

COGNITA

Early Years Policy



HYDESVILLE
TOWER SCHOOL

June 2019

These policies are only relevant to the Early Years Department. More policies can be found in the 'Whole School Policy' Document.

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1 Terminology

- 1.1 The Early Years age group defines children aged from birth until the 31st August following their fifth birthday who go to an early years setting that delivers the Early Years Foundation Stage.
- Age 4 – 5 Reception
 - Age 3 – 4 Nursery (N2)
 - Age 3 and below Nursery (N1)
 - **Within this document, the term 'Early Years' is used to describe children in the Foundation stage aged between 3-5 years of age.**
- 1.2 Registered Provision refers to provision for children under two years of age. Settings must register for Early Years provision with the DfE if they provide for:
- Children aged from birth to under two years and at least one child attends for more than two hours a day; and/or
 - Children who are not pupils at the school, such as a separate pre-school, a nursery for children of staff members or a nursery in a children's centre run by the school (it does not have to be on the school premises to be run directly by the school).
- 1.3. EYFS refers to Early Years Foundation Stage.

2 Aim

- 2.1 At Hydesville Tower School we aim to provide the highest quality care and education for all of our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and others to meet their needs in order for children to make good progress.

3 Statutory Framework

- 3.1 We adhere to the Statutory Framework of the EYFS and the four guiding principles (printed in bold) that shape practice within Early Years settings:
- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
 - Children learn to be strong and independent through **positive relationships**.
 - Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
 - **Children develop and learn in different ways and at different rates.**




4 Principles into Practice


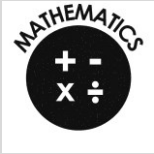


- 4.1 As part of our practice we:
- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
 - Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
 - Work in partnership with parents and within the wider context.
 - Plan challenging learning experiences which are based on the individual child and are informed by observation, assessment and the child's interest.
 - Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.

- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment, indoors and out.

5 The Early Years Curriculum

- 5.1 We plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.
- 5.2 All of the seven areas of learning and development are important and inter-connected. The Prime Areas of Learning are the essential foundations for children to work with and master before progressing to the Specific Areas of Learning.

1. Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
<ul style="list-style-type: none"> • Making relationships • Self-confidence and self-awareness • Managing feelings and behaviour 	<ul style="list-style-type: none"> • Moving and handling • Health and self-care 	<ul style="list-style-type: none"> • Listening and attention • Understanding • Speaking 

2. Specific Areas of Learning			
Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Numbers • Shape, space and measures 	<ul style="list-style-type: none"> • People and communities • The world • Technology 	<ul style="list-style-type: none"> • Exploring and using media and materials • Being imaginative 

- 5.3 Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.
- 5.4 In the Early Years we write medium-term plans using the EYFS, which are linked to a series of topics over an academic year, each of which offers experiences in all seven areas, in both the inside and outside learning areas. These plans then inform our short-term weekly planning, which remains flexible for unplanned circumstances or children's responses. We follow and encourage the children's own interests through our continuous provision planning, where children are encouraged to learn through play and with positive adult and peer interaction.
- 5.5 Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas. The balance will also shift to more structured and adult-led activities during the Reception year, in preparation for Year 1.
- 5.6 Children have whole group and small group teaching and learning times which increase as they progress through the EYFS, including a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing. The curriculum is delivered using a play-based approach, as outlined by the EYFS. Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, Early Years practitioners interact to stretch and challenge children further and develop their language skills for communicating.
- 5.7 In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to learn in a variety of environments.

6 Regulatory Requirements

- 6.1 We ensure that we implement the Statutory Framework for the Early Years Foundation Stage (April 2017) and meet the associated regulatory requirements. Early Years Leaders will attend training in the regulatory requirements.

7 Observation and Assessment

- 7.1 As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways, including what the child has said and done and by also using photographic evidence. Significant observations of children's achievements are collated in their own digital personal learning journey, called 'Tapestry', which is shared directly with parents/carers and can be accessed at home.
- 7.2 In the Reception year, the children are assessed against the Early Learning Goals (ELGs) and our results are reported to the local authority. 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. The final report for the Reception year also reflects on the child's characteristics of learning which is shared with parents and the Year 1 teacher.

- 7.3 Parents are valued as vital and important contributors to their child's progress 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. Parents are also welcome to e-mail staff within term times. Staff will reply as promptly as possible and within 24 hours. Within the final term of Reception, we provide parents with a report based on their child's development against each of the Early Learning Goals and the Characteristics of Learning, including strengths and next steps in learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.
- 7.4 The school complies with requirements to complete the Two-Year-Old Assessment Check.
- 7.5 The school uses a speech and language assessment program called 'WellComm', which assesses whether the child has an age-appropriate level of speech and understanding for their age. This is monitored across Nursery and Reception. Where children have not reached expected levels of understanding staff implement regular intervention (a series of fun 10-15 minute activities) to support this development progress. Wellcomm intervention continues until the end of the Reception Year. Staff will notify parents where there is a lapse in development as parents may also wish to support the child at home.

8 Inclusion

- 8.1 We value all of our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve or exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equal Opportunities and Special Educational Needs and Disability (SEND).

9 Equal Opportunities

- 9.1 At Hydesville we are proud to be part of 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, LGBT, creed, marital status, sexual orientation, ethnicity, or political belief, has no place within the setting.
- 9.2 The setting is committed to: encouragement of positive role models; providing imaginary play and activities which are accessible to all and where participation is encouraged by staff.
- 9.3 Respect, tolerance and democracy are encouraged through the Early Years 'Golden Rules' – a code of conduct which is promoted in the setting.

10 Special Educational Needs and Disability (SEND)

- 10.1 Every child's needs are different and we understand that children develop at different rates. However, when a child is having difficulty progressing in any aspect of their development in the classroom, this is recognised.
- 10.2 The teacher/key worker, with the involvement of parents/carers, will identify the child's needs and, in collaboration with the LSA (Learning Support Assistant) and SENDCo (Special Educational Needs and Disability Co-ordinator), the school will follow the Independent Schools Council Guidance for Special Needs and other LEA's procedures as required. The SENDCo is Antonia Odunjo. The LSA is Njah Khan.

- 10.3 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/>

11 English as an Additional Language

- 11.1 For children whose home language is not English, staff take steps to provide opportunities for children to develop and use their home language in play and learning, whilst supporting parents with their language development at home.
- 11.2 Staff 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.
- 11.3 When assessing communication skills, staff assess children's skills in English. If a child does not have a strong grasp of English language, staff will 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.
- 11.4 Where the child has very little understanding of the English language then parents are invited to remain in the setting to assist with the settling-in process, to prevent the child from becoming distressed in a new environment.

12 Partners

- 12.1 We strive to create and maintain close working partnerships with parents and carers as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.
- 12.2 Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.
- 12.3 We draw on our links with the community to enrich children's experiences by taking them on visits and inviting members of the community into our setting.

13 Transitions

- 13.1 Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Nursery/Reception to develop familiarity with the setting and practitioners.
- 13.2 Nursery children, whom are soon to be moving into our Reception classes, will undergo weekly transitions into Reception over the Summer term, prior to beginning Reception in the Autumn Term. This ensures a more settled transition when children begin school in September.
- 13.3 In the final term of Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

14 Acceptable Use of Handheld Devices

- 14.1 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.
- 14.2 Signs are placed around the Early Years setting prohibiting the use of mobile phones within and around the setting. Parents are politely asked to adhere to this rule and will be challenged by staff when they are using phones. Visitors to the school will be asked to ensure mobile phones are kept out of sight and turned off during their visit.
- 14.3 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.
- 14.4 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 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.
- 14.5 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.
- 14.6 Staff are not permitted to use their personal hand-held devices in classrooms or whilst supervising children. Staff phones must be stored in an 'elected' cupboard and cannot be left by desks or tables. Staff are permitted to use their own hand-held devices in school, but must always do so in staffrooms, away from children, and only during breaks and lunchtimes, when they are no longer on duty or supervising children.
- 14.7 Staff use of personal mobile phones may be allowed on some school trips, where the visit leader feels they would benefit the safety of the children (such as when visiting a large site, where groups may become disconnected from each other). The visit leader is responsible for deciding the members of staff whom are to carry phones and the main contact numbers are to be recorded on 'Evolve'. This information must also be added to the trip risk assessment. If staff have not been authorised by the visit leader to use their own phone during a trip, then they must not do so. However, staff should never use their own mobile phones whilst on their own with children and are only permitted to receive calls from school or from other elected staff on the trip (who may be at a different area of the site). All staff phone numbers should be left with the office on the day of the trip for easy contact by the school office.

15 Intimate Care

- 15.1 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. All parents are expected 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.
- 15.2 Children are checked and changed at regular intervals throughout the day by a named person and a record log is maintained with two signatures required. Designated nappy changing times are as follows:
- After break
 - Following lunch
 - Before going home
- Exceptions to this routine include:
- If a child has a soiled/wet nappy in between these times
 - If parents/carers request more frequent changes
- 15.3 Staff will promote a high standard of care and hygiene by:
- Wearing fresh disposable aprons and gloves while changing a child
 - Disposing soiled nappies appropriately into the correct unit.
 - Maintaining the cleanliness and tidiness of the changing area.
 - Ensuring hot running water, soap and paper towels are to be available to wash and dry hands.
- 15.4 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, nappy bin.
- 15.5 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. 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.
- 15.6 Staff will only change children when there is a second adult within eyesight/earshot in order to maximise the protection of both the child and the adult. Every effort is made to ensure that lone working does not occur in the setting and that adults are always near other adults. Staff ratios are, therefore, always maintained within the setting.

16 Behaviour

- 16.1 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. Sticker charts are used in both Nursery and Reception and children are rewarded with stickers for hard work, kindness, good manners etc. In Nursery children are rewarded with a 'prize' for filling sticker charts and in Reception with a 'certificate of achievement', which is presented to them in Prep school rewards assembly. Children also receive 'Star of the Week' when they have consistently demonstrated desirable behaviours.
- 16.2 The children follow the 'Golden Rules' in the Early Years setting which is a simple child-friendly set of rules for encouraging good behaviours. These are discussed during circle times and throughout the day to remind children of the expectations in the setting.

- 16.3 More serious incidents or incidences involving aggressive behaviour are logged electronically and discussed with 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. If difficult behaviour occurs, staff will respond to this sensitively and appropriately. The methods available include:
- Re-direction of child/children to a different activity.
 - Early intervention to prevent disagreements.
 - Anticipation and elimination of potential problems with timetable, toys etc.
 - Showing two children how they can rearrange an activity so that both children can participate.
 - Offering the child/children choice between two alternatives
 - Time-out, where the child is asked to sit on a cushion or at a table, for a little while, in an attempt to encourage self-reflection from the child.
 - If on the playground the child's hand may be held to encourage re-direction and self-reflection.
- 16.4 Biting incidents are rare but will happen occasionally occur within any Early Years setting. We recognise that young children may bite for many different reasons, such as frustration, stress, a developmental delay or because of delayed speech development but that also the child who receives the bite may be extremely upset and unsettled by the event. If an incident occurs, 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 will then closely observe the child who has bitten. The relevant key worker will complete an incident report and inform the parents. In Reception both parents must be notified and the incident recorded in the Prep School Behaviour Log by the relevant teacher.
- 16.5 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 an act of punishment, but is thought necessary for the protection of the child who has bitten, other children and to maintain for harmonious relations within Early Years. It also gives the child opportunity to 'reset' themselves. 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>
- 16.6 Where poor and unacceptable behaviour persists, staff will request support from the senior leadership team and parents may be asked to attend a meeting. A future pathway will then be agreed in order to provide a positive outcome for the child and for the setting.

17 Health and Safety

- 17.1 Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.
- 17.2 We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and following set procedures when children become ill or have an accident.
- 17.3 Risk Assessments are carried out on all areas on a daily basis by the Early Years staff. Potential hazards are reported to the designated health and safety representatives immediately and risk is minimised immediately.
- 17.4 All Early Years staff receive comprehensive training on the safe and effective delivery of First-Aid and hold a Level 3 paediatric first-aid certificate. All injuries are reported in line with the EYFS Statutory Regulations. In cases of serious injuries, including head injuries, or if staff are concerned for a child's health, parents/guardians are contacted immediately by phone.
- 17.5 The Nursery staff are responsible for the recording of accidents and injuries in Nursery and must record any first aid treatment, or prescribed medication given to a child on the school's medical tracker. 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.
- 17.6 First-aid is given to Reception children in line with the Prep School First-Aid Policy. Therefore, if children are injured during playtime or lunch-time they are sent to the office to receive treatment. Office staff are then responsible for recording the accident and the first-aid given on the school's medical tracker. Reception staff may also administer first-aid (such as where injury occurs within the classroom) but are then responsible for notifying office staff to record the accident/treatment.
- 17.7 Lunches take place in the school dining room and are prepared by designated kitchen staff, as are afternoon snacks. 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.
- 17.8 Children's school wintercoats will protect them from cold weather and light showers on the playground. In Summer children should be provided with a white peaked cap to protect faces from the sun. During hotter months parents should also apply 'once a day' sun cream to their children prior to bringing them to school. Nursery children are allowed to bring a named bottle of sun cream to school which they may apply to exposed areas of the body. Staff will ensure that children are allowed free access to drinks and will especially monitor the intake of fluids throughout the Summer months.
- 17.9 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. However, during heavy rain, high winds or heavy snow the children will be brought indoors for safety reasons.

18 Medicines and Illness

- 18.1 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.

- 18.2 Only prescribed medicines will be administered in the Early Years setting. Parents should keep their child at home if acutely unwell or infectious. Medicine to be administered in school must be within 2 weeks of the prescription date. If antibiotics have been prescribed a child must remain at home until at least 1 day after the first dose of medication.
- 18.3 Reception parents/carers must, daily, sign a medication form giving details of the medicine, dosage and times to be administered. 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 Medical Tracker. Reception Epi-Pens and inhalers are kept in the office. 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.
- 18.4 Nursery parents must sign a medication consent form which is dated, signed and countersigned, with the appropriate dosage recorded. The child's key person will administer the medication and sign and date the medication form. This form should be witnessed by another person and initialled. The medication form with the child's details will be attached to the medicine. Any medicine administered by staff will be recorded on SIMS. In the nursery setting medication is kept in a locked first aid cabinet, out of the children's reach. Epi-Pens and inhalers are kept in the Nursery medicine cupboard and 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.
- 18.5 If staff are of the opinion that a child is too ill for school, then the parent/carer will be contacted and requested to collect the child as soon as possible. The staff of the Early Years must be convinced that the child has returned to good health before re-admitting them. 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.

Please contact office staff if further clarification is needed with an unlisted illness.

19 Emergency Closure

19.1 We take numerous precautions 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 and through the school website.

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.

20 Attendance, Registration and Appointments.

20.1 Reliable and regular attendance helps the child to settle well into school life and children are expected to arrive in school at the stated times. Continual lateness and absences only contribute to a young child's apprehension about coming to school. Therefore a good level of attendance and punctuality is expected by the school, in order for the child to feel happy and settled. The law in this country requires all pupils, 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.

20.2 Schools are required to take an attendance register twice daily. This must be done at the start of the morning session, and once at the beginning of the afternoon session. Schools must notify the LEA if a student attends irregularly, or is absent continuously without authorisation for ten or more school days. 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 will be marked 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. The school office will then follow up any unauthorised absence via a phone call to parents/carers, if they are unaware of the reasons for the absence.

20.3 The school realises that children will occasionally need to attend appointments during the school day, although appointments should be made outside of the school day if at all possible. Should a child need to attend an appointment then a parent/guardian/known contact must collect the child and sign them out.

21 Ratios and Off-Site Visits

21.1 At Hydesville, we promote the use of our wonderful surrounding areas for fully immersive learning experiences. The children access the Arboretum for Forest Monday/Thursday sessions and other planned activities. The site to be used will be checked and risk-

assessed prior to the children leaving school. 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.

- 21.2 All visits and trips are registered on EVOLVE and are regulated separately and authorised by the EVC and Headmaster. The planning involved for a trip always includes a risk assessment and information which will make the trip as safe as possible (such as children's groups, itinerary, emergency points of contact, registers etc).
- 21.3 We always ensure that our staff:child ratios are maintained within the school and whilst on school trips. 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 smaller at Hydesville to ensure a personal, tailored learning experience in which the children feel valued. There is usually also a teaching assistant present within the Reception setting during teaching times. Reception staff have school mobile phones available to them which are used in emergency situations only.

22 Lost or Missing Children

- 22.1 Nursery and Reception children are only dismissed to a known person whereby the key person/teacher 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. The collecting person must be 16 years of age.
- 22.2 Procedures following a Child reported Missing or Lost:
- Teacher/Key person will contact the nearest member of SLT and school office immediately following a headcount and register check. All remaining children will be kept safe in a secure place with adequate adult supervision including assistance from other school staff if necessary.
 - 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 Director of Education/Education Executive (Cognita Head Office). 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.
 - A search for the child must continue and staff must write down a description of what the child was wearing and any distinguishing features.
- 22.3 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 section 23.2 will then be followed.**

22.4 Following the Incident:

- 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.
- The written findings of the investigation must be reported by the Headmaster to Greg Warwick/Nadia Burn Cognita School Support Centre 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 Director of Education/Education Executive for approval within 5 working days. Following receipt of our investigative report, the Global Director of Education will report her 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.
- The parent/carer(s) will be involved at all times. Where the parent/carer(s) remain concerned despite reassurances informally by the school, they may choose to use the school's complaints procedure accordingly.
- Near misses will also be recorded and reported to the 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.

23 Compliments and Complaint Procedures

23.1 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, which is why parental opinion is sought in a number of ways.

23.2 **Please take steps to resolving issues you are concerned about by firstly talking to teachers and key persons. If this fails to resolve the issue then you are more than welcome to raise the matter with Mrs Downen, Mrs Smith, Mrs Whitehouse or Mr Honey.**

23.3 **If you wish to raise your complaint with the School Support Centre then please read the whole school policy, which details the next steps, should your concerns not be dealt with to your satisfaction.**