

# COGNITA

Early Years  
Policy



HYDESVILLE  
TOWER SCHOOL

September 2021

**These policies are only relevant to the Early Years Department. Further policies and information 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 31<sup>st</sup> 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 Pre-Prep (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 (at Hydesville children can join the nursery at the beginning of the term in which they will turn 3 years old).

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 their 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"> <li>• Self-regulation</li> <li>• Managing self</li> <li>• Building relationships</li> </ul>  | <ul style="list-style-type: none"> <li>• Gross motor skills</li> <li>• Fine motor skills</li> </ul>  | <ul style="list-style-type: none"> <li>• Listening, Attention and Understanding</li> <li>• Speaking</li> </ul>  |

| 2. Specific Areas of Learning                                                                                                                                                                    |                                                                                                                                                                              |                                                                                                                                                                                                                                  |                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literacy                                                                                                                                                                                         | Mathematics                                                                                                                                                                  | Understanding the world                                                                                                                                                                                                          | Expressive Arts and Design                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word reading</li> <li>• Writing</li> </ul>  | <ul style="list-style-type: none"> <li>• Number</li> <li>• Numerical Patterns</li> </ul>  | <ul style="list-style-type: none"> <li>• Past and present</li> <li>• People Culture and Communities</li> <li>• The Natural World</li> </ul>  | <ul style="list-style-type: none"> <li>• Creating with materials</li> <li>• Being imaginative and Expressive</li> </ul>  |

- 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 topic 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 and Pre-Prep 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. This includes a daily phonics session using 'Letters and Sounds' and varying aspects of Mathematics and Literacy. 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 to develop children's 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 (September 2021) 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. Where appropriate, staff will also use 'Tapestry' to share the child's next targets called 'next steps'. This is added to the end of an observation so that parents have clear understanding of how best to support their child's progress.
- 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 part 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.

- 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. Parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1. Similarly, Reception teachers will meet with Year 1 teachers to discuss each child's needs, characteristics and progress to ensure a smooth and successful transition into the next academic year for each child.
- 7.4 The school complies with requirements to complete the Two-Year-Old Assessment Check.
- 7.5 The school uses a speech and language screening programme called 'WellComm', which assesses whether the child has an age-appropriate level of speech and understanding. This is monitored across Nursery and Reception. Where children have not reached expected levels of understanding, then staff implement regular intervention (a series of fun 10-15 minute activities) to support this progress. Wellcomm intervention continues until the end of the Reception year. Staff will notify parents where there is a lapse in speech and understanding development, as parents may also wish to support the child at home. The school may also recommend a referral be made to external speech and language support services should the child be considered to need further support in this area.

## 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 their 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 they need and, in doing so, work closely with parents and outside agencies.

## 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, LGBTQ, 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 child-friendly 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, then this is recognised and acted upon to ensure a positive outcome for the child.
- 10.2 The teacher/key person, 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 Njah Khan.

- 10.3 Children may be referred to outside agencies if deemed necessary (such as support from Speech and Language Services). Parental consent is required for referrals to be made.
- 10.4 Children will receive intervention sessions from the class teacher/practitioner where a child is finding something difficult. Children listed on the SEND register may also receive extra support sessions from the LSA or SENDCo to help the child progress.
- 10.5 Information about child development and how to support your child's progress at home can be found in the following document:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/988004/Development\\_Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf)

### **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 regarding language delay.
- 11.4 Where the child has very little understanding of the English language then parents may be invited to remain in the setting to assist with the settling-in process, in order to prevent the child from becoming distressed in the new environment.

### **12 Partners and Communication**

- 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 promote parental support and engagement in numerous ways.
  - a. The school communicates with parents/guardians in a number of ways, which include:
    - a) Cognita Connect – a parent app used to keep parents informed with school news, events, trips, curriculum maps etc.
    - b) Tapestry – a digital learning journey used to record your child's progress and achievements. Staff may also add 'next steps' to Tapestry observations which are added to inform parents of the next target the child can work towards.
    - c) The school website – this aims to share much information with parents, including information about the school day, uniform lists, policies and documents relating to Early Years education, staffing information, contact numbers for before/after school care, school newsletters etc. There is also a 'Frequently Asked Questions' section on the Nursery page.
    - d) E-mail – parents are welcome to e-mail staff with concerns/information and will receive a response within 24 hours. Parents will also receive an e-mail where the child has

received an first-aid for an injury sustained in school (although parents will be telephoned directly if the injury is considered to be more severe).

- e) Face-to-face communication when children are collected at the end of the day.
- f) Telephone calls from staff: Phone calls to parents may be made on occasion by staff in both Reception and Nursery/Pre-Prep (e.g. for illness, where the child may need to go home).
- g) Telephone calls from parents:  
Nursery/Pre-Prep parents are welcome to telephone school and speak directly to Nursery/Pre-Prep staff, but are asked to do so during the afternoon sessions if possible, in order to avoid disruption to morning sessions.  
Reception parents are welcome to phone the school office and leave messages for Reception staff.

Parents are very much encouraged to approach staff should they ever have any queries/concerns relating to the school and how it operates.

- 12.3 The school shares a curriculum map for each term with parents/carers through Cognita Connect, a parent app. This will outline the topic for each half-term and the skills the children will be expected to develop.
- 12.4 Working with other services and organisations is integral to our practice in order to meet the needs of our children (such as when referring to Speech and Language support services). At times we may need to share information with other professionals to provide the best support possible and will always request parental/guardian consent when required to.
- 12.5 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/Pre-Prep/Reception to develop familiarity with the setting and practitioners.
- 13.2 Pre-Prep children, 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 teachers 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 teachers to plan an effective, responsive and appropriate curriculum that will best meet the needs of all children. Reception children will also undergo a 'Meet the Teacher' day during the final Reception term, where they will meet their new Year 1 teacher prior to beginning Year 1 in the Autumn term.

### 14 Use of Mobile Phones and Devices

- 14.1 The Early Years Safeguarding and Welfare Requirements (para 3.4) require all schools to have a clear policy on the use of mobile phones, cameras and devices. This policy details the agreement for the use of cameras and videos where there are students aged 5 and under, which 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 Code of Conduct for staff usage of mobile phones and devices

The Cognita Code of Conduct for staff states, 'Cognita does not permit the use of personal mobile phones and cameras by staff where children are present'.

Safeguarding of pupils within the school and Early Years setting is paramount and it is recognised that personal mobile phones, cameras and technological devices have the potential to be used inappropriately. The setting has, therefore, implemented the following rules for its staff and volunteers:

- Staff/volunteers/trainees are not permitted to use their personal hand-held devices in classrooms or whilst supervising children. All mobile phones must be stored in an designated lockable 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. This also applies to outside of working hours.
- The school's main telephone number can be used for emergencies by staff or volunteers or by people who need to contact them.
- Staff use of personal mobile phones may be permitted 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. Staff are not permitted to use their own mobile phone 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 from the school.
- A Low Level Concern form will be completed and the incident fully investigated in the event that staff ignore the school policy regarding use of phones. If there is a suspicion that the material on a mobile phone, camera or technological device may be unsuitable and may constitute evidence relating to a criminal offence, disciplinary action will be taken. In such cases the school will follow the process outlined in the Safeguarding Policy and may take advice from external agencies, such as the Police or the LADO (Local Authority Designated Officer).
- No photos are taken of children without prior permission from parents. All parents are asked to complete a photo consent form before their child joins the setting.

### 14.3 Mobile phones and devices rules for parents/visitors

- 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.
- 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/event 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 their 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.

- To ensure that parents understand their responsibilities in regard to the law, we ask that parents sign to agree that they accept and support this policy prior to joining the school.

### 14.4 Using images within the setting

- Permissions have been secured for the images to be used for specific educational purposes only. The images will not be transferred to any other users, nor used for a purpose that is not covered in the permissions notification. Where possible, photos are cropped to only reveal the specific child for an observation. All photographs relating to Early Years children are taken on an Ipad or camera and images are stored and saved in a secure way.
- Photos will not be taken for child protection concerns. In such cases 'bodymaps' will be used and not photographs.
- Technological devices will only be used in the setting for school-related matters.
- Mobile phones, cameras and technological devices should not be taken off the premises without prior permission from the Headmaster.

## 15 Intimate Care

15.1 It is expected that all children entering the Early Years setting have begun to toilet train. It is understood, however, that children develop at different rates and may be at different stages of development on entry into Nursery/Pre-Prep. 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 the school expects parents/guardians 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 if in doubt).
- Inform school should the child have any marks/rashes.
- Agree how often the child should be routinely changed if the child is in school for a full 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 in extenuating circumstances.

15.3 Staff will promote a high standard of care and hygiene by:

- Wearing fresh disposable aprons and gloves whilst 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 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, 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 never occurs in the setting and that adults are always near other adults. Staff ratios are, therefore, always maintained within the setting.

## 16 Behaviour

- 16.1 The school believes in positive reinforcement as a primary approach. Key Persons and teachers are consistent but also 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, Pre-Prep and Reception and children are rewarded with stickers for positive behaviour, e.g. hard work, kindness or good manners etc. In Nursery and Pre-Prep, children are rewarded with a small 'prize' for filling their sticker charts and in Reception with a 'certificate of achievement', which is presented to them in the Prep School Rewards Assembly. Children may also receive a 'Star of the Week' certificate 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 behaviour. These are discussed and reflected upon during circle times and also referred to 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. Where difficult behaviour occurs, staff will respond to this sensitively and appropriately. The methods available include:
- Re-direction of child/children to a different activity.
  - Timely intervention by an adult to prevent more serious incidents from taking place.
  - 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 short time, in an attempt to encourage self-reflection from the child.
  - If a child should be behaving unsuitably or unsafely whilst on the playground then the child's hand may be held for a short time by a supervising adult. Following this, the child should then be allowed to rejoin play with others and observed by the adult to ensure the child is

behaving appropriately and safely amongst peers.

- Asking the child to remove a sticker from their sticker chart (again to encourage self-reflection).

- 16.4 Biting incidents are rare but will occasionally occur within any Early Years setting. We recognise that young children may bite for many different reasons, such as frustration, stress, or a developmental delay such as delayed speech development. We also recognise, however, that 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 person/teacher will complete an incident report and inform both sets of parents. In Reception both sets of parents must also be notified and the incident recorded on SIMS by the relevant teacher.

- 16.5 If a child continually bites on different days or bites more than once within a short period of time then parents/carers may be asked to temporarily remove the child from school under the direction of the Headmaster (Mr Honey) or Head of Prep School (Mrs Chand). The school may also ask parents/carers to temporarily remove a child from the setting when the child has only bitten once but has exhibited other unpredictable and unsafe behaviour. Where parents are asked to remove a child from the setting it is not intended as an act of punishment, but is considered necessary for the protection and well-being of the child who has bitten and for other children within the setting. Again, this will occur under the direction of the Headmaster or Head of Prep School. A meeting will then be held with the relevant staff to discuss appropriate and consistent behavioural techniques. The child's parents/carers will then be invited into the setting to discuss strategies regarding prevention of the incidents and to explain how the behaviour will be managed within the setting.

Parents can seek further advice on the management of biting at:

[https://www.parentlink.act.gov.au/\\_data/assets/pdf\\_file/0008/405593/Children-biting.pdf](https://www.parentlink.act.gov.au/_data/assets/pdf_file/0008/405593/Children-biting.pdf)

- 16.6 Where poor and unacceptable behaviour persists, staff will request support from the Headmaster (Mr Honey) or Head of Prep School (Mrs Chand) and parents may be asked to attend a meeting. A future pathway and action plan 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 in the setting. 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, promoting personal hygiene, and following set procedures when children become ill or have an accident.
- 17.3 Risk Assessments are carried out 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. Parents are contacted by phone with **any** head injury and children also receive a paper wrist-band or sticker to indicate they have received a head injury during the day. In cases of serious injury, including head injuries, or if staff are concerned for a child's health, parents/guardians are contacted immediately by phone and may be advised to collect the child if deemed necessary.
- 17.5 The Nursery/Pre-Prep staff are responsible for the recording of accidents and injuries in Nursery/Pre-Prep and must record any first-aid treatment, or prescribed medication given to a child, on the school's medical tracker, which then triggers an automatic e-mail to parents. Parents are always telephoned directly should the child suffer an injury to the head. 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.
- 17.6 First-aid is given to Reception children in line with the Prep School First-Aid Policy. If children are, therefore, injured whilst at school they are taken to the office to receive treatment. Office staff are then responsible for recording the accident and the first-aid given is recorded on the school's medical tracker. Parents automatically receive an e-mail regarding the incident as soon as it is logged on the medical tracker. Reception staff will notify the office staff to record any accident or treatment to injury given by Reception staff within the classroom.
- 17.7 School lunches 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 will be made as soon as is reasonably practicable, but in any event within 14 days of the incident.
- 17.8 Children's school winter coats, gloves, hats and scarves 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 their faces from the sun. During the hotter months parents should also apply 'once a day' sun cream to their children prior to bringing them to school. Staff will ensure that children have free access to drinks and will especially monitor the intake of fluids during hot weather.

17.9 Both the Lower Prep and Early Years' 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. During heavy rain, high winds or heavy snow, however, the children will be brought indoors to ensure their personal safety.

### 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 EpiPen training as part of their First-Aid training.

18.2 Only prescribed medicines will be administered in the Early Years setting and parents are advised to ideally administer medicines at home where possible. Parents should also keep their child at home if the child is acutely unwell or infectious. Medicine to be administered in school must be within 2 weeks of the prescription date. Where 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 in the medical room and administered by the office staff. Any medicine administered by staff will be recorded on Medical Tracker. Reception Epi-Pens are kept in the classroom (in a clear marked box by the green first-aid box) and Reception 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 leave the premises for Forest School, for example, or on school outings.

18.4 Nursery and Pre-Prep 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 or medical tracker. In nursery/Prep-Prep medication is kept in a locked first aid cabinet, out of the children's reach. Epi-Pens and inhalers are kept in an accessible safe place in Nursery/Pre-Prep and are administered as needed. Epi-Pens and inhalers are taken with the child when they attend Forest School, for example, or school trips.

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 school 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 for an unlisted illness.

- 18.6 The school is not obliged to administer prescribed medicines if the daily dose is 3 times per day and they can be given at home in the morning, afternoon on collection from school and at bedtime. However, exceptions can be made if the child is attending afterschool club until 6pm or the daily dose is 4 times per day.
- 18.7 The school is not obliged to persuade a child to take medicine if they refuse to do so. The member of staff will record this and inform the parent at home time.

## 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. It must be planned for, however, 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 and a good level of attendance and punctuality is therefore expected by the school. Current law 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 an 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/Pre-Prep. 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, should report to the main reception, where the administrative staff will update their attendance record. The school office will also follow up any unauthorised absence via a phone call to parents/carers, if they are unaware of the reason 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 possible. Should a child need to attend an appointment then a parent/guardian/known contact must collect the child and sign them out through the school office.

### 21 Dismissing Children from School

- 21.1 Children will on occasion need to be collected by adults whom are unknown to staff. Should an unknown person be collecting your child then please notify the setting in advance. A password will be requested before the child is released. Passwords will be issued to parents prior to the commencement of each academic year. If staff remain in doubt for any reason then a call to parents will be made before dismissing the child.

- 21.2 Any person collecting a child in the setting should be a minimum of 16 years of age.

### 22 Handwriting Policy

The setting follows the 'Nelson Handwriting Scheme', which is a step by step approach which is further built on throughout the Prep school.

### 23 Marking Policy

- 23.1 Both Nursery/Pre-Prep and Reception provide in the moment 'verbal feedback' to pupils during lessons. This is marked as 'VF' on written work in Reception.

- 23.2 Reception use the following marks to indicate whether or not the child has met the learning objective:

LO ✓ Learning objective has been met

LO ~ Learning objective has been partially met

LO ● Learning objective has not been met

Ⓣ Target to work towards.

Ⓢ Copied work

### 24 Ratios and Off-Site Visits

- 24.1 At Hydesville, we promote the use of our wonderful surrounding areas for fully immersive learning experiences. The children access the Arboretum for Forest Thursday/Friday sessions (the days may be subject to change) 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.



24.2 All visits and trips are registered on EVOLVE and are regulated separately and authorised by the EVC (Elizabeth Bowdidge) and the 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, allergies, medical needs, emergency points of contact, registers etc).

24.3 We always ensure that our staff:child ratios are maintained within the school and whilst on school trips. Ratios within the Nursery/Pre-Prep are in line with EYFS legislation and the children will be supervised with a ratio of 1:8 (1:4 if children are under 3 years old). In the case of emergency in the Nursery/Pre-Prep setting, an adult will raise the alarm using the phone located in the main Pre-Prep (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 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.

## 25 Lost or Missing Children

25.1 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.

25.2 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.

### 25.3 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.

## 26 Compliments and Complaint Procedures

- 26.1 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.
- 26.2 It is hoped that most complaints will be resolved quickly and informally. Parents and carers are asked, therefore, to first talk to the child's teacher or key person in an attempt to address the complaint. In most cases, the matter will be resolved at this level to the parents'/carers' satisfaction. Should this step fail to resolve the issue, however, parents/carers are then welcome to raise the matter with Mrs Downen (Early Years Co-ordinator), Mrs Smith (Head of Nursery/Pre-Prep) or Mrs Chand (Head of Prep School).
- 26.3 Any complaints made directly to the Headmaster will usually be referred back to the relevant member of staff unless the Headmaster considers it more appropriate to deal with the matter personally. Should this be the case, the aim will still be to resolve the matter informally. The involvement of the Headmaster at this stage, however, will be in exceptional circumstances only.
- 26.4 Should concerns not be dealt with to your satisfaction then you may raise your complaint with the Headmaster or the School Support Centre - please read the 'Complaints Procedure' in the Whole School Policy, which details the next steps. Complaint forms are also available from the Whole School Policy.

- 26.5 Hydesville Tower School operates in compliance with the requirements of the Statutory Framework for the Early Years Foundation Stage. Where parents believe that the school is not fulfilling the requirements of the EYFS they are entitled to raise concerns with either ISI or Ofsted (see below for contact details). All complaints relating to the EYFS are investigated and complainants will be notified of the outcome of the investigation within 28 days of having received the complaint. Where parents do not believe that an Early Years complaint has been resolved they can raise this with Ofsted via email - [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) or telephone 0300 123 1231. All paperwork with regard to complaints to Ofsted will be kept by the school for 3 years. Enquiries for ISI can be made via e-mail: [info@isi.net](mailto:info@isi.net) or by telephone: 02076000100