



Early Years
Policy



HYDESVILLE
TOWER SCHOOL

July 2018

This policy was written to outline the purposes, ideology and management of the Hydesville Tower School Early Years department.

Within this document, the term 'Early Years' is used to describe children in the Foundation stage aged between 3-5 years of age.

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AIMS AND PRINCIPLES

At Hydesville, children are able to develop into individuals and are offered opportunities to promote a positive self-image through activities which encompass all areas of development. No child is excluded or disadvantaged. We offer a structure for learning which cover all 7 areas of learning within the EYFS Framework to meet the needs of the individual child, whilst providing a rich stimulating environment.

STATEMENT OF INTENT

At Hydesville we strive to...

- Provide quality education tailored to each pupil.
- Provide enabling environments to teach pupils self-confidence and self-reliance.
- Develop speaking and listening skills to enable children to express themselves fluently and confidently in a range of situations.
- Acknowledge the importance of play in meeting each child's holistic needs.
- Provide a curriculum full of enriching experiences and meaningful learning opportunities.
- To provide each child with the opportunity to shine and pursue their own interests and talents.
- To value all areas of learning and recognise their importance in developing the whole child.

EQUAL OPPORTUNITIES

At Hydesville we are proud to be a multicultural society, sharing British Values of respect and tolerance. The Early Years' department takes great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they be an adult or child. Discrimination on the grounds of sex, race, religion, colour, creed, marital status, ethnic or national origin, or political belief, has no place within this Early Years setting. No child will be discriminated against on the grounds of sex, race, religion, colour or creed. Should any person believe that this policy is not being totally complied with, it is their duty to bring the matter to the attention of the senior leadership team at the earliest opportunity.

The Early Years staff are committed to:

- Encouraging positive role models, displayed through toys, imaginary play and activities that promote non-stereotyped images. Books will be selected to promote such images of men and women, boys and girls.
- Encouraging children to join in with and experience all activities, such as: dressing up, shop, home corner, dolls, climbing on large apparatus, bikes, etc.

- Regularly review childcare practice to ensure the policy is effective.

The Early Years department aims to ensure that individuals are recruited, selected, trained and promoted on the basis of occupational skill requirements. Therefore, the Early Years will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, marital status, race, religion, colour, cultural, national origin, sexuality, or for reasons which cannot be justified as being necessary for the safe and effective performance of their work or training.

All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies as outlined in this document. All staff are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the ground as specified in the Statement of Intent. All staff are expected to participate in equal opportunities training.

STAFF

NURSERY STAFF

Mrs Sam Smith – Head of Nursery

Mrs Laura Willis – Deputy Head of Nursery

Miss Debbie Parker

Mrs Danielle Jones

Miss Nadia Munir

Miss Carla Thatcher

RECEPTION STAFF

Mrs Katie Downen – Early Years Coordinator

Miss Kiran Jhaj – Reception teacher

Mrs Emma Duffield – Teaching Assistant

THE CURRICULUM AND PLANNING

THE FOUNDATION STAGE CURRICULUM

The EYFS is based upon four key principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

At Hydesville, children are able to develop into individuals and are offered opportunities to promote a positive self-image through activities encompassing all areas of development. No child is excluded or disadvantaged. We offer a structure of provision which covers all 7 areas of learning within the EYFS Framework to meet the needs of the individual child, whilst providing a rich stimulating environment. Each child is encouraged to reach their full potential through positive reinforcement and modelling.

Our curriculum at Hydesville is based on the 7 areas of learning as stated in the Early Years Framework Document 2014 (for further information relating to the EYFS please go to the DfE website). The Early Years Foundation Stage is a curriculum from birth to five years old. We at Hydesville follow the strands set by this curriculum and concentrate learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are:

Prime Areas

1. Personal Social and Emotional Development
2. Physical Development
3. Communication and Language

Specific Areas

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

All of these areas are equally important and fundamental to every child's learning and development. All areas are delivered through a balance of adult-led and child-initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. At Hydesville

we set realistic, yet challenging targets, which meet the needs of our children. We achieve this by planning and differentiating to meet the needs of all children in our care.

Children are taught in a variety of ways: in whole class groups, small group work, paired work and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

All EYFS Practitioners are fully qualified, have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and regularly attend up-to-date training courses with Walsall Children's Services. They therefore have a robust knowledge of the Early Years Foundation Stage and of child development.

ASSESSMENT

Continual formative assessment is carried out in the form of observational assessments of the children's interactions in and around the setting. These assessments link to the EYFS Ages and Stages to assess each pupil's progress and development. These assessments are made on the basis of observations and knowledge of the whole child.

In the Reception year the children are assessed against the Early Learning Goals and our results are reported to the local authority. Each child will have a learning journey which measures their development throughout the year. Throughout the year the school takes parts in all reasonable moderation activities specified by the local authority and provides the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

Parents play an important role in our observation and assessment and are given opportunities to discuss the development of their child at regular parent consultation meetings as well as at the beginning or the end of the day.

Furthermore, the children's own assessment of their learning is tracked through pupil voice. Each child is acutely aware of their learning journey and is able to look at it whenever it pleases them, passing comments, asking questions and requesting things be added. At Hydesville we believe that the children should lead their own learning in ways which inspire them and ignite their curiosity.

Timetable and Continuous Provision for Nursery

Morning Session - 9:30 a.m. – 10:15 a.m.

Morning sessions are composed of adult-led structured activities.

Mid-morning Break – 10:15 a.m. - 10:30 a.m.

The children are supervised at a ratio of 1:8.

Morning session 2 - 10:30 a.m. – 11:25 a.m.

Adult-led activities continue.

Lunch – 11:30 a.m. – 13:00 a.m.

There are two sittings for lunch in the Cedar Tree Room where the children are monitored by staff, according to ratios as ascribed in the 'Supervision of Pupils' policy. The remaining children continue with child-initiated learning activities.

Extra-Curricular Clubs 12:30 a.m. - 13:00 p.m.

Wednesdays- ICT Club

Thursdays – French Club takes place within Nursery led by a member of the Nursery team.

Afternoon session 13.00 a.m. -14.15 a.m.

This is when children are allowed free choice of child-led activities. Forest School takes place on Monday and PE is conducted by Nursery staff on Thursday afternoons.

Snack Time and Drink Time 14.15 a.m. – 14.45 a.m.

The children are supervised by two teachers including a qualified first aider. We provide a healthy afternoon snack to all children at drink time at 14.30.

Afternoon Session 2 – 14:45 a.m. – 15:30 a.m.

The children are supervised by Key People as they participate in calming and reflective activities, based around PSED, which enhance Communication and Language and Self Confidence, e.g. Circle time and story time sessions. At the end of the day the children pack their bags and are handed over to parents/carers at 15:25 p.m. by their Key Person.

Timetable and Continuous Provision for Reception

Assembly time/Reading time - 8:50 a.m. – 09:15 a.m.

Three mornings per week the children will attend assembly with their class and teacher. This includes a celebration assembly on Mondays, for which the children are able to bring in certificates from extra-curricular activities. On Tuesdays and Thursdays, the children are given targeted activities to develop particular areas.

Morning session 1 - 9:15 a.m. - 10:00 a.m.

Children will take part in adult-led Literacy, Phonics or Mathematics lessons during this period.

Drink time - 9.55 a.m. – 10.00 a.m.

Children have a choice of free school milk or orange juice. They are also allowed to drink water from their school bottles, if they so wish.

Mid-morning Break – 10:00 a.m. - 10:15 a.m.

The children join KS1 on the playground where they are supervised by two members of staff including one qualified first aider.

Morning session 2 - 10:15 a.m. – 11:30 a.m.

The children work with one of the two class teachers (one class is supported by a classroom assistant). They will work on their literacy or numeracy skills (depending on which one they have already experienced during the first session) through a range of activities including hands-on, practical learning and structured play.

Lunch – 11:30 a.m. - 12:10 p.m.

The children join KS1 in the main hall and are given a choice of healthy meals (menus can be found on the school website). Both teachers are available to support them in choosing a balanced diet across the week. The children are then supervised by lunchtime supervisors. Once finished the children are taken outside where they are supervised by lunchtime supervisors, including a qualified first aider.

Enrichment – 12:30 p.m. - 13:00 p.m.

During this time, children remain on the playground with the lunch time supervisors, as 'free-play' is valued as an important time for our young children. However, Reception children can also attend ballet and street dance lessons during this time, led by Mrs Townsend. There is an additional charge for these clubs.

Afternoon Session 1 – 13:00 p.m. -14:30 p.m.

This session is filled with a range of activities including dance, P.E, Forest Mondays, topic work and Music. There is also opportunity for child-initiated play during Thursday and Friday afternoon, where children are able to follow their own passions and inspirations.

Snack/Drink Time 14:30 p.m. -14:45 p.m.

The children receive a healthy snack provided by the school and are encouraged to have an afternoon drink.

Afternoon Session 2 – 14:45 p.m. – 15:30 p.m.

The children are supervised by their teacher as they participate in calming and reflective activities based around PSED, Communication and Language and Self-Confidence. At the end of the day the children pack their bags and are handed over to parents/carers at 15:30 p.m.

Wrap Around Care

Wrap-around care is provided for all Nursery children from 8:00 a.m. - 18:00 p.m. in the Nursery setting, where they will receive a breakfast and/or light supper at an additional charge. See Supervision policy for ratios and further details.

For Reception children, 'Breakfast Club' is available from 7:30 a.m. - 8:45 a.m. in the dining hall, where hot or cold breakfasts may be purchased. In the evening, 'After School' Club is run from 15:45 p.m. -18:00 p.m. in the Cedar Tree room. Both clubs are run by Mrs Edwards.

Please contact Mrs Edwards on 07745 022502 to book your child into Wrap-around care, 'Breakfast Club' or 'After-School Club'. There is an additional charge for Reception children to use these services.

SUPERVISION OF PUPILS

At Hydesville Tower School, supervision duties are vital aspects of our duty of care towards children. They ensure a safe and secure environment in which learning is promoted and positive behaviour is supported. The purpose of this policy is to give an account of the responsibilities involved in supervising all children in the Early Years Foundation Stage, throughout the day, in order to ensure the pupils' safety and welfare at all times. This policy must be read in conjunction with the Supervision of Visitors Policy, the Behaviour Management Policy, the acceptable use of Handheld Devices Policy, the First Aid Policy, the Fire Safety Policy and the Health and Safety Policy.

The policy is relevant to:

- All teaching and non-teaching staff employed by the school
- All parents/carers
- All visitors to the school
- All pupils

LEGAL OBLIGATIONS

The Headmaster has specific obligations to ensure, as far as is practicable, a safe place of work for all employees, pupils and others who enter the school. The employer is required to ensure that the supervision of pupils throughout the school day is adequate to ensure their health, safety and welfare. The Hydesville Tower School Senior Leadership Team (SLT) will make arrangements for the security and effective supervision of the school buildings and their contents.

The teachers have a duty of care to the students, which is based on the principle that they are 'in loco parentis'. This can be thought of as the standard of care expected of prudent parents in the care of their own children. In order for teachers to carry out their duties effectively, they have certain responsibilities.

These include:

- Ensuring that they are aware of school policies and obtain information they need in order to carry out their professional duties effectively.
- Ensuring the maintenance of good order and discipline during the school day when students are present on the school premises and whenever the students are engaged in authorised school activities whether on the school premises or elsewhere.

ATTENDANCE

Parents and carers have a responsibility to ensure that a child attends school regularly. The school office will contact parents/carers when children are absent from school without notification (see registration procedure below).

Illness - When students are taken ill during the school day the school will, if required and after discussions with the class teacher and/or trained First Aider where appropriate, contact the parents/guardians, whether at home or at work, in order that the child can be collected. Information about contacts is kept on the school's electronic system and in the school office. All students who have known medical conditions and/or allergies are known to staff members. A list of these students is recorded on SIMS, retained by the office and is on display in the staffroom and in the student's lunch room.

REGISTRATION

Registration - The law requires regular attendance by students at school and schools are required to take an attendance register twice daily. This must be done at the start of the morning session, and once during the afternoon session. Schools, including independent schools, must notify the LEA if a student attends irregularly, or is absent continuously without authorisation for ten or more school days.

Procedure of registration - Morning and afternoon registration is recorded following UK law and Government guidelines:

Morning attendance at Hydesville Tower School is taken at 08:45 a.m. in Reception and at 09:15 a.m. in Nursery. It is then checked and monitored on the school database by the school office. In case of an emergency/fire/evacuation administrative staff must keep and then distribute hard copies of all class lists so that the school is aware if a student is missing.

Any students arriving late into school should be marked as absent from their class, and on their arrival to school they should report to the main reception, where the Administrative staff will update their attendance record. A daily list of student absences is created on SIMS by 09:30 a.m. The school office will then follow up any unauthorised absence via a phone call to parents/carers. The law in this country requires all students, from five to sixteen, to attend school, as long as they are well. The Headmaster can grant permission for absence, other than for medical reasons, only in exceptional circumstances. If permission is not given the family is in breach of the law and the school is obliged to make annual return of such unauthorised absences to the Government.

CLASSROOM SUPERVISION

Lone Working

At **Hydesville Tower Nursery** we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area
- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area that may have had an accident
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

We always ensure that our staff:child ratios are maintained.

During lessons, staff should not leave the classroom unattended at any time.

Ratios within the Nursery are in line with EYFS legislation and the children will be supervised with a ratio of 1:8. In the case of emergency in the Nursery setting, an adult will raise the alarm using the phone located in the main Nursery (Room 6) classroom to call for assistance.

In Reception, ratios are based upon the School Admissions (Infant Class Size) Regulations 2012 which limit the size of infant classes to 30 pupils per school teacher while an ordinary teaching session is conducted. Individual class sizes are restricted to 1:16 at Hydesville to ensure a personal, tailored learning experience in which the children feel valued. There is usually also a Teaching Assistant available within the Reception setting during teaching times.

A First Aid box is located in room 9. Minor First-Aid incidences can be dealt with in the classroom by a teacher or TA. Should an emergency occur within the Reception setting, a member of staff can call on the Nursery where additional support can be provided. A member of Nursery staff will be dismissed to attend the situation and deal appropriately. In case of a serious emergency, such as head injury or incapacitation of the teacher a member of Nursery staff can be called on to attend immediately and, if necessary, the children will be removed from the situation and supervised by a teacher or TA.

WRAP AROUND SUPERVISION

Nursery operates a wraparound service during term-time, caring for pupils between the hours of 8:00 a.m. and 18:00 p.m. Children may be brought to school and signed in from 7.30 a.m. at an additional charge.

Breakfast Club:

Between 7.30 a.m. and 8:00 a.m. the children are supervised by Mrs Edwards (Before and After School Club Co-ordinator) in the Cedar Tree Room. At 8:00 a.m. Mrs Edwards hands over to Miss Thatcher (L3 Nursery TA) and another Nursery Practitioner who supervises the children until the Nursery day begins at 8:45 a.m. and is responsible for handover to the child's Key Person.

Reception pupils remain with Mrs Edwards where classroom ratios are maintained. For further details, refer to Prep School policy.

Afterschool Club:

At 15.25 p.m. children are handed over to their parents or a known adult by their Key Person. It is the parent's responsibility to inform the Nursery staff (either directly or through the school office) if an unknown person (to staff) will be collecting their child, as a full name and password will be required. Children who are not collected, remain in the Nursery, where they are supervised by Miss Munir (Nursery practitioner) and another Nursery Practitioner. Children

are served a light tea at 16:30 p.m. after which they have free choice of an activity inside the Nursery or in the outdoor play area with compliant ratios. It is the responsibility of the wraparound staff to hand the children over to their parents or a known adult and the children will be signed out.

Children must be collected at 6.00 p.m. at the very latest. If a child is not collected by 6.00 p.m., the wraparound member of staff will call parents and remain with the child until their parent or known adult arrives. Incidences of late collection will be monitored and recorded as a safeguarding concern. Late collection fees will be charged at £10 per 15 minutes. We reserve the right to withdraw the service if a child is collected late on more than two occasions.

Reception children are collected by their parent or known adult from the reception doors at 3:30 p.m. They may attend the prep school afterschool club with Mrs Edwards where classroom ratios are maintained. For further details, refer to prep school policy.

LUNCH AND PLAYTIME SUPERVISION

Nursery:

The children are supervised by two lunchtime supervisors and supported by a Nursery practitioner to cover the ratios for children during outdoor lunch break. In addition to this the ratios are also considered when children are attending clubs on Mondays and Thursdays.

Reception:

There are two members of staff on duty during playtime, according to a rota drawn up by the Assistant Head (Mrs Chand). Two members of staff will be on duty at all times when students are eating lunch in the hall and a minimum of 2 members of staff on the playground during lunchtime.

When on duty, staff members are expected to:

- Be pro-active – intervene before a game becomes too rowdy
- Supervise appropriate play with outdoor toys
- Administer first-aid to all minor cuts and grazes
- Refer incidences and accidents to class teacher/key person
- Record all incidences and accidents on the appropriate forms
- Ensure the outdoor area is safe and secure
- Consistently enforce the codes of conduct

- Be mobile – move to different areas to supervise
- Direct an agreed line-up procedure at the end of play
- Encourage positive and stimulating play between children
- Hold hands with a child displaying disruptive or potentially harmful behaviour until the child has reflected on their behaviour and is able to play safely again

OFFSITE

At Hydesville, we promote the use of our wonderful surrounding areas for fully immersive learning experiences. The children access the Arboretum weekly for Forest Monday sessions and other planned activities. Parental consent has been provided for each child attending the Early Years to enter the Arboretum during school hours. The site to be used will be checked for changes to the risk assessment prior to the children leaving school. A minimum of 3 adults for Reception and 5 adults for Nursery will accompany the children into the Arboretum and will take with them:

- First Aid Kit
- Medication (inhalers and epi-pens)
- A Mobile Phone

Full risk assessments are held in class for Forest Mondays and outings to the Arboretum. Visits and Trips outside this area are regulated separately and signed off by the EVC and Headmaster. For more information, see Learning Outside the Classroom whole school policy.

LOST OR MISSING CHILDREN

The safety and welfare of our pupils at all times is the highest priority of every member of staff at Hydesville Tower School. There are numerous steps taken to ensure the whereabouts of our pupils is known at all times. It is the staff member's duty to ensure all children are within sight or hearing (preferably both) at all times of the day.

NURSERY

No child leaves our supervision or care without an appropriate adult. In order to achieve this aim, we operate the following procedures in the Nursery:

Pupils that arrive between 7.30 a.m. and 8.00 a.m. are supervised by Mrs Edwards and Mrs Brown, and then Miss Thatcher in Wrap-around Club from 8.00am onwards. Miss Thatcher and another member of the Nursery team escort Nursery children into Nursery at 8:45 a.m.

Registration takes place at 9:15 a.m. Late children are collected from the office by a member of the Nursery team. The school office records all late arrivals and reasons relating to absences onto the register. They then follow up any absences unknown to Nursery staff by way of phone call to parents.

Afternoon Registration takes place at 13:00 p.m. A register of lunchtime clubs is displayed within the Nursery and a copy is provided to the school office.

Dismissal is at 15:25 p.m. where key persons dismiss their key groups from various exits around the Nursery building. Green, Blue and Red groups are dismissed by Mrs Smith, Mrs Willis and Mrs Jones. Yellow group is dismissed by Miss Parker from the Nursery door which opens onto the Nursery playground. Miss Munir escorts children booked into wrap around into Nursery room 7. Nursery children are only dismissed to a known person whereby the Key Person has had permission from the parents. In addition to this a password is required by the adult coming to collect as well as their name. At 3.45 p.m. Mrs Jones and Miss Thatcher escort children who are booked onto the school transport programme onto the relevant bus routes.

Wrap around Club: Between 15.30 p.m. - 18:00 p.m. those Nursery children who are booked into wraparound club are within Nursery room 7 with Miss Munir and a member of the Nursery team assisting her. Miss Munir will keep a register of children who are booked into wrap around, and on collection signed out. Miss Munir will only dismiss a child to parents, carers or a known person whereby they have had permission from the child's parents. In addition to this a password is also required by the adult coming to collect as well as their name. Please be prepared to produce identification.

A Nursery practitioner is always on duty with two lunchtime supervisors in the Cedar Tree room for lunch which is served in two sittings and the outdoor play session.

Appointments: Should a child need to attend an appointment, a parent/guardian/known contact must collect the child and sign them out.

Visits and Trips are registered on EVOLVE and are regulated separately and signed off by the EVC and Headmaster. All staff have had EVC Training at April 17 Inset.

Visits to the Arboretum are permissible during the Nursery day as long as the correct ratio staff/children is applied and the practitioners signs themselves and the class out, making the office staff aware, and inform office staff upon return.

RECEPTION

No child leaves our supervision or care without an appropriate adult. In order to achieve this aim, we operate the following procedures at our school.

Pupils that arrive between 7.30 a.m. And 8.00 a.m. are supervised by Mrs Edwards and Mrs Brown in Breakfast Club. They are then walked to the class lines and handed over to their class teacher.

Registration takes place at 8.45 a.m. Late children are escorted by an office member of staff to the classroom. The school office records all late and reasons relating to absences onto the register. They then follow up any absences unknown to Reception staff by way of phone call to parents.

Afternoon Registration takes place at 13:00 p.m.

Dismissal is at 15:30 p.m. The children are dismissed from the class door to a parent or guardian. Children will not be dismissed to other adults without prior notice given by parents. Adults who unknown are asked to wait until contact has been made with parents. At 15:45 p.m. children who have not been collected are taken to Afterschool Club with Mrs Edwards.

Please be prepared to produce identification if you are collecting a child for the first time.

ADDITIONAL PROCEDURES

Permission from parents is obtained generically at the beginning of each academic year for any educational visits which are deemed as part of the school curriculum, and once again specifically for any other trip.

While staff are supervising children off site, the Learning Outside the Classroom policy will apply at all times.

Every effort will be made to maintain confidentiality and guard against publicity in accordance with the School's practice in maintaining confidentiality and our obligations under the Data Protection Act 1998.

PROCEDURES FOLLOWING A CHILD REPORTED MISSING OR LOST

If a teacher suspects that a child is missing from a lesson or activity, they will contact the nearest member of SLT and school office immediately.

All remaining children will be kept safe in a secure place with adequate adult supervision, including assistance from other school staff if necessary.

A full headcount will be taken by the teacher-in-charge and matched against the register - usually the class teacher or nominated person.

A senior member of staff will make a thorough search of the building and/or site and immediate surroundings including storage areas and toilets. A thorough check of all exits will be made, to ensure all gates/doors are locked and there is no other way a pupil could have left the site. If something is discovered, the SLT member must be immediately informed.

The following list held in the school office will be checked: attendance register, off site records, and other school clubs.

If the child is not found after this initial search and/or approximately 10 minutes from the initial report of them deemed missing, the school office will inform the Headmaster and Assistant Director of Education/Education Executive (Cognita Head Office), including where a child is found wandering or at risk of being lost or missing. The designated safeguarding officer in school will be notified immediately and they will ensure that the parents have been informed by the responsible teacher. The Headmaster (or SLT member in the absence of the Headmaster), will decide at which point the police will be called.

All relevant emergency contacts for children will be used to inform parent/carer(s) accordingly. However, until such time as the child is safely returned to the care of the parent/carer(s), the Headmaster remains responsible for the care and welfare of the child, including off site.

As soon as is practicable, the Serious Incident Reporting Form will be completed by the Headmaster and sent to Cognita's Head of Education Compliance. The Group Leader (off site) or responsible form/class teacher will make a contemporaneous record to provide full details of the incident in the school's incident report book. A note will also be made on the school's attendance register accordingly.

Near misses will also be recorded and reported to the Assistant Director of Education/Education Executive and details fully provided in writing to the school's governance panel or meeting. This Report must outline the steps being taken to avoid any repeat incident, communication with parents and actions to be taken following the risk assessment process to mitigate future risk. Any relevant policy and procedure must be reviewed and submitted to UK compliance committee for approval, via Head of Education Compliance.

All incidents will be reported to Greg Warwick/Nadia Burn, School Support Centre, for the attention of our insurers, as appropriate. Staff must try to remember and write down a description of what the child was wearing and any distinguishing features.

If a missing child has any special medical or learning needs then these need to be noted to be disclosed to the police or other agencies.

A thorough search of the premises should continue until the child is found.

FOLLOWING THE INCIDENT

It is in everyone's interest to resolve what has happened as quickly as possible, consistent with a fair and thorough investigation.

The written findings of the investigation must be reported by the Headmaster to Cognita SSC within 48 hours of the occurrence of the incident.

Where the child is within the EYFS age range, Ofsted must be informed of the incident. Local Authority Children's Social Care should also be informed.

All relevant policies and procedures will immediately be reviewed and revisions presented formally to the Assistant Director of Education/Education Executive for approval within 5 working days.

The parent/carer(s) will be involved at all times.

Following receipt of our investigative report, the Director of Education will report his conclusions as to the next steps to further safeguard and promote the welfare of children in the care of the school to the UK compliance committee.

Where the parent/carer(s) remain concerned despite reassurances informally by the school, they may choose to use the school's complaints procedure accordingly.

PROCEDURES FOLLOWING A CHILD MISSING FROM AN OFF SITE LOCATION

The Group Leader must ensure the safety of remaining pupils. At least two adults must stay with them.

One or more adults should immediately start to search for the child.

If the child is not found within 5 minutes, the Group Leader must then contact the police by telephoning 999.

The Group Leader should alert the school office, or in the case of out-of-hours, the nominated school contact for the trip, that the police have been contacted. The school will make arrangements to notify the parents accordingly. The remaining procedures outlined above in sections 4 and 5 will then be followed.

SITE SECURITY

In order to maintain a safe environment it is imperative that security is upheld to the highest standards at all times. We understand that this can be inconvenient at times. We ask, however, that all visitors to the school are vigilant in ensuring they close all doors behind them, and do not grant access to others through any door.

SUPERVISION OF VISITORS

Hydesville Tower School welcomes a range of visitors to our Early Years Setting for a variety of reasons. It is the school's responsibility to ensure that the security and welfare of its pupils is not compromised at any time by this. The school is equally responsible to the whole school community for ensuring that all visitors comply with the guidelines.

Here we lay out a clear protocol and procedure for the admittance of all external visitors to the school, which can be understood by all staff, visitors and parents and conforms to child protection guidelines.

The school is deemed to have control and responsibility for its pupils anywhere on the school site, during normal school hours, during after school activities and on school organised (and supervised) off-site activities.

The guidance is relevant to:

- All teaching and non-teaching staff employed by the school
- All parents/carers
- All external visitors entering the school site during the school day or after school
- Activities (including sports coaches and curriculum related visitors eg authors, artists etc)
- All Board members
- All pupils
- Building and maintenance contractors

Visitors whose purpose is to work with pupils

Any visitors, including supply teaching staff and sub-contracted ECA staff, must not be left alone with pupils at any point unless full DBS clearance is in place. This includes whole class or small group teaching or one to one interviews of pupils.

Regular visitors to the school must have DBS clearance.

All visitors will be asked to ensure mobile phones are kept out of sight and turned off whilst in the school. Any calls must be made outside the school gates.

Students

The Early Years welcomes the chance to encourage training. We accept student placements and recognise this as an opportunity to examine and revise our own practice. We will accept a maximum of 3 students at a time within the Nursery and 2 within the Reception classes. More than this places undue pressure on the staff. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

All students on placement must adhere to the same codes of conduct as permanent staff and this also applies to time-keeping and dress codes. Student's coordinator in Nursery is Samantha Smith (Head of Nursery) or in the Head's absence, Laura Willis (Deputy Head of Nursery) who supervises their work and explains the safety and fire requirements. All students are encouraged to contribute fully to the Early Years routine and to spend some time in each area. Students will not be left alone with children, administer first aid or change nappies. However, they may assist a member of staff in the nappy changing area. All students will undergo DBS clearance before being allowed into the setting.

Visitors invited to the School

Staff inviting visitors in to speak must vet their suitability by conducting an internet search (or seek references) prior to booking them.

Staff are required to let reception staff know in advance the name, date and time of expected arrival of the visitor.

All visitors must enter by the main entrance and report to reception first; they must not enter the school via any other entrance.

At reception, all visitors must state the purpose of their visit and who has invited them; they should be ready to produce formal identification.

All visitors will be asked to sign in at reception every time they visit.

All visitors will be asked to ensure mobile phones are kept out of sight and turned off whilst in the school. Any calls must be made outside the school gates.

All visitors will be asked to ensure that they remove any form of headwear that would hinder facial identification, this is to ensure ease of recognition by premises staff through the CCTV system.

All visitors will be required to wear an identification lanyard which also includes details of DBS clearance. Green if seen or red if not provided.

Visitors will then be escorted to the point of contact, or their point of contact will be asked to come to reception to receive their visitor; the contact will then be responsible for them while they are on site.

At no point should a visitor who is not fully DBS checked be left on their own with children or be unaccompanied by Hydesville staff.

In the event of a fire alarm/drill, the visitor should be accompanied to the assembly point.

On leaving the school, visitors should leave via reception, entering their departure time and return their identification lanyard to reception.

Parents

There are many reasons why parents may wish to visit school and they are warmly welcomed to do so.

All parents must enter by the main entrance and report to reception; they must not enter the school via any other entrance with exception being during designated pick up and drop off times where gates are unlocked. (08:30-08:50am and 15:20-16:00pm)

Unless visiting on prior invitation, parents will be asked the purpose of their visit and should be ready to produce formal identification.

Parents will be asked to ensure mobile phones are kept out of sight and turned off whilst on the school premises. Any calls must be made outside the school gates. For the purpose of recording school events, please see the Acceptable Use of Handheld Devices policy.

Additional Procedures

Any visitor to the school site who is not wearing an identity lanyard should be challenged politely to ascertain who they are and why they are on the school site. They should not be allowed to continue through the school unattended but should be chaperoned to reception where the visitor can be dealt with correctly.

If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave, police assistance will be called for.

SAFEGUARDING

There is a whole school policy on Child Protection, Safeguarding and Welfare. Please read for full information. This document serves to add detail to areas pertaining particularly to the Early Years in compliance with the Early Years Statutory Framework document.

The schools designate Safeguarding Officer is Mrs Gill Whitehouse. The Early Years Safeguarding Lead is Mrs Samantha Smith, who works closely with Mrs Whitehouse. The Deputy Early Years Safeguarding Lead is Mrs Laura Willis. All Early Years staff report any safeguarding concerns through these channels.

All staff regularly attend Safeguarding courses.

Safeguarding Level 2

Staff	Date	Renewal
Gill Whitehouse	January 2017	January 2019
Sam Smith	May 2018	May 2020
Laura Willis	May 2018	May 2020

Safeguarding Level 1

Staff	Date	Renewal
Katie Downen	September 2018	September 2019
Debbie Parker	September 2018	September 2019
Carla Thatcher	September 2018	September 2019
Nadia Munir	September 2018	September 2019
Danielle Jones	September 2018	September 2019
Kiran Jhaj	September 2018	September 2019
Emma Duffield	September 2018	September 2019

All staff attend training on preventing radicalisation.

Channel General Awareness

Staff	Date
Sam Smith	February 2016
Laura Willis	February 2016
Katie Downen	February 2016
Debbie Parker	February 2016
Carla Thatcher	February 2016
Nadia Munir	February 2016
Emma Duffield	November 2017
Danielle Jones	February 2016

Radicalisation and Prevention

Staff	Date
Sam Smith	September 2017
Laura Willis	September 2017
Katie Downen	September 2017
Debbie Parker	September 2017
Carla Thatcher	September 2017
Danielle Jones	September 2017
Kiran Jhaj	September 2017
Emma Duffield	January 2018
Nadia Munir	September 2017

Staff attend training on recognising the signs of female genital mutilation.

Staff	Date
Sam Smith	March 2018
Laura Willis	March 2018
Debbie Parker	May 2018
Carla Thatcher	May 2018
Katie Downen	May 2018
Kiran Jhaj	May 2018
Emma Duffield	May 2018
Danielle Jones	May 2018
Nadia Munir	May 2018

Staff attended training on recognising signs of child sexual exploitation.

Staff	Date
Sam Smith	January 2018
Laura Willis	March 2016
Katie Downen	March 2016
Debbie Parker	March 2016
Danielle Jones	March 2016

The following policy documents must be read in conjunction with the whole school Safeguarding policy and detail the additional expectations and agreed procedure for Safeguarding of children in the Early Years.

INTIMATE CARE

This policy details the agreed procedure for providing hands-on physical care to the children in our care. At Hydesville Tower School we understand that for some of our youngest children the normal range of development indicates they may not be fully toilet trained when joining our setting.

Intimate personal care tasks can include:

- Body bathing other than to arms, face and legs below the knee
- Toileting, wiping and care in the genital and anal areas.
- Dressing and undressing.
- Application of medical treatment (prescribed by a pharmacist).

It is our priority to ensure children at Hydesville Tower School are cared for in ways that:

- Maintain the dignity of the individual child.
- Are sensitive to their needs and preferences.
- Maximise safety and comfort.
- Protect against intrusion and abuse.
- Respect the child's right to give or withdraw their consent.
- Encourage the child to care for themselves as much as they are able and protect the rights of everyone involved.

It is essential that this policy is read in conjunction with all school safeguarding policies in addition to Allegations and Whistleblowing policies. In order to protect themselves against allegations staff must record each incident of intimate care in the log book.

Responsibility of the Parent/Carer

It is expected that all children entering the Early Years setting have begun to toilet train. However, it is understood that children develop at different rates and may be at different stages of development on entry into Nursery. E.g.

- Be fully toilet trained across all settings
- Have been fully toilet trained but regress for a little while in response to the stress of change of routine (such as moving from N1 to N2).
- Be fully toilet trained at home but prone to accidents in new settings.

- Be on the point of being toilet trained but require reminders and encouragement.
- Have delayed onset of full toilet training in line with other development delays but will probably master these skills during the Foundation Stage.

Regardless of your child's starting point it is an expectation of parents to provide a full set of clean clothes to be kept at school for the child's physical and emotional comfort, should toileting accidents occur.

If your child is still wearing nappies and will require intimate care from staff we expect you to:

- Provide spare nappies, wet wipes and a change of clothes.
- Ensure you have a full and thorough understanding of the procedures to be followed during changing at school (please speak with staff when in doubt).
- Inform school should the child have any marks/rash.
- Agree how often the child should be routinely changed if the child is in school for the day.
- Agree to review the arrangements, in discussion with the school, should this be necessary and if requested to do so by school staff.
- Encourage the child's participation in toileting procedures wherever possible.

Responsibility of the School

Children are checked and changed at regular intervals throughout the day by a named person and a record log is maintained and two signatures are required.

Designated nappy changing times are as follows:

- After break
- Following lunch
- Before going home

Exceptions to these are:

- If a child has a soiled/wet nappy in between these times
- If parents/carers request more frequent changes

It is our duty to promote the good health of children and staff attending the setting. It is paramount that all necessary health and safety precautions are taken to prevent the spread of infection. The following must be actioned for the changing of each child.

- Staff are to wear fresh disposable aprons and gloves while changing a child
- Soiled nappies/pull ups are to be securely wrapped and disposed of appropriately
- Changing area/ toilet is to be left clean
- Hot running water, soap and paper towels are to be available to wash and dry hands
- Staff are to take appropriate action if children are ill

The school will provide the following to ensure these criteria are met:

- Hot running water and soap (antibacterial where possible)
- Toilet rolls
- Milton/sterilising fluid
- Disposable aprons and gloves
- Nappy bags/sacks
- Cleaning equipment
- Bin

Respecting The Child

At Hydesville Tower School we are committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain. Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of safeguarding issues. Staff will work in partnership with parents/carers to provide continuity of care.

ACCEPTABLE USE OF HANDHELD DEVICES

This policy details the agreement for the use of cameras and videos where there are students aged 5 and under; this is to include assemblies, productions and sporting events. The legal background for this policy is the Data Protection Act 1998 and should be read in conjunction with the school's Data Protection and Acceptable Use Policy.

Mobile phones and other hand held devices used for recording are a common part of everyday life. However, at Hydesville Tower School it is our responsibility to ensure that the security and welfare of our pupils is not compromised at any time by this. The school is equally responsible to the whole school community for ensuring that all visitors comply with the guidelines.

This policy aims to establish a clear protocol and procedure for the acceptable use of handheld devices, which is understood by all staff, visitors and parents and conforms to child protection guidelines.

The school is deemed to have control and responsibility for its pupils anywhere on the school site, during normal school hours, during after school activities and on school organised (and supervised) off-site activities.

The policy is relevant to:

- All teaching and non-teaching staff employed by the school
- All parents/carers
- All pupils

Mobile phones and the use of other hand held recording devices is not permitted on the school premises. Signs are placed around the Early Years setting prohibiting the use of mobile phones within and around the setting and visitors to the school will be asked to ensure mobile phones are kept out of sight and turned off during their visit. Exceptions will be given for the purpose of recording some school events as detailed in the following.

Generally, photographs and videos, for school and family use, are a source of innocent pleasure and pride, which can make children, young people and their families feel good about themselves. By following some simple guidelines we can proceed safely and with regard to the law.

The Headmaster has the responsibility to decide if photography and videoing of school performances is permitted. Normally this will be granted – but an announcement will be made at the beginning of all events reminding parents of their responsibilities towards the law.

The Headmaster has the responsibility to decide the conditions that will apply so that children are kept safe and that the performance is not disrupted and children and staff not distracted. Parents and carers can use photographs and videos taken at a school event for their own personal use only. Such photos and videos must not be sold and must not be put on public facing social media networks.

Recording/photographing other than for your own private use would require the consent of all the other parents whose children may be included in the images. Parents and carers must follow guidance from staff as to when photography and videoing is permitted and where to stand in order to minimise disruption to the activity.

Parents and carers must not photograph or video children changing for performances or events.

Remember that for images taken on mobiles phones the same rules apply as for other photography. Parents and guardians should recognise that any pictures taken are for personal use only. In exceptional circumstances e.g. Child Protection Orders the parent and Headmaster may decide upon an alternative and practical approach to this policy.

If you do not consent to your child being photographed or videoed at school events please inform the school in advance and in writing.

So that the school can be sure that parents understand their responsibilities in regard to the law, we ask that parents sign to agree that they accept and support this policy.

HEALTH AND SAFETY

All Early Years staff receive comprehensive training on the safe and effective delivery of first aid. There are First Aid boxes located in the Nursery setting between room 1 and 2 and in Reception in the adjoining cupboard accessible from both classrooms.

Risk Assessments are carried out on all areas on a daily basis by the Early Years staff.

New hazards are reported to the designated health and safety representatives immediately. The representative for Early Years is Laura Willis. New risks or hazards will be logged and remedied by the site services team. All health and safety representatives, along with site services, kitchen staff and office staff meet termly to discuss findings and analyse patterns such as recurring injuries.

FIRST AID

Hydesville Tower School makes every effort to ensure that all children are safeguarded and well-cared for. The children are the centre of our focus in all decision-making and arrangements. The setting sees adequate first aid provision as vital to the daily process of caring for the children.

The setting keeps a record of accidents and injuries, together with an account of any first aid treatment, non-prescription or prescription medication given to a child.

Implementation: Practical arrangements

First aid boxes are located in both Nursery rooms, on the wall above the sink in room 1 and above the fridge in room 2. There are also boxes located in both the lower prep staffroom and the medical room.

The contents of the first aid boxes are regularly checked and replenished by Mrs Blower.

Any member of staff can administer first aid to a child in line with the following procedures.

- Administer first aid as appropriate
- Call for assistance as appropriate
- Call emergency services if required
- Ensure that everyone is safe and the injured child is accompanied
- Inform parents immediately after the accident
- Record the incident/accident
- Ensure all the relevant people know
- Take any further action as required

If an ambulance is required for emergency treatment, a staff member will accompany the child to hospital and parents will be informed immediately.

Staff members will call the emergency services as soon as it becomes apparent that the injury is beyond the setting's capability and the health of the child is compromised.

Recording accidents and informing parents

Members of staff who deal with an accident must record it on medical tracker and the Head/Deputy Head of Nursery or Reception class teacher and parents will be notified by email or a telephone call.

For more serious injuries, including head injuries, or if we are concerned for a child's health, parents/guardians are contacted immediately by phone.

Records include: -

- The date, time and place of accident
- The name of the injured child
- Details of the injury, how it happened and first aid given.
- Follow up action if required (e.g. Went home, taken to hospital, resumed normal play)
- Time parents were notified

Qualified Staff

All staff receive paediatric first aid training every 3 years. The following staff are trained to deliver Paediatric First Aid (level 3):

Name	Date	Renewal
Sam Smith	May 2018	May 2021
Katie Downen	May 2015	May 2021
Debbie Parker	May 2015	May 2021
Carla Thatcher	May 2015	May 2021
Nadia Munir	May 2015	May 2021
Danielle Jones	May 2016	June 2019
Laura Willis	May 2016	March 2019
Kiran Jhaj	November 2016	November 2019
Emma Duffield	March 2017	March 2020

Mrs Blower holds a full first aid training log in the office along with Natalie Mills (PA to Head) who holds a full training matrix.

MEDICATION

Please see the whole school 'Administration of Medication Policy' for full details and guidance of medications which may be administered at school.

This policy applies to all pupils in Cognita Schools Group ("Cognita") including pupils covered by the Early Years Foundation Stage (EYFS). Providers on the Early Years Register must meet the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (2016 set out on page 25 3.44, 3.45, 3.46). This policy is addressed to all staff and covers the administration by staff of medication to children in the care of the School. This policy should be read in conjunction with the First Aid Policy, and in conjunction with procedures discussed with parent/carer(s) for managing children who are ill or infectious.

We must take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

This policy has been written to ensure that we promote the good health of all the children in our care. We are responsible for obtaining information about a child's needs for medicines, and for keeping this up-to-date. To this end, we will regularly review medication permission forms to ensure that there are no changes. For example, a child may no longer need or be able to take some medication or may need an additional form. Even though an EYFS parent/carer may have signed a form, we will still contact them by telephone to check that we can still administer the medication. This is to protect the child, parent(s)/carer(s) and the school.

Our policy applies to each and every medicine that a parent wants us to give. We ensure that the permission we obtain from parents applies from the start of any course of medication and during the entire course of treatment. Written parental consent will always be obtained prior to any course of medication. Parents should keep their child at home if acutely unwell or infectious.

Parents/Carers must, daily, sign a medication form (which can be requested from the office), giving details of the medicine, dosage and times to be administered. Only medications which have been prescribed by a doctor may be administered to pupils in school.

The greatest care will be taken to see that these are administered according to the instructions and a signed record of all medication administered shall be made on the 'Medication form' and witnessed by another member of staff.

The Early Years team will administer only prescribed medication. Medicine to be administered in school must be within 2 weeks of the prescription date.

Nursery

In the nursery setting medication is to be kept in a locked first aid cabinet, out of the children's reach. Parents sign a medication consent form which is dated, signed, with the appropriate

dosage recorded. The Key Person will administer the medication and sign and date the medication form. The medication form with the child's details will be attached to the bottle. Any medicine administered by staff will be recorded on SIMS. Epi-Pens and inhalers are kept in the classroom cupboard (accessible from both classrooms). Epi-Pens and inhalers are administered as needed.

Epi-Pens and inhalers are taken with the child when they move about the school and taken on all out of school outings.

Reception

Medication for reception children will be kept (locked) in the medical stores in the medical room and administered by the office staff. Any medicine administered by staff will be recorded on SIMS.

Epi-Pens and inhalers are kept in the classroom cupboard (accessible from both Classrooms). Epi-Pens and inhalers are administered as needed. Epi-Pens and inhalers are taken with the child when they move about the school and taken on all out of school outings.

Parents are asked to complete a medical questionnaire prior to the child starting school, so that the setting can provide the level of care expected for each individual child. Where appropriate, the parents meet with the Head of Nursery or Reception class teacher to discuss medical needs to ensure such provision is in place. Special arrangements such as training are made where necessary to ensure that the child's needs are met. Staff receive annual EpiPen training.

EpiPen Training

Staff	Date
Sam Smith	January 2016
Laura Willis	January 2016
Katie Downen	January 2016
Debbie Parker	January 2016
Danielle Jones	January 2016
Carla Thatcher	January 2016
Nadia Munir	January 2016

ILLNESS

It is the Early Years policy to encourage and promote good health and hygiene for all the children in our care. This includes, but is not limited to, monitoring the children for signs and symptoms of communicable diseases such as chickenpox, measles, mumps, rubella, meningitis, hepatitis, diarrhoea, vomiting and fevers of 101°F/38°C or over.

With the welfare of the sick child in mind, and in the interests of the remaining children in the Early Years setting, if in the opinion of the staff a child is ill, then the parent/carer will be contacted and requested to collect him/her as soon as possible.

The staff of the Early Years must be convinced that the child has returned to good health before re-admitting him/her.

In the case of the following communicable diseases the minimum Periods of Exclusion from Early Years are thus:

Temperature- If sent home ill, child remain at home for a minimum of 48 hours before returning to school.

Vomiting - 48 hours from last incident.

Conjunctivitis - Keep at home for a minimum of 1 day; longer if eyes are still weeping.

Diarrhoea - 48 hours or until 2 clear nappies.

Chickenpox - 7 days absence from initial appearance of the rash.

Gastro-enteritis, food poisoning, salmonellosis and dysentery - 48 hours or until 2 clear nappies or for notifiable diseases, until advised by the relevant public health official.

Infective hepatitis - 7 days from onset of jaundice.

Measles - 7 days from initial appearance of the rash.

Meningococcal infection - Until recovered from the illness.

Mumps - Until the swelling has subsided and in no case less than 7 days absence from onset of illness.

Pertussis (whooping cough) - 21 days from the onset of paroxysmal cough.

Poliomyelitis - Until declared free from infection by the appropriate public health official.

Scarlet fever and streptococcal infection of the throat - Until appropriate medical treatment has been given and in no case for less than 3 days from the start of treatment.

Tuberculosis - Until declared free from infection by the appropriate public health official.

Typhoid fever - Until declared free from infection by the appropriate public health official.

Impetigo - Until the skin is healed.

Pediculosis (lice) - Until appropriate treatment has been given.

Plantar warts - No exclusion. Should be treated and covered.

Ringworm of scalp – absence from school until cured.

Ringworm of body - Seldom necessary to exclude provided treatment is being given.

If antibiotics have been prescribed a child must remain at home until at least 1 day after the first dose of medication.

Preventing The Spread of Illness

In the first instance it is always the priority of Hydesville staff to prevent the spread of illness at all times. The children are taught through play and routine about how to care for themselves and others. They recognise the need to wash hands after toileting and before eating to prevent the spread of germs and are encouraged to eat a healthy range of food both at lunch time and snack.

Lunches for Reception take place in the school dining room and are prepared by designated kitchen staff. Nursery Lunches are served in the Cedar Tree Room by Early Years Staff. All Staff involved in preparing or handling food have received training in food hygiene

The School will notify Ofsted of any food poisoning affecting two or more children looked after on the premises. Notification would be made as soon as is reasonably practicable, but in any event within 14 days of the incident.

WEATHER AND EMERGENCY CLOSURE

At Hydesville, we have numerous precautions in place to safeguard the physical and mental welfare of all of our pupils. It is rare that serious adverse weather conditions cause the closing of the school and should this occur, parents will be notified by our parent comms system. Information will also be broadcast via local radio stations.

Closure of the school during the school day is not a decision taken lightly. However, it must be planned for, in order that we may uphold our high security and safety procedures in any unforeseen events. Causes for school closure include, but are not limited to, excessive snow, flooding, damaged heating, impaired sanitary systems or a disruption in our security systems. In case of emergency closure, the school will notify parents in the first instance through the parent comms system. Ratios will be maintained at all times and children will be collected via the main office and signed out accordingly. Classes will be merged as children leave, to ensure suitable staffing is maintained at all times.

During normal running of the school, other procedures are in place to safeguard children against adverse weather conditions.

Protection from weather

The children's uniform includes a waterproof coat which should be in school at all times to protect against light showers on the playground. During warmer months, the children are protected by their summer hats. If parents have not purchased these, the school will allow children to wear any light coloured hats to protect themselves from the sun. We also recommend parents apply sun cream to their children prior to bringing them to school. Children are allowed to bring a named bottle of sun cream to school which they may apply to exposed areas of the body.

Shelter

Both the Lower Prep and Nursery playground provide areas of shelter for the children during light rain or intense sun. It is our priority to ensure the children receive an adequate amount of time to play outdoors whilst the weather allows.

Wet play supervision

During heavy rain or snow the children will be brought indoors. Nursery will congregate in the main nursery building with appropriate ratios and continue their play indoors.

Reception will join with KS1 pupils in the large Year 2 classroom, where they will have a choice of films/interactive stories/TV shows to watch. They may also read or play quiet games. At all times there will be an appropriate number of staff in line with recommended ratios.

ADDITIONAL NEEDS

At Hydesville, we are proudly non-selective. We admit any pupils with a passion and drive for learning. We ensure that every pupil has the opportunity to be the best that they can be. Our small class sizes are perfect for tailoring our lessons to ensure outstanding progress for all.

SEND

Every child's needs are different and we understand that children develop at different rates, but when a child is having difficulty progressing in any aspect of their development in the classroom this is recognised.

We follow the whole school policy for special educational needs and disabilities. The teacher, with the involvement of parents/carers, will identify the child's needs and in collaboration with the SENDCo the school will follow the Independent Schools Council Guidance for Special Needs and other LEA's procedures as required.

The SENDCo is Antonia Odunjo and detailed information may be found in the 'SEND Policy'.

Information about expected levels of development and how to support your child at home can be found in the 'What to Expect When...' document

<http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/>

EAL

For children whose home language is not English, staff take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

Staff also ensure that children have sufficient opportunities to reach a good standard in English by accessing a language rich environment throughout every aspect of the Early Years' experience, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

When assessing communication, language and literacy skills, staff assess children's skills in English.

If a child does not have a strong grasp of English language, staff are able to explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay. Detailed information may be found in the whole school 'EAL Policy'.

BEHAVIOUR

At Hydesville Tower School we have high expectations of all of our pupils. Behavioural incidences are rare and positive reinforcement is consistent. The children follow the 'Golden Rules' in and around school and receive 'Star of the Week' when they have demonstrated consistently desirable behaviour. Staff ensure they have read and fully comply with the expectations relating to their role and the management of children's behaviour as follows. Please see our Safeguarding and Whistleblowing policies for more information.

Staff at Hydesville Tower School are consistent in setting limits for children and provide support for each other. Our staff and older pupils are outstanding role models for the children in the Early Years at all times, ensuring that they demonstrate respect, good manners and a calm and open demeanour at all times. Our Early Years pupils learn from this and work hard to demonstrate appropriate behaviour at all times.

Occasional aggressive outbursts are part of normal development for children in the Foundation stage and incidences reduce as children gain a more comprehensive understanding of their emotions and how to express them. It is when aggression is persistent that it is abnormal. Persistent aggressiveness is almost always a manifestation of insecurity and a need for closer nurturing.

All incidences of aggressive behaviour are logged electronically and discussed with Key Persons and parents. Should concern for a child arise Key Persons/Teachers will work together with the parent/carer and plan how to manage the child in a calm and consistent way.

At Hydesville, we believe in positive reinforcement as a primary approach. Key Persons and teachers are consistent and flexible in their approach to managing children's behaviour, adjusting their responses according to the demands of the situation and the age and individual needs of the child. We provide hands-on life experiences to help children to mature appropriately and encourage co-operative play at all times. Children need to be loved, played with and talked to throughout the day.

If difficult behaviour occurs staff will respond to this sensitively and appropriately. The methods available include:

- Re-direction of child/children
- Early intervention to prevent disagreements
- Anticipation and elimination of potential problems with timetable, toys etc.
- Show two children how they can rearrange an activity so that both children can participate
- Offer the child/children choice between two alternatives
- Temporary withdrawal of children from activities/outdoor play-times.

Biting

The school recognises that young children may bite for many different reasons, such as frustration, stress, a developmental delay or because of delayed speech development. When a child bites another child in the setting, staff will separate the children and comfort the child who has been bitten and call another member of staff if first aid is required. The staff member will explain to the child who has bitten, that biting is unacceptable, using simple terms and by explaining how their peer may be feeling. The child will be asked to apologise to their peer and their play redirected. The staff member who dealt with the situation will complete an incident report.

If a child continually bites on different days or bites more than once on a single occasion, parents/carers may be asked to temporarily remove the child from school under the direction of the Headmaster/Head of Prep School. A decision will then be made by the school management team as to whether a child will be temporarily withdrawn from the setting. The school may also ask parents/carers to temporarily remove a child from the setting when the child has only bitten once but has also exhibited other unpredictable behaviour. When parents are asked to remove a child from the setting it is not necessarily an act of punishment, but staff may feel it is necessary for the protection of other children and for harmonious relations within Early Years. Again, this will occur under the direction of the Headmaster/Head of Prep School. A meeting will then be held with the staff team to discuss appropriate and consistent behavioural techniques. The child's parents/carers will be invited in to the setting to discuss strategies and explain how the behaviour is dealt with in the setting.

Parents can seek further advice on dealing with biting at: <https://www.parentlink.act.gov.au/parenting-resources/parenting-guides/babies-toddlers-and-young-children/children-biting>

Early Years staff will develop positive strategies reinforcing acceptable behaviour, e.g. By supporting and encouraging children in setting limits for themselves.

The Early Years routine must never become more important than the child. If a child does not want to join in an activity s/he should be allowed to choose an alternative. Only if the child disrupts the activities of the other children should s/he be temporarily withdrawn to another part of the Nursery/classroom, with a member of staff.

Physical punishment of any kind is absolutely forbidden. This includes smacking, tapping, pulling, pushing, throwing, biting, shaking, handling roughly, forcing a child to sit or stand when told to do so by moving and/or holding his/her limbs in position etc., i.e.: physical restraint other than the minimum needed to ensure the child's safety or the safety of others. Other measures which may NEVER be used includes: humiliation, belittling, intimidation, frightening a child, depriving a child of food (e.g. Pudding) or drink, forcing a child to eat or drink.

At all times the child's self-esteem is paramount; therefore, there can be no deprivation or exclusion from activities.

The use of physical punishment by a member of staff will result in disciplinary procedures being implemented.

PARENTS AS PARTNERS

The Early Years team will work with parents as partners in providing quality care for their children. The role that parents/carers play in the early education of their child needs to be valued and recognised. Their involvement is crucial to the development of children's future learning and to ensure a complete and holistic assessment of pupils. Support from parents/carers is welcomed at all times.

- Parents have access to their child's records and are consulted in respect of the care given.
- Information about Early Years activities and events are regularly distributed by letter, telecom messages, fortnightly newsletters (in Nursery) and half-termly newsletters in Reception.
- Parents are able to inspect all the policies of the Early Years at any time.
- Parents are able to see their child's learning journey at any time.
- Parents' Evenings are held at least three times a year.
- Parents are valued and respected.
- Parents' assessment of their children's learning by special news from home to contribute to their child's learning journey.
- All practitioners are expected to respond to parent's email enquiries within 24 hours, excluding week-end hours and where staff are absent from school.

COMPLIMENTS AND COMPLAINTS PROCEDURE

At Hydesville we are committed to providing a quality service in the pursuit of teaching excellence. In order to do so it is imperative that we listen to those who know our pupils best. One of the ways in which we continue to improve our education service is by listening and responding to the views of our parents. We pride ourselves on the quality of our provision for teaching and pastoral care, and on the strength of our relationships with parents. For details of the full complaints and compliments procedures, please read the whole school policy, which details next steps should your concerns not be dealt with to your satisfaction.

We aim to provide services of a high standard to every family, but sometimes things do go wrong. When this happens we want to hear from parents so that we can sort it out and learn from our mistakes.

Please complete and return to the School Office.

(If your complaint is specifically about the actions of the Headmaster please complete and return to Head Office, Milton Keynes). You will be given a written acknowledgement with an explanation of what action will be taken in response to your complaint.

Name of School	
Your name	
Pupil's Name	
Address	
Your relationship to the pupil	
Email address	
Daytime contact number	
Mobile contact number	
What is your complaint about?	<input type="checkbox"/> Health & Safety <input type="checkbox"/> Curriculum <input type="checkbox"/> Exclusion <input type="checkbox"/> Behaviour <input type="checkbox"/> School Staff <input type="checkbox"/> SEN/D <input type="checkbox"/> School Meals <input type="checkbox"/> School Uniform <input type="checkbox"/> Communication with Parents <input type="checkbox"/> Other (please provide further details below)
Please give a brief description of your complaint	
How have you already expressed your concern to the school, because we cannot investigate your complaint if there has not been an opportunity to address your concern at an early stage, for example, by the class teacher	

Tell us what the school did to address your complaint (who, what, where, how, why):	
Name of the person who originally considered your concerns or complaint:	
What actions will resolve the problem now?	
Signature	
Name	
Date	
OFFICIAL USE ONLY	
Date of Stage 1 acknowledgement	
Name of Investigating Officer	
Position	
COPY SENT TO HEAD OF EDUCATIONAL COMPLIANCE, HEAD OFFICE MILTON KEYNES, 5 & 7 Diamond Court , Opal Drive, Eastlake Park, Fox Milne, Milton Keynes MK15 0DU ON (INSERT DATE)	

If we have got things right, we would also like to know. We welcome compliments, suggestions and comments as they help us to improve.

Date	
Your name	
Pupil's Name (where applicable)	
Pupil's Class (where applicable)	
Details of the compliment (where applicable attach copy of written communication):	
Action Taken (who, what, when):	
Reported To:	
Review/Follow Up	