

Additional Needs

Children with additional needs respond well to our supportive environment where every pupil is valued. Our staff are well trained and experienced in giving support to children with a wide range of differing abilities.

We have a 'challenge for all' approach to the curriculum to enable all children to do their best. All lessons are planned to meet the children's differing needs. We aim to encourage an atmosphere where able children can achieve high standards and are constantly being challenged to extend their learning with special programmes.

Children who are experiencing difficulties are monitored and strategies to help them are developed. If it seems appropriate, we provide an extensive individual programme for the child to work on. Special intensive support programmes focussing on early literacy and numeracy skills have been developed by the school staff and are available for pupils who need this extra help.

We place emphasis on confidence building and enthusiasm, as these are keys to making progress. We use the service of the Cognition and Learning Team where appropriate and we also have the regular support of Educational Psychologists.

At all times parents are fully involved and informed of our work in supporting their child. They are invited to discuss such programmes and to join us for regular evaluations of progress.

Our school also coordinates and leads joint projects with other schools as part of a challenge network focussing on giving children the opportunities to develop specific skills and talents. This has included Music G & T Days, Maths G & T Days, Dance G & T Days and a Writing G & T Day where the children had the opportunity to work alongside a popular children's author.

Attendance & the school day

The School Day

Morning session	8.50am-12 noon
Lunch break	12 noon-1.00pm
Daily Mile	1.00-1.15pm
Afternoon session	1.15-3.15pm

There is a break of 15 minutes in the morning session.

Coming to School and Going Home

The bell is rung in the playground at 8.50am. The children are not supervised in the playground before the bell. The Reception children go straight into their classroom. Year 1 and Year 2 children line up and go into school through the rear entrance. Please help us by making sure that your child does not arrive at school too early or is late for registration as this unsettles them and the rest of the class.

The children are dismissed at the end of the day from their external classroom doors. When the teacher sees the parent/carer they will dismiss the child to them. If you are delayed in collecting your child, please telephone the school and he/she will wait for you by the school office. **Please always tell let the school office if someone other than you is meeting your child from school.**

Please note that, as this is an infant school, we expect all children to be escorted to and from the school playground by a parent or carer known to the school. Late arrivals, after 8.50am, must be brought into school via the main entrance and signed in by a parent or carer.

Medicines, Illness and Absence

All absences must be notified, by 9:30am if possible, by telephone message or in person. If we do not hear from you by 9.30am, we will follow this up by telephone.

The school is required to publish attendance statistics annually in its school prospectus and typically our school attendance is in the region of 97%.

On most occasions, medicines can be given at home. However, in exceptional circumstances, the school will give prescribed medicines, provided that the school policy is followed. Parents, or a person designated by a parent, may also attend school at an arranged time to administer medicine.

If your child uses an inhaler, please ask us for an Asthma Card to fill in for your child. Please also note that parents must ensure that the medication is up-to-date by checking with the school at regular intervals. The school has a comprehensive Asthma Policy which is available to parents on request under the Publication Scheme, as are all our other policies. Please make sure we always have an up-to-date telephone number and an alternative emergency number in case your child is ill in school.

Attendance

As a school we have a duty to monitor and report pupil attendance and punctuality to the Governing Body and Local Authority (LA). There are strict guidelines set by the LA to monitor this. These rules are consistent across all schools in Bucks and are as follows:

- If children have time off school through illness it is counted as an authorised absence.
- If a child arrives after the bell, but before 9.15am, then this is counted as a late and you must sign your child in at reception.
- If children arrive in school after 9.15am, then this counts as an unauthorised absence, and again you must sign your child in at reception.

Every child is expected to maintain at least 95% attendance. When a child's attendance dips below 90%, through lateness, illness or holidays, then these children are monitored by the school and Education Welfare Officer (EWO). This may lead to further involvement by the EWO. A break in your child's schooling for family holidays is **strongly discouraged**. Parents should consider carefully the impact on their child's education of holidays taken during term time. We strongly urge you, for your child's sake, to ensure they do not miss school due to lateness or holidays. Please note that our Absence Policy has been drawn up in line with other local schools.

WASPS (Wychert After School Play Scheme)

Our School runs year round wrap around care for your children if you need childcare. WASPS caters for the needs of the families of our school and the wider community by providing out of school care for children aged 4 to 11 who attend school. The club provides a wide range of stimulating activities and play opportunities in a safe and secure environment.

We offer a breakfast club from 8am and an after school club from 3.15pm to 6pm. We also cater for school holidays when we are open from 8am to 6pm every day.

To register your child, please ask for a registration pack from the school office.

The A-Z of Haddenham Community Infant School

Admissions

It is County policy to admit children in the September of the academic year in which they become five. We have a short settling in period to enable our children to become familiar with their new setting, staff and routines.

The Admissions Team at County produces a full guide to admissions to Buckinghamshire schools in the Guide for Parents which is available from schools in the autumn term each year or direct from the Admissions Team (01296 383250). Please telephone us if you would like to arrange an initial visit – we will be very pleased to hear from you.

Break Times

Under current government legislation all children are entitled to a free hot lunch. All children are automatically signed up for a hot lunch, and we encourage parents to take advantage of this. There is a choice of a meat or vegetarian meal served on site in our school hall by an external provider. Alternatively children can bring in a packed lunch. For packed lunches we ask that you send your child's lunch in a named container. Please do not send drinks in glass

bottles for safety reasons and we have a no nuts policy. As a Healthy School, sweets and fizzy drinks are not allowed and parents are asked to provide a healthy packed lunch. Ideas for healthy lunches are given in the Starters' Pack.

The children are looked after by our lunchtime supervisors. Games are provided such as skipping, football, large board games and boxes of books. Staff and volunteers provide a wide variety of lunchtime clubs including ukulele, playground games, skipping, short tennis and french.

Bringing Things from Home

Precious toys may get lost or damaged in school, so treasured objects should be left at home. Your child's teacher may arrange a day when toys etc may be brought in to share.

Please note we prefer the children to use pencils, rubbers, rulers, etc provided by the school as these are chosen specifically for the child and the task.

Community Cohesion

Our school recognises the value of teaching our pupils the importance of tolerance within the community, be that of faith, ethnic difference or socio economic status. We continue to forge links with our local, national and internal communities in order to prepare pupils for a life in the wider community. We have strong links schools and societies for all ages and a vibrant connection with the Kilbaoni Primary School in Tanzania as well as other schools around the world.

Complaints

Our school is committed to a partnership between staff, parents and children. We will let you know if there is any worry about your child. Should you have any concerns please contact the class teacher or the head teachers as appropriate.

Should it not prove possible to resolve the problem internally, then a formal complaint can be made to the School Governors or to the Local Education Authority. The school's Complaints Policy, detailing the procedures in the event of a complaint, is available from the school on request.

Free Fruit

Free fruit is available for snack time every day under the government's Free Fruit at School Scheme.

GDPR

Our admissions pack includes a statement on GDPR/data protection covering the use of data to promote the interests of the school, which may include photographs taken of the children by local media to celebrate school events. If you have any objections to this, you must indicate your objection on the admissions form or notify us in writing.

Freedom of Information Act – Publication Scheme

We are required by the Freedom of Information Act 2000 to have adopted and maintain a publication scheme available for all parents who request it. We are allowed to charge for copies of all extra information requested which is over and above what we give out as standard. The charge has been set at 40p per sheet.

Governing Body

As part of the Senior Leadership Team, the Governing body helps to shape school strategy and has a duty to challenge and champion all aspects of school life. The school has an active and engaged governing body with representation from the Headteacher, school staff, parents, local authority and the local community. Should you wish to find out more about the role of the governing body please contact the Chair of Governors, Alex Giles, through the school office.

Homework

Class teachers often encourage the children to research topics and to practise specific tasks at home. Our reading diaries are also used to help foster an effective home/school partnership in reading.

Inclusion

Our school values the diversity of individuals within the school and all children are respected and treated fairly regardless of race, religion, gender, social background, culture or disability. All children and their families are valued within our school and we believe that all our children matter.

Milk

Milk is available if desired through our registration with the Cool Milk at School Scheme. Details are in our Starters' Pack or can be obtained from the school office.

Parent Teacher Association

We have a very active and supportive PTA that organises social and fundraising events throughout the year. Regular activities include our Summer Fun Day, children's disco, quiz nights, Easter egg hunt, sponsored pancake race and half termly hot dog Fridays.

The substantial funds raised provide extra resources for the school and the PTA recently built a new cycle and scooter shelter. They have funded a wide selection of library books and new story sacks to keep the library exciting. Their next project is play equipment in our new refurbished playground. Many of the school improvements, particularly in the school grounds, are funded by the PTA.

Pastoral Care and Discipline

Each teacher, supported by the Headteacher and the governors, is responsible for the children in the class. Short-term supply cover in the classroom, when necessary, is undertaken by one of our regular supply teachers.

We seek to promote a positive atmosphere and attitude throughout the whole school so that each member feels valued and respected. We encourage all children to take an active and caring interest in the life of this school and the community.

The children are expected to take responsibility for the care of our school, for their work and for each other. Older pupils are encouraged to take extra responsibilities and are expected to set a good example and show a caring attitude towards the younger pupils.

The school does not tolerate bullying or any form of ill behaviour. We use praise and commendation to reward and promote high standards of behaviour. If problems do arise, appropriate action is taken and parents consulted, if necessary. The use of our 'Friendship Stop' helps ensure that no child is left feeling lost or lonely in the playground.

Due to the increasing number of food allergies, sweets and treats are not allowed to be brought in to school. We do ask that parents refrain from sending in sweets or other treats for birthdays, Christmas, end of term, etc.

Relationships and Sex Education Policy

Under our school's Relationships and Sex Education Policy (SRE), sex education is not given formally to our pupils. However, topics such as 'Growing and Changing' in Science may give the staff opportunities to answer children's questions truthfully as they arise in a manner that is appropriate to the child and the situation. Also, in PHSE & Citizenship, relationships are highlighted and discussed as a natural part of the school curriculum.

Please note that parents have the right to withdraw their child from sex education in school, but this should only be considered after discussing any concerns with the Co-Headteachers.

Safeguarding Statement

At Haddenham Community Infant School, the health, safety and well-being of every child are our paramount concern. Our aim is for children to enjoy their time as pupils in this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

To promote a safe environment for children, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including Criminal Records Bureau checks, as recommended by Buckinghamshire County Council in accordance with current legislation.

In accordance with our responsibilities under section 175/157 of the Education Act 2002, and in line with "Keeping Children Safe in Education" 2018 and Working together to Safeguard Children 2018, we have a Designated Safeguarding Lead for Child Protection (Mrs Lucy McNeil) who is a member of the senior management team, and has received appropriate training for this role. It is their responsibility to ensure all staff in contact with children receives child protection awareness training on a regular basis. We believe safeguarding and promoting our children's welfare is everyone's responsibility, we work together as a team to achieve this. We listen to our children and take seriously what they tell us.

There are occasions that our concern about a child may mean that we have to consult other agencies. Whilst we would always aim to work in partnership with parents, there may be exceptions to this when concerns are raised for the protection of a child.

The procedures, which we follow, have been laid down by the Bucks Safeguarding Children's Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher, Mrs Lucy McNeil or your child's class teacher: the policy can be found on our school website.

School Activities

Schools may legally request voluntary contributions in support of school activities such as educational visits. However, there is no obligation for parents to pay, and no pupil is ever excluded from taking part if their parent has not contributed. However, if sufficient voluntary contributions are not received from parents for the activity then it may have to be cancelled for all pupils and parent's support here is greatly appreciated.

School Uniform

Our school colours are burgundy and grey. All uniform can be purchased from the Bucks School wear shop in Kingsbury Square, Aylesbury. The uniform consists of:

- Sweatshirts, cardigans or zipped fleeces with the school logo on.
- Red and white striped or checked dresses which can be worn in the summer.
- White polo shirts
- Grey trousers or skirts.
- Sun hats, book bags and PE bags with the school logo

PE Kit - Children are asked to bring trainers, black or blue shorts (knee length or baggy shorts are not suitable), black or blue jogging bottoms, a sweatshirt and a HCIS printed t-shirt.

Jewellery - Please note that if your child wears a watch to school, he/she must take responsibility for it. Studs are the only safe earrings and no other jewellery is allowed in school and should be covered if worn.

Please name everything and check regularly to ensure names have not come off.

Starting School

Our Aim

Our aim is to provide a happy, secure environment where each child is able to develop socially, emotionally, physically and intellectually. We believe that learning is an active and enjoyable process and aim to ensure a positive transition from home to school and provide a solid foundation for the next steps in each child's education.

The Starters' Programme

All children beginning their school life with us are offered the chance to familiarise themselves with our ways of working and routines by taking part in our Starters' Programme.

This is a series of visits that takes place in the second half of the summer term before children start school. Parents are also given the chance to visit the school and meet the teachers and other adults who will be looking after their child. A comprehensive information pack about school is also given including a Child Prospectus especially designed for your child by the older children in the school. We feel that our Starters' Programme provides a happy and very positive start to each child's school life.

Sun Safety

During the summer months children are expected to have sun hats in school every day. We also encourage them to bring in sun cream to be kept in school (named please). The school is continuing to develop shaded areas in the playground.

Water Bottles

Water bottles are also provided as a gift from the PTA when children start school and parents are asked to ensure these are sent in every day.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns they may have about the attitude or actions of colleagues. If necessary, they should speak to the delegated teacher for child protection or the Chair of Governors.

Staff List

Mrs Lucy McNeil	Headteacher
Mrs Natasha Alleyne	Bursar
Mrs Emma Lister	Administrator
Mrs Giselle Moore	Class teacher
Mrs Denise Mander	Class teacher
Miss Charlotte Stainer	Class teacher
Mrs Michelle Nethercott	Class teacher
Mrs Karen Crump	Class teacher
Mrs Julie Timberlake	Teaching assistant
Mrs Avril Crosland	Teaching assistant
Mrs Karen Bryson	Teaching assistant
Mr Ed Rowe	Teaching assistant
Mrs Zoe Ciortan	Teaching assistant
Miss Lucy Sullivan	Teaching assistant
Mr Richard Lay	Play Leader- WASPS
Mrs Caroline Woodruff	Deputy Play Leader- WASPS
Mrs Maureen Price	Lunchtime supervisor/ WASPS Play Leader
Mrs Shelley Smith	WASPS Play Leader
Mrs Jackie Ray	Lunchtime supervisor
Mrs Rebecca MacKenzie	Lunchtime supervisor
Mrs Adrienne Ward	Lunchtime supervisor
Miss Sarah Wallace	Servery assistant

Mrs Lesley Carnell
Mr Rob Stanbury
Miss Shirley Roots

Servery assistant
Caretaker
Cleaner

Governor List

Mr Alex Giles
Mrs Lucy McNeil
Rev Carol Murray
Miss Sarah Heydon
Mrs Hilary Conboy
Mrs Eleanor King
Mr Will Peel
Mr Mark Hooper
Mr Keith Milmer

Chairman
Headteacher
Governor
Governor
Governor
Governor
Governor
Governor
Governor

Quotes from our Year 2 children and parents at the end of the School Year

Parents highlights

“Watching my child blossom in to a happy, confident girl.”



“Witnessing my daughter’s discovery and love of reading.”



“All of the performances, curriculum evening, harvest and tree lighting assemblies, as well as the thank you tea parties and school trips.”



“Watching my children grow as learners and develop their characters.”



“Enthusiasm for school.”



Children's highlights

Sparkle day in YR when I was a policeman and learning about dinosaurs in Y1. Doing the daily mile in Y2.



The school trips



Making new friends



The best bit about this school is the really nice play times and hard sums.



Growing things in our school garden

Things I have learned (Parents)

“Homework needs to be done early.”



“A lot of work goes on behind the scenes at school.”

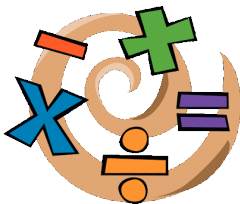
“How a child’s confidence can be developed when the focus isn’t just on the end result.”



“My child has learned so much. I think the modern teaching methods make it easier for children to understand.”

Things I have learned (Children)

“Some of my times tables, about the Great Fire of London, I have also learned how to listen to the teachers.”



“I have learned how to times and divide. I have learned to do column addition and subtraction and the 3 times tables.”

How has the school challenged and supported your child?

“She’s been given all the opportunities she needed the teachers have known her character and how to get the best out of her.”

“All the staff team know each child and this gives the school a nurturing and supportive environment.”

Our School Promise



- To be kind and helpful.
- To be polite.
- To look after our school.
- To keep everyone safe.
- To be honest.
- To always try to do our best.

Written by the children of
Haddenham Community Infant School