

Yarmouth C. E. Primary Foundation Policies



Administration of Medicines Policy

If a child is on prescribed medication the following procedure will be followed:

If possible, the child's parents will administer medicine. If not, then medication must be clearly labelled with child's name, dosage and any instructions. Where local regulations require it, guidance will be sought from social services before people other than parents agree to administer medicines.

Written information will be obtained from the parents, giving clear instructions about the dosage, administration of the medicine and permission for a member of staff to follow the instructions. All medicine will be kept in a lockable cupboard or fridge.

Parents will be asked to fill in a permission slip.

A medicine form will be available in each room to log in: Name of child receiving medication: times that the medicine is to be administered: date and time when medicine is administered: together with the signature of the person who has administered each dose.

Please inform the member of staff with responsibility for this policy so that she can inform other members of staff on duty. Parents will be informed that medication has been given as requested, and will be asked to sign to state that they have been informed.

With regard to the administration of life-saving medication such as insulin/adrenalin injections or the use of nebulisers, a qualified nurse will give training to staff.

Behaviour Management Policy

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

In order to achieve this:

- ❖ We require all staff, volunteers and students to provide a positive role model for children with regard to friendliness, care and courtesy and to offer strategies for handling any conflict.
- ❖ We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, these.

- ❖ Rules governing the conduct of the group and behaviour of the children will be discussed and agreed within the school and explained to all newcomers, both children and adults.
- ❖ All adults in the Foundation stage will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- ❖ Adults will praise and endorse desirable behaviour such as kindness and willingness to share.
- ❖ We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- ❖ We expect children to treat staff and each other with respect at all times and require parents to support this expectation.

When children behave in unacceptable ways:

- ❖ They will be given one-to-one adult support in seeing what was wrong and how to cope more appropriately. Where appropriate, this might be accomplished by a period of 'time out' with an adult.
- ❖ Children will never be sent out of the room by themselves.
- ❖ Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- ❖ Techniques intended to single out and humiliate individual children such as the 'naughty chair' will not be used
- ❖ Physical restraint, such as holding, will be used only to prevent physical injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded, and the parent informed the same day.
- ❖ In cases of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.
- ❖ In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- ❖ Adults will not shout, nor raise their voices in a threatening way.
- ❖ Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

- ❖ Recurring problems will be tackled, using objective observation records to establish an understanding of the cause.
- ❖ Adults will be aware that some kinds of behaviour may arise from a child's special needs.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- ❖ We intervene to stop the child harming the other child or children.
- ❖ We explain to the child doing the bullying why her/his behaviour is inappropriate.
- ❖ We give reassurance to the child or children who have been bullied.
- ❖ We help the child who has done the bullying to say sorry for her/his actions. If this is age appropriate.
- ❖ We make sure that children who bully receive praise when they display acceptable behaviour.
- ❖ We do not label children who bully.
- ❖ When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour.
- ❖ When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Child Protection Policy

Our prime responsibility is the welfare and well being of all children in our care. As such we believe we have a duty to the children, parents/carers and staff to act quickly and responsibly in any instance that may come to our attention.

We intend to create an environment in which children are safe from abuse. In order to achieve this we will:

Exclude known abusers.

It will be made clear to applicants for posts that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

All applicants for the work, whether voluntary or paid, will be interviewed before an appointment is made and will be asked to provide two references. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.

All appointments, both paid and voluntary, will be subject to a probationary period. All staff, students, and volunteers will be subject to police checks.

Seek and supply training.

We will seek out training opportunities for all adults involved in the Foundation Stage to ensure that they recognise the symptoms of possible physical, emotional, or sexual abuse or neglect.

Prevent abuse by means of good practice.

An adult who needs to take a child aside - for example, for time out - will leave the door ajar. The layout of the classroom(s) will permit constant supervision of all children. Students will be supervised at all time.

Respond appropriately to suspicions of abuse.

Changes in children's behaviour/appearance will be investigated. A child may also share information which gives cause for concern. Parents will normally be the first point of reference, though suspicions will also be referred as appropriate to the Children's Services Department.

All concerns will be passed onto the Child Protection Officer of the school - the Head teacher. Here it will be recorded and kept on file. This information will be confidential, shared only with those who need to know. The people most commonly involved will be the child's key-worker, the teacher and the Senior Management team of the school. Children's Services will be contacted if the child is thought to be at risk. This initial contact will be followed up with a written statement within 48 hours.

In the event of an allegation being made about a member of staff, the staff member will be suspended while the allegation is fully investigated by the Child Protection team.

Support for families

- ❖ The school takes every step in its power to build up trusting and supportive relations among families, staff and volunteers.
- ❖ The school continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.
- ❖ Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of the Area Child Protection Committee.
- ❖ We do all in our power to support and work with the child's family, with the proviso that the care and safety of the child is paramount.

The following contact numbers can be used by those wishing to raise concerns about the safety and well being of any child.

All staff have a responsibility for the protection of all children under the 'Children Act 1989'

Confidentiality Policy

- ❖ Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
- ❖ Information given by parents/carers to the teacher or key worker will not be passed on to other adults without permission.
- ❖ Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
- ❖ Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the child's key worker/teacher.
- ❖ Students on college courses or other recognised qualifications and training will be advised of our confidentiality policy and required to sign to say that they have read it.

All the undertakings above are subject to the paramount commitment of the school, which is to the safety and well-being of the child. Please see also our policy on Child Protection.

Curriculum Policy

From the moment children are born they are learning. In the first three years they will be learning mostly from parents, other family members and friends, adults and children and becoming more confident about the world around them and wanting to explore.

Partnership with parents/carers is essential in order to understand and provide for the children's individual needs. We build on children's own experiences valuing where they come from. We work closely with Sure Start other agencies, feeder schools, local playgroups and Care and Education support, Health and Social Services and many others.

First hand experience underpins all aspects of the Foundation Stage and leads to quality learning.

We aim

- ❖ To provide challenge and offer opportunities for grasping early concepts in problem solving and logical thinking.
- ❖ To provide a rich and stimulating environment in which children can achieve, grow and flourish.
- ❖ To provide a safe and caring environment where a child's spiritual, moral and social development can be fostered. To help children develop their confidence and self esteem and develop a positive attitude to learning and to others.
- ❖ To provide a curriculum that meets the requirement of the Early Years Foundation Stage.
- ❖ To provide equality for all children and to promote the understanding and valuing of difference.
- ❖ To enable all children to reach their potential.

Our curriculum revolves around the needs of each individual child. Children learn through play and therefore personal discovery and first hand experience is vital. We plan activities to stimulate the children and to reflect their interests. Information about these activities is displayed on room notice boards. We lay great emphasis on learning outdoors.

There are often ways that you can help or things that can be brought from home. We try to give as much information as possible about your child's experiences so that you can share it with them. Similarly it is important that we know what they are doing at home too.

Staff monitor children's progress throughout the year and build individual profiles, which you are invited to share and contribute to

Learning Support

All children have different needs and we aim to cater for these. For particular children who need extra help we have a SENco on site who is available to discuss your concerns. We also work closely with other professionals such as speech therapists, educational psychologist, play therapists and physiotherapists depending on the needs of individuals.

Equal Opportunities Policy

Statement of Intent

Yarmouth Primary School attaches great importance to equal opportunities issues and is committed to having in place such resources, staff and systems as to meet the need of the current legislation relating to Sex Discriminations, Disability Discriminations, and Racial Discriminations, to ensure a positive approach to the Equal Opportunities.

Staff are responsible for ensuring that sound Equal Opportunities practices are embedded into all their procedures, and fostering a positive approach to Equal Opportunities in all their dealings with their staff, clients and candidates.

Any evidence of infringement, whether as a result of analysis or complaint will be fully investigated by the management committee.

The Foundation Stage staff are committed to:

1. Encourage positive role models, displayed through toys, imaginary play, etc that promote non-stereotyped images. Books will be selected to promote such images of men and women, boys and girls.
2. All children will be encouraged to join in all activities, i.e. dressing up, shop, home-corner, dolls, climbing on, large apparatus, bikes, etc.
3. Regularly review our childcare practice to remove practices that discriminate.

We aim to ensure that individuals are recruited, selected, trained and promoted on the basis of occupational skill requirements. In this respect, the school will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, disability, marital status, race, religion, colour, culture or national origin or sexuality, which cannot be justified as being necessary for the safe and effective performance of the work or training for the work.

Staff

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

All staff are expected to participate in equal opportunities training.

FIRE DRILL PROCEDURE

1. Alarm will be sounded.
2. Children and Adults will leave by the nearest fire exit.
3. Children and Adults will assemble at recognised assembly points (school playground)
4. One member of staff will check all rooms to ensure no one is left inside.
5. Emergency services will be summoned.
6. Register will then be called.

Freedom of Information Policy

This policy has been written in response to the Freedom of Information Act 2000. Information becomes a more valuable resource daily and the world is now recognising the importance of good information management. New mediums for the dissemination of information are now available, such as through the Internet.

Yarmouth Primary School fully supports the principles of the Freedom of Information Act and will seek to comply with its terms to the fullest extent.

The Freedom of Information Act allows anyone to request information after 1 January 2005, regardless of his or her age, nationality, location, motive or history. Any information held by the Centre is eligible for release. However, there are exemptions, which may be applied to protect some information that truly warrants protection. All requests must be in writing (including e-mails); to state clearly what information is required; and state the name of the applicant and an address for correspondence.

The responsibility for provision of advice, guidance and training, regarding the Freedom of Information within the school, is the Head teacher.

On receipt of a request for information, the school must respond as soon as possible and no later than 20 working days after receiving the request. The reply to the request should confirm or deny whether or not the school holds the information.

If the school refuses a request for information on reliance of an exemption, we will notify the applicant with the reason why the exemption applies.

All appeals must be addressed to the Headteacher.

Information that may be applied for: -

1. Committee agendas, reports and minutes that are already routinely made publicly available.
2. Records of other senior management team and other meetings that contain background information in respect of decision-making processes and which would be of in the public interest.
3. Strategies, service plans, business plans, policy documents, codes of practice, procedural documents, consultation documents and other forms of information that would fall into this category.
4. Information that may not be suitable
5. Information that is not in the public interest.
6. Information that is confidential

Complaints Policy

See the school policies.

Disciplinary and Grievance Policy

See the school policies.

Harassment Policy

See the school policies.

Health and Safety Policy

See also the school policies.

HYGIENE

All staff will ensure that the following good practices are observed:

Ensure that all children wash their hands before eating and after using the toilet.

Children will be encouraged to blow and wipe their noses when necessary. Soiled tissues will be disposed of hygienically.

Children will be encouraged to shield their mouths when coughing.

Paper towels will be disposed of appropriately.

Hygiene rules related to bodily fluids will be followed with particular care and all staff will be made aware of how infections, including HIV infection, can be transmitted.

Any spills of blood, vomit or excrement should be wiped up and flushed away or placed in sanitary bin. Rubber gloves should always be used when cleaning up bodily fluids. Floors and other affected areas should be disinfected and clothing or fabrics washed in hot soapy water.

Sick Children

Any parent/carer who brings a child who is ill into the Foundation Stage will be asked to take him/her home again. It is our policy that children suffering from sickness and diarrhoea do not attend for a period of 48 hours after the last incidence. It is difficult for your child to feel settled while they are feeling ill. Staff affected will need to take time off from work.

If your child becomes ill we will contact you via the emergency numbers given on the admission form and request that you collect the child as soon as possible. Should your child's condition deteriorate before you arrive, we will seek further advice. We would keep you informed if we were advised to take the child to see a doctor.

HEAD LICE

We ask that parents inform us if their child has contracted head lice. You will be asked to keep your child away until you have treated the condition. We recommend that you comb through daily with a fine-tooth comb, available from the chemist, after washing your child's hair. Should you need any help or advice, please speak to a member of staff.

Healthy Eating Policy

The sharing of refreshments can play an important part in the social life of the Foundation Stage as well as reinforcing children's understanding of the importance of healthy eating. We will ensure that children's medical and personal dietary requirements are respected and met.

Milk is provided through the Cool Milk Scheme for all children under the age of 4. For those children over four years of age, parents can opt to buy into the scheme, forms for this are available from the school office. Children are encouraged to bring in a bottle of water daily. Fruit is offered as a snack. All children may have school lunch at the current fee.

There will be specific times when children may be introduced to new tastes. Meal times are a corporate time for personal and social development. Children are not forced to eat against their will, but are gently encouraged to eat their food using good table manners. Children will be encouraged to eat savoury first. If the child does not seem to like the food sent in, staff will liaise with parents.

Heat and Sun Cream Policy

To encourage good health it is essential that all children get as much fresh air and sunshine as possible. It is also important that when taking children into the garden or out for a walk in the sun that they are protected from harmful sunrays. We will do this by:

- 1) Asking parents to provide suitable sun protection cream for their child.
- 2) Parents are asked to leave suitable clothing to protect children's skin from the sun.
- 3) By making sure that all children wear a sun hat.
- 4) That all rooms are adequately ventilated.
- 5) That drinks are provided on demand to prevent dehydration.

Jewellery Policy

In the interest of Health & Hygiene children are not encouraged to wear jewellery.

"If your child wears earrings, please make sure these are plain studs only - no hoops. No rings, bracelets, necklaces etc., to be worn as these can pose a danger to them or to other children playing with them"

Key Worker Policy

As your child starts the Foundation Stage they will be allocated a key worker.

Key Workers Main duties are: -

1. To assist the child to feel comfortable.
2. Assisting the child to integrate into the setting.
3. Encourage the child to mix with other children.
4. Observe and monitor child's progress.
5. Contribute information about individual child's needs.
6. Keep relevant documentation and update as necessary.

7. To work with parents/carers.
8. Remember confidentiality at all times.

It is important that the key worker does not:-

- 1) Shadow his/her child throughout the session.
 - 2) Work only with his/her children.
 - 3) Prevent other adults from developing a relationship with his/her key children.
- Staff plan for a smooth transition when staff changes are unavoidable by encouraging a new key worker to develop a relationship with parent and child before the member of staff moves on.

Missing Child Policy

All precautions are taken to ensure children are safe and kept on the premises at all times. To achieve this we:

- Make sure the register is updated as soon as the children arrive
- Regular checks will be made throughout the session to ensure all the children are present
- When the children are outside in the play area, checks will be made continuously to ensure children do not wander off the premises
- All gates will be secured with locks.
- All children will be supervised at all times throughout the session

If a child does go missing, we will ensure that:

- The remaining children are safe
- The premises, outside play area and immediate area are searched thoroughly and quickly
- The police are informed
- The parents/carers are informed with precise and accurate information by telephone in as calm and relaxed manner as possible.

Outings Policy

Outings can be fun, but all outings should be planned carefully - a visit to the place before taking the children is an absolute must in order to make sure it is safe and suitable.

Principles

- The purpose of outings are to extend children's knowledge and experience with a particular focus on enrichment of language, to promote self-esteem through success in

an environment beyond the setting, in the broadest areas of learning, to provide children with opportunities not otherwise available to them, to develop an appreciation of the natural and man-made environment and what it can offer by way of new interests, involvement, achievement and personal development. They are also to encourage a respect for the environment and an awareness of the conservation issues inherent to its use, to foster the social skills of communication, co-operation and teamwork. Independence, reliability, observation, self-control and an awareness of safety will be developed and introduced to the children throughout the outings

- All outings away from the setting should be well supervised at all times
- Safety and First Aid should be considered when planning an outing
- Permission must be sought from parents/carers before any child is taken on a outing
- Emergency procedures will be made aware to all members of staff/volunteers/parents/carers etc., prior to the outing taking place.

Procedures

- All the children attending the outing will be supervised at all times. All outings/venues will be subject to risk assessment prior to the booked date. Staff ratio will be dependent on type of outing/venue.
- A Travel First Aid Kit will be included for all outings.
- Parents will be told in advance the details regarding the outing, such as:
 - Where the outing is?
 - How the children will be traveling?
 - What they will be doing?
 - What they will need to take?
 - Who will be responsible?
 - What time they will return?
 - Who to contact in an emergency?
- Parents/carers will be asked to sign a consent form/slip for all outings and if no consent form/slip has been received from the parent/carer, a child will not, under any circumstances go on the outing.
- Age appropriate instructions will be given to the children about the outing, i.e., road safety, holding hands, not running, etc.
- The adults will make sure that when walking in groups on the pavement, they should always walk at the head and rear of the group with an adult also between the children and the kerb.

- Adults accompanying any outings will be given clear and precise instructions and responsibilities about procedures and safety.
- Should we transport children in minibuses, etc., recent terrible accidents have brought home the essential safety procedures that will be taken. These are:

Permission: all permission forms/slips will be checked before leaving for the outing.

Planning: details of planned routes and estimated time of return will be left with the school, parents/carers always.

Safety belts, etc.: age appropriate car seats, seat belts and restraints for children with special needs will be fitted and used during the outing.

- A child will never be left alone in any vehicle at any time.
- All the adults will be made aware of the emergency procedures and there will be one adult with knowledge of First Aid attending all outings.

IN THE EVENT OF AN EMERGENCY, ON ANY OUTING, THE FOLLOWING PROCEDURES WILL BE FOLLOWED:

1. One adult will stay with the injured child.
2. Another adult will either go to nearest telephone or, use mobile telephone, and telephone emergency services and then the school and/or the home contact.
3. The other adults will remove the rest of the children to safety, if possible, and reassure them.
4. The responsible adult will arrange for the rest of the children to be transported back to the school if he/she deems it necessary.
5. The adult responsible for looking after an injured child will accompany the child to hospital and stay with them until the parents arrive. Should an accident happen to the responsible adult, a named adult will take charge of the party.
6. The school will telephone the injured child's/adult's parents/carers and/or the next of kin, if necessary.
7. A written report will be prepared as soon as practical after the incident and will be made available to appropriate person(s).

Record Keeping Policy

We are required by law to keep a register of all children and staff who are on the premises on a daily basis.

Information about the child's e.g. name, home address and date of birth is recorded and all information is kept in a secure place.

We are registered with and adhere to the Data Protection Act 1998 and the Freedom of Information Act 2000.

Selecting Equipment toys policy

The toys and equipment provides opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration.

The equipment we provide:

- Is appropriate for the ages and stages and needs of the children;
- Offers challenges to developing physical, social, personal and intellectual skills;
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities;
- Includes a range of raw materials which can be used in variety of ways and encourages an open-ended approach to creativity and problem-solving;
- Will enable children, with adult support, to develop individual potential and move forward in the Early Years Foundation Stage.

Special Needs policy

The Foundation Stage actively encourages the integration of Special Needs children and adults within the group and also encourages the same standards of behaviour from them as from others.

Children are identified and assessed following the guide lines in the 'Code of Practices'. All staff attend appropriate training so as to enhance the education of children with Special Needs. Intervention is a priority and the setting will work in partnership with the multi-agency team to give the children the best opportunity for development.

Parents

If you as a parent have a special need or you wish to discuss your child's needs, please make an appointment and we will be able to discuss the support that we can offer. This information will be treated in confidence.

Student Placement Policy

We recognise that the quality and variety of work that goes on in the Foundation Stage makes it a place for students on placement from childcare courses.

Students are welcomed in on the following conditions:

- The needs of children are paramount. Students will not be admitted in numbers, which would interfere with the everyday running of the setting.
- Students must provide written confirmation from their tutors, which provide necessary background.
- Students wishing to conduct child studies will obtain written permission from the parents of the child/ren to be studied via supervisor.
- Any information gained by the students about the children, families or other adults in the setting must remain **strictly confidential**.
- Students will not have/be left alone in sole charge of any child.
- Students will approach a member of staff or the supervisor if they have any concerns about a child in the setting; they are not to approach the parents themselves.
- It is important that students do not shadow any child within the nursery.
- Students will not use inappropriate language.
- Students will not smoke in the building or in surrounding area.
- Students will not handle any monies or receipts.
- No information regarding the children to be exchanged through telephone calls. All calls to be handed over to the manager or supervisor.

I have read and understood the conditions of the student placement policy, and I agree to abide by them.

Non-Collection of Children Policy

Statement of Intent

In the event that a child is not collected by an authorised adult at the end of a school day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents / carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

If a child remains uncollected at the end of a session, all efforts will be made to contact the parents/carers to agree on how quickly they can come and collect their child. Arrangements may also need to be made for someone else to collect their child and it is important that a password be given to this person at this time.

In the event of failing to contact the parents/carers we will:

- Aim to reassure the child and nominate a member of staff, preferably senior management staff, to carry out the following procedures whilst one other member of staff will stay with the child
- Telephone all emergency contacts for the child
- Telephone siblings (if any) school
- If this fails, telephone Social Services for advice/collection of the child and inform Ofsted.
- A full written report of the incident is recorded; and
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

We will endeavour to provide constant reassurance to the child and carry out the above procedure without the child becoming worried or aware of the situation.

Minibus Policy

All minibus drivers must have passed their driving test before January 1st 1997 and hold a British driving license. Drivers must be over 27 years of age with at least one year experience of driving a motor vehicle. Staff driving children in the minibuses will undertake the Council Minibus Test and be issued with a permit to drive. Staff are CRB checked and insurance is in place. Staff are expected to drive at a steady speed and will carry a mobile phone in case of emergencies. Drivers use an agreed route and escort children into school. Children are only allowed to leave the bus with an adult who has permission to collect the child.

Internet Policy

The workstations at the school must be used for educational, informational and recreational purposes only; not for unauthorized, illegal or unethical purposes.

Users must make only authorized copies of copyrighted or licensed software data. Printing and downloading of material from the world wide web is encouraged as long as it does not violate the generally accepted ideas of copyright and plagiarism.

Users own CD Roms and Pen Drives must be virus checked by the school before use.