



This policy sets out the whole school expectations in contributing to an outstanding learning environment. It should be read in conjunction with the following policies:

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| Admissions Policy |
| Attendance policy |
| Inclusion Policy |
| Child Protection and Safeguarding |
| Pupil Image Policy |
| Acceptable Use of ICT and eSafety |
| Hygiene Policy |
| Food Policy |
| PSHEE Policy |
| British Values |
| Spiritual, Moral, Social, Cultural (SMSC) |
| Drug and Alcohol Policy |
| Collective Worship Policy |
| Supporting Medical Needs and First Aid Policy |
| Intimate Care Policy |
| Activate Handbook |

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| Care and Supervision Policy |
| Collection of Children Policy |
| Positive Behaviour Policy |
| Anti Bullying Policy |
| Curriculum, Teaching and Learning Policy |
| Trip and Outings |
| Planning |
| Differentiation |
| Continuous Professional Development |
| Target Setting & Tracking Progress |
| Intervention and Support |
| Assessment |
| Extra Curricular Provision |
| EAL Policy |
| SEND Policy |
| Able, Gifted and Talented Policy |

In 2008 the EYFS Statutory Framework was introduced. The Early Years Foundation Stage (**EYFS**) sets standards for the learning, development and care of children from birth to 5 years old. In 2012 a revised version came into effect however, we found that it did not realise the academic achievements that our previous curriculum accomplished for our children. As a result we applied to the Department for Education for exemption from the learning and development requirements of the EYFS.

This could only be granted if, following an OFSTED inspection, our own Early Years' curriculum was deemed to be effective. This was confirmed to us in the spring term of 2013 and an exemption was granted. However we are not exempt from the EYFS safeguarding and welfare requirements.

As a result our next inspection will be against the Independent School Standards for the learning and development of children aged 3 and over as well as against the EYFS safeguarding and welfare requirements.

Bowdon Prep is not funded by the local authority to deliver early educational places

In this policy the Early Years refers to all children in the Pre Prep and Reception years.

The term Infants encompasses both Reception, Year One and Year Two

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Section 1

Pre Prep and Reception class at Bowdon Preparatory School for Girls

Admissions

The children can start school during the term in which they turn 3 and enter the school on a part or full time basis. In the Pre Prep they can attend morning only sessions but all pupils are expected to attend Reception class full time. The majority of children who come to us have attended a variety of private nursery schools or local playgroups in the area.

Our Aims

- To give each child a happy, positive and confident start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop to the full socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunities for development;
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

Induction and Transition

When a child is offered a place at Bowdon Prep we ask them to attend a taster session at the school. We give each family a 'transition booklet' to complete with their child and this document is kept in the assessment file.

During the summer term, prior to starting full time education, the class teachers will organise a meeting with the Early Years' Key Worker if the pupil has attended a nursery provision and all arrange to visit the child in the setting. The children are invited to a taster session at Bowdon Prep and they will spend an afternoon meeting their new class teacher and becoming familiar with their new classroom and classmates. Parents are also invited into school during this term when a meeting is organised with the Headmistress and Head of Early Years at which relevant information is given to the parents and they are also given an information booklet. This is an ideal opportunity to address any immediate concerns. A uniform supplier is also present along with the before and after school care managers.

In the first week of term in September, the Early Years' pupils join the school one day prior to the other pupils. Over the first few days at the school we encourage parents and carers to stay for as long as they wish in the classroom to ensure the transition to the school goes smoothly.

Section 2

The Early Years' Environment

Classroom Management

The class teacher is responsible for planning and delivering the Curriculum with timetabled assistance from a part time teacher and teaching assistants. The curriculum will be planned and managed to provide for progression and meet the needs and abilities of each individual child. A mixture of direct teaching to the whole class, group and individual teaching is used. Structured play is an important part of the plans including motor skills (jigsaws, cutting, and lacing), construction (Duplo), creative (painting, drawing), child-initiated activities and outside learning. The resources are reviewed and supplemented each term.

Ratios

In Pre Prep there is a qualified, experienced teacher who can take 1:13 and three other members of staff who hold a level 3 qualification who can take 1:8 children. We take girls who will turn three during their first term, three year olds and four years old. Our rising threes join in with the three and four year olds who are in the majority. The manager of the Early Years is Mrs Rachel Christian and her Deputy is Mrs Elizabeth Cayzer.

With the high staff to child ratio in the Early Years at Bowdon Prep, we ensure we give the girls the support that they need both academically, socially and emotionally. In each of our Reception classes we have two fully qualified, experienced teachers who team teach and plan together for each class. We aim for a teacher to pupil ratio of 1:10.

Role of staff and key worker

There is a named key worker for each child in the setting with the class teacher overseeing the progress of all children. Their role is to help ensure that every child's care is tailored to their individual needs and to help them become familiar with the setting, build a settled relationship with the child and with their parents. All staff actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes. On the rare and unavoidable occasions when the key worker cannot be in the class, we aim to be consistent in who covers these absences.

Classroom organisation

The learning environments have clearly defined areas with labelled resources to ensure children can access them easily. They are set up in a way which provides children with experiences and activities in all of the seven areas of learning. The Early Years' classrooms and outdoor provisions have a writing area, maths area, creative area, malleable area, transient art area, explorative area, reading area, role play area, construction/small world area, outdoor area and carpeted teaching area. A variety of activities are planned for and set up in the different areas each day. The staff move to whichever area their focus for the session/day is.

Pre Prep

Each child has their own labelled peg and box to keep their satchel in our welcome room. We encourage children to take responsibility for hanging up their coats on the correct peg, taking their reading wallet, putting their water bottle on the tray, and putting their work safely away in their satchel

Reception

We encourage children to take greater responsibility for themselves in the Reception class. They hang their coat and unpack their bags. Each pupil has their own desk and is more familiar with the organisation within the classroom. They have access to their books and resources and are encouraged to select the equipment for themselves.

Outdoor learning environment

Pupils access the outdoor area both in learning sessions and during lunch time breaks. We ensure that the range of activities outside reflects the different curriculum areas, for example setting up quiet spaces for a maths game, reading and for construction. Physical activity often dominates, with climbing, running, cycling and other active games being key. The Reception and Pre Prep have separate lunch time play sessions to allow for more space to explore and learn. The Reception children have access to the main playground during their morning play to enable them to mix and play with other pupils in the Infants.

Before and after school care

At Bowdon Prep we understand the need for wrap around care for some families with parents' busy working commitments and schedules. Our wrap around care, 'Activate', operates from the dinner hall which is directly next to the Pre Prep department. This provision runs before school from 7.30am and until 6pm after school. The Pre Prep day finishes at 3.10pm and the Reception day finishes at 3.20pm. The teachers will remain with the children for a story session, songs or games until it is time to take your daughter through to 'Activate' at 3.30pm. There are lots of stimulating and enjoyable activities with caring, familiar members of staff that will support the children's various needs. Girls attending school from Pre Prep to Year 6 are eligible to attend 'Activate'. There is a booking system which ensures that ratios of adults to pupils are safe and all necessary risk assessments are in place.

Food and drink

The girls in Early Years eat a healthy school lunch with ingredients that are locally sourced. The girls are encouraged to try a range of healthy foods at lunchtimes, supported by staff. The girls sing a special prayer to give thanks for their food each day and enjoy an informal social time together in a familiar setting.

In Pre Prep, during the morning the girls enjoy an informal social time together in a familiar setting. The girls are also provided with a healthy fruit salad which is prepared in our schools kitchen with a choice of either milk or water to drink. We encourage all the girls to bring in a bottle of water which is available to them at all times. All members of staff within Early Years who are involved in preparing and handling food have completed training in food hygiene.

Section 3

The Curriculum

Within our programmes of learning pupils cover the guidelines and curriculum as detailed in the Early Years Foundation Stage (EYFS) document, which is available from the school office or to download at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The Prime Areas are:

- Communication and Language – Listening and Attention, Understanding and Speaking
- Physical Development – Moving and Handling and Health and self-care
- Personal, Social and Emotional Development – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully both academically and to operate successfully in society.

The Specific Areas are:

- Literacy – Reading and Writing
- Mathematics – Numbers and Space, Shape and Measures
- Understanding the World – People and Communities, The World and Technology
- Expressive Arts and Design – Exploring and using media and materials and Being Imaginative

Progression to Reception Class

The curriculum is carefully planned and structured to ensure that learning is continuous, and that the children make excellent progress with the development of their learning. Through the curriculum we aim to develop a broad band of knowledge and skills that encourage children to gain an understanding of the different ways of looking at the world. We aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every child will have access to a rich, broad, balanced and differentiated curriculum. We use diverse teaching strategies to develop the interests and talents of each child and teachers will use their knowledge and skills to ensure English and mathematics are taught thoroughly alongside and within opportunities for enrichment and creativity.

Whilst paying due regard to achieving high standards in English and mathematics, the curriculum remains broad, exciting and challenging. Our curriculum promotes the values of excellence, determination, equality, resilience, respect, inspiration and friendship. The curriculum is used to increase children's knowledge eg key concepts in mathematics, skills including the ability to use the acquired knowledge, understanding as they grow and develop and become more aware of the world around them and fostering positive attitudes to the work they do at school. We ensure that the knowledge and skills gained are used across the whole curriculum and not simply in isolation and that

meaningful links are made between subjects in our termly themes, engaging pupils' interest, encouragement and motivating them to want to learn is a key feature of our curriculum.

Trips, Outings and Visitors

Extra-curricular activities, visits and visitors play an important part in our curriculum and children's learning in our Early Years. We aim to make three visits during a year, for example to a local farm or an art gallery. Each time a trip is planned, a risk assessment is carried out, involving consideration of adult to child ratios, and steps that can be made to remove, minimise or manage identified risks. We actively seek parental support on trips, aiming for a ratio of one adult to four children, with school staff always present. For safety reasons younger siblings are not invited along on school trips. We use reputable coach companies for transport to and from the venues. We follow the requirements of the EYFS regarding the records kept about vehicles in which children are transported, including insurance details and a list of named drivers. We have purchased booster car seats for use on these journeys to ensure children are raised higher on the seats and are seated in a safe position. The Head of Early Years takes a mobile phone for use in case of an emergency so that contact can be made immediately with the school. Visitors to school can really enhance the quality of learning and we invite 'experts', including parents, in to talk to the children. We are keen for parents to come into school to share their knowledge or skills.

Risk Assessment

The Governors of Bowdon Preparatory School recognise and accept their responsibilities as employers and service providers to comply with Health & Safety legislation. However, all staff have responsibilities in the area of risk assessment, and staff should be proactive in their approach to risk management. It is the responsibility of Early Year staff to assess and highlight any hazards and to ensure that systems are put in place to manage these. The Early Years makes use of model or generic risk assessments for educational activities and visits, which can be found on the teachers' shared drive. The Head of Early Years will also visit the venue prior to going on the trip to carry out a risk assessment from observations made.

It is the policy of the School that a risk assessment is carried out in respect of all activities, processes and substances and that it is regularly reviewed and documented where necessary. This responsibility rests with Governors, Headmistress and Bursar as stated in the schools Health & Safety Policy.

Section 4

Teaching and Learning

Characteristics of Effective Learning

The Pre Prep and Reception teachers and staff plan activities with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The Three Characteristics 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.

Play

Learning through play is an important part of our Early Years' classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

British Values

The teaching and learning in the Early Years supports the British Values as laid down by the government: democracy, individual liberty, the rule of law, mutual respect and tolerance of those with other beliefs and faiths. Our literature within our reading scheme, and books available in the library cover themes including tolerance, mutual respect and democracy. During personal, social and emotional development learning sessions we will explore these values in an age appropriate way. We often use stories or poems as a starting point as there is a natural connection between stories and discussions about friendship relating to British Values of mutual respect. British Values are lived through the school ethos and are valued as a meaningful character-building part of the curriculum.

Special Educational Needs

Within our Early Year's setting we ensure that arrangements are made to support children with SEN or disabilities. The staff in Early Years carry out both formal assessments throughout the year and regularly monitor and review the progress made in all areas of learning. Where a child appears to be

behind expected levels we would refer to the methodology outlined in the SEND Code 2015 for gathering information and seeking 'Early help' (see Working Together). The Early Years' staff would liaise with the Deputy Head and Head of Teaching and Learning, Ruth Donachie and follow the guidelines for seeking external help of specialists or request an EHC assessment. If a decision to involve external specialists is made we would hold a meeting with the child's parents to discuss the need for extra support.

English as an additional language (EAL)

The information booklet filled out by parents on admission alerts us to those pupils for whom English is an additional language. Staff encourage the pupils to develop skills in their own language at home and school provide targeted activities to build up confidence and skills in spoken and, where appropriate, written English. Teachers and parents work together to overcome any initial difficulties in communication and to foster a love of language through songs, poems, stories and rhymes.

We ensure all members of staff within Early Years are aware of this and their needs and provide opportunities for children to develop and encourage to use their home language to support their language development at home and to ensure they have sufficient opportunities to learn and reach good standards in the English language and communication needs.

Planning, Teaching and assessment in Pre Prep and Reception

Planning

In The Early Years we believe many children benefit from a shared starting point to learn new things and find themes are a great way to fire the imagination. Pre Prep have a two year theme cycle so both K1 and K2 classes are working together on the same theme; topics are usually based on the following areas of learning, 'Understanding the World', 'Literacy' and 'Communication and Language'; and range from a topic on 'Monsters and Magic' to 'Heroes and People Who Help Us'. Reception themes build on this The themes are a framework but are flexible to ensure we also follow the children's needs and interests, school projects including science week or European Week, local or national events e.g. the Olympics and many religious festivals. Every half term the teacher plans the next theme, books visits and visitors that will enhance the learning. In Pre Prep all staff plan in more detail on a weekly basis using observations and interactions with children to inform the direction in which the learning path should move to. Pre Prep weekly plans are displayed for staff and parents in the classroom and are summarised in the weekly class newsletter. Although class teachers are responsible for writing plans, the Pre Prep team including Teachers and Teaching Assistants attend weekly planning meetings to discuss their allocated key children to ensure that each child's learning is tailored to meet their needs.

Teaching

In the Pre Prep class we ensure there is a balance of adult led and child initiated activities throughout the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible. By summer term the children in Pre Prep will experience many more adult directed tasks as they prepare for their transition to Reception.

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on. Each day we follow a visual timetable with set routines in place. Each morning the children are separated into groups to be taught in the more traditional sense for phonics/literacy/maths. The groups gather together on the carpet for the main teaching input and then an activity relating to the learning objective will follow, this could be written work or a group game. The classes K1 and K2 come together for carpet discussion, to focus on our themed work, PSED/Bowdon values and stories. These sessions help to develop vital habits of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc. Reading and story play an important part of our day. We want to make sure our children have a love of books and will leave Pre Prep with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for whole class story at the end of the day but also that there are many opportunities to enjoy books at other times. Every child is given their own satchel starting with wordless books progressing on to worded

books when ready, flashcard envelope with a new flashcard added once a week and an optional homework pack to support different areas of the curriculum. Each child has two designated days when they will have one-to-one time sharing their reading book and flashcards with an adult. The girls are given compulsory once a week up to Easter term and this will increase to 2 pieces of work and finally 3 in the last half term in preparation of Year 1.

Assessment, observations and portfolios

Assessment is an essential tool to improve the learning and development of children. It involves all members of staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations and to ensure progress.

To provide evidence of a child's progress in the Pre Prep we use a range of strategies all of which come together in their individual portfolio (Learning Story). We are very proud of our portfolios: these are collections of children's work, photos and observations which create a detailed picture of the child. Where appropriate, we note possible next steps for the children. These next steps are discussed amongst the Pre Prep team in our weekly planning meeting and in informal meetings and inform planning for the week ahead. The Pre Prep team use a tablet to capture and note observations and next steps for learning. Parents have access to the portfolios which are stored in the classroom. They are encouraged to contribute through the use of our 'WOW' moment cards which record significant events at home. They are available in each cloakroom and can be taken home to complete or can be completed with the support of a member of staff. Each child is given a 'Treasure and Gems' book to take home to record any achievements or experiences that are special or of interest to them. The children then share this during news time. The portfolio is given to parents when their child enters Reception or leaves our setting.

On entry to Pre Prep and Reception, we carry out CEM baseline assessments (ASPECTS and BASE) for each child. During the last half term an assessment on the child's knowledge of phonics, high frequency words, number and shape space and measure is carried out. In the summer term the K2 class teacher passes our end of year data to the Reception teacher showing each child's development across the seven areas of learning. This information is also communicated to parents and carers in the Pre Prep's child's end of year report and can be discussed in the final Parents' Evening in Pre Prep. The Reception teachers will continue to assess each child against the 17 Early Learning Goals (ELG).

Planning, Teaching and Assessment in Reception

At Bowdon Prep there are two Reception classes who are taught by four qualified teachers. This group of pupils are separately from the Pre-Prep. In the morning the organisation is more structured in order for more focused literacy and numeracy activities to take place. In the afternoon sessions the two classes are joined together and make fuller use of the full learning environment in small groups.

We recognise that young children are active learners who thrive on child-initiated discovery and exploration. We find that in the all-girl environment pupils' learning skills such as focus and concentration develop to effective levels enabling them to work with pleasing levels of independence from an in age. We believe that children learn confidently and effectively with guidance and with the understanding that children learn in different ways and at different rates. We strive to encourage our girls to feel safe to take risks in their learning and avoid developing characteristics that hinder the development of key learning skills such as perseverance and resiliency.

We use a variety of methods that enable all children to learn effectively:

- Learning and stimulating activities that use and incorporate children's ideas.
- Cross-curricular displays.
- Teachers who ask a range of questions that develop thinking skills.
- Understandable learning objectives, which are also communicated verbally – this will vary according developmental stages of the children.
- The use of different interactions e.g. individual, pairs, small group, class to class, ability groups, mixed groups, more able supporting less able.
- High quality questioning – the use of open ended tasks of different durations.
- A variety of response methods e.g. drawing, written, verbal, recorded, scribed, ICT.
- Children using a range of high quality resources which support their learning.
- Literacy and Numeracy resources on display which support the children's learning.

Planning

Along with curriculum plans developed by the subject coordinators in literacy and mathematics, the early learning goals establish expectations for children to reach by the end of the EYFS and provide the basis for planning in Reception. While due consideration is given to DfE curriculum recommendations, and we ensure that our curriculum is planned to suit the particular age as aptitudes of pupils we also strive to take account of pupils' interests. Schemes of work have been reviewed and updated to take account of the new primary curriculum.

The teachers plan together to deliver a carefully structured topic-based curriculum with objective led planning lays down strong foundations for numeracy, literacy and science and focuses on developing the creative and enquiring mind. There are opportunities to perform in music, drama and dance activities. A range of trips and visitors to school broaden pupils' experiences and learning opportunities. Specialist lessons in French, drama, music and PE all ensure that pupils have a rich and diverse curriculum.

Teaching

By the end of the year, the majority of girls will have exceeded the goals. However, we are non-selective on intake and some children, depending on their individual needs, will still be working towards some or all of the goals – particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language. Differentiation of learning experience ensures that there is access and opportunity for all pupils to learn and to make progress. Attention is given at all levels to pupils reflecting upon the process of learning. In addition to differentiated work to support the less able and extend the more able. We plan a richly resourced learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world.

Assessment

We make good use of assessment to support, encourage and challenge the children so that they make good progress and become motivated, independent learners.

By:

- Continuous observations and assessment linked to the learning objectives in the short term planning.
- Tracking of pupil progress.
- Verbal and written feedback with the children to identify next steps in their learning.
- Reflective assessment information which informs planning.
- Teachers sharing learning objectives with children throughout their learning.
- Children being successful in their learning.

In the summer term in Reception we carry out CEM assessments for each child. During the last half term an assessment on the child's knowledge of phonics, high frequency words, number and shape space and measure is carried out. Teachers review this along with valuable assessment data outlining progress in Pre Prep showing each child's development across the seven areas of learning.

Reception send reports home at the end of each term. At the end of the year Reception teachers will assess each child and will report this to parents

Managing Behaviour

In Early Years we employ the whole school behaviour policy which aims to promote positive behaviour within the school and continue to develop ways of rewarding this. This is a means of promoting good relationships, so that we can work together with the common purpose of helping everyone to learn and reach their full potential. We ensure safety and well-being for all the pupils, by raising awareness of appropriate and positive behaviour; we teach the girls that actions and choices have consequences. We believe that positive behaviour in children stems from learning the core skills and abilities that are embedded within all aspects of our school life. These include: independence and organisation, self-image and self-esteem, reflection and self-control, resiliency and perseverance, cooperation and collaboration, motivation, attention, fairness, sociability, empathy and honesty. At no time is corporal punishment used or threatened.

Our rewards are given through stickers and we have our 'Well Done' bears that are given out each week to mark a child's achievement, success and behaviour.

The teacher will record any incidents in the pupil log on the MIS, noting the behaviour and the consequence. This will be discussed with the child at time of writing. For any serious incidents, eg biting, hitting, the parents will be informed to establish good communication systems from the start and enable the child to learn the correct behaviour with consistent support from both school and home.

Staff Training

At Bowdon Prep we provide induction training for all staff including help in understanding roles and responsibilities, information about emergency evacuation procedures, safeguarding and child protection, health and safety issues and our equality policy. Staff are encouraged to undertake relevant training which can then be shared with the rest of the Early Years' team for their professional development and to develop the quality of learning experiences for the girls. Each member of staff will have an annual appraisal by a member of the SLT. Meetings are held on a regular informal basis with each member of the Early Years' team and the Head of Early Years to support their role as a key person working with children and families.

Throughout the school there are staff trained in paediatric first aid on the premises at all times and accompanying the girls on any outing. This first aid training is renewed every three years.

Partnership with parents and carers

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We encourage parents to become more involved in observations of their children at home and compare them to the observations we have noted. We operate an 'open door' policy as we want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. We value a close working relationship with families to create a fluid transition from home to setting and back again.

We do this through:

- Gathering information from the parents about their child before their child starts at our school.
- Giving the children the opportunity to spend time with their class teacher/key person before starting at our school during induction sessions.

- By inviting parents to parent/key person meetings and parent social evenings.
- Offering parents regular opportunities to talk about their child's progress and allowing free access to their child's 'Learning Journey' files on request.
- Sending home a report on their child's attainment and progress at the end of the Pre Prep Year and at the end of each term in the Reception year.
- Encouraging parents to talk to their child's class teacher/key person if there are any concerns either via email or face to face.
- Arranging a variety of activities throughout the year that encourage collaboration between child, school and parents: fund raising days, themed activity days, book week, concerts including Harvest Festival, Nativity and Summer concert, Sports Day.
- Providing parents with information about activities in school via our weekly newsletter, and displays.
- Using information boards to inform parents of particular focus or interests in the Pre-Prep or Reception. We encourage parents to share these with the children and to bring things in to support and/or to follow the interests up at home.
- Via the parent Rep cluster group and coffee mornings we provide opportunities to discuss subjects such as: fussy eaters, sleeping patterns, reading at home, school activities at home.
- A curriculum map is sent home each half term setting out the main learning objectives to be covered.

As well as the Pre Prep stay and play sessions once a week and termly drop in sessions in the Reception we offer a 'Meet the Teacher' transition session in the Summer Term before starting school, parenting sessions including Reading workshop and mid-year Early Years meeting regarding developments taking place throughout the year and a 'Take a Look through my book' drop in morning at the end of every term for the children to show parents work that they have done.

Early in the first term parents are also invited to a meeting so the settling in period can be reviewed with the Pre Prep team and to meet each other in an informal setting. Parents are also invited to attend a parents' meeting in the summer term to discuss targets before they move into Reception. The teachers are available most mornings and evenings to discuss more urgent matters.

Each half term the girls are given a homework pack which helps support many areas of learning including communication and language, literacy, mathematics and PSED. The Early Years' team will also send home ideas of activities that parents and children can take part in together to develop skills.

Section 5

Health & safety and safeguarding

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. Our Early Years setting has a duty to safeguard and promote the welfare of children in our care and follows the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf and Department of Education's advice to help practitioners identify the signs of child abuse and neglect and understand what action to take is provided in the 2015 guidance 'What to do if you are worried a child is being abused'.

All staff follow the statutory guidance when carrying out safe guarding duties and to promote the welfare of children 'Keeping Children Safe in Education 2016, Keeping Children Safe in Education 2016 Part 1 and Working Together to Safeguard Children 2015.

We also refer to 'Trafford Safeguarding children board' for guidance and information in undertaking safeguarding responsibilities. They have a number of resources and approaches including:

- TSCB e-bulletins, and schools e-bulletins which provide updates on key and current safeguarding issues and should be read by the school leadership, in particular the designated lead for safeguarding.
- training support through materials for use in schools for foundation level training to staff and inter-agency training (free places) for designated safeguarding leads and others with pastoral responsibilities.
- self-audit tool, for schools to use on an annual basis to ensure they are meeting their safeguarding responsibilities.

The school designated safeguarding officer and who takes lead responsibility for safeguarding children in the Early Years setting is Sophie Hughes. The school must notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether allegations relate to harm or abuse committed on the premises or elsewhere).

There is a section in our school Safeguarding Policy that directly refers to practice in the EYFS. It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets in line with Bowdon Preparatory School Safeguarding Policy. Members of staff do, however, use school tablets to take photographs as evidence to support the regular observation assessment cycle in the Pre Prep. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

Safety and suitability of the premises

Regular safety checks relating to health and safety requirements/legislation and fire safety and hygiene are made by the bursar, headmistress and caretaker within the Early Years' areas both indoor and outdoors, to review and put in place any developments that need to be made. Also on a day to day basis the early year's staff report any areas that need attention to ensure the areas are fit for purpose and are a suitable learning environment.

We do not allow smoking on the school premises at any time.

We follow our legal responsibilities under the Equality Act 2010 (for example, the provisions on making reasonable adjustments). There are adequate toilets and hand basins available to the girls. Regular reminders about hygiene and hand-washing are given to pupils during the day.

Managing medical needs

Health and medicines

When starting at Bowdon Preparatory School parents/carers within Early Years are given a copy of our first aid policy explaining the procedures to follow if their daughter has any illnesses etc. We also send letters out to parents if a case of chicken pox or headlice etc. has been confirmed within the school. This gives parents the relevant advice and guidance on how to react to this.

A Permission to Administer Medicine form must be completed and signed before any medication can be given to a child. Parents must give clear written instructions of required dosage etc. and hand medicine directly to a member of office staff or to a member of staff in the relevant Pre Prep or Reception classes.

Only First Aid trained staff in the office can administer prescribed medicines to children. On no account are medications to be left in a child's school bag. Prescribed medicines will be stored correctly as advised on the bottle or packet. If the medicine should be kept in a refrigerator, then it will be stored safely and hygienically.

A member of office staff administering the medication must complete an Administration of Medicine Form, giving details of what medicine, dosage and when it was administered. The parent, when collecting the medicine from the office at the end of the day, should sign this form. If the parent is unavailable to sign the form, a photocopy of it must remain in school. The member of staff who issued the form must ensure the parent does sign and return the original form to school as soon as possible. For Early Years' children, we will discuss with parents the procedure for children who are ill or infectious. It is school policy that children should return to school until 48 hours have elapsed following a bout of sickness or diarrhoea.

Accident or injury

In the Event of a Minor Accident, Incident or Illness:

The School requests that parents/carers complete and sign an Emergency Medical Treatment Form enabling the Leader, or any member of staff so empowered, to give permission for emergency medical treatment for their child in the event of a major accident, incident or illness occurring at the school and there being no response from contact numbers provided by the parents/carers.

In the occurrence of such an event, the following procedures will apply:

- In the first instance, a First Aider will be notified and take responsibility for deciding upon the appropriate action
- A First Aider will assess the situation and decide whether the child needs to go straight to hospital or whether they can safely wait for their parent/carer to arrive
- If the child needs to go straight to hospital, an ambulance will be called. The parent/carer will also be contacted. A member of staff will accompany the child to the hospital and will consent to medical treatment being given.
- If the child does not need to go straight to the hospital but their condition means they should go home, the parent/carer will be contacted and asked to collect their child. In the meantime, the child will be made as comfortable as possible and be kept under close supervision.
- Parents/carers will be made fully aware of the details of any incidents involving their child's health and safety, and any actions taken by the school and its staff
- All such accidents and incidents will be recorded in detail and logged in the Accident Record Book or Incident Record Book. Parents/carers will be informed on the same day and asked to sign in the relevant section of the book to acknowledge the incident or accident and any action taken by the school and its staff.
- The Headteacher and other relevant members of staff should consider whether the accident or incident highlights any actual or potential weaknesses in the School's policies and procedures, and act accordingly, making suitable adjustments where necessary.

There is a first aid box available at all times within the Early Years' area that has all appropriate contents needed for treating minor injuries.

Section 6

General Information

Information and records

Up to date records are made within school on the MIS system. Confidentiality of records is maintained about staff and children, with access only available to those who have a right or professional need to see them. Parents and/or carers may access all records about their child, provided that no relevant exemptions apply to their disclosure under the 'Data Protection Act'. The retention period for any records in relation to individual children must be 'reasonable'. The three year retention period for registers may be a useful rule of thumb.

Information about child

When a child starts in Early Years we gather information including: full name, date of birth, name and address of every parent/carer who is known to the school, information about any other person who has parental responsibility for the child, details of which parent(s) the child normally lives with, emergency contact details for parents and/or carers, password and other named people to pick up at home time.

Information about the School

Information including name, home address and telephone number is held of each member of staff that is employed on the premises and anyone who is in regular contact with the children attending the provision.

Complaints

In Bowdon Prep Early Years we aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their concerns. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time.

Making concerns known

A parent who is uneasy about any aspect of the Early Years provision should first talk over any worries and anxieties with the Head of Early Years. If necessary the issue can then be taken to Headmistress or Deputy Head.

If this does not resolve the issue or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the Headmistress who will address the matter within 28 working days. See school complaints policy for stages and complaints procedure

The role of the registering authority

In some circumstances, it might be necessary to bring in the local authority registration inspection unit, who have a duty to ensure laid down requirements are adhered to. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration

requirements. In these cases both parent and Bowdon Prep would be informed and a development worker would work with Children's Schools and Families to ensure a proper investigation of the complaint followed by appropriate action.

OFSTED involvement

A parent has the right to contact the Ofsted helpline or the Independent School Inspectorate if they so desire. Providers must provide Ofsted, on request, with a written record of all complaints made during any specified period, and the action which was taken, as a result of each complaint. There are several local officers who represent the Trafford area you can contact them on: 03001231231

The address is:

Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

Or call 02076000100 or email concerns@isi.net to contact ISI about school concerns, concerns for the safety or welfare of a child and queries relating to safeguarding. The address is:

Independent Schools Inspectorate, CAP House, 9-12 Long Lane, London EC1A 9HA

We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of Bowdon Prep School and parents that complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality

APPENDIX 1

Non collection of children procedure

In the event that a child is not collected by an authorised adult at the end of a school day, Early Years puts into practice agreed procedures.

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

1. Parents of children starting at Bowdon Early Years are asked to provide specific information which is recorded on our Registration Form, emergency contact form including:

- home address and telephone number of the person (s) who has (have) parental responsibility for the child ---- if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour's;
- place of work, address and telephone number (if applicable);
- mobile telephone number (if applicable);
- names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from school, for example a childminder or grandparent;
- information about any person who does not have legal access to the child.
- Password used to collect child from school
- Hours attended within setting

2. On occasions when parents are aware that they will not be at home or in their usual place of work, they must record how they can be contacted on documentation stored in their child's file. This information is fed through to all of the staff to reduce the risk of delay in contacting the parent in case of emergency.

3. On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name and telephone number of the person who will be collecting their child on our Alternative Collection Form in the child's file. We agree with parents how the identification of the person who is to collect their child will be verified.

4. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone numbers. We also inform parents that in the event that their children are not collected from school by an authorised adult and the staff can no longer supervise the child in our premises ---- we apply our child protection procedures as set out in our child protection policy.

5. If a child is not collected at the end of the session, we follow the following procedures:

The Child's File/Alternative Collection File is checked for any information about changes to the normal collection routines;

If no information is available, parents/carers are contacted at home or at work;

If this is unsuccessful, the adults who are authorised by the parents to collect their child from school and whose telephone numbers are recorded on the Emergency Contacts Form are contacted;

- the child stays at school in the care of a member of staff until the child is safely collected;
- the child does not leave the premises with anyone other than those named on the Emergency Contacts Form and in the Child's File / Alternative collection slip;
- under no circumstances should staff leave the premises to look for the parent or take the child home with them.

6. If no-one collects the child after one hour and there is no one who can be contacted to collect the child, we apply the procedures set out in our Child Protection Policy. We contact:

- **MARAT** a Multi-Agency Referral and Assessment Team that acts as the 'front door' for Trafford's children and young people's service. The general helpline is open 8.30am to 4.30pm, Monday to Friday. Outside of these hours the Emergency Duty Team can be contacted for urgent enquiries.

The General Helpline 0161 912 5125 8.30am to 4.30pm

Emergency Duty Team 0161 912 2020 - Out of Hours

MARAT accept referrals for children and young people that are deemed to be in need of a certain level of support and undertake child protection enquiries where appropriate. Once a referral has been accepted an Initial Assessment will be completed with a view to identifying appropriate services.

It will be the decision of the duty social worker to take charge of the situation and decide what happens next, and whether the police need to be involved in helping to trace the Parent/Guardian of the child.

7. A full written report of the incident is recorded in the child's file; and we will also contact:

- Ofsted 0300 1231231
- Early Years and Child Care Service

8. Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

9. If the parent/carer or designated adult is going to be late in picking up their child. They must call to inform school at the earliest opportunity. If the school is not informed, then the non-collected Child Procedure will be activated. If parent/carer is repeatedly (3 times) late to pick up Late pick-up fees will apply. Every late pick up is logged into the late pick-up file and must be sign by parent/carer. Emergency

APPENDIX 2

Procedures When a Child is discovered to be Missing at, or away from, the setting

In Early Years we adhere to our whole school missing children's policy which gives all staff, both teaching and non-teaching, a clear understanding of how to respond and who to inform should they discover a child is missing. The aims of this policy statement are to:

Provide a clear procedure which is understood and effectively implemented by all staff, enable the missing child to be located as quickly as possible and given the appropriate level of safety and security commensurate with the pupil's age and emotional/behavioural maturity.

Occasions when a child may go missing

The Early Years' staff need to be mindful that a child can go missing at any time of the day. These times and examples of the occasions providing opportunities for a child to go missing are:-

a) From an indoor lesson

This could occur when a child is allowed to leave the classroom unaccompanied by an adult and fails to return;

e.g. - to go to the toilet,

- to collect something from her bag in the cloakroom,

b) From an outdoor lesson

This could occur when the class are outside the building with the children spread out and/or engaged in a variety of activities that make it is easy for a child to wander away unnoticed.

e.g. - during sessions in the outdoor area and taking children over to the field to take part in activities

c) Travelling about the school

This could occur when the children are spread out and beyond the teacher's direct total supervision.

e.g. - going to and from the hall or outdoors before and after a PE lesson,

- going to and from the hall before and after music and library lessons,

d) Other Times

- At break and lunch times.

- At the beginning and end of the school day when children and parents are freely moving about.

Upon Discovering a child is missing

It is important that the person discovering a child is missing knows what to do. What action is taken depends on who discovers the child is missing. Therefore, the following action should be taken by the following personnel.

Voluntary helpers will:

Immediately notify the class teacher. If the teacher is not available for whatever reason they must inform the classroom support staff if there is one, or, if there is not, the nearest available teacher. They should state the name of the child (if known) or a description of the child (if the child's name is not known to them), what the child was last seen doing and where, and how long since they last saw the child. Thereafter they should assist with any organised search for the child as directed by the class teacher or the Head teacher.

Classroom Support Staff will:

Immediately notify the class teacher. If the teacher is not available for whatever reason they must inform the nearest available teacher. They should state the name of the child and what he/she was last seen doing and where, and how long since they last saw the child. Thereafter they should assist with any organised search for the child or supervision of the rest of the class as directed by the class teacher or the Head teacher.

Lunchtime supervisors will:

Immediately notify a teacher, or the DH or HT (whoever is found first). They should state the name of the child (if known) or a description of the child (if the child's name is not known to them), what the child was last seen doing and where, and how long since they last saw the child. Thereafter they should assist with any organised search for the child or supervision of the rest of the children as directed by the Senior Midday Supervisor or the Headteacher or Deputy Headteacher.

The Class Teacher will:

Conduct a search of the immediate surroundings, i.e.:

Indoors - in the classroom (looking under tables, work surfaces and other possible hiding places such as cupboards), adjacent work areas and classrooms, nearby cloakrooms and toilets.

Outdoors - in the immediate area where the child was last seen including looking under bushes and up trees etc. [NB The teacher should quickly arrange for another adult (e.g. support staff or neighbouring teacher) to supervise their class while they conduct any search away from the class for which they are responsible].

If this initial search does not find the child the teacher shall begin a wider search of the school buildings and grounds including searching public areas in other parts of the school e.g. library areas, toilet and cloakroom areas, corridors, hall etc. (it is not necessary at this stage to search classrooms unless they are empty). The task of undertaking this search can be done either by the teacher personally or they can delegate this to a member of the support staff depending on the teacher's knowledge of the child including their emotional and behavioural characteristics. At all times the rest of the class must be

supervised by either the class teacher or a member of the support staff. If appropriate a neighbouring teacher can be asked to supervise the class (as well as their own) to enable both the teacher and the support staff to conduct the search.

If this search does not discover the missing child within a reasonable time the teacher must inform the Headteacher (directly or via the school office) of the missing child and the facts surrounding the child's disappearance.

The Headteacher will:

Take charge of the situation. If satisfied that the class is adequately supervised the Headteacher will join the teacher (and support staff if applicable) in searching the school premises for the missing child directing the teacher (and others) where to search (e.g. while she searches externally, the teacher searches internally) Alternatively, the Headteacher may direct the teacher (or support staff) to return to their class in order to continue supervising the class and to be a familiar adult should the missing child return to their classroom. In this situation the Headteacher will continue the search alone or with other available adults.

When the Headteacher is satisfied that the child is not on the premises he will instruct the office staff to contact the child's parents and inform them of the situation and to enquire if the child has returned home. If the child is at home the parents will be informed by telephone of the known facts surrounding the child going missing. If the child is not at home the Headteacher will, in consultation with the parents, begin a search outside of the school premises. If the parents cannot be contacted at home the Headteacher (or other adults as directed by the Headteacher) will begin a search outside of the school's immediate premises.

This may include a visit to the child's home if this is near the school. If the child is not found within 45 minutes the Head teacher (or other staff if so directed by the Headteacher) will inform the police and, as appropriate, the social services and the Chairman of Governors of the child's disappearance. Thereafter the Headteacher will follow the instructions of the police regarding the continuation of the search for the child.

The Office staff will:

Inform the Headteacher of the missing child and then await further instructions. They will not take part in the search but will instead contact the child's parents when instructed by the Headteacher to do so and inform them of the situation and enquire if the child has returned home. They will then hand communication with the parents over to the Headteacher unless directed otherwise by the Headteacher. If the parents cannot be contacted the office staff will, if directed to do so by the Headteacher, telephone the police, social services and Chairman of the school governors to inform them of the missing child and giving them such information as they may request. The school staff, including the Headteacher, will then continue the search as directed by the police and the office staff will continue to try to contact the child's parents.

Missing Children Seen Running Off the Premises

If, during the search, the missing child is seen leaving the premises, the member of staff witnessing this must inform the most senior member of staff immediately available or, if none is available, send a message to the office via a reliable messenger without losing sight of the child if possible.

As a general rule staff should not pursue a child beyond the school boundary. Instead they should report to the Head Teacher where they last saw the child and the direction the child was heading so that this information can be communicated to the parents or police as appropriate. The member of staff should then return to their normal duties unless directed otherwise by the Head Teacher.

In certain circumstances it may be appropriate for the member of staff to go beyond the school boundary, e.g. to retrieve a child who has accidentally wandered out of an open gate, or to follow/retrieve a child with special needs who has deliberately left the premises but in doing so does not understand the gravity of their action. Staff are expected to use their professional discretion in deciding whether or not it is appropriate to go beyond the school boundary in pursuance of such children. If a child is followed beyond the school boundary the member of staff must behave in a manner that is not threatening to the child. They must not run after the child as this may cause the child to run into a dangerous situation, e.g. the child might run into a road without looking out for traffic in an attempt to evade the pursuing, running adult.

In exceptional circumstances where a child is known to be liable to run off the premises, the school may prepare and enact contingency search plans involving named staff. When enacting these plans staff should be mindful not to put themselves or the child at risk.

Investigations

When a missing child has been located and safely returned to school, the child's family or the police, the Headteacher will conduct an investigation into the circumstances of the child going missing. This is in order to identify any factors that need to be addressed by the school or communicated to the parents to prevent a recurrence of the child going missing.

APPENDIX 3

Physical Contact

All staff engaged in the care and education of children and young people need to exercise caution in the use of physical contact. The expectation is that staff will work in 'limited touch' cultures and that when physical contact is made with pupils this will be in response to the pupil's needs at the time, will be of limited duration and will be appropriate given their age, stage of development and background.

Staff should be aware that even well intentioned physical contact might be misconstrued directly by the child, an observer or by anyone the action is described to. Staff must therefore always be prepared to justify actions and accept that all physical contact be open to scrutiny. Physical contact which is repeated with an individual child or young person is likely to raise questions unless the justification for this is formally agreed by the child, the organisation and those with parental responsibility.

Children with special needs may require more physical contact to assist their everyday learning. The general culture of 'limited touch' will be adapted where appropriate to the individual requirements of each child. The arrangements must be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny. Wherever possible, consultation with colleagues should take place where any deviation from the arrangements is anticipated. Any deviation and the justification for it should be documented and reported.

Extra caution may be required where a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. Additionally, many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child without causing them a negative experience. Ensuring that a witness is present will help to protect staff from such allegations.

Physical Restraint

Physical contact may be used by members of the school staff to control, restrain or direct children without the use of force. It may be necessary to prevent them from inflicting damage on either themselves, others or property and then it should only be used as a last resort when all efforts to diffuse the situation have failed. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. In such cases only the minimum force necessary should be used for the minimum length of time required for the child to regain self- control. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of Physical Restraint should be recorded in writing and reported immediately to the DSL or the appropriate Headmistress. Parents will be informed immediately and details will recorded on the Restraints Log.

Under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour, or to make a pupil comply with an instruction. Physical force of this nature can, and is likely to, constitute a criminal offence.