

HALL SCHOOL WIMBLEDON

EARLY YEARS AND EYFS CHILDREN POLICY

Information for Parents

Hall School Wimbledon is registered with the Department for Education as an early years provider.

OUR ETHOS

Every child should feel happy, secure, valued and confident. At Hall School Wimbledon, our philosophy is to value every child as a unique individual, who enjoys learning and thinking for him or herself. We provide a supportive and secure environment in which every child can flourish and learn at their own pace and in their own individual way. Our role is to stimulate and encourage their development and enjoyment of learning through a variety of different activities in secure indoor and outdoor situations, through play and structured and creative activities. We encourage the growth of social skills and empathy amongst the children. The relationships, which the children develop with each other and with our staff, are central to their happiness and lay the best possible foundation for their future.

ADMISSIONS TO RECEPTION

The Junior School Admissions process, as detailed on our website, applies to all classes including our Reception Class. Children who have turned 4 on or before 31st August of the previous academic year are eligible to join the Reception class at any time throughout the year. However, the school prefers children to start school in September, at the beginning of the academic year.

ADMISSION PROCESS

All prospective parents are either sent a copy of the school's prospectus, or encouraged to download a copy from our website. This document gives details of the school's address, location contact details, a list of staff, and information about the aims and ethos of the whole school. The curriculum and activities for our children are explained in some detail. A great deal of further information about the school is available on our website, including a list of the whole school's policies and those that apply specifically to Reception. All parents are given copies of the *Guidelines for Junior School for Pupils and their Parents*.

We also hold regular Open Mornings for parents of prospective Reception children. At this time, parents have the opportunity to learn about the school and to meet the Head, Deputy Head and Reception Class Teacher, and be given a tour of the school.

All Reception children make full use of the Junior School's facilities, such as the dining hall and playgrounds, although they have separate classrooms and outdoor play areas of their own. We expect them to remain pupils in our School until they reach the age of 16. A place in the Senior School is by selection; but all pupils from our Junior School will automatically be considered for entry to the Senior School.

EQUAL OPPORTUNITIES POLICY

We welcome children from a diverse range of backgrounds and pride ourselves on being an inclusive community. There is complete equality of opportunity and everyone is valued for being him or herself. The school's Equal Opportunities Policy is available on our website and can be sent to parents on request.

OUR STAFF

We allocate a key person (in most cases the class teacher) when your child joins our Reception class. The class teacher and key person for Reception is Miss L Scoones. Miss Scoones is responsible for all matters relating to the education and care of each child, for welcoming the family and for working with parents to update and share information in order to build a full picture of their child's development both at school and home. Miss Scoones is also the Section head for Pre-Prep and one of our Deputy Designated Safeguarding Leads across the Junior School. Mrs Lesley Adams is the teaching assistant for Reception, and has many years' experience in working within an EYFS setting.

Overall responsibility for the Early Years Department lies with the Head.

OUR FOUNDATION STAGE CURRICULUM

At Hall School Wimbledon we offer a broad and balanced Foundation Stage curriculum for our youngest pupils, which is based upon the seven areas of learning and development. All children are given equal access and opportunities to develop their knowledge and skills in:

3 Prime Areas of Learning

- Personal, social and emotional development
- Communication and language
- Physical Development

4 Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The children's curriculum provides the following rich, varied and imaginative experiences.

- Cooking
- Creativity Week
- Christmas Celebrations
- Drama Workshops
- Easter Festivities
- Guest Speakers
- Habits of Mind Carousel
- Junior School Art Exhibition
- Local Walks
- Mardi Gras
- Nativity Play
- One Hundredth Day at School
- People, Past and Present Day
- Sports Morning
- Spring and Summer Music Concerts

- Excursions
- World Book Day

Through carefully planned activities that include a mixture of child-initiated and teacher-led learning opportunities, we encourage the children to become active learners, who are able to think creatively and critically. We introduce children to the language of Habits of Mind so that they begin to understand and develop characteristics of effective learners. Learning takes place both indoors and outdoors.

We introduce different themes, which the children explore through a variety of mediums, including books, art, clay, drama, music, crafts and model making. We gradually introduce synthetic phonics and the children are taught daily to read and write through structured learning schemes. Numeracy is taught daily and is introduced through different activities, such as number rhymes, counting games and measuring activities. All children are encouraged to participate in dance, music and French. All children are gradually introduced to the principles of writing, learning correct letter formation and simple sentence structure. By the end of the Summer term, the children in the Reception class are enthusiastic and confident learners, who are ready for the more structured, environment of Year 1.

It is our belief that acquiring the habit of study at home stands children in good stead throughout their education and we expect every child to have acquired the habit of undertaking a joint learning activity every day after school. We encourage parents to help their child with the following tasks:

- 10 minutes of daily reading from the reading scheme book
- Daily practice of 'sight words' sent home in a child's book bag
- Weekly practice of number recognition and formation

OUTDOOR LEARNING

Our Reception classroom has a dedicated and secure outdoor space, which we use for supervised activities, involving sand and water trays, riding bicycles and scooters and imaginative play in the Wendy House. Reception children are regularly taken in supervised groups around the secure school grounds to learn about the natural environment. Throughout the year, the children have the opportunity to work on Llanbrynean Bach, the school's mini farm. The farm aims to nurture their personal, social and emotional health; it enhances problem solving and teamwork skills; and it instils in the children an appreciation of the natural world and knowledge of food production, healthy eating and caring for the environment. Reception children also use the school's playgrounds at break times, as well as observe and feed the variety of species in our pond.

THE ANNUAL CURRICULUM MEETING

All parents of children in the Reception class are invited to an annual curriculum meeting at the start of the Christmas term. Here the topics that will be studied and the methods of delivering the curriculum through play, structured activities and outdoor activities will be outlined. This is accompanied by a written Notice to Parents for those who are unable to join us on the day.

At the beginning of the Easter and Summer terms, a Curriculum Notice is sent home. Within these documents, are dates for the diary and a brief synopsis of what the children will be taught in each of the key areas of learning.

We hold Parents' meetings during the second half of the Christmas and Easter terms at which parents have the opportunity to talk to their child's teacher about his/her progress and targets for the following term. They are also able to speak to the specialist teachers of games, music and French.

KEEPING IN TOUCH

Every child is given a daily communication diary from the time that he or she joins the Reception

class. This is the main method for communications between parents and the school. We use the communication diary as a way of keeping parents informed about their own child's daily activities, and may use it to suggest activities that reinforce areas of classroom work. We note anything of interest that a child has done, and ask parents to write down anything relevant that might affect their child's performance, such as a late evening.

The class teacher and teaching assistants are responsible for pastoral care and, with our small classes, quickly get to know every child extremely well. They are available twice a day at drop off and collection time and many worries can be efficiently resolved by an informal chat. Otherwise, parents are welcome to make an appointment for a longer (or more private) conversation with the class teacher, the Deputy Head or the Head of the Junior School. Any concerns will always be treated in complete confidence.

We have an electronic school bulletin for parents, which is full of examples of children's work and news about activities and outings. We also encourage children to take home their art work at the end of the academic year for parents to admire and display at home! We send invitations to parents to a number of events during the year, including:

- The Nativity Play
- The Carol Service (which involves Years 3-6 children)
- Sports Morning
- Easter Egg Painting
- Art Exhibition
- Pre-Prep Summer Concert

REPORTS

Children are continually assessed during their Reception year through observations, questioning and guiding using the Early Learning Goals and our own Foundation Stage curriculum.

Reports consisting of tick boxes based upon the EYFS early learning goals, along with teachers' comments, are prepared for each child and sent to parents at the end of Summer term.

ASSESSMENT ARRANGEMENTS

Assessment is of a consistently high standard. Staff continually identify gaps in learning and put measures in place to close the gaps. Ongoing assessment is made to understand each child's level of ability, interests and learning styles. This assessment drives teaching and learning within the department.

Parents are a fundamentally vital part of the assessment process in Reception. We promote a strong partnership between the class teacher and parents by sharing the child's educational targets. Parents are encouraged to give feedback when their child has achieved an Essential Knowledge and Skills (EKS) or Early Learning Goal (ELG) so that their EYFS profile is a true reflection of the child's development and teachers can plan effectively for each child's learning.

EYFS PROFILE

At the end of a child's 'early years' education, we complete a detailed 'EYFS Profile' for each child which summarises their learning and development against the seven Key Areas of Learning and their associated Early Learning Goals, determined by the Government. We are required to report EYFS Profile results to Wandsworth Local Education Authority upon request.

ASSEMBLIES

Reception children attend a weekly Pre-Prep assembly and take a turn at leading at least one

assembly each half-term. Assemblies are formal occasions, which foster the development of self-restraint and a collective spirit. Assemblies provide an excellent public setting in which to commend children for special work, acts of kindness or helpfulness, and to reward them with 'Star of the Week' certificates. In addition, each week two Reception children are also chosen to take home Kevin and Kasey, our cuddly soft koalas, for the weekend and share their adventures and photographs with us on the following Monday. This provides an excellent opportunity for the children to practise speaking to an audience with clarity and confidence, active listening, correct letter formation and sentence structure within guided writing sessions. At the end of each half-term, a special Head's Awards assembly is held where children are awarded certificates for demonstrating characteristics of an effective learner or producing an outstanding piece of work.

VISITS

We organise excursions within the local area and further afield. These are designed to complement our current themes and help the children to acquire a basic understanding of the natural world, our traditions and the importance of other cultures. The Parents' Area of our website contains a list of any major visits that are due to take place over the coming term and parents will receive further details in a Notice to Parents closer to the time of the trip. Some very local visits, which require no more than an hour out of school, are arranged at shorter notice. Our policy on visits for EYFS children is available on our website and can be sent to parents on request.

BEHAVIOUR

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They are taught to look after their own possessions and to respect those of others. We expect them to be honest, helpful and polite, to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. All the teachers and teacher assistants take responsibility for the management of behaviour in the Reception class.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions; but sometimes we may introduce a consequence for hurtful behaviour. Parents are always informed via a note in the communication diary when any sanction or reproof is needed, and in cases of repeated instances (more than six each half-term) of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher and to agree a way of handling the difficulty.

A copy of our Pre-Prep Behaviour Management Policy is reproduced in Annex B for parents to read with their child.

FOOD AND DRINK

Children are offered a biscuit and a drink of either water, juice or milk at morning break. Drinking water is available throughout the day, as we fully recognise the importance of proper hydration.

The children eat lunch in the Dining Hall at 12.00pm together with the other children in years 1 and 2. Lunch is served by teachers and teacher assistants. Weekly menus are available on our website. Children are served either hot or cold food, with plenty of vegetables, salads and fresh fruit. We offer our pupils a widely varied and healthy diet and children are encouraged to try all meals. We also attempt to cater for all tastes and preferences, including vegetarianism and those required by a religion.

SPECIAL DIETS

The school is nut-free. Parents of children who have allergies to any food product, or who have special dietary requirements, are asked to make this clear in the medical questionnaire at Annex A. They should inform the school at once if their son or daughter subsequently develops an intolerance

of any food. The Head of Pre-Prep and Mrs Burge, the school's Cook are happy to see any parent who has concerns about their son or daughter's medical condition or dietary needs, and to devise a special menu, where practically possible. All food allergies and special dietary requirements are listed and kept up to date on the Reception Class Profile, and the staff responsible for serving the class are made aware of any changes.

PERSONAL CARE

We prefer children to be able to dress and undress with the minimum of help and expect them to be able to use the lavatory independently. Children may use the lavatory whenever they have the need and are also reminded at regular intervals. However, we understand that 'accidents' may occur. We recognise our duty of care towards every child and will never leave a child in wet or soiled underwear. We respect a child's right to dignity and privacy, but also recognise the need for an appropriate level of supervision in order to safeguard pupils and staff. If an 'accident' occurs, and the child requires assistance, this is undertaken by one member of staff, with another appropriate adult in the vicinity who is aware of the task to be undertaken. The adult assisting the child will be visible and/or audible to the other adult. The adult assisting the child will explain to the child what is going to happen before starting, in such a way that their experience is a positive one. The child's soiled clothes will be placed in a plastic bag and sent home at the end of the day. The class teacher will inform the child's parents at the end of the day, either verbally or via the child's Communication Diary if the child goes home on the school bus.

PROCEDURES WHEN A CHILD IS NOT COLLECTED ON TIME

Please refer to our separate policy: 'Missing Child Policy and Procedures when a Child is not Collected on Time', which can be seen on the Parents' Area of the school website.

STORAGE OF RECORDS

The School is registered under the Data Protection Act and complies with its provisions for example, about the disclosure of information relating to third parties. On request, parents are welcome to see the records of their child. They have the right to make written comments on their child's records, which will then be treated as part of that record.

CHILD PROTECTION

The school's safeguarding policies, including its Child Protection Safeguarding Policy, are developed in line with statutory guidance and advice from the Local Safeguarding Children Board, and a lead practitioner is available to take responsibility for safeguarding. Copies of the policies, which apply throughout the school, are rigorously followed in the Early Years Department, and are available on our website.

MEDICAL MATTERS

Children should be at home if they are ill or infectious, and we ask parents to phone us on the first day that their child is ill. An ill child will not be happy in school, and will only infect others. We will therefore telephone parents and ask them to collect their child if he or she becomes ill during the day.

The Reception Class Teacher is a qualified Paediatric First Aider. Any newly qualified entrants to the early years workforce with a level 2 or 3 qualification will also have a full or emergency Paediatric First Aid certificate within 3 months of starting work

We will *always* contact parents at once if their child suffers anything more than a trivial injury, if he or she becomes unwell during school day, or if we have any worries or concerns about his or her health. We will inform parents by a note in their child's Communication Diary if he or she has a minor accident or graze at school. If a child receives first aid, a copy of the accident report will be sent home

in the child's book bag and a second copy will be scanned and emailed to the parents. In the event of a major accident or head injury, parents will be contacted immediately by telephone.

MEDICAL CARE

Although children will normally receive medical care from the family GP practice, we hold medical information on all our pupils in order to ensure that we can provide appropriately for their needs, or look after them if they are injured or have an accident. We therefore ask parents to complete and return the medical questionnaire enclosed (Annex A) with this document before their child joins the school.

CHILDREN WITH MEDICAL NEEDS OR SPECIAL EDUCATION NEEDS WHO REQUIRE SPECIAL ADJUSTMENTS

If a child has medical needs, special education needs or requires any special adjustments, we will invite their parents to a meeting with the Head of the Pre-Prep and Head of Enhanced Learning. Any outside specialist who has been involved with the care of the child, will be involved to discuss thoroughly the regime that is most appropriate for his or her individual care prior to them joining Reception. The school is not an 'approved independent special school' under Section 41 of the Children and Families Act 2014 and is therefore, not permitted to educate pupils with an EHC Plan.

MEDICAL RECORDS

We keep records of all treatment and immunisations that a child receives during his or her time at the school. We record all accidents and injuries to a child and of all medicines that are given to him or her. We always inform parents in writing if their child has received any form of medical treatment - however minor.

In accepting a place at the school, we require parents to consent on the advice of an appropriately qualified medical specialist to their child receiving emergency medical treatment, including general anaesthetic and surgical procedure under the NHS, if we are unable to contact parents in time.

MEDICINES AND TREATMENTS BROUGHT TO SCHOOL FOR PUPILS

Parents are requested to advise the School Receptionist and the Reception Class Teacher, of any medication that is brought into the school for their child. If a child has a medical condition which necessitates regular access to medication, parents are requested to inform the Head of Pre-Prep so that an appropriate regime can be devised. The relevant staff will be informed, in confidence, of any condition that is likely to affect the child in any area of school life. We will work with parents in making arrangements that work best for their child. Our school's First Aid and Medication Policy is available on the parents' area of the website.

Please remember that we need your written consent for every medicine before we are allowed to give it to your child.

MEDICAL QUESTIONNAIRE

All parents of new pupils are requested to complete and return the enclosed questionnaire (Annex A) to Mrs Julia Hobbs at the Admissions Office before their child's first day at school.

MAINTAINING A SAFE AND SECURE ENVIRONMENT

The safety of the children is our highest priority, and because they are so young, we need to be particularly vigilant. We will therefore:

- only allow a child to go home with their parent or carer, unless we have received advance parent permission (preferably in writing) that he or she may be collected by another adult.
- never allow a child to leave the premises unsupervised.
- ask all visitors to identify themselves and to state their business before we give them access to the premises. Visitors sign in and wear security badges and if necessary, are escorted throughout their visit. They sign out on leaving.
- register all pupils at the start of the morning and afternoon sessions
- check all pupils out as they are collected by their parents or carers

HEALTH AND SAFETY

We update and review our risk assessments on the School's classrooms and other indoor areas, the outdoor play space and all the equipment and toys used by the children every year in order to ensure that everything with which your child may come into contact has been assessed and that potential hazards are kept to a minimum. The school conducts a fire drill every term. Health and Safety policies are published on our website. We welcome any comments and suggestions for improvement.

COMPLAINTS

We hope that parents will not feel the need to complain and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedures are on our website. We will send out copies on request. We undertake to investigate all complaints and to notify parents of the outcome of investigation within 28 days. We maintain records of complaints for three years after a child has left our school. If parents are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. They can download the Ofsted leaflet: 'Complaints to Ofsted about Schools: Guidance for Parents' reference 080113 from <http://www.ofsted.gov.uk/resources/complaints-ofsted-about-schools-guidance-for-parents>.

Review date: September 2018
Next review: September 2019

ANNEX A

MEDICAL QUESTIONNAIRE FOR PARENTS OF NEW RECEPTION PUPILS

CHILD'S SURNAME:

FIRST NAMES:

DATE OF BIRTH:

YEAR OF ENTRY TO SCHOOL:

RECORD OF NHS RECOMMENDED IMMUNISATIONS:	
TYPE	DATE
Diphtheria, tetanus, whooping cough, polio	
Haemophilus influenza type B (Hib)	
Pneumococcal infection	
Meningitis C	
Measles, mumps, rubella	
PLEASE GIVE DETAILS OF THE FOLLOWING:	
Any allergies or sensitivities to (including but not limited to) food, medication, pets and insect stings:	
Please list any special dietary requirements or food preferences:	
Does your child require any special adjustments to be made? Does he or she have a disability or special education need? If so, please describe them briefly:	
<i>(We always invite parents of children with a disability to visit before their child joins the Reception class, so that we can agree jointly a protocol for the management of his/her condition)</i>	
Any chronic or recurring medical conditions needing regular or occasional medication or treatment:	
<i>(We always invite parents of children with medical conditions to visit before their child joins the Reception class, so that we can agree jointly a protocol for the management of his/her condition)</i>	
History of any serious illnesses or injuries requiring admission to hospital:	
Any other factors that might affect your child in his or her school life, for example ADHD:	
Are there any psychological factors that affect your child of which we should be aware?	
Does your child have regular dental checks?	

Does your child have any impairment to his/her hearing?

Does your child have any visual impairment?

Does s/he have regular eye tests?

Does your child require glasses?

Do you have private medical insurance?

The name, address and telephone number of your family GP:

PLEASE COMPLETE THE FOLLOWING SECTION

CONSENT TO EMERGENCY TREATMENT

I/ We authorise the Head, or an authorised deputy acting on his/her behalf to *consent* on the advice of an appropriately qualified medical specialist to *my/our child receiving emergency medical treatment, including general anaesthetic and surgical procedure* (under the NHS)/ (privately, either at our expense, or under our private medical insurance cover) if the school is unable to contact me/us in time.

Signature of both parents: _____
or Guardian

Date: _____

CONSENT TO GENERAL TREATMENT AND TO FIRST AID

I/We give consent for my/our child receiving all the general health care and first aid services provided at the School by a qualified Paediatric First Aider.

He/she may/ may not be given first aid treatment by any qualified member of staff.

He/she will only be given non-prescribed medicines, (such as Calpol) with your prior written consent (see above).

The School will always inform parents about any injury (however minor), first aid treatment or medication given to a pupil, or if a child develops symptoms of illness or infection at school.

Signature of both parents: _____
or Guardian

Date: _____

Behaviour Management Policy for children in the EYFS and Years 1 and 2

WHAT WILL HAPPEN IF A CHILD FAILS TO ADHERE TO THE CODE OF CONDUCT

1) A Caution

A caution will be issued for poor class behaviour, rough play and speaking discourteously to their peers.

2) A Sanction

If the poor behaviour happens again, the child receives a sanction that involves moving their name down on the behaviour monitoring/rewards chart.

3) A Period of Reflection

If the poor behaviour continues after the sanction, a period of reflection is given. This involves moving their name down on the behaviour monitoring/rewards chart and one of the following actions:

- moving to another classroom
- sitting on a chair within the classroom or outside where the child is comfortable and visible to an adult
- helping the victim
- writing an apology letter or card making
- chat with Section Head

The duration is at the teacher's discretion but no more than 15 minutes. Details will be written into the Pre-Prep Discipline Record and parents will be informed verbally or in writing.

A period of reflection occurs immediately (without a caution or sanction) for dangerous play, damaging school and other children's property and stealing.

4) SLT

If the period of vigilance was unsuccessful, the Head or Deputy Head will be notified. The child will be removed from the class for the rest of the day and a further sanction, such as being sent home, is at their discretion.

5) Meeting

More than 6 periods of reflection in a half term will result in a meeting with parents to discuss and issue a positive rewards chart for their child (like a period of vigilance). Up to three targets will be given to improve and encourage the child's behaviour.