

**LA PETITE ECOLE
BILINGUE**

STEWART INTERNATIONAL SCHOOL



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OFSTED registration (URN): EY414693

DEPARTMENT FOR EDUCATION registration (URN): 138599

School Policies

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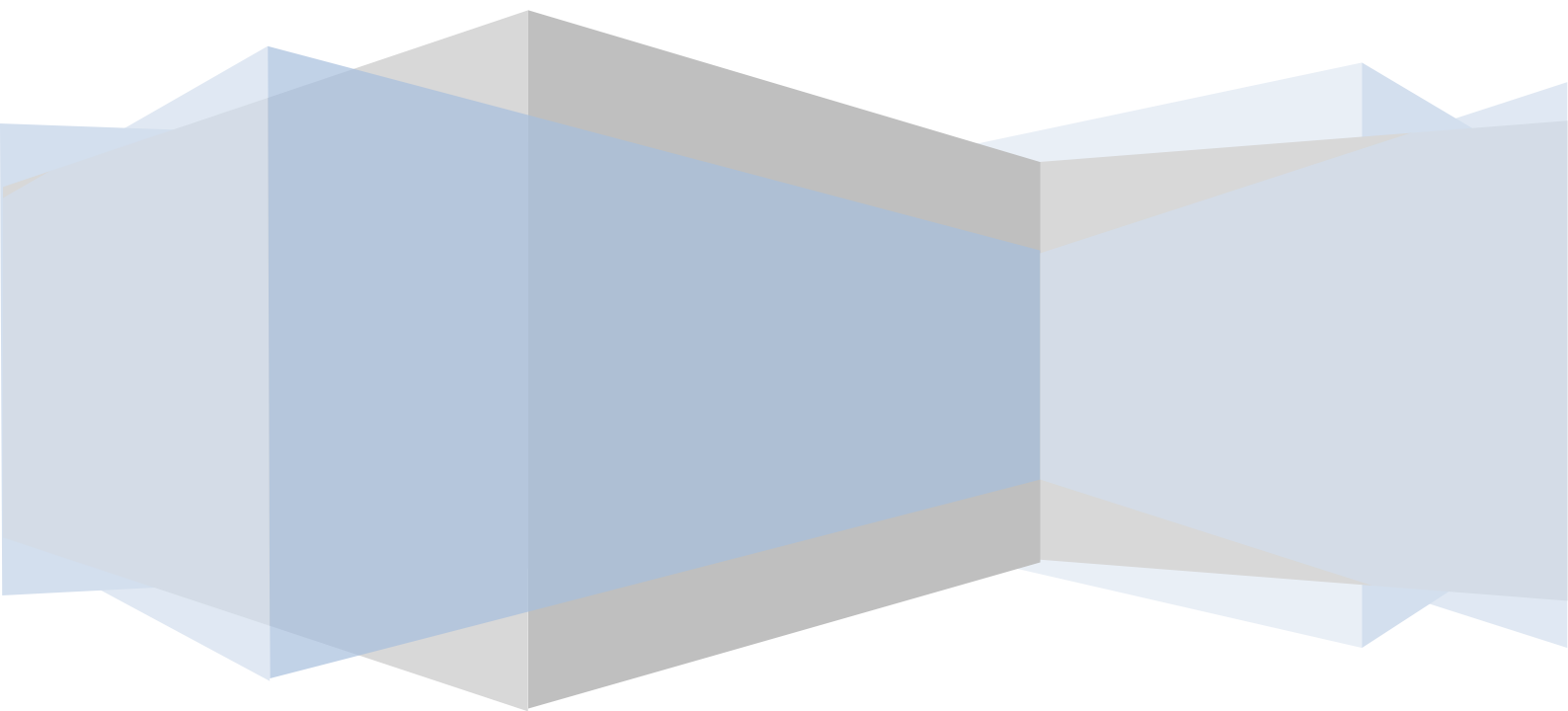


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Admission Policy

To subscribe your child in our school, the following procedure is employed:

1. Make an appointment

To visit the school, you need to make an appointment:

- by phone (020 8 960 2725)
- by mailing (education.og@gmail.com)

Visits will normally take place on Tuesday and Friday morning, at 10. However, other times can be arranged when necessary.

2. During the appointment

You will tour the school with the Head Teacher who will present the school and how it operates. You will then receive admission papers for you to fill.

FOR PARENTS ABROAD

- A visit can be made by someone else you have chosen;
- An admission file can be downloaded from the school's website (<http://stewartintschool.com>), under the "Documents" rubric.

3. Admission's file

Only completed paper work will be considered. You can find all of the documents under the rubric "Documents" on our website. The file comprises:

- Inscription form;
- Inscription certificate;
- Child collection authorisation form;
- School outing authorisation form;
- Medical information;
- Hospitalisation form.

Please return the file, including the registration fees, via post and your registration will be assured. To confirm your child's inscription, you will receive an invoice corresponding to the fees per term that have to be paid by the end of April. Upon reception of your payment, we will send you confirmation, as well as all useful information concerning the start of the school year (scholar calendar, list of supplies, etc.)

Should your child be on the waiting list, the school will inform you as soon as possible of an available position.

Safeguarding children and promoting welfare

Child protection

(Including managing allegations of abuse against a member of staff)

POLICY STATEMENT

Our school will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the key commitments of the EYFS, LA advice and best practice.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping Safe	2.1. Respecting each other 2.2. Parents as partners	3.4. The wider context	4.4. Personal, social and emotional development

PROCEDURES

In accordance to *Inspecting safeguarding in early years, education and skills from September 2015*- <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015> and *Working together to safeguard children A guide to inter-agency working to safeguard and promote the welfare of children* March 2015 -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf We carry out the following procedures to ensure we meet these three key commitments.

Purpose

Safeguarding children is everyone's business. An effective whole school Child Protection Policy is one that provides clear direction to staff and other about the expected codes of behaviour in dealing with child protection issues. It makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

1 Introduction

1.1 All children attending La Petite Ecole Bilingue have the right to learn in a safe, secure and happy environment. The core elements of to this policy are prevention, protection and support.

1.2 La Petite Ecole Bilingue fully recognises its responsibilities for child protection. We comply with the DfE requirements for both the Safeguarding of Children and Safer Recruitment in Education effective from the 1st Offences Act 2003, HM Government's Working Together to Safeguard Children 2010 and the London Safeguarding Children Board (LSCB).

1.3 Please also refer to the Safer Recruitment of Staff Policy and the Anti-Bullying Policy. This policy applies to the whole school, including the EYFS and is made available to all parents of pupils via the school's website and, on request, from the School Office.

1.4 The first points of school contact are:

- Child Protection Officer (CPO) to include the EYFS – **Mrs Helene Knupffer**
- Deputy Child Protection Officer – **Mrs Françoise Faye**
- EYFS Link – **Mrs Neasa McElhone**
- Proprietor designated for Child Protection – Mrs Ann Henderson-Stewart
- Tri-borough Local Authority Designated Officer (LADO) contact details:
 - Anna Carpenter Tri-Borough Service Manager, Safeguarding Tel: 0208 753 5124 Email: anna.carpenter@lbhf.gov.uk
 - Rupinder Virdee Tri-Borough Safeguarding Practice Lead Tel: 07989 155 271 Email: rupinder.virdee@rbkc.gov.uk
 - UPDATED SEPTEMBER 2016 Hilary Shaw Tri-Borough Safeguarding in Schools and Education Officer Tel: 07817 365 519 Email: hilary.shaw@rbkc.gov.uk

RBK&C Duty and Emergency Team: 0207 373 2227- jed.mcandrew@rbkc.gov.uk

RBK&C Family Support & Child Protection Advisor: Stacey Duncan: 07896 271561

Health Designated Doctor in Child Protection: Dr Paul Hargreaves: 0208 8461286

NSPCC / Child line 0800 1111 www.childline.org.uk

1.5 Our policy applies to the Proprietors, all staff, the Advisory Board, temporary and voluntary staff and visitors working in Knightsbridge School (KS). Under Section 175 Education Act 2002 (DfES Guidance 0027/2004 Safeguarding Children in Education) we have a duty to safeguard children and promote their welfare. All people in these categories are made aware of the arrangements.

1.6 We have developed policies and procedures to ensure that the five outcomes of the **Every Child Matters** vision are implemented and understood by all staff members. The five outcomes are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Making a positive contribution
- Achieving economic well-being

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Acronyms

DBS - Disclosure and Barring Service; a new organization, amalgamating the CRB (Criminal Records Bureau) and the ISA (Independent Safeguarding Authority)

LADO - Local Authority Designated Officer (sometimes referred to as LA designated person)

LSCB – London (also Local) Safeguarding for Children Board

CPO - Child Protection Officer (in school)

RBK&C - Royal Borough of Kensington and Chelsea

CAF - Common Assessment Framework

DfE - Department for Education

DCSF - Department for Children School and Families (superseded by DfE)

NSPCC - National Society for the Prevention of Cruelty to Children

WSS – Westminster Social Services

NSPCC – National Society for the Prevention of Cruelty to Children

2 Aims

2.1 The five main aims of our policy are:

- To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children;

- To raise awareness of individual responsibilities in identifying and reporting child protection issues and equip children with the skills to keep them safe;
- To develop and then implement procedures for monitoring, recording and reporting concerns or cases;
- To provide guidance on recognising and dealing with suspected child abuse
- To establish a safe environment in which children can learn and develop and identify strategies and interventions available to support children at risk.

School Commitment

2.2 All La Petite Ecole Bilingue staff recognise that because of the day to day contact with children, school staff members are well placed to observe the outward signs of abuse including through the behaviour of carers and parents. We will therefore:

- establish and maintain an environment and ethos where children and adults feel secure, are encouraged to talk, and are listened to, as detailed prominently in the KS Code;
- ensure children know that there are adults in the school whom they can approach if they are worried (as outlined in the 'five adults I trust' poster);
- include opportunities in the PSHCE curriculum for children to develop the skills they need to be aware of the need to protect their own welfare and that of their peers.
- exercise care and sensitivity about the varied and differing make up of families, avoiding assumptions about this in the production of materials and discussions therein. Staff should make themselves familiar with the background of pupils in their care to avoid distress;
- endeavour to support the child through teaching styles that encourage self esteem and self motivation;
- maintain a behaviour policy which emphasises the importance of supporting vulnerable pupils;
- maintain a consistent approach which separates the cause of the behaviour from that which the child displays. This is vital to ensure all children are supported in a school setting;
- a commitment to developing productive and supportive relationships with parents whenever it is in the child's interests to do so;
- liaise with other agencies who support the children and their families;
- keep records and notify the Local Authority when there is a substantive concern or as soon as there is a recurrence of a concern.

2.3 We follow the procedures set out by the Royal Borough of Kensington and Chelsea (RBK&C) Local Authority and the LSCB and take account of guidance issued by the Department for Children School and Families (DCSF) to:

- ensure we have a designated senior person for children protection and deputy who have received appropriate training and support for this role (see above);
- ensure we have a proprietor with specified responsibility for child protection (see above)

- ensure every member of staff, including temporary and supply staff and volunteers and the governing body knows the name of the designated senior person responsible for child protection and their role; and
- ensure all staff, including temporary and supply staff and volunteers understand their responsibilities and have appropriate training in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection; and
- ensure all staff, including temporary and supply staff and volunteers understand the arrangements for Child Protection.

3 Types of Abuse

3.1 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to, a child whom they are looking after. A person might do this because they enjoy or need the attention they get through having a sick child. Physical abuse, as well as being a result of an act of commission can also be caused through omission or the failure to act to protect.

3.2 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve making conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Some level of emotional abuse is involved in all types of maltreatment of a child whether it involves, feeling frequently frightened, suffering danger or exploitation, or seeing or hearing the ill-treatment of another as much as experiencing it. A serious bullying incident may cause a child to suffer significant harm and therefore be dealt with through these safeguarding procedures and require the school to report concerns to local authority designated officer (LADO).

3.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Boys and girls can be sexually abused by males and/or females, by adults and by other young people. This includes people from all different walks of life.

3.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, failure to ensure adequate supervision (including the use of inadequate care givers) or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3.5 Organised Abuse

Organised sexual abuse where there is more than one single abuser and the adults concerned appear to act in agreement to abuse children and/or where an adult uses an institutional framework or position of authority to recruit children for sexual abuse.

3.6 The range of possibilities, not necessarily amounting to abuse, can include being a party to inappropriate behaviour and may be referred to the named CPO.

4 Signs of Abuse

The manifestation of certain types of behaviour does not mean that the child is necessarily being abused. However, an accumulation of such signs should give cause for concern. Equally, individual indicators of abuse may not be particularly worrying in isolation, but in combination they can suggest that there is serious cause for concern.

4.1 Signs of physical abuse

Bruises

- Bruises to the eyes, mouth, or ears; or finger tip bruising showing a grasp mark
- Bruises of different ages in the same place
- Outline bruises (prints of hands, belts, shoes, etc)
- Bruises without obvious and verifiable explanations

Burns, Bites and Scars

- Clear impressions of teeth (more than 3cm across unlikely to have been made by a child)
- Burns or scalds with clear outlines
- Small round burns which may be from cigarettes
- Large number of different aged scars
- Unusual shaped scars
- Scars that indicate the child did not receive medical treatment

Other Injuries

- Poisoning, injections, ingestion or other applications of damaging substances including drugs and alcohol
- Female genital mutilation, including female circumcision

Behavioural signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries

- Refusal to discuss injuries
- Untreated injuries
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

4.2 Signs of emotional abuse:

These may be present in children whose parents are over-critical or emotionally distant, or who are unable to meet their children's emotional needs:

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations

4.3 Signs of sexual abuse

The manifestation of certain types of behaviour does not mean that the child is necessarily being sexually abused. However, an accumulation of such signs should give cause for concern, such as:

- Something a child has told you or told someone else
- A child showing worrying sexualised behaviour in play towards another child or adult
- A child who seems to be conversant with inappropriate sexual knowledge for one of his/her age

Physical indicators of sexual abuse include:

- Sexually transmitted diseases
- Recurrent urinary infections
- Genital and rectal itching and soreness

4.4 Signs which may suggest neglect:

- Inadequate diet – or children appearing persistently undersized/underweight
- Squalid, dangerous or unhygienic home environment
- Abandoned or left without appropriate adult supervision in circumstances
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb sucking)
- Self-mutilation
- Fear of parent being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse

- Running away
- Compulsive stealing, scavenging
- Unexplained bleeding and discharges
- Bruising in genital region
- Emotional asthma
- Prevented from receiving appropriate medical advice or treatment
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance at school

4.5 Please note that these lists are possible indicators of abuse and are not exhaustive and all of these factors must be considered in context. Other factors which could be a concern might include:

- Sleep disturbance
- School failure
- Over-mature dress
- Poor peer relationships
- Secretiveness
- Obvious lies/stealing/fire-setting
- Sudden mood changes/emotional outbursts
- Eagerness to please

4.6 Behaviour to be alert to when adults are with children

We all have personal likes and things that make us uncomfortable. "Personal space" is the private area of control inside an imaginary line or boundary that defines each person as separate. Ideally, that boundary helps us stay in charge of our own personal space. It helps keep out the things that make us uncomfortable - unsafe and unwanted feelings, words, images, and physical contact. Solid social rules strengthen the boundary. Behaviours that routinely disrespect or ignore boundaries make children vulnerable to abuse.

Do you know an adult or older child who doesn't seem to understand what's acceptable when it comes to:

Personal Space

- Makes others uncomfortable by ignoring social, emotional or physical boundaries□ Refuses to let a child set any of his or her own limits?
- Refuses to let a child set any of his or her own limits? Uses teasing or belittling language to keep a child from setting a limit?
- Insists on hugging, touching, kissing, tickling, wrestling with or holding a child even when the child does not want this physical contact or attention?
- Frequently walks in on children/teens in the bathroom?

Relationships with children

- Turns to a child for emotional or physical comfort by sharing personal or private information or activities inappropriately

- Has secret interactions with teens or children (e.g. games, sharing drugs, alcohol, or sexual material) or spends excessive time to emailing, text messaging or calling children
- Aims to spend uninterrupted time alone with a child
- Seems "too good to be true," i.e. frequently baby sits different children for free; takes children on special outings alone; buys children gifts or gives them money for no apparent reason?
- Allows children or teens to consistently get away with inappropriate behaviour

Sexual conversation or behaviour

- Frequently points out sexual images or tells dirty or suggestive jokes with children present?
- Exposes a child to adult sexual interactions or images without apparent concern?
- Is overly interested in the sexuality of a particular child or teen (e.g., talks repeatedly about the child's developing body or interferes with normal teen dating)?

Others signs might include:

- Controlling behaviour
- Unrealistic expectations
- Blames children for problems
- Blames children or others for own feelings: "you make me mad," "I can't help being angry"
- Hypersensitivity

5 Procedures

La Petite Ecole Bilingue will follow the guidelines set out in the document produced by the London Safeguarding Children's Board, alongside other relevant documentation available in school:

- 'What to do if you are worried a child is being abused'
- 'Safeguarding children and safer recruitment in education'
- 'Preventing and Tackling Bullying'

When deciding whether to make a referral the Head or CPO will not make their own decision over what appear to be borderline cases. All doubts and concerns will be discussed with the LADO and the school will not do anything which may jeopardise a police investigation through asking leading questions or attempting to investigate.

Other adults in the school will always work under supervision or alongside other members of staff. Where there is a need to work unsupervised (e.g. peripatetic teachers) the CPO will ensure they are aware of school policy and the named person to whom they should voice concerns.

A statement in the Staff and Parent Handbooks will make clear the school's duties and responsibilities under child protection procedures.

6 Procedure for dealing with abuse by pupil(s) against another pupil

The expectation regarding acceptable behaviour towards other pupils is made clear through the School's KS code, reinforced by the anti-bullying policy, PSHCE lessons, the behaviour and discipline policy, as well as incidental form periods and assemblies.

Where a pupil (or member of staff or volunteer) makes an allegation about the behaviour of a pupil or pupils against another pupil, and this is deemed to be – or could be deemed to be abuse, the allegation must be reported to the Child Protection Officer. The relevant guidelines outlined within this policy will be adhered to. Most situations would be covered by the anti-bullying policy and so the member of staff should write down the incident exactly as reported and liaise with member of the Senior Management Team who will work with the Child Protection Officer, following the anti-bullying policy procedures. The bully and victim will be dealt with separately in the first instance.

7 Procedure for dealing with allegations against members of staff or volunteers

7.1 If any allegation of abuse is made against a member of staff or volunteer the Child Protection Officer should be informed without delay or, in his absence, one of the persons named in item 1.4 above. The LSCB procedures will be followed and we shall have regard for the practice and procedure given in Safeguarding Children and Safer Recruitment in Education (2007) and in 'Dealing with allegations of abuse against teachers and other staff 2011'. However, these procedures should be applied with common sense and the good judgement of trained staff.

7.2 a) A member of staff receiving an allegation of abuse against another member of staff should report this immediately to the Head, unless the Head is the one against whom the allegation is made(see below). If the Head is absent, the report should be made to Proprietor or the nominated Advisor. The Child Protection Officer should also be informed unless the subject of an allegation.

b) The Head or Proprietor/nominated Advisor should consult the local authority Safeguarding Children Referral & Assessment Team and obtain written details of the allegation, signed and dated, from the person who received the allegation (not the child).

c) In case which may appear to be borderline, the Head should not make a judgement about referral but consult with the local authority designated officer (LADO) the initial assessment of an allegation. This may be done tentatively without giving names in the first instance. d) With advice, the Head will judge the need for immediate action to protect the child.

e) The Head should record any information about dates, times, locations and names of potential witnesses, but not attempt to investigate, being sure not to jeopardise a potential police investigation by, for example, asking a child leading questions.

f) In case of serious harm, the police should be informed from the outset.

g) Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCB procedures will be followed.

h) The local authority will be informed of all allegations and be invited to discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware).

i) The Head will inform the accused about the allegation, after consulting the LADO.

- j) If the allegation is not false or unfounded and there is cause to suspect a child is suffering, or likely to suffer significant harm, a strategy meeting will be convened
- k) The LADO may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.
- l) In cases where other inter-agency involvement is not required, the LADO will discuss with the Head what steps to take. The Head may decide to take no further action, to dismiss the person or not to use that person's services in the future.
- m) Where further investigations are required before deciding how to proceed, the Head will decide, with the LADO, who will investigate; this may be an independent investigator provided by the LA.
- n) The Head will make the decision whether or not to suspend a member of staff, given the risk to the child and where the allegations warrant investigation by police. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate the reasons and justification should be recorded by the school and the individual notified.
- o) If the allegation is substantiated, or the person is dismissed or the school no longer uses his/her services, then the LA officer will discuss with the school whether a referral should be made to DCSF re L99 action or to the GTC. Any person whose services are no longer used because he/she is considered unsuitable to work with children should be reported to the ISA (address: PO Box 181, Darlington DL1 9FA, Tel 01235 953795) within one month of leaving the school.
- p) If an allegation is not substantiated and the person returns to work, the school will support that person through offering for example, a phased return or a mentor.
- q) Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.
- r) Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. If so, the school should refer to the School Behaviour Policy and apply the appropriate sanction.

8 Procedures for dealing with allegations against the Head

- 8.1 a) In the case of an allegation against the Head, the person receiving the allegation should immediately inform the nominated Advisor (Mrs Anne Henderson-Stewart) without notifying the Head first.
- b) The Proprietor/nominated Advisor should consult the local authority Safeguarding Children Referral & Assessment Team and obtain written details of the allegation, signed and dated, from the person who received the allegation (not the child).
- c) Any information about dates, times, locations and names of potential witnesses should be recorded.
- d) In case of serious harm, the police should be informed from the outset.
- e) An initial assessment of an allegation should be made by the duty office and the Proprietor/nominated Advisor to judge whether there is need for immediate action to protect the child, the allegation is demonstrably false, there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures.

- f) Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCB procedures will be followed.
 - g) The local authority (Royal Borough of Kensington and Chelsea: see Appendix E) will be informed of all allegations and be invited to discuss the allegation with the Proprietor/nominated Advisor to confirm details and the best way of informing parents (if they are not already aware).
 - h) The Proprietor/nominated Advisor will inform the accused person about the allegation after consulting the LA officer
 - i) If the allegation is not false or unfounded and there is cause to suspect a child is suffering, or likely to suffer significant harm, a strategy meeting will be convened
 - j) The LADO may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.
 - k) Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. This should be taken into account if the allegation is about physical contact.
 - l) In cases where other interagency involvement is not required, the LA officer will discuss with the Proprietor/nominated Advisor what steps to take. The Head may decide to take no further action, to dismiss the person or not to use that person's services in the future.
 - m) Where further investigations are required before deciding how to proceed, the Proprietor/nominated Advisor will decide, with the LADO, who will investigate; this may be an independent investigator provided by the LA.
 - n) The Proprietor/nominated Advisor will make the decision whether or not to suspend the Head, given the risk to the child and where the allegations warrant investigation by police.
 - o) If the allegation is substantiated, the Head is dismissed or the school no longer uses his/her services, then the LADO will discuss with the school whether a referral should be made to DCSF re L99 action or to the GTC.
 - p) If an allegation is not substantiated and the Head returns to work, the school will support that person through offering for example, a phased return or a mentor.
- 8.2 Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:

- Behaved in a way that has harmed a child or may harm a child
- Possibly committed a criminal offence against a child □ Behaved towards a child that indicates that he or she is unsuitable to work with children

9 Procedures for dealing with allegations made by or against a parent

- a) An allegation of abuse made by or against a parent should be reported immediately to the Head and Child Protection Officer – or his deputy.
- b) The Head or Child Protection Officer should consult the local authority Safeguarding Children Referral & Assessment Team and obtain written details of the allegation, signed and dated, from the person who received the allegation.
- c) In case which may appear to be borderline, the Head should not make a judgement about referral but consult with the local authority designated officer (LADO)

the initial assessment of an allegation. This may be done tentatively without giving names in the first instance.

d) With advice, the Head will judge the need for immediate action to protect the child.

e) The Head should record any information about dates, times, locations and names of potential witnesses, but not attempt to investigate, being sure not to jeopardise a potential police investigation by, for example, asking leading questions.

f) In case of serious harm, the police should be informed from the outset.

g) Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCB procedures will be followed.

h) The local authority will be informed of all allegations and be invited to discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware).

i) The Head will inform the accused about the allegation, after consulting the LADO.

10 Roles and Responsibilities

10.1 The role of the Designated Proprietor

a) To ensure that safe recruitment procedures are followed and that all appropriate checks are carried out on all staff, including CRB checks and compliance with the Independent Schools Standards Regulations;

b) To provide sufficient resources to enable appropriate training to be given to the Head, the designated members of staff and other staff;

c) To ensure that the school has procedures for dealing with allegations of abuse against members of staff that comply with the LSCB;

d) To ensure that the policy and procedures are reviewed annually to include a review of the efficiency with which the related duties are discharged.

e) To liaise with relevant agencies if any allegations are made against the Head.

10.2 The role of the Head:

g) To understand procedures set out by the LSCB and the role of the designated members of staff;

h) To monitor the effectiveness of the policy and these procedures and liaise with the designated members of staff over amendments;

i) To ensure that the school has designated members of staff, who have undertaken appropriate training in Child Protection and multi-agency Working which is updated every two years and to acknowledge the level of support required by the post holder.

j) To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions;

k) To create a safe environment and a caring ethos within the school;

l) To make parents aware of the school's Child Protection Policy;

m) To support pupils through related policies (Anti-Bullying, Behaviour and Discipline, Equal

Opportunities, Anti-Racism);

n) To ensure the criminal background of applicants for vacant posts are checked in accordance with DCSF requirements including ensuring that the appointment procedures meet all legislative and best practice criteria;

- o) To ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay; and
- p) To refer to the DBS details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

10.3 The role of the Child Protection Officer and Deputy:

- a) To be familiar with and understand the DCSF guidance 'Safeguarding Children in Education', LSCB procedures and the Department of Health guidance 'What to do if you're worried a child is being abused';
- b) To be responsible for referring cases any allegation or disclosure of abuse to the local safeguarding agency, according to the LSCB. This includes dealing with allegations against members of staff;
- c) To ensure all staff know:
 - the name of the designated persons and his/her role,
 - that they have an individual responsibility for referring child protection concerns,
 - the procedures identified within this policy;
- b) To ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse;
- c) To ensure that parents have an understanding of the responsibility placed on the school and staff in relation to child protection, by setting out its obligations in the school notes to parents (our online prospectus);
- d) To ensure that parents are aware that any concerns that a child may be experiencing harm may be referred to local statutory agencies;
- e) To provide child protection training within the induction programme for all new staff;
- f) To ensure all staff, including the Head, have training in child protection every three years and that all part-time and voluntary staff who work with children are made aware of arrangements;
- g) To work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial case conferences, core groups and child protection review conferences;
- h) To keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately;
- i) To ensure all written records are kept secure, separate from the main pupil file, and in a locked location;
- j) To adhere to the procedures set out by the LA when an allegation is made against a member of staff;
- k) To ensure that the duty of care towards pupils and staff is promoted, by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.
- l) To develop and follow procedures where an allegation is made against a member of staff or volunteer;
- m) To ensure that pupils who have been abused are supported in line with the child protection plan;

- n) To ensure that the welfare officer of the appropriate Local Education Authority is informed of any unexplained absence of two days for pupils on the CP register and ten consecutive days for others;
- o) To ensure that information is passed to relevant bodies, especially when a pupil moves school.
- p) To maintain effective links with the EYFS linked person

10.4 The role of the teacher:

- a) To be aware of the contents of the Children Protection Policy and procedures and the identity of the Child Protection Officer and Deputy.
- b) To undertake training to identify possible causes of abuse.
- c) To be open, accepting and ready to listen to a child. Take the child's worries seriously.
Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.
- d) Do not guarantee confidentiality; referrals may have to be made in order to safeguard the child.
- e) If you need to ask questions to clarify understanding, do not lead the child, but make the questions as open as possible.
- f) To report orally to the designated teacher as soon as possible.
- g) To make a written note of the discussion within twenty-four hours to give to the designated teacher. Note time, date, place, people present and what was said. Try to make the record verbatim; your notes may be needed in subsequent court proceedings.
- h) You are not required to investigate further, but you may be required to support or monitor the child in the future.

11 Confidentiality

11.1 The school recognises that all matters relating to Child Protection are confidential.

11.2 The Designated Officer will disclose information about a pupil to other members of staff on a need-to-know basis only. Other parties, including staff and pupils are only involved or consulted if the information gathering is likely to clarify certain issues. Circumstances should be kept strictly confidential until the Designated Officer has been able to judge whether or not the allegation or concerns indicates possible abuse.

11.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

11.4 All staff must be aware that they cannot promise a child to keep secrets. A guarantee of confidentiality cannot be given to children.

12 Partnership with parents

The school works closely with parents but their privacy and that of their children should be respected at all times. However, the priority remains the needs of the child and effective liaison is crucial for this. It should be recognised that families from different backgrounds and cultures have differing approaches to child-rearing and these

differences should be acknowledged and respected, provided they do not place a child at risk, as defined in this policy.

Wherever possible staff should work with parents and share information with them. Local authority intervention is primarily to identify needs and ways of providing support to families. Permission for sharing information with outside agencies should be sought unless a child is thought to be at risk of harm. In these cases the Child Protection Officer should seek advice from the LADO or make a child protection referral. Should concerns or disclosures related to a parent occur outside school, parents are advised to contact the LADO (see above) or the NSPCC; these agencies will contact the school in due course.

13 Physical contact with children

Parents can feel confident that careful procedures are in place to ensure all staff and volunteers are suitable to work with children. Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour, as per the school's behaviour and discipline policy and physical restraint policy. This should be taken into account if the allegation is about physical contact. Physical intervention is allowable when averting immediate danger of personal injury.

Physical contact for the purpose of punishment is never allowed.

A 'no touch' approach is impractical for staff working with young children. It is not possible to be specific about the appropriateness of each physical contact; members of staff need to use professional judgement of all types, according to age, gender and stage.

14 What to do if you suspect a child of being abused or neglected

Sometimes, things that seem to be insignificant or trivial at the time, turn out to be vital pieces of information later. However, you may have concerns:

- Pass the note to the designated officer.
- Monitor the child. Record observations as factually as possible.
- If several notes have been made about the child, the designated person will seek advice through an 'early warning' meeting:

1. Immediately tell the Designated CPO or deputy as named in item 1.4.
2. Record the facts as you know them and give a copy to the Head in a non-emotional, non-judgemental as per the 'child protection behavioural / incident form' – Appendix A.
3. Do not ask leading questions. If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried.
4. Date, time and sign the note. Print your name alongside your signature.
5. Ensure that the child has access to an independent adult and is not in need of medical attention.
6. Ensure that no further situations arise which could cause further concern.

If a child discloses to you abuse by someone else:

1. Allow the child to speak without interruption, accepting what is said.
2. Alleviate feelings of guilt and isolation, while passing no judgment.

3. Advise that you will try to offer support, but that you must pass information on.
4. Same steps as 1- 4 as in suspecting a child is being abused.

If you receive any allegation about any adult or about yourself:

1. Immediately tell the Head
2. Record the facts as you know them and give a copy to the designated officer for child protection
3. Try to ensure no one else is placed in a position that could further compromise either victim or accused.

You must refer. You must not investigate.

Initial contact with the LADO may be tentative and without personal details. What appears trivial at first can later be shown to be more serious and an allegation may lead to a criminal investigation. If the Head or CPO thinks the matter should be taken further they will alert the LA Duty and assessment Team within 24 hours and in writing within 48 hours, following the procedures outlined in items 6, 7 or 8 above.

- Information about the child will be asked, i.e. name, address, date of birth, other siblings and parent contact details.
- A brief description of the nature of concern or injury will be recorded. The Duty Officer will check records and contact the relevant bodies.
- The School will await direct contact from the LA and a plan of action agreed with the School to deal with the referral.
- In a situation of difficulty or delay the School should call back to the LA Office and request further assistance.
- If a medical examination is required, the parents will be contacted.
- The School keeps written records of such events. The LA will provide the School with a copy of any referral details.

For the EYFS setting, the Child Protection officer will inform Ofsted (Helpline: 0300 123 1231) of any allegation of serious harm or abuse (on or off the school site) by any person living or working on the school premises as soon as practicably possible, but within certainly 14 days.

If the CPO or Head is unwilling to take the matter further the member of staff has the right to take the matter directly to the LSCB.

If it is decided not to take the matter further, then a report must be produced indicating the nature of the original concern indicating why it was not taken further.

15 How to react if you are told of abuse or neglect

Listen seriously: abused children are often threatened by the perpetrator that they will not be believed. Listen without value judgements and show the child that you take

their problem seriously. Tell the child that you believe him/her. Choose a place to talk where you will not be interrupted.

- How did that happen?
- What was happening at the time?
- Anything else you want to tell me?
- Do not ask questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse.
- Do not force the child to repeat what he/she said in front of another person.

Reassure the child: the threats that children live under to keep the secret are very powerful and they will be frightened of the consequences of telling. Reassure the child they have done the right thing. Tell them they are not to blame. Offer ongoing support.

Empathise: don't tell the child how they should feel. Validate their feelings and just listen. Avoid asking questions but feedback what they say if you need to respond verbally.

Following a disclosure, you need to immediately talk to the DESIGNATED OFFICER FOR CHILD PROTECTION and complete a written record using the 'child protection behavioural / incident form' – Appendix A of this policy. Make notes of the details of the disclosure using the child's words where possible.

16 Supporting the Child at Risk

La Petite Ecole Bilingue recognises that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. It is also recognised some children who have experienced abuse may in turn abuse others. This requires a sensitive approach in order that the child receives the appropriate help and support. The school will endeavour to support pupils as outlined in section 1, entitled 'School Commitment' above. We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse and a home environment where there is domestic abuse, drug or alcohol abuse, children may also be vulnerable or in need of support or protection.

17 Supporting Staff

We recognise that staff working at KS who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate. Allegations found

to be malicious or unsubstantiated will be removed from personnel records and should not be referred to in employer references.

Whistle-blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff have a responsibility to bring concerns to the attention of senior staff, especially where the welfare of children may be at risk. Staff should be aware of the School's child-protection procedures, including those for dealing with allegations against staff. Staff who are the subject of allegations are advised to seek appropriate advice. In the event of an incident which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding.

18 Sharing information

The school will follow the requirement to report, with as much evidence about the circumstances of the case as possible, to the Independent Safeguarding Authority (ISA), within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The Independent Safeguarding Authority (ISA) commenced operation on 20 January 2009 (now DBS) and its address for referrals is PO Box 181, Darlington DL1 9FA (tel 01325 953 795). Failure to make a report constitutes an offence and the school may be removed from the DfE register of independent schools. The relevant legislation is contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003. 'Compromise agreements' cannot apply in this connection. Sharing information with other Schools/Agencies.

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. **Any** relevant child protection information coming to light should be carefully logged. Child protection information is confidential and should not be kept on the child's school file. Each school should have a separate, secure filing system for child protection concerns. This filing system should be easily available to the designated person. Parents do not have automatic access to the child protection file.

Child protection records should be kept securely locked and are exempt from the disclosure provisions of the Data Protection Act 1984. Schools should be notified by the LA when a child on the Child Protection Register starts the school, or if a pupil's name has been placed on the register, or if removed from the register. It is the school's responsibility to pass this information on immediately if a child transfers to a new school. Access to the information on file should be on a need-to-know basis among the staff. The confidentiality of the child and family should be respected but the welfare of the

child is paramount. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case.

If a child protection file has been started for a child who then moves school, this information should be sent to the receiving school. The information should be sent under separate cover to the school file, in a sealed envelope to the Head, marked 'Strictly Confidential'. If a child moves without a forwarding address for home and school and no contact is received from a new school the Designated LA Officer for Child Protection should be informed.

The school report to a child protection conference should be shared with the parent(s) before the conference takes place. All information must be shared with the LADO and/or police, as appropriate, where there is concern that a child is at risk of significant harm.

Child protection information should not be shared with agencies other than these. If a request is made by a solicitor, it is best to seek advice from the LA legal department.

Child protection information should be kept by the school until the child has reached the age of 24.

.19 Internet and Child Protection

(Please also see separate Mobile Phone and Camera Policy and Anti-Bullying Policy - Appendix A - ICT based forms of abuse)

19.1 La Petite Ecole Bilingue operates the following policy on its website regarding the use of photographs, to ensure the privacy and safety of children at the school:

- a) Where children are named, only their first names are given
- b) Where a child is named, no photograph of that child is displayed.
- c) Where a photograph is used which shows a child, no name is displayed (see KS policy on mobile phone and camera use)

19.2 By observing these points, the school ensures that visitors to the website cannot link images of children to names of children. When choosing photographs for the website, the school is mindful of the way children may appear in them, and will not include images that are in any way inappropriate, such as close-up portrait shots of individual children.

19.3 The school follows a policy of seeking parents' permission before using images which show children on the website. No other private information about children is ever published on the website such as surnames or contact details.

19.4 The school requires all parents using cameras to undertake that images are for private use only and are not shared in public arenas such as social network sites.

20 Monitoring

20.1 This policy and the procedures that are followed as a result of, and in support of it, are reviewed regularly and amended as required, keeping them in line with current government legislation and best practice guidelines.

20.2 There will be an annual audit of all child protection information kept in school, to ensure that procedures are being followed correctly.

20.3 The school will monitor pupils whose names are on the Child Protection Register in line with what has been agreed in the Child Protection Plan.

21 Making a Referral

When a case of suspected abuse, disclosure or a child concern (whether they are in need of support or protection) has been reported to the designated child protection officer or deputy then contact will be made in the first place with the LADO, without referring to personal details. The LADO will advise whether it is appropriate or safe for the designated child protection officer to discuss the concerns about the child with his/her parent(s) or person(s) with parental responsibility and ideally seek their agreement to make a referral to Local Authority.

The exception to this would be where seeking parental consent would put a child at further risk of abuse/significant harm. It is for the LADO to ascertain whether the threshold for child protection enquiries has been met and whether any further action should be taken by the referring agency or themselves.

When making referrals to the Local Authority regarding a child concern the designated child protection officer should ensure that, where it is appropriate or safe to do so, they have discussed their concerns with parent(s) or person(s) with parental responsibility and sought their agreement to make a referral. Not all child protection information results in a referral. A record should be made of any information, including hearsay and 'nagging doubts', which give you cause for concern about a child.

The designated person should state to the LA team member that the purpose is to make a child protection referral. The following information should be included following the format of the Common Assessment Framework (CAF) form (Appendix 3)

- child's full name;
- date of birth;
- home address and telephone number;
- parents/carers name(s);
- child's G.P.;
- details of the reason for the referral;
- the context and time;
- the sequence of events/concerns;
- the child's actual words if possible;
- any previous concerns;
- your name and position;
- school name and address;
- school telephone number; and
- whether parents/carers have been notified of the referral/ permission sought

A referral should be made as soon as possible after concerns have been raised, and always during the same working day and a copy kept by the school.

We recognise that the School plays a significant part in prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults and supportive friends. All children need to know what to do in case someone tries to harm them. Knowing that the vast majority of children are abused or harmed by someone

they know, teaching children to avoid dangerous situations, to recognise inappropriate touching, can encourage them to trust their own judgement and to feel safer, more aware and confident.

If children are worried about any aspect of their lives in which they would like to talk to somebody they are invited to share with either the named person with responsibility for child protection, or any other adult. If any teacher suspects that a child may be the victim of abuse, they should not try to investigate, but should immediately inform the designated person about their concern. We handle all such cases with sensitivity, and we attach paramount importance to the interest of the child. When incidents or suspicions are being investigated by the LA then the named person will work closely with the LA family services. A teacher has the right to make a referral direct to the LADO if he/she feels the child remains at significant risk of harm and inadequate measures being taken by the school.

22 Auditing Child Protection Files Kept by the School

The check should cover the following:

- facing sheet with name, address, D.O.B, family members and name, address and contact number of Social Services (if the child is on the register this should be the key worker);
- note or symbol on child's regular school file, cross-referenced with other family members, if appropriate;
- records and notes typed or legible;
- incident date (and year), time and place;
- name, address and D.O.B. of child concerned recorded on each sheet;
- factual outline of incident/concern/allegation/disclosure;
- names, job titles of staff involved;
- signature, printed name, job title of person making record;
- note of action taken, and with whom information was shared;
- and note of copy sent to the LA.

23 Students in workplace settings

Any person whose normal duties include caring for, training, looking after or supervision of a child in the workplace will be vetted and subject to Criminal Record Bureau (now DBS) checks to ensure s/he is not disqualified from working with children. That person will be given basic child protection training to be aware of their responsibilities and be made aware of the teacher to contact in the event of a concern. The children who are placed in these settings will be given clear advice about who to contact if they are worried. No children will be left alone with short term staff.

24 The Data Protection Act 1998

The Data Protection Act 1998 regulates the handling of personal data. Essentially, this is information kept about an individual on a computer or on a manual filing system. The act lays down the requirements for the processing of this information, which includes

obtaining, recording, storing and disclosing it. The School complies with the Act, which includes the eight data protection principles.

There should not be an obstacle if:-

- you have particular concerns about the welfare of a child;
- you disclose information to social services or to another profession; and
- the disclosure is justified under the common law of duty of confidence.

25 Prevention

La Petite Ecole Bilingue recognise that high self-esteem, confidence, supportive friends and good lines communication with a trusted adult can help prevention. We promote such an atmosphere where children can feel secure, are listened to and trusted as outlined in item 1, the School Commitment, above.

The school will also ensure all members of staff have the relevant child protection training updated every three years and that all members of staff are given guidance so that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (e.g. in one-to-one tuition, engaging in inappropriate electronic communication and so on).

26 Staff Appointment Procedure

(Please also see the Safer Recruitment of Staff Policy)

We require all adults employed in school to complete the school application form, bring to the interview a current driving licence including a photograph or a passport or a full birth certificate, a utility bill or financial statements showing the candidate's name and address, National Insurance Number NI) or if no NI is available details of entitlement to work in the UK and where appropriate any documentation, giving evidence of change of name.

27 Response Diagram in the instance of a disclosure

If a disclosure is made which is suggestive of abuse, La Petite Ecole Bilingue will respond in the following way:-

- STEP A Teacher has concern about child
- STEP B Teacher discusses with named person.
- STEP C There are three potential outcomes:-

Route 1	Route 2	Route 3
Still has concern in collaboration with Named Person, Named Governors and Head. If the allegation is made against Named Person the Head should be informed who will adhere to the guidelines	No further child protection action, although there may be a need to act to ensure services and support are provided	No longer concern
The named person refer to	Feedback to referral on next	

School Policies

social services who will advise about the way forward	course of action	
Social worker and manager acknowledge receipt of referral and decide on next course of action within one day	No further social services involvement at this stage, although other action may be necessary, e.g. onward referral	
CAF form completed		
Identified as 'child in need' (Section 17); matters are in the remit of Children's Services		

Following route 1, there will be an initial assessment / investigation (within 7 days), a strategy discussion, followed by an Initial Child Protection Conference. A Child Protection Plan may then be created and reviewing conference every three months until it is discontinued. If it is established that the allegation is not well founded, whether on the basis of medical evidence or further statements, then the person against whom the complaint has been made would normally be informed that the matter is closed.

Reviewed by: Helene Knupffer –Head Teacher Date: July 2015

Approved by: Signed: _____ Date: _____

This policy will be reviewed annually. (Last reviewed October 2014)

1. Key commitment 1

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

STAFF AND VOLUNTEERS

Our designated person (a member of staff) who co-ordinates child protection issues is:

HELENE KNUPFFER

FRANCOISE FAYE

We ensure all staff and parents are made aware of our safeguarding policies and procedures, and we provide adequate and appropriate staffing resources to meet the needs of children.

Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.

Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.

Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

We abide by Ofsted requirements in respect of references and Disclosure and Barring Services checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

Volunteers do not work unsupervised.

We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.

We have procedures for recording the details of visitors to the setting.

We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

2. Key commitment 2

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'Working Together to Safeguard Children'

<https://www.education.gov.uk/publications/eOrderingDownload/00305-2010DOM-EN.pdf>

a. Responding to suspicions of abuse

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with a member of the senior management team or the person who is acting as the 'designated person'. The information is stored SECURELY as a written record in the Child Protection File.

We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board.

We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

We use the detailed procedures and reporting format advised by the Local Authority and the LCSB as amended from time to time and available on-line. If you want to report any abuse or discuss concerns in relation to children and young people please contact socialservices@rbkc.gov.uk or tel: 020 7361 3013.

b. Recording suspicions of abuse and disclosures

Where a child makes comments to a member of staff that give cause for concern (disclosure), or when the member of staff observes signs or signals that gives cause for concern, that member of staff:

- Listens to the child, offers reassurance and gives assurance that she or he will take action;
- Does not question the child;
- Makes a written record that forms an objective record of the observation or disclosure that includes:
 - ✓ The date and time of the observation or the disclosure;
 - ✓ The exact words spoken by the child as far as possible;
 - ✓ The name of the person to whom the concern was reported, with date and time; and
 - ✓ The names of any other person present at the time.

These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

- Signs or signals of concerns include, in a non-exhaustive way:
- Significant changes in behaviour;
- Deterioration in general well-being;
- Unexplained bruising, marks or signs of possible abuse or neglect.

c. Making a referral to the local authority social care team

We follow guidance as laid down specifically by Kensington and Chelsea LSCB. This information is available on-line:

<http://www.rbkc.gov.uk/subsites/safeguardingchildren.aspx>

Alternatively, you may contact socialservices@rbkc.gov.uk or tel: 020 7361 3013.

We follow the detailed guidelines given and all members of staff are familiar with the procedures for recording and reporting.

d. Informing parents

Parents are normally the first point of contact.

If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.

This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

e. Liaison with other agencies

We work within the Local Safeguarding Children Board guidelines.

We have a copy of 'Working Together to Safeguard Children' saved on the computer for parents and staff and all staff are familiar with what to do if they have concerns.

We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.

Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

f. Allegations against staff

We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.

We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.

We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.

We refer any such complaint immediately to the local authority's social care department to investigate. Under guidance we may also report any such alleged incident to Ofsted and what measures we have taken, where this is legally required.

We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

Where the Owner, Senior Management, Local Authority and children's social care agree it is appropriate in the circumstances, the Owner will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

g. Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, the Local Authority will notify the Independent Safeguarding Authority (ISA) of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

3. Key commitment 3

We are committed to promoting awareness of child abuse issues throughout training and learning programmes for adults. We are also committed to empowering young children, through early childhood curriculum promoting their right to be strong, resilient and listened to.

a. Training

We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.

We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

b. Planning

The layout of the rooms allows for constant supervision. No child is left alone or in a one-to-one situation without being visible to others.

c. Curriculum

We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.

We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

We ensure that this is carried out in a way that is developmentally appropriate for the children.

d. Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

e. Support to families

We believe in building trusting and supportive relationships with families, staff and volunteers in the group.

We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.

We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

f. Support to families

See recruitment policy, in the Red section, under Employment.

Confidentiality and client access to records

POLICY STATEMENT

Definition: 'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.'

(INFORMATION SHARING: PRACTITIONERS' GUIDE)

In our school, staff can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they have access to high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping Safe	2.1. Respecting each other 2.2. Parents as partners	3.4. The wider context	

1. Confidentiality procedures

We always check whether parents regard the information they share with us to be regarded as confidential or not.

Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.

Information shared between parents in a discussion is usually bound by a shared agreement that the information is confidential and not discussed outside of it.

We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

We keep all records securely (see our record keeping procedures).

2. Parent / Carer access to records procedures

Parents / Carers may request access to any confidential records held on their child and family following the procedure below:

- 1) Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the Head Teacher.
- 2) The Head Teacher sends a written acknowledgement.
- 3) The setting commits to providing access within 14 days, although this may be extended.
- 4) The Head Teacher prepares the file for viewing.
- 5) All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- 6) 'Third parties' include all family members who may be referred to in the records. It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- 7) When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- 8) A photocopy of the complete file is taken.

- 9) The Head Teacher goes through the file and removes any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file. What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- 10) The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
- 11) Legal advice may be sought from the Local Authority before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

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

Legal framework

Data Protection Act 1998

Human Rights Act 1998

Further guidance

Information Sharing: Practitioners' Guide (HMG 2006)

www.everychildmatters.gov.uk/files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf

Information sharing

"Practitioners need to understand their organisation's position and commitment to information sharing. They need to have confidence in the continued support of their organisation where they have used their professional judgement and shared information professionally."

INFORMATION SHARING: GUIDANCE FOR PRACTITIONERS AND MANAGERS (DCSF 2008)

POLICY STATEMENT

We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- It is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- Not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of the Head Teacher and/or Owner. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice 1.3. Keeping Safe	2.1. Respecting each other 2.2. Parents as partners	3.4. The wider context	

PROCEDURES

Our procedure is based on the 7 golden rules for information sharing as set out in [*Information Sharing: Guidance for Practitioners and Managers \(DCSF 2008\)*](#).

- 1) Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
 - Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies:
- 2) Be open and honest.
 - Explain to families how, when and why information will be shared about them and with whom.
 - Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.
 - In our school we ensure parents/carers:
 - Receive information about our information sharing policy when starting their child in the setting, and sign a form to say that they understand circumstances when information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult. This is on our registration form;
 - Have information about our Safeguarding Children and Child Protection policy;
 - Have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
- 3) Seek advice when there are doubts about possible significant harm to a child or others.
 - The leadership team contact children's social care for advice where they have doubts or are unsure.
- 4) Share with consent where appropriate.

Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.

- Guidelines for consent are part of this procedure.

- 5) The school leadership team are conversant with this and are able to advise staff accordingly. We consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding 'significant harm' the child's well-being and safety is paramount.

In our school we:

- Record concerns and discuss these with the school's designated person for child protection matters;
 - Record decisions made and the reasons why information will be shared and to whom; and
 - Follow the procedures for reporting concerns and record keeping.
- 6) Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.
- Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.
- 7) Reasons for decisions to share information, or not, are recorded.
- Provision for this is set out in our Record Keeping procedure

CONSENT

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.
- Copies are given to parents of the forms they sign.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

All the undertakings above are subject to the paramount commitment of the school, which is to the safety and well-being of the child.

Legal framework

Data Protection Act 1998

Human Rights Act 1998

Further guidance

Information Sharing: Guidance for Practitioners and Managers

<http://publications.everychildmatters.gov.uk/eOrderingDownload/00807-2008BKT-EN-March09.pdf>

Record keeping

1. Children's records

POLICY STATEMENT

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality Policy and our procedures for information sharing.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice	2.1. Respecting each other	3.1. Observation, assessment and planning	

PROCEDURES

We keep two kinds of records on children attending our setting:

a. Developmental records

These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.

These are usually kept in the classroom and can be freely accessed, and contributed to, by staff, the child and the child's parents.

b. Personal records

These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an on-going record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.

These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.

Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.

Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

We retain children's records for three years after they have left the setting. These are kept in a secure place.

c. Other records

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

Students - including those on work-experience - when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

Legal Framework

Data Protection Act 1998

Human Rights Act 1998

Further guidance

Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

2. **School's own records**

POLICY STATEMENT

We keep records for the purpose of maintaining our school. These include:

- Lease documents and other contractual documentation pertaining to amenities, services and goods. (Owner)
- Financial records pertaining to income and expenditure. (Financial Officer)
- Risk assessments.
- Employment records of staff. (Office Manager)
- Training records of staff (this will include performance management when this has been implemented Spring Term 2013)

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice	2.1. Respecting each other	3.3. The learning environment	

PROCEDURES

All records are the responsibility of the Head Teacher, Office Manager, Financial officer or Owner who ensures they are kept securely.

All records are kept in an orderly way in files and filing is kept up-to-date.

Financial records are kept up-to-date for audit purposes by the Finance Officer.

Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.

All our employment and staff records are kept securely and confidentially.

[Legal framework](#)

Data Protection Act 1998

Human Rights Act 1998

Equality of opportunity - Valuing diversity and promoting equality

POLICY STATEMENT

La Petite Ecole Bilingue is an independent, fee paying school and therefore will ensure that the needs of all children who attend it are met, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. The school is committed to anti-discriminatory practice to promote equality of opportunity and values diversity for all children and families. We will:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- Make inclusion a thread that runs through all of the activities of the setting.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice 1.3. Keeping safe	2.1. Respecting each other 2.2. Parents as partners 2.3. Supporting learning 2.4. Key person	3.2. Supporting every child 3.3. The learning environment	4.4. Areas of learning and development

PROCEDURES

1. Admissions

Our school is open to all members of the community who choose to send their children to a fee paying bilingual school.

We “advertise” our service widely (in a non-competitive manner).

We reflect the diversity of our society in our publicity and promotional materials.

We provide information in clear, concise language, whether in spoken or written form.

We provide information in as many languages as possible, as appropriate to demand.

We base our admissions policy on a fair system.

We ensure that all parents are made aware of our equal opportunities policy.

We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background.

We ensure wherever possible that we have a balanced intake of boys and girls in the setting, reflecting demand.

We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

2. **Employment**

Posts are advertised and all applicants are judged against explicit and fair criteria.

Applicants are welcome from all backgrounds and posts are open to all.

We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the school.

The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.

All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.

We monitor our application process to ensure that it is fair and accessible.

3. **Training**

We seek out training opportunities for staff to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.

We ensure that there are staff confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.

We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

4. **Curriculum**

The curriculum offered in the school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is not as accessible as possible for all visitors and children. Access to the school is found to treat disabled children or adults less favourably therefore we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- Making children feel valued and good about themselves;
- Ensuring that children have equality of access to learning;
- Undertaking an access audit to establish if the setting is accessible to all children.
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. Recognising the different learning styles of girls and boys;
- Positively reflecting the widest possible range of communities in the choice of resources;
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- Celebrating a wide range of festivals;
- Creating an environment of mutual respect and tolerance;
- Differentiating the curriculum to meet children's special educational needs;
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Ensuring that children learning English or French as an additional language have full access to the curriculum and are supported in their learning; and
- Ensuring that children speaking languages other than English or French are supported in the maintenance and development of their home languages.

5. Valuing diversity in families

We welcome the diversity of family lifestyles and work with all families.

We encourage children to contribute stories of their everyday life to the school and we encourage parents/carers to take part in the life of the setting and to contribute fully.

For families who speak languages in addition to English or French, we will develop means to ensure their full inclusion.

6. Food

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

7. Meetings

Meetings are arranged to ensure that all families who wish to attend may be involved. Information about meetings is communicated in a variety of ways - written, verbal and where possible in translation - to ensure that all parents have information about and access to the meetings.

8. Monitoring and reviewing

To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.

We provide a complaints procedure and a complaints summary record for parents to see.

Legal framework

The Equality Act 2006

Disability Discrimination Act (DDA) 1995, 2005

Race Relations Act 1976

Race Relations Amendment Act 2000

Sex Discrimination Act 1976, 1986

Children Act 1989, 2004

Special Educational Needs and Disability Act 2001

Equality of opportunity - Supporting children with special educational needs

POLICY STATEMENT

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

“An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters.”

OfSTED 2002 (Helpline: 0300 123 1231)

La Petite Ecole Bilingue has a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of children. We recognise that the majority of children will learn and progress within these arrangements however we accept that a minority of children will require provision which is additional to or different from the usual arrangements. Differentiation and reasonable adjustments are normally put into place.

We have regard for the guidance on approaches to meet these additional Special Educational Needs outlined in the DfES Special Educational Needs Code of Practice (2001). The Code sets out a model of action and intervention that is designed to help children towards independent learning and the procedures the school might adopt on behalf of children with special educational needs. In many cases the action taken will mean that the child's needs are resolved. Only for those children whose progress continues to cause concern should additional action be taken. This Code recommends that when a child is identified as having Special Educational Needs the school should intervene at School Action and School Action Plus.

We ensure our provision is inclusive to all our children with Special Educational Needs.

We support parents and children with Special Educational Needs (SEN).

We identify the specific needs of children with Special Educational Needs and meet those needs through a range of SEN strategies.

We work in partnership with parents and other agencies in meeting individual children's needs.

We monitor and review our policy, practice and provision and, if necessary, make adjustments.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1. Child development	2.1. Respecting each other	3.2. Supporting every child	4.1. Play and exploration
1.2. Inclusive practice	2.2. Parents as partners	3.3. The learning environment	4.2. Active learning
1.4. Health and well-being	2.3. Supporting learning	3.4. The wider context	4.3. Creativity and critical thinking
	2.4. Key person		

PROCEDURES

The designated member of staff to be the Special Educational Needs Co-ordinator (SENCO) is communicated to parents.

Our SENCO is:

NEASA MC ELHONE

We ensure that the provision for children with Special Educational Needs is the responsibility of all members of the school.

We ensure that our admissions practice ensures equality of access and opportunity.

We use the graduated response system for identifying, assessing and responding to children's Special Educational Needs.

We work closely with parents of children with Special Educational Needs to create and maintain a positive partnership.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support.

We liaise with other professionals involved with children with Special Educational Needs and their families, including transfer arrangements to other settings and schools.

We provide a broad, balanced and differentiated curriculum for all children with Special Educational Needs.

We use a system of planning, implementing, monitoring, evaluating and reviewing Individual Educational Plans (IEPs) for children with Special Educational Needs.

We ensure that children with Special Educational Needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We have systems in place for supporting children during Early Years Action, Early Years Action Plus and Statutory Assessment and the Statementing process.

We use a system for keeping records of the assessment, planning, provision and review for children with Special Educational Needs.

We aim to provide resources (human and financial) to implement our Special Educational Needs Policy, as permitted by our budget.

We provide in-service training for parents, practitioners and volunteers.

We raise awareness of any specialism the setting has to offer.

We ensure the effectiveness of our Special Educational Needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

We provide a complaints procedure.

We monitor and review our policy annually.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

LEGAL FRAMEWORK

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Maintaining children's safety and security on premises

POLICY STATEMENT

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe	2.2. Parents as partners	3.2. Supporting every child	

PROCEDURES

1. Children's personal safety

We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.

Adults do not normally supervise children on their own.

All children are supervised by adults at all times.

Whenever children are on the premises at least two adults are present.

We carry out daily risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

2. Security

Systems are in place for the safe arrival and departure of children.

The arrival and departure times of volunteers and visitors are recorded.

Our systems prevent unauthorised access to our premises.

Our systems prevent children from leaving our premises unnoticed.

The personal possessions of staff and volunteers are securely stored during sessions.

School Visitors Policy and Procedures

La Petite Ecole Bilingue seeks to provide a warm and friendly learning environment where visitors are welcome. At the same time, the school has a legal duty of care for the health, safety, security and wellbeing of all pupils and staff. This duty of care incorporates the duty to "safeguard" all pupils from subjection to any form of harm, abuse or nuisance. It is thus the responsibility of La Petite Ecole Bilingue to ensure that this duty is uncompromised at all times.

In order to fulfil this duty, La Petite Ecole Bilingue requires that **all visitors without exception** comply with the following policy and procedures.

1. Policy responsibility

The Head Teacher is responsible for the implementation, coordination and review of this policy.

2. Aim

The aim of the policy is to safeguard children under the school's responsibility both during school hours and out of school hours activities which are arranged by the school.

3. Objective

The objective of the policy is to have in place a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, visitors and parents, and which conforms to child protection and safeguarding guidelines.

Where and to whom the policy applies

The school is deemed to have control and responsibility for its pupils anywhere on the school site during normal school hours, during after school activities and on school organised (and supervised) off-site activities. The policy applies to:

- All staff employed by the school
- All external visitors entering the school site during the school day or for after school activities (including Russian teachers, sports coaches, art teachers, etc.)
- All parents and volunteers
- All pupils
- Other education related personnel (borough adviser, inspectors, etc.)
- Building and maintenance and all other independent contractors visiting the school premises
- Independent contractors who may transport students on minibuses

4. Protocol and procedures

a. Entrance for visitors (including late parents)

The entrance for the visitors is the school entrance located on the right-hand side of the building (when facing it). It is equipped with a video intercom that allows the school to check who the visitor is before opening the door.

The Visitors Record Book is located at this entrance and has to be completed by all visitors, no matter how long their visit.

b. Procedures

Upon arrival at the school, all visitors will be asked to complete the Visitors Record Book with the following information:

- Their name and signature
- Their company (if applicable)
- The reason for their visit / who they are visiting
- Their time of arrival

They will then be given a visitors badge. For extended visits (longer than the few minutes required to pick up a child or drop what was forgotten), visitors will be given a badge bearing their name. Formal proof of identification may be required. The badge must remain visible throughout their visits.

Visitors will then be escorted to their point of contact who will then be responsible for them while they are on site. Visitors are never allowed to move about the site unaccompanied except if valid DBS checks have been produced and the school has a record of those. Even then, the policy of the school is to avoid leaving visitors by themselves.

Upon departure, visitors will hand back their visitors badge and record their departure time in the Visitors Record Book.

c. Unknown/Unidentified Visitors

Any visitor to the school site who is not wearing a visitors badge should be asked politely to identify themselves and their business on the school site.

They should then be escorted to the visitors entrance and asked to sign in and provide every detail listed above. They should then be issued a visitors badge.

In the event that the visitor refuses to comply, they should be asked to leave the premises immediately and the Head Teacher, Deputy Head and/or Founder should be informed. The Head Teacher, Deputy Head, and/or Founder will then consider the situation and decide if it is necessary to inform the police.

If the visitor becomes abusive or aggressive, they will be asked to leave the premises immediately and warned that if they fail to do so, police assistance will be called for.

5. **Staff Development**

As part of their induction, new staff will be made aware of this policy and asked to ensure compliance with its procedures at all times.

Promoting Children's Welfare

Children's rights and entitlements

POLICY STATEMENT

We promote children's right to be strong, resilient and listened to by

- Creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- Encouraging children to develop a sense of autonomy and independence.

We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice	2.1. Respecting each other	3.2. Supporting every child	4.4. Personal, social and emotional development

What it means to promote children's rights and entitlements to be 'strong, resilient and listened to'.

TO BE STRONG MEANS TO:

- Be secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- Be safe and valued as individuals in their families and in relationships beyond the family, such as day care or school ;
- Be self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
- Be included equally and belong in early years settings and in community life;
- Be confident in abilities and proud of their achievements;
- Be progressing optimally in all aspects of their development and learning;

- Be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world;
- Participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

TO BE RESILIENT MEANS TO:

- Be sure of their self-worth and dignity;
- Be able to be assertive and state their needs effectively;
- Be able to overcome difficulties and problems;
- Be positive in their outlook on life;
- Be able to cope with challenge and change;
- Have a sense of justice towards self and others;
- Develop a sense of responsibility towards self and others; and
- Be able to represent themselves and others in key decision making processes.

TO BE LISTENED TO MEANS THAT:

- Adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- Adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- Adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate ; and
- Adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

Achieving Positive Behaviour

POLICY STATEMENT

La Petite Ecole Bilingual believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1. Child development	2.2. Parents as partners	3.2. Supporting every child	4.4. Personal, social and emotional development
1.2. Inclusive practice	2.3. Supporting learning	3.3. The learning environment	
1.3. Keeping Safe			

PROCEDURES

The Headteacher has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. This responsibility is shared between all qualified staff.

The Headteacher will:

- Keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and
- Check that all staff have relevant in-service training on promoting positive behaviour.

We recognise that codes for interacting with other people vary between cultures and families and we require staff to be aware of this whilst ensuring that positive behaviour is developed in line with the school's policy.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy and respect.

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

We expect all members of our school - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

a. Strategies with children who engage in inconsiderate behaviour

We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings and actions so that they can learn a more appropriate response.

We aim to provide enough popular resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.

We acknowledge considerate behaviour such as kindness and willingness to share.

We support each child in developing self-esteem, confidence and feelings of competence.

We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.

When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

We never send children out of the room by themselves, nor do we use a 'naughty chair'. We never use physical punishment, such as smacking or shaking. Children are never threatened with these.

We do not use techniques intended to single out and humiliate individual children.

We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Head teacher and are recorded. The child's parent is informed on the same day.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

b. Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

c. Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

d. Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. We recognise that children, during the 'settling in' period may respond in behaviour that may be hurtful to others as they develop awareness of how to interact with others appropriately. Children are supported in developing these awarenesses and we inform parents at the beginning of the 'settling in' period that this may happen and how we are proactive in protecting children and developing appropriate behaviour.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling (being mindful of safeguarding issues and the risk of unjustified allegations). Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.

- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in the school, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

e. Bullying

[See Anti-bullying Policy](#)

Anti-bullying policy

At La Petite Ecole Bilingue we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour. It is wrong and will not be tolerated.

1. What is bullying?

Bullying is any deliberate, hurtful, frightening, threatening behaviour by an individual or a group towards other people. It occurs more than once, is one sided and happens on purpose, and encompasses all forms of communication

a. Bullying behaviour includes:

Physical: hitting, kicking, spitting, pushing, pinching, throwing stones or any other forms of violence.

Verbal: name calling, swearing, spreading rumours, threats, teasing. This may be directed towards gender, ethnic origin, physical/social disability, personality, etc.

Emotional: being unfriendly, excluding, tormenting, ridicule and humiliation.

Cyber-bullying: texting, emailing, social networking.

Damage to property, or theft: pupils may have their property damaged or stolen.

b. What can children do if they are being bullied?

Tell someone that they can trust – it can be a teacher, a teaching assistant, a member of the lunchtime team, a parent, a friend, or a relative. Generally it is best to tell an adult they trust straight away. They will get immediate support.

Tell themselves that they do not deserve to be bullied and that it is wrong.

Try not to show the bully that they are upset. It is hard, but a bully thrives on someone's fear.

Stay with a group of friends/people. Bullies usually pick on individuals.

c. What can children do if they know someone is being bullied?

Take action! Watching and doing nothing looks as if they are on the side of the bully.

If they feel they cannot get involved, they should tell an adult immediately. Teachers will deal with the bully without getting them into trouble.

Do not be, or pretend to be, friends with a bully.

2. Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. If bullying is suspected/reported:

- The Head Teacher will be informed.
- A member of staff will be nominated to carry out an initial investigation.
- The member of staff will talk to and listen to the suspected victim, and any witnesses, making sure that the children feel safe to talk.
- The member of staff will talk to the bully about what has happened, to discover why they became involved. They will make it clear that bullying is not tolerated at La Petite Ecole Bilingue.
- The problem will be identified and possible solutions agreed.
- Sanctions from the behaviour policy will be applied.
- Parents will be informed on all matters identified as bullying.

If the situation is not resolved, then the Head Teacher, working with the Special Educational Needs Coordinator (SENCO) where relevant, will intervene and a behaviour plan may be written.

All incidents of bullying will be recorded as such in the School Incident Log.

3. Action to be taken to support the victim

Environmental changes – classroom, playground – will be made if necessary to ensure that child feels more secure.

Staff must communicate with other staff and record, where relevant, any incidents or concerns in a **PLAYGROUND LOG**.

The situation will continue to be monitored by all staff to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom. Any follow-up findings will be recorded in the monitoring section of the school **INCIDENT LOG**.

Key friends identified by the child will be asked for extra support.

The child will nominate an adult in school whom they trust and feel they can talk to.

The child will be made aware of the importance of immediate reporting of any further incidents.

Parents will be invited into school so that action taken can be shared.

The SENCO and the class teacher will work together to assess whether the child needs support in the development of social skills – assertiveness, language skills.

4. Action to be taken to support the bully

Type and method of support will depend on individual needs, age and maturity of the child.

It may be suggested that the children involved meet with the support of their class teachers.

It will be made clear to the child that their behaviour is unacceptable because of the effect that it is having on the other child.

The child may be asked what they hoped to gain by their behaviour – if their answer indicates that a need is not being met, then this will be addressed through discussion with parents.

The child will be reminded that they are responsible for their behaviour and there are consequences for poor behaviour.

Sanctions for behaviour may include the removal of breaks, lunchtimes – parents will be informed which sanctions will be used.

Following the implementation of a behaviour plan, if the behaviour persists, then outside agency support may be requested to address the needs of the child, with the permission of parents.

5. Role of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.

Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.

If you feel your child may be a victim of bullying behaviour, please inform school. Your complaint will be taken seriously and appropriate action will follow.

If you feel your child has been bullied by another child, please do not approach that child or the child's parent on the playground, please inform school immediately.

It is important that you advise your child not to fight back. It can make matters worse!

Tell your child that it is not their fault that they are being bullied.

Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help

6. Curriculum

Bullying topics are approached throughout the school in our PSE classes (Friday afternoon assemblies). We also organise a series of events and activities for national anti-bullying week.

Additions to policies 2015:

Anti-bullying Policy 2

1. Aims and objectives

At La Petite Ecole Bilingue, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Every student has the right to be safe and happy in school and to be protected when they are feeling vulnerable. Bullying of any kind is unacceptable. When bullying occurs, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

The purpose of this policy is to inform all staff, both teaching and non-teaching, parents and pupils what bullying is, how seriously we take it and the school procedures when bullying is reported. Pupils and parents are assured that they will be supported when bullying is reported. Staff awareness is raised by regular discussion and training. The school is committed to taking action to reduce the rise of bullying at times and places where it is most likely.

DEFINITION

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DfE Preventing and Tackling Bullying 2013)

Bullying can take many forms:

- Cultural - discriminating on the grounds of a person's background or different views
- Cyber - the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.
- Disability - discriminating due to someone's physical or mental disability
- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Homophobic - because of, or focusing on the issue of sexuality
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Religious - discriminating on the grounds of a person's religious beliefs
- Sexual - unwanted physical contact or sexually abusive comments
- Sexist - targeting another for being a member of a particular gender - impacting on the individual person and on all men and women
- Social Isolation - behaviour leading to social isolation, including gossip spreading gossip and encouraging others to ignore another

- Verbal - name-calling, sarcasm, spreading rumours, teasing

2. The seriousness of bullying

Bullying is unacceptable in any form and the School will always respond to concerns and take appropriate action. The impact of bullying, both physical and emotional, can have extremely serious consequences for a child, including psychological damage and loss of self-esteem. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; the Headmistress will make her own judgement about each specific case.

Some signs and symptoms

A pupil may indicate by signs or patterns of behaviour that he/ she is being bullied. He /she may;

- become frightened of walking to or from school
- be unwilling to go to school
- feel ill in the morning and complain of tummy / head aches
- begin to do poorly in school work
- become withdrawn, start stammering
- regularly have books or clothes destroyed or stolen
- become distressed, stop eating, overeat
- cry easily or have nightmares
- become tired and listless due to inability to sleep
- become disruptive or aggressive
- have possessions go 'missing'
- be frightened to say what is wrong
- have frequent injuries and unexplained bruises
- run away
- self-harm

These signs and behaviour traits could indicate other problems, but bullying should be considered as a possibility and should be investigated.

PROCEDURE TO FOLLOW WHEN BULLYING IS REPORTED

The Procedure for dealing with any incident of poor behaviour is detailed in the School's Behaviour and Discipline Policy. Should an investigation into an alleged bullying incident be found not to be bullying, then this does not mean that the incident is closed. It will be dealt with under the Behaviour and Discipline Policy.

Children are often very reluctant to 'tell' on their friends and classmates and victims of bullying can be particularly reluctant to come forward. Although this is addressed in the PSCH Programme, teachers must be vigilant at all times and report a bullying incident, including cyber-bullying and bullying outside school, or any concerns they may have about a child to the Headmistress immediately.

Class Teachers

Class Teacher is best placed to talk to a child who is displaying any symptoms of being bullied or about whom they have concerns. They should first report their concerns to the Headmistress and discuss the best course of action. The conversation with the child should take place in a familiar place, which could be the classroom, but with no other

children present and without the likelihood of interruption. However, the teacher should take sensible steps to protect themselves from allegations (see Safeguarding Policy).

Parents

Parents may be the first to notice symptoms that their child is being bullied and may report their concerns to the Headmistress. Parents will be told about the School procedures, including support for the child. However, great care should be taken that the term 'bullying' is not used out of context or incorrectly. Children can find life in a large community quite hard and do not always behave as we may wish. There is a wide band of 'naughty' behaviour that is not bullying. It is bullying if the intention is to hurt another, either physically or emotionally.

Headmistress

It is the responsibility of the Headmistress to implement the school anti-bullying strategy and it is important that all concerns about bullying are reported to her immediately. The Headmistress works closely with the Deputy Head, who have responsibility for the day to day running of the School, and the Deputy Head may assist the Headmistress in the investigation of any incident.

Once a case of bullying has been reported, the Headmistress or Deputy Head will discuss the matter with the victim's Class Teacher and decide on the course of action in order to ascertain the facts. The Class Teacher will ask the child to talk to the Headmistress or Deputy Head and will be present during the interview.

The Deputy Head may need to interview other children, including the alleged perpetrator. It may be that asking all children to write down their account of an incident is helpful in getting a clear picture of an incident, and frees the children from the fear of 'telling'. (see Behaviour Policy) With younger children this is not practicable however here the dolls can sometimes be used to help talk about the issue.

Once the facts are clear, the Deputy Head/ Headmistress will discuss the incident with the parents of all children concerned. Should it emerge that this is a case of bullying then the Headmistress will see the perpetrator's parents in person and will discuss with them the School's response. The child will also be asked to join the discussion and will be informed of the Headmistress's decision.

The Headmistress will also discuss the bullying incident with the victim's parents and later with the victim present. The Headmistress, with the Deputy Head who has responsibility for the day to day running of the School, will put in force a programme of support for the victim.

Ideally, the victim and the perpetrator will meet in the presence of the Headmistress and / or the Deputy Head and will share their feelings and shake hands after an apology. For minor incidents, the School tries to avoid the label of 'bully' and will give the child who is at fault guidance and support to help them modify their behaviour.

The incident will always be logged by the Headmistress in the School's Records and Incident Book, and if the incident has been deemed 'bullying' then it must be recorded as such with a record of the sanctions imposed. Records are kept in order to evaluate the effectiveness of the approach adopted or to enable patterns to be identified;

After the incident has been investigated and dealt with, the matter will be discussed at a Staff Meeting and any necessary measures put in place to prevent any repetition.

SANCTIONS (see Behaviour and Discipline Policy)

Disciplinary sanctions will be imposed that reflect the seriousness of an incident and convey a deterrent effect and the age of the pupil concerned. Should a repetition occur, the nature of the sanction will escalate.

For minor incidents, a letter of apology or the return of property may be sufficient, but other sanctions such as a report card may be appropriate. For all incidents, a written warning is given to the bully and his parents with a copy of the Behaviour and Discipline Policy. However, a serious or persistent case of bullying may result in immediate suspension or expulsion.

PREVENTION

Bullying is wrong and can cause serious psychological damage to individual or groups of children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

Staff

Regular training raises the awareness of staff, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and available sources of support are understood. At times, the school invests in specialist training to understand the needs of their pupils, including those with special educational needs or disabilities, lesbian, gay ,bisexual and transgender pupils. Staff also lead by example, in an atmosphere of mutual respect and tolerance.

Regular discussions at Staff Meetings includes places where bullying is most likely and the need for staff vigilance. In the event that a potential bullying incident is observed then the member of staff must not let it go unnoticed. A gentle reprimand, the separation of a group, the calming down of horseplay or sending for a Headmistress or Deputy Head can prevent situations escalating, and also give the children a message about the boundaries of acceptable behaviour.

The Classroom

Children need to know the difference between right and wrong, although very young children will often not distinguish between the contexts in which words such as 'right' and 'wrong' are used, e.g. sometimes the word 'wrong' will refer only to socially unacceptable behaviour, like poking your tongue out; whilst at other times a moral absolute is involved, like bullying. Nevertheless, children need to be introduced from an early age to concepts of right and wrong, so that moral behaviour becomes an instinctive habit.

An atmosphere of trust, caring and respect in the classroom is essential. This is augmented by the use of educational elements such as personal, social, health and citizenship education and (PSHCE), with discussion of differences between people and the importance of avoiding prejudice-based language as well as assemblies, projects, drama, stories, literature, historical events and current affairs to stimulate discussion.

EYFS

With younger children a few moments of reflection or time out can be very effective however it is often a case of misunderstanding of boundaries or a difference in personal experience at this early age therefore good guidance and thoughtful use of PSHE time can make a huge difference. The message to staff is: If in doubt – act!

Older Pupils

Pupils who have shown during their time in the School that they are responsible, showing a kind and caring attitude to others. Their example is made evident to younger pupils.

The following should be displayed on classroom notice boards after discussion in a PSHE session in the first week of every school year:

WE DON'T ACCEPT BULLIES AT LA PETITE ECOLE BILINGUE

La Petite Ecole Bilingue is not prepared to accept pupils who are unkind in what they say or do. You have the right to lead your life without being upset by bullies.

Bullies are people who keep worrying you by pushing, punching or teasing you.

Bullying is any form of repeated unkind actions or words. Cyberbullies use text messages, nasty web sites and emails.

Pupils must help each other by telling if they know of others being bullied or cyberbullied.

TELL SOMEONE!

Safeguarding officer: Mrs Knupffer and Mrs Faye

Telling about bullies is not 'telling tales'.

We will find time to listen to your problem, or your friend's problem, and will help you.

Policy on collecting children from the School

When children are handed over to staff at school, the school acts "in loco parentis", that is, in place of the parents. The school takes responsibility for the safety and well-being throughout the time they are with the school. Staff at school would not be acting in the best interest of the child if they were to hand children over for collection either to someone whom they didn't recognise, or who was not an adult.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe 1.4. Health and well-being	2.2. Parents as partners	3.4. The wider context	4.4. Personal, social and emotional development

**TO AVOID FUTURE CONFUSION OR DISAPPOINTMENT,
THE SCHOOL'S POLICY IS AS FOLLOWS:**

We expect that parents or carers will always inform us when someone other than their usual collector will be picking the child up.

We ask parents for the name and request the person brings photographic proof of identity such as a passport or driving licence.

Where we are unsatisfied that we know who is collecting the child, we will not allow the child to go until we have made contact with the family.

We NEVER allow the child to be collected by a person under the age of 16.

We will only allow a person under the age of 18 (unless it is the parent themselves) to collect a child if we have the parent/carer's written permission. Forms are available in school for this.

We inform parents of this policy at the beginning of the school year or when a child joins the school.

We do not seek to make life difficult or awkward for parents and we always do our best to accommodate emergencies. However we ensure the safety, security and well-being of the children as our priority.

Parents who wish another adult to collect their children from school on a regular basis are asked to fill in an Authorisation to Collect Children from School Form and supply names and photos of the authorised person, the school will then make a photo-card identification. These forms are given to parents each September or on request.

Uncollected child

POLICY STATEMENT

In the event that a child is not collected by an authorised adult at the end of a session/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. 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe 1.4. Health and well-being	2.2. Parents as partners	3.4. The wider context	

PROCEDURES

Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
- Work telephone number (if applicable).
- Mobile telephone number (if applicable).
- Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a child-minder or grandparent.
- Who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.

On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us of how they can be contacted.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.

IF A CHILD IS NOT COLLECTED AT THE END OF THE SESSION/DAY, WE FOLLOW THE FOLLOWING PROCEDURES:

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting – and whose telephone numbers are recorded on the Registration Form – are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.

We contact our local authority children's social services care team:

[020 7361 3013](tel:02073613013)

For full day care, this will be the out of hours duty officer:

[020 7373 2227](tel:02073732227)

The child stays at setting in the care of two members of staff and or school owner until the child is safely collected either by the parents or by a social care worker.

Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.

Under no circumstances do staff go to look for the parent, nor do they take the child home with them.

A full written report of the incident is recorded in the child's file.

Under the influence of alcohol or drugs

Parents under the influence of alcohol or drugs will NOT be permitted to collect their child to ensure their child's safety. Staff may call the police 999 or RBKC Local Authority Designated Officer (LADO): Angela Flavin on 07792597181 or RBKC Duty & emergency Team on 0207 373 2227.

Missing child

POLICY STATEMENT

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outings procedure and the exit/entrance procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is as follow.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe 1.4. Health and well-being	2.2. Parents as partners	3.4. The wider context	

1. Child going missing on the premises

As soon as it is noticed that a child is missing the key person/staff alerts an on-site member of the senior management team.

The member of the senior management team and or other staff will carry out a thorough search of the building and grounds.

The register is checked to make sure no other child has also gone astray.

Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.

If the child is not found, the parent is contacted and the missing child is reported to the police.

The member of the senior management team talks to the staff to find out when and where the child was last seen and records this (missing child report form).

The member of the senior management team contacts the school owner and reports the incident. The owner then carries out an investigation and may come to the setting immediately if not on the premises.

2. Child going missing on an outdoor visit

This describes what to do when staff have taken a small group on an outing, leaving the members of the senior management team and/or other staff back in the setting. If member of the senior management team has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing when their parent has accompanied the outing may be a little different, as parents usually are responsible for their own child.

As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.

The setting senior management team is contacted immediately and the incident is reported.

The member of the senior management team contacts the police and reports the child as missing.

The senior management team member contacts the parent, who makes their way to the setting or outing venue as agreed with the setting leader. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.

Staff takes the remaining children back to the setting.

In an indoor venue, a member of staff contacts the venue's security who will handle the search and contact the police if the child is not found.

The setting leader contacts the school owner and the Local Authority and OFSTED (Helpline: 0300 123 1231) and reports the incident.

Local Authority guidelines take priority.

[See additional documentation at](#)

http://kensingtonandchelsea.proceduresonline.com/chapters/p_absent_miss_child.html

a. The investigation

Staff members keep calm and do not let the other children become anxious or worried. The senior manager together with the Local Authority and if possible the owner of the school speak with the parent(s).

The LA carries out a full investigation taking written statements from all the staff in the room or who were on the outing.

The key person/staff member writes an incident report detailing:

- The date and time of the report.
- What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
- When the child was last seen in the group/outing.
- What has taken place in the group or outing since the child went missing.
- The time it is estimated that the child went missing.

A conclusion is drawn as to how the breach of security happened.

If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation: including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.

The incident is reported under RIDDOR arrangements; see the Reporting of Accidents and Incidents policy:

<https://extranet.hse.gov.uk/lfserver/external/F2508DOE>.

The local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.

In the event of disciplinary action needing to be taken, Ofsted is informed through the LA.

The insurance provider is informed through the LA.

b. Managing people

Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.

The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.

Staff may be the understandable target of parental anger and they may be afraid. Setting leaders need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.

The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the setting leader and the other should be the School owner or LA representative. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.

The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.

In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The chairperson or proprietor will use their discretion to decide what action to take.

Staff must not discuss any missing child incident with the press.

Policy on the use of Photographic Devices

La Petite Ecole Bilingue acknowledge that the use of photography in all its forms – conventional, video and digital is a positive force for learning, care and development, and in broad terms wish to do nothing which might seek to curtail its beneficial use.

However, we acknowledge that there are potential difficulties arising principally from the abuse of photography, and some legal complications concerning permissions, authority and European Law.

Nonetheless, in this policy we seek to make some simple guidance for the school and all its users, staff, parents, governors and visitors.

DEFINITION

Throughout this policy the words “parent/carers” shall be defined as the legal guardians of the child, who have parental responsibility for them.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe	2.1. Respecting each other 2.2. Parents as partners	3.4. The wider context	

1. The right to privacy

The parent/carer of any child attending the nursery has the right for whatever reason to insist that their child is NOT recorded photographically in any way.

To facilitate this, on entry to the school, each parent/carer is required to sign a permission form which makes it clear that this is to be the case.

Under no circumstances will anyone take a photograph that includes a child whose parents/carers have expressly refused permission.

For this reason, and to remove all doubt, ALL visitors to Nursery who wish to take still or moving photographs must ask permission from the Head Teacher or his/her representative on each occasion.

Photographs of children, which show their faces, will not be published on the Internet, as stills, mpegs or streamed video without parents' separate and express permission.

Photographs published outside the Nursery will never include the child's name unless specific permission has been sought and granted by the appropriate parent/carer.

2. The right to specific exclusion

There are occasions during the year where parents may wish to photograph and especially video a group of children – the Winter Show / Party for example.

As parents will have signed the permission forms, it will be assumed that they have no objection to other outside individuals taking pictures.

If they wish to object, they must notify the school, as they will be deemed to have consented.

3. The right to decency

The school will do nothing to reduce a child's dignity, nor permit anything to take place which demeans or belittles a child, or which in any way makes them more vulnerable.

Photographs are taken by staff of activities and individuals taking part, as a record, and as entertainment, and for education of children themselves. Students take photographs for their own records and pieces of work.

Children will never be photographed in a state of undress, i.e. in less than normal indoor clothing, whatever the circumstances. This is non-negotiable.

They will not be photographed when distressed, nor when their behaviour could be held up to ridicule.

4. Delegation of Responsibility

The use of cameras and videos is one which has the potential for significant disagreement where many parents/carers are involved, and feelings can run high. The school Owners delegate the powers of decision in any dispute to the Head Teacher who will have their total support in any backing for this purpose, as he/she will be acting within the letter or spirit of this policy.

E-Safety policy

1. Introduction

Our e-Safety Policy has been written by the school, building on The London Grid for Learning (LGfL) Exemplar Policy and other example policies and documents.

It has been discussed with staff, agreed by the senior management and approved by Governors. It will be reviewed annually.

It is the duty of the school to ensure that every child in our care is safe, and the same principles should apply to the 'virtual' or 'digital' world as would be applied to the school's physical buildings.

This Policy document is drawn up to protect all parties: the students, the staff and the school and aims to provide clear advice and guidance on how to minimise risks and how to deal with any infringements.

2. Context and Background

The technologies

ICT in the 21st Century has an all-encompassing role within the lives of children and adults. New internet and online technologies are enhancing communication and the sharing of information.

Current and emerging Internet and online technologies used in school and, more importantly in many cases, used outside of school by children include:

- The Internet – World Wide Web
- e-mail
- Instant messaging (often using simple web cams) e.g. Instant Messenger)
- Web based voice and video calling (e.g. Skype)
- Online chat rooms
- Online discussion forums
- Social networking sites (e.g. Facebook)
- Blogs and Micro-blogs (e.g. Twitter)
- Podcasting (radio / audio broadcasts downloaded to computer or MP3/4 player)
- Video broadcasting sites (e.g. You Tube)
- Music and video downloading (e.g. iTunes)
- Mobile phones with camera and video functionality
- Smart phones with e-mail, messaging and internet access

Our whole school approach to the safe use of ICT

Creating a safe ICT learning environment includes three main elements at this school:

An effective range of technological tools;

- Policies and procedures, with clear roles and responsibilities
- E-Safety teaching is embedded into the school curriculum and schemes of work

3. Roles and Responsibilities

E-Safety is recognised as an essential aspect of strategic leadership in this school and the Head, with the support of the Parent's Committee, aims to embed safe practices into the culture of the school

c. Leadership team

The SLT ensures that the Policy is implemented across the school via the usual school monitoring procedures

d. e-Safety Co-ordinator

Our school e-Safety Co-ordinator is Francoise Faye (Deputy Head)

She is responsible for keeping up to date on all e-Safety issues and ensuring that staff are updated as necessary.

Senior Management Team

The Senior Management Team is responsible for overseeing and reviewing all school policies, including the e-Safety Policy.

e. School Staff

All teachers are responsible for promoting and supporting safe behaviours in their classrooms and following school e-Safety procedures. Central to this is fostering a 'No Blame' culture so pupils feel able to report any bullying, abuse or inappropriate materials.

Staff should ensure they are familiar with the school e-Safety policy, and ask for clarification where needed.

They should sign the Staff Acceptable Internet Use agreement annually

Class teachers should ensure that pupils are aware of the e-Safety rules, introducing them at the beginning of each new school year.

f. Pupils

Pupils are expected to take an active part in planned lessons and activities to support their understanding and confidence in dealing with e-Safety issues, both at home and school.

They are asked to agree to a set of guidelines and rules covering their responsibilities when using ICT at school

g. Portable storage media

Staff are allowed to use their own portable media storage (USB Keys etc). If use of such a device results in an anti-virus message they should remove the device and immediately report to the ICT Administrator

Internet access at school

h. Use of the Internet by pupils

Internet access is carefully controlled by teachers according to the age and experience of the pupils, and the learning objectives being addressed. Pupils are always actively supervised by an adult when using the Internet, and computers with Internet access are carefully located so that screens can be seen at all times by all who pass by.

Access for all pupils

In line with our inclusion policies across the school, we want to ensure that all our pupils have access to the Internet, particularly where this will directly support their learning.

Using the Internet for learning

The Internet is now an invaluable resource for learning for all our pupils, and we use it across the curriculum both for researching information and as a source of digital learning materials.

Using the Internet for learning is now a part of the Computing Curriculum (Sept 2014)

We teach all of our pupils how to find appropriate information on the Internet, and how to ensure as far as possible that they understand who has made this information available, and how accurate and truthful it is.

- Teachers carefully plan all Internet-based teaching to ensure that pupils are focussed and using appropriate and relevant materials.

- Children are taught how to use search engines and how to evaluate Internet-based information as part of the ICT curriculum, and in other curriculum areas where necessary.

- They are taught how to recognise the difference between commercial and non-commercial web sites, and how to investigate the possible authors of web-based materials.

- They are taught how to carry out simple checks for bias and misinformation

- They are taught that web-based resources have similar copyright status as printed and recorded materials such as books, films and music, and that this must be taken into consideration when using them.

Unsuitable material

Despite the best efforts of the LA and school staff, occasionally pupils may come across something on the Internet that they find offensive, unpleasant or distressing. Pupils are taught to always report such experiences directly to an adult at the time they occur, so that action can be taken. The action will include:

1. Making a note of the website and any other websites linked to it.
2. Informing the ICT Administrator
3. Logging the incident – ICT Incident Log Book in the school office
4. Discussion with the pupil about the incident, and how to avoid similar experiences in future

i. Using E-Mail at school

E-Mail is a valuable and stimulating method of communication that plays an important role in many aspects of our lives today. We believe it is important that our pupils understand the role of e-mail, and how to use it appropriately and effectively.

- We teach the use of e-mail as part of our ICT curriculum, and use appropriate pupil email accounts where necessary
- Pupils are not allowed to access personal e-mail using school Internet facilities

j. Social Networking (Face book/Twitter etc)

Staff should note the seriousness of inappropriate use of social networking websites. However high you set your privacy settings you are vulnerable when you correspond with others who have not set their own security to the same level. Matters of concern are:

- Inappropriate pictures of staff
- Sending inappropriate images over the internet
- Writing comments about others that could be libellous

A search on sites such as Facebook and Instagram for "La Petite Ecole Bilingue" allows anyone potential access to your profile and correspondence. Therefore, if you use such

sites you must make sure that the School's name is not recorded anywhere in your own record. Staff should not make any comments about the School or work life on such sites.

Any correspondence with parents on social networking sites must be cleared by the Headmistress and this must include internet correspondence. No Staff must have any parent as a "friend" on any social networking site nor should any member of staff correspond with a pupil, either current or former. Should a child approach you and ask a member of staff to be a "friend" then the request must be refused. Should a member of staff ever approach a current or previous pupil to be a friend then this would be a serious breach of professional trust and as such would be a disciplinary matter. Similarly, any member of staff who is listed as a "friend" to a current or previous pupil will be asked to attend a disciplinary meeting. It must be understood that these measures are necessary to protect the reputation of members of staff and the school.

These networking websites are being investigated and the borough Kensington & Chelsea has already had closed down as there were adults pretending to be children using them to approach a school children. Even genuine use can be open to abuse or the hijacking of a user – teachers especially vulnerable. The school will be alerted if there is any cause for concern about any member of staff or pupil. Internally, the use of the internet at school is also being monitored and staff must not use networking websites when using a school computer. School facilities are intended for professional school use only.

5. Legal framework

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf

<http://www.lgfl.net/esafety/Pages/safeguarding.aspx>

Supervision of children on outings and visits

POLICY STATEMENT

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Staff in our setting ensures that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe 1.4. Health and well-being	2.2. Parents as partners	3.3. The learning environment	4.2. Active learning

PROCEDURES

Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.

This general consent details the venues used for daily/weekly activities.

There is a risk assessment for each venue carried out, which is reviewed regularly.

Parents are always asked to sign specific consent forms before major outings in compliance with Local Authority guidance.

A risk assessment is carried out before an outing takes place.

All venue risk assessments are available for parents to see.

Our adult to child ratio is:

- **aged 2 and below** – **1adult : 2 children**
- **aged 2 to 5** – **1adult : 5 children**
- **aged 5 upwards** – **1adult : 8 children**

However the risk of the venue and method of transport is risk assessed and the ratio of adults may be increased accordingly.

Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.

Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.

Staff take a list of children with them with contact numbers of parents/carers.

Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.

A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.

If parent helpers accompany the outing the expectations are communicated to them and they must accept that the lead teacher is in charge of all adults and children.

Risk assessment

POLICY STATEMENT

La Petite Ecole Bilingue believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment, which we use as a tool to help us identify and reduce risks to our children, staff, parents and visitors to the school.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe		3.3. The learning environment 3.4. The wider context	

PROCEDURES

Our risk assessment process covers adults and children and includes:

- Identifying the hazards
- Deciding who might be harmed and how
- Evaluating the risks and deciding on precautions
- Recording the findings and implementing them
- Reviewing the assessment and updating if necessary.

We maintain lists of health and safety issues, which are checked daily before the sessions begin as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

We have risk assessments in place for specific areas within the school where a risk has been identified as moderate to high: stairs, main door, outdoor area, dining room.

We have risk assessments in place for activities undertaken by children by which have been assessed as having a moderate to high risk to the children's health and /or safety.

We have risk assessments in place for all outings and visits.

We have risk assessments in place for travelling to and out of school venue.

The risk assessments are written and reviewed annually.

The role of the senior manager

THE SENIOR MANAGER SHOULD ENSURE THAT:

Policies are implemented by all staff.

Sufficient resources are available to enable the DSMS and other staff to discharge their responsibilities with regard to safeguarding.

Staff and volunteers are able to raise concerns about poor or unsafe practice and have their concerns addressed in a sensitive, effective and timely way.

The role of the Designated Senior Member of Staff for Safeguarding (DSMS)

THE ROLE INCLUDES:

Safeguarding policy – ensuring all staff and volunteers are aware of the setting's safeguarding policy, and that it is reviewed annually

Liaison – with the Local Authority, the Registered Person/Registered Body/Governing Body, and with Ofsted when appropriate, with regard to the safeguarding of children

Records – maintenance and safe storage of Safeguarding records and copies of any referrals made to Children's Social Care

Training – ensuring that all staff receive information about Safeguarding at induction, and receive safeguarding training appropriate to their role

Awareness raising – ensuring all staff understand internal recording and reporting systems and know what to do if they are worried about a child.

Policy for inappropriate adult behaviour towards children

POLICY STATEMENT

Our school is committed to ensuring that all adults who work with our children behave at all times in an appropriate and caring manner and that we all take a personal responsibility to report any cases of inappropriate adult behaviours towards our children in line with our 3 key commitments.

1. Key commitment 1

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

2. Key commitment 2

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'Working Together to Safeguard Children'

<https://www.education.gov.uk/publications/eOrderingDownload/00305-2010DOM-EN.pdf>

3. Key commitment 3

We are committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. We are also committed to empowering young children, through early childhood curriculum, promoting their right to be strong, resilient and listened to.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe	2.1. Respecting each other 2.2. Parents as partners	3.4. The wider context	4.4. Personal, social and emotional development

4. Behaviours to Watch for When Adults Are With Children

We all have personal likes and things that make us uncomfortable. "Personal space" is the private area of control inside an imaginary line or boundary that defines each person as separate.

Ideally, that boundary helps us stay in charge of our own personal space. It helps keep out the things that make us uncomfortable - unsafe and unwanted feelings, words, images, and physical contact. Solid social rules strengthen the boundary. Behaviours that routinely disrespect or ignore boundaries make children vulnerable to abuse.

We are vigilant of an adult or older child who doesn't seem to understand what's acceptable when it comes to:

a. Personal Space

- Makes others uncomfortable by ignoring social, emotional or physical boundaries or limits.
- Refuses to let a child set any of his or her own limits.
- Uses teasing or belittling language to keep a child from setting a limit.
- Insists on hugging, touching, kissing, tickling, wrestling with or holding a child even when the child does not want this physical contact or attention.
- Frequently walks in on children/teens in the bathroom.

b. Relationships with children

- Turns to a child for emotional or physical comfort by sharing personal or private information or activities, normally shared with adults.
- Has secret interactions with teens or children (e.g. games, sharing drugs, alcohol, or sexual material) or spends excessive time emailing, text messaging or calling children or youths.
- Insists on or manages to spend uninterrupted time alone with a child.
- Seems "too good to be true," i.e. frequently baby sits different children for free; takes children on special outings alone; buys children gifts or gives them money for no apparent reason.
- Allows children or teens to consistently get away with inappropriate behaviours.

c. Sexual conversation or behaviour

- Frequently points out sexual images or tells dirty or suggestive jokes with children present.
- Exposes a child to adult sexual interactions or images without apparent concern.
- Is overly interested in the sexuality of a particular child or teen (e.g., talks repeatedly about the child's developing body or interferes with normal teen dating).

OTHERS SIGNS MIGHT INCLUDE INAPPROPRIATE ADULT BEHAVIOURS COULD INCLUDE:

- Controlling Behaviour
- Unrealistic Expectations
- Blaming children for problems
- Blaming children or others or own feelings: "you make me mad, "I can't help being angry"
- Hypersensitivity
- Cruelty to animals or children
- Verbal abuse
- Threats of violence
- Breaking or striking objects
- Using any force during an argument
- Neglecting children
- Emotional abuse and using inappropriate language

It is the responsibility of all staff to report any concerns they may have about adults who behave inappropriately towards any of our children to the designated Child Protection Person or to the Head Teacher.

Any concerns raised should be handled in a professional and respectful manner and should be reported confidentially to one of the designated people.

Other Adults in the House Policy

The school is committed to ensuring that all the adults that the children come into contact with behave at all times appropriately towards the children and that we have carried out the necessary safety checks to ensure the adults are suitable to be on the school premises.

The other adults in the house are employed by the owner for domestic and other duties. All adults in the house have undergone Disclosure and Barring Services Checks and received clearances.

LIST NAMES

- Regina SUPRONIENE
- Corina CARAGACEAN
- Dimitri CULEAC

The adults in the house understand the importance of safeguarding children and follow school policies in this respect.

The adults in the house are good role models for the children.

Although the adults in the house have been thoroughly checked to be suitable to be near young children they are never in sole care of the children but occasionally support the staff with the children for example:

- Helping children down the stairs
- Accompanying children, as an extra helper, on visits, outings and to the park
- Supporting staff in the outdoor play area or in the classroom on an occasional basis
- Supporting children at lunch time in the dining room

The adults in the house never support children with intimate hygiene routines i.e. nappy changing and toileting.

Making a complaint

POLICY STATEMENT

The school believes that children and parents are entitled to expect care, courtesy, respect and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice	2.1. Respecting each other 2.2. Parents as partners	3.2. Supporting every child 3.4. The wider context	

PROCEDURES

We keep a 'summary log' of all complaints. This is to be made available to parents as well as to Ofsted inspectors. The LA regulations for school complaints apply to the school.

1. **Making a complaint**

a. Stage 1 – information raising of a concern or difficulty to a member of staff, orally or in writing

Any parent who has a concern about an aspect of the school's provision talks over, first of all, his/her concerns with the Class Teacher or Head Teacher.

Most complaints should be resolved amicably and informally at this stage.

b. Stage 2 – a formal complaint in writing to the Headteacher

If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the Head Teacher or school owner.

For parents who are not comfortable with making written complaints, there is a template form for recording complaints; the form may be completed with the person in charge and signed by the parent.

The school stores written complaints from parents securely. However, if the complaint involves a detailed investigation, the Head Teacher may wish to store all information relating to the investigation in a separate file designated for this complaint.

When the investigation into the complaint is completed, the Head Teacher meets with the parent to discuss the outcome.

When the investigation into the complaint is completed, the Headteacher meets with the parent to discuss the outcome. Parents must be informed of the outcome of the investigation within 28 days of making the complaint.

When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

c. Stage 3 – a meeting with the Headteacher and the Owner of the School

If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Head Teacher and the Owner of the school. The parent should have a friend or partner present if required and the Head Teacher should have the support of the Owner and vice-versa. An agreed written record of the discussion is made and any decision or action to take as a result is recorded. All of the parties present at the meeting sign the record and receive a copy of it.

This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

d. Stage 4 – a Reference to the Complaints Panel

A Complaints Panel (Complaints Panel) hearing is a review of the decisions taken by the Headteacher and the Owner of the school. The Panel will not consider any new areas of complaint which have not been previously raised as part of the complaints procedure. The Panel's task is to establish the facts surrounding the complaint by considering:

- The documents provided by both parties and
- Any representations made by you and the Headteacher and
- To reach a decision on a balance of probabilities

Composition:

The Panel hearing your complaint will consist of at least three independent members none of whom have any connection with the governance, management and running of the School. They are people who have held a position of responsibility and who are used to analysing evidence, for example, civil servants, legal professionals and retired members of the Police Force. You may ask the Complaints Co-ordinator to tell you who has been appointed to sit on the Panel.

Chair: The hearing will be chaired by one member of the Panel (chosen by themselves) and will be conducted in an informal manner. It is not within the powers of the Panel to make any financial award, nor to impose sanctions on staff, pupils, or parents. The Panel may make recommendations on these or any other issues to the Headteacher or to the Directors as appropriate.

Notification: To request a hearing before the Complaints Panel please write to the Complaints Co-ordinator within 5 working days of the decision complained of. Your request will usually only be considered if you have completed the procedures at Stages 1 and 2

Please ensure that:

- A copy of all relevant documents and your full contact details accompany your letter to the Complaints Co-ordinator
- Your letter states the outcome that you desire and all the grounds of your complaint

The Complaints Co-ordinator is sent a list of the documents which you believe to be in the School's possession and wish the Panel to see.

The Complaints Co-ordinator will acknowledge your request in writing within 2 working days of receipt. If you require assistance with your request, for example, because of a disability, please contact the Complaints Co-ordinator who will be happy to make appropriate arrangements.

Convening the Panel:

The Complaints Panel will be convened as soon as reasonably practicable, but the Panel will not normally sit during half terms or school holidays.

Notice of hearing:

Every effort will be made to enable the Panel hearing to take place within 10 working days of the receipt of your request. As soon as reasonably practical and in any event, at least 7 working days before the hearing, the Complaints Co-ordinator will send you written notification of the date, time and place of the hearing, together with brief details of the Panel members who will be present. The hearing will normally follow the procedure set out in Appendix 1.

Attendance:

You will be invited to attend the hearing and may be accompanied by one other person such as a relative, teacher, or friend. If you wish to be accompanied by a legally qualified person, acting in their professional capacity, please notify the Complaints Coordinator at least 3 working days before the hearing. Copies of any additional documents you wish the Panel to consider should be sent to the Complaints Co-ordinator at least 3 days prior to the hearing.

Hearing:

All statements made at the hearing will be unsworn. All present will be entitled, should they wish, to write their own notes for reference purposes. The Complaints Coordinator will take a handwritten minute of the proceedings. The Panel will not consider any new areas of complaint unless these matters could not reasonably have been known previously. The introduction of new areas of complaint will be at the discretion of the Chair.

All those present at the hearing shall have the opportunity of asking questions and making comments in an appropriate manner. The hearing is not a legal proceeding and the Panel shall be under no obligation to hear oral evidence from witnesses but may do so and / or may take written statements into account.

Conduct:

All those attending the hearing are expected to show courtesy, restraint and good manners or, after due warning, the hearing may be adjourned or terminated at the discretion of the Chair. If terminated, the Chair has the discretion to hold that the original decision will stand. Any person who is dissatisfied with any aspect of the way the hearing is conducted must say so before the proceedings go any further and his / her comment will be minuted.

Adjournment:

The Chair may, at his / her discretion, adjourn the hearing for further investigation of any relevant issue. This may include an adjournment to take legal advice.

Decision:

The Panel will reach a decision on a balance of probabilities unless there is an agreed position. The decision shall be confirmed in writing to you by electronic mail normally within 7 working days of the hearing. If you do not wish to receive the decision by electronic mail, a copy will be given or posted to you. The decisions, findings and any recommendations will be available for inspection on the School premises by the Governing Body and the Head. Reasons for the decision will be given. The decision may include recommendations and will be sent to you, the Complaints Co-ordinator, the Headteacher and, where relevant, any person about whom the complaint has been made.

Private proceeding:

A hearing before the Complaints Panel is a private proceeding. No notes or other records or oral statements about any matter discussed in or arising from the proceeding shall be made available directly or indirectly to the press or other media.

Confidentiality:

A written record will be kept of all complaints, and of whether they were resolved at Stage 1, Stage 2 or proceeded to a panel hearing. The number of complaints registered under the formal procedure during the preceding school year will be supplied to parents on request.

Record Keeping:...

Correspondence, statements and records relating to individual complaints will be kept confidential except where access is requested by the Secretary of State or a body conducting an investigation under section 162A of the Education Act 2002 or where disclosure is required in the course of a school's inspection or under other legal authority. In accordance with data protection principles, details of individual complaints will normally be destroyed following each school inspection. In exceptional circumstances, some details will be retained for a further period as necessary.

Early Years Foundation Stage:

The Complaints Co-ordinator will keep a written record of complaints and their outcome and will provide Ofsted on request, with a written record of all complaints made during any specified period and the action which was taken as a result of each complaint.

Policy status:

The policy has been approved by the Headteacher and the Directors of the School. It provides guidelines for handling concerns and complaints. It takes account of paragraph 25 of schedule 1 to the Education (Independent School Standards) (England)

Regulations 2010 (SI 2010/1997), and the requirements of the Early Years Foundation Stage statutory framework. The policy applies to all sections of the school including Early Years.

The procedures set out may be adapted as appropriate to meet the policy aims and circumstances of each case. Certain parts of the procedures can only be carried out during term time

2. **Timetable of Procedure**

a. Stage 1 - Informal Stage - Complaint raised informally with the appropriate member of staff

The complaint has to be acknowledged within 2 working days during term time or 5 days during the holidays.

If the complaint is not dealt with satisfactorily within 15 working days, it will have to be raised formally in accordance with stage two.

b. Stage 2 - Formal Stage - Complaint raised formally in writing with the Headteacher

The complaint has to be acknowledged within 2 working days during term time or 5 days during the holidays.

The complainant has to be informed of the outcome of the investigation within 28 working days of the complaint being formally raised.

c. Stage 3 – Formal stage

The complaint has to be raised formally in writing with the Owner within 2 working days during term time or 5 days during the holidays.

The complaint has to be acknowledged within 28 working days of the complaint being formally raised.

d. Stage 4 - Complaints Panel

The complainant has to write to the Complaints Co-ordinator to request a hearing within 5 working days of the decision to which the complainant objects.

The complainant's request has to be acknowledged in writing within 2 working days of receipt of the request for a hearing.

The hearing will (normally) take place within 10 working days of receipt of the request for a hearing

The complainant will be sent written notification of the date, time and place of the hearing and brief details of the Panel members to be present at least 7 working days before the hearing.

The complainant should notify the Complaints Co-ordinator of any additional documents for the Panel to consider at least 3 working days before the hearing.

The complainant should notify the Complaints Co-ordinator if they will be legally represented at the hearing at least 3 working days before the hearing.

The complainant, the Headteacher and (if relevant) the person about whom the complaint was made to be notified of the Panel's decision within 7 working days of the hearing.

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.

- The number to call Ofsted with regard to a complaint is: 03000 123 4666

ADDRESS: *Ofsted, National Complaints Team
Ofsted Early Years, The National Business Unit
Picaddilly Gate, Store Street
Manchester M1 2WD*

EMAIL: enquiries@ofsted.gov.uk

- These details are displayed on our school's notice board.
- If a child appears to be at risk, our school follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the headteacher works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

3. Records

A record of complaints against the school and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.

The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and Ofsted inspectors on request.

4. Policy - First floor as occasional use

During the following time the use of the first floor is restricted for the school only. Anyone not vetted by the school and not wearing a visitor badge is prohibited to be in the first floor at those time unless wearing a visitor badge and accompanied by a designated member of staff.

The first floor is used by the school at the following times:

MUSIC - ASSEMBLY - CHOIR

1. Monday - from 10.30 am to 11.30 am
2. Friday - from 3 pm to 4 pm

LUNCH

- Monday, Tuesday, Thursday, Friday - lunch - from 11.30 am to 1 pm

At any other time, the door between the school and the first floor is permanently closed with an access code.

Visitors

Entrance to the school is from the basement. Visitors must sign the visitor book, wear a visitor badge and be accompanied by a designated member of staff at all time.

Medical room

If the medical room is used, a member of staff will stay permanently with the sick child until the parents come and collect him.

Use of staff toilets

When using the adult toilet upstairs, member of staff must open and close the door using the access code.

Promoting Health and Hygiene

Nappy changing

POLICY STATEMENT

No child is excluded from participating in our school who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice 1.4. Health and well-being	2.1. Respecting each other 2.4. Key person	3.2. Supporting every child	

PROCEDURES

Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.

Each young child has their own storage place to hand near the nappy changing table with their nappies or 'pull ups' and wipes.

Gloves and aprons are put on before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.

All staff are familiar with the hygiene procedures and carry these out when changing nappies.

In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.

They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.

Anti-bacterial hand wash liquid or soap should be used ONLY when children or adults have no access to soap and water.

Key persons are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.

Key persons do not make inappropriate comments about young children's genitals when changing their nappies.

Older children access the toilet when they have the need to and are encouraged to be independent.

Nappies and 'pull ups' are disposed of hygienically. Any soiled nappies or pull ups are bagged and put in the designated bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are bagged for the parent to take home.

N.B.: If young children are left in wet or soiled nappies/'pull ups' in the setting this may constitute neglect and will be a disciplinary matter. Settings have a 'duty of care' towards children's personal needs.

Animals in the setting

POLICY STATEMENT

Children learn about the natural world, its animals and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or in visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4. Health and well-being	2.3. Supporting learning	3.3. The learning environment	4.1. Play and exploration 4.4. Knowledge and understanding of the world

PROCEDURES

1. Animals in the setting as pets

In line with the guidance from the RSPCA we do not believe that keeping pets in the Nursery is beneficial for the animal's care, nor is necessary for children's learning and development which can be better met by visits.

2. Visits to farms

Before a visit to a farm a risk assessment is carried out - this may take account of safety factors listed in the farm's own risk assessment which should be viewed.

The outings procedure is followed.

Children wash their hands after contact with animals.

Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Legal framework

The Management of Health and Safety at Work Regulations 1999

www.opsi.gov.uk/SI/si1999/19993242.htm

Further guidance

Health and Safety Regulation...a short guide (HSE 2003)

www.hse.gov.uk/pubns/hsc13.pdf

No-smoking

POLICY STATEMENT

We comply with statutory legislation, health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoor and outdoor.

The school is aware of its responsibilities towards the health, safety and welfare of children, parents and employees whilst on the premises and has therefore adopted a non-smoking policy within its buildings and grounds.

No Smoking signs are displayed on the premises.

The staff members are vigilant to ensure no visitors or members of staff disregard the rule.

The staff members accompanying children outside the nursery are not permitted to smoke.

Staff members who smoke are requested not to smoke in front of the school building.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4. Health and well-being	2.1. Respecting each other	3.2. Supporting every child	

Food and drink

POLICY STATEMENT

This setting regards snack and meal times as an important part of the school's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. Meal times also offer opportunities for language development and for social development. At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4. Health and well-being	2.1. Respecting each other 2.2. Parents as partners 2.4. Key person	3.2. Supporting every child 3.4. The wider context	4.4. Personal, social and emotional development

PROCEDURES

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the school, we find out from parents their children's dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in her/his registration record.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We plan menus in advance.
- We display the menus of meals/snacks for the information of parents.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.

- We include a variety of foods from the four main food groups:
 - Meat, fish and protein alternatives;
 - Dairy foods;
 - Grains, cereals and starch vegetables; and
 - Fruit and vegetables.

We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts. Parents are informed that we have a nut free policy in school.

Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take into account this information in the provision of food and drinks.

We provide a vegetarian alternative on days when Halal or Kosher meat is unavailable.

We require staff to show sensitivity in providing for children's diets and allergies. Staff never use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.

We organise meal and snack times so that they are social occasions in which children and staff participate.

We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.

We provide children with utensils that are appropriate for their ages and stages of development and that take into account the eating practices in their cultures.

We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.

In accordance with parents' wishes, we offer children arriving early in the morning - and/or staying late - an appropriate meal or snack.

We inform parents who provide food for their children about the storage facilities available in the setting.

We give parents who provide food for their children information about suitable containers for food.

In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

For children who drink milk, we provide whole pasteurised milk.

We inform parents if their child has not eaten well each day.

Legal Framework

Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

Safer Food, Better Business

www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/

Food hygiene

(Including procedure for reporting food poisoning)

POLICY STATEMENT

In our setting we provide and/or serve food for children on the following basis:

- Snacks
- Lunch
- Packed Lunches (Wednesday)

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

A catering company provides lunch which is brought into school. The catering company is registered with the Local Authority and has policies and procedures in place for the preparation, cooking and delivery of food to the school.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe		3.3. The learning environment 3.4. The wider context	

PROCEDURES

The Head Teacher and the person responsible for food preparation have Food Hygiene Certificates.

Systems are in place to monitor the temperature of the food on arrival at school and before serving to ensure safe temperatures are maintained. This is set out by the Food Standards Agency.

The basis for risk assessment applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.

All staff follow the guidelines of the Food Standards Agency.

At least one person has an in-date Food Hygiene Certificate.

The person responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.

[\(See Food Standards Agency guidelines\)](#)

We use reliable suppliers for the food we purchase.

Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.

Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.

Food preparation areas are cleaned before use as well as after use.

There are separate facilities for hand-washing and for washing up in the kitchen.

All surfaces are clean and non-porous.

All utensils, crockery etc. are clean and stored appropriately.

Waste food is disposed of daily.

Cleaning materials and other dangerous materials are stored out of children's reach.

Children do not have unsupervised access to the kitchen.

When children take part in cooking activities, they:

- Are supervised at all times;
- Understand the importance of hand washing and simple hygiene rules
- Are kept away from hot surfaces and hot water; and
- Do not have unsupervised access to electrical equipment such as blenders etc.

Moreover, activities are risk assessed and adults include a member of staff with an in-date Food Hygiene Certificate.

Reporting of food poisoning

Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the school, the Head Teacher will contact the Environmental Health Department and the Health Protection Agency, to report the outbreak and will comply with any investigation.

If the food poisoning is identified as a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988 the setting will report the matter to the LA and to Ofsted.

Legal Framework

Regulation (EC) 853/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Further guidance

Safer Food Better Business (Food Standards Agency)

www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcaterers

Administering medicines

POLICY STATEMENT

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication under certain conditions as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child has not had a medication before or is under three, it is advised that the parent keeps the child at home for the first 48 hours to ensure that there are no adverse effects, as well as to give time for the medication to take effect.

Children taking antibiotics on a short course will be actively discouraged from coming into school, as their resistance to other ailments will be reduced at this time – this is guidance from the Local Authority.

These procedures are written in line with current guidance in Managing Medicines in Schools and Early Years Settings; the Head Teacher is responsible for ensuring all staff understand and follow these procedures.

The key person is responsible for the correct administration of medication to children for whom they are the key person. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, the Head Teacher is responsible for the overseeing of administering medication.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4. Health and well-being	2.2. Parents as partners 2.4. Key person	3.2. Supporting every child	

PROCEDURES

Children taking prescribed medication must be well enough to attend school.

Only medication prescribed by a doctor (or other medically qualified person) is administered. It must be in-date and prescribed for the current condition.

Children's prescribed medicines are stored in their original, named containers, are clearly labelled and are inaccessible to the children.

Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:

- Full name of child and date of birth;
- Name of medication and strength;
- Who prescribed it;
- Dosage to be given in the setting;
- How the medication should be stored and expiry date;
- Any possible side effects that may be expected should be noted; and
- Signature, printed name of parent and date.

The administration is recorded accurately each time it is given and is signed by staff. Parents/carer sign the medication register sheet to acknowledge the administration of a medicine when they collect their child and the medicine is returned to them. The medication register sheet records:

- Name of child;
- Name and strength of medication;
- The date and time of dose;
- Dose given and method; and is
- Signed by key person/manager; and is verified by parent signature at the end of the day.

1. **Storage of medicines**

All medication is stored safely in a cupboard in the downstairs office or refrigerated in the kitchen fridge. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.

The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.

For some conditions, medication may be kept in the setting. Key persons check that any medication held to administer on an as-and-when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent.

All medicines are to be kept securely in the downstairs office, above child height, and if necessary refrigerated. All staff will be made aware of the location of medicines in regular staff meetings.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

If rectal diazepam is given another member of staff must be present and co-sign the record book.

No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

2. Children who have long term medical conditions and who may require on-going medication

A risk assessment is carried out for each child with long term medical conditions that require on-going medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.

Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.

For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training need's for staff is part of the risk assessment.

- The risk assessment includes vigorous activities and any other nursery activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought if necessary where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.

3. **Managing medicines on trips and outings**

If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.

Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.

On returning to the setting the card is stapled to the medicine record book and the parent signs it.

If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form signed by the parent.

As a precaution, children should not eat when travelling in vehicles.

This procedure is read alongside the outings procedure.

Legal framework

Medicines Act (1968)

Further guidance

Managing Medicines in Schools and Early Years Settings (DfES 2005)

<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

First aid

POLICY STATEMENT

We aim to have all classroom staff holding a current Emergency First Aid Training. At least one member of staff with current Paediatric first aid training is on the premises or on an outing at any one time. At least one staff with full First Aid at Work certification is on the premises while children are in school. The first aid qualifications include first aid training for infants and young children.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe 1.4. Health and well-being	2.2. Parents as partners 2.4. Key person	3.2. Supporting every child 3.4. The wider context	

INDEPENDENT SCHOOLS COMMITMENT

23B(1) The owner ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils which includes:

23B(1)(a) Accommodation for the medical examination and treatment of pupils.

23B(1)(b) Accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.

PROCEDURES

1. The First Aid Kit

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items only:

- Triangular bandages (ideally at least one should be sterile) - x 4.
- Sterile dressings:
 - ✓ Small (formerly Medium No 8) - x 3.
 - ✓ Medium (formerly Large No 9) – HSE 1 - x 3.
 - ✓ Large (formerly Extra Large No 3) – HSE 2 - x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters 1.
- Sterile eye pads (with bandage or attachment) e.g. No 16 dressing 2.
- Container or 6 safety pins 1.
- Guidance card as recommended by HSE 1.

In addition to the first aid equipment, each box should be supplied with:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- a children's forehead 'strip' thermometer.
- Ice packs are stored in the fridge.

The first aid box is easily accessible to adults and is kept out of the reach of children. It is checked regularly and replenished when necessary.

No un-prescribed medication is given to children, parents or staff.

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

The school has portable first aid kits which are used on outings and visits.

Our Designated Key First Aider is:

LUCILE GRIEUMARD

In the event of an accident or injury requiring first aid:

- The child is treated by a first aider.
- The injury is recorded in the school accident book giving details of
 - ✓ The child's name and class
 - ✓ A description of what happened
 - ✓ The injury
 - ✓ First aid treatment given
 - ✓ A signature of the person administering first aid
- A parent form is filled in and placed in the child's communication book.

2. **Emergency Procedure in the event of an accident, illness or injury**

Nothing in this policy should affect the ability of any person to contact the emergency services in the event of a medical emergency. For the avoidance of doubt, Staff should dial 999 for the emergency services in the event of a medical emergency before implementing the terms of this Policy and make clear arrangements for liaison with ambulance services on the School site.

If an accident, illness or injury occurs, the member of staff in charge will assess the situation and decide on the appropriate next course of action, which may involve calling immediately for an ambulance or calling for a First Aider. If summoned, a First Aider will assess the situation and take charge of first aid administration.

In the event that the First Aider does not consider that he/she can adequately deal with the presenting condition by the administration of first aid, then he/she should arrange for the injured person to access appropriate medical treatment without delay.

a. Ambulances

The first aider/appointed person is to always call an ambulance on the following occasions:

- In the event of a serious injury
- In the event of any significant head injury
- In the event of a period of unconsciousness
- Whenever there is the possibility of a fracture or where this is suspected
- Whenever the first aider is unsure of the severity of the injuries
- Whenever the first aider is unsure of the correct treatment

If an ambulance is called then the First Aider in charge should make arrangements for the ambulance to have access to the injured person.

Arrangements should be made to ensure that any pupil is accompanied in an ambulance, or followed to hospital, by a member of staff until one of the pupil's parents, guardian or their named representative is present

A member of staff will remain with the pupil until one of the pupil's parents, guardian or a named representative appointed by a parent arrives at the hospital.

b. Medical Room

There is a medical room located in the upstairs sitting room, priority is given to its use as a medical room if it is being used for other purposes. The medical room is clearly marked with a sign on the door.

c. Procedure in the event of contact with blood or other bodily fluids

First Aiders should take the following precautions to avoid risk of infection:

- cover any cuts and grazes on their own skin with a waterproof dressing
- wear suitable disposable gloves when dealing with blood or other bodily fluids
- use suitable use devices such as face shields, where appropriate, when giving mouth to mouth resuscitation
- eye protection and a disposable apron where splashing may occur
- wash hands after every procedure

If a First Aider suspects that they or any other person may have been contaminated with blood and/or other bodily fluids which are not their own, the following actions should be taken without delay:

- wash splashes off skin with soap and running water
- wash splashes out of eyes with tap water and/or an eye wash bottle
- wash splashes out of nose or mouth with tap water, taking care not to swallow the water
- record details of the contamination in the accident book
- take medical advice (if appropriate)

Legal framework

Health and Safety (First Aid) Regulations (1981)

Managing children with allergies, or who are sick or infectious

(Including reporting notifiable diseases)

POLICY STATEMENT

We provide care for healthy children and promote health through identifying allergies and preventing contact with the allergenic substance and through preventing cross infection of viruses and bacterial infections. Guidance will be in line with LA policies as well as the requirements of the EYFS.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice 1.4. Health and well-being	2.2. Parents as partners learning 2.4. Key person	3.2. Supporting every child	

1. Procedures for children with allergies

When parents start their children at the School they are asked if their child suffers from any known allergies. This is recorded on the registration form.

If a child has an allergy, the following information is recorded:

- The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
- The nature of the allergic reactions e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
- What to do in case of allergic reactions, any medication used and how it is to be used (e.g. EpiPen).
- Control measures – such as how the child can be prevented from contact with the allergen.

This form is kept in the child's personal file and a copy is displayed where staff can see it.

Parents or health professionals train staff in how to administer special medication in the event of an allergic reaction.

Generally, no nuts or nut products are used within the setting.

Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

At all times the administration of medication must be compliant with the Welfare Requirements of the Early Years Foundation Stage and follow procedures based on advice given in Managing Medicines in Schools and Early Years Settings (DfES 2005)

2. Oral Medication

Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not need to be forwarded to your insurance provider.

Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.

The group must be provided with clear written instructions on how to administer such medication.

All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.

The group must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

3. Life saving medication & invasive treatments

Adrenaline injections (Epipens) for anaphylactic shock reactions
(caused by allergies to nuts, eggs etc)
or invasive treatments such as rectal administration of Diazepam
(for epilepsy).

The school must have:

- A letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
- Written consent from the parent or guardian allowing staff to administer medication; and
- Proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.

Key person for special needs children –
children requiring help with tubes to help them with everyday living
e.g. breathing apparatus, to take nourishment, colostomy bags etc.

- Prior written consent from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
- Key person to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.

4. Procedures for children who are sick or infectious

If children appear unwell during the day or session – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the key worker will arrange to call the parents and ask them to collect the child, or send a known carer to collect on their behalf.

If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.

Temperature is taken using a digital thermometer kept near to the first aid box.

In extreme cases of emergency the child should be taken to the nearest hospital and the parent informed.

Parents are asked to take their child to the doctor before returning them to nursery; the nursery can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.

Where children have been prescribed antibiotics, parents are asked to keep them at home until the short course has finished.

After diarrhoea or vomiting, parents are asked to keep children home for 48 hours.

The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from

www.hpa.org.uk/servlet/ContentServer?c=HPAweb_C&cid=1194947358374&pagename=HPAwebFile

and includes common childhood illnesses such as measles.

5. Reporting of 'notifiable diseases'

If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.

When the school becomes aware, or is formally informed of the notifiable disease, the Head Teacher will inform the LA and act on any advice given by the Health Protection Agency.

a. HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.

- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/sluicing clothing after changing.
- Soiled clothing is rinsed and bagged for parents to collect.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the nappy bin waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

b. Nits and head lice

Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.

On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

Further guidance

Managing Medicines in Schools and Early Years Settings (DfES 2005)

<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

Policy in the event of a major Accident or Illness with a child

All parents/carers must complete and sign the Emergency Medical Treatment Form to give permission for emergency medical treatment for their child in the event of a major accident, incident or illness occurring at La Petite Ecole Bilingue. These forms are filed in the child's individual file.

In the event of a major accident, incident or illness the following procedures will apply:

- A First Aider (FA) will be notified and will take responsibility for deciding upon the appropriate action.
- The FA will assess the situation and decide whether the child needs to go straight to hospital, or whether they can safely wait for the parents/carer to arrive.
 - If the child does need to go straight to hospital, an ambulance will be called. The parent/carer will be contacted and told which hospital they are going to. A member of staff (preferably the child's keyworker) will accompany the child to hospital and will consent to medical treatment being given, as long as consent has been completed and signed by the parent/carer. They must take the child's file with them, including the signed consent forms.

The member of staff must insure they take the medical treatment and medical consent form; these are to be found within the child's file.
 - If the child does not have to go straight to hospital, but they do need to go home, the parent/carer will be asked to collect their child. In the meantime the child will be kept as comfortable as possible and kept under close supervision (paying attention to infection control guidelines)

Upon collection, parents/carers will be made fully aware of the details of any accidents or incidents, and any actions taken. These will be recorded in the Accident Record and Incident Record Book, which the parent/carer must sign.

Managers should consider whether the accident or incident highlights any actual or potential weakness in the settings policies or procedures, and act accordingly, making adjustments where necessary.

The Head Teacher must notify Ofsted and Children's Social Care of any serious accident or injury to, or serious illness of, or the death of, any child whilst in their care, and act on any advice given.

<u>OFSTED</u>	<u>0300 123 1231</u>
<u>SOCIAL CARE</u>	<u>020 7361 3013</u>
<u>(OUT OF HOURS)</u>	<u>020 7373 2227</u>

1. In the event of a serious incident

Regulation 19 of the Children Act 1989 requires that in the event of a serious incident occurring, full details of the incident must be recorded.

A SERIOUS INCIDENT CAN BE DEFINED AS:

- Causing serious harm or damage to other children or staff.
- Causing serious damage to property.
- Causing physical harm or damage to themselves.

A RIDDOR form (<http://www.hse.gov.uk/riddor/index.htm>) must be completed for a serious incident and also a relevant entry made in the accident book. All of the above documents need to be completed fully and accurately. The RIDDOR form must be sent off to the appropriate body.

After a serious incident a member of staff should, within a reasonable amount of time, discuss the incident with the young person involved. Before the discussion, the young person must be calm and rational.

The Head Teacher and parent/carers must be informed of the incident within 24 hours, giving a full account of the incident. The serious incident form must be read and signed by the Head Teacher at the earliest opportunity.

The Head Teacher must notify Ofsted and Children Social Care of any serious accident or injury to, or serious illness of, or the death of, any child whilst in their care, and act on any advice given.

<u>OFSTED</u>	<u>0300 123 1231</u>
<u>SOCIAL CARE</u>	<u>020 7361 3013</u>
<u>(OUT OF HOURS)</u>	<u>020 7373 2227</u>

2. In the event of a child needing to be restrained

All incidents using restraint techniques are recorded in the incident book by the person who actually performed the restraint, or by the person and any other staff member who witnessed the incident. Parent/carer must be informed and the form must be signed and dated by the child's parent/carer.

Appendix to Safeguarding Policy

The Prevent Duty & Promoting British Values

From 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under **section 26 of the Counter-Terrorism and Security Act 2015**, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the **Prevent duty**. [Inspecting safeguarding in early years, education and skills settings - Guidance for inspectors undertaking inspection under the common inspection framework - June 2015](https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015) (<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015> - <https://www.gov.uk/government/publications/prevent-duty-guidance>)

also makes reference to the Prevent duty and keeping children safe from dangers of radicalisation and extremism.

To help you understand what this all means for you as a childcare professional and how to follow and support this in your setting we've taken the key information and put together a quick guide below:

What are British values?

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

In England the EYFS will be updated to reference providers' responsibilities in the light of Prevent duty and Ofsted will include this in their inspection of early years and childcare.

What is the Prevent duty?

From 1 July 2015, all schools and childcare providers must have due regard to the need to prevent people being drawn into terrorism.

The government has defined extremism in the Prevent strategy as: “vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.”

Childcare and Early Years Providers subject to the Prevent duty will be expected to demonstrate activity in the following areas:

- assessing the risk of children being drawn into terrorism.
- demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- expected to ensure children are safe from terrorist and extremist material when accessing the internet or any other media

*Here at La Petite Ecole Bilingue we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will work in partnership with our **Metropolitan Police Counter Terrorist Desk** as well as LSCB for guidance and support.*

Contact at Metropolitan Police CTFD: Mike Bell mike.bell@met.polic.uk
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What does this mean in practice?

As a childcare and early years provider you have a critical part to play. Early years providers serve arguably the most vulnerable and impressionable members of society.

In England, the Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare.

It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS).

Foundation Years have also produced a helpful guide that gives examples of what the promotion of Fundamental British Values in the early years means in practice.
(http://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf)

This includes:

Democracy: making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour.

Individual liberty: freedom for all, for example reflecting on their differences and understanding we are free to have different opinions

Mutual respect and tolerance: treat others as you want to be treated, for example sharing and respecting other's opinions.

Health and Safety

I. Health and Safety Policy

La Petite Ecole Bilingue believes that the health and safety of children is of paramount importance. We make our school a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is:

HELKENE KNUPFFER AND FRANCOISE FAYE

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe 1.4. Health and well-being		3.3. The learning environment	

1. General statement

- It is the duty of all members of management and staff to ensure that the children are in a safe, healthy environment at all times.
- It is the duty of all members of management and staff to correct, rectify and/ or prevent children from being in any unsafe or unhealthy situation at any time whilst in the premises. Therefore we do risk assessment for the whole building on an everyday basis as well as having a rota for staff at the entrance door so that the door and people entering the building are supervised and signed in at all times.
- It shall be the duty of all members of management and staff to ensure that all staff work in a safe environment at all times. Therefore risk assessments as well as a report sheet are being carried out on a daily basis.
- It is be the duty of all members of management and staff to correct, rectify and/ or advise other staff of any unsafe or unhealthy situation at any time.
- Implementing Health and Safety
- It is the duty of the school to:

- Establish and maintain a safe and healthy environment throughout the school
- Establish and maintain safe working procedures amongst children and staff
- Make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all employees and children to avoid hazards and contribute positively to their own health and safety
- Ensure that employees have access to health and safety training as and when provided
- Maintain all areas in a condition that is safe and without risk to health
- Formulate effective procedures for use in case of fire for evacuating the school premises
- Lay down procedures to be followed in case of accident

4. Responsibilities of staff toward children:

- Exercise effective supervision and never leave the children without supervision.
- Be aware of and implement safe working practices and set a good example personally
- Insure that all equipment and tools used are appropriate to that use and meet accepted safety standards. (age appropriate toys are in the right classes)
- Provide appropriate protective clothing and safety equipment as necessary and ensure that these are used as required. (aprons are used when painting they are located in each room)
- Evaluate promptly and, where appropriate, take action on criticism on health and safety arrangements
- Investigate any accident, report it in the "Incident Book" and a copy of the accident form is giving to the parent to be informed of the nature of the accident.
- Report any suspicion of child abuse to the designated child protection person **Helene Knupffer** (see Child Protection Policy)
- All staff to be aware of the circular No 10/95 of DfEE: Protecting children from abuse: the role of the education service
- Report any child misbehaviour to the manager who will apply the same policy as for anti-bullying
- All staff to be aware of the circular No 10/98 of DfEE: The use of force to control and restraint pupils

- To formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises.
- To follow the regulations of the Health & Safety at Work Act 1974 and any other relevant legislation

We believe the risks in the school environment to be moderate but to maintain the maximum protection for children, staff and parents/carers we consider it necessary to:

- Ensure the highest standards of cleanliness are maintained.
- Ensure safe and clear accesses and exits from the building, including fire exits.
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment, and take the necessary remedial action. (This is included in the daily risk assessment checklist)
- Ensure that all staff is aware of the fire procedures and regular fire drills are carried out.
- Ensure that all members of staff are aware of the procedures in case of accidents. (see the instruction sheet at the last page)
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases and that they wear protective gloves and clothes where appropriate.
- Prohibit smoking on the premises.
- Prohibit any contractor working on the premises without prior discussion with the manager to negate any risks to the staff or children.
- Behaviour expectations are communicated to the children regularly to ensure they know how to move around the school. Behaviour is constantly monitored by staff.
- All electrical sockets should be protected by safety plugs, no trailing wires.
- All cleaning materials/toilet cleaner to be placed out of the reach of children.
- Nuts e.g. peanuts are not allowed in the Nursery.
- Telephone calls must be received before 8.30 am if a member of staff is not well enough to attend work.
- All staff should familiarise themselves with the First Aid boxes and know who the appointed First Aider is.
- No student should be left unsupervised at any time.

School Policies

Health and safety:	Responsibility
<u>Proprietor</u> <u>ANNE</u> <u>HENDERSON-STEWART</u>	<p>To provide safe resources and a healthy environment.</p> <p>To liaise with Head teacher</p>
<u>Head teacher</u> <u>HELENE KNUPFFER</u>	<p>To regularly assess the premises for risks and hazards</p> <p>To take the actions necessary to keep the premises safe for the staff and the children</p> <p>To ensure that all staff is aware of Health & Safety procedures and that the correct procedures are being adhered to for the safety of the staff and children.</p> <p>To make sure that equipment is in good working order and is checked on a regular basis.</p>
<u>Designated Health and Safety Person</u> <u>FRANCOISE FAYE</u>	<p>To ensure daily/weekly/termly risk assessments forms are in place, carried out by staff and completed forms filed.</p> <p>To comply with the job description for the role of Designated Health and Safety Person. (See below for job description)</p>
<u>All staff / student</u>	<p>To do risk assessment regularly</p> <p>To maintain a safe environment throughout the day both indoors and outdoors</p> <p>To help children to develop safe habits</p> <p>To be a good role model to children by following procedures and keeping safe.</p> <p>To plan activities in line with the curriculum to support children in developing awareness of how to keep themselves safe.</p>

The Safety Officer is responsible through the Headmaster to the Proprietors for the overall safety policy and its effective implementation and monitoring.

The Safety Officer has specific responsibilities, as follows:

- Ensuring that all equipment and substances necessary for the work of the school are maintained in compliance with current regulations and standards;
- Ensuring that appropriate notices are displayed adjacent to any specific hazards;
- Ensuring that all staff are conversant with the School's Health and Safety Policy and arrangements;
- Ensuring that appropriate instructions and guidelines relating to any aspect of their activities are issued to the staff concerned, and that the latter are aware of the relevant contents;
- Be available to any member of staff to discuss and resolve any particular health and safety problems;
- Reporting, recording and investigating any accidents, and taking all reasonable steps to prevent recurrences;
- Ensuring that all visitors are informed of any hazards on site of which they may be unaware;
- Ensuring that consideration is given to the possibility of maintenance work affecting pupils and staff;
- Ensuring that effective arrangements are in place to facilitate ready evacuation of the School's buildings in case of fire or other emergency, and that fire fighting equipment is available and maintained. In addition, the Head teacher is charged with the specific responsibility of overseeing the School's Health and Safety arrangements.

Fire safety and emergency evacuation

POLICY STATEMENT

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such a Fire Safety Consultant or the LA H & S Officer

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe		3.3. The learning environment 3.4. The wider context	

PROCEDURES

The basis of fire safety is risk assessment. These are carried out by a 'competent person'. The Head Teacher has received training in fire safety sufficient to be competent to carry out risk assessment

Fire doors are clearly marked, never obstructed and easily opened from the inside.

Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.

Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

- Clearly displayed in the premises;
- Explained to new members of staff, volunteers and parents; and
- Practised regularly at least termly

Records are kept of fire drills and the servicing of fire safety equipment.

Emergency evacuation procedure

The evacuation procedure covers procedures for practice drills including:

- How children are familiar with the sound of the fire alarm.
- How the children staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How they will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services and when in the event of a real fire.
- How parents are contacted.

The fire drill record contains:

- Date and time of the drill.
- How long it took.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Legal framework

Regulatory Reform (Fire Safety) Order 2005

www.opsi.gov.uk/si/si2005/20051541.htm

Further guidance

Fire Safety Risk Assessment - Educational Premises (HMG 2006)

www.communities.gov.uk/publications/fire/firesafetyrisk6

Employment

I. Recruitment

The key features of recruitment and selection comply with Safeguarding Children and Safer Recruitment in Education 2007 (SCSRE) and are as follows:

1. Job description

The job description for each post includes reference to the responsibility for safeguarding and promoting the welfare of pupils.

- The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- The School is committed to attracting, selecting and retaining employees who will successfully and positively contribute to providing a valuable service. A motivated and committed workforce with appropriate knowledge, skills, experience and ability to do the job is critical to the school's performance and fundamental to the delivery of a high quality service.

5. Person specification

The person specification for each post includes specific reference to the suitability of working with pupils.

- Employees will be recruited on the knowledge, experience and skills needed for the job.

6. Information on applicants

The school obtains and scrutinises comprehensive information on applicants, takes up references and solves discrepancies or anomalies.

- The application form is used to obtain a common set or core criteria from all applicants such as identity details, full history in chronological order since leaving school, details of two referees, where one is the most recent employer. The use of a CV is not good practice.

[See P27 of SCSRE for full details of requirements.](#)

- Anyone of any race gender or religion will be considered.
- Anyone of any race gender or religion will be considered.
- A trial period of a year will be obligatory to give both sides a chance to make up their mind.

7. Characters references

The school obtains independent professional and character references that answer specific questions to assess an applicant's suitability to work with pupils and follow up specific concerns. One reference must be from the last employer (tutor or SLT in placement in the case of NQTs)

- These should not be provided by the candidate directly and documents which say 'to whom it may concern' do not constitute the best references.
- A pro-forma is used.
- Questions ask referees about details of disciplinary action, allegations or concerns.
- Answers must be specific and any discrepancies taken up with the applicant.
- The referee is also asked if he/she is completely satisfied that the candidate is suitable to work with children and, if not, the specific reasons for the concerns.

8. Interview

The school conducts a face-to-face interview that explores the candidate's suitability to work with pupils as well as suitability for the post.

- It is good practice to verify facts as far as possible before an interview.
- Involving pupils in the interview process, such as being in a lesson observed, or showing candidates around, is good practice.
- We will ask in the case of teachers or class assistants that the candidate will spend time in the classes to get to know the staff and the children. They will not be left alone at any time

9. Identity

The school verifies the successful candidate's identity.

- Proof of identity (which includes name, DOB, address) should be provided including photographic proof.
- If the person is from an agency, then the school must check the identity of the person who comes in from the agency.
- A DBS check is not, in itself, an identity check and this is stated on the document.

10. Qualifications

The school verifies the successful candidate's qualifications where they are required for the post.

11. Employment history

The school checks previous employment history.

- Gaps in employment must be questioned and explained at the interview and justifications must be kept on file.

12. Health

The school verifies the candidate's health and physical capacity for the job once an offer of employment has been made.

- The timing of this check complies with new Equalities Act 2010.

13. Mandatory ISA/DBS checks

The school carries out the mandatory L99 / enhanced DBS check that includes checks against the ISA barring lists.

- L99 / ISA checks are part of DBS. A separate check is not needed. Staff appointed before March 2002 need only have a L99 check.
- Anybody who works with children on a regular basis requires an enhanced DBS check to be made. This is to be done before the candidate starts his/her employment.
- In addition, those who do not work directly with pupils also require a DBS check (e.g. office staff / technicians).
- When someone moves school, a new DBS disclosure is required.
- The school will need written confirmation from a supply agency that all the necessary checks have been made and are satisfactory including DBS. If information is disclosed on a DBS the school should see it. The school is responsible for checking the identity of supply staff.
- Information on a DBS is confidential. It can be passed on if the subject gives permission. It can be legally passed on from agencies to schools and LAs. It must be destroyed as soon as it is no longer needed (currently within 6 months). Before this, records need to be kept detailing the date of the disclosure, who obtained it, level of disclosure and the reference number (details are logged on the Single Central Register).
- Proprietors are currently required to provide information to the DfE & ISA where they have ceased to use a person's services, for example dismissed them from work in a role involving regular contact with children, because:
 - ✓ They are considered unsuitable to work with children, or
 - ✓ As a result of misconduct, or

- ✓ Because of a medical condition that raises a possibility of risk to the safety welfare of children.
- They should also provide information where a person has resigned or retired during an investigation relating to safeguarding or children.

14. Mandatory checks – right to work in UK / overseas checks

Checks include the right to work in UK and further checks where the appointee has lived outside the UK (this applies to UK nationals, EU nationals and persons from outside the EU).

- L99/ISA/DBS checks need to be made. Employers must make further checks they consider appropriate for those who have lived outside the UK. These can include certificates of good conduct from embassies and police forces. Where no such information can be obtained employers must make additional background checks.
- Employers must confirm the right of those they employ to work in the UK regarding permits and immigration documents.

15. Single Central Register

The school maintain a single central register that records all the required checks carried out on staff, proprietors and volunteers to ascertain their suitability to work with children.

- The school is committed to following a 'best practice model' that can demonstrate that ALL the checks are made BEFORE the person's employment is confirmed.
- Staff shall not start working until all the required documentation, including DBS checks, foreign police checks, right to work and references, have been obtained.

Employment and staffing

(Including vetting, contingency plans, training and development)

POLICY STATEMENT

We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff is appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe	2.4. Key person	3.4. The wider context	

PROCEDURES

2. Ratios

To meet this aim we use the following ratios of adult to children:

- aged 2 and below – 1adult : 4 children
- aged 2 to 5 – 1adult : 8 children
- aged 5 upwards – 1adult : 16 children

We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress where appropriate.

We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

16. Vetting and staff selection

We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.

All members of staff have job descriptions which set out their staff roles and responsibilities.

We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.

We use Ofsted and LA guidance on obtaining references and enhanced criminal record checks through the Disclosure and Barring Services for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme and subsequent guidance.

We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check. These are kept in a locked and secure place.

17. Changes to staff

We inform the Local Authority and Ofsted of any changes in the person responsible for our setting where relevant.

18. Training and staff development

Our primary teachers have Qualified Teacher Status (or French equivalent) as a minimum.

Teaching Assistants are qualified to a minimum of NVQ3 in Childcare and Education or their equivalent.

Nursery Assistants are qualified to a minimum of NVQ2 in childcare.

We provide regular in-service training to all staff - whether paid staff or volunteers - through the Local Authority and external agencies.

Our setting budget allocates resources to training.

We provide staff induction training in the first month of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.

We support the work of our staff by holding regular supervision meetings and appraisals.

We are committed to recruiting, appointing and employing the best available staff in accordance with all relevant legislation and best practice.

Staff review and development is achieved in four strands:

1. An initial process of staff induction (a separate scheme is in place for the induction of Newly Qualified Teachers). The induction period combines an individualised programme of monitoring and support, overseen by the relevant Deputy Head.
2. A two-year cycle of Staff Review. A "top down" scheme is employed, with teachers being interviewed, wherever possible, by a Head of Department and a member of the Senior Management Team.
3. An ongoing process of Staff INSET. The school is committed to ensuring that staff remain well informed and up to the date with the latest developments in education. Opportunities to meet with colleagues from other schools and professions are recognised as being extremely valuable.
4. Much staff development is informal. Where possible, staff showing special interest and commitment may be able to take on extra responsibility, which may carry additional rewards.

19. Managing staff absences and contingency plans for emergencies

Our staff members take their holiday breaks when the school is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the Head Teacher with sufficient notice.

Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.

Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.

Punctuality is monitored to ensure all staff are in place and on ratio.

We have contingency plans to cover staff absences, as follows:

- Where supply is required the Head Teacher, Deputy Head Teacher or Owner will arrange for it in good time.

20. Staff Code of Conduct

Staff are expected to conform to the Staff Code of Conduct for behaviour. This includes not to be under the influence of alcohol or drugs at work. Staff will NOT be permitted to work with children and will be suspended.

Staff appraisal policy

As part of our commitment to staff development, La Petite Ecole Bilingue will ensure that all staff will have regular opportunities to talk through aspects of their work performance with the Head Teacher. Staff should participate in regular appraisals, ideally once every three months and at the end of a probationary period.

Confidential appraisal documents and self-evaluation forms will be given to staff to complete prior to the appraisal interview. This will allow time for reflection, and will maximise the value and efficiency of the appraisal process.

Reports or additional comments added by the manager will be discussed and agreed upon with the staff member, and both will retain a copy of the appraisal document for future reference.

All records on staff, volunteers and committee members will be kept confidential and only available to those who have a right or professional need to see the information.

Appraisals will take into account the following points:

- Opportunity to discuss work objectives and reflect on achievements.
- Analysis of personal strengths and areas for development.
- Any aspects of employment which could be improved upon.
- Opportunity to discuss and identify any further training needs.
- Opportunity to discuss long-term career development.
- Future development, objectives and/or actions to be agreed upon

STAFF DEVELOPMENT

Induction of staff, volunteers and managers

POLICY STATEMENT

We provide an induction for all staff, volunteers and managers in order to fully brief them about the school, the families we serve, our policies and procedures, curriculum and daily practice.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe	2.4. Key person	3.2. Supporting every child	

PROCEDURES

We have an induction plan for all new staff, which includes the following:

- Introductions to all staff and volunteers, including the Owner.
- Familiarising with the building, health and safety and fire procedures.
- Ensuring our policies and procedures have been read and are carried out.
- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarising them with confidential information where applicable in relation to any key children.
- Details of the tasks and daily routines to be completed.

The induction period lasts two weeks. The Head Teacher inducts new staff and volunteers. The Owner or Deputy Head teacher inducts new Head Teachers.

During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.

Successful completion of the induction forms part of the probationary period.

Child care practice

I. The role of the key person and settling-in

POLICY STATEMENT

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff is committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Welfare Requirements of the Early Years Foundation Stage - each setting must offer a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice 1.3. Keeping safe 1.4. Health and well-being	2.2. Parents as partners 2.4. Key person	3.2. Supporting every child 3.3. The learning environment	4.4. Personal, social and emotional development

PROCEDURES

We allocate a key person when the child starts.

The key person is responsible for the induction of the family and for settling the child into our setting.

The key person offers unconditional regard for the child and is non-judgmental.

The key person works with the parent to plan and deliver a personalised plan for the child's well-being, settling in, care and learning.

The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child-minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.

A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.

The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.

We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person – this is the Head teacher or another member of the room staff.

We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.

It is the class teacher's responsibility to oversee and update the record keeping of all children, to make and record observations and discuss the child's individual progress with parents in parent/teacher meetings and write regular reports to parents in line with school policy.

Settling-in

*(The settling in processes is explained more thoroughly in the
Settling in Process Policy)*

Before a child starts to attend the school, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.

During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.

We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.

We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.

When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.

We have an expectation that the parent, carer or close relative, will stay for all of the session during the first day, which will be a one hour visit. On the second day they will gradually take time away from their child, increasing this as and when the child is able to cope, although sessions in the first week will remain relatively short,

Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.

We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

The settling in baseline assessment is completed by the child's 6th week and identifies behaviours which demonstrate that the child is settled and ready to take full advantage of the learning experiences on offer.

When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.

We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

Policy for the Role of the Teaching/Nursery Assistant

La Petite Ecole Bilingue is committed to providing high quality learning experiences in a secure and challenging learning environment, the role of the adult is to support and facilitate the child's development in all areas of the EYFS curriculum. It is recognised that one of the fundamental ways that this can be achieved is through the establishment of effective, supportive and trusting relationships with all members of the school community. The Early Years Foundation Stage Team has been established with the purpose of ensuring the successful implementation of the Early Years Foundation Stage Curriculum within a developmentally appropriate and challenging learning environment. This team is committed to sharing professional expertise, valuing and modelling the EYFS key commitments and beliefs and providing high quality education and care for all our children.

1. Professionalism

a. Professional responsibility

- Carry out your duties as directed by the classroom teacher or specialist teacher.
- Record any assessments or observations as directed by the classroom teacher or of your key children.
- Ensure observations are relevant and accurate and free from personal judgements or assumptions.
- Ensure you are a good role model of attitudes and attributes to children, staff and parents.
- Ensure that you are familiar with aspects of the EYFS curriculum, the school's policies and the classroom daily routines.
- Be pro-active in supporting other team members, children and school staff and ensure effective professional relationships are developed.
- Ensure that there is good and effective and respectful communication with team members ensuring that the dialogue is at all times professional.
- Ensure that you are aware of and follow the procedures for confidentiality as outlined in the school policy.
- Ensure any communication with parents is professional and keep the classroom teacher informed.

b. Personal responsibility

- Ensure that you are punctual and team members can rely on you being ready and available to commence your duties.
- Any absences need to be communicated to the Head Teacher.
- Have a knowledge of health and safety routines including fire evacuation and be pro-active in making sure any potential hazards such as slippery floors are dealt with immediately.
- Ensure that any personal issues/problems which may affect you doing your job effectively are communicated to the Class Teacher or Head Teacher.
- Ensure that clothes and footwear are appropriate for the activities the children undertake.
- Work as a team member committed to the unity and success of the team's purpose.
- Ensure any work related difficulties are dealt with in a respectful, open and constructive manner.

21. The Role of the Classroom/SEN Assistant

Effective Classroom practice

Development of Emotional Intelligence

- Support and encourage all children to enable them to gain confidence and to try new things.
- Respond to and build on children's actions, expressions and gestures.
- Be aware of the importance of facial expressions and body language.
- Support children to give them manageable experiences of being with others
- Recognise, accept and understand that something brought from home helps children as they move from home to school.
- Encourage all children to participate and contribute in a group, being mindful that some will find this more difficult than others.
- Recognise that young children will find comfort in 'snuggling in'.
- Have clear and consistent expectations and trust in the children's abilities to help increase self-confidence and show you value and appreciate their efforts.
- Actively listen and give full attention when children communicate to you.
- Find ways to value and celebrate each child within the group.
- Greet and say goodbye to parents and children to develop trusting 3 way relationships.

Development of communication skills

- Give opportunities for children to talk with other children, visitors and other adults about what they see, hear, think and feel.
- 'Tune in' to the different messages young children are attempting to convey.
- Interpret and give meaning to young children's sounds.
- Recognise young children's competence and appreciate their efforts when they show understanding of new words and phrases.
- Being physically close and making eye contact, using touch or voice provides ideal opportunities for early conversations.
- Help children learn the names of other children and important people e.g. using songs, rhymes, stories and games.
- Encourage turn taking.
- Talk to children about what they are doing so they will link words with actions.
- Be available to talk with children about things which interest them. Listen to and respond to their questions.
- Extend the range of stories, songs, games and rhymes from their own and other cultures.
- Respect young children's choices and encourage their growing ability to negotiate and bargain with you.
- Talk to children about choices, reasons for doing things a certain way and explain why sometimes we say 'no'.
- Respond to what children are interested in by providing stories, songs, rhymes, games and activities.

Development of Cognitive and Creative Intelligence

- Encourage children to enjoy repetition in their movement, language, music and other sensory experiences.
- Provide imaginative opportunities for children to explore movement and materials which use all the senses, both alone and in a group.
- Encourage independence as young children explore particular patterns of thought or movement.
- Provide a range of materials to help them represent their unique and individual perceptions of the world, unrestricted by adult ideas.
- Talk to children about marks they make and show them that you value what they do.
- Provide varied resources to anticipate what children may need to represent their experiences.
- Give children who are keen to represent the same experience repeatedly a range of mark making materials.
- Provide materials which reflect a cultural spread so children see diversity of symbols and marks.
- Follow the children's lead as they explore their environment, people and resources.
- Accept children's individual pace of learning and give them time to make connections.
- Provide stimulating materials for children to match, sort, classify and categorise.
- Use everyday experiences to help children count and focus on patterns and shapes.

Development of a Physically and Mentally Healthy Child

- Provide resources which support children's imaginative learning.
- Play and talk with children and encourage them to express themselves imaginatively.
- Provide opportunities for creative physical experiences both indoors and outdoors.
- Establish shared understandings between home and school about ways of responding to the child's emotions.
- Support children's growing independence as they strive to gain control over their physical needs by encouraging and valuing their efforts.
- Provide flexible routines which allow children to pursue their interests whilst reducing incidents of frustration and conflicts.
- Recognise that children need a predictable environment to feel safe and that changing spaces or staff may have an unsettling effect on them.
- Treat mealtimes as a learning opportunity to help children enjoy their food and become independent in feeding themselves.
- Learn to recognise signs of tiredness, hunger, thirst, toileting etc. in individual children.
- Demonstrate clear and consistent boundaries and reasonable yet challenging expectations.
- Provide opportunities for children to have choice knowing that there is a balance between freedom and safety.
- Support, supervise and become involved as children try out their developing skills.
- Create time to discuss options with children so that they really do have a choice.
- Have agreed procedures outlining how to respond to children's challenging behaviour.
- Encourage children to try something else, recognising that one decision can lead to another.
- Ensure that care of the children is handed over at the beginning and end of the day.
- Value and support the decisions children make.

Partnership

I. Parental involvement

POLICY STATEMENT

We believe that children benefit most from early years education and care when parents and schools work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the school. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in early years schools; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.

[\(For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance's Child Protection Record publication.\)](#)

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice 1.4. Health and well-being	2.1. Respecting each other 2.2. Parents as partners 2.3. Supporting learning 2.4. Key person	3.2. Supporting every child	

PROCEDURES

We have a means to ensure all parents are included – that may mean we have different strategies for involving fathers or parents who work or live apart from their children.

- We consult with all parents to find out what works best for them through the Parents Council.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the school is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We encourage and support parents to play an active part in the school life.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the school.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the school in ways that are accessible to parents and for those parents for whom French/English is an additional language.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.
- We provide opportunities for parents to learn about the curriculum offered in the school and about young children's learning, in the school and at home.
- We have a Parent Council in place to represent the views of the parents and to consult with all parents of the school. The Parent council has its own Constitution and meets regularly

In compliance with the Welfare Requirements, the following documentation is in place:

- Admissions policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

Parent Council Constitution

- 1) This is the constitution for La Petite Ecole Bilingue Parent Council¹.
- 2) The objectives of the Parent Council are:
 - a) To work in partnership with the school and local community to create a welcoming school which is inclusive for all parents
 - b) To promote partnership between the school, its pupils and all its parents
 - c) To develop and engage in activities which support the education and welfare of the pupils
 - d) To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.
- 3) Functioning of the Parent Council
 - a) The membership of the Parent Council shall be made up of parent members. Any parent of a child at the school may volunteer to be a member of the Parent Council. The Head Teacher whilst not a member of the Parent Council, has a right and a duty to attend or be represented at Parent Council meetings.
 - b) As a minimum there shall be initially 5 parents of children attending La Petite Ecole Bilingue. For a meeting to be quorate there needs to be 4 parents in attendance.
 - c) The maximum number of parent members shall be 7. Best endeavours will be made to ensure that within this number each stage of the school is equally represented.
 - d) Appointment of Members shall take place at the Annual Meeting. In the event of there being more than 7 volunteers, members will be selected first according to the stage of the school that they represent. Remaining places will be determined by ballot.
 - e) Where there are fewer than 7 volunteers, all shall automatically be appointed. Vacancies may be filled at any time after the Annual Meeting should further volunteers come forward. In seeking to fill vacancies the Parent Council shall have due regard to balanced representation of the different stages of the school.
 - f) Parent Council members will be selected for the period up to the next Annual Meeting after which they may put themselves forward for re-selection if they wish.

¹ 'Parent' is used throughout this constitution to mean any member of the parent body of the school, including recognised carers and guardians.

- g) The Parent Council may set up sub-groups to help achieve the aims and objectives of this Constitution. It may be desirable, for example, to set up groups to facilitate fund raising, communications, extra-curricular activities and social events for pupils, parents and staff. The Parent Council shall endeavour to encourage as many parents from the school as possible to participate. At least one member of any sub group will be a member of the Parent Council and will have responsibility for communicating between the sub group and the Parent Council.
- 4) The Chair and other agreed roles within the Council will be agreed by the Parent Council members immediately following its formation and then on an annual basis.
- 5) The Annual Meeting will be held in September of each year. A notice of the meeting including date, time, and place will be sent to all parents of the school at least 2 weeks in advance. The meeting will include:
 - a) A report on the work of the Parent Council and its committee(s)
 - b) Selection of the new Parent Council
 - c) Discussion of issues that the Parents may wish to raise
 - d) Approval of any accounts and appointment of a treasurer
- 6) The Parent Council will meet at least once in every school term.
- 7) Should a vote be necessary to make a decision, each parent member at the meeting will have one vote, with the Chair having a casting vote in the event of a tie.
- 8) If a Parent Council member acts in a way that is considered by other members to undermine the objectives of the Parent Council, their membership of the Parent Council shall be terminated if the majority of parent members agree. Termination of membership will be confirmed in writing to the member.
- 9) Copies of the minutes of all meetings will be available to all parents of children from La Petite Ecole Bilingue and to all teachers at the school.
- 10) Should it be deemed necessary, the Treasurer will open a bank or building society account in the name of the Parent Council for all Parent Council funds. Withdrawals will require the signature of the Treasurer and one other Parent Council member.
- 11) The Treasurer will keep an accurate record of all income and expenditure, and will provide a summary of this for each Parent Council meeting and a full account for the Annual Meeting.
- 12) The Parent Council shall be responsible for ensuring that all monies are used in accordance with the objectives of the Parent Council.

- 13) The Parent Council may change its constitution after obtaining consent from all the parents of the school. The parents will be sent a copy of any proposed amendment and given reasonable time to respond to the proposal.
- 14) The Head teacher has the right to veto any decision made by the Parent Council.
- 15) Should the Parent Council cease to exist, any remaining funds will be passed to the finance officer of La Petite Ecole Bilingue.
- 16) The Head teacher is empowered to dissolve the Parent council at any time.

Working in partnership with other agencies

POLICY STATEMENT

We work in partnership or in tandem with, local and national agencies to promote the well-being of children.

EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keeping safe 1.4. Health and well-being	2.1. Respecting each other	3.4. The wider context	

PROCEDURES

Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.

Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.

When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.

We follow the protocols for working with agencies, for example on child protection.

Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child/children during their visit.

Phone calls from other agencies requesting information are validated as genuine before information is shared.

Our staff do not casually share information or seek informal advice about any named child/family.

When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Policy for documenting, planning and assessment

1. Guiding Principles

Documentation in the Early Years has its philosophy, with regards to children's learning grounded in providing a child centred, inquiry based approach to learning where children follow their own highly personal interests and through this develop new skills and understandings. This approach has been influenced by the Reggio Emilia philosophy where documentation of children's work is used to inform practitioners of the learning that is taking place. (Malaguzzi 1996; Edwards, Gandini and Foreman 1993; Katz and Cesarone 1994)

"In Reggio Emilia, where we have explored this methodology for many years, we place the emphasis on documentation as an integral part of the procedures aimed at fostering learning and for modifying the learning"

P.78 RINALDI, C. MAKING LEARNING VISIBLE 2001 REGGIO CHILDREN

Documentation, in the forms of observation has long been encouraged and practiced in early childhood education. Susan Issacs as far back as 1930 made detailed anecdotal observations of children, which informed the basis of her analysis of children's learning. More recently Goldschmied (1987) claimed that observations of babies playing with a treasure basket gave valuable insights into children's learning and their interactions with one another, and Helm Beneke and Steinheimer (1998) whose documentation of an early years project enabled, they claimed, others to see the learning that took place.

Observation is a key feature of the documentation systems developed within the Early Years. The British Department of Education's early learning goals describes one feature of good and effective early years practice as follows:

"Practitioners must be able to observe and respond appropriately to children informed by a knowledge of how children learn and develop and a clear understanding of possible next steps in their development and learning"

DfE PRINCIPLES FOR EARLY YEARS EDUCATION 2002

Our documentation systems are concerned with understanding the learning process and place the responsibility on the observer to observe, describe, interpret and explain i.e. to construct meaning not just measure performance. Rinaldi (1995) Katz and Chard (1996)

"Meaning does not come from seeing or observing alone; meaning is not lying around in nature waiting to be scooped up by the senses, rather it is constructed."

RINALDI OBSERVATION AND DOCUMENTATION PAPER
GIVEN AT THE RESEARCH CONFERENCE REGGIO EMILIA 1995

The systems in place in Early Years for planning and assessment support this approach to child centred, inquiry based learning and offer the flexibility to make the real learning that is taking place visible to the staff, the parents and to the children themselves. The system is also in line with the PYP philosophy and documentation adopted by the school.

22. Effective Practice

We involve families and share information with families so that interesting events and developments are recorded and celebrated at home and in Early Years.

We share our interpretations about what the children are trying to communicate to use through their interactions with others and the Early Years environment with colleagues and parents.

We are attentive and aware of the children's creative, inquiries and explorations.

We observe, record and share strategies the child uses to demonstrate their learning style, their interests and their individual inquiries.

We discuss with other members of staff and parents how each child responds to activities/adults/peers and build this into future planning.

We share information about the children regularly.

We document important learning experiences and throughout the year build an individual record of the child's achievements.

We use photographs, the children's individual files, classroom displays and the children's work to make learning visible to the children.

We have planning systems in place for a yearly overview, unit of inquiry planning, weekly and daily planning and for individual children.

We have systems in place for assessment of individual children.

We have systems in place for reporting to parents.

We have systems in place to record observations and anecdotal evidence, either individually or in a group.

We observe how each child responds to activities/adults/peers to inform our planning for future development.

Meetings with parents are considered to be a two-way process of sharing information about the child.

23. Documentation

a. Planning

The School's yearly overview is used to identify themes that may take place throughout the school year. These themes do not have a finite time limit and could run throughout the year or be revisited during the year. This is in line with the Early Years philosophy.

The planning of these themes is recorded on the Mid-Term planner in line with the School's policy.

Planning for individual inquiries is record on the Weekly Planner and on the classroom planning white board.

Planning for assessment is recorded using the Mid-Term Planner and Weekly Planner.

b. Assessment

On joining Early Years a baseline assessment of each child is carried out within 2 weeks of starting, this is updated after 6 weeks and informs the writing of the Settling in Profile.

Each theme has its own specific assessment and is complete before, during and at the end of the theme as appropriate using both formative and summative assessments.

An assessment of the development of the dispositions and attitudes is updated as appropriate using observations and photographs as evidence. Each child has their own sheet.

On-going observational assessments which record significant development in skills and understanding are recorded initially on the Individual child observation sheet then transferred to the assessment part of each child's individual portfolio or Early Years profile. The Mid-Term and Weekly Planners are also used to record any specific skills, attitudes or understandings the staff have planned to make; these will be transferred to the assessment part of the Child's individual Portfolio or Early Years Profile.

c. Portfolio

In line with the School's policy each child has their own individual portfolio, these portfolios build throughout the year and show the child's individual progress and tell their own individual 'learning' story. Portfolios will include evidence from each of the themes identified on the planners, evidence of individual learning stories and collaborative group learning stories and evidence of PSE development. At least once a term each child will be invited to choose a piece of work or photographic evidence of an activity or event for developing reflective thinking skills. All pieces of work are dated and annotated.

The portfolio will include assessments which will build throughout the year.

Parents are invited to contribute some pieces from home.

At the end of the year the child will be given their portfolio to take home, some assessment pieces will be kept in school and filed in line with the School's policy.

Parents will be invited into the school in May to share the portfolio with their child.

Portfolios have a photo and the child's name on.

The portfolio includes; a cover sheet with a photo of the child and a contents page.

Evidence is placed by date and builds into a developmental record of the year.

The School's explanation sheet is attached when appropriate.

d. Reports

Settling in Reports

These Settling-in reports are written at the end of the first half term. The report includes comments on the curriculum prime and key areas, but focuses mainly on the child's personal, social, emotional development and communication skills. The baseline assessment informs this report. Relevant photographs are used as examples of interest and development. A copy of this report is given to the parents and a copy filed in the child's individual school file.

Mid-Year Reports

In February there will be a parent/teacher conference where parents and teachers will discuss the 3 Prime areas and the 4 specific areas of the EYFS and the child's development in all aspects. A copy of any written notes will be filed in child's individual school file.

End of Year Reports

These reports are written in February. The report includes comments on the 3 Prime areas and the 4 specific areas of the EYFS and comments on the child's development in all aspects. Relevant photographs are used as examples of interests and development. A copy of the report is given to parents and a copy filed in child's individual school file.

e. Planning

Weekly Planner

The weekly planners are used to record the range of activities and experiences that are identified from evaluations and observations of children engaged in learning activities and from the mid-term planning and support children's future learning. It may be used in conjunction with the class white board. This planner is linked to the Weekly Newsletter sent to parents and the children's individual and group stories. All planners are dated. Weekly Planning includes whole group/small group planning, planning for continuous provision, planning by curriculum areas and an overview of curriculum coverage.

The Weekly Newsletter

This weekly newsletter is used to record through photographs and written observations significant events happening throughout the week. It builds into a record of the Early Years experience. Curriculum based statements are used to identify the learning taking place. This newsletter is sent to parents to share and is used with children to revisit the learning that has taken place. All newsletters are dated.

Mid-Term Planning

The mid-term planner is used to identify what we want the children to learn, how we will achieve this, how we will know the children have learned it and how we will organise the learning environment. As an on-going process and at the end of the theme the learning experiences are evaluated. The planner is always dated.

Long Term Planning

Our Long Term Plan reflects the Early Years Foundation Stage (EYFS - 2012). We have used the four Themes of the EYFS (2012) to guide our plans and to express our approach to each of them, defining our interpretation of how we intend to deliver the four Principles of the EYFS (2012) in practice. We anticipate that the long planning process will evolve with further experience of the new framework and that change and improvements to our plans will take place throughout the year. The Long Term planning also includes a curriculum plan for continuous provision; these activities are planned for as shown in the Continuous Curriculum Plan and available throughout the academic year.

f. The Individual/Group Observation Sheet

These sheets are placed around the room and are used to record observations of the children involved in learning experiences. Relevant information is then transferred to the appropriate place. All entries are dated.

g. The Staff Communication Book

The Staff Communication Book is used to record room organisation, management issues and non-confidential matters concerning children which need to be communicated between the English and French Teams. All entries are dated. This is an internal journal for staff use only.

h. Consultation with Parents

Before the Settling in Process begins parents are invited for a meeting with Early Years staff, during this meeting the staff will gather information about the child using the right from the start form and give the parents information about the Early Years experience. During the Settling in Process parents are invited to a general meeting where information about the Early Years philosophy, curriculum, systems and routines will be passed on.

Individual meetings with parents will take place on a more formal basis in February; parents are however offered the opportunity to have informal consultations on a 'need to' basis throughout the year.

During the hand over at the beginning and end of each session there is an opportunity to gathered and pass on daily information about the child if necessary.

There is a Communication book which can be used by parents and staff to pass on information between home and school. The communication book is checked each day by staff and any messages from parents responded to.

Teaching and Learning Policy

(To be read in conjunction with our policies on Assessment, Early Years Foundation Stage, Inclusion, Special Educational Needs and Target Setting.)

1. Introduction

- i. We believe in the concept of lifelong learning and regard the teaching and learning which take place in our school to be part of a learning continuum which begins before the child comes to school and continues into adulthood. Both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

24. Aims and objectives

- i. We believe that people differ in the ways in which they learn most effectively, and the conditions for optimum learning also differ in relation to the context in which the learning takes place. In some situations, we may prefer to learn by listening, in others we can only learn effectively by actively doing, and these preferences may differ for each individual. At our school, we aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

- ii. Through our teaching and our learning environment, we aim to:
 - Ensure that children develop a self-image of themselves as capable learners;
 - Enable children to become confident, resourceful, enquiring and independent learners;
 - Nurture children's self-esteem, and help them to build positive relationships with other people;
 - Equip children with the key knowledge, skills and understanding which they need for the next phase of their education, and in order to maximise their life chances and economic well-being in adulthood;
 - Develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
 - Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
 - Enable children to understand their community, and help them feel valued as part of it;
 - Help children grow into reliable, independent and positive citizens.

25. Effective learning

- i. Research tells us that people learn in many different ways in different situations, and respond best to varying types of input (visual, auditory and kinaesthetic); we must therefore teach in a variety of ways, tailored to the context for learning and the differing aptitudes of our children. We take into account the different forms of intelligence, for example, verbal, mathematical/logical, visual/spatial, interpersonal, musical, when planning our curriculum and our teaching.
- ii. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and feel that they will succeed, because the learning challenge will have been set at the right level. We want children to feel a sense of 'ownership' of their own learning, and not to feel that education is something which is done to them.
- iii. At times, we seek to create a conducive learning environment by playing music to accompany learning, provide 'brain gym' at various points in the lesson to refocus children's attention and make sure that the children have access to drinking water to ensure good levels of hydration.

- iv. All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:
 - Teaching should build on previous learning;
 - Pupils should be given the 'big picture' of the intended learning and understand how the lesson fits into this;
 - The teacher should explain the learning objectives, and why the lesson is important;
 - The lesson should incorporate opportunities for a range of learning styles to be accommodated;
 - Children should be given opportunities to reflect on and review what has been learnt;
 - There should be planned opportunities for feedback to the children, celebrating success, reviewing learning strategies, and assessing learning;
 - Teachers should indicate what the next step in the learning will be.
- v. We offer opportunities for children to learn in different ways. These include:
 - Investigation and problem-solving;
 - Research and discovery;
 - Listening;
 - Group work;
 - Paired work;
 - Independent work;
 - Whole-class work;
 - Asking and answering questions;
 - Using ICT to support learning;
 - Fieldwork and visits to places of educational interest;
 - Creative activities;
 - Looking at pictures and other visual images, including appropriate DVDs and television;
 - Listening and responding to music or audio material;
 - Play, including 'small world' play and role play;
 - Group discussions, debates and giving and listening to oral presentations;
 - Designing and making things;
 - Participation in athletic or physical activity.
- vi. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

- vii. We help children to understand different types of learning. These include 'new learning' and 'consolidating learning'. Teachers ensure that lessons are rich with the former, but that children have sufficient opportunities to ensure that previous new learning is securely embedded, through practice and improvement. We encourage children to recognise when they are 'treading water' in their learning, and unnecessarily and repeatedly re-practising things which they have securely learned already. We also want them to recognise when they are overloaded with new learning, which is too much for them to cope with. By encouraging children to recognise and talk about their learning in these ways, they can become partners in learning with their teachers, who will be able to better match their teaching to the learning needs of individual children.

26. Effective teaching

- i. When we are teaching, we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.
- ii. Teachers make on-going assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in any Individual Education Plans (IEPs). Teachers modify teaching and learning activities as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation, covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.
- iii. We set academic targets for the children in each year, and we share these targets with children and their parents/carers. We review the progress of each child at the end of the academic year, and set revised targets (see our Target Setting Policy).

- iv. We plan our lessons with clear learning objectives. We take these objectives from the Early Learning Goals of the Early Years Foundation Stage (EYFS), the National Curriculum or the Framework for Literacy and Numeracy. Our lesson plans contain information about these objectives (which may differ for groups of different ability), the planned learning activities, the resources needed, and the way in which we will assess the children's learning. We evaluate all lessons, so that we can modify and improve our future teaching.
- v. In our lessons, we ensure that the learning intentions are shared with and understood by the children, and, to that end, are expressed in appropriate, child-friendly language. We also ensure that children understand the 'success criteria' for the lesson – i.e. what they need to ensure they do or pay attention to in order to succeed and achieve. Often, these success criteria will be decided jointly with the children, to ensure that they have full understanding of them.
- vi. Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children behave inappropriately, we follow the guidelines for sanctions as outlined in our policy on Behaviour and discipline.
- vii. We try to ensure that all tasks and activities that the children engage in are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.
- viii. We deploy learning assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment.

- ix. Our classrooms are attractive learning environments. We change displays, so that the classroom reflects the topics studied by the children and supports their new learning. We ensure that all children have the opportunity to display their best work. We also use 'working walls' and displays of work in progress in order to demonstrate effective learning strategies and to model good practice. Not all displays of children's work will be pristine and exemplary, therefore. However, other displays also showcase the highest standards to ensure that all have high expectations of what children can achieve.
- x. All classrooms should have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We use displays as resources for learning, often providing prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- xi. All of our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- xii. We conduct all our teaching in an atmosphere of trust and respect for all.

27. The role of the Head Teacher and curriculum leader

The Head Teacher and curriculum leader are primarily the leaders of teaching and learning. Their own practice models high quality teaching. They have a responsibility to monitor and evaluate the quality of teaching and learning in the school. This will be achieved through:

- The formal performance management and appraisal of teachers, involving lesson observations;
- Team teaching and working alongside teaching colleagues;
- Leading lesson study activities, when teachers plan, observe and evaluate their children's learning together;
- Talking to children about their learning in lessons;
- Scrutinising pupil's work in their books;
- Overseeing pupil assessment records.

28. The role of parents and carers

- i. We believe that parents and carers have a fundamental role to play in supporting their children's education. We do all we can to inform parents and carers about the curriculum, teaching and learning strategies, what their children are currently learning and the outcomes of assessment. We do this by:
 - Holding parents' evenings to explain our school strategies for various aspects of the curriculum such as literacy, numeracy and health education;
 - Sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
 - Sending parents and carers regular reports in which we explain the progress made by each child, and indicate how their child can improve further;
 - Explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with younger children, and support for older children with their projects and investigative work;
 - Welcoming information from parents and carers about their children which may impact on their learning in school, or tell us about their learning and achievements beyond the school gate.
- ii. We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:
 - To ensure that their child has the best attendance record possible;
 - To ensure that their child is fully prepared for school with the correct equipment for lessons, uniform and PE kit;
 - To do their best to keep their child healthy and fit to attend school;
 - To inform school if there are matters outside school that are likely to affect a child's learning or behaviour;
 - To promote a positive attitude towards school and learning in general;
 - To fulfil the requirements set out in the home-school agreement.

29. Monitoring and review

The owner and Head Teacher monitor the school's Teaching and Learning Policy, and review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if necessary.

I. Curriculum Policy

1. Introduction

- i. Our school's curriculum comprises all the planned activities that we organise in order to promote pupils' learning, and their personal and social development. It includes not only the formal timetabled lessons, but also the various out of school hours activities that the school organises in order to enrich the children's experience. It also includes what is sometimes referred to as the 'hidden curriculum' – what the children learn from the general climate and culture of our school, and the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their full potential.
- ii. We value the breadth and range of our curriculum. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

30. Aims and objectives

- i. The aims of our school curriculum are:
 - To enable all children to learn, and develop their skills, to the best of their ability;
 - To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
 - To teach children the basic skills of literacy and numeracy;
 - To enable children to be innovative, to use 'thinking' and problem solving skills, and to be independent learners;
 - To develop children's skills of team work and the ability to work in collaboration with others;
 - To enable children to understand and appreciate the arts, and give them opportunities to develop their own artistic and creative abilities;
 - To teach children about the developing world, including how their environment and society have changed over time;
 - To help children understand Britain's cultural heritage;
 - To enable children to appreciate and understand the importance of scientific and technological discoveries and development;
 - To appreciate and value the contribution made by all ethnic groups in our multi-cultural society;

- To enable children to be positive citizens, contributing to the society in which they live;
- To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to live and work co-operatively with others.

31. Our Curriculum Values

- i. Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- ii. Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:
 - We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
 - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each child's individuality, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
 - We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
 - We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

32. Organisation and planning

- i. We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.
- ii. Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We refer to the National Framework for literacy and numeracy and base much of our medium-term planning on the guidance documents in that framework. We also use the National Curriculum Programmes of Study for much of our medium-term planning in the foundation subjects. In the Early Years Foundation Stage (EYFS), planning follows the structure of the national Early Learning Goals, and addresses the three prime and four specific areas of learning.
- iii. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each lesson, to plan the learning activities in which pupils will be engaged, to make clear how learning may need to be differentiated for groups of different ability, to plan assessment opportunities and to identify what support and resources will be needed by the pupils.
- iv. We believe that pupils learn most effectively when they are able to understand connections between different areas of their experience. We want them to acquire transferable skills which can be applied in any area of knowledge or understanding. Children do not see their world in discrete compartmentalised boxes, but, rather, as a whole spectrum of experience. For this reason, wherever possible, we have a 'cross-curricular' approach to learning, planning topics or themes which will embrace a range of subjects, including the application of literacy and numeracy skills. We also work closely with our French colleagues to develop further this interlinked approach to learning.
- v. This approach is most apparent in the EYFS and in Key Stage 1, but is also used in Key Stage 2. There are many times, however, when discrete, subject-related skills or knowledge cannot be easily addressed through such a cross-curricular approach, and separate subject-based lessons also feature in our planning, particularly in Key Stage 2. Curriculum coverage is regularly reviewed to ensure that, however the curriculum is planned and taught, pupils are receiving their entitlement to the full range of the National Curriculum or the EYFS curriculum.

- vi. We recognise that children learn at different rates and sometimes have learning needs which come from an earlier or later curriculum stage. Some pupils in Year 1, for example, continue to follow the EYFS curriculum into Year 1. Some pupils in Year 2 may need to access the Year 3 curriculum, in order to engage in learning to meet their ability. Similarly, some more able Year 6 pupils may already need to access aspects of the Key Stage 3 curriculum.

33. The curriculum and inclusion

- i. The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.
- ii. Our lessons aim to be fully educationally inclusive. We adapt the curriculum and teaching to meet the learning needs of pupils across the ability range. Teaching and learning is very often organised to meet the differing needs of at least three ability groups within the class. However, we also maximise the advantages of mixed ability teaching, when pupils learn more effectively by learning alongside others of different ability.
- iii. If children have special educational needs, our school does all it can to meet those individual needs, and we comply with the requirements set out in the national SEN Code of Practice. (See Special Educational Needs Policy) If a child displays signs of having special educational needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation and through carefully differentiated planning and teaching.
- iv. If a child's need is more severe, we may involve the appropriate external support services in making an assessment of need and advising the school on teaching and learning strategies. This is known as School Action Plus. In a very small number of cases, where, despite appropriate support, a pupil doesn't make adequate progress owing to a persistent, long term learning difficulty, the school may refer the pupil to the Local Authority (LA) to be formally assessed for a Statement of SEN.

- v. The school provides an Individual Educational Plan (IEP), where necessary, for each of the children who are on the special needs register. This is always the case for pupils with Statements or those at School Action Plus, and for some with more complex needs at School Action whose needs cannot be met by normal high quality inclusive teaching. The IEP sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- vi. Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, the teaching materials may be adapted or special physical access arrangements may be made.
- vii. The school is also fully committed to meeting the needs of our most able and gifted and talented pupils. (See Gifted and Talented Children Policy) In most cases, the needs of our most able pupils can be fully met through well differentiated planning and teaching, tailored to the needs of the most able groups or individuals. However, we maintain a register of gifted and talented pupils and may, at times, make special additional provision to ensure that their skills and abilities are appropriately challenged.

34. The Early Years Foundation Stage (See also EYFS Policy)

- i. The curriculum that we teach in the reception class meets the requirements set out in the EYFS curriculum. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- ii. Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the EYFS builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.
- iii. Each term in the reception class, the teacher will assess the skills development of each child, and record this in the EYFS Profile. This assessment forms an important part of the future curriculum planning for each child.

35. The role of the curriculum leader

- i. The role of the curriculum leader is to:
 - Provide a strategic lead and direction for the subject;
 - Oversee the taught curriculum for their subject area in order to ensure necessary coverage;
 - Support and advise colleagues on issues related to the subject;
 - Monitor pupils' progress in that subject area;
 - Provide efficient resource management for the subject.
- ii. The school gives the curriculum leader non-contact time, depending on the needs of the subject area, so that they can carry out their duties. It is the role of the curriculum leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. The curriculum leader reviews the curriculum plans for the subject, ensures that there is full coverage of subjects in both English and French and sees that progression is planned into schemes of work. The subject leader also supports with assessment moderation.

36. Monitoring and review

- i. The curriculum leader of each language reviews each subject area during its cycle of review and development and monitors closely the way in which these subjects are taught.
- ii. There is also a named governor assigned to monitor the school's provision for special educational needs, who liaises regularly with the special educational needs coordinator (SENCO).
- iii. The Head Teacher is responsible for the day-to-day organisation of the curriculum. The curriculum leader monitors the weekly lesson plans for all French teachers and liaises with English colleagues ensuring that all lessons have appropriate learning intentions, addressing the needs of all pupils.
- iv. The curriculum leader monitors the way in which subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used.
- v. This policy is monitored by the Head Teacher and will be reviewed every three years or sooner if necessary.

English as an Additional Language (EAL) Policy

1. Introduction

- i. In our school we value all pupils equally. We encourage all our children to aim for the highest possible standards and we take account of each child's individual needs and experiences.
- ii. A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language.
- iii. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.
- iv. Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is often associated with success. Evidently, it is a core belief of this school which recognises the importance of other languages in their own right, and the ability of their speakers to acquire other languages.

37. Aims and objectives

- i. Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school.
- ii. The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Equalities Act 2010.

38. Teaching and learning style

- i. In our school teachers use various methods to help children who are learning English as an additional language develop their spoken and written English by:
 - Ensuring that vocabulary work covers the technical as well as the everyday meanings;
 - Covering not just key words, but also metaphors and idioms;
 - Explaining how spoken and written English have different usages for different purposes;
 - Providing them with a range of reading materials, to exemplify the different ways in which English is used;
 - Giving them appropriate opportunities for talking, and using talk to support writing;
 - Encouraging them to relate one language to another.
- ii. Teachers ensure children who are learning English as an additional language have access to the curriculum and to assessment by:
 - Using texts and materials that suit their ages and learning stages;
 - Providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
 - Using the home or first language where appropriate.

39. EAL and inclusion

- i. In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not necessarily have separate teaching unless they need it. New arrivals to the country will have discrete individual language lessons to enable them to acquire English language skills as quickly as possible. This is to allow them to be able to access the rest of school curriculum in ordinary classes as swiftly as possible. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.
- ii. Wherever possible teaching assistants will assist with the teaching of a child with EAL in mainstream classes. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the groups are composed not entirely of EAL children.

- iii. In the Early Years Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. We help children learning English as an additional language by:
- Building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
 - Providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
 - Engaging the child in educational games that develop their language skills;
 - Providing opportunities for children to hear their home languages, as well as English.

40. Assessment for learning

- i. Our school uses the QCDA's English scales to measure the English language competence of EAL children. We record their attainment and progress according to agreed school procedures. Assessment for children below Level 1 is based on QCDA's Language in Common (2000).
- ii. In tests we help EAL children by translating English words or phrases or non-English words or phrases that the children use in their responses.

41. Monitoring and review

This policy is monitored the owner and the Head Teacher and will be reviewed every three years or sooner if necessary.

English Policy

1. Aims and objectives

- i. The English curriculum develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, opinions and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.
- ii. Teachers and pupils in our school usually use the term 'literacy' to describe the English curriculum. Literacy skills will be taught and practised in many areas across the curriculum, and not just in 'English' lessons.
- iii. Our objectives in the teaching of literacy skills are:
 - To enable children to speak clearly and audibly, to communicate effectively through speech and to take account of the perspective of those to whom they are speaking;
 - To encourage children to listen with concentration, in order to identify the main points, and sometimes the detail, of what they have heard;
 - To show children how to adapt their speech to a wide range of circumstances and demands;
 - To enable children to become effective communicators, both verbal and non-verbal, through a variety of drama activities;
 - To help children become confident, independent readers, developing their understanding of meaning conveyed at word, sentence and whole text level;
 - To enable children to develop as enthusiastic and reflective readers, through contact with a wide range of different types of material, including challenging and substantial texts;
 - To foster the enjoyment of writing for a wide range of purposes, and a recognition of its value;
 - To encourage accurate and meaningful writing, be it narrative or non-fiction;
 - To develop skills in planning, drafting, evaluating and editing their writing;
 - to engender in children a love of literature and an appreciation of our literary heritage;
 - To enable and encourage pupils to apply their literacy skills across the whole curriculum.

42. Teaching and learning

- i. We use a variety of teaching and learning approaches in our literacy lessons, as was recommended by the National Literacy Strategy and the revised Primary Framework for literacy and mathematics. Our principal aim is to develop children's knowledge, skills, and understanding in relation to literacy. Our timetable ensures that pupils have a substantial part of the fortnightly timetable which focuses specifically on the development of literacy skills, for example, engaging in a whole-class reading or writing activity, a whole-class focused word or sentence analysis activity, guided reading or independent reading or writing activity, or a whole-class session to review progress and learning. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance pupils' learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as word banks, phonic resources, dictionaries and thesauruses. Teachers sometimes use ICT in literacy lessons so that it enhances children's learning, such as in drafting their work and in using multimedia resources to study how words and images are combined to convey meaning. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum, and will often use incidental opportunities to teach and reinforce literacy skills in other subject areas.
- ii. In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. Wherever possible, we use classroom assistants to support some children, and to enable work to be matched to the needs of individuals. Teachers work with children in small focus groups on particular areas of need.

43. English curriculum planning

- i. English is a core subject in the National Curriculum. We use the guidance from the National Literacy Strategy and the revised Primary Framework for literacy and mathematics as the basis for implementing the statutory requirements of the Programme of Study for English.

- ii. We carry out curriculum planning in English, or literacy, in three phases (long-term, medium-term and short-term). The National Literacy Strategy Framework for Teaching and the revised Primary Framework for literacy and mathematics detail long-term teaching objectives. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year.
- iii. Our medium-term plans, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The curriculum leader is responsible for overseeing and reviewing these plans.
- iv. Class teachers complete a weekly (short-term) plan for the teaching of literacy. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning and doing. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- v. We plan the activities in literacy so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also ensure progression in the schemes of work, so that there is an increasing challenge for the children as they move up through the school.

44. The Early Years Foundation Stage

- i. We teach literacy skills in reception year as an integral part of the EYFS curriculum. Progressive skill development is outlined in Communication, Language and Literacy (CLL), one of the six Areas of Learning in the EYFS curriculum. In particular, in the EYFS, the CLL curriculum cannot be covered in isolation from the other five areas of learning. Opportunities to practise literacy skills, for example, reading labels, responding to written instructions, mark-making and early writing as part of play-based learning will be provided throughout the learning environment in the Reception classroom and outside when possible. Children have regular phonics lesson as a crucial element in developing their early reading and writing skills.
- ii. We plan the teaching and development of literacy skills to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

45. Reading Policy

- i. The teaching of reading and children's acquisition of reading skills is the bedrock of our English curriculum. Becoming an effective and proficient reader is the gateway to learning for our children, and success in most other subjects of the curriculum is dependent upon learning to read well.
- ii. Children begin to develop pre-reading skills involving, for example, the ability to visually focus, to concentrate for increasingly sustained periods, to distinguish between visual shapes and to notice similarities, and to begin to understand that pictures, symbols and print can convey meaning, from the very youngest age.
- iii. In the Early Years Foundation Stage, we aim to give children continuous experience of the medium of print and text through all their learning experiences and in all the Areas of Learning in the EYFS curriculum. The environment has appropriate text: labels, captions, simple instructions, names, alphabet prompts and children's own mark-making. Adults continuously model reading in the learning environment, embedding in children's understanding the idea that print conveys meaning and is invaluable to us in our lives. Children are taught from the youngest age to value and care for books, to understand their structure, to handle them appropriately and to enjoy sharing them with each other.
- iv. We believe that an understanding and knowledge of phonics, the relationship between graphemes (letters or groups of letters) and phonemes (the 44 constituent sounds of spoken English) is essential as children learn to read. Children's ability to phonetically 'decode' letters and words into oral sounds is continuously assessed throughout the EYFS and Key Stage 1, in order that the next steps in children's knowledge of phonics can be effectively planned and taught. In order to do this we use the Ruth Miskin programme Read Write Inc. When the children are following the English timetable they have a daily phonics session to support their development of both reading and writing skills, following national guidance on teaching a programme of progressive, structured phonics.
- v. However, children cannot learn to be skilled readers through phonics alone. We teach children to use a wide range of clues in tackling unfamiliar words and phrases in their reading: whole word recognition, picture clues, contextual clues based on the meaning of the text and grammatical correctness.
- vi. As well as the Read Write Inc. scheme we believe in guiding and supporting children to read 'real books' with text of an appropriate level of difficulty.

- vii. Alongside ensuring that children read books of progressive difficulty, we do not deny children access to books which interest them but which may be too difficult for them to read independently. We seek to support children in accessing such books and encourage the use of 'paired reading' with an adult or a more able reader.
- viii. Children become avid readers through developing a love of books and through reading being made fun by teachers and other adults, providing excitement and inspiring the imagination. Parents and carers have a key role to play in helping to promote a love of books and reading at home, and we regard sharing books and support for reading to be one of the most important aspects of 'help with homework' which parents can provide.
- ix. All our classrooms have dedicated reading areas, which we aim to make comfortable and inviting, and in which teachers ensure there is a range of stimulating and attractive books and other reading material. We display and promote books throughout our school, including our learning support area to which all children have frequent and regular access, both for free choice of reading material and to do book-based research in order to support their learning across the curriculum.
- x. Reading pervades the curriculum and children have continuous opportunities to develop their reading skills, whatever the area of learning. However, throughout the school, classes have daily sessions of group and individual reading, during which they engage collaboratively in purposeful reading activities or exercises, or are taught directly by the teacher or teaching assistant. During individual reading sessions, the teacher can read text at an appropriate level the child, or sometimes with the whole class, teaching next step reading skills, including higher level skills such as using inference and deduction to understand meaning. These sessions are teachers' key opportunity to assess children's reading and to plan which skills they need to develop next. In this planning, the school uses the reading objectives in the National Framework for literacy and numeracy. We believe that well-planned whole-class, group and individual reading activities are an effective way to develop children's reading skills rather than simply ensuring that every child reads aloud from a reader.
- xi. When children need extra support, we liaise closely with parents and carers and seek to work in partnership with them to ensure that all children make the expected progress in reading. We provide them with materials they can use as well as make suggestions for resources they might to acquire themselves to support their child.

46. Contribution of English to teaching in other curriculum areas

- i. The literacy skills that children develop are linked to, and applied in, every area of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

ii. Mathematics, science and design technology

- The teaching of literacy skills contributes significantly to children's mathematical understanding, in a variety of ways. Children in the EYFS develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.
- Pupils will be expected to engage in research as part of their learning in science and design technology, to write a range of types of report on their work and to explain and communicate verbally about their learning, to the teacher and each other.

iii. History and geography

- While these humanities subjects involve significant subject specific knowledge, skills and conceptual understanding, the medium for researching, learning about and communicating is, of course, the English language. Pupils will constantly call upon and develop their literacy skills in finding information, ordering and making sense of what they have learned and communicating it in writing and orally.

iv. Personal, social, citizenship and health education (PSCHE)

- The teaching of literacy skills contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research, debate and write about topical social problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community.

v. Spiritual, moral, social and cultural development

- The teaching of literacy skills enables our children to offer critical responses to the moral questions they meet in their life, both within and outside school. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons and break times allows children to work and play together, giving them the chance to use their speaking and listening skills in developing social collaboration and understanding.

47. English and ICT

- i. Teachers may opt to use computer software, with clear learning objectives, to promote, enhance and support the teaching of English at word, sentence and text levels. It offers ways of developing learning which are not always possible with conventional methods, for example, through individualised interactive learning. Software can be used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers).
- ii. Pupils occasionally use word processing facilities to record and edit their writing, and have access to the teachers' laptops in the classroom for this purpose.
- iii. ICT is used at whole-class, group and independent levels. Through these means, classes engage in writing and reading, guided or modelled effectively by the teacher. A wide variety of text types and resources selected by the class teachers are available through the internet to support specific learning, focused on particular textual analysis.

48. English and inclusion

- i. All children, whatever their ability and individual needs, have a basic entitlement to be taught essential literacy skills, and to have the opportunity to develop those skills to the best of their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching of literacy skills, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. (see EAL policy)

- ii. When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- iii. Where intervention is required for certain children individual targets will be set.
- iv. Support for literacy is provided by using:
 - Individualised guided writing and reading;
 - Differentiated texts that children can more easily read and understand;
 - Visual and written materials in different formats;
 - ICT and other technological aids;
 - Alternative communication such as signs and symbols;
 - Translation and amanuensis.

49. Assessment

- i. Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the learning objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to review their work and make self-assessments about how they can improve their own work.
- ii. Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They use APP templates as the recording format for this.
- iii. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- iv. These long-term assessments are based on teacher assessments, supported by national assessment guidelines. Teachers also make termly assessments of children's progress based on the level descriptions of the National Curriculum and on Assessing Pupils' Progress (APP) guidelines.

- v. Teachers meet regularly to moderate assessments across a range of writing and other activities to ensure that our teacher assessments are accurate and in line with national standards.
- vi. Staff are continuously developing their English subject knowledge and the curriculum leader takes an active role in disseminating best practice and making recommendations for staff training.

50. Resources

We have a range of resources to support the teaching of literacy across the school. There is a variety of age-appropriate learning materials. Each classroom has a reading area with a selection of fiction and non-fiction texts. Children have access to the internet via the teachers' computers. Pupils can visit the local library, which contains a range of books to support children's development of reading skills and independent or group research.

51. Monitoring and review

- i. The co-ordination and planning of the English curriculum are the responsibility of the curriculum leader, who also:
 - Supports colleagues in their teaching, by keeping abreast of current developments in English and by providing a strategic lead and direction for this subject;
 - Gives the Head Teacher an annual summary report in which s/he evaluates the strengths and areas for development in literacy in the school, and indicates areas for further improvement;
 - Uses specially allocated regular management time to review evidence of the children's learning, and to observe and review literacy lessons across the school.
- ii. This policy will be reviewed at least every three years.

Science Policy

1. Aims and objectives

- i. Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way that they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national and global level.
- ii. Our objectives in the teaching of science are to:
 - Task and answer scientific questions;
 - Plan and carry out scientific investigations, with the correct use of equipment (including, when possible, computers);
 - Know about life processes;
 - Know about materials, electricity, light, sound, and natural forces;
 - Know about the nature of the solar system, including Earth;
 - Know how to evaluate evidence, and to present conclusions both clearly and accurately.

52. Teaching and learning

- i. We use a variety of teaching styles in science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes, we do this through whole-class teaching, while at other times, we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures and photographs. When possible, they use ICT in science lessons. They take part in role-play and discussions, and they present their ideas and findings to the rest of the class. They engage in a variety of problem-solving activities. Wherever possible, we involve the pupils in real scientific activities, such as or carrying out a practical experiment and analysing the results.

- ii. We recognise that in all classes, children have a wide range of scientific abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:
 - Setting tasks which are open-ended and can have a variety of responses;
 - Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
 - Sometimes grouping children by ability and setting different tasks for each ability group;
 - Providing resources of different complexity, matched to the ability of the child.

53. Science curriculum planning

- i. Science is a core subject in the National Curriculum. The school uses the national programme of study for science as the basis of its curriculum planning adapting it to the circumstances of our school. We make use of the local environment in our fieldwork, including areas where the physical environment differs from that which predominates in our immediate surroundings.
- ii. We carry out our curriculum planning in science in three phases (long-term, medium-term and short-term). The long-term plan maps the scientific topics studied in each term during the key stage. The curriculum leader works this out in conjunction with teaching colleagues in each year group. In some cases, we combine the scientific study with work in other subject areas, especially at Key Stage 1; at other times, the children study science as a discrete subject.
- iii. Our medium-term plans in science, give details of each unit of work for each term. The curriculum leader keeps and reviews these plans. As we have some mixed-age classes and also follow the French curriculum, we do our medium-term planning on a two-year rotation cycle. In this way, we ensure complete coverage, without repeating topics.
- iv. The class teacher is responsible for writing the daily lesson plans for each lesson (short-term plans). These plans list the specific learning objectives and expected outcomes of each lesson. The class teacher keeps these individual plans, and often discusses them on an informal basis with the curriculum leader.

- v. We have planned the topics in science so that they build on prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we also build progression into the science scheme of work, so that the children are increasingly challenged as they move up through the school.
- vi. Topics and planning are done in conjunction with French colleagues – we aim to teach Science in every half-term in either English or French.

54. The Early Years Foundation Stage

We teach science in reception classes as an integral part of the topic work covered during the year. The reception class is part of the Early Years Foundation Stage. We therefore relate the scientific aspects of the children's work in the Understanding of the World area of learning to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Science makes a significant contribution to developing a child's knowledge and understanding of the world, for example, through investigating what floats and what sinks when placed in water.

55. The contribution of science to teaching in other curriculum areas

i. English

Science contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that the children study in the literacy hour are of a scientific nature. The children develop oral skills in science lessons through learning specific technical vocabulary, discussions (e.g. of the environment) and through recounting their observations of scientific experiments. They develop their writing skills through writing reports and projects and by recording information.

ii. Mathematics

Science contributes to the teaching of mathematics in a number of ways. When the children use weights and measures, they are learning to use and apply number. Through working on investigations, they learn to estimate and predict. They develop accuracy in their observation and recording of events. Many of their answers and conclusions include numbers.

iii. Humanities subjects

Science contributes significantly to the teaching of humanities. For example, there are many overlaps with geographical understanding as children learn about their environment and how it has changed over time. Some important people important to the development of science are studied in history lessons. Teachers will take opportunities that arise in science lessons to explore issues of awe and wonder in the natural world.

Personal, social and health education (PSHE) and citizenship

Science makes a significant contribution to the teaching of PSHE and citizenship. This is mainly in two areas. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material and how environments are changed for better or worse. Secondly, the subject gives children numerous opportunities to debate and discuss. They can organise campaigns on matters of concern to them, such as helping poor or homeless people. Science thus promotes the concept of positive citizenship.

iv. Spiritual, moral, social and cultural development

Science teaching offers children many opportunities to examine some of the fundamental questions in life, for example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. Through the teaching of science, children have the opportunity to discuss, for example, the effects of smoking, and the moral questions involved in this issue. We give them the chance to reflect on the way people care for the planet, and how science can contribute to the way in which we manage Earth's resources. Science teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of physical and environmental factors, it promotes respect for other people.

56. Science and ICT

ICT enhances the teaching of science, because there are some scientific investigations where ICT can be particularly useful. It also offers ways of impacting on learning which are not possible with conventional methods. Children can use ICT to record, present and interpret data, to review, modify and evaluate their work, and to improve its presentation. Children learn how to find, select, and analyse information on the Internet.

57. Science and inclusion

- i. At our school, we teach science to all children, whatever their ability and individual needs. Science forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our science teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.
- ii. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- iii. We enable all pupils to have access to the full range of activities involved in learning science. Where children are to participate in activities outside the classroom (e.g. a trip to a science museum), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

58. Assessment

- i. Teachers will assess children's work in science by making informal judgements during lessons. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide progress. Older children are encouraged to make judgements about how they can improve their own work.
- ii. At the end of a unit of work, the teacher makes a summary judgement about the work and progress of each pupil. We use this information as the basis for assessing the progress of each child over the academic year and we pass this information on to the next teacher at the end of the year.
- iii. At the end of the academic year the teacher makes a judgement on the child's level against National Curriculum level criteria.

59. Resources

We aim to have sufficient resources for all science teaching units in the school with equipment for each unit of work. The local library contains a good supply of science topic books to support children's individual research.

Mathematics Policy

1. Aims and objectives

- i. Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the development and application of mathematics in their daily lives.
- ii. Our objectives in the teaching of mathematics are to:
 - Promote enjoyment of learning through practical activity, exploration and discussion;
 - Promote confidence and competence with numbers and the number system;
 - Develop the ability to solve problems through decision-making and reasoning in a range of contexts;
 - Develop a practical understanding of the ways in which information is gathered and presented;
 - Explore features of shape and space, and develop measuring skills in a range of contexts;
 - Help children understand the importance of mathematics in everyday life;
 - Develop the cross-curricular use of mathematics in other subjects.

60. Teaching and learning

- i. The school uses a variety of teaching and learning styles in mathematics. Our principal aim is to develop children's knowledge, skills and understanding. During our daily lessons, we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources, such as number lines, number squares, digit cards and small apparatus to support their work. Wherever possible ICT is used in mathematics lessons for modelling ideas and methods. We encourage the children to apply their learning to everyday situations eg. planning a trip to the shops to buy ingredients.

- ii. In all classes, children have a wide range of mathematical abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work and, in other lessons, by organising the children to work in pairs on open-ended problems or games. Where available, we use teaching assistants to support some children, and to ensure that work is matched to the needs of individuals. Teachers work with children in small focus groups on particular areas of need.

61. Mathematics curriculum planning

- i. When planning we consult with colleagues teaching the French curriculum to ensure even coverage and that methodology is consistent.
- ii. Mathematics is a core subject in the National Curriculum. We use the National Curriculum programmes of study as the basis for our curriculum planning. The national literacy and numeracy frameworks inform our approach to implementing the statutory requirements of the programme of study for mathematics.
- iii. We carry out the curriculum planning in mathematics in three phases (long-term, medium-term and short-term). Our yearly teaching programme identifies the key areas we teach in each year with key objectives being taken from the National Numeracy Strategy Framework for Teaching and the revised Primary Framework for Literacy and Mathematics.
- iv. Our medium-term mathematics plans define what we teach giving details of the main teaching objectives for each term. They ensure an appropriate balance and distribution of work across each term. These plans are kept in the teacher's planning files and are reviewed by the curriculum leader.
- v. It is the class teacher who completes the weekly plans for the teaching of mathematics. These weekly plans list the specific learning objectives and expected outcomes for each lesson, and give details of how the lessons are to be taught.
- vi. We plan the activities in mathematics so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

62. The Early Years Foundation Stage

We teach mathematics in our reception class using the Mathematics aspects of the EYFS curriculum as the basis of our planning. As the class is part of the Early Years Foundation Stage we relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space, through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics.

63. Contribution of mathematics to teaching in other curriculum areas

i. English

The teaching of mathematics contributes significantly to children's understanding of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, in mathematics lessons, we expect children to read and interpret problems, in order to identify the mathematics involved. They are also improving their command of English when they explain and present their work to others during plenary sessions. In English lessons, too, maths can contribute: younger children enjoy stories and rhyme that rely on counting and sequencing, while older children encounter mathematical vocabulary, graphs and charts when reading non-fiction texts. It also allows the children to appreciate that they are able to work mathematically in more than one language.

ii. Personal, social and health education (PSHE) and citizenship

Mathematics contributes to the teaching of PSHE and citizenship. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other's views. We present older children with real-life situations in their mathematics work on the spending of money.

iii. Spiritual, moral, social and cultural development

The teaching of mathematics supports the social development of our children through the way we expect them to work with each other in lessons. We group children so that they work together, and we give them the chance to discuss their ideas and results as well as help each other with any language difficulties they might experience.

64. Mathematics and ICT

Information and communication technology enhances the teaching of mathematics significantly, because ICT is particularly useful for mathematical tasks. It also offers ways of impacting on learning which are not possible with conventional methods. Teachers can use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. The use of mathematical games helps with developing numerical knowledge like multiplication tables.

65. Mathematics and inclusion

- i. At our school, we teach mathematics to all children, whatever their ability and individual needs. Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our mathematics teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this.
- ii. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- iii. Sometimes mathematical targets are set for an individual child. Teachers will pay regard to such targets when designing lessons or setting individual tasks in mathematics.

- iv. We enable all pupils to have access to the full range of activities involved in learning mathematics. Where children are to participate in activities outside the classroom (e.g. a "maths trail"), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

66. Assessment

- i. Teachers will assess children's work in mathematics from three aspects (long-term, medium-term and short-term). We use short-term assessments to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives. We make informal notes on the lesson plans.
- ii. We make medium-term assessments to measure progress against the key objectives, and to help us plan the next unit of work. We use APP templates as the recording format for this.
- iii. We make long-term assessments towards the end of the school year, and we use these to assess progress against sub levels in the National Curriculum levels of attainment. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents and carers. We pass this information on to the next teacher at the end of the year, so that the new school year can be planned. We make the long-term assessments informed by end-of-year tests and on-going teacher assessments. We also make annual assessments of children's progress measured against the level descriptions of the National Curriculum.
- iv. Teachers meet regularly to review individual examples of work using national exemplification material.
- v. Older children are encouraged to make judgements about how they can improve their own and each other's work as well as how they feel they are achieving in given areas.

67. Resources

All classrooms have a range of appropriate small apparatus. Teachers use their own computers to support in lessons and we occasionally use the Abacus scheme text books in lessons and for reinforcement.

History Policy

1. Aims and objectives

- i. The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.
- ii. Our objectives in the teaching of history are to:
 - Foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
 - Enable children to know about significant events in British history, and to appreciate how things have changed over time;
 - Develop a sense of chronology;
 - Know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
 - Understand how Britain is part of a wider European culture, and to study some aspects of European history;
 - Have some knowledge and understanding of historical development in the wider world;
 - Help children understand society and their place within it, so that they develop a sense of their cultural heritage;
 - Develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
 - Develop the necessary skills to be able to interpret differing interpretations of historical events;
 - Have some knowledge and understanding of the history of a non-European country when children from that part of the world make up a significant proportion of the school's role.

68. Teaching and learning

- i. History teaching in our school focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children to understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as "how do we know?", about information they are given.
- ii. We recognise that in all classes, children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
 - Setting tasks which are open-ended and can have a variety of responses;
 - Setting tasks of increasing difficulty, some children not completing all tasks;
 - Sometimes grouping children by ability, and setting different tasks for each ability group;
 - Providing resources of different complexity, depending on the ability of the child;
 - Using classroom assistants to support children individually or in groups.

69. History curriculum planning

- i. History is a foundation subject in the National Curriculum. We use the national programmes of study as the basis for our curriculum planning in history, adapted to our local context. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school. We pay regard to the national scheme of work for history but much of our planning is based on the themes chosen by the school for each term.

- ii. We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the subject leader devises this plan in conjunction with teaching colleagues in each year group, and the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus, and in Key Stage 2, we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.
- iii. Our medium-term plans give details of each unit of work for each term. The subject leader keeps and reviews these plans on a regular basis. Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.
- iv. The class teacher writes the lesson plans for each history lesson (short-term plans). These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although they are often discussed with the subject leader on an informal basis.

70. The Early Years Foundation Stage

We teach history in the reception class as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage we relate the history aspect of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to developing a child's understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary (e.g. "new" and "old") in relation to their own lives.

71. The contribution of history to teaching in other curriculum areas

i. English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions, or by presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, and through using writing frames.

ii. Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. For example, they study the impact of the plague by analysing population statistics.

iii. Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of PSHE and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

iv. Spiritual, moral, social and cultural development

In our teaching of history, we contribute, where possible, to the children's spiritual development, as in the Key Stage 1 unit of work, "What are we remembering on Remembrance Day?" Children find out how British society has changed over time and learn about significant events such as "The Great Fire of London". The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

72. History and ICT

Information and communication technology enhances our teaching of history, wherever possible and appropriate, in all key stages. They can also use interactive time line software and they can make creative use of the digital camera to record photographic images. For example, they might manipulate an image by importing a digital photograph of themselves into a photo-editing program, along with a figure in period costume and some historical background scenery. Role-playing software can engage children in visual scenarios which they can direct themselves.

73. History and inclusion

- i. At our school, we teach history to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. (For further details, see the separate policies on Special Educational Needs, Equality of opportunity, Gifted and Talented Children, English as an Additional Language (EAL).)
- ii. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum's attainment targets and level descriptors allow us to consider each child's attainment and progress in relation to the levels expected. This helps to ensure that our teaching is matched to the child's needs.
- iii. The work done by the pupils in history may contribute to the targets set out in an Individual Education Plan (IEP). Teachers will have regard to these targets when planning lessons and designing tasks for history lessons.
- iv. We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

74. Assessment

- i. Children demonstrate their ability in history in a variety of different ways. Younger children might, for example, act out a famous historical event, whilst older pupils may produce a presentation based on their investigation, for example, of voyages of discovery. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.
- ii. At the end of the year teachers make a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment, and records the children's grades in a mark book. We use these grades as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

75. Resources

The library contains a good supply of topic books and software to support children's individual research.

Geography Policy

1. Aims and objectives

- i. Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.
- ii. Our objectives in the teaching of geography are to:
 - Enable children to gain knowledge and understanding of places in the world;
 - Increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
 - Allow children to learn graphic skills, including how to use, draw and interpret maps;
 - Enable children to know and understand environmental problems at a local, regional and global level;
 - Encourage in children a commitment to sustainable development, and an appreciation of what "global citizenship" means;
 - Develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way;
 - Develop the cross-curricular use of geography in all subjects.

76. Teaching and learning

- i. We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of adapted data, such as maps, statistics, graphs, pictures and aerial photographs. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in "real" geographical activities, for example, research of a local environmental problem, or use of the Internet to investigate a current issue.
- ii. We recognise the fact that there are children of widely different geographical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:
 - Setting tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty, some children not completing all tasks;
 - Sometimes grouping children by ability, and setting different tasks to each ability group;
 - Providing resources of different complexity, according to the ability of the child.

77. Geography curriculum planning

- i. Geography is a foundation subject in the National Curriculum. We use the national programmes of study as the basis for our curriculum planning in geography and we have adapted this to the local context of our school. For example, we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area. We have regard to the national scheme of work for geography but much of our planning is based on the themes chosen by the school for each term.
- ii. Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied over the year during each key stage. The curriculum leader devises this plan in conjunction with teaching colleagues in each year group. In some cases, we combine the geographical study with work in other subject areas, especially at Key Stage 1.

- iii. Our medium-term plans give details of each unit of work. The curriculum leader reviews these plans on a regular basis. Because we have some mixed-age classes as well as following the French curriculum, we do the medium-term planning on a two-year rotation cycle. In this way, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.
- iv. Each class teacher creates a plan for each lesson. These plans list specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, and often discusses them with the curriculum leader on an informal basis.
- v. We plan the topics in geography so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

78. The Early Years Foundation Stage

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a "good" playground.

79. The contribution of geography to teaching in other curriculum areas

i. English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the literacy hour are geographical in nature or tie in with the topic we are studying eg. Handa's Surprise during our topic on Africa. At Key Stage 2, we incorporate speaking and listening on topical issues. We also use environmental issues as a way of developing the children's writing ability, by asking them to record information and write reports and letters.

ii. Mathematics

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance, and they also use graphs to explore, analyse and illustrate a variety of data.

iii. Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of PSHE and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material, and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions.

iv. Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of "stewardship" in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

80. **Geography and ICT**

Information and communication technology enhances our teaching of geography, wherever appropriate, in each key stage. Children can use ICT to present written work. Homework include researching information through the Internet. We offer children the opportunity to use the digital camera.

81. Geography and inclusion

- i. At our school, we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities that match the needs of all children's learning and we take all reasonable steps to achieve this.
- ii. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- iii. We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as a field trip we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

82. Assessment

- i. Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a PowerPoint presentation based on their investigations. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.
- ii. We assess work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment, as necessary. At the end of the year we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment. We use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

83. Resources

We aim to ensure that we have sufficient resources to be able to teach the geography programmes of study with the right equipment for each topic. The local library has a supply of geography topic books to support the children's individual research.

84. Fieldwork

- i. Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry.
- ii. For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Off-Site Visits and Health and Safety.

85. Monitoring and review

- i. The coordination and planning of the geography curriculum are the responsibility of the curriculum leader, who also:
 - Supports colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject;
 - Provides the Head Teacher with an annual summary report in the strengths and weaknesses in geography are evaluated and the areas for further improvement indicated.
- ii. The quality of teaching and learning in geography is monitored and evaluated by the curriculum leader reporting to the Head Teacher as part of the school's agreed cycle of monitoring and evaluation.
- iii. This policy will be reviewed every three years or sooner if necessary.

Homework Policy

1. Introduction

- i. By the term 'homework', this policy refers to anything children do outside the normal school day that contributes to their learning, in response to requests or guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are supporting their learning in a very valuable way.
- ii. Homework is a very important part of a child's education, and can add much to a child's development. The government makes clear its commitment to homework, it regards it as an essential part of good education. We believe that homework can help to make links in pupils' learning and to enable them to become lifelong learners, not simply regarding learning as something which goes on at school.
- iii. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of partnership and cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.
- iv. Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in family and leisure activities, and participating in various clubs and organisations which play an important part in children's lives. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

86. Aims and objectives

The aims and objectives of our homework policy are:

- To ensure a consistent approach to the use of homework across the school;
- To inform parents and carers about our approach to homework and to promote partnership and co-operation between home and school in supporting each child's learning;
- To help to enable pupils to make maximum progress in their academic and social development;
- To help pupils develop the skills of independent learners;
- To help children to understand that the world of learning extends beyond the school, and to make links between their experiences in school and those gained outside school;
- To enable all aspects of the curriculum to be covered in sufficient depth;
- To provide educational experiences not possible in school;
- To consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons;
- To help children develop good work habits for the future.

87. Types of homework

- i. Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning. It is designed to consolidate skills being taught in school.
- ii. We set a variety of homework activities. In the Foundation Stage and at Key Stage 1, we provide books for children to take home and read with their parents or carers. We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. We also ask Key Stage 1 children to learn spellings or mathematical facts as part of their homework. Sometimes, we ask children to find and collect things that we then use in lessons. When we ask children to study a topic, or to research a particular subject, we encourage them to use the local library, as well as the Internet and if possible to get first hand anecdotes from family members.
- iii. At Key Stage 2, we continue to give children the sort of homework activities outlined in paragraph 3.2, but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of helping the children to

prepare for occasional tests, as well as to ensure that prior learning has been understood.

- iv. Homework is marked according to the general school Marking Policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.
- v. We recognise that children have individual learning styles, which means that some tasks, for example, research, can be completed in a number of different ways, while others demand a particular approach or method, for example, mathematical calculations.

88. Amount of homework

- i. As they move through the school, we increase the amount of homework that we give the children. We expect children in Key Stage 1 to spend approximately one hour a week doing homework, although this may well be in addition to reading and enjoying books with a parent. We expect children in Years 3 and 4 to spend approximately 15–20 minutes per night on homework, and children in Years 5 and 6 to spend approximately 30 minutes per night. This is in line with government guidelines, which can be seen on the Directgov website.
- ii. We encourage feedback from parents either face to face or in the Home-School Liaison books.

89. Inclusion and homework

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework for pupils we take different learning needs into account.

90. The role of parents and carers

- i. Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to check what homework has been set, to use their child's home-school liaison book and to encourage their child to complete the tasks that are set. We invite them to help their children as and when they feel it to be necessary and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- ii. If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Head Teacher.

91. Use of ICT

- i. The use of ICT and the internet has made a significant contribution to the amount of reference material available at home, and the ease and speed with which it can be accessed. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely downloading and printing out something that has been written by somebody else.
- ii. There are many websites containing highly educational material which can have a powerful effect on children's learning. Parents or carers are advised to always supervise their child's access to the internet.

92. Monitoring and review

- i. Parents and carers complete a questionnaire each year, and during the school's Ofsted inspection, which asks questions about parents' views on homework. The senior management team pays careful consideration to any concern that is raised by any parent.
- ii. This policy will be reviewed every three years or more often if necessary.

Marking and Feedback Policy

(This should be read in conjunction with the Marking Rubric)

1. Introduction

- i. Assessing pupils' learning and progress is a vital part of teachers' professional work. Crucially, it should celebrate pupils' learning, recognise their achievements against the shared learning objectives, and identify and describe what pupils need to learn next, or what they need to do to improve their work. Assessment is far more effective in supporting learning if it is shared with the pupil. This sharing is the purpose of marking work and giving feedback to pupils.
- ii. We take a professional approach to the tasks of marking work and giving feedback on it. Each teacher may apply some individual approaches to this task, and the type of feedback given will need to take into account the age of the pupils, but we have a system of consistent practice, for example in the way work is marked and the use of marking symbols, in order to enable pupils to understand more readily the feedback given.
- iii. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

93. Aims and objectives

We mark children's work and offer feedback in order to:

- Show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement; the main objective of marking and feedback is not to find fault, but to help children learn; if children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- Give the children a clear general picture of how far they have come in their learning, and what they need to learn next;
- Offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them, and show them how they can improve their work in the future;
- Promote self-assessment, whereby the children recognise their learning challenges, and are encouraged to accept guidance from others;
- Share expectations;
- Gauge the children's understanding, and identify any misconceptions;

- Provide a basis both for summative and for formative assessment
- Provide the on-going assessment that should inform our future lesson-planning.

94. Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child;
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed;
- Marking should always relate to the lesson objective and, where appropriate, the child's own personal learning targets;
- The child must be able to read and respond to the comments made, and be given time to do so; therefore teachers' handwriting must be legible and model an age appropriate style to the pupil; where the child is not able to read and respond in the usual way, other arrangements for communication must be made;
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages;
- Comments will focus on only one or two key areas for improvement at any one time;
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning intentions and the success criteria for the task right from the outset;
- Whenever possible, marking and feedback should involve the child directly; the younger the child, the more important it is that the feedback is oral and immediate;
- Marking should be constructive and formative;
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established;
- Feedback may also be given by a teaching assistant, or through peer review;
- Group feedback is provided through lesson plenaries, and in group sessions;
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets;
- Teachers will note common errors that are made by a significant number of pupils and use them to inform future planning;

- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

95. Implementing the marking policy

- i. Teachers always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These may be specific for particular types of work, for example, numeracy. These have been taught and may be on display. They make it clear what well-presented work in the subject looks like.
- ii. The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- iii. In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- iv. Written comments are more valuable than marks or grades. In the English curriculum we do not normally give marks or grades on pieces of written work.
- v. Ticks are a normal indication that a particular item is correct, for example, a mathematical calculation, or a correct spelling in a test. Crosses should not be used to indicate an error; rather the child should be directed to revisit their work through other means. Where lots of errors have been made, teachers will use a written comment, a discussion with the pupil and a resetting of a more appropriate task to address the pupil's learning needs. Other symbols may be used once their meaning has been explained, for example, 'Sp' beside a spelling mistake, a wiggly line beneath text which doesn't make sense, etc.... (see separate document)
- vi. Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers, stars and merit points in themselves do nothing to close gaps in understanding, or to bring about improvements.
- vii. Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. They should be encouraged to self-assess and to respond, perhaps with a comment of their own, to the teacher's written comments.

- viii. When appropriate, children may review and mark their own work, but this should be with the learning objective and success criteria for the work clearly in mind, and involve peer discussion, rather than just giving the pupil a chance to play the role of the teacher. The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own.
- ix. Children should be encouraged to assess their work ahead of final marking, using the shared success criteria for the lesson. These criteria will often be displayed and can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- x. In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- xi. Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next steps in learning.
- xii. Teachers will comment on spelling and grammar only in the following cases:
 - If spellings and grammar were part of the lesson focus;
 - If it is a spelling that the pupil should know;
 - If it is something related to the pupil's target.

96. Monitoring and review

We are aware of the need to monitor and update the school's Marking and Feedback Policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy every three years or earlier if necessary.

Assessment Policy

(To be read in conjunction with policies on Marking and Feedback ,Target Setting and Teaching and Learning.)

1. Introduction

- i. We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners.
- ii. We use two different but complementary types of assessment: assessment for learning and assessment of learning.
- iii. Assessment for Learning (AfL) is a type of formative assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. The sharing of learning intentions with pupils is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning, how they have progressed towards that aim, and what they need to learn next in order to achieve it. This principle applies equally to the most able learners and those with additional needs.
- iv. Assessment of learning refers to summative assessment and involves judging pupils' learning and attainment against national standards. Teachers may make these judgements at the end of a unit of work, at the end of each term, and at the end of a key stage. Tests are a straightforward form of summative assessment, though teachers' ongoing assessments of pupils' progress in terms of National Curriculum levels, or sub-levels, will also be mainly summative in nature.
- v. We give our children regular feedback on their learning so that they understand what it is that they need to improve or to learn next. Such feedback will be both oral and written (marking). Research has shown that pupils' involvement in the process of assessing their own learning (self-assessment) raises standards and empowers pupils to take action towards improving their achievement.

97. Aims and objectives

The purpose of assessment in our school is:

- To enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
- To enable teachers to record the attainment and progress of pupils;
- To increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;
- To help pupils recognise the standards they are aiming for, and to understand the criteria of effective learning and achievement;
- To enable teachers to provide regular information for parents and carers about their child's progress in learning and enable them to support their child's education;
- To provide the Head Teacher and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

98. Planning for assessment

- i. As teachers plan their lessons, so they should plan for assessment opportunities. These will occur at key points in the lesson and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning. Teachers will also, of course, plan to assess pupils' understanding more formally through the use of tests.
- ii. The school uses assessment guidelines, such as those provided in the Assessing Pupils' Progress (APP) materials, to help teachers to assess the National Curriculum sub-level which pupils have attained. These assessment materials then help the teacher to determine what knowledge, skills or understanding a pupil needs in order to progress to the next sub-level. It is very important that such teacher assessments are based on a range of work in different contexts, over time, and not solely on one or two pieces of work.
- iii. Teachers in the Early Years Foundation Stage (EYFS) will plan and assess children's learning against the Early Learning Goals, and use the EYFS Profile to assess children's achievements and progress.

- iv. We use our school's curriculum plan to guide our teaching. This long-term plan follows the Primary Framework for literacy and mathematics and the Programmes of Study of the National Curriculum. Teachers understand the age-related expectations of the National Curriculum, in terms of sub-levels, and will plan their lessons to enable the maximum number of pupils to be working at age-related expectations or above. For those pupils working significantly below age-related expectations, teachers will plan additional support, sometimes together with the special educational needs coordinator (SENCO).
- v. We plan our lessons with clear learning intentions. These may differ for groups of differing ability or for individual pupils. Where necessary, teachers' short-term planning will make clear this differentiation. This is based on the teacher's detailed knowledge of each child. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson's learning intention with the children, either at the beginning of the lesson or, in some cases, as the lesson develops. They also share with pupils, or, indeed, often agree with them, the criteria for success for the particular learning tasks in the lesson, so that pupils can assess their own learning and that of their peers. Some aspects of self-assessment or peer-assessment, against the shared success criteria, will be a common, planned feature of our lessons.

Teachers strive to ensure that learning intentions and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that children from the very youngest age in school have a good understanding of their learning and are able to talk about it.

- vi. Teachers ask well phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings, which they can then plan to address.

99. Target-setting

- i. Target-setting is used by the school in a number of ways and at a number of levels. Each year group has targets for the whole cohort, for reading, writing, mathematics and science, in terms of the percentage of pupils attaining specific levels by the end of the year, and the percentage of pupils working at age-related expectations or above. We also have targets for the percentage of pupils making good progress, exemplified, for example, by two National Curriculum sub-levels progress in any one year in Key Stage 2. These targets are based on each individual pupil's end-of-year target, which will seek to ensure that each individual makes good progress from their starting point at the beginning of the year. Pupils' progress towards their targets is reviewed termly, and targets revised where necessary.
- ii. We also set learning targets for particular areas of the curriculum, especially reading, writing and mathematics. These will often be group targets or, sometimes, individual. We involve pupils in this target-setting and record these targets at the front of their exercise books, or elsewhere, for them to refer to. We ensure that these 'curriculum' targets relate to the learning intentions and success criteria of lessons, and that pupils are able to review their own progress against such targets. The teacher reviews these with each child on a regular basis.
- iii. We encourage our older pupils to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We also encourage them to involve their parents and carers in this process.

100. Recording

- i. We use various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. It is unnecessary to keep a formal record of all these assessments; we record only that which will inform planning for future learning, or contribute towards our overall evaluations of pupils' attainment and progress.
- ii. Using the assessment guidelines referred to above, teachers record the progress of each child against age-related expectations. This involves making a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Teachers record this information, at the end of each term, on progress tracking grids, allowing judgements to be made, over time, about each pupil's rate of progress. Care should be taken not to judge progress over too short a period. While we make such on-going assessments at least termly, one term is too short a period to judge progress in terms of National Curriculum sub-levels, though teachers will record whether pupils are 'on track' to meet challenging sub-level targets, based on an aspiration of good progress. At the end of each year, each teacher shares and discusses this information with the pupils' next teacher. Teachers in the EYFS will record summative assessments in pupil folders

101. Reporting to parents and carers

- i. We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.
- ii. Twice a year (Autumn and Spring Term), we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. At an optional third meeting of the year, we review their child's written report and the targets identified in it for the next school year.

- iii. During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also offer parents the opportunity to come in and discuss their child's end of year report.
- iv. In reports for pupils in Year 2, we also provide details of the levels achieved at the end of the key stage. At the end of Year 2, these are based primarily on teacher assessment, informed by formal assessment tasks in reading, writing and mathematics. Test results do not always demonstrate accurately the levels at which a pupil is working.
- v. We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their child's individual portfolio with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile.
- vi. At the start of each term, each teacher gives parents and carers an update that identifies the main areas of learning for that particular class. In this update, the teacher identifies how parents and carers can support any elements of the learning during the term.

102. Feedback to pupils

- i. We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children are taught to understand it.
- ii. We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages, appropriate to the child's age, thereby getting them accustomed to reading and responding to teachers' comments. It is important that teachers' handwriting in pupils' books is entirely legible and models good handwriting for the pupils.

- iii. Most written comments in pupils' books are intended for the pupils. Occasionally, however, teachers may annotate a piece of written work with notes intended for their own, or another teacher's, future reference, for example, indicating the degree of independence with which the work was completed. This happens more frequently with younger pupils. Pupils are taught to distinguish between annotations of this kind and proper feedback to them.
- iv. When we give written feedback to a child, we relate this to the learning intention or the success criteria for the lesson. Comments may also relate to the pupil's targets. We make clear whether the learning intention has been met, and we point to evidence to support our assessment. If we consider that the learning intention has not been met, we make it clear why we think so and what the pupil needs to do to improve. In either case, we identify what the child needs to do in order to produce even better work in the future. In this way, we intend marking comments to be instructional and formative.
- v. It is important to note that not all 'errors', for example, every spelling inaccuracy, will be corrected when a piece of work is marked. Rather, marking will focus on the particular intended learning involved in the task in question.
- vi. Having children reflect on and assess their own or each other's work can be very effective, because it enables them to apply the shared success criteria and to clarify their ideas on progressing to the next step. However, this must be carefully managed to avoid pupils being overly critical of themselves or their peers, and simply wanting to 'play the teacher'. Self and peer assessment, a central part of assessment for learning, should always support the intended learning. Teachers always mark the work themselves afterwards.
- vii. We take care to allow time, perhaps at the beginning of the next lesson, for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to respond with any comments or questions of their own. There may also be improvements they can work on during this time. We often start lessons in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

103. Inclusion and assessment for learning

- i. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- ii. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are at promoting, for example, racial and gender equality, and including pupils with disabilities or special educational needs.

104. Moderation of standards

- i. All subject leaders study examples of children's work within their subject area. Teachers use national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. Teachers also attend moderation meetings with teachers from other local schools, to ensure that our assessment judgements are consistent with local and national benchmarks.
- ii. It is each subject leader's responsibility to ensure that the samples that they keep of children's work, for moderation purposes, reflect the full range of ability within each subject.
- iii. External moderators, organised by the Local Authority (LA), may visit our school to moderate and confirm our assessment judgements at the end of the Foundation Stage.

105. Monitoring and review

- i. Our National Curriculum leader is responsible for monitoring the implementation of this policy. We allocate designated time for this task. The coordinator uses this time to scrutinise samples of pupils' work, teachers' marking and assessment records, and to observe the policy being implemented in the classroom.
- ii. Senior staff monitor pupils' overall progress on a regular basis so that possible under-achievement can be identified and addressed as soon as possible.
- iii. This policy will be reviewed every three years or sooner if necessary.

LA PETITE ECOLE BILINGUE

- Child Protection Officer (CPO) to include the EYFS – **Mrs Helene Knupffer**
- Deputy Child Protection Officer – **Mrs Francoise Faye**
- EYFS Link – **Mrs Neasa McElhone**
- Proprietor designated for Child Protection – Mrs Ann Henderson-Stewart
- RBK&C Local Authority Designated Officer (LADO): Angela Flavine: 07792 597181

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