



**MILFORD**  
Infants' School  
and Pre-School

# Parents' Handbook

Summer 2025

**MILFORD INFANTS' SCHOOL**  
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**Headteacher: Miss W S Chant BEd (Hons) NPQH**



Dear Parent/Guardian,

At Milford Infants' School we believe that we should work together as a partnership between parents, staff and governors with the children as our first priority.

Naturally, we are committed to ensuring that opportunities are constantly provided which will enable all children to develop to their fullest potential, not only in line with the National Curriculum but across the whole spectrum of their individual needs.

We encourage parents to take an interest in school and in particular in your child's learning. Your child's progress will be enhanced by your support. He or she will feel happier and make better progress knowing that you are happy too, so please do feel able to ask for advice and to discuss any problems.

Children who feel secure and confident in their surroundings are those who succeed. We believe that the care, consideration and opportunities for learning that all our children receive will help to equip them to positively meet the challenges that life will present.

Yours sincerely

*W. Chant*

Miss W. Chant  
Headteacher



*"We aim to create a positive start to life-long learning so that each child can achieve success."*



## DETAILS OF THE SCHOOL

Milford Infants' School was built in 1952 and is situated in attractive grounds containing a large variety of trees and shrubs. The school consists of a large T shaped building and additional linked classroom units located in the school grounds, which include patio areas and seating. There is a classroom in each year group which has disabled access. We also have an accessibility toilet in the main school building. We have a Pre-School on site for 2, 3 and 4 year olds. This follows school terms and is open term time only.

There are currently 9 classes, in addition there is a Library area and a large, well-equipped hall. The classrooms are designed to provide facilities for a variety of practical activities. The school is well equipped for children between 4-7 years and designed to accommodate approximately 270 pupils. The facilities in the Pre-School provide an exciting and engaging learning environment for our 2, 3, and 4 year olds.



## ORGANISATION OF TEACHING GROUPS

There are currently 9 mainstream classes; 3 Reception, 3 Year One and 3 Year Two classes. Teachers work closely together to ensure an appropriate curriculum that meets each child's needs. All classes benefit enormously from the support of excellent Teaching Assistants, who work under the direct supervision of the teachers.

The curriculum is based on National Frameworks at Key Stage 1 (Years 1 and 2) and Early Years Foundation Stage (EYFS) statutory framework for Reception Year children. There is a strong emphasis on teaching the core subjects of English, Maths and Science; in addition, Computing is taught both directly and through other subjects. Teaching and learning is planned around topics and the teachers aim to make these meaningful and exciting for the children.








## STARTING SCHOOL

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

Teaching in the EYFS setting at Milford Infants' School is delivered in accordance with the new government's statutory document '[The Statutory Framework for the Early Years Foundation Stage](#)' (March 2021). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes:

-  **'A Unique Child'**
-  **'Positive Relationships'**
-  **'Enabling Environments'**
-  **'Learning Development'**

Before your child starts at Milford Infants' School we ask parents and guardians to complete a checklist of 'school readiness' which will support class teachers with their initial assessment of the children. The skills we hope the children will be able to show for 'school readiness' are:

-  Showing a preference for using a dominant hand (e.g. right or left handed).
-  Being dry and clean during the day (e.g. toileting).
-  Getting dressed independently.
-  Eating a healthy range of food.
-  Enjoying sharing a range of books.














## AIMS AND VALUES OF THE SCHOOL

**We aim to create a positive start to life-long learning so that each child can achieve success.**



## At Milford Infants' School and Pre-School we believe:

-  that children learn best when they feel secure and have support and interest from home and school
-  in developing caring attitudes towards each other and towards the environment
-  in creating an atmosphere which promotes sincere respect for everyone irrespective of differences
-  that it is important to identify children's strengths and weaknesses, and work together to ensure that their individual needs can be met
-  in recognising and valuing the contribution each child brings to the school, and always expecting them to do their very best
-  in providing a wide range of challenging learning activities
-  in developing independence to equip children with the skills and knowledge they need for life
-  in embracing the children's natural enthusiasm and giving them a real sense of the joy of learning
-  in providing an environment which offers stability, is happy and stimulating, and in which children can grow in confidence, developing high self esteem
-  in courtesy, co-operation and fairness amongst children and adults alike
-  in developing children's knowledge by providing an enriched curriculum

## Our School Vision:

Our vision for Milford Infants' School is to provide an outstanding personalised education for our pupils within a stimulating and safe environment. We aim to specialise in the education of 4-7 year olds, building a solid foundation of learning to enable and motivate the children to be the best that they can be. In our vision for the school, we will work in partnership with parents so that our pupils excel and are inspired to be life-long learners.



## LIAISON WITH PARENTS

We aim to work in partnership with parents for the benefit of the progress and well-being of the pupils in our school. In the Autumn and Spring terms, parents are invited to attend parent consultation evenings, but parents are always welcome to talk with teachers about their children and the best time for this is at the end of the school day. Any aspects concerning your child's welfare, which you wish to discuss, may be more formally approached by arranging a mutually convenient appointment with the class teacher or Headteacher.

A number of parents already offer help in school in a variety of ways. We are very grateful for their support which allows the children to engage in a wider variety of activities than would be possible without these extra adults. If you would like to help in school or would like further information, please contact the school office.

## SAFEGUARDING

We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of or suffering from abuse. Milford Infants' School and Pre-School will therefore:

-  Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to.
-  Ensure that pupils and their guardians know that there are adults in the school who they can approach if they are worried or are in difficulty.



- 🌳 Include activities and opportunities in the curriculum for PHSE/RSE/Citizenship which equip pupils with the skills they need to stay safe from abuse.
- 🌳 Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

All adults working with, or on behalf of, children have a responsibility to safeguard and promote the welfare of children. (Section 11, Children Act 2004). There are however, key people with schools and the Local Authority who have specific responsibilities under Child Protection Procedures. The names of those holding these responsibilities for the current year are displayed in the reception area, staffroom and on the school website for all staff and parents/guardians to see.

### **Designated Lead Person**

The Designated Safeguarding Lead person at our school is the Headteacher, Miss Wendy Chant. The Deputy Safeguarding Leads are Mrs Georgie Ratcliffe and Mrs Deanna Mears. The Governor with responsibility for Child Protection is: Mr Alan Perkins.

The Chair of the Governing Body is: Mr Alan Perkins.

Please see a member of office staff for contact details. In any event, the Headteacher will be informed of any suspicions of abuse. Should any concerns relate to the Headteacher, the Chair of Governors will be contacted.

## **CURRICULUM**

Certain aspects of the curriculum are statutory requirements.

### **Core Subjects**

English  
Mathematics  
Science  
Computing

### **Religious Education**

In accordance with the Education Reform Act, 1988, all children receive Religious Education following the Somerset Agreed Syllabus

### **Foundation Subjects**

History  
Geography  
Design Technology  
Art  
Music  
PE

### **PSHE, RSE and Citizenship**

We believe that Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE) and Citizenship underpin most aspects of learning and school life.

### **Collective Worship**

School assemblies provide the opportunity to reinforce our philosophy of care, respect and tolerance. There is a daily act of worship, which is wholly or mainly of a broadly Christian character, and is either school or class based. Parents not wishing their child to attend should contact the Headteacher.



## FULFILLING OUR AIMS THROUGH THE CURRICULUM

We aim to provide a curriculum which is broad and balanced, where children can extend their experience of themselves and the world in which they live. Children encounter a wide variety of tasks and practise many skills through the curriculum. Teachers organise carefully structured activities which allow the children to develop the concepts they need, whatever their individual strengths, talents and needs. Each term the children are taught a full programme of work which has been planned by the teachers in that team. By working from joint plans, which teachers have prepared collaboratively, all the children in one age group have the same access to the curriculum. Teachers use a range of different approaches which best suit the learning task. For example, children may be taught as a class, in small groups, in pairs or as individuals, whichever approach is most purposeful in the circumstances.



### English

Great emphasis is placed on the English curriculum at Milford Infants' School. Children are encouraged to enjoy speaking with, and listening to, others. They are introduced to a wide variety of attractive books and are modelled appropriate reading behaviour and attitudes. They also learn to appreciate the effectiveness of clear and purposeful writing. Literacy skills are taught daily. Teachers ensure that they have clear objectives and use a variety of teaching strategies. However, English is naturally an important part of all curriculum areas and we therefore aim to encourage all the various aspects of each child's language and literacy experience and skills right across the curriculum.




### Listening and Speaking Skills

Children need to develop their listening skills and to learn to listen to others. This is done through class discussion, through using sound media sources. Children's speaking skills are developed in order that they will speak clearly, confidently, fluently and in a variety of situations. Self-expression is given a high priority. We recognise that good speaking and listening skills are the basis for other literacy skills to develop.

### Reading Skills

From their first day in school children are encouraged to enjoy books. They are introduced to a wealth of different types of books and appreciate that books are valued highly. A very confident attitude to reading exists and through our own positive approach we aim to promote a love of books, which will stay with children throughout their lives.

Phonics is a way of teaching children to read quickly and skilfully. Children take part in Phonic sessions daily. During the Autumn term children in Reception focus on a new phoneme (sound) a day with links made to each area of the curriculum. Children are taught how to:

-  recognise the sounds that each individual letter makes;
-  identify the sounds that different combinations of letters make - such as 'sh' or 'oo';
-  blend these sounds together from left to right to make a word.



Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.

## **Writing Skills**

Children come to school bringing their own different strengths. The school recognises this and aims to teach all children correct letter formation in order that a fluent style of writing can be developed. As well as spelling patterns and early rules of punctuation, children are taught to write for a variety of different purposes. Whilst we do pay attention to the need for accuracy, our main concern at this stage is to develop children who are keen and confident to write.

## **Mathematics**

Mathematics has a high priority at Milford Infants' School and the curriculum is introduced in a practical and visual way, to help the children approach this subject with enjoyment, enthusiasm and confidence. This will enable them to begin to create the valuable models and images needed to help them to understand mathematical concepts both mentally and practically.



Children participate in activities, which involve discussing their own ideas and describing how they think they can best solve problems. This allows them to develop strategies for working with numbers both mentally and practically. They develop an understanding of logical thinking and are encouraged to record their findings in a variety of ways. Apparatus is used as well as many other resources, including laptops and tablets, in order to secure children's understanding of number. The Maths curriculum gives children a wide range of experiences in addition to the practice of mathematical operations; for example, they learn about geometry, measures, statistics and money. We encourage the children to recognise the use of Maths in the real world.

## **Science**

We believe that Science deepens children's knowledge and understanding of the world and develops enquiring minds. It plays a vital role in encouraging children to question and find out answers for themselves. Science for children means exploring, discovering and investigating the world. It motivates them to ask questions, find solutions and broaden their experiences. We aim to make children's experience of Science first-hand and practical. We encourage the children to make links to Science in our everyday lives.





## Computing

Children build on a steady progression of skills as they progress through the school in Reception and KS1. Children will start to develop their ideas and will have opportunities to record their creative work in different ways. They will become familiar with the hardware and software that is available within the school. Computing skills are taught discreetly and are applied and used for a given purpose to enhance various strands of the children's learning across other areas of the curriculum. Through planned Computing opportunities children are taught to use a range of ICT equipment appropriately, with confidence and increasing independence.

## Art

Children are given the opportunity to use a variety of 2D and 3D materials and develop a range of skills as they extend their creativity. Art is an integral part of the curriculum and emphasis is placed on giving the space and time for confident expression. Children gradually develop an understanding of the work of other artists and craftspeople and the contribution which art makes to our culture. It provides opportunities to work individually or as part of a group on small or large scale projects.

## PE and Health Education

The school Physical Education programme consists of gymnastics, multiskills and dance. Children spend at least two hours each week on physical activities, including working with specialist sports coaches. By using gymnastic and games equipment, children are encouraged to extend their physical skills. During lessons, teachers and coaches focus on developing children's locomotive, body control and object manipulation skills in the context of a variety of sports and disciplines. There is a strong emphasis on team work. Through educational dance, children have the opportunity to express themselves creatively in response to music and sound.



## **Personal, Social and Health Education (PSHE)**

We believe that Personal, Social and Health Education underpins most aspects of learning and school life. We promote the personal and social development of the children through all our teaching and attitudes. Through a range of topics children learn how to explore their feelings, develop friendship skills and respect for others. Children are taught about the importance of keeping themselves safe, happy and healthy.

## **Relationship and Sex Education (RSE)**

Our Relationship and Sex Education programme is interwoven into Personal, Social and Health Education. We believe it should be tailored to the age and physical and emotional maturity of our pupils. For this reason, in our teaching we particularly focus on friendship and the building of self-esteem, as well as those biological elements of the Science curriculum appropriate to the age of our pupils. We believe it should enable young people to make positive choices about their emotional and sexual health, both now and in the future. Full details, including topics taught each term, can be found on the school website <https://www.milford-inf.somerset.sch.uk/relationships-and-sex-education/> .

## **History**

For young children, History begins with learning about present time; they then look back in time, by collecting artefacts and evidence until they have an appreciation of the past. Gradually, children begin to acquire an understanding of change and they become aware of some major events of the past and the achievements of some important historic figures.

## **Geography**

An awareness of the child's own place is the starting point for the Geography curriculum. We use our own school environment to study and discuss such issues as direction, position, climate and the care of the environment. Gradually this is extended beyond local knowledge, until children begin to appreciate the relationships that exist between one country and another. We aim to develop children's social and cultural awareness through learning about contrasting places and countries. National and global links with schools supports this learning.

## **Design Technology**

The children are encouraged to design and make in order to solve real problems which they identify in their work at school. Children may either work in groups or individually for tasks, but need to select appropriate materials, use tools safely, plan and evaluate their work and communicate effectively.

## **Music**

All children participate in musical activities with their teacher. Children work with pitched and unpitched instruments and learn such skills as keeping a steady beat, recognising pitch changes and singing in groups of various sizes.

## **Religious Education**

Teachers use the Somerset Agreed Syllabus to plan for RE lessons. Learning in RE mostly starts with the children exploring and reflecting on their own experiences, ideas and feelings prior to learning about and from religions. When learning about Christianity and other major religions, children find out about beliefs, practices, places of worship and stories from the



religion. Whenever possible RE units are taught within the class topic. Parents have the right to withdraw their child from religious education but to do so they must meet with the Headteacher and put their request in writing.

### **The Foundation Stage Curriculum**

The Foundation Stage provision helps our children to make progress in their development and learning. Their education requires a relevant curriculum that values and builds on their Early Years' experiences. Following on from the children's pre-school provision, the Reception Year continues the Foundation Stage Curriculum. Teaching and learning is planned for the seven areas of learning contained within the curriculum guidance for the Foundation Stage. This ensures a broad and balanced curriculum which will develop children's skills, understanding and attitudes.



### **Promoting Skills across the National Curriculum**

Children learn, practise, combine, develop and refine a wide range of skills in their work across the National Curriculum. Some of these skills are subject specific (eg painting in Art and Design), whilst some are common to several subjects (eg enquiry skills in Science, History or Geography). Some skills are universal, for example the skills of communication, improving their own learning and performance, and creative thinking. These skills are also embedded in the subjects of the National Curriculum, and are essential to effective learning.

Opportunities for teaching and learning all of these skills at Milford Infants' School are identified by teachers in their planning. Our children are encouraged to reflect on what, and how, they learn, and how these skills can be applied across the curriculum and in real life.

### **SPECIAL EDUCATIONAL NEEDS & DISABILITIES**

Whilst acknowledging that all children are of equal importance, we recognise that a range of strategies may be necessary to meet individual need. We believe that these strategies should be deployed in a way that minimises any sense of being "different", so that all children feel able to make a positive contribution both to class and to school.

A team of specialist staff works alongside class teachers to identify a pupil's needs and offer effective support. Parents are involved from the earliest stages, in discussing concerns, monitoring progress and in support for joint programmes to build up necessary skills. Close links are maintained both with pre-school organisations and with receiving schools, to ensure a continuity of provision.

The school follows the SEND Code of Practice and provision is carefully monitored and



reviewed annually by the Headteacher and the Special Needs Governor. The Special Needs Co-ordinator initiates contact with external agencies when necessary, following the consent of parents and the Headteacher.

Children at the higher end of the ability range are also identified and where appropriate, work is planned that will extend their potential. Small group teaching sessions are often provided for children who are gifted and talented.


## **MENTAL HEALTH AND WELL-BEING**


At Milford Infants' School we pride ourselves in providing an environment which offers stability, is happy and stimulating and in which children can grow in confidence, developing high self esteem. The mental health and well-being of our children is paramount to them feeling safe and secure and making progress to be the best they can. We offer a number of strategies to support Mental Health and Well-being including:

**\*Forest School;** Forest School is a unique approach to learning outdoors which provides regular opportunities for children to engage with the natural world in self-directed ways. It encourages children to explore a wooded site, take risks and learn new skills such as using tools and fire-craft. Every class attends sessions in our Forest School area throughout the year. The children come with their class, Teacher and Teaching Assistants. The sessions provide a range of opportunities, activities and resources, all of which are child initiated, inviting the children to make choices about their own learning. The benefits we see for the children are improvement to physical and mental health, self-confidence, emotional literacy, social skills and self-esteem. Children find new ways to succeed through perseverance and independence.

**\*Yoga for children;** This supports the development of physical movement and attention skills. The multi-sensory classes promote creativity whilst benefitting social confidence and physical movement. Children have dedicated time and space to explore a world where the learning is fun and learn about the essentials of relaxation and well-being. Children are calm and ready to learn following their sessions and have an improved awareness of feelings and personal space.

**\*Peer Massage;** The Massage in Schools Programme (MISP) is an international programme of positive touch and clothed peer massage (child to child massage) for children of 4-12 years. This successful programme uses massage and positive touch to encourage learning and develop children's social and emotional skills. It is proven to improve children's concentration and is recognised as an effective anti-bullying strategy. The vision of the MISP is that every child attending school experience positive and nurturing touch every day, everywhere in the world. There are three main aspects to the MISP:

-  An ethos of respect and choice as every child is asked for permission before massage and has the right to say 'no'.

-  A 15 minute clothed daily massage routine on the head, back, arms and hands, led by an adult.

A range of activities, which use visualisation and kinaesthetic learning and encourage positive touch throughout the curriculum.



**\*Parent Family Support Advisor (PFSA);** The PFSA is an important link between school, the families and Children's Social Care. The PFSA works closely with the SENCo in school to ensure consistency of support for children with additional needs. She supports a number of families with routines to improve children's attendance and punctuality at school. Our PFSA works closely with the PFSA at the Junior School to enable a smooth transition for vulnerable families.

## EQUAL OPPORTUNITIES

We aim to treat each pupil as an individual with equal access to all areas of school life regardless of aptitude, sex, nationality, disability, social, religious or ethnic background. We promote equality of opportunity.

## SCHOOL UNIFORM

For reasons of security, and to promote a strong school identity that supports high standards and a sense of community among pupils, Milford Infants' School requires pupils to wear its school uniform. The school colours are maroon and grey and the uniform comprises:

Maroon sweatshirt, pullover or cardigan  
Grey trousers  
Grey skirt or pinafore dress  
Maroon Summer dress (during the Summer months)  
White shirt or white polo shirt  
Maroon and gold school tie (optional)  
Dark shoes, preferably black (not trainers)



This can be purchased at Schoolwear & More of 10 Wine Street, Yeovil. The school does not insist that items carrying the school badge are worn, and plain sweatshirts, jumpers or cardigans in a suitable shade of maroon may be purchased on the high street if parents wish.

Uniformity also applies to general appearance. Hairstyles should not be attention seeking such as closely shaven heads, sculpted motifs, tram lines, names in hair, mohicans, excessive use of accessories, hair braids or extensions. For tidy presentation and health and safety purposes, long hair should always be tied up and away from eyes.

Jewellery is not permitted with the exception of small studs for pierced ears. Watches may be worn but are the child's responsibility and the school will not take responsibility for loss or damage. We do not consider it appropriate for any child at school to be wearing make-up including nail varnish.

**PE Kit:** any T-shirt or shorts may be worn, and plimsolls or trainers should be provided. Please provide a tracksuit or jogging bottoms and a sweatshirt top for outside PE in Winter months.

Children are encouraged to try to dress themselves, so clothing that is easily managed is recommended. Pupils and their parents are responsible for their own personal property and possessions while on school premises or engaged in school activities. The school cannot accept liability for loss of, theft of, or damage to pupils' or parents' property and possessions.



**All clothing should be clearly marked with your child's name please.**

## **HOMEWORK**

The most usual and regular form of homework for our pupils is for them to take home a reading book and read this for just a short period. It is essential that you make time to support your child by sharing books in this way, not only because it is likely to improve their reading skills, but also because it teaches children that books are valued in the home. Our experience has shown that if children know their parents are interested in their learning they will make more progress. Teachers will gladly talk to you about ways in which you can help your child to read successfully.

Children in Foundation Stage classes bring home letters to learn and Tricky Words to read. Year 1 and Year 2 children bring home a list of words to learn to spell each week. The precise quantity of time spent on tasks is far less important than the **quality** of the task and the way it supports the child's learning.

Year R – up to one hour a week by the end of the year, <b>if appropriate</b>	mostly reading books and learning high frequency words
	children will be given a folder with a range of activities based around their topic to choose from in the Summer Term.
Year 1 and 2 - approximately one hour a week	reading and spelling weekly words
	children will be given a folder with Literacy, Maths and Topic activities to choose from each half term

## **HOME/SCHOOL AGREEMENT**

Milford Infants' School asks each parent and child to consider carefully their responsibilities within our school setting. All parents will be given a Home/School Agreement in the Autumn Term of each academic year to read, sign and return and the school expects parents to support this.

## **PARENTS CODE OF CONDUCT**

We expect all parents to model appropriate behaviour whilst on the school premises. If parents fail to do so, they will be referred to our [Parents' Code of Conduct](#), copies of which are available in the school office and on the school website.

## **SCHOOL HOURS**

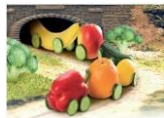
Morning Session	8.50am - 12.00noon
Mid-day Break	12.00noon - 1.15pm/12.15 – 1.30pm
Afternoon Session	1.15pm/1.30pm - 3.15pm

During the morning session the children have a short playtime. We do not allow snacks to be brought into school for playtime, but we do organise the distribution of a piece of fresh fruit under the NHS Fruit and Vegetable scheme and a carton of milk under the Cool Milk scheme. Parents need to order milk directly through Cool Milk; this is free for children under 5 years old and for those in receipt of Pupil Premium (except Forces families). Please enquire at the school office if you require more details.



## SCHOOL MEALS

School lunches are cooked freshly on the premises daily by leading catering specialist Taylor Shaw. The two course meal may be selected, three weeks in advance, from a range of choices including vegetarian. Medical and religious diets can be catered for by arrangement. From September 2014 the DfE stipulated that schools must provide a free school meal for all children in Reception and Key Stage 1.



**Taylor Shaw**  
Seeing food differently

Alternatively, provision is made for children to bring a packed lunch. Please ensure that your child's lunchbox is clearly named and **does not include any nut products**. Lunches may include a soft drink in a plastic bottle or carton. For obvious reasons, no glass is allowed and no fizzy drinks. Water is available. **Please do not allow your child to bring sweets or chocolate confectionery to school.** Please be aware in the Summer months that the school has no facilities for storing the children's sandwich boxes in refrigerated conditions.

## AFTER SCHOOL CLUB

The Governors of Milford Infants' School are pleased to offer this Extended School facility to all pupils enrolled at our School and Pre-School. Milford Infants' After-School Club aims to support busy parents and guardians during the school term by offering a safe, happy, fun and stimulating place for children to have a sociable end to the school day. The club offers an informal and relaxed environment where children can eat, rest and play after a busy day at school, or pre-school.

Milford Infants' After-School Club will be held in the Pre-School building and will be open 5 days a week, term time only. We will offer two session choices, 3.10-4.30pm or 3.10-5.30pm. Bookings will need to be made in advance for a commitment of one term. To enable parents to secure childcare around their work hours, there is the option of booking the whole school year in advance. Priority will be given to parents making this commitment. Otherwise, places are allocated on a first come, first served basis. Further details, a parent handbook and a registration form are available on the school website:

<https://www.milford-inf.somerset.sch.uk/after-school-club-1/>

## PASTORAL CARE AND DISCIPLINE

Our school rules are designed to protect the welfare of the children and promote appropriate social skills. It is our intention to create a caring environment where every child can work happily. Children are expected to behave in a courteous and considerate manner and to appreciate the needs of others as well as themselves. Our behaviour code is described in the Home/School Agreement and shared with parents. If a sanction is felt to be necessary, it will take the form of missed privilege, such as playtime. Should a child's behaviour give cause for concern, parents will be informed and invited to discuss the problem. Corporal punishment is not used.



## CHARGING POLICY

The school Governors have agreed the following policy on charging:

- That where activities or visits take place in school time, parents should be invited to make a voluntary contribution to cover the cost of the activity. However, no child should be debarred from that activity because his/her parents cannot contribute. The cost of attendance at the activities or visits by pupils in receipt of Pupil Premium are met by the school.
- That where activities or visits take place outside school hours, charges be levied unless children are in receipt of Pupil Premium funding.
- That appropriate charges be made for ingredients and materials where parents have indicated that they wish to own their child's finished work, unless children are in receipt of Pupil Premium funding.
- That parents be required to meet the cost of damage or loss where this is the result of their child's unacceptable behaviour.
- The cost of an authorised parent helper attending activities or visits are met by the school (e.g. entrance cost on a school trip).
- That the costs for employees to accompany children on activities or visits are met by the school.



## COMPLAINTS PROCEDURE

Every school is required to have in place a complaints procedure. At Milford Infants' School this would entail the following process. Firstly, we would ask parents to talk to their child's class teacher, or another member of our school staff. If the problem could not be resolved in this manner, it would be investigated by the Headteacher. Should the complainant still feel that their concerns had not been addressed satisfactorily, the matter would be passed to the school's Governing Body. If these internal procedures should fail to resolve the problem in a satisfactory manner, it would be passed directly to the DfE.

Whilst we are always pleased to pass on information to parents, there is probably no substitute for talking face to face, should you wish to learn more about the school. In particular, we hope that any questions or concerns that you may have can be resolved by the school, in the first instance by talking to your child's class teacher or the Headteacher. In this way, it is hoped that any difficulties will be dealt with amicably at this informal level, to the satisfaction of everyone.

## PUPIL RECORDS

Parents have access to their child's educational records which show the progress that is being made as the child develops. Even more important is the opportunity to discuss with the teacher any matters which need to be shared. At the end of the academic year all children are given a written report. We are happy to provide a copy of this, on request, for a parent who has parental responsibility for a child that does not live with them.

## SCHOOL ATTENDANCE

Regular attendance is crucial to children's educational development, and at Milford Infants' School we recognise our part in assisting parents to meet their legal obligations. Please ensure your child arrives at school on time every morning as late arrivals can be recorded as an unauthorised absence on your child's attendance record.

## **ABSENCE**

You can only allow your child to miss school if they're too ill to go in or you have advance permission from the school.

There may be other exceptional circumstances where you can ask to take your child out of school. Your school will consider each application and may let you take your child out of school.

A holiday is generally not considered an exceptional circumstance. You cannot take your child away during term time.

Somerset County Council supports schools in ensuring the law is upheld. Parents and guardians are committing an offence if they fail to ensure the regular and punctual attendance at school of their child. Any unauthorised absence such as taking holidays in term time when they have not been approved by the school, can result in a Fixed Penalty Notice being issued by the Education Attendance Service. The Fixed Penalty Notice fees are currently £80/£160 per parent per child. Any Penalty Notice unpaid is taken to Magistrates Court as failure to secure the regular attendance of their child. If found guilty of such an offence, they might receive a criminal conviction and a potential fine of up to £2,500.

Somerset County Council cannot override a school's decision not to authorise any term time leave. There is no right of appeal.

## **HEALTH AND SAFETY, INCLUDING SCHOOL SECURITY**

Children are welcomed to their classroom doorways between 8.40am and 8.50 am. Children must be accompanied at all times on the school site. In the interests of safety please ensure you come into the playground to meet your children at the end of the day. Please notify the class teacher or the school office if your child is to be collected by someone other than yourself. This must be done on a daily basis, or by letter covering a set period, for example notification of a Childminder.

Whilst on the school premises or grounds, the school Governors request that you do not smoke, drink or bring any illegal substance with you. All parents and visitors must behave in a manner appropriate to the school environment. Bad language, dangerous or aggressive behaviour will not be tolerated. Anyone found to be behaving inappropriately may be banned from the school grounds.

Children must be closely supervised at all times by parents/guardians before and after school, and should not climb on fences, walls or gates surrounding the playgrounds and classrooms. In the interest of the safety of by-standers ball games are not permitted before and after school. Bikes, trikes and scooters must not be ridden anywhere in the school grounds.



Pedestrian access to the school must be through the main pedestrian gateway on Glenthorne Avenue. Parking restrictions operate in Glenthorne Avenue at the beginning and end of the school day. We would ask that all parents observe these restrictions both for the safety of all our children and in consideration of local residents.



## **FOR SAFETY REASONS, THERE IS NO PARKING FOR PARENTS WITHIN THE SCHOOL GROUNDS.**

No child will be allowed to leave the school alone during school hours. Please inform the school, preferably in writing, if you need to collect your child for a medical appointment.

### **ABSENCE FROM SCHOOL THROUGH ILLNESS**

Parents are asked to follow the following procedure when a child is absent through illness:

- 1 Please telephone the school before 9.30am on your child's first day of absence to report your child's illness.
- 2 On their return to school please send a brief note.
- 3 Give written or verbal notice of dental or medical appointments during school time to the teacher.

### **EMERGENCY CONTACT**

Occasionally children become ill or have an accident at school. We like to be able to contact you or a friend or relative as soon as possible by telephone. **PLEASE ENSURE THAT WE HAVE SUCH CONTACT NUMBERS AND THAT THEY UPDATED REGULARLY.**

### **MEDICINES IN SCHOOL**

At all times parents will be encouraged to keep their children at home when they are unwell or remain infectious.

#### **Short-term Medical Needs**

In order to minimise the time a pupil needs to be away from school, arrangements might be made to administer medication in school, but only when absolutely essential (if the parent/guardian cannot come to school to administer medication at the prescribed time or arrange for another person to do it in their place). It is also helpful, where possible, if medication can be prescribed in dose frequencies that enable it to be taken outside of school hours. The school encourages parents to ask the prescribing professional about this. The school will not administer painkillers or non-prescribed medication unless it is part of a long-term treatment plan for medical needs.



#### **Long-term Medical Needs**

Parents of children with specific long-term medical needs should inform the school of the condition. The Headteacher will discuss with the parents the medical needs of their child and an agreement will be made on what support the school can provide. Medication such as inhalers and Epipens can be administered where these are prescribed. You will be asked to sign a consent form for any medication that you ask the school to administer.

### **HEAD LICE**

The number of children affected with headlice has increased greatly throughout the country over recent years. Please check your child's head regularly and if infestation is discovered, treat with a suitable preparation recommended by your doctor or the chemist. In order to minimise infestation from one child to another we strongly advise that all long hair is tied back.



# **PUPIL AND PARENT PRIVACY NOTICE – SEPTEMBER 2024**

Milford Infants' School and Pre-School needs to use data on pupils in order to be able to keep you safe and deliver the best education possible. Only essential data is held, and we always follow the law when we collect use, store and share your data.

You have a legal right to be informed about how our School uses any personal information that we hold about you. This privacy notice explains how we collect, store and use personal data about you.

Milford Infants' School and Pre-School is the 'data controller' for the purposes of data protection law. Our Data Protection Officer (DPO) is Amy Brittan (see 'Contact' below).

## **The personal data we hold about you**

We hold some personal information about you to make sure we can help you learn and look after you when you attend our School.

For the same reasons, we get information about you from some other places too – like other schools, the local council and the government.

This information includes but is not limited to:

- your contact details
- assessments of your work
- your attendance records
- your characteristics, like your ethnic background or any special educational needs
- any medical conditions you have
- details of any behaviour issues or exclusions
- photographs
- details of where you go when you leave us

## **The personal data we hold about your parents**

We hold some personal information about your parents to make sure we can help you learn and look after you at school.

- contact details
- we may also hold some information about your parents if you have a safeguarding folder

## **Why we use this data**

We use this data to help run the School, including to:

- get in touch with you and your parents when we need to
- check how you're doing in all subjects and work out whether you or your teachers need any extra help
- provide remote learning opportunities during periods of lockdown
- track how well the school as a whole is performing
- look after your wellbeing

## **Our legal basis for using this data**

Under the UK General Data Protection Regulation (UK GDPR), the lawful bases we rely on for processing your information are:

- we need to comply with the law (*Article 6(1)(c) of UK GDPR*)



- we need to use it to carry out a task in the public interest (in order to provide you with an education) (*Article 6(1)(e) of UK GDPR*)

Sometimes, we may also use your personal information where:

- you, or your parents/carers have given us permission to use it in a certain way (*Article 6(1)(a) of UK GDPR*)
- we need to protect your interests (or someone else's interest) e.g., in a life-or-death situation (*Article 6(1)(d) of UK GDPR*)

We may also collect and use information about your health or other protected characteristics such as your religion or ethnicity. These are special categories of personal information, and we will only collect and use it when it is necessary for public health, e.g., protecting against serious threats to health. The legal basis here is *Article 9(2)(i) of UK GDPR*.

Public Health England also has special permission from the Secretary of State for Health and Social Care to use personally identifiable information without your permission where this is in the public interest. This is known as 'Section 251' approval and includes the use of the information collected by NHS Test and Trace to help protect the public from coronavirus. The part of the law that applies here is Section 251 of the National Health Service Act 2006 and the associated Health Service (Control of Patient Information) Regulations 2002.

Where we have got permission to use your data, you or your parents/carers may withdraw this at any time. We will make this clear when we ask for permission and explain how to go about withdrawing consent.

Some of the reasons listed above for collecting and using your information overlap, and there may be several grounds which mean we can use your data.

## Collecting this information

While in most cases you, or your parents/carers, must provide the personal information we need to collect, there are some occasions when you can choose whether or not to provide the data. We will always tell you if it's optional. If you must provide the data, we will explain what might happen if you don't.

## Data sharing

We do not share personal information about you with anyone outside the School without permission from you or your parents/carers, unless the law and our policies allow us to do so.

Where it is legally required, or necessary for another reason allowed under data protection law, we may share personal information about you with:

Who we share with	Why we share
Our local authority	To meet our legal duties to share certain information with it, such as concerns about pupils' safety and exclusions. Early Years funding.  We may also share data with the local authority in the event of a public health emergency.
The Department for Education	We have to do this by law. This data sharing underpins school funding, educational policy and funding.
Your family and representatives	To ensure that they know how you are doing and to protect your welfare



Other schools after you leave our school	We will transfer your pupil record, which consists of basic information, assessment data, any educational support, and any safeguarding records. We may share some information in advance if it will enable your next school to provide effective and timely support
Police forces, courts, tribunals and security services	As we are required to by law
Health and social welfare organisations	Such as the school nurse, school immunisation team and the Education Welfare Officer to help look after your health and wellbeing
Arbor	So that you can pay for pre-school fees, after school clubs. Book parents evenings, trips and activities. To ensure your contact details are up to date, and to receive messages from the school.
Wonde	To provide an automated data link with SSE MIS Support Service (formerly SIMS)
One Team Logic	To ensure safeguarding records are kept safe and secure on My Concern.
EVouchers	To enable us to allocate Free School Meal vouchers
Providers of electronic learning resources	To allow you to use their resources in class and at home e.g. Bug Club
Premier Sport	To allow registers and assessments to be completed
Tempest photography	To enable photographs to be linked to each child on SIMS
Taylor Shaw	To pass on menu choices and allergy information
Google Classroom	A suite of online tools that can be used by the school. The tools include the ability for us to set tasks for learners and provide feedback. It has online software including Google versions of Word, PowerPoint and Excel.
SNAP Assessment Tool	To identify specific areas of need and how we can to support you with this
Seesaw	Seesaw is an online learning platform that records pupil's observations and provides evidence of learning experiences

## International transfers of personal data

We have audited where we store all the personal data processed in the School and by third party services. If a third-party service stores data in the EU or US, we have ensured that safeguards such as standard contractual clauses are in place to allow the safe flow of data to and from the School.



## How we store this data

We will keep personal information about you while you are a pupil at our school. We may also keep it after you have left the School, where we are required to by law. If you leave us mid-year or move to a new school, we will transfer your pupil record to your next setting.

Our record retention schedule/records management policy is based on the [Information and Records Management Society's toolkit for schools](#) and sets out how long we keep information about pupils.

## National Pupil Database

We are required to provide information about you to the Department for Education (a government department) as part of data collections such as the school census.

Some of this information is then stored in the [National Pupil Database](#), (NPD) which is managed by the Department for Education and provides evidence on how schools are performing. This, in turn, supports research.

It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

## Your rights

### How to access personal information we hold about you

You can find out if we hold any personal information about you, and how we use it, by making a 'subject access request', Your parents may make this request on your behalf. If we think you are able to understand your rights and what they mean, we may ask your permission before providing information to your parents.

### If we do hold information about you, we will:

- give you a description of it
- tell you why we are holding and using it, and how long we will keep it for
- explain where we got it from, if not from you or your parents
- tell you who it has been, or will be, shared with

### Your other rights over your data

You have other rights over how your personal data is used and kept safe, including the right to:

- say that you don't want it to be used if this would cause, or is causing, harm or distress
- stop it being used to send you marketing materials
- say that you don't want it used to make automated decisions (decisions made by a computer or machine, rather than by a person)
- have it corrected, deleted or destroyed if it is wrong, or restrict our use of it
- claim compensation if the data protection rules are broken and this harms you in some way
- let you know if we are using your data to make any automated decisions (decisions being taken by a computer or machine, rather than by a person)

You may also ask us to send your personal information to another organisation electronically in certain circumstances. If you want to make a request, please contact our Data Protection Officer (see 'Contact').



## Complaints

We take any complaints about how we collect and use your personal data very seriously, so please let us know if you think we've done something wrong.

You can make a complaint at any time by contacting our Data Protection Officer.

You can also complain to the Information Commissioner's Office in one of the following ways:

- report a concern online at <https://ico.org.uk/concerns/>
- call 0303 123 1113
- write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

## Contact

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our Data Protection Officer: [dposchools@somerset.gov.uk](mailto:dposchools@somerset.gov.uk)

