



**King's
Worcester**

**EYFS
Policies**



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Behaviour Management

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Rules governing the conduct of the group and the behaviour of the children are discussed and agreed.
- All adults ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Expectations of appropriate behaviour are explained to children in line with their level of understanding and maturity.
- All adults try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Positive reinforcement of good behaviour is used with all children throughout the day.
- Adults praise and endorse desirable behaviour such as kindness, willingness to share, caring for others, following instructions and good listening.
- Positive steps are taken to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Play-fighting and portrayal of violence is discouraged.

When children behave in unacceptable ways:

- Physical punishment, such as smacking or shaking, is neither used nor threatened.
- Children are never sent out of the room by themselves
- Techniques intended to single out and humiliate individual children are not used.
- Children who misbehave are given one-to-one adult support in seeing what was wrong and

working towards a better pattern

- Where appropriate this might be achieved by a period of 'time-out' with an adult.
- In any case of misbehaviour it will always be made clear to the child in question that it is the behaviour and not the child that is unwelcome.
- Adults remain calm and do not shout or raise their voices in a threatening way.
- Any behavioural problems are handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- Appropriate physical intervention may be taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.
- Any occasion where physical intervention is used will be recorded. Parents/ carers will be informed on the same day or as soon as reasonably practicable.

Please also refer to the Whole-School Policies *Behaviour Management* and *Physical Force*.

Biting Policy

It is acknowledged that biting is a common behaviour among young children. This is part of some children's development and can be triggered when they do not yet have the words to communicate their anger, frustration or need. Biting is often painful and frightening for the child who is bitten. It can also be frightening for the child who bites. Most children will learn not to bite in time; staff are very clear, firm and calm when a child does bite and offer praise and warmth when they don't. At King's Worcester we follow our Behaviour Management policy to always promote positive behaviour.

Reasons why children might bite

Biting happens for different reasons with different children under different circumstances. The first step in learning to control it is to look at why it may be happening. Children may not bite out of anger or to hurt another child – they cannot understand how much pain they are causing. Children may bite for a number of reasons including:

- Curiosity – Children may bite to evoke reaction. It may be impulsive and they do not mean to hurt.
- Emotions – This can be frustration, stress, feelings of lack of power, or as a way of showing love.
- Defending – Young children learn to bite as a defence, especially if they can't talk and will bite other children whenever they feel anxious or threatened. Sometimes changes or upsets at home or school can bring on this type of biting.
- Seeking attention or control – Some children know biting is a way of getting others to do what they want or to gain attention. They don't always do this consciously. It may happen when a group of children are jostling to be leader or gain power. Biting is a good way of getting others to take notice, even if the attention gained is negative.

In the event of a child being bitten the following procedure will be followed:

Staff remain calm and remove the child who bites away from the person (whether child or adult) whom he/she has bitten. Disapproval is shown and staff firmly, simply and calmly tell the child who has caused the bite, in terms that they understand, that biting (the behaviour and not the child) is unkind. The biter is shown that it makes staff and the child who has been bitten sad - "No we do not bite! It hurts and it has made very sad" Gesture and facial expression are used to reinforce the message.

Depending on the child's stage of development, a period of 'time-out' is implemented in accordance with our behaviour policy.

The child will be asked to say sorry if developmentally appropriate or show they are sorry, e.g. through hugging.

The child who has been bitten will be comforted immediately and checked for any visual injury, whilst the biter will be given no initial attention. First aid will be administered where necessary. The bitten area will be continued to be observed for signs of infection.

It is made clear that it is the biting behaviour that is disapproved of - not the child, and to reinforce this, positive behaviour will be encouraged and praised.

If a child persists with biting, a plan will be made to monitor and support the child. Through monitoring and recording incidents, particular triggers for the behaviour may be identified.

Regular meetings with the parent/carer of the biter will take place, to discuss underlying reasons and common strategies to ensure consistency between home and school.

In rare extreme cases, permission will be sought from the parent/carer of the child to refer concerns and involve outside agencies and professionals.

The incident will be recorded and discussed with parents at the end of the child's session. Parents will be informed via telephone if staff feel medical attention is required. For confidentiality purposes the name of the child who has bitten will not be disclosed to parents.

If a child continues to bite, observations will be carried out to try to distinguish a cause, e.g. tiredness or frustration. Meetings will be held with the child's parents to develop strategies to prevent the biting behaviour. Parents are asked to make staff aware of any incidents of biting that have occurred outside of school, as this will help staff to be more prepared and vigilant. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.

In the event of a bite breaking the skin and to reduce the risk of infection, prompt treatment may be needed for both the 'biter' and the 'bitten'.

If a child or member of staff sustains a bite wound where the skin has been severely broken they may require urgent medical attention after initial first aid has been carried out.

Where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. where a child doesn't develop the necessary communication skills, a risk assessment will be carried out.

Related Policies: *Behaviour Management Policy* and *Inclusion Policy*.

Complaints Policy and Procedure

We aim to provide the highest quality education and care for all our children. We believe that children and parents are entitled to courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents/carers and the community generally and we welcome suggestions and feedback regarding our work with the children. We aim to bring all concerns about the running of the Early Years departments to a satisfactory conclusion for all the parties involved.

To achieve this we operate the following Complaints Procedure:

NOTE: This policy should be read alongside the KSW Complaints Procedure. This describes the school's procedures in greater detail.

How to complain:

Stage 1 (Informal Resolution)

- Any parent/carer who is unhappy about any aspect of the provision in the Early Years Department should first of all talk over any worries and anxieties with the Class Teacher (Reception Classes) or Head of Early Years (Kindergarten) for King's Hawford or Nursery Manager for King's St Alban's.
- If parents/carers are not satisfied with the outcome of the discussion, they may request a meeting with the Head of Early Years at King's Hawford or Assistant Head, Pre-Prep at King's St Alban's.

We believe that most complaints are made constructively and can be resolved at an early stage. We also believe that it is in the best interests of the school and the parents/carers and children, that all complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality.

Should the matter not be resolved within 5 working days parents/carers will be advised to proceed with their complaint in accordance with stage 2 of the school's procedures.

Stage 2 (Formal Resolution)

- Should a satisfactory outcome not be resolved within 5 working days, or the problem recurs, the parent/carer should put the concerns or complaint in writing and request a meeting with the Head. The Head will carry out further investigations, meet with parents/carers and respond within 5 working days. When a formal complaint has been fully investigated, the person who made the complaint will be informed, in writing, of the outcome.
- If the complaint is against the Head, this should be put to the Headmaster at KSW.
- If parents are still not satisfied with the decision, they should proceed to Stage 3 of this procedure.

Stage 3 (Panel Hearing)

If the matter is still not resolved the complaint can be referred to the Clerk of Governors, and through the Clerk, to the Chair of Governors. A Complaints Panel will be formed to consider the complaint. The parent/carer will be provided with an account of the findings of the investigation, and of any action taken, within 20 working days of receiving the complaint.

Stage 4

If the parent/carer is still not satisfied with the response after following the above complaints procedure, or if the complaint relates to an issue which it is felt unable to be discussed with staff, such as a child protection concern, a formal complaint may be made to either ISI or Ofsted.

Ofsted can be contacted as follows:

National Business Unit
Ofsted
Piccadily Gate
Store Street
Manchester
M1 2WD

TEL: 08456 404040 or 0300 123 1231

An online complaints form can be completed at: <http://live.ofsted.gov.uk/onlinecomplaints> or enquiries@ofsted.gov.uk

ISI can be contacted as follows:

Independent Schools Inspectorate
CAP House
9 - 12 Long Lane

London
EC1A 9HA

TEL: 020 7600 0100

The role of the Registering Authority:

In some circumstances, it will be necessary to bring in the registration and inspection unit, who have a duty to ensure laid down requirements / the Welfare Requirements are adhered to. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases both parent/carer and school would be informed and the registering authority would ensure a proper investigation of the complaint followed by appropriate action.

Complaints Record

A written record/log of complaints will be retained for a period of 3yrs from the date on which the record was made, a summary of which will be provided to any parent/carer of our children on request.

The Complaints record will include information on:

- the Welfare Requirement(s) to which the complaint relates
- the nature of the complaint
- any action taken
- the outcome of any investigation.

Parents/carers are also encouraged to inform Ofsted or ISI of any aspect of provision that they feel is worthy of compliment. These views would be recorded and considered during future inspections.

Parents Rights to withdraw a child:

In the unlikely event of parents being dissatisfied with any aspect of the work, routine or other procedures at King's St. Alban's or King's Hawford, they have the right to withdraw their child giving one term's notice in advance.

The School's Rights to expel a child:

In the unlikely event of a child or parents/carers proving disruptive or damaging to the work or routine of the school, the school reserves the right to expel the child forthwith.

This should be read alongside the *KSW Complaints Policy*.

Confidentiality Policy

Statement of Intent:

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

Legislation relating to Confidentiality:

1991– United Nations Conventions on the Rights of the Child

1998– Human Rights Act

1999 – Protection of Children Act

Aims:

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

We meet the requirements of the Human Rights Act 1998 with regard to protecting the individual's rights to a private family life, home and correspondence. Our only justification to interfering with this

right is where we believe that a child may be at risk of significant harm, to prevent a crime or disorder.

We have previously met the requirements of the Data Protection Act 1998 with regard to the information we gather from or about families, how we gather it, store it and use it. The UK General Data Protection Regulation (UK GDPR) is new data protection legislation which replaced the Data Protection Act on 25th May 2018.

We have regard to the Common Law Duty of Confidentiality and only share information with other professionals or agencies on a 'need to know' basis, with consent from parents, or without their consent in specified circumstances to do with safeguarding children.

Practice

We keep two types of records on children attending our setting:

Developmental records

- These include observations of children in the setting, samples of their work, summary developmental reports and records of achievement (including photos).
- They are usually kept in the classrooms and can be accessed, and contributed to, by staff, the child and the child's parents/carers.
- Parents/carers have free access to developmental records for their child and will be able to input into these documents.

Personal records

These include registration and admission forms, signed consents, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents/carers, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters. These confidential records are stored both in the department offices and in the children's 'red files' in a cabinet and are kept secure by the person in charge in a suitably safe place.

Parents/carers may request access to all written information about their child (except where data protection laws stipulate it is against the best interests of the child to do so). Parents/carers do not have access to information about any other child. Staff will only discuss personal information given by parents/carers with other members of staff, on a need to know basis. Staff induction includes an awareness of the importance of confidentiality in the role of the key person. Personal details relating to diet, allergies and child collection arrangements are shared with all staff.

Information Sharing

There are times when we are required to share information about a child or their family without first obtaining parental permission. This decision to share information without consent would be recorded in the child's file and the reason clearly stated. This would be when there are concerns a child is, or at risk of, suffering significant harm or there are concerns about 'serious harm to adults' (such as domestic violence or other matters affecting the welfare of parents/carers).

Where we may have concerns about a child in need, we would normally gain consent from families to share information. This does not have to be in writing, but we would record in the child's file that we have gained verbal consent as a result of discussing a concern that we need to refer.

Where evidence to support our concerns is not clear we may seek advice from Children's Services (Early Help Hub). We would only share relevant information that is accurate, factual, non-judgemental and up to date.

In discussions with parents/carers staff will not discuss children other than the children of those parents/carers.

Other records

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions. Students, when they are observing in the setting, are advised of our confidentiality policy and required to respect it.

Access to personal records

Parents/carers have a right to request access to pupil files. Where reference is made to other children these papers may be withheld. In general, file notes should be written with the knowledge that they may be viewed by parents/carers. Accuracy is vital.

Reference should also be made to our policy on safeguarding children.

General Data Protection Regulation (GDPR) May 2018.

King's St Alban's and King's Hawford are the Data Controller for the purposes of the Data Protection Act. Information is collected from parents/carers about their children and information may be received from them about their previous early years setting. We hold this personal data and use it to support the child's learning and development, monitor and report on the child's progress, provide appropriate pastoral care and evaluate our own provision.

Information we collect includes both contact details and Early Years Foundation Stage (EYFS) assessment records, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information.

We are required by law to pass information to the Local Authority (LA), and the Department for Education (DfE). The data is only used for specific purposes as allowed by the law.

What Happens to The Data?

The Local Authority (LA) uses the information about children for whom it provides services to carry out specific functions for which it is responsible, such as the assessment of any special education needs the child may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of early years settings, and to assess the performance of early years settings and set targets for them. The statistics are used in such a way that individual children cannot be identified. The LA is also required to maintain the accuracy of all information held about children and young people in their area.

Curriculum Policy

This policy is a statement of the philosophy, aims, principles and strategies for the delivery of the statutory EYFS 2021 curriculum in Nursery and Reception at King's St. Alban's and Kindergarten and Reception at King's Hawford. Our approach ensures that the EYFS meets the aim of improving outcomes and reflects that it is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. Children learn best when they are healthy, safe and secure, and when they have positive relationships with the adults caring for them. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Principles Underlying our Curriculum

The four EYFS guiding principles which shape our practice are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident

and self-assured

- Children learn through positive relationships – these are warm and loving, and foster a sense of belonging
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers
- Children develop and learn in different ways and at different rates

Our curriculum involves activities and experiences to meet the learning and development requirements in the EYFS.

The three Prime areas of learning and development:

- Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Communication and Language Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Alongside these are four specific areas, through which the prime areas are strengthened and applied:

- Literacy development involves encouraging children to link sounds and letters to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
- Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

The EYFS provides a framework for planning and guiding children's activities which should be a balance of adult-led and child-initiated learning experiences. Staff reflect on the different ways in which children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- Playing and Exploring - Children have opportunities to investigate and experience things and 'have a go'.
- Active Learning - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Ethos

It is our mission to create a stimulating, happy and secure environment, which will promote the learning process for all our children and where friendships and confidence may flourish.

- We believe that childhood is a time of play, through which children discover the excitement of learning, the rewards of achievement and acquire life skills.
- We develop, through appropriate adult support, key learning skills such as listening, speaking, concentration, persistence, resilience, negotiation and co-operation with other children
- We consider the development of the intellectual, emotional, social, physical and spiritual potential of every child and nurture the growth of these characteristics.
- We value our community where children, parents/carers and staff can feel secure and happy, thus enabling them all to work together.
- We foster an ethos of tolerance and mutual respect.
- We encourage a positive attitude with a disposition to learn, where curiosity, excitement, willingness to 'have a go' and persistence are all equally fostered.
- We promote healthy growth through correct nutrition, exercise, fresh air and hygiene.
- We provide varied and challenging experiences for our children, both indoors and outside.
- We continually assess and evaluate the development of each child by systematic and regular observation.
- We celebrate success as being the starting point to learning.

Aims

- For our children to feel safe, nurtured, loved and supported.
- To provide a carefully planned, bright and busy environment in which children can develop skills, attitudes and understanding that will help them to live full satisfying lives and become confident, useful, active members of a diverse constantly changing society.
- To provide opportunities for each child to become a valued member of the school community so that a strong self-image and self-esteem are promoted.
- To develop, through appropriate adult support for play, key learning skills such as listening, speaking, concentration, persistence and learning to work together and to co-operate with other children.
- For each child to be sociable, happy, enquiring, confident and stimulated.
- For each child to communicate her/his needs, understand those of others and to be ready to move on and make the most of what school and life have to offer.
- To provide a broad and challenging experience for our children, both indoors and outside.
- To nurture the independent growth of the individual characteristics of each child.
- To prepare children for formal schooling in an academic environment, for an academic style.
- To establish a partnership with all parents/carers for the mutual benefit of children, parents/carers and staff.
- To recognise signs of mismatch with normal development and to liaise with parents/carers and

expert help accordingly.

Strategy for the Delivery of the Curriculum

Children at this stage are constructing a framework for learning and life. They are acquiring key attitudes to learning and exploring learning processes, as well as acquiring a core of knowledge and a grasp of language. Initially information given by parents/carers, then by our own observations, informs our planning of the learning environment to stimulate and motivate each child to progress at his/her own pace.

Our curriculum is child-centred, focused upon the development of the individual child, socially, emotionally, physically, aesthetically, morally and cognitively. We recognise that the needs of our young children are such that it is not possible to separate their need for learning experiences from their need for care and emotional support. Children learn through their senses and through powerful interaction with their environment. There is a strong focus on play-based and outdoor learning together with a combination of structured play, first-hand experience and some directed teaching. The development of the whole child is considered crucial.

Active exploration and autonomy are encouraged. Opportunities for investigation and discovery in both the indoor and outdoor environment are provided and adults play a key role in enriching and extending learning potential. A wide range of resources is provided to stimulate interest and nurture curiosity. We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. We use resources that reflect both the community that the children come from and the wider world. We encourage the children to select resources and make choices to develop independent learning.

In order to achieve our stated aims the children are given opportunities to enjoy activities which address all seven areas of learning. One activity can develop skills and competencies across several areas of learning and address many learning outcomes.

Strategies for Ensuring Progress and Continuity

All staff are involved in the planning and review process. Long-term plans give details of continuous provision whilst medium-term planning, based around topics and themes based on the child's interests, are used as a guide for weekly planning which is altered in response to the needs (achievements and interests) of the children.

Resources to support the delivery of topics and activities are gathered and organised as and when appropriate. Resources needed to enhance continuous provision and extend children's learning and development are obtained and organised as required. Children are encouraged to self-select and to return and care for resources independently. Forest School resources are kept in a locked shed on the Forest School site.

Strategies for Recording and Reporting

The children's progress is monitored carefully and assessed using the Early Learning Goals which show the level of attainment expected by the end of the EYFS (end of Reception). Information about the EYFS Profile is given to Reception parents/carers during the autumn term.

Information from regular assessments of children's learning is used to ensure that future planning reflects identified needs. Assessment takes the form of observation involving all adults as appropriate. Observations are recorded in a variety of ways and used to inform next steps in Nursery and the EYFS Profile in Reception.

When a child is aged between two and three, parents/carers are provided with a short, written summary of their child's progress and development in the prime areas. This 2-year progress check identifies the child's strengths, and any areas where the child's progress is less than expected.

Within the final term of the EYFS, the EYFS Profile is completed for each child. The Profile provides parents/carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each child's level of development is assessed against the Early Learning Goals and indicates whether children are meeting expected levels of development ('expected') or not yet reaching expected levels ('emerging'). The results of the Profile are shared with parents/carers in the final term and parents have the opportunity to discuss this with their child's Reception teacher.

King's Hawford Annex

In addition to the main curriculum, the following is offered on a weekly basis:

- German is taught as a modern foreign language in Kindergarten 2 and Reception.
- Music is taught by a specialist teacher throughout Early Years
- PE is taught by a specialist teacher in Kindergarten 2 and Reception
- Kindergarten 1, Kindergarten 2 and Reception children participate in a weekly Forest School session
- Swimming is taught in Kindergarten 1, Kindergarten 2 and Reception

Optional extras available weekly include:

- Ballet is taught in Kindergarten 2 and Reception
- Rugby Tots is taught in Kindergarten 2 and Reception

During the year parents/carers are reported to through;

- written school reports for Reception parents in December and June
- written school reports for Kindergarten parents in June
- Parent-teacher consultations are held during the course of the year to discuss progress.

King's St Alban's Annex

In addition to the main curriculum, the following is offered on a weekly basis:

- French is taught as a modern foreign language in Reception and Nursery.
- Music is taught by a specialist teacher
- Swimming, PE, and Games is taught by a specialist teacher in Reception.
- PE and stretch is taught by the Nursery manager.
- Nursery 1 and 2 and Reception take part in a weekly Forest School session.

Optional extras available weekly include:

- Ballet (Reception and Nursery)
- Rugbytots (Reception)
- Sing, Dance, Create (Reception)
- Peripatetic music lessons, including piano and violin (Reception)

During the year parents/carers are reported to through;

- written school reports for Reception parents in December and June
- written school reports for Nursery 2 parents in June

- Parent-teacher consultations are held during the course of the year to discuss progress.

Equal Opportunities Policy

The KSW Equal Opportunities Policy includes reference to the EYFS and should be read alongside the following KSW policies:

- Accessibility Policy and Plan
- Admissions Policy
- Anti-bullying Policy
- Behaviour Policy
- SEND Policy
- Suspensions and Exclusions Policy

Policy for promoting health-related exercise

Our Aims are:

To support our children in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

To encourage health-related exercise through the provision of activities for our children to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement.

We recognise that exercise has a positive impact on children's health and well-being. Opportunities are provided for children to explore, play and learn in a safe and secure but challenging environment. We acknowledge that children's mobility and movement are important for their development.

- Physical development is promoted through energetic play, PE sessions, Activate, Write Dance, music and movement, swimming, Forest School sessions and through interesting activities in our courtyards.
- Health awareness is promoted by talking to children about exercise, its effect on their bodies and the positive contribution it can make to their health.
- Children are motivated to be active through praise, encouragement, games and appropriate guidance.
- Children are encouraged to notice the changes in their bodies after exercise, such as their heart beating faster.
- All children are involved so that all are able to be active in ways that interest them and match their health and ability. Where necessary, individuals are supported towards increased independence in physical activities.
- Children are encouraged to think about the effects of the environment on body temperature and why they get hot.
- Staff are aware that physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life.
- A balance of activities is provided, giving opportunities for both activity and rest.

- Health-related exercise is promoted both indoors and outside.
- Children have opportunities to be outside on a daily basis all year round.
- Appropriate measures will be taken to ensure adequate protection from the sun. Sunscreen will be applied and sunhats with neck-protecting flaps will be worn.
- The importance of health-related exercise is reflected in observations and assessments of all children
- The importance of health and safety issues, equal opportunities and child protection is addressed during all health-related activities (see relevant policies)
- Children's physical development is reported to parents through daily discussion, parents' meetings and formal reports.
- The safety of equipment and facilities is monitored through appropriate and regular risk assessments.
- Safety issues and accidents are recorded in detail and monitored accordingly.
- Written permission is obtained for all physical activities, such as outings, taking place off the school site.

Missing Child Policy/ Uncollected Child Policy

All schools that provide for early years children within the EYFS framework are legally required to have:

- A policy for the procedures to be followed in the event of a child going missing
- A procedure to be followed in the event of a child not being collected at the appointed time

The policy consists of two parts, the first covering a missing child and the second covering the procedure to be followed by the school in the event of a child not being collected at the appointed time. Parents/carers should have their attention drawn to the existence of both procedures. There are also clear linkages between this policy and policies on Child Protection and Safer Recruitment.

The policy should be kept under regular review and updated to keep pace with changes to the EYFS framework.

Missing Child Policy

The welfare of all our children is our paramount responsibility. Every adult who works at the school appreciates that he/she has a key responsibility for helping to keep all the children safe at all times. Our staffing ratios follow statutory guidelines or above and are deliberately designed to ensure that every child is supervised the whole time that they are in our care.

Actions to be followed by staff if a child goes missing from school

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child was found to be missing, the following procedure shall take place:

- Staff will be careful to remain calm and to ensure that the other children remain safe and adequately supervised.
- Ask all of the adults and children calmly if they can tell us when they last remember seeing the child

- Members of staff shall check around the school premises. At the same time, arrange for one or more adults to search everywhere within the school site, both inside and out, carefully checking all spaces, cupboards, washrooms etc where a small child might hide. Check the doors, gates for signs of entry/exit
- Care should be taken during this time that other children are not left unattended and put at risk.
- If the child is not found, then a member of the SLT and the Head should be informed immediately.
- If, after thorough searching, the child is still not found the Police should be informed.
- At this stage the child's parents/carers will be telephoned. Further action beyond this shall be taken in consultation with the parents/carers.
- While waiting for the Police and the parent/carer to arrive, searches for the child will continue. During this period, staff will maintain as normal a routine as is possible for the rest of the children at school.
- The Head or a senior member of staff will be responsible for meeting the Police and the missing child's parent/carer. The Head or member of SLT will co-ordinate any actions instructed by the Police, and do all she/he can to comfort and reassure the parents/carers.
- Once the incident is resolved, the SLT and the staff team will review relevant policies and procedures and implement any necessary changes.
- All incidents of children going missing from school will be recorded in the Incident Record Book. Relevant policies and procedures should be reviewed. Media queries should be referred to the Head
- In cases where either the police or social services have been informed, the relevant body (Ofsted) will be informed as soon as is practical.
- Parents/carers will be informed if their child was temporarily missing during the school day.
- If the child is injured, where a hospital visit is required, a report would be made under RIDDOR to the HSE.
- A full record of all activities taken up to the stage at which the child was found would be made for the incident report. If appropriate, procedures would be adjusted.

Actions to be followed by staff if a child goes missing on an outing:

- An immediate head count would be carried out in order to ensure that all the other children were present.
- An adult would search the immediate vicinity.
- Contact the venue manager and arrange a search.
- The Party Leader should assess the situation re:
 - Remaining at the venue
 - The possibility of taking the remaining children back to school - Number of staff remaining at venue/returning with children
- Inform the Head and the DSL by mobile phone.
- The Head or a member of SLT would ring the child's parents/carer and explain what has

happened, and what steps have been set in motion. Ask them to come to the venue/the school at once.

- Contact the Police.
- The DSL would inform the Local Children Safeguarding Board.
- The school would cooperate fully with any police investigation and any safeguarding investigation by Social Care.
- Ofsted would be informed.
- The Insurers would be informed.
- If the child is injured, where a hospital visit is required, report would be made under RIDDOR to the HSE
- A full record of all activities taken up to the stage at which the child was found would be made for the incident report. If appropriate, procedures would be adjusted.

Actions to be followed by staff once the child is found:

- The Head will speak to the parents/carers to discuss events and give an account of the incident
- The Head will promise a full investigation (if appropriate involving Social Services/ Local Children Safeguarding Board)
- Media queries should be referred to the Head
- The investigation should involve all concerned providing written statements
- The report should be detailed covering: time, place, numbers of staff and children, when the child was last seen, what appeared to have happened, the purpose of the outing, the length of time that the child was missing and how s/he appeared to have gone missing, lessons for the future.

Procedures to be followed by staff when a child is not collected on time:

The school will ensure that all children are collected by a parent, carer or designated adult. If for some reason a child is not collected at the end of a session, the following procedures will be activated:

We undertake to look after the child safely throughout the time that he or she remains under our care.

- Reception children not collected by 3.45pm will join Late Room. Nursery/Kindergarten children will stay within setting.
- If a child is not collected at the end of the school day, 6.00 pm, the child will be accompanied to the Head or left with a member of SLT. A member of Nursery/Kindergarten staff will stay with nursery children in the setting.
- If a child is not collected by 6.15pm, depending on circumstances, a member of staff will contact the parents/carers.
- If all attempts to contact a parent/carers/legal guardian, designated person or emergency contact fail then the person in charge at the time should inform the Local Authority Social Services Department of the situation without delay.
- The duty social worker will take charge of the situation and decide what happens next, and whether the police need to be involved in helping to trace the parent/carers of the child.

- Social Care will attempt to find the parent/carer or relative. Emergency arrangements will be made for the child in consultation with the Local Authority Social Care.
- The child will not leave the premises with anyone other than those named on the Registration Form or in their file.
- On occasions when parents/carers or the persons normally authorised to collect the child are unable to do so, parents advise how to verify the identity of the person who is to collect their child (normally using a pre-determined password)
- Under no circumstances should staff go to look for the parent/carer or take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Continual incidents of late collection will be recorded and discussed with parents/carers at the earliest opportunity.

Procedure when parents fail to collect a child or when a child goes missing:

Registered Person in Charge.....

(Tick as appropriate)

The following child has not been collected

The following child has gone missing

Name of Child..... DOB

Address

.....

Tel No

Name of parent/guardian

For child not collected:

Date & time child should have been collected

Name of person who should have collected the child

This person is the: parent/guardian emergency contact

For child gone missing:

Date, time & location of disappearance

.....

Who was responsible for caring for the child at the time he/she disappeared?

What was the child wearing?

Any distinguishing features ?

Circumstances surrounding disappearance?

.....

Duty Social Worker informed for child not collected (date/time)

Parents contacted Yes No *(Tick as appropriate)*

What happens next?

Signed by registered person Date

Nappy Changing and Toileting Policy

- Nappy changing and toileting are private and intimate procedures and, particularly for younger children, a time for enhancing the relationship between staff and child. The experience is positive, unhurried and chatty, a time for quality 1 to 1 interaction between the child and key person. Staff respect the child's feelings, including fears, about toileting and work in partnership with parents/carers to ensure that this part of a child's daily routine is handled sensitively and in accordance with each child's needs.
- Parents/carers advise staff if wipes can safely be used and supply cream when required.
- Parents/carers are asked to provide a supply of nappies/pull ups for their child; staff will inform them when more are needed.
- If possible, the child's key person will change their nappy/pants. However, it is recognised that this is not always possible. A second adult will always be informed when taking a child to the toilet area.
- Before changing a child's nappy/pants, the member of staff will put on an apron and gloves and ensure the changing area is clean and safe. A child is never left unattended on the changing mat.
- Soiled nappies, wipes, used gloves and aprons will be disposed of in the appropriate bin. A record is kept of when a child has had their nappy/pants changed and whether it was wet and/or soiled. Evidence of nappy rash is recorded too. Children's clothes are checked and changed if necessary.
- The changing mat is cleaned with anti-bacterial spray immediately after use.
- Once a parent/carer has made the decision to start toilet training their child, staff will work in partnership with them to encourage and develop this self-care skill. Staff will encourage the child to develop independence in toileting and will praise all their efforts and achievements, sharing progress and observations with their parent/carer on a regular basis. Where appropriate, and in consultation with the parent/carer, the staff may use an individual toileting star chart for a child.
- Staff recognise that accidents do happen. Any child needing to be changed will be taken to the toilet area and will have their privacy and feelings respected appropriately. Parents/carers are asked to provide a change of clothing for their child in a drawstring bag to be hung on their child's peg. However a supply of spare clothing is available if necessary and parents are asked to return this as soon as possible.
- Children are able to go to the toilet at any time on request.
- During routine toileting times when several children are using the area, e.g. before lunch:
 - KG2/N2 – A minimum of 1 adult is present in the toilet area.
 - KG1 – A minimum of 2 adults are present in the toilet area.
 - N1 – A minimum of 1 adult is present in the toilet area, the doors to the toilet area are left open and another member of staff is informed of the child being taken to the toilet.
- The toilets and floor are cleaned whilst the children are having lunch and at the end of the day. The nappy bin is emptied at the end of the day.
- Children in Reception are encouraged to use the toilet independently. They may be assisted when necessary whilst gaining the skills required.

Nutritional Policy

Our aims are:

To provide a wide and nutritionally balanced diet, to develop health, growth and well-being, and to foster a positive approach to healthy eating.

To show children that meal times are a good time to socialise with each other and to share food together.

To support our children in developing an understanding of the importance of making healthy choices in relation to food.

- We are very much aware of the importance of providing a positive influence on children's knowledge, attitudes and behaviour towards food and a healthy lifestyle
- The sharing of refreshments plays an important part socially in the daily routine, as well as promoting healthy eating.
- Children's medical, cultural, ethnic, religious and personal dietary requirements are respected. Requests for special dietary provision should be made by letter to the Headmaster.
- Children are encouraged to drink water at morning break. Fruit is provided.
- At afternoon snack time, children are offered a variety of snacks together with milk or water.
- Children can help themselves to water which is always available.
- Most children eat lunch at school. The menu is carefully prepared to appeal to most tastes and to provide a good nutritional balance. Each week's menu is displayed in the Kindergarten, Pre-Prep and Nursery entrances. Water is always available at the table.
- Children are not allowed, under normal circumstances, to bring additional food, sweets or drinks to school. (However, children enjoy a birthday cake treat from time to time.)
- Children will still be offered a small dessert if they refuse their main course.
- Parents/carers will be advised if their child is not eating well, involving discussion about how best to support the individual.
- Parents/carers of children who are on special diets will be asked to provide as much information as possible about suitable foods in order that the catering department are able to cater appropriately for the dietary needs of the child.
- Staff will sit with children while they eat and will provide a good role-model for healthy eating. Staff make sure that help with feeding is given in a way that best meets the needs of the child.
- Withholding food will not be used as a form of punishment.
- Children will be encouraged to develop good eating skills and table manners and be given plenty of time to eat.
- Children will be encouraged to play outside every day as sunshine helps their bodies to make vitamin D.
- Children will be involved in the preparation of food during snack times and cooking activities. Children will be given the chance to talk about what they like to eat, while reinforcing messages about healthier choices, and to learn about each other's preferences
- A photograph of any child with a special dietary requirement or allergy will be displayed in food

preparation areas to ensure that permanent and supply staff are aware of each individual child's needs.

- Due to the possibility of allergies etc, volunteers, students & parents should not serve food to children at school or when on trips.

Supervision of children in the Early Years Departments

Supervision duties are vital aspects of our duty of care of children. They ensure a safe and secure environment in which learning is promoted and positive behaviour is supported.

This document gives an account of EYFS and applies to all members of staff.

Staff : Child Ratios

Staff are deployed within the Early Years following appropriate ratios stated in the Statutory Framework for the EYFS 2021.

For children aged two years there is at least one member of staff for every four children (1:4).

For children aged three and over there is at least one member of staff for every eight children (1:8).

Children in Reception classes are taught by qualified teaching staff following appropriate ratios laid out in the Statutory Framework for the Early Years Foundation Stage 2021, at least 1 member of staff for every 13 children (1:13). Reception class teachers are supported by qualified classroom assistants.

When on a school outing our ratio for Kindergarten 1 is 1:3, Kindergarten 2 1:4 and Reception 1:5.

Policy and Procedure for Staff Supervision

The introduction of supervision meetings into the Early Years field is a consequence of the recommendations contained in the serious case review into Little Ted's Nursery in Plymouth in 2010.

Recommendations for supervision of staff were picked up in the Tickell Review of the EYFS (2011).
(*Tickell, C. The Early Years: Foundations for life, health and learning*)

Supervision is primarily a tool to support the management of practice. Where successful, it should provide practitioners with a route through which to raise any professional queries, to discuss career progression, to clarify roles, responsibilities and work tasks, to support performance management and to build their confidence in supporting children's development. It should also be an opportunity for practitioners to raise any concerns that they might have about children in their care, and to receive support to help them deal with difficult or challenging situations at work.

Statutory Framework

In accordance with the revised Statutory Framework for the Early Years Foundation Stage April 2021, staff supervision is a requirement for providers under Section 3 – The Safeguarding and Welfare Requirements, clauses 3.21 -3.23 as follows:

3.21 The daily experience of children in Early Years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and

professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

3.22 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.23 Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children’s development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

Supervision meetings will be arranged at least termly. However, the frequency of supervision meetings will vary with the experience of individual members of staff, how long they have been in post, the complexity of their role and any particular support needs that have previously been identified.

Key responsibilities for individuals carrying out supervision

- sessions should be organised in advance and arrangements will be changed only in exceptional circumstances
- meetings should be well-structured, allowing both the supervisor and the supervisee to contribute to the meeting
- an appropriate place will be selected for the meeting that is free from interruptions
- all the areas included within the supervision policy will be covered.
- the meeting will be recorded accurately and a copy will be provided for the supervisee.

Key messages for supervisees

For everyone to gain the maximum benefit from supervision, it is essential that supervisees:

- prepare for each meeting by reviewing notes and thinking about the issues to discuss
- are ready to share their thoughts and ideas in the meeting
- talk openly about what has gone well and what has been challenging
- are prepared to plan and undertake training and other development activities as agreed with their supervisor
- read and agree the notes from the meeting and carry out any required actions.

Suitability to work with Children

Supervision meetings offer a regular opportunity for members of staff to declare any criminal offences since their last DBS or any reason or incapability to work with children. Disqualification from working with children includes living in a household with a person that is disqualified.

Significant information will be recorded as a declaration on the individual member of staff’s supervision form.

Completing the written record of the supervisory meeting

Every supervisory meeting will result in an agreed written record of what has been discussed and what actions should be taken next. Notes will be taken by the supervisor and then written up at a

later date, or a handwritten record of the meeting will be completed as the meeting progresses. The record will include points for action with clear timescales and identified responsibilities. The supervisor and supervisee should agree on the content as an accurate record of the meeting, by both individuals signing and retaining a copy of the notes for future reference.

Sun Protection Policy

Statement of intent

Children are encouraged to access the well-resourced outdoor play spaces as much as possible, but during the summer months we are aware of the need to protect them from the harmful rays of the sun. We have therefore developed this policy.

Aim

We aim to have several outdoor play sessions everyday throughout the year as well as having outside activities freely available to the children. By taking what measures we can to protect the children in our care from the harmful effects of the sun we can help reduce the risk of skin cancer in later life caused by UV radiation.

Practice

- Include sun-safety in our summer term activities.
- It is our policy that all children must wear sunscreen regardless of skin colouring during the summer months.
- Parents/carers of children in Reception and Nursery will be asked to provide a sun hat for their child. Hats should be labelled and kept in the children's pigeon holes or on their coat pegs. Spare hats will be kept in school for children who may have forgotten theirs on a particular day.
- It is requested that all children arrive already wearing sun-screen during the summer months, even on cloudy days. We also request that each parent/carer provides us with a bottle of factor 30 or higher sun screen for their child, clearly labelled with the child's name. Parental permission will be requested in writing to apply this sun-screen to the child before afternoon outdoor activities, to provide continual protection throughout the day.
- Parents/carers of children who have a medical reason which prevents them from wearing sun screen, will be asked to provide a suitable alternative.
- For health and safety reasons each child must have their own sunscreen.
- Staff will discuss regularly how to keep children safe in the sun and our routines will be regularly evaluated
- When hot weather is forecast, we will re-arrange our timetable to enable outside play/activities earlier in the day – children will access the outdoor space more in the cooler times of the day when the sun's rays are less powerful, i.e. before 11am and after 3pm. During these times we will organise more outdoor activities and during the lunchtime period we will arrange more indoor activities. Play outdoors will be in shaded areas as best is possible with staff modelling this and moving equipment as may be necessary to achieve this.
- Water and other drinks are always readily available to the children throughout the year, but in the warmer months we place greater emphasis on the children having a regular fluid intake, as small children can dehydrate very quickly.

If you have any concerns regarding this policy, please speak to a member of staff.

PARENTAL PERMISSION FOR SUN PROTECTION

Please tick as appropriate:

During the Summer months I will apply a suitable sunscreen before my child arrives at school.

During the Summer months I will supply a named sunscreen for my child, to be kept at school.

I give Early Years staff permission to apply my child's sunscreen, to my child, before outdoor activities when necessary.

I will provide a named sun hat (legionnaire-style) for my child.

I will advise Early Years staff if my child is allergic to sunscreen, and I will provide an alternative protection.

(In the unlikely event that my child does not have his/her own sunscreen at school I give permission for Early-Years staff to apply an alternative SPF50+ when necessary)

Name of Child

Signature of parent/guardian Date

Review

This policy will be reviewed by the Head of Pre-Prep at both KSA and KH respectively, annually or at more frequent intervals if there are relevant legislative changes, and/or the evaluation of the policy highlights the need for a review.

Version	Date	Author	Position
1	03/09/2020 Governor approved	J T RA Chapman	Head King's Hawford Head King's St. Alban's
2	10/02/2022	B Cartwright	Assistant Head, Pre-Prep, KSA
3			
4			

King's Hawford Annex

Supervision before school

Children may be brought to school and signed-in, with the time of arrival, from 7.30 am.

Between 7.30 am and 8.30 am the children are supervised in Kindergarten and Reception by the members of staff on duty. The Kindergarten (KG) is under the supervision of the Head of Early Years or an appropriately qualified member of staff.

KG practitioners are on duty at 7.30am or as appropriate to maintain ratios. (2 members at 7.30am, and then a staggered staff arrival, with all staff being on site by 8.30am)

Additional staff are available in other areas of the school to maintain ratios should this be necessary.

From 8.30am children will be welcomed by their key person.

The entrance door to KG is locked at all times and supervised throughout arrivals and departures.

The courtyard gate is locked with a padlock at all times when not in use.

Supervision throughout the School Day

Staff arrive promptly (often before 8.15am when they may not therefore be on duty) and from 8.30am they supervise allocated areas of the learning environment either indoors or out and are consistently proactive.

Parents are responsible for notifying the office or KG directly if their child is absent for any reason. The school may contact the parents/carers if a child fails to arrive at school without an explanation.

Staff duties are covered in the event of any absences (sickness or training).

Staff are vigilant in spotting and reporting hazards so that the premises both indoors and outside are safe and secure.

Snack times are social occasions. KG2 staff sit with their key children and in addition to helping the children to give out cups, pour drinks and cut fruit, they encourage social interaction. Safety mugs with lids are used by staff for hot drinks.

Kindergarten 2 and Reception children eat lunch in the dining room having visited the toilet and washed hands on the way.

Children eat lunch at designated tables in the dining room.

Kindergarten 2 children are supervised by members of Kindergarten staff on a rota basis. In order to maintain ratios, an additional qualified member of staff assists at lunchtimes to allow Kindergarten Staff to take allocated breaks on a rota basis.

Reception children are supervised by their class teachers and teaching assistants. Kindergarten 1 eat lunch in the Kindergarten and are supervised by their key staff.

During rest times, exception may be made to normal ratios when other members of staff take a break.

Outdoor Supervision

Normal staff: child ratios are maintained.

When children are going out in a group, they first line up at the wall outside the KG door and are counted before going to the play area etc.

During outdoor activities in the courtyard, on the hard surface or on the bark play area or in the garden, staff are strictly observant and monitor play at all times including use of the play equipment.

Staff

- encourage pupils to play co-operatively.
- supervise appropriate play with the outdoor topic boxes.
- deal with minor grazes promptly.
- refer more serious cuts and injuries to matron or another first aider.
- record any problems in the 'incident' book.
- ensure the outdoor play areas are safe and secure.
- direct any visitors to the school office*.
- direct agreed lining-up procedure at the end of playtime.
- blow the whistle twice for children to stand still.
- blow the whistle again to direct them to stand in class/group lines using coloured spots.

*All visitors to the school are required to sign in and out. All staff should check strangers on the premises and report to the school office if there is a concern.

At the end of the school day (3.30pm) children are released only into the care of individuals named by the parent/carer.

Parents/carers sign the KG children out with the time of departure.

Supervision After School (Late-Club)

The school day finishes at 3:30pm and the children are handed to their parents/carers or known adult by the key person, class teacher or teaching assistant.

Children who are not collected remain in Kindergarten or Reception in our After School Care facility which is staffed until 5.50pm (or where unforeseen circumstances have occurred, until the last child is picked up).

Children are served a light tea at 5.00pm after which they have quiet carpet time.

As this is a time of constant coming and going of parents/carers and children, it is imperative that numbers are constantly checked and heads are counted.

If a Reception child is attending a club after school then the member of staff will give them a snack and escort them to the activity. Parents will be advised as to where they should be collected from.

It is the staff member's responsibility at the end of the club to hand the children over to the parent/carer or named adult or to take them to After School Care. Children at all times are accounted for.

(Refer to the Uncollected Child Procedure Policy.)

Whenever possible, parents/carers are given adequate notice of any changes to arrangements such as cancellations of school clubs. Every effort is made to contact the parents/carers during the day. If for any reason a parent/carer cannot be contacted the child must remain in late-club until the agreed time of collection.

The school will always look after and provide for the children. In extreme cases, if a child has not been collected, the Head or a member of senior management will make the decision whether to contact the police or social services. (See relevant policies and procedures).

Staff Induction

All new members of staff receive information about the adult to child ratios as well as guidance and support on the supervision of the children within the school environment.

Students and volunteers may assist as required, under supervision, with all duties. They must never be alone with children and must only serve food and drinks to children under supervision and with an awareness of possible allergies.

King's St Alban's Annex

Supervision before school

Children may be brought to school and signed-in by the member of staff on duty, with the time of arrival, from 7.45 am.

Between 7.45 am and 8.30 am the children are supervised in the Pre-Prep Early Room by the members of staff on duty.

Additional staff are available in other areas of the school to maintain ratios should this be necessary.

From 8.30am children will be welcomed by their class teacher or TA.

The entrance door to the Pre-Prep is locked at all times and supervised throughout arrivals and departures.

Nursery children may arrive from 7.45am and should be brought to the Nursery door to handover to a member of staff.

Supervision throughout the School Day

Staff arrive promptly and from 7.45 am they supervise allocated areas of the learning environment either indoors or out, and are consistently proactive.

Parents/carers are responsible for notifying the office directly if their child is absent for any reason.

The school may contact the parents/carers if a child fails to arrive at school without an explanation.

Staff duties are covered in the event of any absences (sickness or training).

Staff are vigilant in spotting and reporting hazards so that the premises both indoors and outside are safe and secure.

Snack times are social occasions when staff sit with their class and in addition to helping the children to give out cups, pour drinks and cut fruit, they encourage social interaction.

Nursery and Reception children eat lunch in the Pre-Prep hall having visited the toilet and washed hands on the way. Good eating habits and table manners are encouraged.

Reception children are supervised by their class teachers or teaching assistants.

Outdoor Supervision

When children are going out, they line up sensibly and are counted before crossing the road under adult supervision and going to the playground.

During outdoor activities in the playground, around the climbing wall or on the adventure play area, staff are strictly observant and monitor play at all times, including use of the play equipment.

Staff:

- encourage pupils to play co-operatively.
- supervise appropriate play with the outdoor play equipment.
- deal with minor grazes promptly.
- refer more serious cuts and injuries to matron or another first aider.
- record any problems in the 'incident' book and contact parents of head bumps.

- ensure the outdoor play areas are safe and secure.
- direct any visitors to the school office*.
- direct the agreed lining-up procedure at the end of playtime. Ring the bell, once to stand still and/or dismount from the climbing apparatus.
- ring the bell again to direct them to stand in class/group lines. All children to be counted to check numbers.

*All visitors to the school are required to sign in and out. All staff should check strangers on the premises and report to the school office if there is a concern.

At the end of the school day (3.30pm) children are released only into the care of individuals named by the parent/carer or the parents/carers themselves. A password system is in place for the collection of children by adults who are not their parents or guardians.

Supervision After School (Late-Room)

The school day finishes at 3:30pm and the children are handed to their parents/carers or known adult by the class teacher.

Parents/carers are asked to sign the Late Room book if their child is going to attend Late Room.

Children who are not collected remain in the Reception classroom before going to Late Room at 3.45pm.

Children are registered.

Children have free choice of activity in the classroom.

As this is a time of constant coming and going of parents/carers and children, it is imperative that numbers are constantly checked and heads are counted.

Children going to clubs are registered and it is the staff member's responsibility at the end of the club to hand the children over to the parent/carer or named adult or to take them to Late Room. Children at all times are accounted for. Parents/carers are asked to sign out their children or to notify a member of staff before they leave in order for the children to be signed out.

(Refer to the Uncollected Child Procedure Policy.)

Whenever possible, parents/carers are given adequate notice of any changes to arrangements such as cancellations of school clubs. Every effort is made to contact the parents/carers during the day. If for any reason a parent./carer cannot be contacted the child must remain in Late Room until the agreed time of collection.

The school will always look after and provide for the children. In extreme cases, if a child has not been collected, the Head or a member of SLT will make the decision whether to contact the police or social services. (See relevant policies and procedures).

Staff Induction

All new members of staff receive information about the adult to child ratios as well as guidance and support on the supervision of the children within the school environment.

Sixth Formers may assist as required, under supervision, with all duties. They must never be alone with children and must not serve food and drinks to children. They must not take children to the toilet.