



**King's
Worcester**

**EYFS
Policies**

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1. Other statutory policies for EYFS which are covered by the Foundation policies are as follows:

- Safeguarding
- Health and Safety policies
- Medical policies
- Inclusion and SEND policy
- Risk assessment policy
- Safer recruitment policy.

This Policy is intended to comply with the requirements of:

- the Education (Independent School Standards) Regulations 2014
- the statutory Early Years Foundation Stage framework 2023, effective January 2024
- the ISI's Framework for the inspection of the association independent schools 2023
- the 2015 SEND Code of Practice.

The content within this policy, and the specific procedures within our schools are discussed with new

staff during their induction process. Ongoing support is available to all staff from their line manager following their initial induction.

2. Equal Opportunities Policy

We follow the 2010 Equality Act and endeavour to make reasonable adjustments to our curriculum and premises so that all children can access education and make good progress. We treat all children and parents and/or guardians as equals regardless of disability, sex/gender, sexual orientation, race, religion, or belief and how they are able to access our premises and curriculum. Reasonable adjustments, including auxiliary aids where required, ensure our provision is inclusive for all children. 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.

3. Promoting Positive Behaviour

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. We ensure the promotion of fundamental British values (FBV) through our interactions and curriculum opportunities for the children. All staff are responsible for promoting positive behaviour and we aim for a consistent approach across all staff. All staff are made aware of the behaviour policy during their induction and are encouraged to ask questions and challenge anything they see which they feel is in breach of the policy. Volunteers are also made aware of the expectations of adults when promoting positive behaviour and are encouraged to seek support from staff before tackling any behaviour issues themselves.

In order to achieve this:

- rules governing the conduct of the group and the behaviour of the children are discussed and agreed. These are shared with children and often displayed in the classrooms as a reference point for children and staff
- 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
- we promote responsible behaviour (e.g. tidying up, helping a friend) and praise children who demonstrate this as a model to others
- 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
- children are encouraged to share any instances of bullying or name calling with staff and this is modelled and explained during teaching time. Staff will monitor persistent name calling and discuss this with parents/guardians if the behaviour continues.

When children behave in unacceptable ways

- Physical punishment, such as smacking or shaking, is neither used nor threatened. If an adult becomes aware of physical punishment being used or threatened by any adult who cares for or is in regular contact with a child they should report the matter to the Foundation Head.
- Adults must not use or threaten punishment which could affect a child's well-being.
- The withholding of food is not used to manage behaviour.
- 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 of behaviour.
- 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, in line with the Foundation's Use of Force Policy.
- Any occasion where physical intervention is used will be recorded. Details of the incident requiring physical intervention and the holds used during the intervention will be recorded. Parents/guardians will be informed on the same day or as soon as reasonably practicable. This will be recorded in the School's Bound and Numbered Book. This will be shared with parents/guardians at collection.
- Persistent episode of behavioural incidents, unkindness or bullying will be taken very seriously and the child's parents/guardians will be informed. The situation will be closely monitored and the victim's parents/guardians will also be informed. A resolution to this type of behaviour should be in conjunction with the SENDCO and it is usual for an action plan to be completed at this stage

- Following the implementation of an aforementioned action plan, the School reserves the right to request that parents or guardians collect the child with immediate effect in the event of a serious or prolonged episode of distressing or poor behaviour.

The School's Rights to exclude a child:

In the unlikely event of a child or parents/guardians proving disruptive or damaging to the work or routine of the School, the School reserves the right to take appropriate action in line with the Suspensions and Exclusions Policy.

Such sanctions are applicable in response to the most serious cases of misbehaviour and ill-discipline.

Please also refer to the whole school *Behaviour Management policy*.

4. 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 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
- biting can also be to gain sensory input or as a result of being over stimulated.

In the event of a child being bitten the following procedure will be followed. However, this may be adapted if the reason for biting is as a result of a special educational need:

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.

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 parents/guardians 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 parents/guardians of the child to refer concerns and involve outside agencies and professionals.

The incident will be recorded and discussed with parents/guardians at the end of the child's session. Parents/guardians 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/guardians.

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/guardians to develop strategies to prevent the biting behaviour. Parents/guardians 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/guardians 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 and/or behaviour plan will be carried out. Children can also be provided with chew toys in this instance, if the reason for biting is due to a need for sensory input or is an indicator of over stimulation.

5. Foundation Complaints Policy

Please follow the link to the Foundation's Complaints Policy, found on the Foundation website [here](#).

6. Confidentiality Policy

Statement of Intent

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

Law relating to Confidentiality

Human Rights Act 1998

Data Protection Act 2018

UK GDPR

Common law of confidence.

Aims

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

We comply with our obligations under the UK GDPR and the Data Protection Act 2018 (DPA 2018) relating to the right of individuals to the protection of their personal data and the regulation of processing of information relating to individuals. We only process and share personal data when we have a lawful basis for doing so and in compliance with the requirements of the UK GDPR and the DPA 2018. All data is handled in accordance with the Foundation's Privacy Notice and the Foundation's Data Protection Policy.

We have regard to the common law which protects information shared in circumstances giving rise to a duty of confidentiality unless disclosure is permitted in the public interest.

7. Curriculum Policy

This policy is a statement of the philosophy, aims, principles and strategies for the delivery of the statutory EYFS 2023 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. We aim to meet individual needs, ensure challenge for all our learners and to provide enjoyable education provision for all children. Each child in Nursery or Kindergarten will have an allocated key worker which parents/guardians will be notified of when their child starts. For Reception classes, this is the class teacher.

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/guardians
- 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
- 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
- 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.

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/guardians 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.
- We celebrate children's differences, including a variety of religions and customs within our provision.
- We make reasonable adjustments to our provision to ensure it is inclusive for all learners.

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/guardians for the mutual benefit of children, parents/guardians and staff.
- To recognise signs of mismatch with normal development and to liaise with parents/guardians 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/guardians, 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. Plans will give details of continuous provision, based around topics and themes based on the child's interests and 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 at both schools.

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/guardians 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/guardians 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/guardians 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/guardians in the final term and they have the opportunity to discuss this with their child's Reception teacher.

King's Hawford Annexe

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 (at additional cost) available weekly include:

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

During the year parents/guardians are reported to through:

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

King's St Alban's Annexe

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 in Reception
- 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 (at additional cost) include:

- Ballet (Reception and Nursery)
- Rugby tots (Reception)
- Sing, Dance, Create (Reception)
- peripatetic music lessons, including piano and violin (Reception).

During the year parents/guardians are reported to through:

- written school reports for Reception parents/guardians in December and July
- written school reports for Nursery 2 parents/guardians in July
- parent-teacher consultations are held during the course of the year to discuss progress.

8. Physical Activity and Health-Related Exercise Policy

Our Aims are:

To support our children in their physical development and 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 development of core strength, stability, balance, spatial awareness, coordination, and agility.

- 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 outdoor areas.
- 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 and the activities and experiences provided for children is reported to parents/guardians 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.

9. 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/guardians should have their attention drawn to the existence of both procedures and copies must be made available on request. 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. Throughout the day, the door to Kindergarten and the gate to the KSA Nursery remain locked and are inaccessible to members of the public. This is checked throughout the day. Parents/guardians access the premises by ringing a bell and a member of staff greets them at the door. A list of who can collect each child is held and regularly updated. Any unknown persons will be challenged and a phone call to the parent/guardian will be made before releasing the child. Parents/guardians are encouraged to inform Kindergarten and Nursery if there is going to be a change to collection arrangements. Children's entry and departure times are noted on the daily register.

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
- the Head (of the relevant Prep School), or in their absence another member of SLT, should be informed immediately. From this point on, a log of all subsequent actions relating to the child in question, should be kept
- 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, after thorough searching, the child is still not found the Police should be informed
- at this stage the child's parents/guardians will be telephoned. Further action beyond this shall be taken in consultation with the parents/guardians
- while waiting for the Police and the parent/guardian 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 (of the relevant Prep School) or another member of SLT will be responsible for meeting the Police and the missing child's parent/guardian. The Head (of the relevant Prep School) 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/guardians
- 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 Foundation Head

- in cases where either the Police or social services have been informed, the relevant body (Ofsted) will be informed as soon as reasonably practicable, but always within 14 days
- the insurers would be informed
- 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, in the form of the aforementioned log, 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

- Prior to the visit a risk assessment would be carried out and any children in need of additional support would be given 1:1 support with a nominated adult on the risk assessment.
- 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. Ratios for the other children will be maintained, with the support of venue staff if required.
- Contact the venue manager and arrange a search.
- The Visit 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 (of the relevant Prep School) and the DSL by mobile phone.
- The Head (of the relevant Prep School) or a member of SLT would telephone the child's parents/guardians 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.
- The insurers would be informed.
- 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 once the child is found

- The Head (of the relevant Prep School) will speak to the parents/guardians to discuss events and give an account of the incident.
- The Head (of the relevant Prep School) will promise a full investigation (if appropriate involving Social Services/Local Children Safeguarding Board). The investigation should involve all concerned providing written statements.

- The investigation 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. Ofsted would be informed as soon as reasonably practicable, but always within 14 days of the incident.
- Media queries should be referred to the Foundation Head.
- Procedures would be reviewed after an incidence of a missing child and the Foundation Head would be informed if appropriate.

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

we undertake to look after the child safely throughout the time that he or she remains under our care. The School will ensure that all children are collected by a parent, guardian or designated adult. If for some reason a child is not collected at the end of a session, the following procedures will be activated:

- reception children not collected at the end of the school day (3:30pm for both King's St. Alban's and King's Hawford) 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 (of the relevant Prep School) 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/guardians
- if all attempts to contact a parent/guardian, second 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/guardian of the child
- Social Care will attempt to find the parent/guardian 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/guardians or the persons normally authorised to collect the child are unable to do so, parents/guardians 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/guardian 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/guardians at the earliest opportunity. There may be a late charge applied for persistent late collection.

Procedure when parents/guardians 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/guardians contacted Yes No (Tick as appropriate)

What happens next?

Signed by registered person Date

10. Nappy Changing and Toileting

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/guardians to ensure that this part of a child's daily routine is handled sensitively and in accordance with each child's needs.

- Parents/guardians advise staff if wipes can safely be used and supply cream when required.
- Parents/guardians are asked to provide a supply of nappies/pull ups for their child; staff will inform them when more are needed.
- A second adult will always be informed when a member of Nursery staff is 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/guardian 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/guardian on a regular basis. Where appropriate, and in consultation with the parent/guardian, 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/guardians 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/guardians 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 area is checked throughout the day for cleanliness. The nappy bin is emptied on a regular basis.
- Children in Reception are encouraged to use the toilet independently. They may be assisted when necessary whilst gaining the skills required.



I have visited the toilet:

Name	Time					

11. Nutrition

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.
- Information about a child's special dietary requirements, preferences, food allergies and any special health requirements will be obtained before admission.
- Requests for special dietary provision after admission should be made by letter to the Head (of the relevant Prep School).
- Parents/guardians of children who are on special or restricted 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.
- Children's medical, cultural, ethnic, religious and personal dietary requirements are respected.
- 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/guardians will be advised if their child is not eating well, involving discussion about how best to support 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.
- Information about special dietary requirements or allergies will be displayed in food preparation areas to ensure that permanent and supply staff are aware of each individual child's needs.
- All staff involved in the preparation or handling of food will receive food hygiene training.
- Due to the possibility of allergies etc, volunteers, pupils & parents/guardians should not serve food to children at school or when on trips.
- Parents/guardians bringing in birthday cake to Kindergarten or Nursery are encouraged to bring shop bought packaged cake to reduce the risk of allergens. Homemade cakes are given out at home time and the parents/guardians informed. Any children with known allergies will be given an alternative snack to meet their dietary requirements. Any prescribed EpiPens for children with severe allergies are held in by the Matrons.
- Kindergarten and Nursery are nut free environments and parents/guardians are made aware of this when their child starts.

In the event that there is an incident of food poisoning that affects two or more children, this will be reported to Ofsted as soon as reasonably practicable, but in any event, within 14 days of the incident.

12. 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 2023, effective January 2024.

For children aged two years there is at least one member of staff for every five children (1:5).

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

For all ages, at least one member of staff will hold a level 3 qualification, and at least half of other staff will hold a level 2 qualification.

Children in Reception classes are taught by qualified teaching staff and there is at least 1 member of staff for every 13 children (1:13). Reception class teachers are supported by qualified classroom assistants and at least one other member of staff will hold a level 3 qualification

When on a school outing our usual ratio for KG1/N1 is 1:3, K2/N2 1:4 and Reception 1:6.

At least one person who has a current paediatric first aid (PFA) certificate will be present at the nursery, kindergarten and will accompany children on school outings.

13. Policy and Procedure for Staff Supervision

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.

Supervision should provide opportunities for staff to:

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

Supervision meetings will be usually arranged 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

Staff must alert the School immediately should there be any cautions, convictions, court orders, reprimands and warnings since their last DBS or for any other reason their suitability to work with children is impaired. The onus remains on each individual member of staff to immediately declare any change in their personal circumstance at the point at which it occurs. Staff will be reminded of this obligation during their supervision meetings though under no circumstances should they wait until a supervision meeting to disclose such information.

Significant information will be recorded as a declaration on the individual member of staff's supervision form and should be reported to the Foundation Head so they can consider whether it is appropriate for the staff member to continue to work with children and whether a report should be made to Ofsted.

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.

14. 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/guardians 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 sunscreen during the summer months, even on cloudy days. We also request that each parent/guardian provides us with a bottle of factor 30 or higher sunscreen for their child, clearly labelled with the child's name. Parental permission will be requested in writing to apply this sunscreen to the child before afternoon outdoor activities, to provide continual protection throughout the day.
- Parents/guardians of children who have a medical reason which prevents them from wearing sunscreen, 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

15. Emergency Evacuation

Both Nursery (at King's St Alban's) and Kindergarten (at King's Hawford) follow the same fire evacuation procedures as the rest of their respective schools. At King's St Alban's the muster point is the Prep playground and at King's Hawford the muster point is the Hard Surface.

16. Visitors to Foundation EYFS settings

Any visitors (this does not apply to parents/guardians dropping off or collecting their children) to either Nursery (at King's St Alban's) or Kindergarten (at King's Hawford) are required to follow the commensurate sign-in procedures at the respective School Office before visiting the setting. Visitors will sign in with a member of staff in the School Office and be issued with an ID badge which must be returned when they sign out. They will be accompanied throughout their visit.

17. 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.

Authorised by	Resolution of the Governors
Signature	
Date Adopted	27 September 2024
Revised on	26 September 2024
Review due	16 August 2025
Circulation	Members of Governors/ all staff / parents / pupils [on request]

King's Hawford Annexe

The details of supervision are detailed below. However, throughout a child's time on the premises they will usually be in sight and hearing of an adult. In some exceptional circumstance, this may be within sight or hearing.

1. Supervision before School

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

Between 7.45 am and 8.30 am the children are supervised in Kindergarten and Reception by the members of staff on duty.

KG practitioners are on duty at 7.45am or as appropriate to maintain ratios. (2 members at 7.45am, 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.

2. 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/guardians are responsible for notifying the office or KG directly if their child is absent for any reason. The School may contact the parents/guardians 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.

3. 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 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.

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

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

4. Supervision After School (Late-Club)

The school day finishes at 3:30pm and the children are handed to their parents/guardians 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 6.00pm (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/guardians 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/guardians 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/guardian or named adult or to take them to After School Care. Children at all times are accounted for.

Whenever possible, parents/guardians are given adequate notice of any changes to arrangements such as cancellations of school clubs. Every effort is made to contact the parents/guardians during the day. If for any reason a parent/guardian 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 SLT will make the decision whether to contact the police or social services.

5. 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 Annexe

The details of supervision are detailed below. However, throughout a child's time on the premises they will usually be in sight and hearing of an adult. In some exceptional circumstance, this may be within sight or hearing.

1. 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 8.40 am Reception children are supervised in the Pre-Prep Early Room by the members of staff on duty. Class teachers are available from approximately 8:15 am to speak to parents/guardians if requested.

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

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.

2. 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/guardians are responsible for notifying the School Office directly if their child is absent for any reason.

The School may contact the parents/guardians 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.

3. 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/guardians 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/guardian or the parents/guardians themselves. A password system is in place for the collection of children by adults who are not their parents or guardians.

4. Supervision After School (Late-Room)

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

Children who are not collected remain in the Reception classroom before going to Late Room at 3.30pm.

Children are registered.

Children have free choice of activity in the classroom.

As this is a time of constant coming and going of parents/guardians 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/guardian or named adult or to take them to Late Room. Children at all times are accounted for. Parents/guardians 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.

Whenever possible, parents/guardians are given adequate notice of any changes to arrangements such as cancellations of school clubs. Every effort is made to contact the parents/guardians during the day. If for any reason a parent/guardian 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.

5. 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.

Staff induction will also include:

- roles and responsibilities
- emergency evacuation
- Safeguarding
- Health and Safety.

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.