



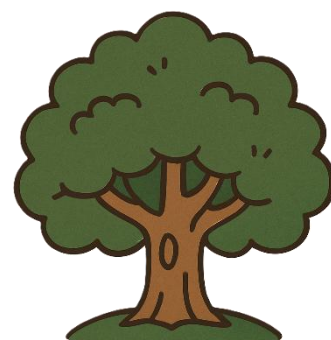
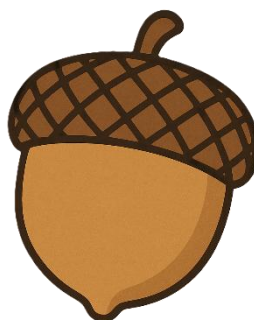
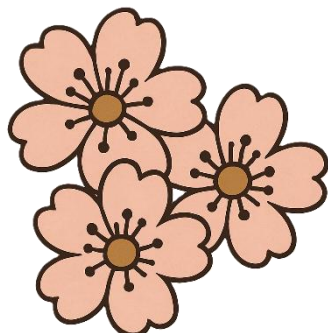
# Oxhill Nursery School

## Oxhill Stanley County Durham DH9 7LR

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# Welcome to our School!

**“THIS IS A GOOD SCHOOL”**  
(ofsted 2015, 2019, 2024)

*“Children in this school benefit from a safe, nurturing environment in which to start their education. They enjoy positive relationships with adults. Children know and understand the school’s routines and expectations. They behave well and play cooperatively with each other. The school focuses on children’s personal, social and emotional development. Children learn to understand the language of feelings and to care for each other.”* (ofsted 2024)

Welcome to Oxhill Nursery School! At Oxhill Nursery School, we are dedicated to providing exceptional early learning opportunities for children aged 2 to 4 years. Our nursery is open from 8 am to 4 pm, accommodating up to 150 children in a nurturing and stimulating environment. Housed in a spacious Victorian building, our nursery features a variety of well-resourced areas designed to inspire diverse learning experiences. We believe that every child should have the opportunity to explore and grow in a supportive atmosphere that fosters curiosity and creativity.

Our highly experienced and qualified staff are passionate about igniting children’s interests and natural curiosity. Through a thoughtfully planned and progressive curriculum, we create a dynamic learning environment that extends both indoors and outdoors. Our expansive outdoor area is accessible in all weather conditions, allowing children to engage in enriching activities across all developmental areas.

As an inclusive school, we are committed to supporting all children, including those with Special Educational Needs. Our caring staff possess the expertise and experience necessary to ensure that every child thrives. Our building is fully accessible to both adults and children with a range of disabilities, and we actively encourage all children to participate in the rich learning opportunities we provide.

We invite you to see for yourself how we create the best possible start in education for the children entrusted to our care. Please call us to arrange a visit.

We look forward to welcoming you and your child to the Oxhill Nursery School family!

Warm regards,

**Julia Watson (BA Hons)**  
Headteacher

## Aims and Vision

At **Oxhill Nursery School**, we embrace an inclusive approach that welcomes **ALL children**, reflecting our belief that **'Everyone is Special'**. Our mission is to provide a nurturing environment where every child can thrive.

Through a **broad and balanced Early Years Foundation Stage Curriculum**, we empower each child to develop holistically. Our well-planned curriculum is rooted in play and communication, set within a rich and stimulating environment that offers **first-hand experiences** designed to motivate and challenge every child.

We are committed to creating indoor and outdoor spaces that are:

- **Active:** Encouraging movement and exploration.
- **Enjoyable:** Making learning a joyful experience.
- **Fun:** Infusing playfulness into every activity.
- **Happy:** Fostering a positive emotional atmosphere.
- **Interactive:** Promoting engagement and collaboration.
- **Meaningful:** Connecting learning to real-life experiences.
- **Motivating:** Inspiring curiosity and a love for learning.
- **Purposeful:** Ensuring every activity has clear objectives.
- **Relevant:** Tailoring experiences to the interests of our children.
- **Safe:** Providing a secure environment for exploration.
- **Secure:** Ensuring emotional and physical safety for all children.

Our dedicated staff demonstrate a **high level of engagement**, utilising their knowledge and skills to respond to the unique interests and needs of each child. By observing and interacting with our children, we continuously enhance the environment to extend **child-initiated play**, ensuring that learning is both spontaneous and guided.

## Values

### WE PRIORITISE WELLBEING

We want our children to feel safe, secure and happy in body, mind and spirit, which is why wellbeing is at the heart of everything we do. We place importance on developing children holistically and work hard to equip children with the tools they need to manage their emotions and deal with challenges. Through nurturing and understanding their feelings, we support children to begin to express their emotions, self-regulate and form positive relationships.

### WE CARE

We support children to care for themselves, their friends, and their families. Through our curriculum, we learn about love, respect and empathy for others. We create opportunities for children to take care of and look after our things, our community and the wider world. We place great importance on teaching the children the important role they play in sustaining the future of our world.

### WE BELONG

We promote a sense of belonging for our children and their families; where collaborative aspirations, ventures and achievements are valued. We actively promote culture of inclusion where everyone feels part of our Oxhill Nursery School family. Children learn that they are important, listened to, understood and that they have a place in this world. Children are nurtured to develop a strong sense of self-worth and empowered to believe in themselves and try new things. We want our children to dream big and have high expectations for themselves and what they can achieve.



### WE ARE RESEARCHERS

We encourage our children to be naturally curious. Supporting them to ask questions and find ways to solve problems or find out more. We are inquisitive about the world around us and utilise our local area, exploring Stanley and beyond. We believe that children learn by hands on experiences and provide opportunities for them to build connections and make links about the world around them.

### WE ARE CAPABLE

We have high aspirations for all and believe that children can achieve great things. We promote independence and resilience through our ambitious curriculum, where skilled staff motivate and inspire. We celebrate children's unique qualities and help them to become the best version of themselves. We believe that we are facilitators and co-pilots in their journey and support the children to develop their skills and knowledge ready for their next steps.

### WE ARE PARTNERS

We view parents and carers as partners in their child's learning journey. Our curriculum utilises what our children, families and communities bring making links with cultural activities, customs and routines. We dedicate time for parents and carers developing their own skills and knowledge to help support their child as part of our learning community.

Together, we cultivate a community where children feel valued, respected, and empowered to reach their full potential

## Governors

The membership of our Governing Body is as follows:

<b>Mrs Sarah Golightly</b>	<b>Chair of Governors</b> (co-opted governor)
Miss Julia Watson	Headteacher
Ms Sonia Bell	Staff Governor
Mr Paul Boyle	Co-opted Governor
Mrs Judith Hughes	Local Authority Governor
Mr Joe Lalgee	Parent Governor
Mrs Joanne Cruise	Co-opted Governor
Miss Sarah McNeill	Parent Governor

**The Chair** of the Governing Body is **Mrs Sarah Golightly**. She may be contacted by writing to the nursery.

**The Clerk** of the Governing Body is **Melody Robinson**, School and Governor Support Service, Education, County Hall, Durham, DH1 5UJ.

## Meet the Staff

Miss Julia Watson	<b>Head teacher</b> , designated safeguarding lead, SENCO
<b>The Blossom Room</b> 2-year-olds	
Mrs Cheryl Lindoe	<b>Room Lead</b> Higher Level Teaching Assistant 2 year old room (qualified first aider, Deputy Designated Safeguarding Lead)
Ms Emily Johnson	Nursery Practitioner (paediatric first aider)
Mrs Sonia Bell	Nursery Practitioner (paediatric first aider)
<b>The Acorn Room</b> Rising 3-year-olds	
Mrs Laura Baker	<b>Room Lead</b> Nursery Practitioner (paediatric first aider)
Miss Catherine Emmerson	Nursery Practitioner (paediatric first aider)
<b>The Oak Room</b> 3 and 4 year-olds (Pre School)	
Miss Clare Donoghue	Deputy Headteacher & Pre-school Teacher
Miss Ashlee McCarthy	Nursery Practitioner (paediatric first aider)
Mrs Carol Crowder	Nursery Practitioner (paediatric first aider)
Miss Caitlin Stacey-Ray	Nursery Practitioner (paediatric first aider)
<b>The Willows</b> Sensory Classroom	
Mrs Haley Dawson	Inclusion Manager & Nursery Practitioner (paediatric first aider, first aid at work)
Mrs Louise Strike	Nursery Practitioner (paediatric first aider)
Ms Jennifer Ruffell	Nursery Practitioner
<b>Support staff</b>	
Miss Georgia Young	Office Manager (Deputy Designated Safeguarding Lead)
Mrs Leanne Robertson	Administrative Assistant
Mr Ken Boughey	Caretaker
Mrs Lisa Owen	Cleaner & Extended services Nursery Assistant
Mrs Carole Graven	Extended services Nursery Assistant
Mrs Lynsey Glister	Extended services Nursery Assistant
Miss Sheree Shotton	Extended services Nursery Assistant

## Early Learning

The Early Years Foundation Stage principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

This includes the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

## Learning through Play

Young children learn by doing, touching and seeing for themselves – through play. Play that is well planned and pleasurable helps children to think, increase their understanding and improve their language competence. It allows children to be creative, to explore and investigate, to experiment and to draw and test their conclusions. All aspects of children's growth and development are linked and these are promoted by the varied play experiences available within the nursery environment. The EYFS covers **what** the children need to learn and **how** they need to learn, and here at Oxhill Nursery we have developed our own style and approach, which involve characteristics of effective learning (as described in EYFS), this means that the curriculum is based on skills the children need to acquire, rather than on information they need to learn. This allows us to organise interesting activities and experiences, around the children's interests, that support the children in working towards all the Early Learning Goals.

Our large garden is an essential component of our curriculum, and we encourage all children to participate in activities outdoors throughout the year. Engaging in outdoor activities helps children to stay fit and healthy

## Feeling happy, safe and secure

At Oxhill Nursery School, we are dedicated to nurturing capable, confident individuals who possess high self-esteem and strong social skills. Our team of highly skilled and enthusiastic educators collaborates closely with parents and the community to provide the best possible nursery education for every child in our care.

We believe that children learn and thrive best in a friendly and secure environment where they feel welcomed and safe. In our nursery, children and adults work together to cultivate mutual respect, and our established rules help children understand the needs of others.

Our daily routines, known as '**rhythms of the day**' are designed to foster a sense of security and belonging, as we know that children who feel happy and secure are more likely to become successful learners. By creating a supportive atmosphere, we empower children to explore, engage, and grow, laying a strong foundation for their future development.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

### EYFS identifies 3 prime areas of learning...

#### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. A lot of time is spent in nursery talking and listening to what your child has to say. We aim to develop children's back-and-forth interactions with adults and peers. The number and quality of the conversations they have throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### Personal, Social and Emotional Development

We aim to develop children's ability to work, play, co-operate with others in a group beyond the family. Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. We offer strong, warm and supportive relationships with adults that enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, have confidence in their own abilities, to persist and wait for what they want. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

#### Physical Development

Our aim is to develop physical control, mobility, awareness of space and manipulative skills, using both the indoor and outdoor environments. Waterproof jackets and trousers are provided for the children to enable them to access the outdoor area in all weathers. We feel it is important that children establish positive attitudes towards a healthy and active way of life. Healthy children have lots of energy and they need space to crawl, climb, balance, run, jump and dance. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. **Gross motor** skills provide the foundation for developing healthy bodies and social and emotional wellbeing. **Fine motor** control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools. Access to a wide range of equipment helps to develop manipulative skills, hand-eye and general physical co-ordination. Participating in these activities can help to build self-awareness and confidence



## ...and 4 specific areas of learning:

### Literacy

Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest in a life-long love of reading. Children are encouraged to enjoy books, stories and poetry, for their personal language development and to extend their views of the world, excite their curiosity and fire their imagination. This also brings tremendous pleasure, expands other play activities and develops concentration and listening skills. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

### Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 5, the relationships between them and the patterns within those numbers. We will provide frequent and varied opportunities to build and apply this understanding – Mathematical concepts are developed through a range of hands on practical activities which encourage the use of mathematical vocabulary. Play using various sizes of building blocks and construction kits gives children the practical knowledge of shape and size and how they can be used both creatively and skilfully. Co-ordination skills are developed through completing jigsaws, threading beads onto laces and making things with small construction kits.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. During their time in nursery, mathematical ideas such as size, shape, number, length, height and comparison begin to emerge.

### Understanding the World

We aim to develop children's knowledge and understanding of the world by guiding them to make sense of their physical world and other people in their community. We will provide a range of experiences to increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. They will be encouraged to ask questions, to find out why things happen and how things work. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Expressive Arts and Design

Children are provided with a range of activities, including music, dance, drama, art and craft, which will help them to develop and use their imaginations, communication skills and creativity. Children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media, materials and tools, including paint, glue, scissors, pens, junk materials, clay, dough and slime. Our children are encouraged to explore, experiment and develop creative expression and imagination. Creating something that is unique; either by themselves or by working together in a group gives each child satisfaction and helps boost self-confidence. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

## Core Activities at Oxhill Nursery School

At Oxhill Nursery School, we offer a diverse range of core activities designed to engage children and support their development. These activities are regularly adapted based on each child's age and stage of development, ensuring that their interests and concentration are maintained.

**Messy Play** - Children are encouraged to explore their creativity through a variety of messy activities, including sand and water play, play dough, gluing and sticking, painting, and clay work. These hands-on experiences promote sensory exploration and fine motor skills.

**Role Play and Imagination** - Our role play areas are filled with toys and activities such as prams, dolls, dressing-up clothes, kitchens, playhouses, and workshops. These resources enable children to use their imagination and act out familiar roles, such as parents, doctors, and firefighters, fostering their social and emotional development.

**Physical Development** - We promote high levels of physical activity throughout the nursery. Each day, children engage in various physical activities, including see-saws, rocking horses, tunnels, mini trampolines, balls, hoops, and wheeled vehicles like bikes and scooters. Additionally, children participate in dance, movement activities, and mini sports, and Yoga to enhance their gross motor skills.

**Singing/music and nursery rhymes** - We introduce musical instruments at an early age to cultivate a love for music. Children engage in adult-led musical activities and have the freedom to explore instruments during each session. Daily group activities encourage children to sing nursery rhymes, action songs and number songs helping them build a rich repertoire.

**Story Sharing** – Books are at the heart of our educational experience. We recognise the vital role that fostering a love for language and enhancing listening skills play in early development. We have carefully curated a collection of fifty beloved classic children's stories, designed to enrich our curriculum themes and introduce new vocabulary across the nursery. Children enjoy free access to this diverse selection of quality texts throughout the day, as well as participating in daily story times where our dedicated staff encourage children to be fully immersed in the story. We want children to know these core texts well enough to retell to a friend by the time they leave nursery.

**Social skills** - We consistently promote good behaviour, sharing, turn-taking, and table manners. Children are encouraged to develop independence in personal hygiene skills, such as brushing their teeth and washing their hands, fostering a sense of responsibility.

**Outdoor Play** - Our children delight in a variety of outdoor spaces designed to inspire exploration and creativity. Our large garden features a mud kitchen, pebble pit, water table, climbing frames, sunken sand pit, woodland area, and vegetable patches, providing endless opportunities for hands-on learning. We wholeheartedly encourage outdoor play in all weather conditions, equipping children with waterproof clothing and wellies to ensure they can fully engage with nature. Families are also invited to send in a pair of named wellies from home for their child to wear during outdoor play if they prefer.

At Oxhill Nursery School, we are committed to creating a nurturing and stimulating environment where children can thrive through play and exploration.



## Our Progressive Learning Environments

We invite you to explore our nurturing and stimulating environments, where your child can thrive. Our bespoke curriculum is designed to meet each child's developmental stage, fostering their growth into confident, capable, and curious learners. This year we have created classrooms tailored to children's ages. The Blossom Room is for our two-year-olds. The Acorn Room for our young threes and the Oak Room for our Pre-schoolers aged 3-4. The willows is a low distraction classroom supporting children with communication and sensory differences.

Each learning environment is enriched with activities and resources tailored to the specific needs of the children. Our progressive and sequential curriculum integrates local cultural activities and community resources, helping children connect with their surroundings, develop a sense of belonging, and lay a strong foundation for future learning.

All children have access to our extensive outdoor spaces, where they can engage in a variety of learning opportunities. In this environment, children are encouraged to take measured risks, fostering a genuine love for the world around them and a passion for nature. They can explore high-quality play equipment, including a climbing frame with a wide slide, a large sunken sandpit, a woodland area for exploration and discovery of wildlife and seasonal changes, a vegetable garden to learn about growing and sustainability, and a mud kitchen for imaginative play and sensory experiences.

## The Blossom Room *(2 year-olds)*

Welcome to the Blossom Room – Dedicated to providing a nurturing and enriching environment for our youngest learners. This provision is designed to support children from the term after their 2nd birthday, ensuring they feel safe, secure, and happy as they embark on their early learning journey.

### Tailored Transition Support

We understand that this may be the first time a child has experienced being away from their family or familiar adults, and that settling in can be a challenging period. To ease this transition, we tailor our settling-in sessions to help build each child's confidence, making their introduction to nursery as smooth as possible.

### Holistic Development Focus

Our 2-year-old provision is focused on the three **PRIME** areas of learning that form the core of the Early Years Foundation Stage: **Personal, Social & Emotional Development, Communication & Language**, and **Physical Development**. We prioritise the holistic development of each child, addressing their emotional, social, and cognitive needs. Our experienced staff create engaging activities that promote curiosity and exploration, helping children develop essential skills through play and hands-on experiences.

### Wellbeing at the Heart of Learning

Understanding that wellbeing is fundamental to learning, we foster an environment where children can express their feelings and learn to self-regulate. Our approach equips children with the tools to manage their emotions, build positive relationships, and develop resilience.

## Engaging Learning Environment

Children benefit from a dedicated learning environment filled with a wide range of toys and open-ended resources that are developmentally appropriate. This fosters the curiosity of our youngest learners, encouraging them to explore the special delights of discovering the world around them.

## Partnership with Parents

We believe that parents and carers are vital partners in their child's learning journey. We actively involve families in our curriculum, providing opportunities for them to engage in their child's development and fostering a collaborative learning community.

## Transition into next phase

Children will transition to the **Acorn Room** in the term they turn 3. This move is carefully planned, allowing children and staff to share experiences and visit each other beforehand, ensuring that everyone feels confident and happy. Room staff collaborate closely to maintain continuity in children's learning and development records, ensuring that all individual needs are met.

## The Acorn Room (3 year-olds)

Welcome to the Acorn Room! Children will transition to the Acorn Room during the term they turn three years old. This new learning environment builds upon the rich experiences provided in **The Blossom Room** (our two-year-old provision) by employing a progressive and sequential approach to the curriculum, resources, and activities. This ensures that children effectively master previously acquired skills while also learning new ones.

In the Acorn Room, our dedicated staff support children in developing essential independence skills, understanding of the nursery rules and boundaries, and fostering friendships through cooperative play. Children will have ample opportunities to enhance their physical capabilities, take safe risks and develop gross motor skills and whole-body coordination, which in turn promotes their fine motor development necessary for mark-making with a pencil or smaller paint brush.

Engaging activities such as turn-taking games, group times that promote listening and attention skills, and interactive songs and rhymes create a vibrant learning atmosphere. The core songs, rhymes, and stories specially chosen for this age phase significantly promote communication and language development, enriching children's vocabulary and expressive abilities. Children are encouraged to become capable, confident individuals with high self-esteem, preparing them for a seamless transition into The Oak Room when they are 3-4 years old.

## The Oak Room (3 - 4 year olds)

Welcome to The Oak Room, our vibrant preschool environment designed for our oldest learners in their final year of nursery before transitioning to their chosen primary school in the year they turn five.

This enriching space builds upon the foundational skills developed in the **Blossom** and **Acorn** Rooms. In The Oak Room, children engage in a variety of learning experiences that promote growth in both the 'Prime' and 'Specific' areas of the Early Years Foundation Stage (EYFS). Within a nurturing and stimulating atmosphere, they will continue to develop essential independence skills as well as being challenged to develop their phonological awareness, early number knowledge, and other early mathematical concepts.

Additionally, children will cement their love of reading through carefully selected core texts that support the planned themes and topics throughout the year promoting the learning of new vocabulary and story-telling skills. Our dedicated staff are committed to preparing each child for their next educational journey, ensuring they leave us with a solid foundation that empowers them to be confident learners ready to thrive in school.

In the summer term, Reception teachers from local primary schools are welcomed into the classroom to meet the children who are joining their schools in September. This is an important part of the transition process into Primary school.

**School Admissions:** Parents can apply for a primary school place online at <https://www.durham.gov.uk/primaryschoolplaces> The admissions portal will open again on 1<sup>st</sup> September. Your child must be 4 years old by August 31<sup>st</sup> for them to start primary school in September.

## The Willow Room

Welcome to the Willow Room, a thoughtfully designed low-distraction room that creates a calming environment to support children's self-regulation. This environment caters to children with sensory differences and communication challenges. In this nurturing environment, we provide an adapted curriculum tailored to the unique needs of each child, accommodating up to 8 children at a time with an enhanced adult-to-child ratio.

For some children, spending short periods in the Willow Room during their nursery session is invaluable, allowing them to regulate their emotions away from the bustling classrooms. Others may find that a full nursery session in this calming space best supports their learning journey. Our approach is flexible and responsive to the individual needs of each child.

Children in the Willow Room engage in small group sessions or one-on-one activities with our experienced staff, who are dedicated to helping them achieve their personal goals. This setting allows each child to develop at their own pace, receiving the support and encouragement they need.

We employ a variety of strategies to enhance communication development, including Makaton signing, communication boards, objects of reference, and intensive interaction. This approach is known as the 'Total Communication Approach.'

By adopting a holistic approach to sensory experiences, the room features soft lighting, soothing music, and a diverse array of resources tailored to meet each child's individual needs. This nurturing space encourages exploration and promotes emotional well-being, allowing children to engage with their senses in a safe and supportive setting.

If you believe your child would benefit from sessions in the Willow Room, please feel free to speak with the Headteacher.

## Inclusion (Special Education Need/Disability)

Oxhill Nursery operates in accordance with the DfE Code of Practice. Our Special Educational Needs Coordinator (SENDCO) is Miss J. Watson, and our Inclusion Manager is Mrs. Haley Dawson.

We recognise that any child may experience special educational needs at some point during their schooling. Our school adopts a positive approach to working with all children, focusing on their strengths and the ways in which these can be developed. Through careful observations, we aim to identify needs as

early as possible. Early intervention ensures that every child has the best opportunity to benefit from the rich experiences available in our school.

Parents play a crucial role in this process, sharing their deep understanding of their child's unique needs. When necessary, we consult with parents about seeking additional specialist support, such as speech therapists, educational psychologists, and occupational therapists. Often, speech therapists provide blocks of therapy at the nursery for children referred to the Speech and Language Service, or they may offer activity packs for parents to use at home.

We are committed to being an inclusive school where children with Special Educational Needs are supported by caring staff with the expertise and experience necessary for their success. Our building is accessible to both adults and children with a range of disabilities, and we encourage all children with Special Educational Needs to participate in all activities provided.

Our Equality Policy, which outlines the framework through which the needs of children with Special Educational Needs and Disabilities are met, is available on our website.

## **Behaviour management**

Research indicates that very young children thrive when adults connect behaviour programmes to their developing understanding of the world. To foster a positive environment, we establish a few straightforward rules that children can easily grasp. It's important for children to feel they can express their emotions, including anger; what matters is that adults are available to help them understand the consequences of their actions and, when possible, to make amends.

Tantrums are a normal part of childhood, and while many children may experience them, some may struggle with self-regulation. In these cases, we provide designated "thinking spots" where children can take a moment to reflect. We also implement a system of rewards for positive behaviour. For additional support, we can consult our Educational Psychologist, Ben Greenfield, to ensure we are meeting the needs of all children effectively.

## **Teaching & Learning**

Our dedicated staff work collaboratively in each classroom to support all children's learning and development. We carefully plan and evaluate each child's progress to ensure their individual needs are met, their thinking is challenged, and their learning is extended.

Your child's Key Person will be your primary point of contact for any concerns you may have, as well as for discussions about your child's progress. They will communicate with you to ensure that your child's needs are being addressed appropriately. Additionally, records of development, progress, and achievements will be shared with you and other professionals as necessary.

## **Assessment**

Once your child has been offered a place at our nursery, you will be asked to complete a booklet titled "It's All About Me." We encourage you to be honest when filling this out, as it provides us with valuable insights to create meaningful learning experiences tailored to your child.

Our staff will observe children and take notes as needed to make informed professional judgments about their achievements and determine the next steps in their learning journey. Our assessment process is closely linked to our curriculum, allowing us to regularly identify and address any gaps in learning.

## Parents as Partners

At Oxhill Nursery School, we believe that parents are essential partners in their children's learning journey. By actively engaging families in school life, we create a collaborative environment where children thrive. Our commitment to open communication ensures that parents are informed and involved, allowing them to contribute meaningfully to their child's development. We value your support and hope to work together to provide the best education for your child. Help us get to know them by discussing their current achievements with staff during their initial visit and returning the completed "It's All About Me" booklet.

## Settling in Procedures

We want your child to be as happy and settled in their new setting as possible. For many children this may be the first time away from family. To help your child adjust to their new surroundings we offer a gradual induction into nursery which can be tailored to meet the needs of individual children.

## Children's Progress

At Oxhill Nursery School, we prioritise regular communication with parents to share updates on your child's progress and collaboratively plan for their future learning. Your insights are invaluable in helping us understand how each child learns best. We share children's learning experiences through the Class Dojo app, and we appreciate your feedback on the posts we upload. If you have any concerns or wish to discuss your child's development further, please feel free to reach out to the class teacher or room lead. They are always happy to talk with you, whether over the phone or in a face-to-face meeting. Together, we can ensure the best possible outcomes for your child.

## Keeping you informed

Like our Facebook page for updates on upcoming events at school or in the local community.

We use the Class Dojo messaging service to advise you of things you need to know as well as sending messages.

We may need to speak with you via telephone, [please keep your number updated at the office.](#)

## Getting in touch

At Oxhill Nursery School, we encourage open communication between parents and staff. You can easily reach your child's teacher or room lead through the Class Dojo app. We will provide a link for you to download the app when your child starts with us, following the signing of the Class Dojo agreement and confidentiality agreement. This app is completely FREE, and there's no need for a subscription to access the features we use.

Additionally, you can contact us via email at [oxhillnurseryschool@gmail.com](mailto:oxhillnurseryschool@gmail.com).

**Please note:** Messages sent after the school day will be addressed at 8 AM on the next working day. We appreciate your understanding

Our policies and privacy notice are available on the school website and paper copies are available on request.

## School office hours

Please be aware that the school office is open between **7:45am and 3:45pm**

## Parent Helpers

We would love you to join us in school, whether just to spend an odd session or on a regular basis; telling stories, playing in the garden, or baking cakes with the children. To ensure the safety of all our children, you will need to complete a Police Check (DBS) form. Please speak to a member of staff if you are interested in helping and arrangements will be made.

## Parent and Toddler Group

We run a high quality ‘**play and learn**’ toddler group for children up to the age of two years. This is an opportunity for young children to have fun and mix with other children in a safe environment with a familiar adult who can share and extend their experiences. This group is held on a Thursday morning 9:15 – 10:45 and led by nursery practitioners from our 2-year old room who will be a familiar person to support the positive transition into the 2-year old room, if you decide to continue your child’s education with us.

## General Information

**The Blossom Room: (two year old room)** offers half day places; Morning or Afternoon and 30 hours full days.

**Morning Session:** 8:55 – 11:55 daily

**Afternoon Session:** 12:05 – 3:05 daily

You may be entitled to free 30 hours of nursery provision depending on meeting DFE eligibility criteria.

**30 hours sessions:** 9:00 – 3pm daily

**The Acorn Room (three year olds)** offers half day places; Morning or Afternoon and 30 hours full days.

**Morning Session:** 8:55 – 11:55 daily

**Afternoon Session:** 12:05 – 3:05 daily

You may be entitled to free 30 hours of nursery provision depending on meeting DFE eligibility criteria.

**30 hours:** 9:00am to 3pm daily

**The Oak Room (Preschool for 3&4 year olds)** offers 15 hours over 2 ½ days or 30 hours of free early learning, depending on meeting DFE eligibility criteria.

**Beginning of Week (BOW):** 8:30 – 2:30 Monday & Tuesday

8:30 – 11:30 Wednesday morning

**End of the Week (EOW):** 12:15 – 3:15 Wednesday afternoon,

8:30 – 2:30 Thursday and Friday

**30 hours** 8:30am - 2:30 pm daily

**The Willow Room (Low distraction room for 2-4 year olds)** offers half day places; Morning or Afternoon and 30 hours full days.

**Morning Session:** 8:45 – 11:45 daily

**Afternoon Session:** 12:15 – 3:15 daily

You may be entitled to free 30 hours of nursery provision depending on meeting DFE eligibility criteria.

**30 hours sessions:** 8:45 – 2:45pm daily

## Attendance

The free entitlement is a Government funded place and it is very important that your child attends regularly and that we are informed **by telephone** on the day, of the reason for any absences. **Please inform us, in writing, if you intend to take your child on holiday during term time.**

We will contact you if your child is absent and no reason has been provided. Your child will lose their place if they are absent for 4 weeks and no reason for absence has been provided.

## Data Forms

You will be requested to complete a data checking form as your child begins nursery. This provides us with essential information about your child, emergency contact numbers, email address, medical information and security password etc. **It is essential that you notify us of any change to this information.** This information is stored on the office computer, with restricted access, and paper copies are kept in locked cabinets.

## Security, Health and Safety

Keeping the children safe and secure is a priority. Here are some ways you can help:

- Always notify the school of a change in the collection arrangements. If we are unsure about collection arrangements, we will contact parent
- Keep your emergency contact numbers up to date
- Please fold down your buggy and place it in the outside store- this is left at your own risk
- Please label your child's clothing with their name. The school cannot accept responsibility for items left in school though every effort is made to keep things safe
- Parents and children are asked not to walk across the carpark. We ask you to be alert for vehicles turning into the carpark and not to allow your child to play either in the car park, on the barriers or wall.
- For security reasons the inner door at the main entrance is kept locked and you may need to use the doorbell to alert staff that you are waiting. Please do not hold the door open for other parents as you leave, ask them to report to the office and staff will release the door lock instead. If someone has got through the door, please alert the office staff.
- Please inform us if someone different will be collecting your child. They will be asked to provide us with your security password.

## Parking cars

We are aware of the problems you face when parking your cars and are trying our best to find a solution. Please be courteous to other drivers and pedestrians at all times. **The car park is for staff vehicles only** and we ask you not to block the entrance as access must be available at all times for emergency vehicles.

Mandela Close has parking **for residents only** and you may be asked to move your vehicle by the Police if you park there. The residents here are elderly and many need regular visits from nurses, doctors and other medical staff. Please help us to ensure that we do not prevent emergency services from accessing their homes.



## Illness

As you know, germs can spread quickly among young children, particularly those that cause sickness and diarrhoea. Following NHS guidelines, we advise that any child exhibiting these symptoms should remain at home and not return to nursery until 48 hours have passed since their last episode.

In the case of infectious diseases such as measles or chickenpox, we have information available at school. Please feel free to ask our staff if you need guidance.

If your child requires medication during their time at nursery, arrangements can be made in advance. All prescribed medicines, including inhalers, must be provided in their original container with the dispensing chemist's label attached. This label should clearly display the dosage, the child's name, and their date of birth. Additionally, a care plan must be completed and signed to ensure the safe administration of medication.

Please note that children who have been prescribed any new medication need to remain at home for 48 hours to ensure they do not have an adverse reaction to the medication. Our Administration of Medication Policy can be found on our website.

## Head lice

Please tell us if your child catches head lice, don't be embarrassed as these creatures don't discriminate where they visit! Check your child's hair at least once a week and if you do find any live lice use the treatment recommended by the chemist, Health Visitor or your GP. We do have combs in the school office – please ask.

## Clothing/Uniform

At Oxhill Nursery School, we have adopted a voluntary uniform for children in the **Acorn**, **Oak**, and **Willow** rooms. The uniform consists of a **BLUE** jumper, which can be purchased inexpensively from supermarkets. Please ensure that all jumpers are clearly named, as we cannot accept responsibility for lost clothing.

For the two-year-old children in the **Blossom Room**, there is no uniform requirement. However, we kindly ask that children wear comfortable clothes that are easy to manage for toilet training.

We want all children to have fun while playing both indoors and outdoors, so it is important that their clothing can withstand messy activities. We encourage independence, and it is essential that children can easily remove their clothing when they need to use the toilet. Please note that children tend to have more "accidents" when wearing dungarees, onesies, or trousers with belts.

All clothing, especially coats, should be named. We also ask that you provide a change of clothing for your child, which should be kept in the drawstring bag provided on their peg. These bags should remain on their pegs at all times—please do not send spare clothes in backpacks, as they take up too much space.

We work closely with parents to support toilet training, but "accidents" do occur and are handled quietly and sympathetically.

Additionally, please send in a pair of wellingtons and a sun hat (with names written inside) to be kept in their allocated "welly box."

To ensure your child's safety while moving around the nursery or using the outdoor area, we ask that they wear sensible shoes or trainers. Slip-on sandals, Crocs, or high heels are not permitted.

## Outdoor Play

We encourage children to play outdoors all year round and in all weathers. The nursery has purchased outdoor coats and waterproofs for the children to wear, and we ask you to provide a pair of named wellingtons for your child.

A copy of our Policy Statement on the use of sun creams is included in this brochure.

## Jewellery

Please encourage your child not to wear jewellery at nursery. We do not accept responsibility for the loss or damage or for any injuries that may occur as a result of your child wearing jewellery, you will be asked to sign a disclaimer to this effect.

## Nursery Funds

We do ask for a donation of **£1 each week** from all children who are accessing **15 hours**. This is used to provide daily snack, treats for the children, subsidise the cost of visits and purchase additional resources and equipment. We will encourage your child to put their contribution into the money box available in each class. Children who attend 30 hours have a termly charge of **£2 per week** and can be paid via bank transfer.

Fund raising events are organised each year for nursery funds and for selected charities. School Fund is audited annually.

## Nappies

We currently use Asda brand nappies and wipes and ask for a **weekly donation of £1** towards this cost unless you would like to supply your own.

## Milk / Snacks

Free semi-skimmed milk is provided for all nursery children and water is available to the children throughout the day. Fresh fruit is also provided through the school fund of £1 per week - put in the class piggybank. For the children attending 30-hour places school fund is £2 per week and this is to be paid in advance to the school office by bank transfer. Details will be provided.

Please don't allow your child to bring sweets into school as there may be others in the class with food allergies. It is very important that you inform us of any allergies that your child may have.

## Library

Library books are on loan to us by Durham Library Service. We send a book home with your child every week and we hope you look after them and return them on time. Lost or damaged books may be charged for.

## Links with other schools

Strong links are established with several local schools to which your child will transfer. Various arrangements are made for your child to visit their new school and Reception teachers visit the children in nursery during the summer term.

## OFSTED Inspection

Our last inspection took place in May 2024. Our nursery remained a Good School. Copies of the report are available via the internet or on request.

## Educational Visits

Clear guidance is available for participating in Educational Visits and we need your permission, in writing, before we can take the children off the premises. You will be asked to sign a permission slip for all visits separately. All visits form part of the curriculum that we offer to your children, giving them the opportunity to gain first hand experiences. We may ask you for a contribution towards the cost of these.

Visits may include Beamish Museum, South Shields, South Moor Library, the Park and Hall Hill Farm, local walks and supermarket trips to collect ingredients for cooking activities.

We also encourage visitors into nursery and these include Yoga teacher, Zoo lab, Drama Tots, multicultural artists, musicians, and emergency services.

Risk Assessments are completed for all visits and are available for parents to read.

## Tissues

We would appreciate it if you could provide us with a box of tissues each term, as these are made readily available within the classes for the children to use.

## Celebrations

At Oxhill Nursery School, we cherish and celebrate significant milestones in our children's lives, including birthdays, which hold a special place in their hearts! If you would like to bring a birthday cake to share with the class, we kindly ask that it remains in its original packaging to ensure all allergy information is clearly available. Additionally, if your family is celebrating a special life event, such as a wedding, christening, or religious festival, please let us know. We would love to join in the celebration and create memorable experiences together!

## Safeguarding

Please ensure you tell us who will be collecting your child, and that we have their telephone number in case a phone call home is needed.

**A PASSWORD WILL BE ASKED FOR IN THE EVENT OF AN UNFAMILIAR PERSON coming to collect your child from nursery** and if we have not been informed of a change in collection details we will call parents/emergency contacts to clarify. Safeguarding is paramount here at Oxhill.

If you have concerns about a child in our school then please get in touch with one of our Designated Safeguarding Leads (DSL). Their photographs and contact details are displayed around school.

## Lunch Time

Packed lunches should be brought on full days. Please supply a healthy packed lunch for your child in a named lunch box with a **chill pack** to keep the food cool- NB we do not have facilities to heat up any food. Here is an excerpt from our packed lunch policy, which fits within a wider context of promoting a whole school approach to food and healthy eating. Children's packed lunches should be based on the 'Eatwell Guide' model which shows items in the 5 main food groups; (Food Standards Agency).

### Bread, Rice, Potatoes, Pasta

These starchy foods are a healthy source of energy. Packed lunches should include 2 or more portions.

### Fruit and Vegetables

These foods provide vitamins, minerals and fibre. Lunches should include at least 1 portion of fruit and 1 portion of vegetables/salad, or more. **Please note that small round fruits such as grapes need to be cut into quarters lengthways to prevent choking.**

### Milk and Dairy Foods

These foods provide calcium for healthy bones and teeth. Include 1 portion at lunch.

### Meat, Fish, Eggs, Beans

These foods provide protein for growth. Packed lunches should include 1 portion of these foods.

### Foods and Drinks High in Fat and/or Sugar

It is important not to fill up on too many foods that are high in fat and/or sugar at the expense of other more nutritious foods. Limiting high fat and sugar foods will help protect young people from becoming overweight as well as helping prevent tooth decay, heart disease, stroke and diabetes. This is why sweets, chocolate, crisps, cereal bars, fruit bars, toffee/salted popcorn, squash and fizzy drinks are no longer available in schools. Please support your school by not including these items in a packed lunch.

### Drinks

Any drinks provided in lunch boxes should only include either plain water, milk (semi-skimmed), unsweetened fresh fruit juice, diluted fresh fruit juice, fruit or dairy based smoothies.

\*\*\*Please note that we are very happy to provide fresh drinking water every day.

**To ensure consistency and to keep packed lunches in line with food standards for school meals, packed lunches should not contain the following:**

- Fizzy/sugary drinks in cartons, bottles or cans
- Chocolate-coated products/sweets/confectionary
- Cereal bars, fruit bars
- Chocolate spread as a filling for sandwiches
- Chewing gum
- Crisps or any packet savoury snacks high in salt and fat

**Items below are not to be included in a school packed lunch for children under 5 due to the risk of choking.**

Popcorn – all varieties

Marshmallows

Jelly cubes

Whole nuts

Ice cubes

## **SUN SAFETY AT NURSERY**

### **Policy Statement**

The nursery is concerned about protecting staff and pupils from sunburn and from skin damage that can be caused by the harmful ultra-violet rays in sunlight. As sunburn and almost all skin cancers are caused by the sun, it is possible to prevent this from happening. The nursery believes that by encouraging sun safe behaviour, and teaching children about the risks of sunlight, we can prevent them from burning and contribute towards preventing skin cancer.

Some children are at greater risk of sunburn than others. Fair skinned, freckled children who burn easily are at most risk and need to take great care when out in the sun. Brown and black skinned children have a much lower risk of sunburn but still need to take care and protect themselves in stronger sunlight.

The nursery policy states that nursery staff will supervise the application of sunscreen in nursery or while attending educational visits, if deemed necessary. The children will be encouraged to 'rub it in' themselves where possible but that assistance may be given. Cream will only be applied to face, arms, neck and shoulders, exposed ears and backs of bare legs. **Please indicate whether you are happy for approved staff to do this and note that cream will not be applied without your written permission.**

If your child has any allergies or has sensitive skin, you may want to check with your GP before providing a sunscreen / or allowing your child to use the product provided. In this instance you may, if you wish provide your own cream to be kept at nursery. Please ensure that it is clearly labelled with your child's name and given to a member of staff.

The nursery will inform you if your child has any adverse reaction that may be due to the sunscreen, and will take medical advice if necessary.

The nursery is proactive in preventing risks from sunlight by:

- Making the children aware of the importance of protecting themselves against the rays of the sun, through our curriculum.
- Encouraging them to wear a hat and suitable clothing that would protect the skin.
- Encouraging the use of sunscreen and providing sun cream for you to use at nursery if you forget.
- Encouraging them to seek the shaded areas of the garden.
- By setting a good example.

**You as parents can help by:**

- Encouraging your child to bring and wear a sun hat at school and on educational visits.
- Encourage them to wear, or bring with them to nursery, a long sleeved top or cardigan, which we can ensure that your child wears when they play outdoors.
- **Putting sun cream on your child before they come to nursery.**

**The nursery is able to provide sunscreen for the protection of pupils at certain times of the day as laid down in the above policy statement, and children will be encouraged to, with adult support, apply this themselves. The particular sunscreen used is Soltan kids Once 8 hr Protect & Play Spray**

## THE USE OF PHOTOGRAPHIC DEVICES AT SCHOOL EVENTS

We do allow photographs to be taken by parents at designated events, for family viewing, in line with our policy (available on the website) however, we **DO NOT** allow parents to put any photos on to social media.

### Mobile phones

There is a concern that mobile phones with integrated cameras enable anyone to take photographs or video footage without the knowledge of those being targeted. The dangers to children are clear. This policy ensures our children are fully protected.

Oxhill Nursery School accepts that parents/carers will bring their mobile phones into nursery. However, they are asked **not to use them within the school building** or where the children are present.

**Any parent found taking images /footage of children via their mobile phones will be immediately asked to put the phone away or leave the nursery**

## School holidays for the 2025 / 2026 academic year

Holiday	Last day in nursery	Re-open for Teaching Purposes
<b>Summer 2025</b> 6 weeks + 2 training days	Friday 18 <sup>th</sup> July 2025	Wednesday 3 <sup>rd</sup> September 2025
<b>Autumn half-term 2025</b> 1 week	Friday 24 <sup>th</sup> October 2025	Monday 3 <sup>rd</sup> November 2025
<b>Christmas 2025</b> 2 weeks holiday + 1 training day	Friday 19 <sup>th</sup> December 2025	Monday 5 <sup>th</sup> January 2026
<b>Spring half-term 2026</b> 1 week	Friday 20 <sup>th</sup> February 2026	Monday 2 <sup>nd</sup> March 2026
<b>Easter 2026</b> 1 bank holiday + 2 weeks	Thursday 2 <sup>nd</sup> April 2026	Monday 20 <sup>th</sup> April 2026
<b>May day holiday</b> 1 day	Nursery closed Monday 4 <sup>th</sup> May	
<b>Summer half-term 2026</b> 1 training day + 1 week	Thursday 21 <sup>st</sup> May 2026	Monday 1 <sup>st</sup> June 2026
<b>Summer 2026</b> 1 training day + 6 weeks	Friday 17 <sup>th</sup> July 2026	Wednesday 2 <sup>nd</sup> September

## School Complaints

We hope that you should have no reason for complaint, but in the event of any dissatisfaction, please discuss the matter, in the first instance with the Head Teacher. The Governing Body has agreed a procedure for processing general School Complaints. A copy of this procedure is available from the Head Teacher or on our website

If you wish to discuss your childcare with Ofsted, please ring 0300 123 1231

Or write to: The National Business Unit, Ofsted, The Royal Exchange Buildings, St. Ann's Square, Manchester M2 7LA

# **Oxhill Nursery School Privacy notice of Parents/ Carers**

This privacy notice explains how we collect, store and use personal data about pupils. We, Oxhill Nursery School, are the 'data controller' for the purposes of data protection law.

Our data protection officer is **Darren Hobson**

## **Who we are and what we do**

We are Oxhill Nursery School, Stanley County Durham, DH8 8AP. We are a maintained Nursery School for children aged 2-4 years old. Our local authority is Durham County Council.

## **The personal data we collect and hold**

We hold personal data about pupils, their parents or carers to support teaching and learning, to provide pastoral care and to assess how the school is performing. We may also receive data about pupils from other organisations including, but not limited to, other schools, local authorities, health care providers and the Department for Education.

Personal data that we may collect, use, store and share (when appropriate) about parents and pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents, National Insurance number.
- Results of internal assessments and externally set tests
- Pupil and curricular records
- Characteristics, such as ethnic background, eligibility for free school meals, or special educational needs
- Exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs

## **Why we use this data**

We use this data to:

- Support pupil learning
- Monitor and report on pupil progress
- Provide appropriate pastoral care
- Protect pupil welfare
- Assess the quality of our services (including monitoring staff performance)
- Administer admissions waiting lists
- Carry out research
- Comply with the law regarding data sharing
- Identify pupil eligibility for Free School Meals and Pupil Premium funding



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

We collect and use personal data on the basis of performing a public task (educating children).

On some occasions we may ask for consent to process data when its use is optional. On those occasions consent can be withdrawn at any time. We will make this clear when we ask for consent, and explain how consent can be withdrawn.

## **Collecting this information**

We collect / obtain data from pupils, parents, carers, teachers and other professionals where relevant (e.g. G.P, hospital, social workers etc.)

## **How we store this data**

We keep personal information about pupils, and their parents/guardians while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. We will only retain the data we collect for as long as is necessary. This would be to satisfy the purpose for which it has been collected in accordance with our data retention policy. Please contact us if you would like further details on this policy.

The security of data and information is important to us. This is why we follow a range of security policies and procedures to control and safeguard access to and use of your personal information. This includes both physical and technical security and integrity of all data.

## **Data sharing**

We do not share any of this data with any other organisation without your permission, except where the law requires it. We are required to provide pupil data to central government through the Department for Education and the Education Funding Agency. Where it is necessary to protect a child, the school will also share data with the Local Authority Children's Social Services, medical professional and/or the Police.

We will share information with the local authority to check eligibility for free school meals.

We do not transfer personal data to countries outside the European Economic Area.

## **Sharing with the DfE and the Government**

The pupil data that we lawfully share with the DfE through data collections:

- underpins school funding, which is calculated based upon the numbers of children and their characteristics in each school.
- informs 'short term' education policy monitoring and school accountability and intervention (for example, school GCSE results or Pupil Progress measures).
- supports 'longer term' research and monitoring of educational policy (for example how certain subject choices go on to affect education or earnings beyond school)

## Data collection requirements

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

## The National Pupil Database (NPD)

Much of the data about pupils in England goes on to be held in the National Pupil Database (NPD). The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. 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>

## Sharing by the Department of Education

The law allows the Department to share pupils' personal data with certain third parties, including:

- schools
- local authorities
- researchers
- organisations connected with promoting the education or wellbeing of children in England
- other government departments and agencies
- organisations fighting or identifying crime

For more information about the Department's NPD data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

Organisations fighting or identifying crime may use their legal powers to contact DfE to request access to individual level information relevant to detecting that crime. Whilst numbers fluctuate slightly over time, DfE typically supplies data on around 600 pupils per year to the Home Office and roughly 1 per year to the Police.

For information about which organisations the Department has provided pupil information, (and for which project) or to access a monthly breakdown of data share volumes with Home Office and the Police please visit the following website: <https://www.gov.uk/government/publications/dfe-external-data-shares>

To contact DfE: <https://www.gov.uk/contact-dfe>

## Parents and pupils' rights regarding personal data

Individuals have a right to make a '**subject access request**' to gain access to personal information that the school holds about them. This includes access to their child's educational record. This should be made in writing or by e-mail. The school will respond within a 15 school days timescale.

Parents/Carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 16), or where the child has provided consent.

Parents also have the right to make a subject access request with respect to any personal data the school holds about them.

If you make a subject access request, we will:

- Give you a copy of the information in an intelligible form
- Give you a description of the data we hold
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you or your child
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances.

If we can not provide information to you, we will give you a description of the information we hold and the reason why it can not be disclosed to you at the time of your request.

### **Other rights**

Individuals have rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our data protection officer.

### **Complaints about data protection**

We take any complaints about our collection and use of personal information very seriously.

If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer.

Alternatively, you can make a complaint to the Information Commissioner's Office:

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

### **Contact us**

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our data protection officer:

**Darren Hobson and is contactable via email [info@mobile-sbm.com](mailto:info@mobile-sbm.com) or by telephone on 07368508685.**

PLEASE NOTE:

THE INFORMATION CONTAINED IN THIS BROCHURE IS CORRECT AT THE TIME OF PRINTING.

**Thank you for taking the time to read this document. We hope you found it useful and informative.**