



The Early Years at Great Rollright C.E. Primary School



Policy Reviewed: September 2022

Future Review: September 2024

Welcome to Great Rollright CE (aided) Primary School

Children develop quickly in the early years, and as a school we aim to do all we can to help children have the best possible start in life. We want all children to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

The Early Years Foundation Stage (EYFS) Framework came into effect in September 2012 and covers the education and care of all children in Early Years Provision. This Framework is mandatory and sets the standards that all Early Years Providers must meet to ensure that children learn and develop well and are kept healthy and safe. Since September 2012 there has been several updates to the Framework, the latest came into effect in September 2014.

Children learn and develop through positive relationships in enabling environments that provide stimulating resources and rich learning opportunities through play and exploration. At Great Rollright CE Primary School we pride ourselves on providing quality learning experiences with a well-qualified, skilled staff who deliver the best possible outcomes for the children in our care.

We offer full time provision for children in the year in which they are five. Parents do have the option of part-time provision, if there is sufficient reason to believe that this is in the best interests of the child, although it is a statutory requirement that children begin full-time school the term after the one in which they are five. Prior to children starting school there are a number of pre-school links in place, designed to make the child's entry into school as smooth as possible.

During the term before the children begin school, they visit The Meadow for a 1-1 tour and an afternoon of fun activities. There is also a meeting between The Meadow teacher and new parents to answer questions and to outline how parents can help to prepare their child for school. Information about the children is passed onto teaching staff from the child's previous settings to ensure that we are ready to meet your child's needs.

We look forward to welcoming you to our school, and to developing a happy and successful partnership with you and your child.

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THE EARLY YEARS FOUNDATION STAGE CURRICULUM: The Statutory Framework 2021

Introduction

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

The EYFS aims:

- To provide the highest quality care and education for all our children
- To ensure a safe and motivating environment enabling children to learn
- To value the individual child and work alongside parents to help every child reach their full potential.
- To provide a strong foundation for future learning.

Provision

The EYFS seeks to provide:

- Quality and consistency in all Early Years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children in all Early Years settings.
- The Early Learning Goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

Overarching Principles

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;

- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates.

The Learning and Development Requirements

This section defines what providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure they are ready for school. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early Years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

The EYFS learning and development requirements comprise:

- The seven areas of Learning and Development and the Educational Programmes (described below).
- The Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.
- The Assessment Requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

Learning Development

There are seven areas of learning and development that shape the curriculum in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime areas**, are:

- **Communication and Language**
 - Listening, attention and understanding
 - Speaking
- **Physical Development**
 - Gross motor skills
 - Fine motor skills
- **Personal, Social and Emotional Development**
 - Self-regulation
 - Managing self
 - Building relationships

As a school, we must also support children in four specific areas, through which the three prime areas are strengthened and applied. The **specific areas** are:

- **Literacy**
 - Comprehension
 - Word reading
 - Writing
- **Mathematics**
 - Numbers
 - Numerical patterns

- **Understanding the world**
 - Past and present
 - People, culture and communities
 - The natural world

- **Expressive arts and design**
 - Creating with materials
 - Being imaginative and expressive

The curriculum involves activities and experiences for children, as follows:

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

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

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

The prime areas are strengthened and applied through 4 specific areas:

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

- **Mathematics** - Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding

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

- **Understanding the World** -Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.
- **Expressive Arts and Design** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

As Practitioners we consider the individual needs, interests, and stage of development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. With the youngest children we focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the Early Years, if a child's progress in any prime area gives cause for concern we will discuss this with the child's parents and/or carers and agree how to support the child. Consideration will be given as to whether a child may have a special educational need or disability which requires specialist support. We will link with, and help families to access, relevant services from other agencies as appropriate.

For children whose home language is not English, we will take steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We will also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, making certain that children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, teachers will assess children's skills in English. If a child does not have a strong grasp of English language, we will explore the child's skills in the homelanguage with parents and/or carers, to establish whether there is cause for concern about language delay.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Teachers will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Planning

In planning and guiding children's activities, practitioners will reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'.
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The cycle of topics links the EYFS and Year 1 of the National Curriculum. This ensures a coherent planning structure for a mixed age class of Reception and Year 1 children. Planning identifies experiences and activities which support the learning objectives, differentiated as appropriate, and includes evaluations of them as well as observations and assessment of the children's achievements.

ASSESSMENT

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners will respond to their own day-to-day observations about children's progress and observations that parents and carers share. Parents are informed about our assessment techniques and give all relevant permission relating to photographs and information sharing.

Assessment Across the Early Years

As practitioners of the Early Years, we must be able to observe and respond appropriately to children, informed by knowledge of how children develop and learn and a clear understanding of possible next steps in their development and learning.

RBA (Reception Baseline Assessment)

Teachers in Reception carry out the statutory Reception Baseline Assessment. This has to be completed within the first 6 weeks of a child starting Reception. It is a short assessment to assess the child in early maths, literacy and communication, and language and provides a snapshot of where pupils are when they arrive at school.

NELI (Nuffield Early Language Intervention)

NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from our trained NELI practitioners.

Pupil Involvement & Well-Being (Leuven Scale)

The Leuven scales are used to measure children's emotional well-being and involvement to assess learning, development and progress of children.

RWI

Phonic assessments are carried out using our RWI Tracker every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

EYFS Profile

At the end of Reception, the teachers use the EYFS Early Learning Goals to make a best-fit judgement about a child's development, and their readiness for Year 1. Within their child's final term of Reception, we provide parents/carers with a report based on their child's progress in Reception and against the EYFS Early Learning Goals.

In the final term of the year in which a child reaches age five the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile reflects the following: on-going observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. Practitioners will indicate whether children are meeting 'expected' levels of development or are working at an 'emerging' level. This is the EYFS Profile.

Year 1 teachers will be given a copy of the Profile report. This will inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1. As a school we will share the results of the Profile with parents and/or carers and explain to them when and how they can discuss the Profile with the teacher who completed it. If a child moves to a new school during the academic year we will send the assessment of the child's level of development against the early learning goals to the receiving school.

Ongoing assessment

We have also developed our own system of observation and 'tracking' which helps us recognize patterns in children's play, how they interact with adults and each other, what they are interested in and how learning can be extended. The observations are kept in a group file and used as a basis for discussion between ourselves and parents, and to inform our planning. We are able to identify learning priorities and plan relevant and motivating learning experiences for each child based on the information we gather. They also enable us to discuss progress or problems with parents in an informed and professional way.

Each child has an individual online Tapestry learning journal based on the Foundation Stage Curriculum and objectives, which helps monitor development against expected areas of learning and social skills for the child's age. This also facilitates informed planning of the curriculum by providing group and individual levels of progress. Tapestry is a secure online Learning Journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us. This system allows us to work with parents and carers to share information and record the children's play and learning in and outside of the classroom. Tapestry provides each individual child with their own Learning Journal held online. Parents and carers are given their own log-in using their email and password. All our staff are given a secure log-in so they can then upload observations, photos or videos; recording children's achievements and assessing their learning in reference to the EYFS curriculum. Parents can change their settings so that an email is automatically generated informing them when an observation has been added so they can have a look and add any comments of their own.

Equal Opportunities

The Early Years curriculum is accessible to all children regardless of ability, gender, culture, religion, race, family background, disability, or special educational needs. There is a school SEN policy, which applies equally to the Early Years Foundation Stage. It details how the individual needs of all children will be met (including how those children who are disabled or have special educational needs, will be included, valued and supported, and how reasonable adjustments will be made for them); the name of the Special Educational Needs Co-ordinator; arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate behaviours or practices will be challenged; and how the provision will encourage children to value and respect others. There is regular liaison between the school, parents and external professionals / support agencies, as appropriate to the needs of individual children. A child may receive additional support from a teaching

assistant to meet their special educational needs. When necessary, adaptations to the school environment will be made to meet specific needs, on the advice of the support services.

SAFEGUARDING AND WELFARE REQUIREMENTS

Introduction

We believe that 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. As a school we must take all necessary steps to keep children safe and well.

Child Protection

As a school we must be alert to any issues for concern in the child's life at home or elsewhere. To ensure this we implement policies and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB).

The Headteacher assumes lead responsibility for safeguarding children in school. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSCB. They must provide support, advice and guidance to any other staff on an on-going basis, and on any specific safeguarding issue as required. The Headteacher attends child protection training courses that enable him/her to identify, understand and respond appropriately to signs of possible abuse and neglect.

The Headteacher ensures that all staff understand the safeguarding policy and procedures, and that all staff have up to date knowledge of safeguarding issues. Training must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- Significant changes in children's behaviour.
- Deterioration in children's general well-being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Children's comments which give cause for concern.
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

If we have concerns about children's safety or welfare, we will notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.

Suitable People

The school ensures that people looking after children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable.

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). We will not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

We record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records disclosure, reference number, the date a disclosure was obtained and details of who obtained it).

Staff Taking Medication/Other Substances

Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, they should seek medical advice. The senior management team work to ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.

Staff Qualifications, Training, Support and Skills

The daily experience of children in Early Years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. All staff receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, the provider's Equality Policy, and health and safety issues.

Regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff.

At least one person who has a current paediatric first aid certificate is on the premises at all times when children are present, and will accompany children on outings.

All staff have sufficient understanding and use of English to ensure the well-being of children in their care.

Staff: Child Ratios

Three members of staff; a qualified teacher and two teaching assistants work in the Early Years setting. The School Standards and Framework Act 1998 (as amended by the Education Act 2002) limits the size of Reception and Key Stage One classes to 30 pupils per school teacher. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff.

Health/Medicines

We promote the good health of children attending our setting. We have a procedure for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. We also have and implement a policy, and procedures, for administering medicines which includes systems for obtaining information about a child's needs for medicines, and for keeping this information up to date. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines must not usually be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor). Medicine (both prescription and non-prescription) will only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. We keep a written record each time a medicine is administered to a child and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.

If children require inhalers for the control of asthma, their medication should be kept in the classroom for immediate use, providing the school had obtained clear written instructions for its use from the parent/carer. Asthmatic children are advised to take their inhalers before exercise rather than when breathing becomes difficult. Inhalers should be taken with children into the hall or onto the school playing field if they are involved in physical activities. All medication must be available to children when they are involved in visits, games, matches and other events that take them away from school. On these occasions, a teaching member of staff must take responsibility for any medication.

Children requiring individual attention for specific medical conditions are identified in the staffroom and office notice boards (child's name, details of medical condition and a photo). All staff are made aware of these children and their requirements.

Accident or Injury

A first aid box is accessible at all times with appropriate content for use with children. We keep a written record of accidents or injuries and first aid treatment. We also inform parents/carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given. If the accident involves a bump to the head, the child's parents should always be phoned and the parent will be given the opportunity to come into school to see their child. They may or may not decide to take their child home or to seek medical attention.

An accident report form should be completed for all accidents by the member of staff administering first aid.

We will notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. We will also notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and will act on any advice from those agencies.

Checking the identity of visitors

During a school day a variety of people will visit the school; tradesmen, education support, parent helpers etc. We need to be aware of who is on the premises, be able to identify unauthorised persons and know when visitors have left the premises.

A visitor is anyone other than a person employed at the school, a pupil or a parent delivering or collecting a child at the start or end of a school day.

Visitors and volunteers in school have a valuable role to play and can contribute to many aspects of the life and work of the school.

The standard procedure is for visitors to gain access to the school through the coded secure main entrance. They will be let in by a member of the office staff who will check their identity and direct them to the appropriate place. At no time will pupils be given responsibility for admitting visitors.

All visitors including volunteers will be asked to sign in at the office and will be given a Visitors' Badge to wear – on a red lanyard if they are not DBS checked and on a green lanyard if they have a current DBS.

Visitors who are not DBS checked will be reminded that they should not be alone with any child. It is the responsibility of the class teacher to ensure that this is complied with.

All persons not wearing badges must be challenged politely for the sake of security and safety of our pupils. The Headteacher must be informed immediately of any intruder or visitor behaving in an inappropriate manner, for example under the influence of alcohol. Children should be shielded or moved away quietly and quickly if required. The police will be alerted immediately. If such an incident occurs during break times the teacher on duty will ensure that all pupils return to the school building safely and entrances are secured, and alert a member of the Leadership Team.

Any member of staff admitting a visitor through any other door is personally responsible for ensuring that the visitor's details are recorded in the Visitors' Book. Unless the admitting adult recognises the visitor and knows his/her business at the school, she/he will establish:

- The identity of the visitor (if appropriate by asking for an identification document).
- The purpose of the visit before admitting the visitor to the school and will ensure that the visitor enters adequate visitor details in the Visitors' Book.

If in any doubt about the visitor, the member of staff must ask the visitor to wait in the entrance porch and

inform the Headteacher immediately.

SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

Safety

We ensure that our premises, including outdoor spaces, are fit for purpose. Spaces, furniture, equipment and toys, are safe for children to use and premises are secure. We keep premises and equipment clean, and are aware of, and comply with, requirements of health and safety legislation (including hygiene requirements). We have, and implement, a health and safety policy, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

We take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and have an emergency evacuation procedure. We have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, and fire extinguishers) which are in working order. Fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside.

Smoking

We have a no smoking policy across the entire school site.

Food and Drink

Before a child is admitted to school we obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water is available and accessible at all times. We record and act on information from parents and carers about a child's dietary needs.

In The Meadow and The Woodland, we provide healthy snacks and drinks for children as necessary. Staff involved in preparing and handling food have received training in food hygiene.

We will notify Ofsted of any food poisoning affecting two or more children looked after on the premises. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the incident.

Risk Assessment

We have a clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly. We determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Outings

We understand that children must be kept safe while on outings, and we obtain written parental permission for children to take part in outings. We assess the risks or hazards which may arise for the children, and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. Vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.

Information and Records

We maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management

of the setting, and to help ensure the needs of all children are met. We work to enable a regular two-way flow of information with parents and/or carers.

Records are easily accessible and available (with prior agreement from Ofsted, these may be kept securely off the premises). Confidential information and records about staff and children is held securely and only accessible and available to those who have a right or professional need to see them.

All staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Parents and/or carers are given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA26.

Records relating to individual children are retained for a reasonable period of time after they have left the provision.

Information about the Child

We record the following information for each child in their care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.

DEALING WITH CONCERNS AND COMPLAINTS

Any complaints about school matters should first be discussed with class teachers or brought to the attention of the Headteacher. At Great Rollright Primary we pride ourselves on working with parents and do our very best to deliver education and care of a high standard.

If the complaint is not resolved, a formal complaint may be made firstly to the Governing Body and secondly to the Local Authority.

The procedure to register a complaint is available from the School Office or on the school website.

DROPPING OFF AND COLLECTION

Dropping Off

All staff have responsibility for the safety and welfare of children in the school environment.

At the beginning of the school day children enter directly into The Meadow cloakroom. A member of staff monitors the cloakroom entrance to ensure that, once children are brought safely to the door by a parent or carer, they do not leave.

If you arrive at school after 8.55am you are asked to bring your child through the main school entrance where you can sign him/her in and give a reason for the lateness. This ensures all pupils are safely accounted for by the start of the school day.

Absence

If your child is ill and will not be attending school for the day we would ask you to phone and let the Office know before 9.00am. If a child is absent and we have had no message from home, school will attempt to speak to parents using all the contact numbers we have on record. If we are unable to speak to anyone then this absence will be recorded as unauthorised.

Under new government guidelines which came into force in September 2013, any holiday taken in term time is unauthorised unless the circumstances are exceptional. Any request for term time leave should be made in writing to the Headteacher in advance stating the reason for the request.

Collection

We only let children leave school with adults who have permission to collect them. We therefore ask you to provide us with a list of people authorised to collect. It would be helpful, if they are not known to the school, to include a description or a photograph for us to keep on file.

It is important that you arrive at the end of a session/the day to collect your child punctually. Even very young children learn our routine and know when their parents are due. They can become distressed if they are late in being collected. Please also remember that school staff are often expected to be in meetings or running after school clubs. We understand that occasional delays are unavoidable, especially if you are relying on public transport. If you are delayed, for whatever reason please contact the Office and let us know when you expect to arrive. The Office will then make arrangements for your child's care until you arrive.

In the event of a child not being collected staff will continue to try and make contact with home. If staff are no longer able to care for your child on the premises, then a member of the School's Leadership Team will contact the Local Authority's Social Care Service and follow the advice given. A full written report of the incident will be recorded.