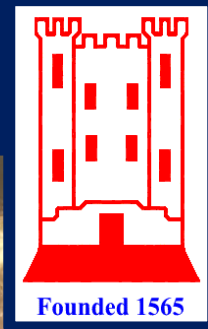


STARTING SCHOOL



WILLIAM GILBERT ENDOWED C OF E PRIMARY SCHOOL AND NURSERY
INFORMATION BOOKLET



WELCOME TO WILLIAM GILBERT!

I would like to take this opportunity to offer a very warm welcome to William Gilbert Endowed Primary School & Nursery, part of the Derby Diocesan Academy Trust (DDAT). It is important to us that your child settles quickly and is happy in these important first years of schooling. This booklet has been written to help prepare you and your child for the exciting adventure of starting school. We aim to give you the information you need and some ideas for how you can help get your child ready for school so that they have a really positive start and go on to have a successful education.

I am sure you will agree that successful education is founded on a strong partnership between home and school, and I look forward to meeting you and your child in the coming months and years. Our school vision is 'Through Faith, Hope and Love we learn together'. We take great pride in our ability to get to know each and every child, and we tailor our curriculum, teaching, support and challenge to the needs of each individual child. No child is the same, they are all unique, but together we can create great things. We hope this is the beginning of a strong and supportive partnership helping your child to enjoy an exciting and successful journey through William Gilbert Endowed Primary School.

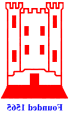
Please remember that if you or your child has any concerns or worries at home or at school, however small, it would help us to know about them. By working closely together, we can build and maintain a school environment where consideration for others and courtesy to all, provide a firm foundation from which our children will be prepared to face life with confidence in the twenty first century.

At William Gilbert Endowed School & Nursery, we encourage and support each child to strive for excellence in all aspects of their life. The teachers lead by example, setting the highest of standards in terms of expectation, morals and respectful behaviour. They show each child the importance of living morally, and treating others as they would wish to be treated.

William Gilbert is a distinctively Christian School. We provide a wide range of opportunities for spiritual, moral, social and cultural development, one which touches the soul and is guided by Christian principles.

Mrs E H Britten

Headteacher



SCHOOL CONTACT DETAILS:

The school office opening hours are 8am to 4 pm Monday to Friday, during the school term time.

ADDRESS:

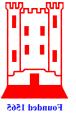
William Gilbert Endowed C of E Primary School and Nursery
Vicarage Lane
Duffield
Belper
Derbyshire
DE56 4EB

TELEPHONE:

01332 840 395

WEBSITE: <http://www.williamgilbertend.derbyshire.sch.uk>

EMAIL: enquiries@williamgilbertend.derbyshire.sch.uk



PREPARING YOUR CHILD FOR SCHOOL

HOW DO WE HELP TO PREPARE YOUR CHILD FOR SCHOOL?

- We have a comprehensive transition program to help children settle into school.
- We offer a series of visits for children to come into school to help them become familiar with the school environment.
- The Early Years Staff carry out visits to Preschools to meet children and Preschool staff before children start school.

Our aim, under the current circumstances, is to provide the above transition as soon as is possible. We will keep you informed through home-school communication and information posted on our school website.



HOW CAN YOU HELP PREPARE YOUR CHILD FOR SCHOOL?

Here are just a few ideas for how you can help your child prepare for school. We're sure you are doing lots of these already, and have lots more ideas that you could add!

- Share books and stories – encourage them to sit quietly for some of the time.
- Go to the public library and share a range of books (don't forget to take part in the Summer reading challenge at the library).
- Teach your child nursery rhymes, songs and other rhymes.



- Play turn-taking games such as snakes and ladders; make sure your child learns how to win and lose as well.
- Spend time with adults other than you.
- Teach them how to, and encourage them to tidy away their toys – they will be expected to tidy away after themselves at school.
- Have play opportunities with other children – where possible- to allow them time to develop their ability to share toys.
- Recognise his or her own name.





INDEPENDENCE SKILLS

Your child will go outside several times during the day for playtimes and learning activities. It would help them greatly if they can put their coat on and fasten it independently.

Your child will have P.E. sessions during the week. They may find dressing and undressing from a school uniform difficult. To help your child with this it would be useful if you could spend some time during the holidays putting on and taking off their school uniform. Help will be given by the class teachers but the more independent they are the greater sense of achievement they will feel.

Outdoor learning is a huge part of the Foundation Stage, and we try to go outside in all weathers, there are very few days that we do not go outside. Your child will need a waterproof coat and in cold weather a warm coat. We have a selection of all-in-one waterproof rompers and wellingtons of various sizes that are used by the children in Reception for accessing our mud kitchen and small garden area. If, however, you wish to provide your own, please see the requirements on the uniform list.

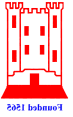
BEFORE STARTING SCHOOL

Starting school is a big step and we want to ensure as smooth a transition as possible. Here are some helpful hints to help begin to develop their independence.

Please encourage your child to: -

- Be able to put their own coat on and fasten any zips or buttons as well as turning sleeves inside out.
- Be able to take their shoes on and off independently.
- Dress and undress themselves with increasing independence – if necessary, take small steps, maybe starting with the child doing one item of clothing and then increasing the amount they take off.
- Practice fastening shoes, zips and buttons as well as turning inside-out clothes the right way.
- Be able to go to the toilet unaided, remembering to flush it and wash hands with soap and warm water without help.
- Blow their own nose and throw away the tissue.





SETTLING IN DURING THE EARLY DAYS

During the first few weeks of school the Early Years Team spend their time really getting to know the children and helping them to settle into the new routines of school.

THE EARLY YEARS CURRICULUM

Young children learn best through play, trying things out, experimenting and talking. The Early Years Curriculum is an individualised, play-based curriculum which allows the adults to observe and find out about children's interests and what they are able to do independently across a broad range of areas. Teachers then use this information to plan for the children's next steps in learning and development. The adult's role is to provide a stimulating environment and opportunities that will move children's learning on, and to teach children the new skills and knowledge that they need so that they progress in all areas of their development and learning.

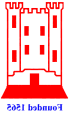
The Reception Year is the final year of the Early Years Foundation Stage (EYFS). There are seven areas of learning and development within the EYFS curriculum which shape the educational programmes in the early year's settings: -

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Numeracy
- Understanding the World
- Expressive Arts and Design



We plan exciting topics for the children to learn and develop through. These evolve and change according to the children's needs and interests. Children will spend some time each day in Early Years learning through play, where they can direct their own learning and practice what they have learnt in the focused teacher sessions. There will also be focused daily teaching of maths and phonics, and children will put their phonics into practice during reading and writing sessions.

Stories form a vital part of the curriculum, and these stories often go on to inspire the learning in class during the week. Talk is also very important, and we build in regular opportunities for children to talk and share their ideas and problem solve with others in the school day.



Whilst children are playing and carrying out these activities, observations are made to inform where the children are on the assessment profile and therefore next steps can be planned for tailored to their needs and enjoyment. During these observations we look at the characteristics of effective learning as defined in the EYFS curriculum. Learning opportunities are provided to develop and enhance these learning styles with your child.

The characteristics of effective learning are: -

- Playing and Exploring (engagement)
- Active Learning (motivation)
- Creative and Critical Thinking (thinking)

During the early part of the autumn term, meetings will be held to share in more detail the Foundation Stage Curriculum and our approach to teaching, reading and phonics.





SUPPORTING YOUR CHILD WITH THEIR LEARNING

PARENTS ALWAYS ASK WHAT THEY CAN DO TO HELP SUPPORT THEIR CHILD WITH LEARNING AT HOME – THE ANSWER IS LOTS!

Most importantly, we ask all parents to read with their children as often as possible. This includes reading stories to your child as this helps them to develop a love of reading and good story language, and it also develops their understanding. Children who love stories, and who are able to talk about and retell stories, have a brilliant starting place when it comes to writing.

Reading also includes listening to your child read to you. Little and often is the key – children who read regularly at home for just 5-10 minutes a day, especially in the early years, grow in their confidence as readers. We encourage all parents to set aside some time each day in a comfortable quiet space, when distractions are minimised, to enjoy reading together. If you would like any advice or support with reading, we are always happy to help.

In the Autumn term we will hold reading and phonics workshops for parents, to give you hints and top tips in how you can support your child with their learning at home.

Later in the school year we will send home other learning activities, such as number games, handwriting activities or words to learn to read. If you have any questions about how you can support your child there will be opportunities at our Parents Evenings to discuss this, and you can always have a word with your child's class teacher about this.





THE IMPORTANCE OF TALKING, LISTENING AND UNDERSTANDING

Communication is the way we connect with other people. It underpins learning and development in children of all ages and is a skill that can always be developed and improved.



People sometimes assume that speech, language and communication skills develop and flourish no matter what. This is not the case... children need adults to encourage and support development of their language and communication.

At home, in the early years, at school and throughout life, language is vital in order to learn, make friends and feel confident. Language development is the foundation blocks to future success in reading and writing too.

Speaking, listening and understanding is a Prime area of development in the early year's curriculum and is the key that unlocks all other play and learning development. Much of the learning within school focuses on developing these skills.

By the age of four children understand and say lots of words and sentences now. You can see them using their talking to meet new friends or to work out problems. They talk to find out new information by asking lots of questions. A massive amount of learning happens in this time.

Once in school children need to learn how to listen, understand and share their ideas within the classroom.

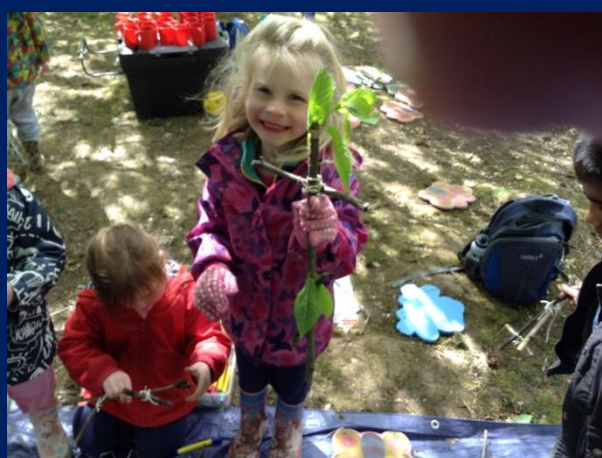
They also need to understand words and phrases used in school that they may not have heard at home – things like 'line up', 'book bags', 'dinner tray' and 'talk to your partner' etc. They also still need to have conversations – to share information, to make friends and explain how they are feeling.

HERE ARE SOME LOVELY THINGS TO DO TO ENCOURAGE YOUR CHILD TO TALK:

- Join children in pretend play. Play alongside them, let them take the lead. Listen and talk about what they are saying and doing rather than asking lots of questions e.g., playing cafés, shoe shops (with mummy/daddy/play shoes), hairdressers, bicycle repair shop (with their bikes/trikes/scooters in the garden) Lego factory, doctors/nurses etc.
- Give longer instructions for them to follow.
- Play around with words and sounds e.g. think of words that begin with the same sound



- Get the child to think of words that belong to the same category, for example as many different animals you can think of.
- Make up a story together – think of a character, where does he live, where does he go today, what does he do, are there any mishaps, and what happens in the end.
- Playing board games that involve taking turns helps them to listen (also not letting them always win – it is just as important to feel disappointment at not winning as it is to feel elated at winning).
- Introduce new words and phrases to help them continue learning. Think of lots of different words that mean a similar thing e.g., words that mean ‘big’
- Play around with rhyme e.g., “cat, fat, hat, splat?” It’s an important skill for reading.
- Children may need time to think before responding to questions and instructions so be patient before phrasing the question differently.... thinking time is crucial.



EARLY READING AND WRITING SKILLS

During the first term, you will receive a letter informing you of a meeting that will introduce you to how your child will be taught phonics and early reading skills and how you can support your child at home. The ideas and activities listed below are further ways in which you can help your child with early reading and writing.

EARLY READING SKILLS

Some ideas to try: -

- Sing nursery rhymes, action rhymes and favourite songs
- Play a CD of songs to sing-a-long to while on car journeys or story CD’s which you can listen to and then talk about
- Play games of “I spy” together
- Play sorting and matching games including ‘Kim’s game’
- Complete a range of jigsaws



- Looking at print in the environment, labels, signs, when out shopping etc. Label objects round the home
- Read and tell stories together, make up stories using their toys
- Let your child see you using books for information, recipes, magazines etc.
- Join a library and let your child choose his or her own books
- A reading meeting for new parents will be held early in September.



EARLY WRITING SKILLS

Developing pre-writing skills are the important and crucial foundations that underpin the complex skill of mark making and writing.

Encouraging activities and play that develop and strengthen their fine motor skills are very valuable.

A few suggestions: -

- Singing and playing finger rhymes e.g., 'Tommy Thumb, Here's the church, here's the steeple, Incy Wincy Spider. Finger isolation activities e.g., '1,2,3,4,5..... once I caught a fish alive'
- Playing with Lego or similar construction equipment
- Play dough and platercine – make models, numbers, shapes – roll it, squeeze it, squash it, cut it (recipe in the numbers everywhere booklet)
- Climbing at the park or climbing trees/gates/stiles on walks – develops shoulder strength, wrist strength, grab and grasp such as the monkey bars are excellent for developing these skills
- Making marks with a range of tools – their hands, fingers, crayons, sticks, feathers, chalks on the patio, emptying washing up bottles filled with water (squeeze and make lines/shapes/letters/numbers). Paint brushes of various sizes with a bucket of water on the patio, fence or wall.
- Pegging the washing out or making a tower with the pegs
- Picking up games – encourage tripod grip to pick up buttons, beads, marbles, peas, lentils etc. – how many in a minute?
- Cutting – using scissors to cut up old birthday cards following straight, curved and zig zag lines.
- Digging with spades in the garden, raking leaves and brushing the patio all develop shoulder strength, which is needed for developing writing skills.





WRITING

These activities will help your child develop the motor skills needed to manipulate a pencil. Young children need to understand the purpose of writing, so seeing you making notes in your diary, writing a shopping list etc. will help them understand that writing is words and thoughts on paper.

Writing in role-play is an important part of writing development; so do encourage early attempts at “writing” in fun contexts.

When your child shows an interest in writing letters, please use capital letters for the beginning of names use the letter formation sheet at the back of this booklet to ensure the letters are written in the correct way – incorrect formation is harder to correct than teaching the correct formation.

Further information regarding the process of teaching writing skills will be given at the Curriculum Information meetings early in the Autumn term. However, if your child is not interested in writing, do not force them as they may not be ready yet – they will have lots of opportunities to do this once they have started school.

EARLY NUMBER

There are numerous ways in which you can support your child with early maths.

- Talk about numbers and teach your child to count objects accurately; you could involve your child in helping around the house by counting out the bowls or spoons needed to lay the table, counting steps up and down the stairs, look at house numbers or numbers on cars or buses as you go for a walk.
- Talk about mathematical concepts such as: taller, shorter, heavier, lighter, full, half full, empty, less than, more than, higher, lower.
- Let your child handle money and learn to recognise coins. Use the correct names for the coins – do not call all coins pennies – as this leads to future confusion.
- Talk about shapes and colours.





GENERAL INFORMATION

THE SCHOOL DAY

The school day starts at 8:50 am for reception children. Children can arrive from 8:40am but **must** be in school for registration at 8:50am. A member of the Early Years team will be at the school gate to welcome children onto the playground. Any messages or questions can be passed to the class teacher via the Parent Liaison Officer at the school gate.

Registers close at 9:00 am in the classroom.

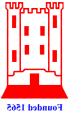
If children arrive after 8:55 am they will need to go to the school office, where they will receive a late mark.

HOMETIME

At 3.20pm, the children begin to be handed over through the infant gate and are allowed to go only when their carer is seen. We need to know who will be collecting your child so please fill in the online form (the link will be on the school website and will be emailed to you) which will detail the usual collection arrangements.

If they are going to be collected by somebody else, for example another parent, please let the school know, and this will be communicated to the class teacher. Our safeguarding duties mean that we cannot let a child go home with another parent without verbal or written confirmation of the change in arrangements by you or other adult with parental responsibility.

Please make sure you are always there on time to meet your child as it can be very upsetting for young children when their carer isn't there at the end of a long day. Everyone needs to leave promptly as Y1 will be dismissed after reception at 3:20pm, followed by Year 2 at 3:25pm.



ATTENDANCE

It is very important that children attend school every day so that they can make good progress in their learning. It is very tricky for children when they miss days and need to try to catch up with their learning. As a school we really believe that every day counts, and we do lots to encourage good attendance.

We expect at least 96% attendance from all children. We do not authorise any holiday leave. All attendance and absences are monitored closely by the school, the local authority and our Academy trust, DDAT. If your child's attendance drops below 96% we will arrange a meeting and discuss ways we can support you to improve this quickly.

If your child is unwell and, as a result, will be absent from school it is your responsibility to ring the school office that morning, by 9:30am, to inform us of the reason for absence every morning of illness. Please also send a letter into school with your child, on their return to school, outlining the reason.

ATTENDANCE
EVERY DAY COUNTS!

Below 90%
Serious Concern.
Persistent absence.

90 - 95.9%
Concern. Low
Attendance.

At least 96%
Expected
attendance.

**Expected attendance means
having no more than seven
days off this school year!**



BEHAVIOUR FOR LEARNING

We believe that the most effective and efficient learning is achieved in a happy, calm and caring community. In order to develop and foster such an atmosphere we aim to be positive and consistent in all our relationships. The school has developed a Behaviour Policy, which embodies our aims to encourage, praise and promote good behaviour.

We believe it is essential that children understand their role in keeping a disciplined and orderly learning environment in school and as such the learner values and school expectations are shared and discussed with children so that they understand what is expected of them.

At William Gilbert School we believe it is important to encourage and foster positive behaviour. We believe that it is important:

- To foster positive, caring attitudes towards one another.
- To acknowledge that each and every person in the community has a personal part to play and each person's talents will be valued and enjoyed.
- To listen with care to one another's views and opinions and value them.
- That we respond in a polite and thoughtful manner to one another.
- That we each fulfil our responsibilities with regard to:
 - Punctuality
 - Completing a task to the best of our ability
 - Taking responsibility for our buildings and equipment
 - Cooperating with other school members

This positive behaviour is emphasised through the Golden Rules, which we feel can marginalize unacceptable behaviour and help children to make the right choices.

The "Golden Rules" are displayed in classrooms, around school and on the doors as the children go out onto the playground.

PRAISE will be given in formal and informal ways for maintenance of good standards as well as for particular achievements. The idea of what is appropriate school behaviour is not automatically learned and we must show the children what is not satisfactory. This is modelled by all adults and older pupils around school.



We use a range of rewards throughout the school. Some of which will include:

- Comments on children's work
- Stickers
- Class Star of the day
- Public praise in front of peers
- Special assemblies
- Sharing achievements with parents
- Visual behaviour scale in classrooms
- Golden Time and Golden Table

SANCTIONS

Where a golden rule is broken, and behaviour is considered inappropriate children will be given a warning and an opportunity to alter their behaviour. If they do not alter their behaviour and the inappropriate behaviour continues, children will lose some of their golden time. For serious incidents golden time will be removed without a verbal warning being issued.

Children entering reception are introduced to these golden rules over a period of weeks and only after the first half term in school would any golden time be lost for unacceptable behaviour.

The behaviour policy for the school can be found on the school website.



OUR GOLDEN RULES

Do be gentle – Do not hurt anyone

Do be kind and helpful – Do not hurt people's feelings

Do work hard – Do not waste your or other peoples time

Do look after property – Do not waste or damage things

Do listen to people – Do not interrupt

Do be honest – Do not cover up the truth

These golden rules are reinforced and modelled by all staff using the positive 'do' language.



OPEN DOOR

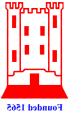
We have an open-door ethos in school. We encourage parents to discuss any questions or concerns that they may have about their child with their class teacher. If you need to speak with the class teacher in greater depth you can make an appointment to speak with them directly or through the school office. Mrs Britten, Headteacher, and Mrs Aston, Pastoral and Wellbeing Mentor, are also available to meet with you, and again you can arrange to do so via the school office.

COMMUNICATION WITH PARENTS

We want to work together to ensure that your child has the best start to their education as possible. Please come and talk to us quickly, however minor the issue, so any problems can be dealt with before they become too big.

CHANNELS OF COMMUNICATION AVAILABLE TO YOU:

- Emails can be sent via the school office email address enquiries@williamgilbertend.derbyshire.sch.uk
- Parent Consultations – There are two formal parent's evenings held each year, one in the Autumn Term and one in the Spring. These dates will be shared with you at the start of the academic year. Letters outlining how to sign up for a mutually convenient time will be sent home nearer the time. These appointments are designed to share how your child has settled into school, progress they have made during that term and how you can support and encourage further development at home.
- Curriculum Meetings – to share information about how your child is taught and how you can support them at home are held in the Autumn Term
- Weduc app – we are able to liaise with parents quickly with updates, reminders, cancelled/rearranged events etc., via the Weduc app. Further information about this will be shared with you by the school office.



SCHOOL UNIFORM

PLEASE LOOK VERY CAREFULLY AT THE SCHOOL UNIFORM LIST ON THE NEWSTARTERS SECTION OF THE SCHOOL WEBSITE BEFORE MAKING ANY UNIFORM PURCHASES

Our school uniform consists of:

- Grey school trousers for boys (grey school shorts can be worn in the warmer months)
- Grey school skirt, dress or trousers for girls (blue gingham dresses can be worn in the warmer months)
- White school shirt with buttons and collar
- School tie – available to purchase from school
- Navy jumper or cardigan with the school logo, or plain navy jumper or cardigan
- Black school shoes – not boots or trainers
- Coat appropriate for the time of year/weather

PE is an important part of our school curriculum and even the very youngest nursery children take part in weekly sessions using the equipment in school. Children need to bring a PE kit into school – this should stay in school each day, and should include:

- Navy t-shirt with school logo – available to purchase from school
- Plain navy shorts
- Trainers (for outdoor PE sessions) and black plimsolls (for indoor PE sessions)
- Plain navy jogging trousers
- Plain navy sweatshirt or a Navy school fleece
- Navy school fleece with school logo – available from school (this is an optional purchase – but is very useful when taking part in outdoor PE sessions during the colder months)



Boys School Uniform



Girls School Uniform



Children will need to bring a book-bag to school each day for their reading book, any home learning activities and for letters. Letters will be sent home via their book bag so it's always worth checking your child's book-bag for these.

School jumpers, cardigans and book bags are available to purchase from the school office. Please complete an order form on your child's 'Scopay' account – details for how to register will be sent from the school office.

Please ensure all children's clothes and belongings are clearly named with either labels that can be sewn or ironed in or with a fabric or marker pen.

LUNCHTIMES

Infant-aged children – so all children in Reception, Year 1 and Year 2 – are now entitled to free school meals. The school kitchen cooks delicious and healthy school lunches each day. Photographs of the meals are provided in the dining room to help children choose and menus are available for parents so that you can discuss the options with your child at home (they can also be viewed on the school website).

As part of our transition programme for new school starters your child will have lunch as part of one of their transition visits. Once at school in September, Reception children start their lunch 15 minutes before the rest of the infants and 30 minutes before the junior department. This means the dining room is quiet when they enter, and lunchtime staff can spend more time with them.

During registration we will share the menu for the day with your child, so they know what to expect. Milk and water are available at each meal. (This is free until your child is 5, at which point you have the option to continue to offer your child milk. How to pay for this service is detailed in the new starters section of the school website.



To begin with new members of the infant team go in to support the children together with Year 6 buddies. To improve your child's independence at lunchtimes it would help if you can encourage the use of a knife and fork at home, allowing them to cut up their own food, modelling the correct technique. Before starting school, at home, it would help to reinforce appropriate table manners with your child, such as eating with their mouth closed, only talking once their mouthful is finished and having sociable conversation. Support with these skills will be given and independence encouraged and praised.



If after trying our school dinners, your child would prefer a packed lunch they can bring a healthy, nut-free lunch box to school. We do ask that children have healthy foods, so no fizzy drinks or sweets in their lunch box, please.

SNACK TIME

Children in all Infant classes are provided with a free healthy snack of fruit or sometimes vegetables, such as carrots, each day. Children are also entitled to free milk in Reception up until their 5th birthday – then milk can be purchased by parents using via the 'Cool Milk' link on our school website.

Children have access to water – we ask that you provide a named water bottle for your child – and we encourage all children to drink plenty of water throughout the day.





FURTHER INFORMATION

- If your child is going to be absent, please telephone to let us know as soon as possible and send a letter with your child on their return to school.
- Please ensure that all your contact details are up-to-date so that if you are needed during the school day, you can be reached quickly.
- If your child already has or develops a medical condition, please inform the school immediately. Inhalers must be labelled and brought into school – speak to class teacher to explain when needed. We can only administer medication once a permission form has been completed by parents. We will facilitate time at lunch time for parents to administer any required medication.
- Please tell us of any problems or worries your child has as soon as you can so fears can be dealt with quickly.
- Parents' evenings happen twice a year, in October and March. A letter will be sent home allowing you to select a preferred time to meet the Class Teacher prior to each Parents Evening. Annual reports go out in July and there is an open evening the week after that.
- There is no need to bring anything from home e.g. toys unless asked for by the teacher.
- You are invited to join the free fruit scheme (see link to the letter on our website).
- Children in reception are encouraged to bring his or her own named water bottle to school each day. We encourage children to drink water throughout the day to ensure they do not become dehydrated and are able to concentrate more effectively. Please ensure that it is water only in order to comply with our healthy school policy.
- Please can all items of clothing including shoes, ties, vests, P.E pumps (velcro) and coats be clearly named.
- P.E. bags need to be clearly named on the outside of the bag to enable your child to easily identify their own.
- Parents should be aware that the school is required to take any reasonable action to ensure the safety of its pupils.
- In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or any other forms of abuse, staff will have no alternative but to follow Derbyshire Child Protection Procedures and inform Social Care. A copy of our Safeguarding Policy is available for parents to read if they wish, please contact the Headteacher.

For further information, please visit the school website, ask to speak with the Early Years Team or contact the school office who are always happy to help.