



St Mary's School  
Gerrards Cross

## EARLY YEARS POLICY

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### MONITORING AND REVIEW

Staff Responsible	Head of Prep, Acting Head of Pre-Prep
Reviewed by	SLT
Approved by	SLT
Frequency of Review	Annually
Date of Last Review	November 2023
Date of Next Review	November 2024

The School refers to all staff and students in St Mary's School, which includes the Early Years/Foundations Stage (EYFS), the Preparatory Department (Years 1-6), Senior House (Years 7-11) and the Sixth Form (Years 12-13).

The term 'parent' refers to those who have parental responsibility for a child.

### WIDER REFERENCES

This policy operates within a wider national framework, which includes:

- The Equality Act 2010
- KCSIE (2023)

- Disability Discrimination Act (DDA) 1995, 2005
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1976, 1986
- Age Discrimination Act 2006
- Care Standards Act 2000
- Protection of Children Act 1999
- Children Act 1989, 2004
- Early Years Education and Grant Maintained Schools Act 1996
- Special Educational Needs and Disability Act 2001
- Safeguarding Vulnerable Groups 2006
- The Children and Families Act 2014
- SEND Code 2015
- Green paper: Excellence for All Children; Meeting Special Educational Needs 1997
- Every Child Matters
- Care Standards Act 2000
- Protection of Children Act 1999
- Human Rights Act 1998
- EYFS Framework 2023
- Development Matters 2023
- Public Order Act 1986
- Crime and Disorder Act 1998
- United Nations Convention on the Rights of the Child

## RELATED POLICY

This policy should be read in conjunction with:

- Safeguarding (Child Protection)
- Code of Conduct
- Admissions
- Late child collection/non-collection/Missing Child Policy (Prep Department)
- EYFS Outdoor Play
- Personal Care
- Equal Opportunities
- Mobile Devices including EYFS

## INTRODUCTION

This Early Years Policy forms part of a suite of documents and policies which relate to the statutory requirements of the school towards pupils aged from three years to the academic year in which they become five.

This policy reflects the values and philosophy of the Early Years staff in relation to the areas of learning and development in the Foundation Stage. It gives a framework and guidance within which all staff work.

## SAFEGUARDING AND WELFARE

All staff are trained to understand the school's safeguarding policy and procedures and their knowledge is kept up to date with regular training. (See Safeguarding policy). Staff are also required to read and demonstrate understanding of KCSIE, Prevent Duty guidance and Working Together to Safeguard Children. A member of the Pre-Prep team is DSL trained and is responsible for the safeguarding of the children in the EYFS setting. All staff working in the EYFS setting have completed checks to ensure their suitability to fulfil the requirements of their role (See Safer Recruitment policy).

All new staff receive Induction training which includes helping them to understand their roles and responsibilities, information about emergency evacuation procedures, safeguarding and child protection and health and safety.

Early Years staff are encouraged and supported to attend appropriate courses/information evenings to extend knowledge, skills and expertise and in order to keep up to date and abreast of educational developments.

At least one member of staff with a current PFA certificate is on the premises at all times when children are present and accompanies children on outings.

Supervision is in place for staff who have contact with children and families. Supervision is an individual meeting between the Head of Prep and each staff member including teaching assistants. Supervision enables staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness.

Each child is allocated a key worker which is usually the class teacher.

## LEARNING AND DEVELOPMENT REQUIREMENTS

The seven areas of learning and development shape our early years educational programme. The three prime areas – **communication and language, physical development and personal, social and emotional development** - important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving, are strengthened and applied by our provision in the four specific areas – **literacy, mathematics, understanding the world, expressive arts and design**.

## EARLY LEARNING GOALS

The level of development children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals (ELG's). The ELG's support teachers to make their holistic best fit judgement about a child's development, and their readiness for Year 1.

The Curriculum for the Foundation Stage should underpin all future learning by supporting, fostering, promoting and developing children's:

**Communication and language** – Children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations across the curriculum.

**ELG: Listening, Attention and Understanding**

**Children at the expected level of development will: -**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**ELG: Speaking**

**Children at the expected level of development will:**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Personal, social and emotional development** – We will support children develop a positive sense of themselves and others. They will learn to form positive relationships and develop respect for others; develop social skills and learn how to manage their feelings and understand appropriate behaviour, they will also be given guidance on how to resolve minor conflict. This will be supported by our PSHCE scheme 'Heart Smart', Think Equal, NSPCC resources and online safety story books such as Unplugged and Once Upon a Time Online and our whole school approach to understanding emotions using the Zones of Regulation. We want children to become confident in their own abilities. We will also promote fundamental British values. Through adult modelling and guidance the children will learn to look after their bodies, including healthy eating, dental hygiene and managing their personal needs independently.

**ELG: Self-Regulation**

**Children at the expected level of development will:**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **ELG: Managing Self**

#### **Children at the expected level of development will:**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **ELG: Building Relationships**

#### **Children at the expected level of development will:**

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

**Physical development** – Children will be provided lots of opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity. They will have opportunity to develop both gross and fine motor skills through games, play, English lessons, arts and crafts activities and PE lessons. Children will develop proficiency, control and confidence through the practise of using small tools.

### **ELG: Gross Motor Skills**

#### **Children at the expected level of development will:**

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **ELG: Fine Motor Skills**

#### **Children at the expected level of development will:**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

**Literacy** – Children will be taught to link sounds and letters and begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest and foster a love of reading. They will be introduced to a range of writing styles to develop their comprehension skills. They will also be given opportunities to develop their handwriting skills through handwriting practise and composition.

### **ELG: Comprehension**

#### **Children at the expected level of development will:**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **ELG: Word Reading**

#### **Children at the expected level of development will:**

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **ELG: Writing**

#### **Children at the expected level of development will:**

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

**Mathematics** – Children will be taught to count confidently, develop a deep understanding about the numbers to 10, the relationship between them and the patterns within those numbers. Children will be provided with frequent and varied opportunities to build and apply this understanding so that they develop a secure base of knowledge and a good understanding of Mathematical vocabulary. Children will have lots of opportunities to develop their special and reasoning skills across all areas of Mathematics. Children will be encouraged to take a resilient approach to problem solving and to persevere.

### **ELG: Number**

#### **Children at the expected level of development will:**

- Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **ELG: Numerical Patterns**

#### **Children at the expected level of development will:**

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Understanding the world** – Children will be guided to make sense of their physical, diverse world and their community through opportunities to explore, observe and find out about people, cultures, places, technology, and the environment. A range of school trips and activities will enable the children to experience the awe and wonder of the world in which they live and increase their knowledge and sense of the world around them. There is a diverse selection of toys and books for the children to extend their familiarity with words that support and develop their understanding across domains.

#### **ELG: Past and Present**

**Children at the expected level of development will:**

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### **ELG: People, Culture and Communities**

**Children at the expected level of development will:**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

#### **ELG: The Natural World**

**Children at the expected level of development will:**

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Expressive arts and design** – Children will explore and play with a wide range of media and materials. We will give them opportunities and encouragement to share their thoughts, ideas and feelings and develop their vocabulary and ability to communicate through a variety of activities in art, music, movement, dance, role-play and design and technology.

#### **ELG: Creating with Materials**

**Children at the expected level of development will:**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### **ELG: Being Imaginative and Expressive**

#### **Children at the expected level of development will:**

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## **QUALITY OF TEACHING**

Excellent teaching will occur when:

- Play is recognised as an important tool for children to develop and reflect on their learning
- There are plenty of opportunities for the children to talk about themselves and the world around them
- They engage in first-hand experiences
- Learning is well planned and the needs of the individual/group are the starting point.
- Children have access to a variety of indoor and outdoor activities
- Resources are accessible to all pupils
- Special needs are identified as soon as possible and the appropriate measures taken to support the child's learning
- Partnership with parents and carers is positively addressed and is recognised as being vital to the development of the child.
- The child's home background and language is valued.

## **QUALITY OF LEARNING**

The daily routine involves carpet time, small and large group activities, independent 'choosing time' and tidy up time. The children make choices about their activities and recognise that learning is a social interactive process between child, adult, materials and environment. There is a balance of adult-led, adult initiated and child-initiated activities, delivered though indoor and outdoor play.

Excellent learning will occur when:

- Children are motivated and instructions are clear
- Children are enabled to access materials independently and return them independently
- Children have a pride in their work and have high expectations
- Children are encouraged to reflect on and evaluate their work and that of their peers
- This evaluation is used to raise the standard of their work
- The materials are appropriate to the needs of the child and the learning experience
- Children whose home language is not English are provided with opportunities to develop and use their home language in play and learning. Children have various opportunities to learn and reach a good standard in English language in preparation for Year 1.
- Children in EYFS focus on learning essential skill and acquire knowledge in the specific areas of learning in preparation for Year 1.



- Each child is assigned a key person and parents are informed. The key person helps to ensure that each child's learning and care is tailored to meet their individual needs. The key person engaged with and supports the family in guiding their child's development at home. They will also help family engage with more specialist support if appropriate.
- In the Michaelmas Term, parents are invited to participate in a 'How to help your child' session so that they can support their children with reading, writing, numeracy and developing independence.
- Transition between Early Years and Year 1 is smooth

### **Characteristics of effective teaching and learning**

In planning and guiding what children learn, we reflect on the different rates at which children develop and adjust our practice appropriately.

Three characteristics of effective teaching and learning are:

- 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 develop their own ideas, make links between ideas, and develop strategies for doing things

## **PLANNING, RECORDING AND ASSESSMENT**

### **Planning**

All staff are committed to planning as a team around the needs and interests of the children.

#### **Long Term Plans**

A yearly overview is completed at the beginning of the academic year and is based on the Foundation Stage curriculum. This is the over-arching framework that informs all others stages of planning.

#### **Medium Term Plans**

Planning takes place half-termly and is evaluated weekly. The topics are planned carefully to ensure continuity and progression throughout the Foundation Stage.

#### **Short Term Plans**

Daily planning ensures that activities/learning objectives meet the needs and interests of all the children.

### **Recording and Assessment**

An entry assessment is undertaken before pupils are offered a place in our Early Years unit.

Base line assessments are carried out within the first six weeks of the new academic year to inform planning and target setting for each individual child in EYFS. They are repeated at the end of the year in order to assess progress.

Each child's level of development is assessed against the ELGs through regular observations, formative and summative assessments and recorded via observations using Tapestry. Parents are actively encouraged to contribute to their child's 'Learning Journal' on Tapestry.

We hold a number of drop-in sessions and parents' consultations to keep parents updated with their child's progress and development. We also complete a Michaelmas term report containing an assessment grid and general comment and an end of year report, which provides parents with a written summary of their child's development in the seven areas of learning. We address any learning and development needs in partnership with parents and any relevant professionals. A detailed handover and on-going dialogue with the Year 1 teachers about each child's learning and development ensures a smooth transition to KS1.

The EYFS Profile is completed for all children (including those with Special educational needs or disabilities (SEND) in the final term of the year in which they reach age five, and no later than 30th June in that term. Each child's level of development is assessed against the early learning goals. The results of the EYFS profile is shared with parents. Parents are given the opportunity to discuss this with Early Years teachers in more depth if they would like to.

We will report our EYFS profile results to our Local Authority upon request.

## STAFFING / RATIOS

The EYFS unit is staffed by two qualified teachers and supported by at least 2 teaching assistants with a minimum Level 3 qualification. One member of the Pre-Prep team is DSL trained and is responsible for the safeguarding of the EYFS students. All members of EYFS staff are fully trained Paediatric First Aiders and at least one is a fully accredited Forest School Leader.

## HEALTH

We promote the good health, including the oral health, of children attending the setting. We have procedures for responding to children who are ill or infectious, we take the necessary steps to prevent spread of infection, and take appropriate action if children are ill. The School Nurses support with this.

### Medicines

All medicines are administered by the school nurse team. Parents are required to complete an administration of medicines form.

### Food and Drink

Before a child is admitted to the setting we obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health

requirements. Children are supervised whilst eating and are always within sight and hearing of an adult. Fresh drinking water is available and accessible to children at all times.

### **Accident or injury**

A First Aid box is accessible at all times with appropriate content for use with children. We keep a written record of accidents or injuries and first aid treatment. We inform parents and/or carers of any accident or injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

We will notify Ofsted of any serious accident, illness or injury to, or death of, any child while in our care, and of the action taken. We will do this as soon as is reasonably practicable, but in any event within 14 days of the incident occurring.

## **MANAGING BEHAVIOUR**

Our aim is that all children will flourish in a secure environment in which expectations are clear and children are free to develop without fear of being hurt or hindered by anyone. Children will be supported and encouraged by adults to verbalise their feelings and to adopt a problem-solving approach to dealing with social conflict in order to develop self-discipline and self-esteem in an atmosphere of mutual respect.

To achieve this:

- Policies governing the conduct and safety of the group will be explained to all newcomers by the Head of Prep and the Head of Pre-Prep.
- Staff will provide a consistent, positive role model and will endorse desirable behaviour
- Staff will establish clear expectations and boundaries for appropriate behaviour, appropriate to the children's level of understanding. This is achieved by modelling of appropriate behaviour in different contexts, praise specifically related to positive behaviour, and rewards such as Star of the Week.
- Activities and routines will encourage sharing, negotiation and co-operation. Positive behaviour is also encouraged through learning activities such as role play, puppets, stories and circle time.
- We encourage responsibility in caring for others and the environment with activities such as helping with tidying and setting out snacks or equipment.
- Staff will help the children to understand the consequences and effects of their behaviour on others.
- Any behavioural problems will be handled at the earliest opportunity in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity and acknowledging that some kinds of behaviour may arise from a child's special needs.
- Staff will demonstrate that the child is valued even in the case of misbehaviour and it is made clear that it is the behaviour which is unwelcome, not the child.
- Significant incidents relating to misbehaviour are recorded by the Early Years Teacher.
- The EYFS teacher will seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise.

- Recurring problems are addressed by all staff in partnership with the parents to establish an understanding of the cause. With parental advice, we will seek advice as necessary from other agencies, particularly Buckinghamshire Child Services.
- Corporal punishment will never be used or threatened at St Mary's School
- We will only use physical restraint, such as holding, when it is clear a child is at risk of serious harm to themselves or others and/or there is a risk of serious damage to property (see also St Mary's School policy on Use of Physical Restraint).
- If a child's behaviour is persistently challenging and presents a significant and consistent risk to themselves or others, we may discuss with parents/carers the possibility of keeping the child at home for a short period. This will allow time for staff and parents/carers to make reasonable adjustments to manage the child's behaviour in accordance with the Disability Discrimination Act. We will consider fully the views of the parents/carers and child on developing approaches and strategies to manage the child's behaviour and plan for the child's return to our setting.

## EQUAL OPPORTUNITIES AND SPECIAL NEEDS

The school's purpose is to deliver a well-planned, balanced and appropriate curriculum to meet the needs of the community we serve. We have high expectations of all our children and provide them with quality learning experiences covering all aspects of the curriculum. These are irrespective of race, gender, class or disability. The school's ethos supports the development of cultural and personal identities and prepares our children for full participation in society.

Every child needs to achieve success in order to develop a positive self-image. We recognise that all our children, including those with special educational needs, require a differentiated approach in order for them to have access to the whole curriculum and therefore reach their potential.

It is the responsibility of our SENCO Prep and Transition, the Learning Support Assistants, and all members of staff to ensure that teaching strategies, resources and support are appropriate to the needs of each individual. The school policy is to provide special needs support earlier rather than later. This means staff are aware of the importance of any special needs as the result of early assessment.

## MONITORING AND EVALUATION

The Head of Pre-Prep will be responsible for overseeing the delivery of an appropriate curriculum and the evaluation of its success. This information will be shared with Early Years/Pre-Prep staff at regular meetings and will be used to support future planning and development initiatives.

The Early Years staff are responsible for the day to day running of the unit, overseen by the Head of Pre-Prep.

The Head of Prep and the Director of Studies have overall responsibility for monitoring the quality of teaching and learning.

## PREMISES

The premises and equipment is organised in a way that meets the needs of the children.

Children have daily access to the outdoor play area.

An adequate number of toilets and hand basins are available for the children.

## APPENDIX A – OUTINGS

St Mary's School places great value on educational visits for all of its Early Years children, recognising that they provide a unique opportunity to enhance the curriculum and to extend and support class based work. They provide opportunities which cannot be provided on site and can extend the knowledge and understanding of our youngest pupils.

### Procedures for Outings

St Mary's School has Employers' Liability Insurance and public liability insurance, as well as a group travel policy that covers any visit made by the Early Years Department. Cover includes cancellation or delay, medical expenses, replacement of personal possessions and money.

#### - SCHOOL MINIBUS

No one is allowed to drive the school minibus unless s/he has qualified as a minibus driver.

#### - USE OF HIRED TRANSPORT

If necessary, we hire a coach for the EYFS visit. All drivers have current DBS checks, and should carry mobile phones. We only book vehicles with front-facing seats that are fitted with seat belts. We used companies whose vehicles are fully insured.

#### - CONSENT

We require written consent from parents to take their daughters off-site.

We are unable to take any child without a completed consent form, which includes details of where a parent may be contacted in an emergency.

Parents will be told about visits in advance.

#### - RISK ASSESSMENTS

Safety is our top priority. A rigorous risk assessment is carried out for outings for all school visits and outings, including those of the Early Years setting.

#### - HEAD COUNTS

The Teacher in charge conducts, or arranges for another Teacher or Teaching Assistant to conduct a head count of the children:

- Before leaving school
- On sitting down in the coach (If applicable)
- On arrival at the destination
- On leaving the destination
- On arrival back at the school

Where we walk, the children walk in pairs, with one adult at the front and one at the back. Children are reminded about basic road safety and of the expected standards of behaviour. When we travel

by coach, a member of staff will check that all the pupils are sitting properly and wearing their seat belts.

- **MISSING CHILD POLICY**

Our procedures are structured to ensure that this does not happen; but in the event that a child is missing – either from school, or on a visit, we follow the procedures set out in our Missing Child policy

- **FIRST AID BOX**

The Teacher in charge takes a First Aid kit, list of emergency contact numbers and a mobile phone with him/her on every outing. We carry bottled water on all of our longer visits.

- **DELAY**

The Teacher in Charge will ring the school if there is any delay, for example, because of heavy traffic. The school has a list and contact details for all children on the trip and a message will be communicated to parents to warn them of a delay.

- **STAFF RATIOS AND RESPONSIBILITIES**

We operate a staffing ratio of 1:8 in Reception for all off-site visits and 1:6 in Nursery.

There is always at least one Teacher, one of whom will have been designated in charge of the visit.

At least one member of staff is qualified in Paediatric First Aid. Each staff member should be allocated to a small group of children that they are responsible for during the entire trip.

Children are provided with sticker labels to wear on their coat, which give the name and telephone number of the setting – but never the name of the child.

**Prior to the visit**

Prepare packs for the accompanying staff, the School Office, Head of Prep Department

- The itinerary (including address, phone numbers etc of all location to be visited)
- The teacher in charge's mobile number or the school mobile
- Mobile numbers of all participating staff
- A list of pupils, together with copies of their parental contact forms (which includes details of each pupils' medical conditions)
- Emergency contact numbers for the Head of Prep, the Director of Studies
- Contact details for the School Secretary
- Details from the Coach company.
- A copy of the risk assessment.
- Location of local hospital

**During the visit**

Primary responsibility for the safe conduct of the visit rests with the Teacher in Charge. She has sole responsibility for amending the itinerary or cancelling the visit in the event of unforeseen delay or

sudden deterioration in weather conditions. She may delegate part or all of the responsibility for the following to one or more of the accompanying staff:

- Carrying out (and recording) head counts of the children on leaving school, on getting on and off each form of transport, entering or leaving a theatre, museum, centre, etc
- Checking that all pupils wear their seat belts
- Enforcing expected standards of behaviour
- Keeping account of all expenditure
- Recording any accidents or near misses

### **Illness or Minor Accidents**

If a pupil has a minor accident or becomes ill, the Teacher in Charge, or another member of staff will phone her parent's emergency contact number at once and arrange for her to be collected. If contact cannot be made, the Teacher in Charge, or another member of staff, will take her to the local hospital or, if the illness is more minor, the local doctors' surgery. A member of staff will remain with the child at the hospital or doctors until a parent or carer arrives.

### **Emergency Procedures**

In the event of a serious accident resulting in the death or injury of one or more of the pupils and staff, the Teacher in Charge's first priority would be to ensure the safety of all children. They will then summon the emergency services and arrange for medical attention for the injured and for parents to be contacted. One of the accompanying members of staff should accompany the injured pupil(s) to hospital and should remain with the child/children until their parents arrive. Ensure that the rest of the group are safe and looked after, and inform the Head of Prep Department and Headmistress of what has happened.

Emergency arrangements and critical incident procedures would be implemented – see whole school policy.

## **APPENDIX B – SETTLING IN PROCEDURE**

At St Mary's School we believe that young children need time to adjust to a new environment and to new people, as well as to the social, emotional, physical and intellectual demands these make of them. Our aim is to provide a reassuring and welcoming environment where children and their parents or carers feel safe, included, comfortable and valued. We have a staggered entry for Nursery and Reception girls as part of the settling in process.

### **Aims**

To carefully support children and parents or carers as they are gradually introduced to, and become familiar with, the new environment and the expectations of school life.

To provide sufficient time and an environment in which:

- We can build good relationships with parents or carers by respecting their values and wishes.

- We can work in partnership with parents/ carers to support each child during their settling in period.
- Our children can feel safe, secure and valued.
- Our children can feel confident and happy through consistent daily routines and classroom organisation.
- Positive relationships are established between all involved.
- Positive attitudes and skills for lifelong learning are established.
- Children develop trust, self-esteem and respect for all aspects of the school environment from the adult role models in our setting.
- Every child can come confidently, happily and independently into a safe and secure learning environment where they feel ready to respond positively.

#### **Before children start St Mary's School:**

- Parents/carers are invited to view the school to ensure we can meet the needs of their children.
- Parents/carers receive a detailed prospectus and Parent Handbook containing information on policies and practices.
- Parent/carers are invited to a 'Familiarisation Session' where the children are able to explore the class environment and resources.
- Parents/carers meet with the Class Teacher and assistant to discuss the procedures for the first day at school and our approach to learning and teaching.
- Parents/carers meet with the Head of Prep to discuss general school routines and to ask questions.

#### **When children start at St. Mary's School:**

- Children and parents/carers are welcomed at the door.
- Children are helped to identify drawers and pegs by their name labels.
- Belongings are stored appropriately, with adult help.
- Activities are set out for easy access and free choice, ensuring an inviting environment
- Staff are on hand to reassure, help and explain.
- Parents/ carers are encouraged to stay until the child is comfortable enough to be left. This routine continues for as long as necessary for each individual child.
- Nursery girls are gradually introduced into areas beyond their immediate environment such as the school playground and the school hall and integrated into whole school assemblies and singing sessions.
- Reception girls are carefully introduced and integrated into whole school Assemblies, singing sessions and playtimes.
- Parents/carers in EYFS are invited to a 'How to support your child' where the curriculum, class topics and activities are discussed in more detail.
- We continue to build relationships with parents or carers through day to day contact, making them feel welcome.
- There is a EYFS parent representative who provides links with the SMA.