



Wainwright Primary Academy
Working Together, Perseverance, Achievement

Wainwright Primary Academy

EARLY YEARS POLICY

2017-18

Within this document, the term Early Years is used to describe children in the Foundation stage aged between 2-5 years of age.

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AIMS AND PRINCIPLES

The ethos of the academy is respect, tolerance, kindness and being the best we can be, achieving at the highest level we can reach. We expect our children to work hard, work together, look after each other and do well! Above all, we want the children to enjoy school and be able to flourish in as many ways as possible. We offer a structure for learning which cover all 7 areas of learning within the EYFS Framework to meet the needs of the individual child, whilst providing a rich stimulating environment. At Wainwright Primary Academy we work very hard to build strong, supportive links with parents in the belief that partnership between home and school can only benefit our children.

At Wainwright Primary Academy...

Our vision is to provide a happy, safe, caring and stimulating environment where children will achieve their fullest potential, so that they can make their best contribution to society.

Wainwright Primary Academy is a place where:

- everybody is welcomed and you are not alone
- we understand and respect that everyone is different and has importance
- we care for everyone and everything around us
- we have high standards of learning and celebrate the achievements of each child
- we value the partnership between school, parents and community and the part it plays in realising this vision

EQUAL OPPORTUNITIES

At Wainwright Primary Academy we aim to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our nursery:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an Additional Language;
- children with Special Educational Needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers.
- Children looked after (CLA)
- Vulnerable groups of children

The Early Years Foundation Stage is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of children;
- providing other curricular opportunities outside the Early Years Foundation Stage to meet the needs of individuals or groups of children.

The Early Years staff are committed to:

- Encouraging positive role models, displayed through toys, imaginary play and activities that promote non-stereotyped images. Books will be selected to promote such images of men and women, boys and girls.
- Encouraging children to join in activities, i.e. dressing up, shop, home corner, dolls, climbing on large apparatus, bikes, etc.
- Regularly review childcare practice to ensure the policy is effective

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

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

STAFF

NURSERY STAFF

| | |
|------------------------|----------------------------|
| Miss Jessica Chadburn: | Nursery Manager |
| Miss Megan Jolly: | Learning Support Assistant |
| Ms Magdalena Makowska: | Learning Support Assistant |

| | |
|-------------------------|------------------------------------|
| Miss Emma-Louise Limb: | EYFS Lead/ Reception Class Teacher |
| Mr Michael Blackwell: | Reception Class Teacher |
| Mrs Lear: | Learning Support Assistant |
| Mrs Jones: | Learning Support Assistant |
| Miss Hollie Buxton: | One to One Support Worker |
| Mrs Linda Hooten: | One to One Support Worker |
| Mrs Lorraine Brecknock: | One to One Support Worker |

ADMISSIONS

Applications for the intake year will be managed in line with Nottinghamshire County Council's co-ordinated arrangements. In the event of over-subscription, the following criteria will be applied, in priority order, to determine which applications will be granted once places have first been allocated to pupils who have a statement of special educational needs which names the school and pupils who have an education, health and care plan:

- Children looked after by a local authority and children previously looked after by a local authority
- Children who live in the catchment area and who, at the time of admission, will have a brother or sister attending the school.
- Other children who live in the catchment area
- Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school
- Other children who live outside the catchment area

In the event of over-subscription within all but the first criterion, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the entrance to the child's home to the principal entrance to the main administrative building of the school using Nottinghamshire County Council's computerised distance measuring software. In the event of two distances being equal, lots will be drawn and independently verified.

Entry into Nursery is determined in a variety of ways and depends on available space.

- Parents are asked to complete a medical questionnaire to provide all relevant information required about the child.
- Parents are expected to contact Wainwright Primary Academy to place their child's name on the waiting list and fill in a medical questionnaire to provide all relevant information about their child.

THE CURRICULUM AND PLANNING

THE FOUNDATION STAGE CURRICULUM

The EYFS is based upon four key principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

At Wainwright Primary Academy we provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. We aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Provide a broad and balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in KS1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with parents/carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Monitor the children's progress and taking action to provide support as necessary.

The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We aim to make place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for inside and outside; children have the freedom to move between the inside and outside classroom. The learning environment is divided into a variety of different learning areas: book corner; role play; numeracy; creative etc. Children are encouraged to become independent learners and take some responsibility for their own lines of enquiry and investigation.

ASSESSMENT

Continual formative assessment is carried out in the form of observational assessments of the children's interactions in and around the setting. These assessments link to the EYFS Ages and Stages to assess each pupil's progress and development. These assessments are made on the basis of observations and knowledge of the whole child. We use Tapestry, a software package, to analyse this information and ensure that staff and parents have a thorough knowledge of their child's progress.

In the Reception year the children are assessed against the Early Learning Goals and our results are reported to the local authority. Each child will have a learning journey on Tapestry that measures their development during their time with us, until they progress to the Key Stage One. Throughout the year the school takes part in all reasonable moderation activities specified by the local authority and provides the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

Parents play an important role in our observation and assessment and are given opportunities to discuss the development of their child at regular parent consultation meetings as well as through children's home learning book and target feedback sheets which are sent home half termly.

TIMETABLE AND CONTINUOUS PROVISION FOR NURSERY

Morning Session - 8:45 – 11:45

Morning sessions are composed of adult led structured activities and free flow activities that are child led in enhanced provision.

Snack Time and Drink Time ; we encourage children to try a range of healthy snacks such as a piece of fruit, toast or vegetable crudities. They also have a choice of water and milk. Snack is £3 per term. Chocolate and fizzy drinks are not allowed.

Afternoon session 12.25 -15.25

Afternoon sessions are composed of adult led structured activities and free flow activities that are child led in enhanced provision.

TIMETABLE AND CONTINUOUS PROVISION FOR RECEPTION

Independent English activities - 8:50 – 9:10

Children are registered and beginning a morning activity until 9am.

Session 1- 9:10-10:30:

During this session the children take part in Read Write Inc and Continuous Provision

Session 2- 10:30 – 11:40

During this session the children take part in Numeracy adult led input and Continuous Provision.

Lunch – 11:40- 12:35

The children join KS1 in the main hall and are given a choice of healthy meals (menus can be found on the school website). The children are then supervised by Midday Supervisors. Once finished the children are taken outside where they are supervised by Midday Supervisors.

Session 3 – 12:35-13:00

During this session children take part in a range of topic adult led inputs.

Session 4 – 13:00- 14.40

This session is filled with child initiated play during which time the children are able to follow their own passions and inspirations.

Session 5 – 14:40 – 15:05

The children take part in story time or assembly, on Friday assembly starts at 2.30pm.

WRAP AROUND CARE

Breakfast Club:

Between 7.30am and 8:50am the children are supervised by Mr Butler (Before and After School Club Manager) in the Hall.

Afterschool Club:

At 3.10pm children are handed over to their parents or a known adult by their class teacher or LSA. It is the parent's responsibility to inform the EYFS staff if a person unknown will be collecting their child, a full name and password is required. Children who are not collected will be taken down to the afterschool club where they are supervised by Mr Butler as part of after school club. Children are served a light tea at 4.25pm after tea children have the free choice of an activity inside or in the outdoor play area with compliant ratios. It is the responsibility of the wrap around staff to hand the children over to their parents or a known adult and the children will be signed out.

If a child is not collected at 6pm or later, the wraparound member of staff will call parents and remain with the child until their parent or known adult arrives. Incidences of late collection will be recorded as a safeguarding concern and monitored. Parents are charged at a higher rate for every half hour beyond 6pm.

For further details, refer to the afterschool club policy.

SUPERVISION OF PUPILS

At Wainwright Primary Academy supervision duties are vital aspects of our duty of care towards children. They ensure a safe and secure environment in which learning is promoted and positive behaviour is supported. The purpose of this policy is to give an account of the responsibilities involved in supervising all children in the Early Years Foundation Stage throughout the day in order to ensure the pupils' safety and welfare at all times. This policy must be read in conjunction with the Supervision of Visitors Policy, the Behaviour Management Policy, the First Aid Policy, the Health and Safety Policy.

The policy is relevant to:

- All teaching and non-teaching staff employed by the school
- All parents/carers
- All visitors to the school
- All pupils

LEGAL OBLIGATIONS

The Academy Director in collaboration with the site manager, has specific obligations to ensure, as far as is practicable, a safe place of work is established for all employees, pupils and others who enter the School. The employer is required to ensure that the supervision of

pupils throughout the school day is adequate to ensure their health, safety and welfare. The Wainwright Primary Academy Senior Leadership Team (SLT) will make arrangements for the security and effective supervision of the school buildings and their contents.

The teachers have a duty of care to the pupils, which is based on the principle that they are 'in loco parentis'. This can be thought of as the standard of care expected of prudent parents in the care of their pupils. In order for teachers to carry out their duties effectively, they have certain responsibilities.

These include:

- **Ensuring that they are aware of all school policies and obtain information they need in order to carry out their professional duties effectively in line with those policies and without jeopardising others. Activities, that the teacher is unsure of and may fall outside of school policies, must be cleared with the Academy Director.**
- **Ensuring the maintenance of good order and discipline during the school day when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities whether on the school premises or elsewhere**

ATTENDANCE

The responsibility to ensure that a pupil attends school regularly is that of their parents and guardians. The school office will contact parents if pupils are absent from school without notification (see registration procedure below).

Illness: When pupils are taken ill during the school day the school will, (if required and usually after discussions with the class teacher and/or trained First Aider), contact the parents/guardians whether at home or at work in order that the pupil can be collected. Information about contacts is kept on the school's electronic system and in the school office. All pupils who are known to have a medical condition and/or allergies are known to staff members. A list of these pupils is recorded on SIMS, retained by the office and kept in Class Teacher's blue class files on their teaching desk.

REGISTRATION

Registration: The law requires regular attendance by pupils at school and schools are required to take an attendance register twice daily. This must be done at the start of the morning session, and once during the afternoon session. Schools must notify the LEA if a pupil attends irregularly, or is absent continuously without authorisation for ten or more school days.

Procedure of registration: Morning and afternoon registration is recorded following UK law and Government guidelines: Morning attendance at Wainwright Primary Academy is taken at 09:00 and is recorded by the class teachers through SIMS. It is then checked and monitored on the school database by the Mrs Miedzinska. In case of an emergency/fire/evacuation administrative staff will keep and then distribute hard copies of all class lists so that the school is aware if a pupil is missing.

Any pupils arriving late into school should be marked as absent from their class, and on their arrival to school they should report to school office via the main front door where the administrative staff will update their attendance record. A daily list of pupil absences is created on SIMS by 09:15. Miss Hallam will then follow up any unauthorised absence via a phone call to parents. The law in this country requires all pupils, from five to sixteen, who are educated at a school to attend, as long as they are well. The Academy Director can grant permission for absence, other than for medical reasons, only in exceptional circumstances. If permission is not given and the family still withdraws their child from school, the family is in

breach of the law and the school is obliged to make annual return of such unauthorised absences to the Government.

CLASSROOM SUPERVISION

During lessons, staff should not leave the classroom unattended at any time.

Ratios within the Nursery are in line with EYFS legislation and the children will be supervised with a ratio of 1:13 ratio for when the teacher is in the room and 1:8 when they are not for the purposes of PPA. In the case of an emergency in the Nursery setting an adult will raise the alarm using the phone located in the classroom to call for assistance.

In Reception, ratios are based upon the School Admissions (Infant Class Size) Regulations 2012 which limit the size of infant classes to 30 pupils per school teacher while an ordinary teaching session is conducted. Individual class sizes are restricted to 1:30 at Wainwright Primary Academy with the addition of one Learning Support Assistant.

A First Aid box is located in the Nursery Kitchen, Nursery disabled toilet and F2P's coatroom. Minor First aid incidences can be dealt with in the classroom by a teacher or TA. In case of more serious incidences, the TA may leave the classroom to respond appropriately.

In the case of a serious emergency, such as head injury or incapacitation of the teacher, the assistant teacher will use the phone to immediately alert the Academy Director or Senior Leadership Team if the Academy Director is off site.

A member of Nursery/Reception staff will attend immediately and, if necessary, the children will be removed from the situation and supervised by a teacher.

LUNCH AND PLAYTIME SUPERVISION

When on duty, staff members are expected to:

- Be on time
- Be pro-active – intervene before a game becomes too rowdy
- Supervise appropriate play with outdoor toys, instructing and supporting play
- Administer first aid to all minor cuts and grazes
- Refer incidences and accidents to class teacher/key worker/ senior leader
- Record all incidences and accidents on the appropriate forms
- To ensure the outdoor area is safe and secure
- Consistently enforce the codes of conduct
- Be mobile – move to different areas to supervise, away from the colleague on duty
- To direct an agreed line-up procedure at the end of play

Nursery:

Nursery do not have playtime with the rest of the school as their curriculum ensures that they have access to the outdoors throughout the day.

Reception:

If Reception participates in the whole school break as part of their transition package then we ensure that staffing is appropriately staffed. Most of the time however, Reception do not

have playtime with the rest of the school as their curriculum ensures that they have access to the outdoors throughout the day.

OFFSITE

At Wainwright Primary Academy we promote the use of our wonderful surrounding areas for fully immersive learning experiences. Parental consent is asked for when using local spaces and a school risk assessment will be completed prior to happening. A adult/child ration will change to 1:6 when taking part in offsite education, adults will take with them:

- First Aid Kit
- Medication (inhalers and epi-pens)
- A Mobile Phone
- Copy of the Risk Assessment

LOST OR MISSING CHILDREN

The safety and welfare of our pupils, at all times, is the highest priority of every member of staff at Wainwright Primary Academy. There are numerous steps taken to ensure the whereabouts of our pupils is known at all times. **It is the duty of the staff to ensure all children are within sight or hearing (preferably both) at all times of the day.**

NURSERY

No child leaves our supervision or care without an appropriate adult.

Appointments: Should a child need to attend an appointment, a parent/guardian/known contact must collect the child and sign them out.

Visits and Trips are registered on EVOLVE and are regulated separately and signed off by the EVC and Academy Director.

RECEPTION

No child leaves our supervision or care without an appropriate adult. In order to achieve this aim, we operate the following procedures at our school.

Pupils that arrive between 7.30am and 8.30am are supervised by Mr Butler and the staff in the breakfast club. Children are escorted to their classrooms at 8.50am and handed over to their class teacher or LSA.

Registration takes place at 9:00am. Any absences unknown to EYFS staff by way of phone call to parents from the administrative team.

Afternoon Registration takes place at 12.35pm.

Dismissal is at 15:10. The children are dismissed from the class door to a parent or guardian. Children will not be dismissed to other adults without prior notice given by parents. Adults who unknown are asked to wait until contact has been made with parents and a password has been provided. At 15:20 children who have not been collected are taken to Afterschool Club with Mr Butler and parents are charged the afterschool club rate at £5.20.

Please be prepared to produce identification if you are collecting a child for the first time.

SITE SECURITY

In order to maintain a safe environment it is imperative that security is upheld to the highest standards at all times. We understand that this can be inconvenient at times, however, we ask that all visitors to the school are vigilant in ensuring they close all doors behind them, and do not grant access to others through any door.

SUPERVISION OF VISITORS

At Wainwright Primary Academy it is the school's responsibility to ensure that the security and welfare of its pupils is not compromised by this at any time. The school is equally responsible to the whole school community for ensuring that all visitors comply with the guidelines.

Here we lay out a clear protocol and procedure for the admittance of all external visitors to the school, which can be understood by all staff, visitors and parents and conforms to child protection guidelines.

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 guidance is relevant to:

- • All teaching and non-teaching staff employed by the school
- • All parents/carers
- • All external visitors entering the school site during the school day or after school
- • Activities (including sports coaches and curriculum related visitors e.g. authors, artists etc)
- • All LAB members
- • All pupils
- • Building and maintenance contractors

VISITORS WHOSE PURPOSE IS TO WORK WITH PUPILS IN SOME CAPACITY

Any visitors, including supply teaching staff and sub contracted DALP staff, must not be left alone with pupils at any point unless full DBS clearance is in place. This includes whole class or small group teaching, or one to one interviews of pupils.

Regular visitors to the school must have DBS clearance.

All visitors will be asked to ensure mobile phones are kept out of sight and turned off whilst in the school. Any calls must be made outside the school gates.

PUPILS

At Wainwright Primary Academy we accept student placements and accept a maximum of 3 students at a time within the Reception classes and 2 within the Nursery.

All pupils on placement must adhere to the same codes of conduct as permanent staff and this also applies to time-keeping and dress codes. Student's coordinator is Lynne Buckland, who supervises their work and explains the safety and fire requirements. All students are encouraged to contribute fully to the Early Years routine and to spend some time in each

area. Visiting students will not be left alone with children, administer first aid or change nappies.

VISITORS INVITED TO THE SCHOOL

Staff inviting visitors in to speak must inform the school office and SLT in advance letting them know the name, date and time of expected arrival of the visitor. All visitors must enter through the Reception and report to the school office first; they must not enter the school via any other entrance. At the school office, all visitors must state the purpose of their visit and who has invited them; they should be ready to produce formal identification. All visitors will be asked to sign in at reception every time they visit. All visitors will be asked to ensure mobile phones are kept out of sight and turned off whilst in the school. Any calls must be made outside the school gates. All visitors will be asked to ensure that they remove any form of headwear that would hinder facial identification, this is to ensure ease of recognition by premises staff through the CCTV system. All visitors will be required to wear an identification lanyard visitors will then be escorted to the point of contact, or their point of contact will be asked to come to the school office to receive their visitor; the contact will then be responsible for them while they are on site. At no point should a visitor who is not fully DBS checked be left on their own with children or be unaccompanied by Wainwright Primary Academy staff. In the event of a fire alarm/drill, the visitor should be accompanied to the assembly point by their contact. On leaving the school, visitors should leave via reception, entering their departure time and return their identification lanyard to reception

PARENTS

There are many reasons why parents may wish to visit school and they are warmly welcomed to do so.

All parents must enter by the front door and report to the school office; they must not enter the school via any other entrance.

Unless visiting on prior invitation, parents will be asked the purpose of their visit and should be ready, and not in any way affronted, when asked to produce formal identification.

Parents will be asked to ensure mobile phones are kept out of sight and turned off whilst on the school premises. Any calls must be made outside the school gates.

Parents may be asked to ensure that they remove any form of headwear that would hinder facial identification, this is to ensure ease of recognition by premises staff through the CCTV system.

ADDITIONAL PROCEDURES

Any visitor to the school site who is not wearing an identity lanyard should be challenged politely to enquire who they are and why they are on the school site and required to return to the school office.

If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave, police assistance will be called for.

SAFEGUARDING

There is a whole school policy on Child Protection, Safeguarding and Welfare. Please read for full information. This document serves to add detail to areas pertaining particularly to the Early Years in compliance with the Early Years Statutory Framework document.

The schools designated Safeguarding Officers are Mrs Tamara Hazlehurst and Miss Julia Hallam. All Early Years staff report any 'niggles' or concerns through these channels. All staff attend regular Safeguarding courses.

The following policy documents must be read in conjunction with the whole school Safeguarding policy and detail the additional expectations and agreed procedure for Safeguarding of children in the Early Years.

INTIMATE CARE

This policy details the agreed procedure for providing hands-on physical care in personal hygiene, physical presence or observation during such activities. At Wainwright Primary Academy we understand that for some of our youngest children the normal range of development indicates they may not be fully toilet trained when joining our setting.

Intimate personal care tasks can include:

- Body bathing other than to arms, face and legs below the knee
- Toileting, wiping and care in the genital and anal areas.
- Dressing and undressing.
- Application of medical treatment (prescribed by a pharmacist)

It is our priority to ensure children at Wainwright Primary Academy are cared for in ways that:

- Maintain the dignity of the individual child.
- Are sensitive to their needs and preferences.
- Maximise safety and comfort.
- Protect against intrusion and abuse.
- Respect the child's right to give or withdraw their consent.
- Encourage the child to care for themselves as much as they are able and protect the rights of everyone involved.

It is essential that this policy is read in conjunction with all school safeguarding policies in addition to Allegations and whistleblowing policies. In order to protect themselves against allegations, staff must record each incident of intimate care in the log book.

RESPONSIBILITY OF THE PARENT

It is expected that all children entering the Early Years setting have begun to toilet train. It is however understood that children develop at different rates and may be at different stages of development on entry into Nursery. E.g.

- Be fully toilet trained across all settings
- Have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning Foundation Stage One or Two
- Be fully toilet trained at home but prone to accidents in new settings
- Be on the point of being toilet trained but require reminders and encouragement
- Have delayed onset of full toilet training in line with other development delays but will probably master these skills during the Foundation Stage
- Be about to start toilet training in line with being a two year old starter and may need encouragement and a structure to follow regularly to help them

Regardless of your child's start point it is an expectation of parents to provide a full set of clean clothes to be kept at school for the children's physical and emotional comfort should toileting accidents occur.

If your child is still wearing nappies and will require intimate care from staff we expect you to:

- Provide nappies, wet wipes and a change of clothes
- Ensure you have a full and thorough understanding of the procedures to be followed during changing at school
- Agree to inform school should the child have any marks/rash
- Agree how often the child should be routinely changed if the child is in school for the day and who will do the changing
- Agree to review the arrangements, in discussion with the school, should this be necessary
- Agree to encourage the child's participation in toileting procedures wherever possible.

RESPONSIBILITY OF THE SCHOOL

Children are checked and changed at regular intervals throughout the day by a named person and a record log is maintained.

It is our duty to promote the good health of children and staff attending the setting. It is paramount that all necessary health and safety precautions are taken to prevent the spread of infection. The following must be actioned for the changing of each child.

- Staff to wear fresh gloves while changing a child
- Soiled nappies/pull ups securely wrapped and disposed of appropriately in yellow bins provided
- Changing area/ toilet to be left clean
- Hot running water, soap and paper towels to be available to wash and dry hands
- Staff to take appropriate action if children are ill

The school will provide the following to ensure these criteria are met:

- Hot running water and soap (antibacterial where possible)
- Toilet rolls
- Milton/sterilising fluid
- Disposable gloves
- Nappy bags/sacks
- Cleaning equipment
- Yellow waste Bin

RESPECTING THE CHILD

At Wainwright Primary Academy we are committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain. Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of safeguarding issues. Staff will work in partnership with parents/carers to provide continuity of care.

HEALTH AND SAFETY

Risk Assessments are carried out on all areas on a daily basis by the Early Years staff. New hazards are reported to the designated Site Manager Steve Davis, staff should report any issues or concerns to the Site Manager as soon as they arise. New risks or hazards will be logged and remedied by the Site Manager and the support services manager will also be made aware if it is in need of immediate emergency support.

FIRST AID

Wainwright Primary Academy makes every effort to ensure that all children are safeguarded and well cared for. The children are the centre of our focus in all decision-making and arrangements. The setting sees adequate first aid provision as vital to the daily process of caring for the children.

The setting keeps a record of accidents and injuries, together with an account of any first aid treatment or prescription medication given to a child.

Implementation: Practical arrangements

First aid boxes are located in both Nursery and Reception.

The contents of the first aid boxes are regularly checked and replenished by Julia Hallam.

Any member of staff can administer first aid to a child in line with the following procedures:

- Administer first aid as appropriate
- Call for assistance as appropriate
- Call emergency services if required
- Ensure that everyone is safe and the injured child is accompanied
- Inform parents immediately after the accident
- Record the incident/accident
- Ensure all the relevant people know
- Take any further action as required

If an ambulance is required for emergency treatment, a staff member will accompany the child to hospital and parents will be informed immediately.

Staff members will call the emergency services as soon as it becomes apparent that the injury is beyond the setting's capability and the health of the child is compromised.

Recording accidents and informing parents:

Members of staff who deal with an accident/incident must fill in a form and the Academy Director, Nursery or Reception class teacher must be notified.

For minor injuries parents will be informed of the accident at the end of the day. They will be shown the accident form.

For more serious injuries including head injuries or if we are concerned for a child's health parents are contacted immediately by phone.

Records include:

- The date, time and place of accident
- The name of the injured child

- Details of the injury, how it happened and first aid given.
- Follow up action if required (e.g. Went home, taken to hospital, resumed normal play)
- Time parents were notified
- Name, date and signature of the person dealing with the incident
- Parents signature

QUALIFIED STAFF

The following staff are trained to deliver Paediatric First Aid (level 3):
Tara Wood, Julia Hallam and Zoe Holden.

MEDICATION

Please see the academy, 'Administration of Medication Policy' for full details and guidance of medications which may be administered at school.

We must take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. Our policy applies to each and every medicine that a parent wants us to give. We ensure that the permission we obtain from parents applies from the start of any course of medication and during the entire course of treatment. Written parental consent will always be obtained prior to any course of medication. Parents should keep their child at home if acutely unwell or infectious.

Parents/Carers must sign a medication form (which can be retrieved from the office) giving details of the medicine, dosage and times to be administered. Only medications which have been prescribed by a doctor may be administered to pupils in school. The greatest care will be taken to see that these are administered according to the Instructions and a signed record of all medication administered shall be made on the Medication forms and witnessed by another member of staff.

The Early Years team will administer only prescribed medication. Medicine must be within 2 weeks of the prescription date.

Nursery

In the nursery setting medication is to be kept in cabinet in the locked kitchen, out of the children's reach. Only prescribed medicines can be administered. Parents sign a medication consent form which is dated signed and the appropriate dosage is recorded. The key worker will administer the medication and sign and date the medication form. The medication form with the child's details will be attached to the bottle. Epi-Pens and inhalers are kept in the classroom cupboard (accessible from both Classrooms). Epi-Pens and inhalers are administered as needed.

Epi-Pens and inhalers are taken with the child when they move about the school and taken on all out of school outings.

Reception

Medication for Reception will be kept (locked) in the staff room and administered by the child's LSA.

Epi-Pens and inhalers are kept in the classroom cupboard (accessible from both classrooms). Epi-Pens and inhalers are administered as needed. Epi-Pens and inhalers are taken with the child when they move about the school and taken on all out of school outings.

Arrangements for children with particular medical needs prior to joining the setting, parents complete a medical questionnaire so that the setting can provide the level of care expected for each individual child. Where appropriate the parents meet with the Nursery Teacher or Reception class teacher to discuss medical needs prior to the child joining the setting to ensure such provision is in place. Special arrangements such as training are made where necessary to ensure that the child's needs are met.

ILLNESS

It is the Early Years policy to encourage and promote good health and hygiene for all the children in our care. This includes, but is not limited to, monitoring the children for signs and symptoms of communicable diseases such as chickenpox, measles, mumps, rubella, meningitis, hepatitis, diarrhoea, vomiting and fevers.

With the welfare of the sick child in mind and in the interests of the remaining children in the Early Years setting, if in the opinion of the staff a child is ill, then the parent/carer will be contacted and requested to collect him/her as soon as possible. The staff of the Early Years must be convinced that the child has returned to good health before re-admitting him/her.

In the case of the following communicable diseases the minimum Periods of Exclusion from Early Years are thus:

- Chicken Pox: 5 days after the rash appears
- Diarrhoea: 48 hours
- Impetigo: until lesions are crusted/healed
- German Measles: 6 days after spots appear
- Measles: 4 days after the spots appear
- Mumps: 5 days after onset of illness and swelling had subsided
- Whooping cough: 5 days
- Vomiting: 48 hours

If antibiotics have been prescribed a child must remain at home until at least 24hours after the first dose of medication.

PREVENTING THE SPREAD OF ILLNESS

The children at Wainwright Primary academy are taught through play and routine about how to care for themselves and others. They recognise the need to wash hands after toileting and before eating to prevent the spread of germs and are encouraged to eat a healthy range of food both at lunch time and snack.

Lunches for Reception take place in the school dining room and are prepared by designated kitchen staff. All adults in the EYFS setting are Level 2 Food Hygiene trained.

WEATHER AND EMERGENCY CLOSURE

It is rare that serious adverse weather conditions cause the closing of the school and should this occur, parents will be notified by our parent communication system. Information will also be broadcast via local radio stations.

Closure of the school during the school day is not a decision taken lightly, however, must be planned for in order that we may uphold our high security and safety procedures in any unforeseen events. Causes for school closure include, but are not limited to, excessive snow, flooding, damaged heating or sanitary systems or a disruption in our security systems. In case of emergency closure, the school will notify parents in the first instance through the parent communication system. Ratios will be maintained at all times and children will be

collected via the main office and signed out accordingly. Classes will be merged as children leave to ensure suitable staffing is maintained at all times.

During normal running of the school, other procedures are in place to safeguard children against adverse weather conditions.

Uniform

Parents are advised to provide their child with a summer hat in the warmer months and a rain coat when needed. If parents have not purchased these, the school will allow children to wear any light coloured hats to protect themselves from the sun. We also recommend parents apply sun cream to their children prior to bringing them to school. Children are allowed to bring a named bottle of sun cream to school which they may apply to exposed areas of the body.

Wet play supervision

During heavy rain or snow the children will be brought indoors. Reception will join together in their classroom where they will have a choice of films/interactive stories/tv shows to watch. At all times there will be an appropriate number of staff in line with recommended ratios.

ADDITIONAL NEEDS

At Tuxford Primary Academy, we are proudly non selective. We admit any pupils with a passion and drive for learning. We ensure that every pupil has the opportunity to be the best that we can be. Our small class sizes are perfect for tailoring our lessons to ensure outstanding progress for all.

SEND

Every child's needs are different and we understand that children develop at different rates, but when a child is having difficulty progressing in any aspect of their development in the classroom this is recognised.

We follow the whole school policy for special educational needs and disabilities. The teacher, with the involvement of parents/carers, will identify the child's needs and in collaboration with the SENDCo for the school will follow the Independent Schools Council Guidance for Special Needs and other LEA's procedures as required.

The SENDCo is Mrs Tamara Hazlehurst detailed information may be found in the 'SEND Policy'.

Information about expected levels of development and how to support your child at home can be found in the 'What to Expect When...' document

<http://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/>

EAL

For children whose home language is not English, staff take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

Staff also ensure that children have sufficient opportunities to reach a good standard in English by accessing a language rich environment throughout every aspect of the Early Years' experience, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

When assessing communication, language and literacy skills, staff assess children's skills in English. If a child does not have a strong grasp of English language, staff are able to explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay. Detailed information may be found in the whole school 'EAL Policy'.

BEHAVIOUR

At Wainwright Primary Academy we have high expectations of all of our pupils. The children in EYFS follow the traffic light behaviour chart. All children start on Green, if their behaviour deteriorates they get a warning and if behaviour continues to get worse they move their name to orange. If they are on orange and their behaviour gets worse they move onto red which warrants a red card and visit to SLT. Parents will be informed of this and it will be logged electronically onto SIMS. If children's behaviour is exceptional they get to move their name onto the chequered flag, this gives them a sticker for their star chart and a gold card. Positive behaviour is also passed onto parents/carers at the end of the day.

If a child bites another child in the setting staff will separate the children and comfort the child who has been bitten and call another member of staff if first aid is required. The staff member will explain age appropriately to the child who has bitten, that biting is unacceptable for example "we do not bite, biting hurts" and explain how their peer may be feeling for example "sad" and "sore". The child will be asked to say sorry and their play redirected. The staff member who dealt with the situation will complete an accident form.

If a child continually bites or bites more than once on a single occasion a meeting will be held with the staff team and parents to discuss appropriate and consistent behavioural techniques.

Physical punishment of any kind is absolutely forbidden. This includes smacking, tapping, pulling, pushing, throwing, biting, shaking, handling roughly, forcing a child to sit or stand when told to do so by moving and/or holding his/her limbs in position e.g. physical restraint other than the minimum needed to ensure the child's safety or the safety of others. Other measures which may NEVER be used includes: humiliation, belittling, intimidation, frightening a child, depriving a child of food (e.g. pudding) or drink, forcing a child to eat or drink.

At all times the child's self-esteem is paramount; therefore there can be no deprivation or exclusion from activities.

PARENTS AS PARTNERS

The Early Years team will work with parents as partners in providing quality care for their children. The role that parents/carers have played in the early education of their child needs to be valued and recognised. Their involvement is crucial to the development of children's future learning and to ensure a complete and holistic assessment of pupils. Support from parents/carers is welcomed at all times.

- All parents are welcome to visit the Early Years at any time.
- Parents have access to their child's records and are consulted in respect of the care given.
- Information about Early Years activities and events are regularly distributed by letter and newsletters.
- Parents are able to inspect all the policies of the Early Years at any time.
- Parents are able to see their child's learning journey at any time.
- Parents' Evenings are held at least twice a year.
- Parents are valued and respected.
- Parents' assessment of their children's learning Wainwright WOW Moments are encouraged.