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'I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you' Psalm 32.8

Shiplake C.E School

Early Years Foundation Stage Policy

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school the parents are given the choice of when their child starts full time education. Parents may choose to send their children to our school part-time (8.50am-1.15pm, the morning session plus lunchtime) or full time. All children must attend school Full Time from the beginning of the term following their fifth birthday. Parents inform the School of their decision by the end of the Summer Term before their child begins school in the Autumn Term.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children develop and learn in different ways and at different rates

A Unique Child

At Shiplake C.E School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual

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ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Shiplake C.E School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereo-typing;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children

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with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Shiplake C.E School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Shiplake C.E School we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

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Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

- we recognise the role that parents have played, and their future role, in educating the children. We do this through parent information evenings, parent meetings and ad hoc meetings as the need arises.
- the children have the opportunity to spend time with their teacher before starting school through visits to the local pre schools, and pre visits to their new school in the summer term before they start.
- inviting all parents to an induction meeting during the term before their child starts school;
- offering parents regular opportunities to talk about their child's progress in our reception class sharing learning online via Tapestry Learning Journals;
- sending out 'a tell me about your child' sheet for the parents to fill in about their Childs interests and dislikes before their child starts school;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Church services, Xmas play, Sports Day, walks to the woods etc;
- space for parent to leave comments relating to the children's achievements online, regularly responded to and checked.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistant.

Reception class work closely with Little Squirrels Nursery, including shared planning, assessments and monitoring. Little Squirrels visit Reception every Monday morning as well as joining in at Key Stage play times and making use of the school hall and facilities. Upon their final term at

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Little Squirrels, an established 'starting school' program is ran between Mrs Thomas and the Nursery. In addition to this, visits are undertaken by the Mrs Thomas to Shiplake nursery and other nurseries/ pre-schools that the new starting children attend. Mrs Thomas meets with staff, children and their parents to discuss new intake children. Staff and children from nurseries/pre-schools are invited to school events such as (Christmas productions) and leading up to the Summer holidays transition visits are arranged for all new starters.

Enabling Environments

At Shiplake C.E School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's), which are based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. All practitioners are involved in informal observations of the children and use these observations to support their developing knowledge of individual children. Observations may include a written observation on their child's Tapestry learning journal, a discussion between staff or contribute to evaluating and assessing the children's achievements/next steps. It informs practitioners of the children's abilities, needs, interests, play schemas and learning styles. Observations are used to evaluate the children's learning progress and help with planning to support children's to next steps and progress. Where observations are recorded, these are share in children's individual 'Learning Journey' on Tapestry. Journals can also contain information provided by parents.

At the end of the Reception year the EYFS profile is shared for each child electronically. The children are assessed against each Early Learning Goal in the 7 areas of learning. The Teacher uses evidence (from observations, all records held in the setting, discussions with parents and carers and teacher assessment), to decide whether each child is meeting the **expected** levels of development (**Early Learning Goal)** or not yet reaching the expected levels (**emerging**). Where children meet ELG in all 7 learning areas of the EYFS they will report a **Good Level of Development** (GLD) and this statutory data is reported to the local authority. Shiplake Primary

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have exceptionally high expectations for all children to progress in their own learning journey, and for some this will mean that they wont meet the GLD as every child is unique and develops in different areas at different rates. Shiplake C E Primary is passionate that every child makes good progress when reflecting on their base line when entering the setting and leaving it.

Within the final term of the EYFS, we provide a written summary to parents, reporting their child's progress in the seven areas of learning, indicating whether they have achieved the expected, or emerging level against each ELG. Parents are made aware how and when they may discuss their child's profile with the Teacher (Keyworker), if they wish to.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS class has it own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning. We also visit the local woods for woodland walks, enriching learning of nature, environment, community and surrounding area.

Children develop and learn in different ways and at different rates

Learning and Development

Teaching in the EYFS is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (2021). At Shiplake C.E School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2. Features that relate to the EYFS are:

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- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have knowledge of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;

Active Learning through Play

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts. Play supports the child to become an effective learner.

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Characteristics of Effective Teaching and Learning

Playing and Exploring

Through purposeful play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creating and thinking critically

"When children have opportunities to play with ideas in different situations and with a variety of resources, the discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

We organise the day to provide a balance between the following:-.

•Child initiated Activities - children make choices from within the learning environment to meet his/her outcome for learning.

•Adult Initiated Activities- practitioners provide the resources to stimulate and consolidate learning.

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•Adult Directed Activities – Children engage in planned activities to meet specific learning outcomes.

Areas of Learning

The EYFS is made up of seven areas of learning:

Three Prime Areas:

- communication and language;
- physical development; and
- personal, social and emotional development.

Four specific areas:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design

All areas of learning and development are important and interconnected. Throughout the Reception year there is a more equal focus on all the areas of learning. In each area there are Early Learning Goals (ELG's) that define the expected level for children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy.

There is a named Governor responsible for the EYFS. This governor will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion.

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The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Reviewed – May 2023
S Thomas – EYFS teacher/P&S Committee
3 year review cycle

The following policies form part of the Early Years Foundation Stage Policy.

Appendix 1	Equal Opportunity Policy – Foundation Stage
Appendix 2	Early Years Medical and First Aid Policy
Appendix 3	Key Person Policy for the Foundation Stage
Appendix 4	Behaviour Management Policy
Appendix 5	Food and Drink Policy
Appendix 6	Non-Collection Policy
Appendix 7	Lost Child Policy
Appendix 8	Late Collection – Policy and Procedures

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Appendix 1

Equal Opportunities Policy

Early Years Foundation Stage

Rationale

The Early years foundation stage (EYFS) believes that in valuing and celebrating the diversity within our community. We aim to develop good practice and positive attitudes in the early years and encourage an anti-discriminatory approach to the world in general and other human beings. In particular, we believe that all people should have equal opportunities to learn, develop and grow with dignity in a community of mutual respect. This appendix must be read in conjunction with our Equal Opportunities Policy.

Implementation of the Policy and Early Years Foundation Stage Appendix

The head teacher ensures that:

- New members of staff, including students and volunteers, have access to copies of the Equal Opportunities Policy and EYFS appendix and this availability is discussed with them during their induction meeting.
- The Equal Opportunities Policy and EYFS appendix is made available to all parents and carers on request.
- All staff are involved in the implementation of the policy.
- Parents who are experiencing problems with the English language, both spoken and written, are offered support.
- Every effort is made to use the child's first language. When this is not feasible, the setting involves other agencies or advice and assistance wherever possible.
- Every effort is made to obtain suitable specialist equipment, aids or resources.
- Reasonable adjustments are made to the premises to cater for anyone with any form of disability.
- Volunteers, local speakers or personalities who reflect the diversity of the local community are to visit the setting.

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Our Practice

- The Equal Opportunities Policy and EYFS appendix applies to every member of staff, parent, carer and child. Each person is valued as an individual with differing social, intellectual and cultural backgrounds. Different needs, likes, dislikes, similarities and differences are respected and accounted for.
- Nobody in our setting is subjected to discrimination, racist comments or gender bias. Cultural or religious diversity is respected.
- We value parents as their children's first educators, and staff work closely with parents to share information, experiences, conversation and quality time, thus promoting positive role models for their children.
- The catering department is able to cater for cultural, religious and medical differences at all snack and mealtimes.
- We celebrate a variety of festivals and special events each year from cultures represented within our community and outside or our community.
- We understand the importance of working closely with other agencies to make certain that the correct provision is in place to guarantee that every child can access the foundation stage curriculum and reach their full potential.
- When a child with in the EYFS classroom has been identified as having special needs and is placed on the SEN register the SEN Code practice is followed accordingly and adhered to. The progress of these children is carefully monitored by the SENCO and the class teacher. (See SEN Policy). These children's special needs or disabilities are taken into account and activities are carefully planned and differentiated with these in mind.
- Our curriculum plan takes into account each child's individual route to learning
- All Children are supported and encouraged with their learning.
- We give children equal opportunities and equal access to the full range of activities available, including visits and trips outside the setting.
- We monitor activities on a regular basis to ensure that every child has freedom of choice, time for discovery, and support, when it is necessary.
- During play we encourage the children to respect and value each other. We discourage them from making hurtful and unkind remarks. Staff ensure that children are helped towards understanding that is wrong to judge someone because of their gender, colour, beliefs, disability or social background. We explain why, talk things through and praise positive behaviour.

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- We challenge and deal with inappropriate practices and attitudes promptly.
- We record any seriously inappropriate racist or sexist comments made by the children and staff including volunteers and students.

Staff Training

- We take great care to apply the Equal Opportunities Policy when advertising for, interviewing and appointing staff.
- Staff are kept informed and updated on new legislation, and trained accordingly. We take note of information on new national initiatives.
- We give the opportunity to attend courses for staff who:

  °Have identified an area in which they wish to approve their own knowledge and expertise.

  °Have been identified through an inspection or appraisal as having a training need.

  °Want to further their own personal development

- We expect all staff to behave in a professional manner, follow the above policy and try to be consistent, sensitive and fair. We expect them to challenge others who make advertent racist, sexist, or insensitive remarks.

Equipment

We purchase, organise and monitor equipment toys, books and resources to reflect diversity in the immediate and wider society. We display positive images of differing races, cultures, religions, social groups, physical abilities and disabilities and gender in and around the setting

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Appendix 2

Early Years Medical & First Aid Policy

It is essential to have in place adequate first aid provision and medical care for all pupils and school personnel.

1. **Aims**

    1. To provide adequate paediatric first aid provision and medical care for pupils and school personnel.
    2. To have in place qualified paediatric first aid personnel.
    3. To have in place adequate paediatric first aid equipment.
    4. To have in place excellent lines of communication with the emergency services and other external agencies.

2. **Strategy**

    1. Identification & Awareness
        - Parents must inform the school of their child's and medical condition of their child that may be a cause for concern.
        - School personnel must be suitably trained in identifying Pupils where a medical condition may be developing.
        - School personnel must report any concerns they have on the medical welfare of any pupil.
    2. Training
        - For all nominated personnel to undertake training in first aid, administration of medicines and awareness of medical problems in pupils.
        - A record of trained personnel is kept centrally.
    3. Administration of Medicines

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- A procedure must be in place for the administration of medicines for pupils who have a life threatening illness. Antibiotics and paracetamol must be administered by a parent which is outlined in our Drugs Policy
- Before the school administers any medication the parent must complete the necessary paper work.
- Records must be kept of the administration of medicines.

4. House Keeping
    - All medicines must be securely stored in a central location.
5. Emergencies
    - A procedure for dealing with accidents must be in place.
6. Records
    - Records are to be kept for all pupils.
    -
7. Reporting
    - Parents are to be informed of all accidents especially head injuries.
    - Wrist band given to child, detailing first aid given - to ensure easy identification during school day

The above strategy is effective in the provision of medical and first aid care within the school.

3. **Intimate care**

In the event of an injury/soreness in an area of the body that could be described as intimate, 2 or more first aiders must be present.

Intimate care agreement sent to parents and care plan available to complete in Reception Class toilet area.

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Appendix 3

Key Person Policy for The Foundation Stage

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, The staff are committed and Shiplake C.E School is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy at Shiplake 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 our school.

We aim to make the Reception class 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.

They key person role is set out in the Statutory Framework for the Early Years Foundation Stage (September 2021). Section 3.27 (p27) states that each child must be assigned a key person. In Reception the class teacher is the Key person for every child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in schools and settings.

EYFS Overarching principles

- Unique Child
- Positive Relationships
- Enabling environments
- Children develop and learn in different ways and at different rates

Procedures

- We allocate a key person before the child starts which is the class teacher

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- A Nursery visit is carried out before the child starts; the class teacher/ key person does this.
- The key person is responsible for the induction of the family and for settling the child into our school.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and leaning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, 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 school 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.
- We promote the role of the key person as the child's primary carer in the foundation stage class, and as the basis for establishing relationships with other staff and children.

Settling-in

- 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 class, information days and evenings.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the school.
- 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 develop the key person /child relationship ensuring a smooth transition from nursery to school.

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- 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.
- 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.
- When parents leave at the gate, 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 and may find it difficult to be left. The key worker will step in and comfort and support child and offer advice to parents to help deal with this phase.
- 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 their school experience.
- Within the first term of starting during parent evening we discuss and work with the child's parents to start to create their child's record of achievement.

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Appendix 4

Early Years - Behaviour management policy

Part 1

Aims

- To maintain and follow the whole school behaviour policy supported and followed by the whole school community, parents, teachers and children, based on a sense of community and shared values
- By applying positive policies to create a caring family atmosphere in which teaching and learning can take place in a safe and a happy environment
- To teach, through the early years foundation stage , values and attitudes as well as knowledge and skills(this will promote responsible behaviour , encourage self discipline and encourage in children a respect for themselves for other people and for property.)
- To encourage good behaviour, rather than to simply punish bad behaviour, by providing range of rewards for children.
- To make clear to children that the distinction between minor and more serious misbehaviour and the range of sanctions that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To encourage collaborative and co-operative behaviour between the year groups.

Incentive Scheme

A major aim of this policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

Children are sent to see the head teacher when they produce exceptional work, make good progress or demonstrate outstanding behaviour to receive praise and a special sticker.

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The class teacher / key person will award a house point to children who have been well behaved, worked hard or made significant achievements. 'Wow' moments are also shared on Tapestry.

Children are encouraged to display their achievements in celebration assembly, in church services, on Tapestry and through class and school displays around the school.

Parents are also encouraged to share and promote such achievements that children make at home by adding and inputting 'Wow' moments to the children's learning journeys.

Consequences

"PSHE" is used to open up discussions about any issues arising in school with the children (play behaviour, appropriate touch etc…).

However, there will be times when children make choices that are not desired. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up.

Minor behavioural challenges are generally dealt with by the class teacher/ Teaching assistant in a caring supportive and fair manner, this might include sitting out of play for a short time, staying with the teacher, or choosing to play a different game.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules lead to consequences.

Normal consequences include:

- A verbal reprimand and reminder of expected behaviour
- Moving to sit somewhere else in the classroom
- Staying with the class teacher, who will encourage the child to reflect on their behaviour
- Putting their preferred toy away until the next day

If inappropriate behaviour continues, the child may be sent to a Key Stage 1 teacher, with an explanation of the behaviour concerned. The Key Stage 1 teacher will then supervise the child in their own classroom and will explain to the child what he/she has done wrong and remind them of expected behaviour.

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Further Consequences

If the Consequences above still do not have the desired effect, the child will be sent to the head teacher's office where the child will have to discuss their behaviour.

If the behaviour continues after these Consequences have been taken or if a child is seen to be involved in serious misconduct such as bullying or behaviour, which is dangerous and can affect the well being of others, should always be reported to the Head teacher as soon as possible and will result in parents being contacted.

Playtime

We aim to provide an environment in which all children have the opportunity to enjoy playtime without any restrictions imposed by the behaviour of other children. Children may bring small toys into school to play with at playtime. There is also a variety of games equipment available to play with during lunchtime play such as; hoops and soft balls. With this aim in mind, a playground code of conduct has been drawn up and is displayed in classroom windows looking out onto the playground.

Parents

Parents can help:

- By recognising that an effective early years behaviour policy requires close partnership between parents, key workers , teachers and children
- By discussing the home school agreement with their child, emphasising its importance and assisting where possible with their enforcement of its terms.
- By attending parents evenings, functions and developing informal contacts with the school.
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff deal with behaviour problems patiently and positively

Care and Control of Children

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

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If there is a need for consequences then the following may be used, depending on each Childs needs:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussions in group or whole class

Behaviour book

This is to be used to record any acts of bad behaviour/unwise choices that results in

- Personal injury
- Loss, theft or damage to property
- Any other matter of a serious nature (e.g. bullying)

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest. Details should be recorded in the Discipline Book: kept in the head teacher's office.

Classroom Rules

Everyday discipline is carried out by individual key workers or class teachers and is part of their classroom management. To help children to behave with decency towards others the children should help to plan their own classroom rules which help describe the system or code of good conduct towards each other. These should be displayed prominently within the classroom.

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Part 2

"It is impossible to understand a person correctly unless one recognises the purpose of the behaviour…." Dreikurs 1982

According to Dreikurs there are four main needs that children show through behaviour. It can help to consider the children's feelings that lie behind the behaviour. These feelings are often reflected in the feelings which we have as adults when we are with the children.

1. **The Need for Attention.**

Child feels: afraid of being abandoned

Adult Feels: frustrated, worn out, irritated by constant interruption, resentful of time spent.

Basic Strategies:

- Increase the amount of praise for appropriate behaviour.
- Use distraction, the look and praise
- Try to give time (1 to1) with the target child.

2. **The Need for Power**

Child Feels: hurt and vengeful

Adult Feels: angry, shocked, hurt and disappointed by apparent lack of remorse

Basic Strategies:

- Look for triggers for the behaviour.
- Try to mask your feelings of hurt
- Do not be tempted to hurt back.
- Help the child to feel listened to.

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- Be as fair as you can
- Give praise and encouragement when the child has been helpful or supportive.

3. The Need to Display Inadequacy

Child Feels: discouraged

Adult Feels: Irritated by constant whining, inadequate to help, resentful of time spent.

Basic Strategies:

- Relax pressure;
- Use hover support
- Agree non verbal signal e.g. thumbs up
- Praise and acknowledgement of efforts
- Give lots of attention when child is behaving appropriately
- Set small targets and record their success visually

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Appendix 5

Food and Drink Policy

Rationale

- At Shiplake CE Primary School, including the Foundation Stage, we believe it is essential to provide pupils with positive healthy eating experiences in order to promote their wellbeing.
- We also encourage pupils to look at the long-term effects of a healthy and balanced diet.
- We respect the different dietary, cultural and health needs of all our children, including those in Foundation Stage.
- We realise that the important connection between healthy eating and the positive influence it can have on school attainment, behaviour, punctuality and concentration/attention levels.
- To ensure that the school meets the outcomes of the Every Child Matters legislation.

Implementation of the policy

The Headteacher and Governors must ensure that:

A copy of the food and drink policy is included in the induction box for new members of staff, including students and volunteers

all staff are made fully aware of individual pupils' dietary needs and requirements.

the Food and Drink Policy is made available to all parent and carers.

Objectives

- Encourage children, including those in Foundation Stage, to have a positive attitude to food and able to make informed choices both inside and outside of school.

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- We want the children to understand that good, nutritious food is essential to their ability to learn as well as their long term health.
- We believe that food has a role in developing the children's social skills. For example in Foundation Stage encouraging the use of please and thank you.

Food in School

Snack Time

For morning snack children, including those in the Foundation Stage, can bring in a piece of fruit, vegetable or cheese from home.

Foundation Stage and KS1children benefit from the National Fruit Scheme; this entitles them to one piece of fresh fruit or vegetable a day. This is distributed during afternoon play.

Children under the age of 5 years receive a daily drink of milk as part of the National School Milk Scheme for Under 5's. Parents can chose to pay to continue the supply of milk following the child's fifth birthday.

Lunch Time

We provide varied, healthy, regular and adequate meals which are cooked on site.

The menu is displayed for all children and read to children in Foundation Stage and KS1.

Children can bring in packed lunches from home. Parents are encouraged to include healthier food in the packed lunches they provide. Parents are encouraged to place an ice-pack in their child's lunch box.

Children are required or at least to try most of the food provided either by the school or in their lunch box.

The lunch time supervisors will help any child during meal times.

The EFYS teacher will eat with the children for the first term of school.

We plan lunch-time as a regular, pleasant and social event.

We encourage the pupils to take turns, share and be polite.

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Availability of water

Children are to bring a full water bottle to school each day.

Children are able to refill their water bottles at the cooled water station when needed.

In the Foundation Stage cups are available if children forget to bring in their water bottle.

We support the children in recognising that they need to drink water when they are thirsty, hot or tired, or feeling unwell.

Multi-cultural requirements

Staff respect and make arrangements for pupils' cultural and religious needs.

Special dietary needs and food allergies

We use sensitivity in catering for pupils with specific dietary needs.

We update records of children's specific dietary requirements (regularly) and keep these in a prominent place in the kitchen.

Food in the Curriculum

We use opportunities within the existing curriculum to discuss and work with food.

We recognise that food has great potential for cross-curricula work.

Foundation Stage children are made aware of healthy food contributing to a healthy lifestyle in line with the EYFS Curriculum.

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Appendix 6

Non-collection of Children Policy

Procedure for Uncollected child

In the event of a child not being collected at 3.30pm (12 noon for children attending part time) follow the outline procedure below:

Ask the child(ren) who should be collecting them that day.

Reassure the child at all times that Mummy/Daddy or whoever should be collecting them will be contacted soon.

The child(ren) will stay with a member of staff (normally the Foundation Stage Teacher).

Ensure that no message had been received and not passed on to the Foundation Stage Teacher.

Fifteen minutes after the expected time of collection (i.e. 3.45pm) phone the home/mobile telephone number of the parent/carer who would normally be collecting the child. The child will remain in the class with the class teacher.

Phone answered

If person is there, inform them of the situation and ask them to come immediately.

Inform the child that contact was trying to be made and the outcome.

No answer

If there was no answer on the usual contact numbers, refer to the emergency

contact number/details and explain the circumstances and if possible arrange

collection If no answer on these numbers, wait 5 minutes before trying the numbers again.

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The Foundation Stage Teacher/Keyworker(or familiar person from the school) remains with and reassures the child.

Foundation Stage Teacher/Keyworker informs the Headteacher of the situation and the attempts made to contact the parents/person who should be collecting the child(ren).

Try the telephone numbers again

Try emergency numbers again

If still no response from contact numbers and emergency contacts Headteacher to decide whether to phone Children's Social Care or Out of Hours Support for advice and next steps.

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Appendix 7

Lost Child Policy

In the event of a child becoming lost whilst in the care of the school, the procedures detailed below will be immediately put into place. These ensure that a systematic approach to finding the child is taken and consideration is given to the levels of risk.

If a child goes missing from Shiplake CE Primary School the following actions will be carried out:

• **CLASS TEACHER/PERSON IN CHARGE OF CLASS** : carry out a thorough search of the building and playground.

• **TEACHING ASSISTANT/ADDITIONAL ADULT** : carry out a head count to make sure no other child has also gone astray.

• **TEACHING ASSISTANT/ADDITIONAL ADULT** : check doors and gates to see if there has been a breach of security whereby a child could wander out.

• **HEADTEACHER (OR OTHER SENIOR LEADER) :** speak with staff to establish what happened

• **HEADTEACHER (OR OTHER SENIOR LEADER) :** if the child is not found, the Headteacher (or other Senior Leader) contacts the parent and the missing child is reported to the police.

If a child goes missing from a trip, the school ensures that there is a procedure that is followed:

• **VISIT LEADER/ADDITIONAL ADULTS** : As soon as it is noticed that a child is missing, staff on the visit ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One member of staff searches the immediate

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vicinity but does not search beyond that.

- **VISIT LEADER** : informs the Headteacher, if s/he is not on the outing.

- **HEADTEACHER (OR OTHER SENIOR LEADER)** : makes his/her way to the venue to aid the search and be the point of contact for the police.

- **HEADTEACHER (OR OTHER SENIOR LEADER) :** contacts the child's parent.

- **VISIT LEADER** : contacts Police and reports the child as missing

- **VISIT LEADER/ADDITIONAL ADULTS** : remaining children taken back to school.

- **HEADTEACHER (OR OTHER SENIOR LEADER)** : contacts Chair of Governors

- **INDOOR VENUE** : In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.

The investigation

• The Headteacher/ Governing body carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.

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

- the date and time of the incident

- what staff/children were in the group/outing

- when the child was last seen in the group/outing

- what has taken place in the group/outing since then

- the time it is estimated that the child went missing

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• 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. Social Care may be involved if it seems likely that there is a child protection issue to address.

• Ofsted is informed.

The incident is reported under RIDDOR arrangements and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.

- *A copy of this procedures document is to be included with all off-site Risk Assessment forms.*
- *A copy of this procedures document is to be included within each classes 'Cause for Concern' folder.*

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Appendix 8

Late collection policy and procedure

Statement on intent

It is expected for all children to be collected promptly at the end of the school day i.e. 3.30pm (12 noon/1.15pm for children attending part time). We understand that this is not always practicable and therefore have this policy and procedure in place to safeguard the children in our care.

Policy

We request that parents collect their children promptly at 3.30pm (12 noon/1.15pm for children attending part time) to minimise this risk and also to prevent unnecessary distress to their child. Children can only be collected by a person named on their collection form.

Parents are requested to contact Shiplake CE Primary School as soon as possible if they are aware that they are going to be delayed. They are also requested to make alternative arrangements with family or friends so that the child can be collected on time. The names of the family or friends will be added to the collection form.

If an alternative arrangement is made to collect the child, the parent must inform Shiplake CE Primary School as soon as possible, providing the name of the person who will collect their child(ren).

Procedure

In the event of a delay

1. If a parent contacts the school to inform them of a delay, details of the phone call will be recorded and passed to the Foundation Stage teacher.

2. If an alternative arrangement has been made for collection, details of the person collecting the child will be passed to the Foundation Stage teacher.

3. At no point will the staff or child leave the premises

4. Staff (normally the Foundation Stage Teacher) will wait with the child until they are collected..

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In the event of no prior notice

1. A member of staff will remain with the child at all times.

2. At no point will the staff or child leave the premises.

3. Staff (normally the Foundation Stage Teacher) will wait with the child.

4. **Fifteen** minutes after the expected time of collection (i.e.3.45pm), a member of staff will attempt to contact the parents of the child(ren). The child(ren) will wait on the blue chairs outside the school office.

6. If no contact can be made, staff will wait a further **five** minutes and try again

7. If there is still no contact possible, the emergency contact numbers will be tried

8. If after all reasonable attempt to contact the parents have failed and we find staff no longer able to care for the child or the premises is closing we will then implement our Non Collection of Children policy

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