

PORT·REGIS

POLICY NAME	Curriculum Policy Early Years Foundation Stage	POLICY OWNER	Head of Pre-Prep
APPROVED BY	Education Committee/CoM	DATE APPROVED	March 2022
DATE OF LAST REVIEW	November 2022	DATE OF NEXT REVIEW	November 2023

1. Introduction

Port Regis Pre-Prep is a co-educational nursery and pre-prep department for children aged 2-7 and is part of Port Regis Preparatory School. The Early Years Foundation Stage (EYFS) department is known as the HIVE; Home to Imagination, Venturing and Experimenting.

2. Vision, Ethos and Aims of the School

‘Altiora Petimus - We Seek Higher Things’

Port Regis is one of the country’s leading co-educational day and boarding schools for children aged two to thirteen. A school in which tradition and innovation have gone hand in hand for more than a century, we provide a thoughtful, rounded education that enables children to thrive. This education goes well beyond our beautiful buildings and outstanding facilities – it is rooted in our culture and values.

These are the things that make us, us:

- The championing of an unhurried and joyful childhood.
- Extraordinary teaching that stretches and supports every child, enabling them to discover the discipline of study and the delight of learning.
- Exceptional pastoral care that nurtures pupils and staff, placing their wellbeing at the heart of all we do.
- A passion for developing the unique academic, sporting and creative talents of every child – giving equal measure to the head, hand and heart.
- Strong moral, social and spiritual values, for those of all faiths or none.
- A cohesive and distinctly happy school community that fosters a deep sense of belonging in the children, staff and parents.
- A vibrant boarding experience, equipping children with vital skills for senior school and life beyond
- A culture that embeds in every child a sense of wonder for the natural world and a responsibility to preserve it.
- A global perspective that celebrates the diversity of our children and the friendships between those of different cultures and backgrounds.
- Kindness and tolerance, so children leave as capable and compassionate young people, inspired to play their part in making the world a better place.

3. Principles of the EYFS

At Port Regis we follow the statutory framework and guidance set out in the 'Early Years Statutory Framework 2021' document, which applies to children from birth to the end of the Reception year. This document sets out the 4 main overarching principles of practice within the Early Years:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

4. Curriculum Content

The Foundation Stage is a distinct phase in education. The curriculum for the Foundation Stage is important in its own right as well as underpinning all future learning by supporting and fostering children's personal, social and emotional wellbeing and establishing positive attitudes and dispositions towards learning.

The Seven Areas of Learning

Our teaching is based on the recognition that every child is unique, with varying levels of confidence, abilities and needs. Learning through play, with a balance of adult-led and child-initiated activities, is the basis of our teaching, with all experiences linked to the seven areas of learning and linked Educational Programmes within the Early Years Foundation Stage.

The *Prime* areas are:

- Communication and language
- Personal, social and emotional
- Physical Development

The *Specific* areas are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Communication and Language: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and

sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Port Regis follow the Jigsaw PSED scheme to support development in this area.

Physical Development: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics: Developing a strong grounding in numeracy is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop an understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary upon which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Expressive Arts and Design: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

As a child starts their journey with us the focus is on the Prime areas of learning, developing communication, physical and social skills. These areas play a significant role in encouraging children's curiosity and enthusiasm for learning and help children as they learn to form relationships, moderate emotions and thrive in their day-to-day life. As a child gains skills within the Prime areas, development will extend to the Specific areas, with all areas of learning given equal importance.

See also whole school Curriculum Policy.

5. Planning and Assessment

The Characteristics of Effective Teaching and Learning

At Port Regis we recognise that all children develop at different rates. When planning activities, we consider how children learn; their characteristics of effective teaching and learning

Playing and Exploring - children investigate and experience things and ‘have a go’

Active Learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements

Creating and Thinking Critically - children have and think of their own ideas, make links between ideas and develop strategies for doing things.

We have linked these to the Pre-Prep Learning Dispositions, encouraging positive learning habits.

Our Curriculum Goals

By the end of Nursery and Reception, we would like children to have achieved these goals:

To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.

To become a Sparkly Star who happily greets and interacts with others, sharing thoughts and resources patiently; valuing self and others and willing to persist and not be daunted by failure.

To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.
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To become a Funky Finger enthusiast who builds up hand and whole-body strength through adventurous play, to be able to enjoy mark making readily and confidently with a good grip.

To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.
To become a Brilliant Bookworm , readily accessing stories for pleasure, turning pages individually, describing characters, scenes and outcomes in illustrations by using new vocabulary and recognising or reading some symbols and letters of personal interest in their environment including digital material appropriate to their phonetic knowledge.
To become a Phase 1 Superhero Listener with radar hearing, discerning, remembering, sequencing and creating dynamic sounds in everyday play, with awesome rhyme awareness and a handy robot twist action for segmenting and blending orally.
To begin the journey to become a Wow Writer , beginning to write letters that are formed correctly and attempting to write their name.
To become a Master of Maths who can show a deep understanding of numbers to 10; matching, measuring and comparing and spotting patterns everywhere.
To become an Exceptional Explorer who can show curiosity about the world around them and understands some differences between times and places.
To become a Compassionate Citizen who can help to look after their community and care for the environment and has an awareness of other people's cultures and beliefs.
To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.
To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.

Staff use observations, professional judgements, and assessments to inform planning. The statutory Educational Programmes for the seven areas of learning form the basis of our planning and assessment, with Development Matters, Birth to 5 and OPAL statements to support this. An overview of topics on a three-year rolling programme is created, with teachers creating dynamic long-term and medium-term plans around these.

Planning is annotated to indicate which children have informed activities and spontaneous 'in-the-moment' teaching recorded. It must be flexible and responsive to the needs of the children. All EYFS staff are involved in planning.

Assessment and tracking overview

Our objectives:

- Dialogue with parents, so that we can work in close partnership to support children's learning both at home and in school.
- Effective communication with children, focussed on how they learn best.
- Early identification of children who need temporary extra help, and children who may have special educational needs.
- Checking that individual children are making progress and taking prompt action where this is not the case.
- Reporting formally to parents and to the receiving reception teacher in the summer so that children can continue their learning journey through the EYFS as seamlessly as possible.

All adults make informal observations of children to contribute towards **formative assessments** for each child. During the day, staff will assess and monitor the children as they work at the different activities. These assessment for learning observations will inform the staff's planning and form a basis for the following activities, either that day, the following day or the following week.

Staff also make **summative assessments** on each child in the Foundation stage. Each child will have an on-entry assessment, based on their All About Me forms, conversations with parents are baseline observations by staff. This will be complete by the October half-term for Reception and within 6-weeks of starting date in Nursery. Tracking occurs half termly, based on observations and practitioner knowledge of the children,

which gives an overview of the children's progress, identifying those who are on -track with their development or those who may need extra support, either because they are not yet meeting expected developmental milestones or because they are exceeding them.

Two-year-olds entering the setting will have a **2-year progress check**, a short-written summary of their child's development in the prime areas. Any emerging concerns should be discussed with parents and a plan put in place. Where possible this should occur as part of the Dorset Integrated Review, in conjunction with the Health Visiting team. Parental permission will always be sought to share information.

At the end of the Reception year children are assessed against the Early Learning Goals (ELGs) as part of the **Early Years Foundation Stage Profile (EYFSP)**. This will provide parents/carers and teachers with a holistic view of their development and indicate their readiness for accessing the year 1 curriculum. During 'handover' at the end of the school year, Year 1 teachers are given a copy of each child's EYFSP, as well as a summary of their characteristics of effective learning.

Children's 'Wow' moments are shared with parents through the online learning journal Tapestry, which parents may also contribute to. Formal reports are shared at the end of the Autumn and Summer terms, with a parent conference in the Spring term.

See also whole school Teaching, Marking and Assessment Policy

6. Enabling Environment

Children learn through having an interesting, stimulating and a safe environment and the time with which to explore it. A well set up learning environment is a powerful additional teacher. There are three aspects of the learning environment. These are the emotional environment, the indoor environment and the outdoor environment. All are to be equally valued and planned for by staff. A wide range of independent play opportunities need to be provided through stimulating and well-resourced areas such as:

- sand
- water
- role play areas
- writing area
- maths area
- book area
- music,
- small world play
- construction

Activities will be set out on different levels (floor, tables, wall) with a variety of activities suitable for different ages/maturity. Other cultures/abilities will be represented (dolls, photographs, books, writing in other languages). A visual timetable will be displayed. Children will have free access to drinking water. Children will be in a smoke-free environment at all times.

Children will have as much access to the outdoor classroom as possible. Through playing outdoors, children can engage in experiences that will enable them to develop in all areas of the curriculum, this can also have a positive impact on their well-being. Outdoor learning encompasses all that children see, do, hear or feel in the environment. This includes activities which are planned for, the spontaneous activities the children initiate, and the naturally cyclical opportunities linked to the seasons, weather and nature. The school's Forest School area, Rose Garden, Eco Hut and school grounds are well used by the Early Years.

Displays will promote, support and reflect children's current interests and learning. There will be a balance between self-initiated and adult led work on display and all displays need to be changed regularly to maintain interest and celebrate children's learning. Children's work will be dated and labelled with their name and a learning intention for the board displayed where applicable.

7. SEND provision

Any concerns that staff have over a child's development will be discussed with parents. Where appropriate the school SENCo is made aware and in cases where there is an identified specific need a support plan put in place, with regular meetings between the SENCo, parents, child's key worker and external agencies taking place.

See also whole school Disability, Inclusion, Special Educational Needs and Learning Support Policy

8. Equal Opportunities

In our school we believe that all children matter. We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Port Regis are treated fairly regardless of race, religion or abilities. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations. We achieve these by planning differentiation to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- monitoring children's progress and taking measures to provide support as necessary.

See also whole school Equal Opportunities policy

9. English as an Additional Language

Learning an additional language is a long-term process. While social fluency may be acquired within two years, it may take EAL pupils longer to gain the skills and understanding to educationally participate fully, in-line with mother tongue speakers of English. We believe that language learning is most successful, for both EAL speakers and early bilingual learners where:

- It is taught within the context of the EYFS curriculum
- Oral language is central to all curriculum work.
- The informed contribution of parents to their children's education is seen as vital to the children's progress.
- It recognises the child's mother tongue – this doesn't mean they have "no" language, they have a different language.
- Classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities.
- Pupils' self-esteem is boosted – EAL pupils have the potential to become bilingual adults but it takes time to become fluent in an additional language, with a good command of the range of language needed for academic success.
- There are high expectations and the expectation pupils contribute and to give more than one-word answers.
- EAL pupils are set appropriate and challenging learning objectives.
- There is recognition that EAL pupils need more time to process answers.
- Talking about language and literacy with peers and adults is essential – it helps pupils to use their home language when talking about literacy, even when their goal is literacy in English.
- Racist or discriminatory comments or jokes are not allowed to pass – these should be reported and dealt with according to the school discipline policy.
- Newly arrived young children are given time to absorb English (there is a recognised "silent period" when children understand much more English than they use).
- Children are grouped to ensure that EAL pupils hear good models of English, wherever possible.

- Collaborative learning techniques are used to encourage children to work together in pairs and small groups.
- Children learning EAL are assessed in relation to the Early Years Foundation Stage Curriculum standards and expectations as early as possible.

10. Key Workers

Key workers spend quality time getting to know their 'key children' and their families. This trusting relationship helps children to settle into nursery and grow in confidence in their new environment.

Each child will be assigned a key worker who will ensure the children settle into school and they are the first contact for parents. The key worker is responsible for helping to settle the child into school, building a relationship with families and reporting on the child's progress. Within Nursery key person responsibilities are divided between the Nursery Lead and Nursery Assistant, parents are informed of their child's key worker when they start in the setting and the information is displayed within the cloakroom area. In Reception the key worker is the class teacher.

11. Parents as Partners in Learning

Parents are considered to be their child's primary educator and we recognise that they know their child best. Before starting at the setting, we invite parents to complete an All About Me form detailing their child's likes, dislikes and development at home. Parents are encouraged to take an active role in their child's learning and are welcome to stay during their child's Taster sessions in Nursery. Meet the Teacher sessions are held at the start of each term with information regarding the terms learning, special activities and contact details for the staff. Workshops for Maths and Reading/ Phonics are held for parents. Staff make themselves available for parents at the beginning and end of each session where possible, or individual meetings can be arranged. In Nursery the learning focus for the week, including key vocabulary is displayed on the outdoor noticeboard. Parent Teacher meetings are held in the Spring term and written reports shared in the Autumn and Summer terms; 'Wow' moments are also shared on Tapestry and parents are encouraged to add to these online learning journals. The whole school 'Gateway' newsletter is sent out weekly.

Parents of EYFS children are invited to an EYFS Parents' Conference in line with the Reporting and Parent schedule. This gives them the opportunity to meet other parents, talk to the staff and listen to a short presentation about life in the Early Years.

12. Child Protection

At Port Regis Ian Mitchell-Innes is the whole school Designated Safeguarding Lead (DSL). Within the Prep-Prep the Head of the Pre-Prep, Rebecca Liddington, is the DSL for EYFS and Vicki Ford (Nursery Lead) the Deputy EYFS DSL. Any of these staff can be approached to discuss concerns about a child and their contact information and pictures are displayed in all classrooms and staffrooms.

All staff are included in the annual whole school Child Protection and Safeguarding training which includes Prevent Duty, Working Together to Safeguard Children and Keeping Children Safe in Education. New staff have training as part of the induction process and any staff who miss the annual update will have a session provided by the DSL.

Within the Early Years, we will empower the children so that they can protect themselves. We will actively promote messages to children about their personal safety and protection. Children will be given an opportunity to:

- discuss a number of elements including personal safety
- label body parts
- discuss stranger danger
- understand that an adult is always ready to listen
- learn how to express feelings appropriately
- learn that they have a right to privacy
- learn what to do if you get lost
- understand what 'good' or 'bad' secrets are

Staff should never use personal devices to take images or record children. All personal mobile phones must be locked away during the school day. Any recording devices should be those provided by Port Regis and any images must not be removed from school or posted without permission.

See also whole school Child Protection and Safeguarding, Mobile Phone, Mobile Device and Social Media, Laptop Agreement, Staff Code of Conduct, Staff Handbook and Prevent policies.

13. Collection of children

Parents must inform the school, either in writing or verbally (phone call or discussion with teacher) if any person, other than the parent or persons named on the pink collection form, will be collecting their child and an 'Alternative Collection from School' form completed. Staff will not allow any child to go home with someone other than their parent unless we have been informed.

See also Missing Child Procedure and Child Protection and Safeguarding policies.

14. Staffing

All staff working in the EYFS must hold relevant qualifications for working with children.

The maximum ratios of adults to children for 3- and 4-year-olds in Nursery are 1:8 for a leader without QTS, but relevant Level 1 or higher with other staff all having relevant qualifications. For 2-year-olds the ratio will be 1:4. In Reception, each class will have a teacher with QTS.

Within Nursery there will always be two adults present regardless of the number of children. If during the day the children have free-flow access to another area, such as outside, one member of staff will be present in each area.

In the Summer Term, during break times, the Reception children are able to join the rest of the Pre-Prep children in the main playground. Nursery children remain in the EYFS playground area. There will always be a suitable number of staff on duty at any time.

Children sit within their classes within the Dining Hall at lunchtimes, with a member of staff on each table. Children in the EYFS over the age of 3 are able to attend After School club, the staff ensure that ratios here also meet the legal requirements.

All new members of staff receive a full and relevant induction procedure, including safeguarding, the staff code of conduct and emergency procedures. Supervision meetings are held regularly to address any issues staff may have in a timely manner as well as identifying what has gone well in their practice.

Staff are expected to take part in regular CPD and attend school Inset sessions. Members of the EYFS team are expected to hold a full Paediatric First Aid and Food Hygiene certificate, which the school will arrange. If any member of staff has any particular training requests this can be raised during Supervision meetings, or at any time with their line manager.

Supervision for staff

All staff in the EYFS are offered Supervision with a trained supervisor. These sessions will be offered termly and give the staff an opportunity to discuss their work, what has gone well, and any problems they may have encountered. They will provide the opportunity to talk confidentially about their role. EYFS staff are also part of the Whole school appraisal process.

Volunteers

All parent volunteers are subject to the checks set out in the school's Safe Recruitment Policy.

See also Staff Handbook, Staff Code of Conduct, EYFS Supervision, Supervision of Children, Staff Recruitment, EYFS Staff Qualifications and Ratios and Induction policies

15. Health and Safety

We have clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS Statutory Framework 2021, we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicine, their administration and the systems for obtaining information about a child's needs for medication are kept up to date;
- A first aid box, restocked regularly by the Health Centre team, is accessible at all times and a record of all accidents and injuries is kept. All EYFS staff are paediatric first aid trained and the Health Centre consulted in the case of any uncertainty or more serious injury;
- Fresh drinking water is available at all time;
- Children's dietary needs are recorded and acted upon when required, a record of children's lunches is displayed for Nursery parents and a range of fruits and vegetables offered at snack times;
- A Health and Safety Policy and Procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment;
- All staff are responsible for ensuring the toys and equipment in their areas are safe and clean for use. If any equipment/furniture is not suitable for the children to play with, the maintenance team should be informed immediately, and the area should be made out of bounds to the children. Daily checklists are completed of the EYFS areas;
- Children need to be taught to keep safe. Routines such as hand washing and nose blowing are taught by each class teacher to ensure good hygiene. A child's parent will be contacted immediately if a child is unwell;
- An expeditions policy detailing the risk assessment requirements, ratios, permission forms and equipment requirements for any trips or off-site activities;
- Accident forms are completed after every incident/accident. These clearly state the name of the child, how the accident occurred, action taken, and any treatment received. It is signed by the member of staff who dealt with the accident and wrote up the report. Upon collection of the child, the form is discussed with the parent and they countersign it before the sheet is handed to the Pre-Prep office secretary to keep on file;
- Children are almost always within sight and always within hearing of staff. Staff follow the missing children's procedure in the case of a missing child.

Please refer to Port Regis policies and Staff Handbook for whole school procedures for Health and Safety, Expeditions and Visits, Accident and Near Miss reporting, Safeguarding, Missing Children, Safer Recruitment, and Risk Assessments.

16. Trips and Off site activities

On trips, ratios of adults to children must be 1:2 2 year olds, 1:4 3&4year olds. 1:6 Reception and this should be stated in the risk assessment. For some activities, the teacher may feel more adults are necessary. Teachers take parental phone numbers, a first aid kit, a mobile and necessary medication on any trip. At least one named paediatric first aider will accompany the trip. If the group will split up into subgroups on a trip, then there should be enough paediatric first aiders and medical bags to accompany each group.

Any risk is assessed by the teacher before embarking on any new/different activity. If necessary, a risk assessment will be drawn up and distributed to all staff involved before the activity and also saved on the 'shared area'.

See Risk Assessments, Expeditions and Visits, Health and First Aid, Sun Protection, Health and Safety policies

18. Medication

Occasionally children will need to receive medication in school. In Nursery parents fill in a permission slip and the medication is kept in Nursery. Reception parents go to the Pre-Prep Office where they will be asked to sign a permission slip. The medication will be kept at the reception desk and the child taken there to receive their medication.

See First Aid Policy

19. Taking photos or videos

Staff will never use personal phones, cameras or iPads to take images of the children. All staff will use devices provided by the School for any images of children. Any images of children should not be removed from school or posted on the internet. Staff should ensure that all personal mobile telephones are kept away in locked cupboards during the school day.

See Staff Code of Conduct and Social Media Policy.

20. Behaviour

At school, we will encourage children's inquisitive nature and hope to inspire their curiosity and desire to learn. We will allow children to take risks and provide a safe environment which encourages risk taking, discovery and development through trial and error within their exploration.

The overall aim of the Behaviour policy is to ensure that all children have a clear picture of what is acceptable as part of the community and that all adults have a clear and consistent approach to helping children achieve that acceptable behaviour. Ultimately, we want them to learn to behave well for the right reasons, that some form of sanction may follow an act of bad behaviour, but their main motivation should be something more positive and profound than fear of sanction.

Children should be treated at all times with respect and understanding. Staff will adopt a firm but fair approach to behaviour, ensuring they are consistent with all children. If a child responds physically, for example hurting another child, they should be removed from the situation and an explanation should be given to the child about why they have been removed. The child should then be talked to and helped to think about other ways they could have responded, rather than physically.

If a member of staff has a concern about a child's behaviour, they should first approach the child's key worker or Pre-Prep Head. The child's key worker will decide appropriate action and, if necessary, approach the parent and discuss how they can adopt a home/school approach. Our SENCo may be involved and a Support Profile may be written when there are ongoing concerns with a child's behaviour.

See also Behaviour-Rewards and Sanctions policy.

Author: REL/VMF